Signing Naturally, Teacher’s Curriculum Guide, Units 7–12
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For “18. Bessie Quinn Wyatt” and “19. Cliff Eddie Emma” (focus on double letters “ss,” “nn,” “tt,” “ff,” “dd,” “mm”)

- the letters are made without a bounce

for “20. Aaron Lee Cooper” (focus on double letters “aa,” “ee,” and “oo”)

- the letters move sideways

Conclude. Have students spell their own first names. Check their letter movements, positions of hand, and arm position when spelling their names. Next class, take roll. Spell names at normal but deliberate pace. Once the students raise their hand, have them spell their name. Check for hand position and form.

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**REVIEW**

**Commands (Comprehension)**

10–20 minutes

Students demonstrate comprehension by following commands. Give different commands starting with identifying who, then telling person(s) what to do. Have the identified students follow the commands. For example:

\[
\text{T: } \text{YOU-all LIVE fs-APT, STAND.} \\
\text{S: } (\text{follow command})
\]

\[
\text{T: } \text{YOU-all ALWAYS DRIVE-here SCHOOL, SIT.} \\
\text{S: } (\text{follow command})
\]

\[
\text{T: } \text{YOU-all HEARING, SIT.} \\
\text{S: } (\text{follow command})
\]

\[
\text{T: } \text{YOU-all WOMAN, STAND.} \\
\text{S: } (\text{follow command})
\]

\[
\text{T: } \text{YOU-all USE/WEAR BROWN SHOES, SIT.} \\
\text{S: } (\text{follow command})
\]
Play game. Give one set of playing cards to each group of three to five students.

Review the rules for “99.”
- Deal three cards to each player and put the remaining cards in the center.
- At each turn, each player picks one card from the center pile, then chooses one card to discard.
- When a player discards a card, they declare the new total with the newly discarded card.
- However, if a “5” or a “10” card is discarded, the number is subtracted from the total.
- With a “2” card, the play is reversed.
- The goal is to add up to exactly “99,” without going over. Otherwise, the player is eliminated.
- Whoever remains at the end wins.

Students play the game until each group has a winner.
Demonstrate how to describe the clothes. Follow the sequence on the slide. Have students copy.

**Picture 1**

**T:** PULLOVER, DCL “long sleeve” WHITE DCL “collar,” DCL “chest” DARK BLUE, YELLOW DCL “stripes in V-pattern across chest,” LCL: C “emblem on chest”

**S:** (repeat description)

**Picture 2**

**T:** BLOUSE DCL “V-neckline,” DCL “very short sleeves” FLOWER, DIFFERENT+++ COLOR (2h) alt DCL: C “swirly design,” ICL “tie at waist”

**S:** (repeat description)

**Picture 3**

**T:** SHIRT, DCL “long sleeves” WHITE DCL “collar,” DCL “chest” GREEN, WHITE DCL “wide stripes pattern”

**S:** (repeat description)

**Picture 4**

**T:** fs-VEST DCL “sleeveless” YELLOW DCL “chest,” ZIPPER-on-chest, DCL “padded” DCL “hood” fs-FUR DCL “fur trim,”

**S:** (repeat description)

**Picture 5**

**T:** PULLOVER, DCL “long sleeves” DCL “hood,” DCL “chest” LIGHT-WEIGHT BLUE, DCL “sleeve” DARK BLUE, (2h) DCL: bentL “across chest” fs-ASL.

**S:** (repeat description)
6) ICL“put pack on back”
7) ICL“pull handle up and pull bag along”

Now, demonstrate how to describe the bags following the sequence on the slide. Have students copy.

**Picture 1**


S: (repeat description)

**Picture 2**


S: (repeat description)

**Picture 3**

T: **PURSE/BAG**, DCL:C“long rectangle” (2h)ICL:flatO“open/close purse” PINK, ORANGE DCL:4“wavy” LCL:B“put under arm”

S: (repeat description)

**Picture 4**

T: **PURSE/BAG LEATHER, BROWN** DCL:openB“bowl-like” [(wh) DCL:G“end of strap”/DCL:G“medium length strap”], ICL“open/close zipper on top,” ICL“put strap over shoulder”

S: (repeat description)

**Picture 5**


S: (repeat description)
Check to be sure students:

As Signer A:
• follow the correct sequence for the item and use appropriate phrasing when describing it

As Signer B:
• sign FACE+SAME-AS fluently
• use a comment appropriate for the situation

**HOMEWORK**

Tell students to do **Homework 7:4** (Student Workbook, pages 20–34).

Also, tell them to bring the following items to the next class for **Lesson 7:8**.

• a shirt or jacket (with pattern or detail)
• a bag, for example, backpack or purse
• a pair of sunglasses, **hat or scarf** (with pattern or logo)

**HOMEWORK FOLLOW-UP**

10–15 MINUTES

**PRESENT**

(FOLLOW-UP SLIDES 7:4:1–24)

**Minidialogue 1**

1. How did Ursula get the item?
2. Draw and describe the item.
3. What is it made of?
4. What does Ursula think of it?

Check students’ answers to **Minidialogues 1–4**. See **Introduction** pages xviii–xix for different ways to check answers.
Have students give their answer then confirm with the next slide. Answer is **D** (NONE).

Do the same with the rest of the sentences.

A  2. My sister has three purses. (HAVE)
C  3. Rita has already bought a dress. (FINISH)
E  4. He hasn’t seen that movie. (NOT-YET)
A  5. I have sunglasses with orange frames. (HAVE)
B  6. I have to call my doctor. (MUST)
B  7: You have to tell her you’re sorry. (MUST)
D  8. The store doesn’t have any leather jackets. (NONE)
E  9. My daughter hasn’t met her grandfather. (NOT-YET)
C, E 10. I have bought the coat, but have yet to buy the hat. (FINISH, NOT-YET)

Pair Up. Have students translate the sentences.

When done, have students show their translations.

*Teacher’s translation guide:*

1. **t** neg

1. **SHIRT, DCL “plaid,” ME NONE.**

2. **t**

2. **PURSE, MY SISTER IX “sister” HAVE 3.**

3. **t**

3. **fs-RITA IX “Rita,” FINISH BUY DRESS.**

4. **t** neg

4. **THAT-ONE MOVIE, IX “man” NOT-YET SEE.**

5. **t** nod

5. **fs-SUN+EYEGGLASSES ORANGE DCL “frames,” ME HAVE, ME.**

6. **ME !MUST! PHONE-TO DOCTOR.**

7. **t**

7. **YOU MUST TELL-her [YOU] SORRY.**
PRACTICE  

Find the Differences

10 minutes

Students practice describing differences in appearance, clothing, accessories, and body positions.

Pair up students. Distribute Person A to half the class and Person B to the other half.

PRESENT  
(LESSON SLIDE 7:UR:1)

Find the Differences

Without looking at your partner’s picture, find the differences between the two pictures.

Be ready to describe the differences afterwards.

Demonstrate how to check for the differences and have students copy you.

T (for Person A): MY PICTURE, WOMAN HAT

DCL “brimmed hat.” DCL:G “trim around hat” YOUR SAME-AS

T (for Person B): #NO, MY PICTURE WOMAN HAT

DCL “beret cap,” FLOWER (2h) alt DCL:C “flowers”
Review. Have students mingle and practice giving different responses to Requests 1–3. Be sure they:
- nod throughout the “express willingness” part
- raise brows when stating the condition
- raise brows for the when clause, and nod when telling what they will do.

**INTRODUCE**  
*Agree with Condition*  
*(What Is Expected in Return)*

30–40 minutes

**PRESENT**  
(LESSON SLIDE 8:4:5)

Ask a student to sign Request 4 and you demonstrate the response.
Repeat procedure. Ask a student to sign Request 5 and you demonstrate the response.

S: TIME+1 MY AIRPLANE TAKE-OFF. ME WAIT++. MY neg 
FRIEND IX "friend" NOT APPEAR. ME WONDER YOU NOT-MIND you-TAKE-FROM-my-location, DROP-OFF airport 
pleading/q AIRPLANE YOU.

T: HAPPY me-TAKE-FROM-your location TAKE-you, DROP-nod cond 
OFF-airport AIRPLANE UNDERSTAND++ IN-FUTURE+ 
MONTH ME FLY-TO VISIT DAUGHTER, YOU [NOT-MIND] 
you-TAKE-FROM-my location, you-DROP-OFF-airport 
q AIRPLANE. "well"

S(all): (copy)
Repeat procedure. Ask a student to sign Request 6 and you demonstrate the response.

**S:** MY UNCLE DIED, ME GO-TO FUNERAL. ME MISS CLASS ONE-WEEK. ME BE-BEHIND. NOT-MIND US-TWO pleaing/q PRACTICE SIGN. ME CATCH-UP. “well” nod cond

**T:** FINE++ ME HAPPY me-HELP-you. UNDERSTAND++, t q MY ENGLISH PAPER, you-HELP-me TYPE. “well”

**S(all):** (copy)
**Teacher’s Guide**

- for 813–1670  
  813—sign 8, then 13 (single movement)  
  1670—sign 16, then 70 (single movement)

- for 642–1743  
  642—sign 6, then 42  
  1743—sign 17, then 43

- for 383–1207  
  383—sign 3 (palm out), then 83  
  1207—sign 12 (single movement), then 0, 7

- for 960–7221  
  960—sign 9, then 60 (single movement)  
  7221—sign 7, then 2, 2, 1 (all palm out)

- for 668–0844  
  668—sign 6, then 6, 8 (rocking movement would be awkward)  
  0844—sign 0 then 8, then 44

- for 512–4445  
  512—sign 5 (palm out), then 12  
  (single movement)  
  4445—sign 4, 4, 4, then 5 (all palm out)

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**PRESENT**
(LESSON SLIDE 8:6:10)

Show video. Point out that Iva:

- starts with area code (707) on the non-dominant side, then pauses (with a nod)
- pauses, shifts slightly to the middle to give the next 3 digits (235), then pauses (with a nod)
- shifts again to the dominant side to give the final 4 digits (3104), then pauses (with a nod).
Introduce signs for the stores and tell what they are.

**Logo 9**
**T:** IX-loc “7-11 logo” 7-11, IX “7-11” SMALL STORE, OPEN ALL-NIGHT.

**Logo 10**
**T:** X-loc “ACE logo” fs-ACE, IX “ACE” fs-HARDWARE.

**Logo 11**
**T:** IX-loc “Sam’s Deli logo” fs-SAM’S DELI, IX “Sam’s Deli” SANDWICH.

**Logo 12**
**T:** IX-loc “ABC logo” fs-ABC, IX “ABC Liquor” LIQUOR STORE.

Review the signs for the stores and the types of stores.
Show video Making Plans 2 and repeat procedure.

**T:** (point to “invite B to join him or her”) **SIGN “what”**

**S:** ME PLAN NEXT WEEK TUESDAY GO-TO SKIING, [YOU] WANT you-JOIN-me

**T:** (point to “respond”) **~AMBER IX RESPOND/ANSWER HOW**

**S:** YES, ME WANT, (disappointed). TUESDAY, CONFLICT ME MUST WORK.

**T:** (point to “finalize plans...”) **THEY-TWO DECIDE “what”**

**S:** THEY-TWO DECIDE GO-TO SKIING 1-WEEK-IN-FUTURE WEDNESDAY MORNING. MEET IX-loc “college” COLLEGE TIME+8

**T:** (point to “close conversation”) **THEY-TWO SIGN “what”**

(Amber) ME (2h)LOOK-AT “forward”

(JT) me-SAME-AS-you
T:  NOW, MAN (2h)#DO++
S:  (describe changing coat from double-breasted to one row of buttons down front)

T:  MAN CONTINUE USE-cont EVERYDAY !WRONG!
S:  (describe holes emerging at elbows)

T:  NOW, MAN (2h)#DO++
S:  (describe sleeves being cut off, and the coat is now a vest)

T:  NOW, COAT FACE+SAME-AS "what"
S:  (describe coat now sleeveless, cut at waist, with single row of buttons, with stand-up collars, and color still blue)

PRESENT
(LESSON SLIDE 12:1:2)

Draw how the clothing item changed throughout the story and explain why.

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>AFTER</th>
<th>REASONS FOR CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>first change was caused by the horn dragging on the ground</td>
</tr>
<tr>
<td></td>
<td></td>
<td>second change by the weight of the tailor put on</td>
</tr>
<tr>
<td></td>
<td></td>
<td>third change was caused by the holes where the elbows were</td>
</tr>
</tbody>
</table>

Conclude. Show Slide 12:1:2 to confirm students’ answers in their workbooks.
Divide class into six groups. Assign each group a fable and have them fill in the name and date of their presentations in Workbook, page 444. Have them go to the worksheet for their assigned fable and read the fable.

**Giving the Title.** Have students give the titles for their assigned fables. Be sure they translate the title word for word from their non-dominant side to their dominant side.

Go to each group and have one person from the group sign the title. Then, have the whole group practice the corrections, if any.