

SIGNING

Naturally

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.

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:

_____ t
T: YOU-all LIVE fs-APT, STAND.

S: (follow command)

_____ t
T: YOU-all ALWAYS DRIVE-here SCHOOL, SIT.

S: (follow command)

_____ t
T: YOU-all HEARING, SIT.

S: (follow command)

_____ t
T: YOU-all WOMAN, STAND.

S: (follow command)

_____ t
T: YOU-all USE/WEAR BROWN SHOES, SIT.

S: (follow command)

REVIEW

Cardinal Numbers 1–100

20–30 minutes

Students review cardinal numbers 1 to 100 by playing card game “99.”

Review 1–100. Have students count off 1 to 100. Make corrections as needed.

PRESENT
(LESSON SLIDES
PRE-UNIT 7)

Card game “99”

Ace	= 1 or 11 points
K, Q, J	= 10 points
10	= minus 10 points
5	= minus 5 points
2	= no points, reverse turn
3-9	= face value

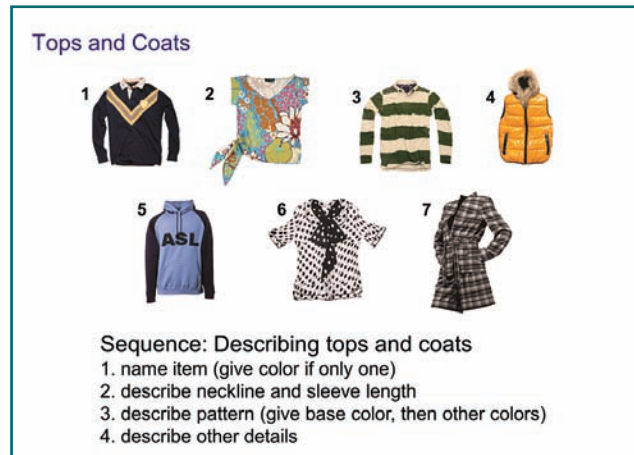
Play game. Give one set of playing cards to each group of three to five students.

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.

PRESENT
(LESSON SLIDE 7:4:6)



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)altDCL: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

- T:** PURSE/BAG DCL:openB “square” [(wh)DCL:G “end of strap”/ DCL:G “long strap” [(wh)LCL:B “purse”/LCL:B “open and close flap”], PINK, BLUE DCL:4 “plaid on flap,” LCL:X “put on shoulder”
- S:** (repeat description)

Picture 2

- T:** PURSE/BAG RED, DCL:openB “dome” [(wh) DCL:G “end of strap”/ DCL:G “short strap”] [(wh)flatO “fastener”/ LCL:U “insert in fastener”] ICL “carry by the strap”
- 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

- T:** PURSE/BAG BLACK DCL:openB “large rectangle” [(wh) DCL:G “end of strap”/DCL:G “short strap”], [(wh) DCL:G “end of strap”/ DCL:G “long strap”], [(wh)LCL:open B “bag”/LCL:open B “open/close flap in front” ICL “zip open pocket on front” LCL:X “put on shoulder”
- S:** (repeat description)

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. $\frac{\text{t}}{\text{SHIRT, DCL "plaid," ME NONE.}} \frac{\text{neg}}{\text{ME NONE.}}$
- 2. $\frac{\text{t}}{\text{PURSE, MY SISTER IX "sister" HAVE 3.}}$
- 3. $\frac{\text{t}}{\text{fs-RITA IX "Rita," FINISH BUY DRESS.}}$
- 4. $\frac{\text{t}}{\text{THAT-ONE MOVIE, IX "man" NOT-YET SEE.}} \frac{\text{neg}}{\text{NOT-YET SEE.}}$
- 5. $\frac{\text{t}}{\text{fs-SUN+EYEGLASSES ORANGE DCL "frames," ME HAVE, ME.}} \frac{\text{nod}}{\text{ME HAVE, ME.}}$
- 6. ME !MUST! PHONE-TO DOCTOR.
- 7. $\frac{\text{t}}{\text{YOU MUST TELL-her [YOU] SORRY.}}$

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): ^{neg} #NO, MY PICTURE WOMAN HAT

DCL "beret cap," FLOWER (2h) alt DCL: C "flowers"

PRESENT

(LESSON SLIDE 8:4:4)

Pair Practice



Request 1 Request 2 Request 3

A: explain situation, make request
B: agree with condition (explain what must happen first)

1. express willingness (nod)
2. give condition (raise head and brows, shift to side)
3. tell what you will do ("when" clause, nod)
4. check if person agrees (raise brows, lean head forward, hold sign)

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)

Request 4



Agree with condition (what is expected)


1. express willingness (nod)
2. give condition (raise head and brows, shift to side)
3. tell what is expected ("when" clause, nod)
4. check if person agrees (raise brows, lean head forward, hold sign)

Ask a student to sign **Request 4** and you demonstrate the response.

PRESENT

(LESSON SLIDE 8:4:6)

Request 5



Agree with condition (what is expected)

1. express willingness (nod)
2. give condition (raise head and brows, shift to side)
3. tell what is expected ("when" clause, nod)
4. check if person agrees (raise brows, lean head forward, hold sign)

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


S: TIME+1 MY AIRPLANE TAKE-OFF. ME WAIT++. MY
FRIEND IX "*friend*" NOT APPEAR. ME WONDER YOU
neg
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)

PRESENT
(LESSON SLIDE 8:4:7)

Request 6



Agree with condition (what is expected)

1. express willingness (nod)
2. give condition (raise head and brows, shift to side)
3. tell what is expected ("when" clause, nod)
4. check if person agrees (raise brows, lean head forward, hold sign)

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

pleading/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)

PRESENT
(LESSON SLIDE 8:4:8)

Pair Practice



Request 4 Request 5 Request 6

Agree with condition (what is expected)

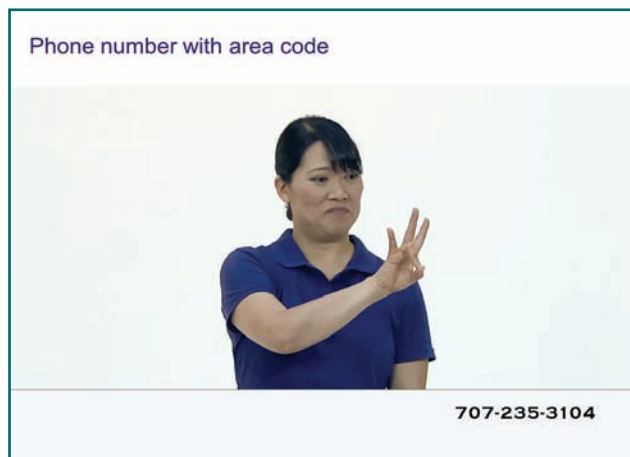
1. express willingness (nod)
2. give condition (raise head and brows, shift to side)
3. tell what is expected ("when" clause, nod)
4. check if person agrees (raise brows, lean head forward, hold sign)

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)

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).

PRESENT
(LESSON SLIDE 9:2:3)



SMALL STORE

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.



OPEN ALL-NIGHT

Logo 10

T: X-loc "ACE logo" fs-ACE, IX "ACE" fs-HARDWARE.



SANDWICH

Logo 11

T: IX-loc "Sam's Deli logo" fs-SAM'S DELI, IX "Sam's Deli" SANDWICH.



LIQUOR STORE

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.

PRESENT

(LESSON SLIDE 11:6:4)

A: invite B to join him or her
 B: respond:
 • accept invitation
 • state problem with date
 A and B: finalize plans if B accepts
 A and B: close conversation



MAKING PLANS 2

Show video **Making Plans 2** and repeat procedure.



PLAN



CONFLICT



(2h)“perfect”



(2h)LOOK-AT
“forward”

T: (point to “invite B to join him or her”) SIGN “what”
 S: ME PLAN NEXT **WEEK** TUESDAY GO-TO SKIING, [YOU]

q
 WANT you-JOIN-me

T: (point to “respond”) fs-AMBER IX RESPOND/ANSWER HOW

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

whq
 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

whq
 T: (point to “close conversation”) THEY-TWO SIGN “what”
 (JT) (2h)“perfect”
 (Amber) ME (2h)LOOK-AT “forward”
 (JT) me-SAME-AS-you

whq

T: NOW, MAN (2h)#DO++

S: (describe changing coat from double-breasted to one row of buttons down front)

conj

T: MAN CONTINUE USE-cont EVERYDAY !WRONG!

whq

“what” HAPPEN

S: (describe holes emerging at elbows)

whq

T: NOW, MAN (2h)#DO++

S: (describe sleeves being cut off, and the coat is now a vest)

whq







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.

	BEFORE	AFTER	REASONS FOR CHANGE
1.			<i>the first change was caused by the hem dragging on the ground</i>
2.			<i>the second change by the weight the tailor put on</i>
3.			<i>finally, the third change was caused by the holes where the elbows were</i>

Conclude. Show **Slide 12:1:2** to confirm students' answers in their workbooks.

PRESENT
(LESSON SLIDE 12:10:2)

1. The Ant and the Grasshopper, *Student Workbook*, pages 449-451
2. The Wolf and the Kid, *Student Workbook*, pages 452-454
3. The Fox and the Stork, *Student Workbook*, pages 455-457
4. The Dog and the Wolf, *Student Workbook*, pages 458-460
5. The Scorpion and the Frog, *Student Workbook*, pages 461-463
6. The Fox and the Goat, *Student Workbook*, pages 464-466

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.

INTRODUCE *Character Description*

20–25 minutes

PRESENT
(LESSON SLIDE 12:10:3)

Character Description

- Name the character.
- Identify three or four distinctive physical features and order them from general to specific.

Features to consider:

- coloring
- facial or head features (ears, horns or antennas, eyes, muzzle or beak)
- size (large or small, husky or skinny)
- tail type (bushy, thin, stinger)
- characteristic movements (how character walks or moves its head or tail)