

# ***Signing Naturally* Units 1-6**

## **What's New?**

### ***for teachers***

- **Teacher's Curriculum** comes with a **Teacher's Answer Key**
- Also includes a **Curriculum Content Chart** for each unit
- **CD** contains PowerPoint Presentations for all units and printable file of all materials
- ready made materials
- 64 lessons in Units 1-5
  - 20 function lessons
  - 41 skills lessons
  - 3 culture lessons
- 17 lessons in Unit 6 (Storytelling)
- Homework assignments at end of each lesson
- additional resources on [www.dawnsign.com](http://www.dawnsign.com) website

## ***for students***

- Student Workbook comes with a 7-hour video (DVD)
- **Homework Assignment** corresponds to each lesson taught in class
- **Language and Culture Tips** help students to remember important language elements, as well as to give cultural tidbits
- **Cultural Readings** give expanded information on Deaf culture.
- **Deaf Art** focuses on different genres of artwork by Deaf artists: 1) conceptual art, 2) traditional painting, 3) sculpture, 4) pop art and 5) cartoon
- **Deaf Profiles** highlight accomplishments of prominent Deaf leaders in these fields: 1) educator and founder of Deaf schools, 2) botanical illustrator, 3) sculptor, 4) bilingual Deaf advocate, and 5) poet and ASL linguist
- **Vocabulary Review** includes captures of signs shown on video
- **Unit Review** at end of each lesson includes:
  - Questions to Ask
  - Autobiographies
  - Self-Assessment

# **Basic Tenets of *Signing Naturally* Curriculum**

- Functional-Notional approach to curriculum design
- Communicative approach to language learning
- Vocabulary introduced and reviewed in context
- Activities are experientially based
- Culturally appropriate classroomMeets the Standards for Foreign Language Learning provided by the ACTFL (the 5 C's)

## **Tips for converting PP slides on your CD**

- Open the file
- Save the file to your desktop.
- Select a slide, then type in changes.
- Then click “save.”
- Use this file to present in class.

## **Making the file number correspond to the electronic file**

- Open the Unit1.ppt file in your CD (in the PowerPointFiles folder
- Save the file to your desktop and rename it Units1-6
- Open the other files (Units 2-6). Copy all the slides and then paste them to the new file Units 1-6.
- Delete any files that are repeated, i.e. M40 in Unit 2.

# Process for Sign Production


- Warm up.
- Model Signer A's line(s) - all copy.
- Sections repeat the lines without modeling.
- Individuals sign the lines. You role play B.
- Switch roles.
- Pair up students and mingle.
- Evaluate.

# Evaluating Students

## What is covered in Units 1 & 2?

- Introducing self
- Sharing personal information (deaf/hearing, student/teacher)
- Identify person (color, clothes, appearance, body position, action)
- Language background (languages, schools, years, how much you remember, transitions)
- Yes/No and Wh- Word questions
- Fingerspelling (fist, up, double letters)
- Numbers 1-29
- Spatial (above, below and inside shapes)
- Commands (objects in the classroom, action)
- Leisure
- Preferences (likes, dislikes, favorite)
- Getting attention
- Negotiating a Signing Environment
- Readings


**Focus:** Identify person (color, clothes, appearance, body position, action)


 _____ _____ _____ _____	 _____ _____ _____ _____
 _____ _____ _____ _____	 _____ _____ _____ _____
 _____ _____ _____ _____	 _____ _____ _____ _____
 _____ _____ _____ _____	 _____ _____ _____ _____


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**Focus:** Language background (languages, schools, years, how much you remember, transitions)

1. name: \_\_\_\_\_  
languages she or he grew up with: \_\_\_\_\_

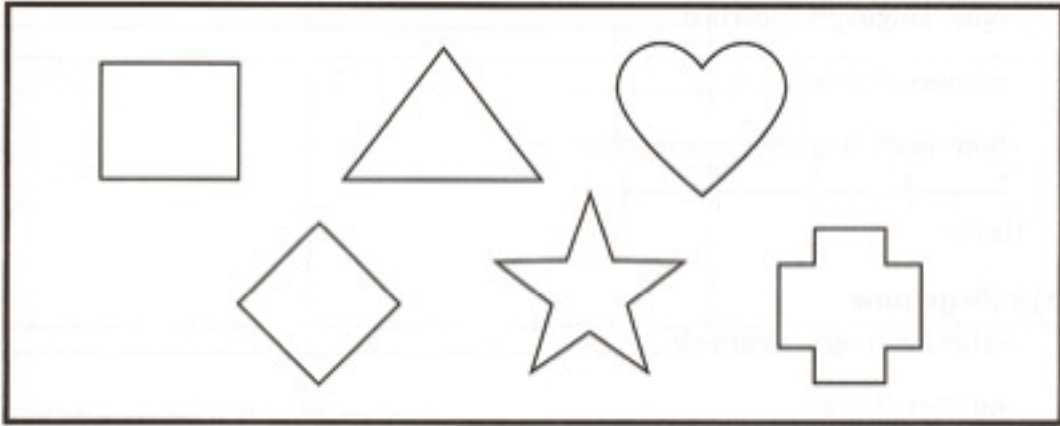
2. high school time  
-other language(s) learned: \_\_\_\_\_  
-number of years: \_\_\_\_\_  
-how much language remembered:  


3) college time  
-other language(s) learned: \_\_\_\_\_  
-number of years: \_\_\_\_\_  
-how much language remembered:  


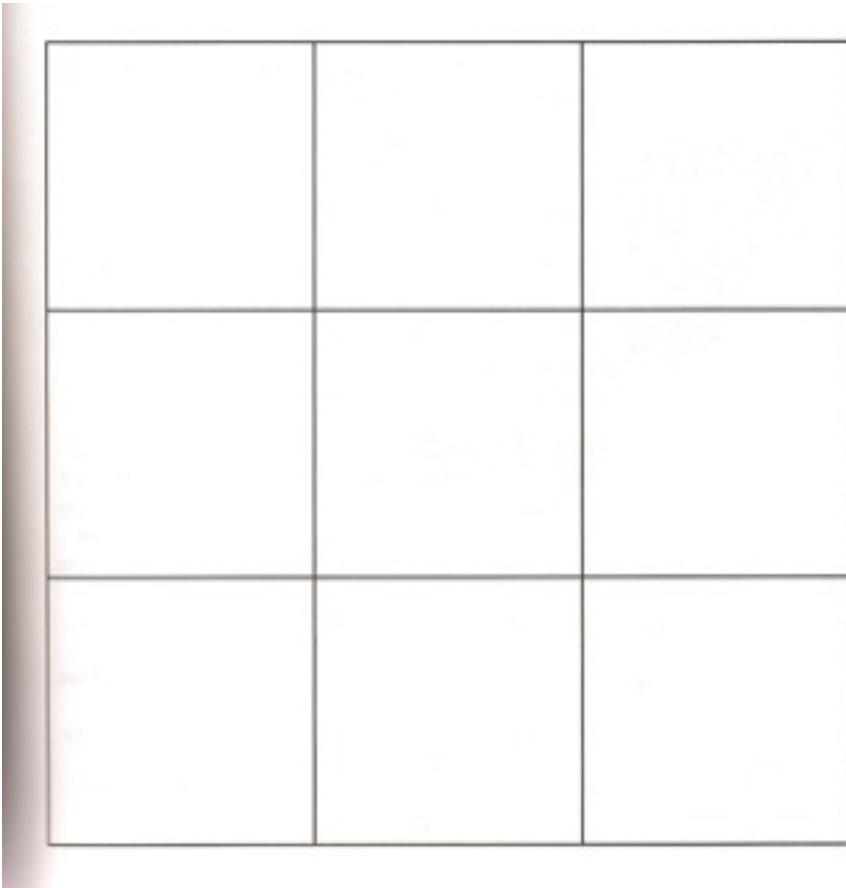
4) present time  
-other language(s) currently learning: \_\_\_\_\_  
-level of difficulty:  


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**Focus:** Spatial (above, below and inside shapes)

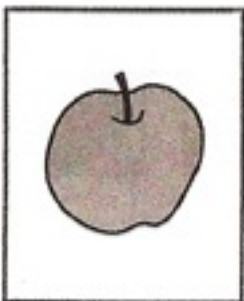
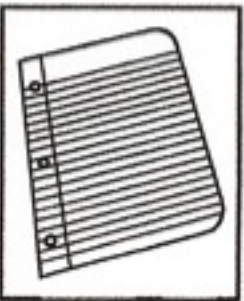
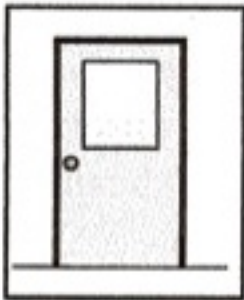
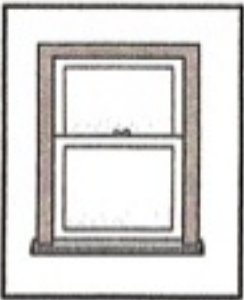


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**Focus:** Numbers 1-29



**Focus:** Yes/No and Wh- Word questions

**Questions**

Write answers to the questions. Your answer must include the topic of the question.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**Emma's Autobiography**

Write answers to the questions.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**Focus:** Getting Attention, Negotiating a Signing Environment and Readings

## Short Answers

1. When fingerspelling a word to someone in front of you, describe or draw the correct hand position to use.
2. Name two contributions Andrew Foster made to the Deaf community.
3. Describe how these questions are formed.  
yes/no questions      wh-word questions
4. Why should you focus on the signer's face when listening?
5. What are three ways of getting a person's attention? When do you use them?
6. All three responses below are used in active listening. Describe how to use each response below.



# Production Test

## Your Autobiography

### Prepare your presentation:

- fill in the blanks below
- review "Transitions," page 61
- review the three narratives from "Autobiographies," page 89 and identify the transitions
- identify where to place transitions in your own narrative
- practice the information until you no longer need to refer to the paper.

Name \_\_\_\_\_ Deaf or hearing \_\_\_\_\_

Language(s) raised using \_\_\_\_\_

Language(s) taken in: High School \_\_\_\_\_

number of years \_\_\_\_\_

how much s/he still remembers \_\_\_\_\_


College \_\_\_\_\_

number of years \_\_\_\_\_

how much s/he still remembers \_\_\_\_\_

present \_\_\_\_\_

where \_\_\_\_\_

level of difficulty   
very difficult very easy

Likes: \_\_\_\_\_ Dislikes: \_\_\_\_\_

Favorite leisure activity: \_\_\_\_\_ Favorite color: \_\_\_\_\_

### Presenting Your Autobiography

- Begin by giving your name.
- Present the information without looking at the paper. Remember to raise your brows and to pause slightly before you begin to talk about the next topic or time frame relating to your language background.