

## American Sign Language

\*For ASL I use *A Basic Course in American Sign Language* by Tom Humphries. All page numbers referenced in these lessons are from that book

\*\*Fingerspelling Video [Here](#)

\*\*Numbers Video [Here](#)

If you are struggling with the illustrations please contact someone proficient in ASL or look for videos online. Watching someone sign is the best way to learn how to sign. Be patient with yourself and your child as you are learning together. Remember, to learn a language you have to use it. Encourage use of ASL in your home by signing to your child regularly outside of lessons and encouraging them to do the same.

Facial expressions and hand and body positions are very important in ASL. These are the “tone” of voice and give clues to the context. As you teach signs, be sure to mimic the correct positions and facial expressions so that your child will learn them.

(Standards Taught: Expressive Proficiency 1.3.a-c)

Week 1:

- a. Fingerspelling letters – Practice and teach your child each letter of the alphabet in fingerspelling. Focus on correct handshapes, smooth transitions, and no bouncing. Go through the alphabet 3 times with your child, saying the letters aloud as you go
- b. Fingerspelling letters – Practice and teach your child each letter of the alphabet in fingerspelling. Focus on correct handshapes, smooth transitions, and no bouncing. Go through the alphabet 3 times with your child, saying the letters aloud as you go

Week 2:

- a. Fingerspelling letters – Practice and teach your child each letter of the alphabet in fingerspelling. Focus on correct handshapes, smooth transitions, and no bouncing. Go through the alphabet 3 times with your child, saying the letters aloud as you go
- b. Fingerspelling letters – Practice and teach your child each letter of the alphabet in fingerspelling. Focus on correct handshapes, smooth transitions, and no bouncing. Go through the alphabet 3 times with your child, saying the letters aloud as you go

Week 3:

- a. Fingerspelling letters – Practice and teach your child each letter of the alphabet in fingerspelling. Focus on correct handshapes, smooth transitions, and no bouncing. Go through the alphabet 3 times with your child, saying the letters aloud as you go
- b. Fingerspelling letters – Practice fingerspelling by signing the letters to spell out the following words: cat, pan, wish, sun, all, back, up, big, fin, yes, zip, jet, key, hat, ten, win, yet, has dip, dog, mug, run, van, quit, ax

(Standards Taught: Receptive Proficiency 2.2, 5.2 Expressive Proficiency 5.5, 11.3)

Week 4:

- a. Numbers 1-10- Practice and teach your child correct handshapes for the numbers 1-10. Practice 3 times with your child, counting aloud as you go
- b. Numbers 1-20- Practice and teach your child correct handshapes for the numbers 1-20. Practice 3 times with your child, counting aloud as you go

Week 5:

- a. Numbers 1-30- Practice and teach your child correct handshapes for the numbers 1-30. Practice 3 times with your child, counting aloud as you go
- b. Numbers 1-30- Practice and teach your child correct handshapes for the numbers 1-30. Practice 3 times with your child, counting aloud as you go

(Standards Taught: Receptive Proficiency 1, 1.2, 2.4, Expressive Proficiency 1, 1.1, 5.3, Deaf Culture Proficiency 5)

Week 6:

- a. Introducing myself: Explain that when we begin to talk to someone it is polite to introduce ourselves (or tell them who we are). Show your child how to introduce oneself by teaching the signs for: "hello" and "name". Sign the following: Hello, my name (fingerspell child's name). Demonstrate it a second time, asking your child to sign with you. Practice this 3 times with your child and then practice the other greetings in the video [here](#). Take turns with your child introducing yourselves to each other.
- b. Ask your child what their name is. Have them fingerspell their name for you. Ask your child if they spell the letters of their name every time they tell someone their name in English. Explain that in ASL, we usually fingerspell, or sign each letter. Sometimes, we are assigned a sign name by someone who is deaf. There are different types of sign names. You can learn about them [here](#). Review introductions with your child.

(Standards Taught: Receptive Proficiency 1.1, 5, 5.1, 5.3, 6.3, 7, 7.2, 7.3, Expressive Proficiency 5.1, 5.2, 5.3, 8, 8.1, 11, 11..1)

Week 7:

- a. Lesson 1 (pg.6)- Teach and practice (3 times each) each of the vocabulary signs for this lesson. Explain to your child that when we talk to others, we need to know who everyone is talking about. For example, if I wanted to tell mom that my brother was bothering me I couldn't just say, "bugging me". I'd tell mom "My brother is bugging me" or "He is bugging me." Today we are going to learn how to tell who we are talking about. Demonstrate for your child the personal pronoun signs saying the word aloud. Practice each sign with your child 3 times, asking them to sign and say the words. Do exercise 1.1 and 1.2. Ask your child to sign a sentence using a personal pronoun.
- b. Review the vocabulary from the previous lesson, quickly review letters A-Z, numbers 1-30, and introduction. Demonstrate and practice (3 times each) the vocabulary signs for lesson 2. Explain to your child that there are times when we want to talk about who has something. For example, "This book is mine" tells everyone that the book belongs to you. Lesson 2 (pg. 14)- Demonstrate for your child the possessives signs saying the word for each aloud. Ask your child to practice each sign with you 3 times. Do exercise 2.1, 2.2, and 2.3. Ask your child to sign a sentence telling you about something they possess.

(Standards Taught: Receptive Proficiency 2.1, 5.1)

Week 8:

- a. Lesson 3 (pg. 22)- Practice (3 times each) the vocabulary for lesson 3 with your child. Demonstrate for your child the sentence structure saying aloud the examples. Discuss how ASL doesn't use words like "is", "are", or "a" Ask your child to practice each sentence with you 3 times. Do exercise 3.1. Discuss pronouns and nouns (often these parts of speech substitute for words like "the") and do exercise 3.2 with your child. Demonstrate and practice (3 times each) the vocabulary signs for this lesson.
- b. Briefly review the previous lesson. Starting on pg. 24, explain that adjectives (words that describe something) in English usually come before a word (red book) but can be signed before or after nouns (the person, place, or thing you are talking about). Do exercises 3.3 and 3.4 with you child. Ask your child to sign a sentence describing something they can see.

(Standards Taught: Receptive Proficiency 6.4, 7.2, Expressive Proficiency 8.2, 5.4)

Week 9:

- a. Briefly review the lesson from last week. Starting on page 26, discuss with your child descriptive adjectives (classifiers). Explain that the classifiers we are learning to describe an object's size and shape. Explain and practice each classifier, asking your child to say and sign each 3 times. Discuss examples of what each classifier could be describing, emphasizing that the sign simply tells us about the thing, not what the thing is. Do exercise 3.5. Ask your child to sign a sentence about a small, flat object. (e.g. I have a coin)
- b. Briefly review the previous lesson concepts and vocabulary. Lesson 4 (pg.32) Discuss with your child negatives (saying no, not, or none). Practice the examples together and work through exercises 4.1 and 4.2 using the signs needed from the vocabulary at the end of the lesson.

(Standards Taught: Receptive Proficiency: 2.1, Expressive Proficiency: 1.2, 6.5)

Week 10:

- a. Briefly review the previous lesson. Begin on page 35 (Yes/No Questions). Discuss the importance of making eye contact while speaking to others and the role of facial expressions in communicating. Work through the examples and exercise 4.3 together. Demonstrate to your child the sign for "yes" and "no." Discuss the nodding or shaking of the head that can accompany the signs. Work through the examples on pg. 36-37 and 28-29 and exercise 4.4-4.5 In sign language, ask your child a few yes or no questions and let them answer. If they'd like, allow your child to ask you some yes or no questions as well.
- b. Briefly review "yes" and "no." Practice the vocabulary signs on pg. 40-43 with your child saying the words aloud as you both sign them 3 times each.

Week 11:

- a. Briefly asses your child on each of the standards we have gone over thus far, making note of what is not yet mastered and needs review
- b. Learn 1<sup>st</sup> verse: *When He Comes Again*

Week 12:

- a. Practice 1<sup>st</sup> verse: *When He Comes Again*
- b. Practice 1<sup>st</sup> verse: *When He Comes Again*

Week 13:

- a. Learn 2<sup>nd</sup> verse: *When He Comes Again*
- b. Learn 2<sup>nd</sup> verse: *When He Comes Again*

Week 14:

- a. Practice 2<sup>nd</sup> verse: *When He Comes Again*
- b. Practice 2<sup>nd</sup> verse: *When He Comes Again*

Week 15:

- a. Practice complete song: *When He Comes Again*
- b. Practice complete song: *When He Comes Again*

Week 16:

- a. Final Practice of *When He Comes Again*
- b. ASL Final: Performance of *When He Comes Again*

(Standards Taught: Receptive Proficiency 5.2, Expressive Proficiency 2.1, 2.2, 10.3)

Week 17:

- a. Review fingerspelling, numbers, introductions, and vocabulary words that you have learned together so far.
- b. Age- Teach your child how to ask and answer the question "How old are you?" See [video](#) for an example

(Standards Taught: Receptive Proficiency, 6.6, 10.1, 10.4, Expressive Proficiency 6.2, 12.4, 12.5)

Week 18:

- a. Lesson 5 (pg.46)- Sentence structure. Past and present tense- Discuss tense with your child. Talk about doing something now is different than having already finished it or doing it later. If are doing it now we may say "I am cooking." If we already did it we would say "I cooked yesterday." If we are going to do it tomorrow we would say "I am going to cook later." Those sentences show the same action but different times. ASL shows time, too. Work through the examples and exercise 5.1 with your child, explaining that this is how we show something that happened before and right now. Discuss the fact that we can use the sign for "finish" to say we have already done something, too. Do the examples on pg. 48 and exercise 5.2. Work on the Future Tense examples and exercise 5.3, explaining that this is how we sign about something we will do later.
- b. Teach and practice Lesson 5 vocabulary words (pg. 51-55), asking your child to sign and say aloud each word three times. Ask your child to sign a sentence using one of the vocabulary words they just learned.

(Standards Taught: Receptive Proficiency 2.1, 3.4, 6.1, Expressive Proficiency)

Week 19:

- a. Review the vocabulary from the previous lesson. Remind your child that we need to be careful about what order we put words in so they make sense to the person we are talking to. Lesson 6 (pg. 56)- Basic Sentence Structure. Explain that sometimes in ASL, we can build a sentence by talking about the object (book), then the subject (girl), then the verb (have). Go through the examples with your child, explaining that it sounds funny in English to put the words in that order but in ASL it makes sense. Do exercise 6.1. Ask your child to sign a sentence of their own using this sentence structure.
- b. Talk about directional and non-directional verbs, explaining to your child that sometimes we want to show which direction something is being done. For example, "she is running" doesn't tell you a direction but "she is running to the right" tells you what she is doing and where she is going. In English, we indicate a direction with words and sometimes with actions like pointing. In ASL, we change the movement of our signs to show direction. Starting on pg. 57, work through examples and exercise 6.2-6.3 together. Briefly discuss directional verbs and classifiers and do the examples and exercise 6.4 with your child. Ask your child to sign a sentence using a directional verb.

(Standards Taught: Receptive Proficiency 8, 8.2, 8.4, 10, Expressive Proficiency 6.2, 9)

Week 20:

- a. Briefly review the concepts from the previous lesson. Practice with your child the vocabulary words for lesson 6 (pg. 63-67), saying each word aloud and signing it 3 times. Ask your child to sign a sentence using one of the new vocabulary words
- b. Lesson 7 (pg. 68)- Imperatives (commands) Discuss with your child how mom and dad ask them to do their chores. How do you know they are talking to you? What do they say? What is their tone like? Do they sound happy, angry, or sad? Explain that when we ask people to do something, we usually are very serious in our tone. We use very few words. In ASL, it is the same. Though we usually don't include a pronoun (you, name, etc), we look directly at who we are talking to and our signs are sharp and tense (quick and strong). Discuss the examples and do exercise 7.1 with your child. Sign a command from the vocabulary pages for this lesson, explaining what it means, and ask your child to complete the task you asked them to do.

(Standards Taught: Receptive Proficiency 2.2, 5.2, 6.3, 10.2, Expressive Proficiency 5.5, 6.2, 7.3, 10.311.312, 12.1)

Week 21:

- a. Lesson 7 (pg. 70)- Using numbers. Ask your child to tell you all the ways we use numbers. We can count things, tell how old we are, and tell time. Review the signs for the numbers 1-10. Work through the examples on pg. 70-71 and do exercise 7.2 together. In ASL, ask your child to the following questions. Encourage them to sign the answers back to you. 1. How many socks are you wearing? 2. How old is your best friend? 3. What time is it right now?
- b. Lesson 7 (pg. 72-74)- Personal pronouns and plurals. Ask your child what we say if there is one bee. (bee) What if there are more than one? (bees). Explain that when there is more than one of something we call it plurals and add an /s/ or /es/ most of the time in English. In ASL, we add numbers to our signs to tell others how many of something we are talking about. Work through the examples on page 72-74 and do exercise 7.3-7.4 using the vocabulary words from the end of the lesson as needed. Encourage

your child to sign as much as they can on their own but assure them that you are there to help if needed.

(Standards Taught: Receptive Proficiency 2.1, 6.1, Expressive Proficiency 3.3, 6.4)

Week 22:

- a. Lesson 7 (pg. 75-79)- Practice the vocabulary words for lesson 7 together, saying and signing each word three times. Using the dialogue on page 79, hold the shown conversation with your child encouraging them to sign on their own as much as possible.
- b. Lesson 8 (pg. 80-82)- Wh- Questions. Ask your child what we do when we want to learn more. We ask questions. Ask your child to name some questions they may ask. Learn the signs for the wh-questions (who, what, where, when, why) in the vocabulary section of this lesson and teach them to your children, practicing each one together while saying aloud several times. Work through pages 80-82, ending with exercise 8.2 together. Pay attention to facial expressions, head positions, and eye contact and point out corrections for your child. Encourage your child to sign a question to you for each of the wh-questions (who, what, where, when, why). Answer in ASL and encourage your child to interpret the answer into English.

(Standards Taught: Receptive Proficiency 1.1, Expressive Proficiency 5.3)

Week 23:

- a. Lesson 8 (pg.83-85)- The self pronoun. Ask your child how we know when someone is talking about themselves. What words do they use? Me, I, and myself are all self pronouns; words that we use to tell the person we are speaking to that we are talking about ourselves. Work through pages 83-85 together. Ask your child to sign a sentence about themselves using a self pronoun. Pay attention to sentence structure. Work through the vocabulary words for this lesson, saying the word aloud as you both sign them 3 times each.
- b. Lesson 9 (pg. 90-93) Explain to your child that we have different types of words. Nouns are people, places, or things. They tell us what, who, or where. Verbs are action words. They tell us what the person, place, or thing is doing. Sometimes, verbs and nouns go together in sign language. Work through pages 90-93 and do exercises 9.1 and 9.2 with your child learning and using vocabulary from the end of the lesson as needed.

(Standards Taught: Receptive Proficiency 3, Expressive Proficiency 3.2, 3.5)

Week 24:

- a. Practice the vocabulary for Lesson 9 (pg. 93-97) saying the words aloud as you sign with your child. Sign and say each one at least three times.
- b. Briefly asses your child on each of the standards we have gone over thus far, making note of what is not yet mastered and needs review

(Standards Taught: Deaf Culture Proficiency 3)

Week 25:

- a. With your child, research and define the following terms discussing the unique challenges and characteristics of each. Talk about and research how living with these things would affect how you see the world, giving specific examples of situations in the real world. If you know anyone who lives with

these things, ask them to share their experiences with your child. Terms: deaf, hard of hearing, hearing impaired, hearing deaf and dumb, deaf mute, CODA, percentages relating to deafness)

b. Lesson 10: Basic Sentence Structure (pg. 98-102). Review the concept that sentences have to be in a certain order for us to understand them. Remind your child of sentence structure differences between English and ASL that we have learned so far. Explain that in ASL certain words come at the end of the sentence. Words like “can,” “should,” “must,” “finish,” “maybe,” “can’t,” “not yet,” and “refuse” are called modals. When we need to sign these words in a sentence we put them at the end. Show your child the signs for each modal word. Learning and using appropriate vocabulary from the end of the lesson, work through the examples and exercises for Lesson 10.

(Standards Taught: Receptive Proficiency 3, Expressive Proficiency 3.2, 3.4)

Week 26:

a. Lesson 10 (page 103-107). Practice the vocabulary with your child saying the words aloud and signing them together at least three times each.

b. Lesson 11 (pg. 110-114). Learning and using vocabulary from the end of the lesson as needed, work with your child through the section for “Here and There” and do exercise 11.1 together. Work through the “this/that” section, explaining to your child that the words “this” or “that” can help the person we are talking to understand which noun (person, place, or thing) we are talking about. For example, if we are in a room with several cats and want to discuss a certain one, we can say “this cat” to point out the one we mean. Together, work through the examples and exercise 11.2

(Standards Taught: Receptive Proficiency 2.1, 3.1, 8.1)

Week 27:

a. Lesson 11 (pg. 115-116). “Finish” as a conjunction. Explain to your child that a conjunction is a word that links sentences together. In English, we often say “then.” Use the example in the book: “I drove there, mailed a box, then drove to the food store to shop for food, then drove home.” Point out how the word “then” was used to put the sentences together. Explain that in ASL we often use “finish” to show that we finished one task and moved on to the next. Work through the example with your child and then do exercise 11.3 together learning and using vocabulary from the end of the lesson as needed.

b. Practice and review the vocabulary from Lesson 11 (pg. 117-120). Sign and say each word aloud at least three times.

Week 28:

a. Learn Chorus: *I Will Be What I Believe*

b. Learn Chorus: *I Will Be What I Believe*

Week 29:

a. Practice chorus: *I Will Be What I Believe*

b. Practice Chorus: *I Will Be What I Believe*

Week 30:

a. Learn first verse: *I Will Be What I Believe*

b. Learn first verse: *I Will Be What I Believe*

Week 31:

- a. Practice 1<sup>st</sup> verse: *I Will Be What I Believe*
- b. Practice 1<sup>st</sup> verse: *I Will Be What I Believe*

Week 32:

- a. Learn 2<sup>nd</sup> verse: *I Will Be What I Believe*
- b. Learn 2<sup>nd</sup> verse: *I Will Be What I Believe*

Week 33:

- a. Practice 2<sup>nd</sup> verse: *I Will Be What I Believe*
- b. Practice 2<sup>nd</sup> verse: *I Will Be What I Believe*

Week 34:

- a. Practice complete song: *I Will Be What I Believe*
- b. Practice complete song: *I Will Be What I Believe*

Week 35:

- a. Final Practice of *I Will Be What I Believe*
- b. Final Performance: *I Will Be What I Believe*

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