

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.

You will find the music for the first performance song [here](#) and the video of the sign language [here](#)
You will find the music for the second performance song [here](#) and the video of the sign language [here](#)
I do not own the rights to the lyrics, music, or ASL interpretation

(Standards Taught: Expressive Proficiency 1, 1.1, 5, 5.1, 5.2, 5.3, 5.5, 1.3.a-c, 6.3, 7, 7.2, 7.3, 8, 8.1, 11, 11.1, 11.3 Receptive Proficiency 1. 1.2, 2, 2.2, 2.4, 5.2 Deaf Culture Proficiency 5)

Week 1:

- a. Review fingerspelling letters (A-Z) and numbers (1-30). Review introductions and sign names.
- b. Review vocabulary and concepts in lessons 1-2.

(Standards Taught: Receptive Proficiency 2.1, 3.4, 5.1, 6.1, 6.4, 6.6, 7, 7.2, 9, 9.2, 9.4, 10.1, 10.4 Expressive Proficiency 1.2, 6, 6.1, 6.5, 8.2, 5.4, 12.4, 12.5)

Week 2:

- a. Review vocabulary and concepts in lessons 3-4
- b. Review vocabulary and concepts in lessons 5-6

(Standards Taught: Receptive Proficiency 1.1, 2.1, 2.2, 3, 5.2, 6.1, 6.3, 8, 8.2, 8.4, 10, 10.2, Expressive Proficiency 3.2, 3.3, 3.5, 5.3, 5.5, 6, 6.2, 6.4, 7.3, 9.3, 10, 10.1, 10.3, 11.3, 12, 12.1)

Week 3:

- a. Review vocabulary and concepts in lessons 7
- b. Review vocabulary and concepts in lessons 8-9

(Standards Taught: Receptive Proficiency 2.1, 3, 3.1, 6.4, 8.1 Expressive Proficiency 3.2, 3.4)

Week 4:

- a. Review vocabulary and concepts in lesson 10-11
- b. Begin Lesson 12 (pg. 122). Practice the vocabulary words 3 times each with your child. Explain Existential HAVE, pronominal classifiers, and adding movement to pronominal classifiers, and do exercise 12.1 and 12.2

(Standards Taught: Receptive Proficiency 6.5, 8.3 Expressive Proficiency 6.1)

Week 5:

- a. Review the vocabulary from Lesson 12. Work on Locational Relationships and exercise 12.3 with your child.
- b. Begin Lesson 13 on page 132. Practice the vocabulary words 3 times each with your child. Explain Mass Quantifiers and More on Plurals to your child and work through exercises 13.1, 13.2, and 13.3

(Standards Taught: Receptive Proficiency 2.1, 3.1, 5.1, 6, 6.1, 6.5, 8.1, 8.3, 8.4, 9.5 Expressive Proficiency 3.4, 9.4)

Week 6:

- a. Review the vocabulary from Lesson 13 with your child. Explain money signs by working through the activity titled More on Using Numbers and exercise 13.4.
- b. Work through Dialogue 4 (pg. 145) with your child, reviewing the concepts taught there about sentence structure, location, money, and asking questions. Use the vocabulary index as needed to find signs you need.

(Standards Taught: Receptive Proficiency: 3, 3.1, 3.3, 3.4, 9.2 Expressive Proficiency: 3.2, 3.3, 3.4, 3.5, 5.4, 7.1, 7.2, 7.4)

Week 7:

- a. Begin Lesson 14 (pg. 146). Practice the vocabulary signs with your child 3 times each. Discuss negatives with your child and work through exercises 14.1, 14.2, and 14.3.
- b. Begin Lesson 15 (pg. 156). Practice the vocabulary signs with your child 3 times each. Discuss directional verbs with your child and work through exercises 15.1, 15.2, and 15.3

(Standards Taught: Review)

Week 8:

- a. Review vocabulary and concepts covered so far this year with your child, emphasizing anything they do not have mastered.
- b. Assessment: Briefly assess your child on each of the standards we have learned so far. Review the concepts needed.

(Standards Taught: Receptive Proficiency: 6.6, 10, 10.1, 10.2, 10.3, 10.4 Expressive Proficiency: 6.2, 12, 12.1, 12.2, 12.4, 12.5)

Week 9:

- a. Begin Lesson 16 (pg. 166). Practice the vocabulary signs with your child 3 times each. Discuss Time Measurements Incorporating Number, Tense Measurements Incorporating Number, and Time Reduplication. Work through exercises 16.1, 16.2, and 16.3
- b. Review the vocabulary from Lesson 16 with your child. Explain Time Reduplication to your child and the Note: More on Time Repetition and work through exercise 16.3 with your child.

Week 10:

- a. Begin performance song. Learn and practice the chorus of *What Child is This*
- b. Learn and practice the chorus of *What Child is This*

Week 11:

- a. Learn and practice the 1st verse of *What Child is This*. Review chorus
- b. Learn and practice the 1st verse of *What Child is This*. Review chorus

Week 12:

- a. Learn and practice the 2nd verse of *What Child is This*. Review chorus and 1st verse
- b. Learn and practice the 2nd verse of *What Child is This*. Review chorus and 1st verse

Week 13:

- a. Learn and practice the 3rd verse of *What Child is This*. Review chorus, 1st and 2nd verses
- b. Learn and practice the 3rd verse of *What Child is This*. Review chorus, 1st and 2nd verses

Week 14:

- a. Practice entire song all the way through
- b. Assessment: Briefly assess your child on each of the standards we have learned so far. Review the concepts needed.

Week 15:

- a. Final Practice of *What Child is This*
- b. Final: Performance of *What Child is This*

(Standards Taught: Deaf Culture Proficiency: 1, 3, 4)

Week 16:

- a. Review a few signs by asking your child questions in ASL and asking them to respond. Then, explain that there are several different reasons a person may use ASL rather than speaking aloud. Ask your child if they can name any. Define and explain the following terms for your child: deaf, hard of hearing, hearing impaired, hearing deaf and dumb, deaf mute, CODA, and percentages relating to deafness. Search each online as needed for more information. Discuss how each of these aspects of life can affect one's ability to interact with the world and how ASL helps them to learn, grow, interact, and influence the world around them.
- b. Review the previous lesson, emphasizing that the life of those who use ASL is different in some ways than that of a person who can hear and/or speak aloud. Explain that there are different organizations that work to aid and provide support for those who use ASL. Research and explore the websites/histories of the following organizations with your child, emphasizing that each provides different tools for those in the deaf community and how much life would be different in those aspects for deaf/hard of hearing peoples. This would also be a great time to invite a guest speaker with experience interacting with the world in this way. You can also show this [video](#) to point out some ways communication and interaction is different between hearing and deaf cultures.

[National Association of the Deaf](#)

[National Fraternal Society of the Deaf](#)

[National Theatre of the Deaf](#)

(Standards Taught: Deaf Culture Proficiency 1, 6)

Week 17:

a. Review the previous lessons and ask your child to tell you how life may be different if they were a part of the deaf community. Give your child a few everyday scenarios (e.g. going to the store, a doorbell ringing, walking to the park, ordering at a restaurant, watching TV, talking on the phone) and ask your child how each would be different for deaf people. Explain that there are some technologies that can help with everyday life. Describe and explain the purpose of the following devices/services: hearing aids, signaling devices, TTY, closed captioning, cochlear implants, relay services, and RID. If possible, show your child examples of each. Use the following videos as a reference for more information.

[Hearing Aids](#)

[Signaling Devices](#)

[TTY/ Relay Services](#)

[Closed Captioning](#)

[Cochlear Implants](#)

[RID](#)

b. With your child, set aside 1 hour of the day to try different things as if you were deaf or hard of hearing. Some ideas may include: watching a favorite show with closed captioning, trying to communicate with a far-away family member over the phone, watching a news story with an interpreter, ordering a meal without speaking aloud, or speaking only in ASL.

(Standards Taught: Deaf Culture Proficiency 1, 7)

Week 18:

a. Review the previous lessons with your child, discussing how different life is as a part of the deaf community. Explain that there are also deaf and hard of hearing children. These children grow up, play with friends, and have school just like hearing children. Ask your child how school may be different for a child who communicates only in ASL. Discuss how difficult it would be to listen to a teacher, hear the bells ring, watch videos, learn to read, etc. Explain that, like adults, children in the deaf community have special tools and methods that help them, too. Discuss and explain the following with your child, emphasizing how each would help a deaf or hard of hearing child in the process of learning at school: Mainstreaming: Mainstreaming is when a deaf child goes to a hearing public school. They attend classes with hearing children. Sometimes these children receive extra help like interpreters, people taking notes for them, or speech therapy, which helps them learn to speak aloud. Sometimes, deaf children take only a few classes with hearing children and have their own classroom for main subjects. At other times, they have a tutor who visits occasionally and helps them, rather than someone who sits with them all the time. Many times, a deaf child who is mainstreamed will use a variety of devices to help them interact with and understand what is happening in the classroom.

Residential: Residential schools are built and customized to teach only deaf children. Teachers speak ASL and are usually a part of the deaf community themselves. Children learn all the same subjects as children in hearing schools. Children live at the schools and attend classes daily. Here, they interact with others in the deaf community and learn deaf culture and socialization skills. There is little interaction with hearing people at these schools. Most deaf children are born to hearing parents and these schools give them an opportunity to meet and spend time with others who are deaf.

Day School: Like hearing schools, day schools for the deaf have a set schedule where the children come to school in the morning and go home in the afternoon. These schools teach math, history, science, and other subjects, just like hearing schools do. However, like residential schools, these schools are created for children in the deaf community and provide teachers who communicate in ASL, exposure to deaf culture, and an opportunity for special tools and resources catered to deaf children.

b. Review the previous lesson and tell your child that we are going to learn about two more ways that deaf children learn at school. Discuss the following and how they relate to the deaf community and education:

Oral Methods: Many children who are hard of hearing are taught using oral methods. They learn to lip read by memorizing the shapes of the mouth as they speak different words, go through voice training, learning to use their voices to communicate, or communicate only through spoken language, as hearing children do. This method works best for children who have some hearing as it is difficult to understand the correct sounds of the spoken language without hearing them. Lip reading is the only exception, with both hard of hearing and deaf students using it to understand the world around them. To emphasize how difficult lip reading is, play the following game with your child. You will need at least 4 people to play. Place ear plugs or another form of hearing protection on every player so they cannot hear. Say this sentence aloud to the first child while the other children look away: The cat is fuzzy and brown. Ask the first child to repeat what they think you said to the second child, still with earplugs in. Repeat until the sentence has reached the last child. Ask everyone to remove their earplugs and have the last child say the sentence they lip-read aloud. Tell the children what the sentence was supposed to be and point out what words were correct and which ones were wrong. Point out that lip reading is difficult because a lot of the mouth shapes are similar for different words. Relate this to learning in school and how difficult it would be.

Total Communication: Total communication is a mixture of all the different methods for deaf education. It includes the spoken language, sign language, tools and specialists, body language, and gestures. This method of education allows a student to experience both deaf and hearing culture and learn in different ways, giving room to adapt to the specific needs of each individual.

(Standards Taught: Deaf Culture Proficiency 1, 8)

Week 19:

a. Review some tools and methods that help people in the deaf community to adapt and thrive in a world where most people hear and speak aloud. Point out that being deaf or hard of hearing make the world very different sometimes. Explain that deaf culture, or the way that people talk and interact, is also different from hearing culture. Remind your child of the examples in the video from lesson 16.b where hearing and deaf culture is different. Then, discuss the following with your child:

Negotiating a signing environment: Ask your child what they would do if two people were talking in a hallway and they needed to pass through. They would probably say "Excuse me" and pass through. What would your child do in a situation where they were at the movies and could not see around the person in front of them? Maybe they would ask that person to move over. Next, ask your child what they would do if those people were deaf or hard of hearing and communicating in ASL? Point out that deaf culture is different than hearing culture because you cannot simply say what you want aloud. However, there is still a polite way to communicate your needs. First, they may touch the shoulder or upper back of the person blocking the hallway. This indicates that they need to move through. In the case of

wanting someone to clear your view, your child may gently press the shoulder of the person in front of them in the direction you want them to move.

Clarifying Conversation: Review this [video](#) and the clarifying phrases in it with your child. Point out a few instances in which these would be useful when part of the signed conversation is not clearly understood.

Conversational Skills: Watch this [video](#) with your child and discuss the things you learn together about the correct etiquette for sign language encounters. (Note: There is some mild language in this video. Please substitute it with another if you feel it is inappropriate for your child)

b. Review the etiquette skills learned in the previous lesson and teach your child about the following:
Cross Cultural Communication: Ask your child if there has ever been a time in their lives when they were confused about something from another culture. Maybe they didn't understand a word, didn't like the look of a food, or thought the actions of someone else were too loud or too quiet. Explain that different cultures around the world speak, eat, dress, celebrate, and communicate differently. Give an example from your own life. Explain that, most of the time, neither of the two cultures is wrong, but they are different. Point out the ways your child has learned that deaf culture is different, too. Explain that cultures vary because of differences in resources, traditions, and beliefs and everyone has the right to make their own choices in culture. Remind your child that everyone, no matter their culture, is a child of God and should be treated with respect. Talk about ways your child can share their own culture and learn about other cultures. Point out that misunderstandings may arise, as in your child's example, but, with patience, learning, and asking questions, people from different cultures can understand and respect each other while holding on to their own cultures and beliefs. Relate this to deaf vs. hearing culture and give specific examples of how each can respect the culture and needs of the other from previous lessons.

(Standards Taught: Receptive Proficiency: 2.1, 6.1, 7.1 Expressive Proficiency: 8.4, 11.2)

Week 20:

- a. Begin Lesson 17 (pg. 176). Practice the vocabulary words with your child, going over each one at least three times. Explain Using a Clause as a Topic and work through exercise 17.1 with your child.
- b. Review the vocabulary words from Lesson 17 with your child and work through the Comparative Sentences activity and exercise 17.2 with your child.

(Standards Taught: Receptive Proficiency: 2.1, 6.1, 7.1, 8.2 Expressive Proficiency: 8.4, 9.3, 11.2)

Week 21:

- a. Review the vocabulary words from Lesson 17 with your child and work through the Conjunctions activity and exercise 17.3 with your child.
- b. Begin Lesson 18 (pg. 186). Practice the vocabulary words with your child, going over each one at least three times. Work through the activities on verb inflections and exercises 18.1 and 18.2 with your child.

(Standards Taught: Receptive Proficiency: 8.2, 10, 10.1 Expressive Proficiency: 9.3)

Week 22:

- a. Begin Lesson 19 (pg. 194). Practice the vocabulary words with your child, going over each one at least three times. Work through the activities on modulation and exercises 19.1, 19.2, and 19.3 with your child.
- b. Work through Dialogue 6 (pg. 203) with your child, using the index as a reference if needed.

(Standards Taught: Receptive Proficiency: 2.1, 3.1, 6.1 Expressive Proficiency: 3.3, 6.4, 9, 9.1)

Week 23:

- a. Begin Lesson 20 (pg. 204). Practice the vocabulary words with your child, going over each one at least three times. Work through the activity on Conditional Sentences, explaining that this type of sentence has two parts: if this happens, then this will happen. Work through exercise 20.1 with your child.
- b. Review the vocabulary from Lesson 20 with your child. Discuss rhetorical questions with your child and give a few examples in English. Then, explain how these questions work in ASL. Work through exercise 20.2 with your child.

(Standards Taught: Receptive Proficiency 6.4)

Week 24:

- a. Begin Lesson 21 (pg. 212). Practice the vocabulary words with your child, going over each one at least three times. Work through the activities and exercises 21.1, 21.2, and 21.3 with your child. Take the time to explain and relate this to examples in English.
- b. Begin Lesson 22 (pg. 224). Practice the vocabulary words with your child, going over each one at least three times. Work through the activities and exercises 22.1, 22.2, and 22.3 with your child.

(Standards Taught: Review)

Week 25:

- a. Using the index, take turns signing different words with your child to review vocabulary. Choose random words, asking your child to sign them back to you. Then, choose words that you sign and your child interprets back in English. Repeat for several rounds.
- b. Spend one hour today communicating with your family only in ASL. Use fingerspelling and reference the index of the book as needed.

(Standards Taught: Review and Assessment)

Week 26:

- a. Review vocabulary and concepts covered so far this year with your child, emphasizing anything they do not have mastered.
- b. Assessment: Briefly assess your child on each of the standards we have learned so far. Review the concepts needed.

(Standards Taught: Receptive Proficiency: 3, 3.1, 3.3, 3.4, 4, 4.1, 4.3, 4.4, 8.3, 9, 9.3, 9.4 Expressive Proficiency: 3.2, 3.4, 3.5, 3.6, 4, 4.1, 4.3, 7.1, 7.2, 7.4)

Week 27:

- a. Review transportation signs using the index as a guide.
- b. Review location, housing, and direction signs using the index as a guide

(Standards Taught: Receptive Proficiency: 1, 1.1, 2, 2.3, 2.5, 3.1, 5, 5.1, 5.2, 5.3, 6, 6.1, 6.5, 7, 7.2, 7.3, 8.1, 10.3, Expressive Proficiency: 1, 1.1, 1.2, 1.3 a-c, 2, 2.1, 2.2, 5, 5.1, 5.2, 5.3, 6, 6.1, 6.3, 8, 8.1, 8.2, 10.3, 10.4, 11, 11.1, 12, 12.1)

Week 28:

- a. Review family and color signs using the index as a guide.
- b. In sign language only, ask your child questions about themselves (e.g. What is your name? How old are you? What do you like to do? What is your favorite food? What color is your hair? Are you tall or short? What do you do on Sundays?). Ask them to respond in sign language.

Week 29:

- a. Begin performance song. Learn and practice the chorus of *I Will Go and Do*
- b. Learn and practice the chorus of *I Will Go and Do*

Week 30:

- a. Learn and practice the 1st verse of *I Will Go and Do*. Review chorus
- b. Learn and practice the 1st verse of *I Will Go and Do*. Review chorus

Week 31:

- a. Learn and practice the 2nd verse of *I Will Go and Do*. Review chorus and 1st verse
- b. Learn and practice the 2nd verse of *I Will Go and Do*. Review chorus and 1st verse

Week 32:

- a. Practice entire song all the way through (at least 3 times)
- b. Practice entire song all the way through (at least 3 times)

Week 33:

- a. Practice entire song all the way through (at least 3 times)
- b. Assessment: Briefly assess your child on each of the standards we have learned so far. Review the concepts needed.

Week 34:

- a. Final Practice of *I Will Go and Do*
- b. Final: Performance of *I Will Go and Do*