

SAMPLE



American Sign Language
Levels One & Two



Teacher's
Edition

SAMPLE

Federico A. Quintana, M.Ed.

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“ASL Yes ! Levels One & Two — Teacher’s Edition”

Federico A. Quintana

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A.S.L. Yes ! Teacher's Edition - Book User Guide

Greetings, esteemed A.S.L. teachers, instructors, and tutors,

I am thrilled to present the culmination of my passion and dedication - **"A.S.L. Yes! Levels One and Two - Teacher's Edition"** As a certified A.S.L. teacher with over ten years of experience from K-12 to college levels, I have poured my heart and soul into creating this comprehensive resource to elevate A.S.L. education to new heights.

Born Deaf, I possess a unique perspective and understanding of the Deaf community's nuances and needs. My love for art and pedagogy has driven me to craft "A.S.L. Yes!" as a beacon of inclusivity, authenticity, and excellence in A.S.L. instruction.

This teacher's edition contains all 60 meticulously designed lessons, featuring thousands of A.S.L. vocabulary illustrations for reference and tentatively translated English A.S.L. phrases. I understand the importance of flexibility in teaching, and that's why these materials can be seamlessly integrated into your existing lesson plans, allowing you to adapt and implement them according to your preferences.

I have included measurable grading rubrics for each lesson to ensure clear learning objectives and practical evaluation. These rubrics will assist you in assessing your students' progress accurately and guiding them toward becoming proficient and fluent in American Sign Language.

As a qualified and proficient A.S.L. facilitator, you play a crucial role in shaping your students' linguistic and cultural understanding. That's why I created this resource with educators like you, empowering **you** with a dynamic toolset to create an engaging and enriching learning experience for your students.

Moreover, "A.S.L. Yes! Levels One and Two: Teacher's Edition" complements two other textbooks, "A.S.L. Yes! Level One" and "A.S.L. Yes! Level Two," designed specifically for learners. These resources offer a cohesive and immersive learning journey for educators and students.

In your hands, you can inspire and cultivate the next generation of sign language learners. I am encouraging you to embrace this curriculum, adapt it to suit your unique teaching style, and meet the diverse needs of your students. Thank you for joining me on this transformative American Sign Language education journey. Together, let us celebrate the beauty of sign language and foster a greater sense of inclusivity in our classrooms.

With warm regards,





LESSON

1

An Introduction

to



Learning Objectives

1. **Fingerspelling:** Students will learn the basics of fingerspelling in A.S.L. They will practice recognizing and producing individual letters to spell words and names accurately.
2. **Sign Space:** Students will learn how to use sign space and different areas around their bodies to convey specific meanings and spatial relationships in signing.
3. **Cardinal Numbers:** Students will learn to recognize and produce cardinal numbers from one to ten in A.S.L. They will practice using appropriate handshapes and movements to represent these numbers accurately.

There are over fifty (50) identified handshapes in A.S.L., which is more lexicon than English, with only twenty-six (26) alphabet letters and ten digits of numbers.

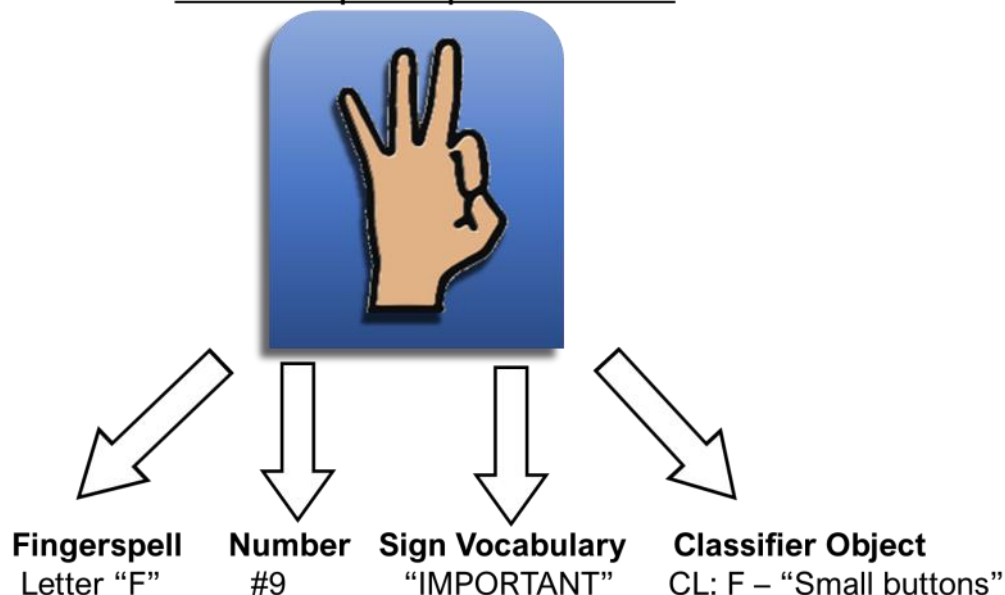
When instructing on the essential components of fingerspelling and cardinal numbers in A.S.L. It becomes evident that some handshapes resemble specific numbers or letters. Therefore, addressing this concept thoroughly during the teaching process is imperative.

By acknowledging these similarities and highlighting the unique hand configurations involved in fingerspelling and cardinal numbers, learners can better grasp their connections.

This approach not only enhances their ability to comprehend the distinct elements of A.S.L., but it also promotes a more comprehensive understanding of how utilize the handshape in different aspects of the language. As such, this foundational explanation forms a critical stepping stone for students embarking on their journey to master A.S.L., paving the way for a more profound and meaningful engagement with the language in subsequent lessons.

However, There are several handshapes for fingerspelling and cardinal numbers are similar. As the picture of the handshape below, the handshape for fingerspelling represents the letter "F", the cardinal number "9", and two other functions.

Handshape Representation



Handshapes in A.S.L. serve multiple functions, including fingerspelling, numbering, sign vocabulary, and classifier objects. While the handshapes for "F" and "9" share similarities, learners should pay attention to slight differences, like the bend of the thumb in the number "9" handshape, movements and body locations. A.S.L. students can effectively communicate in various contexts by understanding these handshapes and their functions.



1. HELLO

2. CHILL

3. YES

4. CLASS

5. DEAF (Downward)

6. UNDERSTAND

7. HOW

8. HEY

9. NO

10. BELL RING

11. HEARING

12. GOOD

13. YOU

14. NAME

15. ASK/REQUEST

16. HOME

17. DEAF (Upward)

18. HELP

19. ME

20. NOT-UNDERSTAND

21. ASK-TO

22. ALLRIGHT

23. AGAIN

24. STOP



Grading Rubric: Each sign is worth 10 points x 20 fill-in blanks= **100 points.**

Method of Delivery: It can be a written paper, signed or typed (electronic). Students put their full name, class period or level, and the heading title (Sign Works #1). The assignment must include numbered answers and turn them in at the due date, which can be quickly graded and tracked to your preferences. It can be assigned as homework, bellringer, classwork, or extra credit work. **Recommend:** Display the page (PDF) using the projector to review, correct, and provide live feedback.

1)  **QUINCY**

6)  **IVAN**

2)  **WILLIAM**

7)  **ADAM**

3)  **VANESSA**

8)  **VICTOR**

4)  **APRIL**

9)  **GEORGE**

5)  **CLARK**

10)  **ALICE**

11)  **126**

16)  **6024**

12)  **911**

17)  **1583**

13)  **906**

18)  **73056**

14)  **847**

19)  **47809**

15)  **21010**

20)  **60823**



Fill in a word for each sign and determine which handshapes it uses. Pay attention to possible handshape changes from the start to the end of the sign. Another example is the sign that employs two handshapes, put a dash symbol to represent using two hands.

Example

Word: "DEAF"

Handshape: 1



Grading Rubric: 5 points each sign x 20 fill-in questions = **100 points**

1.  Word: **YES**
HS: **S**

6.  Word: **ME/I**
HS: **1**

2.  Word: **HELP**
HS: **Open-A & Open-B**

7.  Word: **HELLO**
HS: **B**

3.  Word: **BELL RING**
HS: **1 & Open-B**

8.  Word: **HOME**
HS: **O**

4.  Word: **CHILL**
HS: **5 & 5**

9.  Word: **CLASS**
HS: **C & C**

5.  Word: **NAME**
HS: **H & H**

10.  Word: **ASK**
HS: **1- X**

Grading Rubric

The **first five A.S.L. Phrases** are worth 50 points (each A.S.L. phrase is worth 10 points). Most A.S.L. phrases consist of about four to six sign vocabulary into a complete “sentence” – hence, a sign word is worth 3.5 deductible points for an incorrect answer.

The **other bottom five English-translated phrases** altogether are worth another 50 points. Each written translated English sentence is worth ten deductible points each. *The English translated/ interpreted sentence must hold the same meaning, information, or concepts accurately as A.S.L. phrases or suffer points penalty depending on the quality of translation.* All the above (10 written answers) total 100 points or 100 percent. Remind learners to double-check before submitting or signing their work; **each incorrect sign/word will deduct -3.5 points.**



(Example) ASL: HOW YOU ? ME GOOD

(10 Points)



ASL: AGAIN ME NOT-UNDERSTAND

(10 Points)



ASL: HOME ME CHILL -3

(10 Points)



ASL: ASK YOU DEAF HEARING ?

(10 Points)



ASL: HEY NAME YOU ?

(10 Points)

50 Points

English Translation Phrases

1) How are you ? I am doing good. (10 Points)

2) Again I don't understand. (10 Points)

3) I am chilling at home. (10 Points)

4) Are you deaf or hearing ? (10 Points)

5) Hey, what is your name ? (10 Points)

50 Points

Total: **100 Points**



Possible answers for the #1-10 comprehension questions about the Modes of Communication: Each question is worth 10 points, and the total of ten questions is equivalent to 100 points, depending on the quality of the responses.

1. What is American Sign Language (A.S.L.), and how does it differ from English?

American Sign Language (A.S.L.) is a complete, natural language that uses manual gestures, body movements, and facial expressions to communicate. It is the primary language used by many Deaf and Hard-of-Hearing individuals in the United States. Unlike English, A.S.L. is a visual language with its grammar and syntax.

2. A.S.L. relies on visual perception, and which does English rely on?

A.S.L. relies on visual perception, including gestures, facial expressions, and body movements. Conversely, English relies on auditory perception, with spoken words and sounds being the primary means of communication.

3. What are some unique features of A.S.L. grammar and sentence structure?

A.S.L. has its own distinct grammar and sentence structure. A.S.L. relies on a topic-comment structure instead of following a strict word order like English (subject-verb-object). It also uses non-manual markers, such as eyebrow movements and head tilting, to indicate grammatical aspects like questions and negations. A unique feature of A.S.L. grammar is the use of classifiers, which are handshapes that represent specific categories of objects or actions.

4. How does A.S.L.'s cultural context differ from English?

The cultural context of A.S.L. is closely tied to Deaf culture, which emphasizes visual communication, shared experiences, and a sense of community among Deaf and hard-of-hearing individuals. English, on the other hand, is more broadly associated with the dominant hearing culture. A.S.L. carries cultural norms, values, and traditions distinct from English-speaking cultures. For example, Deaf communities may have social events, artistic expressions, and linguistic traditions specific to A.S.L.

5. Why is A.S.L. integral to the Deaf and Hard of Hearing community?

A.S.L. is an integral part of the Deaf and Hard of Hearing community because it provides communication accessible to those who rely on visual communication rather than auditory input. It allows Deaf individuals to express themselves fully, interact socially, and access information in their primary language.



6. How does A.S.L. compare to other sign languages used worldwide?

A.S.L. is a distinct language but shares similarities with other sign languages. For example, French Sign Language is related to A.S.L. regarding its historical roots. However, they have evolved into separate languages with their grammar and vocabulary. Similarly, other international sign languages, like British Sign Language (B.S.L.) or Japanese Sign Language (J.S.L.), have unique characteristics.

7. What challenges do Deaf and Hard of Hearing individuals face when communicating with hearing individuals?

Deaf and Hard of Hearing individuals often face challenges when communicating with hearing individuals due to the reliance on different modalities (visual vs. auditory). These challenges include difficulties understanding spoken language, limited access to information through sound, and barriers in social interactions and professional settings.

8. How can hearing individuals learn to communicate more effectively with those who use A.S.L.?

Hearing individuals can learn to communicate more effectively with those who use A.S.L. by learning the language themselves. By taking A.S.L. classes, practicing with Deaf individuals, immersing themselves in Deaf culture, and being open to using visual communication methods. Additionally, visual aids, gestures, and facial expressions while communicating can help bridge the gap between spoken English and A.S.L.

9. What are some common misconceptions about A.S.L. and Deaf culture?

Common misconceptions about A.S.L. and Deaf culture include viewing A.S.L. as a simple gestural representation of English rather than a complex language in its own right. Another misconception is assuming that all Deaf individuals prefer or can benefit from cochlear implants or hearing aids, disregarding the cultural and linguistic significance of A.S.L.

10. How might technology be used to improve communication between those who use A.S.L. and English?

Technology can improve communication between those who use A.S.L. and English in various ways. For instance, video relay services and remote interpreting enable real-time communication between A.S.L. users and English speakers. Captioning and transcription services help bridge the gap between spoken and signed languages, making online content more accessible. Sign language recognition and technological advancements may also facilitate automatic translation between A.S.L. and written/spoken English.



LESSON

2

The Basics



Learning Objectives

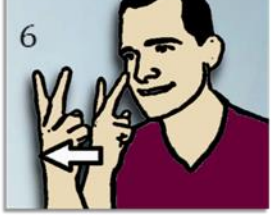
1. **Cardinal Numbers:** Building upon the previous lesson, students will expand their knowledge of cardinal numbers in A.S.L. by learning numbers from 11 to 30. They will practice signing and understanding these numbers in various contexts.
2. **A.S.L. Glossing Convention:** Students will learn to represent A.S.L. signs and structures using written glosses, enhancing their understanding and analysis of A.S.L. linguistic features.



5 Quick Ideas for Responsive Warm-up Activities

1. Ask to generate a fake text number – 5 digits of #1-10 number signs and five digits of #11-20 number signs to be combined to earn 100 points.
2. “Guess & Reveal”: your age or their age
3. Solve fundamental math problems such as addition or subtraction up to 30 numbers.
4. A Secret Bag: Bring 5-20 small random items in a non-transparent paper or cloth, ask to guess a number, and then show and reveal items. (Suggestion: Dollar Tree items)
5. They count their total name letters and sign the number.

2 Vocabulary













1. SIGN	7. RESTROOM	13. WATER	19. PLEASE
2. THANK-YOU	8. WELCOME	14. TEACHER	20. STUDENT
3. UNCLEAR	9. TIME	15. STAND	21. CHAIR
4. NEW	10. WHAT'S UP	16. NOTHING	(Repeat)
5. SICK	11. NURSE	17. NOT	22. NOT-MUCH
6. SEE	12. MAKE-UP	18. SIT (One Motion)	

Grading Rubric: 5 points each x
20 fill-in questions = **100 points**

Fill in a *word* for each of the signs #1-10.

1.  HELP	2.  HOW	3.  HOME	4.  DEAF	5.  GOOD
6.  AGAIN	7.  CLASS	8.  NAME	9.  NOT-UND.	10.  ASK

Fill in the *letters* for the handshapes #11-15 and *numbers* for the handshapes #16-20.

11)  CHRISTY	16)  15199
12)  JOEY	17)  2486
13)  HOLLY	18)  2018
14)  QUINCY	19)  3026
15)  KELLY	20)  11021

Gloss the A.S.L. phrases and translate each phrase into English.



ASL: YES ME UNDERSTAND YOU



ASL: HEY THANK-YOU HELP ME



ASL: ME SICK SEE NURSE



ASL: ME ASK TEACHER HELP



ASL: TEACHER STAND STUDENT SIT

English Translation Phrases

- 1) Yes I understand you.
- 2) Hey, thank you for helping me.
- 3) I am feeling sick and go see a nurse.
- 4) I ask a teacher for help.
- 5) The teacher is standing and the student sits.



Possible answers for the #1-10 comprehension questions about the cultural appropriation, each question is worth 10 points and the total 10 questions are equivalent to 100 points depending on quality of the responses.

1. What is the issue of cultural appropriation, and why is it a significant problem in language learning?

Cultural appropriation is the adoption or use of elements from one culture by members of another culture, often without understanding or respecting the cultural significance behind those elements. In language learning, cultural appropriation can become a problem when learners adopt certain phrases or linguistic features from another culture's language without fully grasping their cultural context. This can lead to misrepresentation, stereotyping, and disrespect towards the culture and its people.

2. How does refraining from using their voices in A.S.L. classrooms help students understand Deaf culture?

Refraining from using voices in American Sign Language (A.S.L.) classrooms helps students understand Deaf culture by immersing them in a Deaf-centric environment. This practice encourages students to rely solely on visual communication, promoting a deeper understanding of the non-verbal aspects of Deaf culture, such as facial expressions, body language, and eye contact, all of which are integral to effective A.S.L. communication.

3. Why is A.S.L. considered more than just a language but a cultural experience?

A.S.L. is considered more than just a language because it encompasses a rich cultural experience specific to the Deaf community. This cultural experience includes unique traditions, social norms, shared history, and a distinct way of viewing the world. Learning A.S.L. allows individuals to engage with and appreciate the Deaf culture, fostering greater inclusivity and understanding.

4. How does using their voices in A.S.L. classrooms reinforce the idea of hearing as the norm?

Using voices in A.S.L. classrooms can unintentionally reinforce the idea of hearing as the norm by prioritizing spoken language over sign language. This practice may marginalize Deaf individuals and perpetuate the misconception that hearing and spoken language are superior to Deaf culture and sign language communication.

5. How does the immersive experience of refraining from using voices help students understand the unique experiences and perspectives of Deaf individuals?

Refraining from using voices in A.S.L. class provides an immersive experience that allows students to better empathize with Deaf individuals. By relying solely on visual communication, students gain insight into the challenges and perspectives of Deaf individuals, fostering a greater appreciation for their language and culture.



6. Who are the famous Deaf individuals should A.S.L. students learn about to understand Deaf culture and history better?

A.S.L. students can learn about famous Deaf individuals such as Helen Keller, who overcame significant challenges to become an advocate for the Deaf and Blind communities. Another notable figure is Nyle DiMarco, a Deaf activist and model, who has used his platform to raise awareness about Deaf culture and the importance of sign language.

7. How does turning off their voices in A.S.L. class help students improve their signing skills?

Turning off their voices in A.S.L. class helps students improve their signing skills by forcing them to rely solely on visual and gestural communication. This practice encourages students to focus on their signing accuracy, fluency, and expressive elements like facial expressions and body movements, ultimately leading to more effective and nuanced A.S.L. communication.

8. What are receptive skills, and why are they essential to A.S.L. students?

Receptive skills in A.S.L. refer to a student's ability to understand and comprehend sign language when used by others. These skills are essential because effective communication in A.S.L. relies on both expressive (signing) and receptive (understanding) abilities. Developing strong receptive skills allows A.S.L. students to engage in meaningful conversations and fully participate in the Deaf community.

9. How do muscle memory and fluency improve with the immersive experience of turning off voices in A.S.L. class?

The immersive experience of turning off voices in A.S.L. class enhances muscle memory and fluency by repeatedly engaging students in visual communication. Regular practice of signing without relying on speech reinforces the connection between concepts and their corresponding signs, leading to faster and more accurate signing in real-time conversations.

10. How does fostering an immersive Deaf culture experience benefit A.S.L. students?

Fostering an immersive Deaf culture experience benefits A.S.L. students by providing a deeper understanding of the language and culture. It promotes cultural sensitivity, empathy, and appreciation for the Deaf community's history, struggles, and achievements. Additionally, an immersive experience helps students become more proficient signers and communicators, making them better equipped to interact inclusively with Deaf individuals in various settings.



LESSON

3

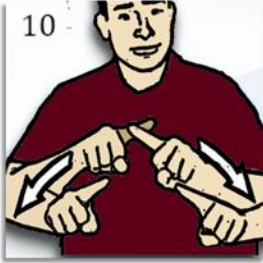
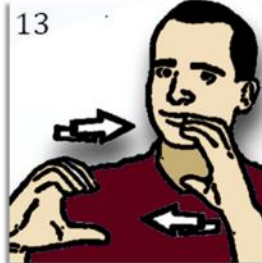
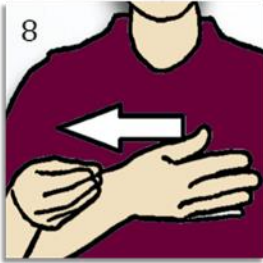
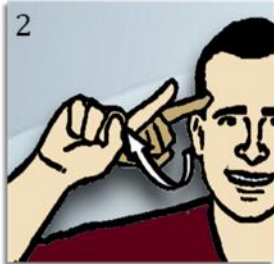
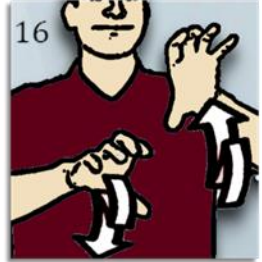
The Clarifications



Learning Objectives

1. **Dominant Hand:** Students will learn about the concept of the dominant hand in A.S.L. They will practice identifying and using their dominant hand for the signing, understanding its significance in A.S.L. grammar and word formation.
2. **Self-corrections:** Students will learn strategies to recognize and correct errors or mistakes while signing, enhancing their fluency and accuracy.

3 Vocabulary



1. CONFUSE	6. GOODBYE	11. GUESS/MISS	16. CHAT
2. FOR	7. INTEREST	12. HOW-MANY	17. CHAT (2)
3. DON'T-MIND	8. AND	13. COMMUNICATION	18. SAME
4. OUT	9. INSIDE	14. IN (Single Motion)	
5. CLARIFY	10. BUT	15. FINE	

Grading Rubric: 5 points each x
20 fill-in questions = **100 points**

Fill in a word for each of the signs #1-10.

1. WHAT'S UP	2. SIGN	3. THANK-YOU	4. NEW	5. NURSE
6. SEE	7. TIME	8. NOTHING	9. SICK	10. WATER

Fill in the *letters* for the handshapes #11-20.

11) DEEP	16) BEAR
12) LEAP	17) BEAK
13) LEAK	18) BACK
14) DEAR	19) BARK
15) DEAF	20) QUICK

Gloss the A.S.L. phrases and translate each phrase into English.



ASL: **OUT AND IN**



ASL: **DEAF ME SIGN**



ASL: **STUDENT IN CLASS HOW MANY**



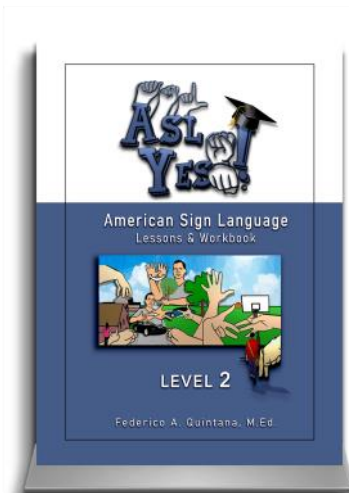
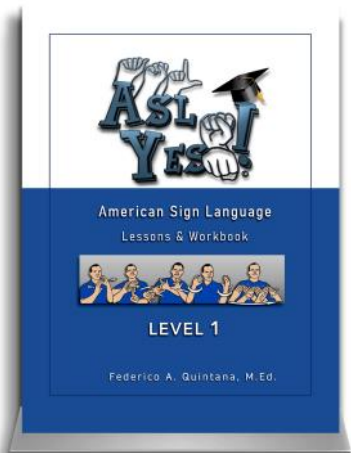
ASL: **CLASS TEACHER SICK GUESS**



ASL: **CONFUSE HELP FOR CLARIFY**

English Translation Phrases

- 1) Out and in.
- 2) I am Deaf and I sign.
- 3) How many students are in the class?
- 4) Teacher is sick and missed the class.
- 5) I am confused and please help to clarify.



“A.S.L. Yes! Lessons and Workbook Levels 1 & 2” and “Exploring Deaf Culture: 50 Topics”

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