

HANDS IN TOUCH

level 2

Semester 1

Daily Syllabus

This is only a suggestion, please feel free to switch things around or spend more/less time on a certain activity depending on your students' interest, mastery, or class size. I tend to have large classes so it takes longer for presentations, etc. Also, our first semester is shorter than the second semester. Please also take time to insert your own things as well. I often will tell a story from my past in ASL and have students write a summary in order to practice their comprehension and to check their progress. In order to give students an opportunity to see different Deaf signers, I often will show them (or assign for hw) the video from our nearby Deaf school's (CSDF-California School For The Deaf, Fremont) news program called Talon News which are available on YouTube. (See link on p.3 of Teacher's Manual)

My class periods are 55 minutes long 4 days a week, with a slightly shortened period 1 day a week. You will need to make adjustments for block schedule.

Items in **red are for teacher only** (quizzes, test answers, etc.).

Items in **blue are links for students** (homework, vocab. video).

Items in **purple are pages that need to be copied for students**. (activity pages, game cards, etc.).

You will need to go to the Teacher's Manual for the actual links.

I always begin each period by reviewing vocabulary. The constant practice helps them to remember.

Intro and Review

Day 1:

I review part of last year's vocabulary (lessons 1-3) using the audio from Hands in Touch level 1 with them since they've probably forgotten a lot of it. I usually have students take turns leading by rows. (example: first row leads on Mondays, second row leads on Tue. etc.) I also inform them that I will be quizzing them on it later.

I cut pictures from an old calendar (I use landscape ones) in half and place each in a folded piece of paper and hand out randomly to students. They look at their half of the picture but don't share it with anyone. They must go around the room describing their picture and trying to find the person who has the other half. Once they've found their partner, they introduce themselves, then they make up a story about the picture. (where they are, how they got there, what they're doing there, etc.). Have several students share their stories with the whole class.

Day 2:

Review next part of last year's vocabulary (lessons 4-6).

I give the Me Bag demo (Teacher's Manual p. 5 & 6) sharing items that describe me and allow time for students to ask me questions. I explain that they will be doing the same later.

I use the remaining class time to go over class and school rules/policies and expectations. I sometimes have the students break up into groups and act out scenarios of the rules.

Day 3:

Review next part of last year's vocabulary (lessons 7 & 8). Do a review game (see list of review games in teacher's manual p. 4 & 5).

I go over emergency procedures and explain about the out-of-class function report that students are required to do. (They must attend a Deaf event, interact with a Deaf person and write a report on it.) I give them the guidelines and due dates (extra credit for turning it in early). They also have to read a book on Deaf culture and write a report. Remind them of quiz on lesson 1-8 vocabulary words tomorrow.

Day 4:

Review all vocabulary lessons 1-8 then do a review game (See Teacher's Manual p. 4 & 5).

Give **review quiz 1-8**. (Teacher's Manual p. 5)

Have students write a list of possible items that they might bring for their Me Bags.

Begin a list of possible signs students may need for their Me Bags and help them come up with ideas. Assign **Unit 1: Verbs and Adverbs Homework** (Link is in the student module page)

Day 5:

Review vocabulary lessons 9-11. Review the coded markers **grammar rules** (Teacher's Manual p. 6) and do the first half of activity (kids make posters). Have students put the grammar rules list in a safe place so that they can use it for reference throughout the year, especially for the written part of the semester final.

Day 6:

Review vocabulary lessons 12-14. Allow students to get back into their groups so they can figure out who will present which part of their poster and then have them take turns presenting to the class allowing time for class to ask questions for clarification, etc.

If time, allow students to get into pairs and practice vocabulary.

Day 7:

Review vocabulary lessons 15-17.

Do a review game. (Teacher's Manual p. 4 & 5) If extra time, you or another student can sign a story of what they did over summer, last weekend, etc. and then students write a summary afterward. Or you can watch a Talon News segment (Teacher's Manual p. 3)

Remind them of **review quiz 9-17** tomorrow.

Unit 1: All About Me

Day 8:

Allow time for them to review vocabulary. Give **review quiz 9-17** (Teacher's Manual p.5) Teach **vocabulary 1a list** (p. 6) and assign **voc 1a hw** (link in student module page) for homework. (Write words in notebook and put the handshape of the dominant hand next to each word.) Allow students time to make a list of items for their Me Bag, if they haven't already, and generate a list of signs that they might need for their presentation.

Day 9:

Begin class by reviewing voc. 1a by playing the **voc 1a audio** and having students sign along. Teach the Me Bag supplemental vocabulary list that students generated yesterday. Have students create the supplemental vocab. video either in groups or as a class with 2-3 students signing 2-3 signs each as they are videotaped and then uploaded to YouTube. Give students the link and assign it for homework in their notebooks. (Make sure when they upload it, they click on "share only with those who have the link" so that it is not public.) **Remind students to bring their Me Bag to class tomorrow.**

Day 10:

Review vocab. 1a with the audio. You may want to go over the student-created video in class together since sometimes there are errors or maybe the lighting isn't great and it's hard to see. (If not all students have done the hw, you may want to wait a day or two until all have done it.) Give students a few minutes to practice their Me Bags then have them take turns presenting. (use the **20 pt. evaluation sheet** to grade them. Teacher's Manual p. 7) After each presentation, have other students ask questions of the presenter. (See detailed explanation in the Teacher's Manual, p.7)

Day 11:

Review voc. 1a and supplemental voc. Continue having students present Me Bags and class asking questions. If you have a large class, limit it to 2-3 questions, for smaller classes, you can have more.

Day 12:

Repeat of day 11.

Day 13:

Repeat of day 11

Day 14:

Repeat of day 11

Day 15:

Review voc. 1a and supplemental voc. Copy and distribute the **Me Bag survey** to students. Have students circulate around the room filling in their surveys. (see p. 7 in Teacher's Manual). If time, do a review game. Remind them of quiz 1a (and supplemental voc.) tomorrow.

Day 16:

Review voc. 1a and supplemental voc. Allow time for students to review vocabulary either alone or in pairs. Give **Quiz 1a**. (Teacher's Manual p. 6) You can add the supplemental voc. to this quiz or make it a separate one. Teach **Vocab. 1b** (Teacher's Manual p. 7) and assign **voc 1b video** for hw. If extra time, you can start on reviewing classifiers.

Day 17:

Review voc. 1a and 1b with audio. After reviewing classifiers, do the classifier activity in the Teacher's Manual p. 7. They can present the next day.

Assign **Unit 1: Personal Experience Homework**. (link in student module page) You will have to correct the write-in portion of the quiz yourself, or correct together in class when all are done. (I usually allow a couple of days before I go over it to allow for those who were absent or forgot to do hw)

Day 18:

Review voc. 1a and 1b with audio. Have them present classifier stories if they haven't already. Sign an example of a funny, embarrassing, or scary experience you've had and have students write a summary of it when you're done. Allow them time to think of an experience that they would like to share with the class for their presentation. I usually circulate a class roster and have them write their idea on the list. You may have to help some students come up with ideas by helping to jog their memory. (Teacher's Manual p. 8)

Day 19:

Review voc 1a & 1b with audio. Go over the Personal Experience video and hw quiz together in class. Have students write out their personal experience in English and turn it in at the end of the period. If most are done early, you can have them do a review game or practice with a partner.

Day 20:

Review voc 1a & 1b with audio. Pass out copies of the **Written ASL Practice page in English**. Allow them to use the grammar rules sheet they used earlier for their posters. Have students do their best to write it out in ASL. After they've had time, show them the correct **Written ASL Practice page in ASL** by projecting it at the front of the room. (see Teacher's Manual p. 8) You may want to provide additional practice if needed.

Day 21:

Review voc 1a & 1b with audio. After you have read their English and made comments (make longer, add dialog, etc.) hand them back and have them write it out in ASL using correct word

order and coded markers. Encourage them to use classifiers and miming. Begin generating a list of needed signs.

Day 22:

Review voc 1a & 1b with audio. Give students a few minutes to go over the written ASL of their personal experience then have them do the **peer editing** suggested in the Teacher's Manual p. 8. Collect at end of period and correct them.

Day 23:

Review voc 1a & 1b with audio. Hand back the corrected ASL and allow students to look it over in case they need to make changes. At this time, finalize the list of signs that students need for their presentations that are not on the regular list. Give them time to practice signing their stories. Remind them of quiz 1b tomorrow.

Day 24:

Review voc 1a & 1b with audio. Allow time to practice voc 1b either individually, in pairs, or groups. Give **quiz 1b** (Teacher's Manual p. 9) Have them continue practicing their personal experience stories. Remind them that they will not be able to use their papers when they present.

Day 25:

Review voc 1a & 1b with audio. Teach the supplemental vocabulary to the class then have students create their own video of it and assign for homework. When they're done with the videos, they can practice their stories.

Day 26:

Review supplemental voc. Go over the voc. video together in class. Have them do the **four-box practice** in the Teacher's Manual p. 9.

Day 27:

Review supplemental voc. Practice stories. Circulate around the room as they are practicing to give feedback on signs, facial expression, body shift, miming, etc. Depending on class size and time, you may want to watch each one individually while the rest are practicing.

Day 28:

Repeat day 27.

Day 29:

Review supplemental voc. Practice stories. You may want to have another full day of practicing or just part of the class time then start presentations. Copy and pass out the **Student Evaluation Forms**. (Teacher's Manual p. 9) They will need one sheet for every 3 students in the class. (ei: If there are 15 students in the class, each student will need 5 copies.) You as the

teacher will use the **40 pt. Teacher evaluation.** (Teacher's Manual p. 9) Allow time after each presentation for the class to fill out their evaluations.

Day 30:

Review supplemental voc. Continue presentations and evaluations.

Day 31:

Review supplemental voc. Continue presentations and evaluations.

Day 32:

Review supplemental voc. Continue presentations and evaluations. If time, have a review game before the supplemental voc quiz tomorrow.

Day 33:

Review supplemental voc. Allow time for practicing supplemental voc. then give the supplemental voc. quiz.

Present the **Unit 1 Test Review** (Teacher's Manual p. 10) in class and answer any questions students may have. You may want to provide the link to the review so students can study at home. If you finish early, they can quiz each other in pairs on the grammar and/or vocabulary.

Day 34:

Review voc. 1a & 1b with the audio

Unit 1 Test.

Unit 1 Test Answers

(Teacher's Manual p. 10)

Begin Unit 2: Vacation Getaway

Day 35:

Teach **voc. 2a** and assign **voc 2a video** for homework.

If time, review numbers, days of the week, next-week, 2-weeks-ago, etc.

Day 36:

Review voc. 2a with audio. Review numbers 1-100.

Do the **calendar review activity** and **the number game.** (see Teacher's Manual p.10 & 11)

You may want to do the first part of the homework in class together and have them do the quiz part for homework.

Assign **Unit 2: Time homework.**

Day 37:

Review voc. 2a with audio. Distribute copies of the **blank calendar** and do the **Setting up a date activity**. (Teacher's Manual p. 11)

Day 38:

Review voc. 2a with audio. Go over **Time Homework** together in class. Review how to give directions for near, medium, and distant, as well as signer's perspective. Do **Map Practice activity Practice Map** (Teacher's Manual p. 11 & 12). Make sure they are very familiar with giving and receiving directions on the map before assigning the homework.

Please remind them that on the map part of the homework, if they answer incorrectly, they **must** hit clear before answering again.

Assign **Unit 2: Giving Directions Homework**.

Day 39:

Review voc. 2a with audio. Do **School Map Practice**. (Teacher's Manual p. 12) If time, you can have them do additional practice with numbers and/or calendar.

Day 40:

Review voc. 2a with audio. Go over the Giving Directions Homework. You may want to give them one more day to practice giving and receiving directions utilizing landmarks. Do a review game.

Day 41:

Review voc. 2a with audio. Do the **You Found Me activity** (Teacher's Manual p. 12). For the students in the room who are waiting for their partner to come back, they can practice voc. 2a for the quiz tomorrow. You will need to copy the **You Found Me cards** and **hall passes** ahead of time.

Day 42:

Review voc. 2a with audio. Give **quiz 2a** then teach **vocab. 2b** and assign for **2b video** for homework. Have students pair up with another student in the room and do the **Number Grid practice** (Teacher's Manual p. 13). Explain a little about the vacation getaway presentation.

Day 43:

Review voc. 2b with audio. Do the **Agreement in Transportation Classifiers** activity. You can use the **world map** as part of it. (Teacher's Manual p. 13). Do the Signing About My Day activity (Teacher's Manual p. 13).

Day 44:

Review voc. 2b with audio. Review how to sign the money numbers. . Explain the specifics of the **vacation getaway** that they must include. (Teacher's Manual p. 14) Have students get into groups of 3 (one to two groups can have 4 if the numbers aren't right) Tell them what their budget is and give them time to decide on a destination and some of the particulars of their

vacation in sign. All members must agree. Rotate around the room to make sure they are not using voices and to help them with any signs that they may need. Begin generating a list of needed signs for the supplemental vocabulary.

Assign **Unit 2: Money Homework**

Day 45:

Review voc. 2b with audio. Do the **Number Anagram Game** (Teacher's Manual p. 13 & 14). Allow them the remainder of the class to work on researching flights, hotels, etc. (one person in charge of meals and lodging, another does transportation, and the third activities) They can use laptops if they have them or their smart phones. You may want to go to the school's computer lab if they don't have access to their own. Again, they cannot use voices. Subtract from their budget if they use their voices too much. Have them each turn in a paper for the information that they've gathered, then return it the next day for them to add more.

Day 46:

Review voc. 2b with audio. Go over the money homework together in class. Give them the remainder of the day to complete research and share their information with other members of their group and begin creating a poster or PowerPoint showing all details of their trip. (starting time, activity, length/duration of activity, and cost). Each person is responsible for sharing a full 24 hours using the information gathered from the others. Continue generating list of signs they need.

Day 47:

Review voc 2b with audio. Give them class time to continue to work on their posters/PowerPoint.

Day 48:

Review voc. 2b with audio. Give them time to finalize their posters/PowerPoints and start practicing their presentations. Finalize list of supplemental voc. If time, do a review game in preparation for quiz 2b tomorrow.

Day 49:

Review voc. 2b with audio and give time for them to practice individually or with a partner. Give **Quiz 2b**. Spend remainder of class practicing for their presentation. Posters/projects should be completed by this time.

Day 50:

Review voc. 2a & 2b. Teach supplemental vocabulary and assign for homework. Have them sign their presentations to the other members of their group and encourage them to give input.

Day 51:

Review supplemental vocab. Go over the handshapes for the supplemental vocabulary together as a class. Explain about the extra credit assignment of **planning a family vacation**. (see Teacher's Manual p.15) and give them more time to practice for their presentations.

Day 52:

Review supplemental vocab. Start presentations. (If you feel students still need more time to prepare, you can give the test before starting presentations.) **40 pt eval**

Day 53:

Review supplemental vocab. Continue presentations. If time, do a review game for supplemental vocab. quiz tomorrow.

Day 54:

Review supplemental vocab. Allow time to practice in pairs. Give supplemental vocab. quiz. Finish presentations.

Day 55:

Review voc 2a, 2b, and supplemental voc. Review for test then allow students time to quiz each other in pairs or small groups. **Unit 2 Test Review**.

Day 56:

Review voc 2a, 2b, and supplemental voc. Allow time for students to go over notes and quiz each other on concepts and vocabulary. Give **Unit 2 Test. Unit 2 Test Answers**

Unit 3: Plan A Party

Day 57:

Teach **vocabulary 3a** by bringing in items or pictures of items and assign for homework. Explain about the Plan A Party project. Explain about the different NSEW personalities and the importance of each. (Teacher's Manual p. 16)

Day 58:

Review voc. 3a with audio. Have students take the NSEW personality inventory to determine which they are strongest in. (see Teacher's Manual p. 16 & 17) After they are in groups, allow them time to brainstorm ideas for themes and deciding who will be doing what (food, decoration, craft/game) in ASL.

Day 59:

Review voc. 3a with audio.

Give them class time to do research (on computers or phones) to find ideas and instructions. They can be creative in coming up with their own ideas or adapting ones they've found online. They should show you their idea before they proceed.

Day 60:

Review voc. 3a with audio. Go over how to index on the non-dominant hand and explain about listing ingredients with the instructions in chronological order. Stress miming the action after giving directions. Demonstrate a how-to for the class and have them follow along, or write out the steps/recipe as you sign. (see Teacher's Manual p. 18) Assign the **Unit 3: Pancake Homework**.

Day 61:

Review voc. 3a with audio. Collect their pancake written ASL homework so you can mark the errors (don't make the corrections). Give them the due date of when they will need to have their pancake videos done. Have them write out their party how-to in ASL and show it to the other members of their group to check for correctness before turning it in. Begin generating a list for the supplemental vocabulary.

Day 62:

Review voc. 3a with audio. Do a review game for voc. Quiz 3a tomorrow. Have them make a list of items they will need to bring in for their how-to presentations. Have construction paper, glue, scissors available for them to make a sample.

Day 63:

Review voc. 3a with audio. Allow time for reviewing vocab. 3a. Give **quiz 3a**. Teach **vocab. 3b** and assign voc. **3b video** for homework. Hand back the written ASL of their how-to with corrections made if there are just a few. If there are a lot, make them do it over.

Day 64:

Review voc. 3b with audio. Review signer's perspective and how to use both hands when describing a symmetrical shape and how to use non-dominant hand to hold the point of reference and use dominant hand to show asymmetrical shape. Do the **Signer's Perspective Practice**. (see Teacher's Manual p.17). Give remainder of class time to work on projects. Assign the **Unit 3: Star Homework**. If they follow the instructions on the homework correctly, they should bring you a star the next day with their name in the middle.

Day 65:

Review voc. 3b with audio. Allow time for them to practice their pancake video and their how-to. Finalize list for supplemental voc.

Day 66:

Review voc 3b with audio. Review money numbers and any food signs that are on the sale papers that you acquired for the **Dinner Party Activity** and do the activity. (see Teacher's Manual p. 17).

Day 67:

Review voc. 3b with audio. Give class time for practicing.

Day 68:

Review voc. 3b with audio. Give class time to work on project (practice signing, cutting paper strips, etc. for class to follow along). Inform them that they should bring whatever they need (unless it's perishable) to present their project tomorrow.

Day 69:

Review voc. 3b with audio. Have them sign their how-to in front of their group with any materials they will be using (unless perishable) to see if the group can follow along. The group should also give input on how to make it clearer, better, make corrections in signing, etc.

Day 70:

Review voc. 3b with audio. Do a review game for tomorrow's quiz. Remainder of time practicing signing project and pancake video.

Day 71:

Review voc, 3b with audio. Allow time for students to review vocabulary. Give **quiz 3b**. Teach the supplemental vocab. and allow students time to create video for it, Assign it for homework.

Day 72:

Review voc 3a, 3b and supplemental voc. **Review for Unit 3 Test**. Have groups sign up for a day to present their party.

Day 73:

Review voc 3a, 3b and supplemental voc. Allow students to review notes and vocab. then give **Unit 3 Test**.

Day 74-83: (I usually have them present 2nd semester because I rarely have time 1st sem.)

Review voc 3a, 3b and supplemental voc. One group presents their party how-to's while class follows along. Do one group each day for how many groups you have. You may want to put up the decorations the class made around your room. (Remember that if you are short of time for the presentations, you can always push it back into the beginning of first semester.)

Day 84:

Review supplemental vocab. Do a review game. Give the supplemental voc. Quiz.

Day 85:

Review voc. 1a and 1b with audio. Give students the Unit 1 Review Sheet. Allow them to access all the vocabulary and homework links in order to fill out the review sheet. Remind them that they will use that review sheet to study off of for the final.

Day 86:

Review vocab. 2a & 2b with audio. Go over answers to Unit 1 Review. Give students the Unit 2 Review Sheet. Allow them to access all the vocabulary and homework links in order to fill out the review sheet. Remind them that they will use that review sheet to study off of for the final.

Day 87:

Review vocab. 3a & 3b with audio. Go over answers to Unit 2 Review. Give students the Unit 3 Review Sheet. Allow them to access all the vocabulary and homework links in order to fill out the review sheet. Remind them that they will use that review sheet to study off of for the final.

Day 88:

Review vocab. 2a & 2b with audio. Hand out the **final translation practice English** and have students translate into ASL. Allow them to use the **grammar rules sheet** that they were given at the beginning of the year. When they are done, go over the **final translation practice ASL** (Teacher's Manual p. 19) with them by projecting it for all students to see. Keep in mind that there are more than one correct way to translate. This is only a suggestion. Tell them that they are allowed to use the grammar rules sheet for the written part of the final tomorrow, but not on the multiple choice final the following day.

Day 89:

Review vocab. 3a & 3b with audio. Go over the answers to Unit 3 Review Sheet. Hand out the **Final Translation English** (the AmTrak story) and have students translate it into written ASL and then turn it in. This will be part of their final. If they finish early, they can study for the multiple choice final.

Day 90:

Administer the **1st semester final**. Remind students that the video portion will play straight through without pausing (the pauses to mark answers are already in the video and each one is repeated twice).

You can use either their Plan A Party presentation or their pancake video for the expressive part of the final.

END OF SEMESTER ONE

