

# C. Family

Content Area: **World Languages**  
Course(s):  
Time Period: **Trimester 1**  
Length: **3-4 weeks**  
Status: **Published**

## Unit Overview

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This Unit will focus on Family vocabulary. Students will learn vocabulary based on family and will be able to sign who is in his or her own family. Students will learn to understand family words when someone else is signing about a family. Students will learn to rank siblings and fingerspell the names of people in his or her family. Finally, advanced students should be able to describe a family that is not his or her own family.

## Essential Questions

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Who would I consider my immediate family members?

How would I sign my family in ASL?

How would I rank my siblings based on how old they are?

Can I describe any family that I see in a picture?

Do I understand when someone is describing his or her family to me?

## Content

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## Skills

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Sign family words

Understand family words in asl

Sign statements and questions

Understand statements and questions in asl

Understand the different members that make up a family

## **Assessments**

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Small group work/activities.

Participation/Self-Reflections

Presentations/Dialogues

Individual Assessment

## **Lessons/Learning Scenarios**

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6th Grade

ASL

Objective:

SWBAT sign and understand alphabet, colors, family vocabulary.

Procedure:

Review: Students will circle up to review alphabet and colors with me.

Students will finish small groups focusing on signing the letters, colors, and family. The groups with letters and colors come up with their own games to practice these signs using the materials provided. The family group works with me going over the new vocabulary.

Circle up to review vocabulary. Vocabulary walk in the hallway to practice signing the words.

Begin the activity as a whole class. Students will write down a truth and a false fact about his or her family. Students will practice with a partner to be sure they know the signs. Students will present in front of the classroom picking one example to see if the class can guess.

Assessment:

Self-reflection, activity handout

A&M:

Supply a visual of the letters in sign language. Frequent Breaks (movement in the classroom). Small group. Read/Repeat/Rephrase directions. Heterogeneous grouping.

ASL

Objective:

SWBAT sign and understand alphabet and family vocabulary.

Procedure:

Review: Students will circle up to review alphabet and family vocabulary.

Finish the activity as a whole class. Students will write down a truth and a false fact about his or her family. Students will practice with a partner to be sure they know the signs. Students will present in front of the classroom picking one example to see if the class can guess.

Students will begin writing their own family samples. First they will watch an example of how I sign my family. I will demonstrate how to number the siblings in order in ASL. Then students will begin writing their samples. Students will be responsible to present their family samples in the front of the room. Students will be put into small groups:

Center 1: Fingerspelling hangman  
Center 2: Vocabulary walk/ball throw  
Center 3: Family matching game  
Center 4: Work with me on the samples

Centers will rotate twice/ 5 minutes per center

Assessment:  
Self-reflection, activity handout, Family sample.

A&M:  
Supply a visual of the letters in sign language. Frequent Breaks (movement in the classroom). Small group.  
Read/Repeat/Rephrase directions. Heterogenous grouping.

ASL  
Objective:  
SWBAT understand sign by writing one fact from presentations.  
SWBAT sign about his or her family in ASL.

Procedure:

Students will take turns presenting their "family samples". Students watching will write down one fact from each presentation.

Assessment:  
Self-reflection, Family sample presentation. Family sample facts.

A&M:  
Breaks as needed. Modified grading if necessary. Require less facts from select individuals if necessary.

ASL (2 day lesson)  
Objective:  
SWBAT sign family vocabulary terms independently in asl  
SWBAT sign the alphabet independently in asl

Procedure:

Students will work with their partners on the various assignments while I am assessing students independently.

Halloween Stories- Ryan/Ethan

Heather Whitestone reading- Troy/Ava, Carleigh/Chase, Olivia/Bri, Sam/Cydney/Gavin,

Heather Whitestone questions- Nicole/Lindsey, Sophie/Kylie, Cameron/Jess

Students that are waiting for a partner will practice fingerspelling.

If finished everything\*\*\*

Watch video for the next vocabulary list "describing people"-

Assessment:

Self-reflection, Individual assessment, Heather Whitestone worksheet, Halloween Stories

A&M:

Breaks as needed. Modified grading if necessary. Visuals. Heterogenous partnering. Read aloud. Modified handout if necessary.

7th Grade

ASL

Objective:

SWBAT sign and understand alphabet and family vocabulary.

Procedure:

Review: Students will circle up to review alphabet and family vocabulary.

Students will finish small groups focusing on signing the letters, colors, and family. The groups with letters and colors come up with their own games to practice these signs using the materials provided. The family group works with me going over the new vocabulary.

Whole group: We will go over a worksheet signing the vocabulary and practicing the Dialogues on the worksheet. Students will turn and sign to practice dialogues. Students will be exposed to a family tree and have to sign the words to answer the questions.

Assessment:

Self-reflection,

A&M:

Supply a visual of the letters in sign language. Frequent Breaks (movement in the classroom). Small group. Read/Repeat/Rephrase directions. Heterogenous grouping.

ASL

Objective:

SWBAT sign and understand alphabet and family vocabulary.

Procedure:

Review: Students will circle up to review alphabet and family vocabulary.

Students will go on google classroom to fill in with their partners and print out their family dialogues. I will walk around and tell students how many lines they need for the dialogue (number of lines will vary based on partners.) Students will highlight what lines they are choosing to present in whole group. Students will practice the dialogues and be ready to present tomorrow.

Assessment:

Self-reflection, Presentation

A&M:

Supply a visual of the letters in sign language. Frequent Breaks (movement in the classroom). Modified presentations/grading (depending on the partners). Heterogeneous partnering.

ASL

Objective:

SWBAT sign and understand alphabet and family vocabulary.

Procedure:

Review: Students will have 4 minutes to practice dialogues and ask any final questions before presenting.

Partners will present in front of the class.

Assessment:

Self-reflection, Presentation

A&M:

Supply a visual of the letters in sign language. Frequent Breaks (movement in the classroom). Modified presentations/grading (depending on the partners). Heterogeneous partnering.

8th grade

ASL

Objective:

SWBAT present information on his or her Family tree using Family vocabulary words.

SWBAT ask questions to the class in ASL

SWBAT understand Family signs in ASL.

Procedure:

Students will create family trees based on his or her own family.

Students should be ready to present to the class his or her family tree. Students have the choice between describing the tree or asking questions to the class about their tree. (The telling or interactive approach).

Assessment:

Family Tree presentations. Self-Reflections

A&M:

Supply a visual of the letters in sign language. Modified grading. Extra time. Breaks.

## Standards

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WL.7.1.NM.A.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
WL.7.1.NM.B.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.B.L.1	The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:
WL.7.1.NM.B.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.B.L.1.d	Describe people, places, and things.
WL.7.1.NM.C.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.C.L.1	The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:
WL.7.1.NM.C.L.1.a	Make lists.
WL.7.1.NM.C.L.1.c	Describe people, places, and things.

## Resources

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6th grade

White boards/dry erase markers, Magnetic letters, letters flash card, Site words on cards, color papers, family sample worksheet, vocabulary list, halloween signs worksheet, paper, pencil, lap top, heather whitestone article and worksheet.

7th grde

vocabulary list, Worksheets, lap top, dialogue template.

8th grade

vocabulary list, Poster paper, color paper, lap top, markers, scissors, glue, worksheets.