

Classifier Practice

Sentences and scenarios for 17 handshapes

How to use this

Each card gives a sentence to sign, a note on how the handshape moves, and a second scenario to build on your own. Students can act these out or translate them into ASL.

Work through them in order, or pull one card as a warm-up. There is no single right answer for the scenarios — the goal is a clear picture in space.

Handshapes 1–6

CL : 1

01

A person is walking down the street and turns left.

SIGN IT Move **CL : 1** forward, then make a sharp left turn.

TRY IT Describe two people walking side by side, but one stops and looks behind.

CL : 2

02

Two people are arguing, and one walks away angrily.

SIGN IT Face two **CL : 2** handshapes toward each other, then move one away forcefully.

TRY IT Describe two kids running and playing tag in a park.

CL : 3

03

A car drives quickly down a curved road and stops suddenly.

SIGN IT Move **CL : 3** in a curving motion, then stop it abruptly.

TRY IT Describe a motorcycle weaving through traffic.

CL : 4

04

Rain is pouring down heavily from the roof.

SIGN IT Move **CL : 4** downward with a slight wiggle for the falling rain.

TRY IT Describe a line of people waiting to buy tickets at a movie theater.

CL : 5

05

A crowd of people gathers and spreads out after the event ends.

SIGN IT Bring **CL : 5** together, then separate the hands outward.

TRY IT Describe leaves falling from a tree in autumn.

CL : B

06

A paper slides across the table.

SIGN IT Hold **CL : B** flat and move it across your signing space.

TRY IT Describe a door slowly creaking open.

Remember

HANDSHAPE = the object

MOVEMENT = the action

LOCATION = the space

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Handshapes 7–14

CL : C

07

A cup is placed on the table, and the water spills.

SIGN IT Use **CL : C** for the cup and **CL : 4** for the spilling water.

TRY IT Describe holding a tree branch and pulling it down.

CL : O

08

A basketball rolls off the table and hits the floor.

SIGN IT Move **CL : O** off a flat surface made with **CL : B**.

TRY IT Describe picking up a small apple from the ground.

CL : F

09

The ring falls off a person's finger and rolls away.

SIGN IT Use **CL : F** to show the ring falling and then rolling.

TRY IT Describe a coin spinning on a table.

CL : G

10

A thin piece of ice is about to break.

SIGN IT Use **CL : G** with a slight shaking motion.

TRY IT Describe the thickness of a book, then compare it to a thinner notebook.

CL : V

11

A person sits on a chair and crosses their legs.

SIGN IT Use **CL : V** for the seated position, then shift its orientation to cross the legs.

TRY IT Describe a rabbit hopping across a field.

CL : 5w

12 · BENT 5

A tree's branches sway in the wind.

SIGN IT Use **CL : 5w** to mimic the motion of the branches.

TRY IT Describe a group of children running around in chaos.

CL : S

13

A hammer hits a nail into a piece of wood.

SIGN IT Use **CL : S** for the hammer motion.

TRY IT Describe someone pounding on a door in frustration.

CL : ILY

14

A helicopter hovers above and then flies away.

SIGN IT Circle **CL : ILY** for the hovering, then move it away.

TRY IT Describe a plane taking off from a runway.

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Handshapes 15–17

CL:10

15

A person carries a heavy suitcase to the car.

SIGN IT Use **CL:10** with a slight downward motion to show the weight.

TRY IT Describe someone holding a coffee mug and sipping.

CL:X

16

A pirate uses a hook to grab an item from a shelf.

SIGN IT Use **CL:X** to represent the hook grabbing something.

TRY IT Describe a person with a limp walking across a room.

CL:4^bent

17

Water drips slowly from a leaky faucet.

SIGN IT Use **CL:4^bent** with small, slow downward motions.

TRY IT Describe blood dripping from a cut and forming a puddle.

General tips for practice

1 • Story practice

String several classifiers into one short story so students must move between handshapes.

EXAMPLE

A person **CL:1** walks to their car **CL:3**, sees a tree **CL:C**, and notices leaves **CL:5** falling.

2 • Drawing visuals in the air

Have students act out whole scenes in the air. Where an object sits matters as much as the handshape.

3 • Describe everyday objects

Point at something in the room and have the class describe it with classifiers — no fingerspelling.