



#3109 BEGINNING ASL VIDEOCOURSE #2: BREAKFAST WITH THE BRAVO FAMILY

OPEN CAPTIONED SIGN ENHANCERS, INC., 1991

Grade level: 4-13+

38 mins.

1 Instructional Graphic Enclosed

DESCRIPTION

Instructor Billy Seago and the Bravo family introduce breakfast and dining signs. The Cultural Notes focus on two perspectives of deafness: pathological and cultural. The Grammatical Notes explain how ASL uses adjectives. Includes review, practice, and story sessions. The Beginning ASL Videocourse Series.

INSTRUCTIONAL GOALS

- ◆ To introduce sign language vocabulary used in a morning routine.
- ◆ To illustrate a Deaf family's interactions at the breakfast table.
- ◆ To present the pathological and cultural perspectives of deafness.
- ◆ To compare placement of nouns and adjectives in English and ASL.
- ◆ To present how ASL uses adjectives by changing the movement of the signs.
- ◆ To demonstrate how a sign can be modified through inflection and repetition.
- ◆ To present iconic and symbolic explanations for the vocabulary signs.

BEFORE SHOWING

NOTE: The numbers displayed in the left-hand corner of the screen are referents for the commercially produced curriculum and are unrelated to this lesson guide.

1. Review the vocabulary and the Cultural and Grammatical Notes of Tape 1.
2. Become familiar with the theme and target vocabulary listed in the VIDEO CONTENTS. These may be enlarged, copied, and distributed.

DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Facial/body expressions and mouth movements convey specific grammatical information. Pause and practice these.
3. Pause at the scene showing the father removing the cereal box from the middle of the table. Discuss the reason for this.

AFTER SHOWING

Discussion Items and Questions

1. Review and practice signing the vocabulary.
2. Review the Cultural Notes and Grammatical Notes.
3. Discuss the humorous situations observed in the video.
4. Discuss the meaning of “communication barrier” as it applies to Deaf people and to hearing people.

Applications and Activities

1. Signs for some vocabulary may vary from region to region. Check with local sources on commonly accepted signs for vocabulary in this video.
2. Re-create the breakfast table scene and practice the dialogue. Give special attention to facial expressions.
3. Plan a silent brunch or cookout and invite a Deaf group to participate.
4. In small groups, plan menus for three meals. When each group is finished, select one person to relate to the rest of the class what that group has planned.
5. Visit several restaurants and observe if the centerpieces on the tables would be a hindrance to a sign language conversation.
6. Write the vocabulary words in this lesson on separate index cards. Draw a card and demonstrate the correct sign for it. Sign “your turn” to call on the next person.
7. Complete a worksheet on matching signs with words. (See INSTRUCTIONAL GRAPHIC.)

VIDEO CONTENTS

Vocabulary

- | | | |
|-----------------|-------------------|---------------|
| 1. cook | 11. give | 21. napkin |
| 2. eat | 12. tell | 22. work |
| 3. egg | 13. waiter | 23. do what |
| 4. toast | 14. gone | 24. wash |
| 5. cereal | 15. set the table | 25. help |
| 6. orange juice | 16. plate | 26. my turn |
| 7. banana | 17. glass | 27. your turn |
| 8. milk | 18. fork | 28. yesterday |
| 9. one | 19. knife | |
| 10. two | 20. spoon | |

Cultural Notes

1. The pathological (handicapped) perspective of deafness tends to look at Deaf people as having a problem that needs to be fixed.

C a p t i o n e d M e d i a P r o g r a m

2. The cultural perspective of deafness views Deaf people as belonging to a unique culture and leading full lives.

Grammatical Notes

1. ASL tends to put the noun first, followed by the adjective. (Milk large I want.)
2. ASL changes the movement of some adjective signs and employs facial and body expressions to convey a stronger feeling. (Very hungry.)
3. ASL modifies some signs through inflection and repetition to change the meaning of a sign. (I worked for a long time.)

INSTRUCTIONAL GRAPHIC

One instructional graphic is included with this lesson guide. It may be enlarged and used to create transparencies or copies.
















- ◆ SIGN-WORD MATCH

#3109 BEGINNING ASL VIDEOCOURSE #2: BREAKFAST WITH THE BRAVOS

SIGN-WORD MATCH

Directions: Match the sign with the word it represents.

| | | |
|--------------|---------------|---------------|
| ___ 1. milk | ___ 6. fork | ___ 11. two |
| ___ 2. egg | ___ 7. banana | ___ 12. knife |
| ___ 3. toast | ___ 8. eat | ___ 13. tell |
| ___ 4. spoon | ___ 9. one | ___ 14. help |
| ___ 5. glass | ___ 10. give | ___ 15. plate |

| | | | | |
|---|---|---|--|---|
| A  | B  | C  | D  | E  |
| F  | G  | H  | I  | J  |
| K  | L  | M  | N  | O  |

Captioned Media Program