



#3149 BEGINNING ASL VIDEOCOURSE #14: LET'S GO CLOTHES SHOPPING

OPEN CAPTIONED SIGN ENHANCERS, INC., 1991

Grade level: 4-13+

38 mins.

1 Instructional Graphic Enclosed

DESCRIPTION

Instructor Billy Seago and the Bravo family go shopping and introduce new signs. The Cultural Notes discuss hearing parents of a Deaf child and the communication choices they face. The Grammatical Notes focus on classifiers and their importance. Includes review, practice, and story sessions. The Beginning ASL Videocourse Series.

INSTRUCTIONAL GOALS

- ◆ To introduce signs related to a shopping experience.
- ◆ To illustrate how nonsigning parents communicate with their Deaf child.
- ◆ To point out decisions regarding communication which parents of Deaf children must make.
- ◆ To define and demonstrate some classifiers used in ASL.

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 Cultural and Grammatical Notes of Lessons 1-13.
2. Become familiar with the theme and target vocabulary listed in the VIDEO CONTENTS. These may be enlarged, copied, and distributed.
3. Write the names of several articles of clothing on index cards. Select a card and try to convey that word to another person only through use of gestures.
4. Discuss favorite shopping places. Share personal experiences of shopping with friends or family.

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 after Billy shows the sign for "like." Explain that this should not be confused with the sign for another meaning of like: "similar."

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

4. Point out the scene in which the mother uses the sign for “finish.” Notice her facial expression. Explain that signers use this sign to tell another person to terminate an action.
5. Pause at the scene in which Tommy’s mother attempts to use paper and pencil to communicate with him. Discuss other way nonsigning parent might communicate with their Deaf child.
6. Pause at the scene in which Anna plays with the Superman costume. Discuss what her gestures indicate.

AFTER SHOWING

Discussion Items and Questions

1. Review and practice signing the vocabulary.
2. Review the Cultural Notes and Grammatical Notes.
3. Discuss the comment “With sign language, one size fits all.”
4. Discuss the change in Tommy’s behavior after he interacted with Scott and Anna and learned signs.
5. Discuss the change in Tommy’s parents’ attitude after they met the Bravos and learned signs.
6. Emphasize the importance of investigating alternate means if one method of communication does not work.

Applications and Activities

1. Signs for some vocabulary may vary regionally. Check with local sources for commonly accepted signs for vocabulary in this video.
2. Set up a panel of parents of Deaf children. Include signers and nonsigners. Discuss the positive and negative aspects of each kind of communication.
3. Play a memory game involving words related to clothing or attire.
 - a. Line up in a circle.
 - b. The first person signs or fingerspells an article of clothing beginning with the letter “A.”
 - c. The next person repeats the word and adds a clothing word beginning with the letter “B.”
 - d. Continue the game as long as possible.
4. Use pictures of articles of clothing to practice the signs.
5. Play a description game with signs for colors and articles of clothing
 - a. Mentally select a person in the room.
 - b. Describe in signs what that person is wearing.
 - c. The person described must stand up and describe another person.
6. Bring decks of Old Maid cards which have illustrations of various characters.
 - a. Divide the class into groups of six.
 - b. Each group deals out their whole deck, having removed the Old Maid card.
 - c. A player begins by describing the character on one card by clothing, gender, face, and hair.
 - d. The player having the matching card must give it to the first player.

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

- e. The game continues until one player has only complete pairs.
7. Describe memorable Halloween costumes seen or worn in the past.
8. Expand vocabulary to include descriptive clothing signs, such as long sleeves, short sleeves, sleeveless, rolled-up sleeves, V-neck, crew neck, plaid, bold stripe, flower print, or polka dots.
9. Expand vocabulary to include various kinds of shoes, such as sandals, boots, gym shoes, or high heels.
10. Expand vocabulary to show opposites of certain verbs, including want/don't want, know/don't now.
11. Practice signing classifiers. (See INSTRUCTIONAL GRAPHIC.)

VIDEO CONTENTS

Vocabulary

- | | |
|-----------------------|------------------|
| 1. clothes | 16.skirt |
| 2. store | 17.coat |
| 3. shopping or buying | 18.socks |
| 4. towel | 19.shoes |
| 5. like | 20.backpack |
| 6. don't like | 21.purse |
| 7. tall | 22.price or cost |
| 8. two of us | 23.big or large |
| 9. three of us | 24.cute |
| 10.pants | 25.fancy |
| 11.shirt or sweater | 26.comfortable |
| 12.tie | 27.lucky |
| 13.hat | 28.dinner |
| 14.gloves | 29.Love it! |
| 15.dress | |

Cultural Notes

Most Deaf children in America have hearing parents who know little or no sign language. These parents have little or no contact with other Deaf people. It is difficult for them to decide which is the best way to raise their Deaf children.

Professionals such as doctors, counselors, and teachers disagree on which method is best. Some doctors believe that if a Deaf child learns sign language, the child will never learn to speak. Some doctors strongly advise that hearing aids and speech training should be used. Others suggest the child be taught sign language and achieve natural language development through visual means.

There is not one right way to raise all Deaf children. Each child's individual needs must be identified and addressed. Parents need to research the various methods and weigh the positive and negative aspects before making a decision.

Parents also need to keep a close watch on their child as he/she grows. They need to monitor the child's responses and be willing to make changes if one method does not work. They must keep in mind that it is never too late to learn a new language.

Grammatical Notes

Classifiers are a special group of signs used in ASL to depict a class of things. The index finger can represent "a person walking." Facial expression and body language are used to show a "casual walk" or a "determined walk." Two index fingers can be used to show two people greeting and walking on amicably. They can also show two people avoiding each other begrudgingly.

The "two" hand shape can represent "two people walking together." It can also represent the legs and serve as a sign for "jump," "fall," and "tiptoe stealthily." The "three" hand shape can represent three people walking.

The "four" hand shape can be used to depict people standing in line. Using the "two" hand shape with both hands can become the "four" legs of an animal to show "running/galloping," "kicking with the front legs," "kicking with the back legs," and "lying down to sleep."

The "three" hand shape is also used to refer to a vehicle such as a car, truck, bus, boat, train, motorcycle, or bicycle. The classifier for airplane is made with a different hand shape. The best way to learn classifiers is to interact with the Deaf community and learn from casual conversations.

INSTRUCTIONAL GRAPHIC

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

◆ CLASSIFIERS

CLASSIFIERS

Directions: (a) Use toy vehicles to illustrate the actions listed below. (b) Use classifiers to describe the actions below. When choosing a vehicle—car, truck, airplane, or bicycle—be sure to identify it the first time.

People!

1. One person walking:
 - a. slowly.
 - b. hurriedly.
 - c. angrily.
 - d. apprehensively.
 - e. quietly.
 - f. dejectedly.
2. Two people walking, then meeting:
 - a. for the first time.
 - b. as sweethearts.
 - c. as casual acquaintances.
 - d. in a confronting way.
 - e. doubtfully.

1. Car following another car.
2. Car backing up into another car.
3. Cars racing parallel to each other.
4. Car bumping into a tree.
5. Car smashing head-on into a tree.
6. Car stopping suddenly.
7. Car swerving to avoid a person.
8. Car accelerating.
9. Two cars crashing head-on.

Cars!

Airplanes!

1. Airplane in turbulence.
2. Airplane taking off.
3. Airplane landing.
4. Airplanes in air shows.
5. Airplane crashing on the ground.
6. Two airplanes involved in a midair collision.
7. Many airplanes taking off.
8. Many airplanes landing.
9. Propeller plane.

Captioned Media Program