



## #3166 BEGINNING ASL VIDEOCOURSE #6: READ ANY GOOD FINGERS LATELY?

OPEN CAPTIONED SIGN ENHANCERS, INC., 1991

Grade level: 4-13+

38 mins.

2 Instructional Graphics Enclosed

### DESCRIPTION

Instructor Billy Seago and the Bravo family introduce color signs and the manual alphabet. The Cultural Notes stress the importance of accessible communication when in the presence of signers and nonsigners. The Grammatical Notes discuss the four parameters of signs. Includes review, practice, and alphabet story sessions. The Beginning ASL Videocourse Series.

### INSTRUCTIONAL GOALS

- ◆ To introduce signs for thirteen colors.
- ◆ To demonstrate the manual alphabet.
- ◆ To introduce three situations in which fingerspelling is used.
- ◆ To present five rules for fingerspelling.
- ◆ To dramatize an alphabet story.
- ◆ To emphasize including everyone present when communicating.
- ◆ To introduce the four parameters of 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 Cultural and Grammatical Notes from Lesson 1-5.
2. Become familiar with the theme and target vocabulary listed in the VIDEO CONTENTS. These may be enlarged, copied, and distributed.
3. Distribute cards of the manual alphabet.
4. Determine dominant hand and use it consistently.
5. On a table or bulletin board, display colorful items such as crayons, objects, or pictures.

## 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 in which Billy says to spell your name and the names of family members. Practice.
4. Pause before Billy dramatizes the alphabet story. Explain this as a lesser-known part of Deaf folklore.
5. Pause after the mother explains to the art teacher the importance of signing in front of Deaf persons. Discuss.
6. Pause after the discussion of the four parameters. Using the examples "yellow," identify each parameter.

## AFTER SHOWING

### Discussion Items and Questions

1. Review and practice signing the vocabulary.
2. Review the Cultural Notes and Grammatical Notes.

### Applications and Activities

1. Signs for vocabulary may vary regionally. Check local sources on commonly accepted signs for vocabulary in this video. Refer to *Signs across America*, published by Gallaudet University Press.
2. Point to items on a table or bulletin board, and ask for color signs.
3. Given a word, fingerspell words found in that word. (See INSTRUCTIONAL GRAPHICS.)
4. Given a list of word pairs, fingerspell them backwards. (See INSTRUCTIONAL GRAPHICS.)
5. Fingerspell previously learned vocabulary.
6. Using fingerspelling, play the "Hangman" game.
7. In small groups, fingerspell a word. The next person fingerspells a word with the last letter of the previous word: hungry, yes, son, no, orange, egg, green.
8. Given flashcards with pictures of well-known people, such as politicians, movie stars, and historically famous Deaf people, fingerspell names.
9. Play "silent" Bingo, using fingerspelling and signing numbers.
10. Create ABC stories. Invite Deaf adults to dramatize them.
11. Invite interpreters and Deaf adults to demonstrate:
  - a. A mock interpreting situation.
  - b. The etiquette of signing around signers and nonsigners.
  - c. The responsibilities of novice signers.
12. Identify the parameters of a given sign that distinguish the various meanings (i.e., the index finger can mean the following: you, me, deaf, hearing, black brush teeth, tell, tomato, and candy).

## VIDEO CONTENTS

### Vocabulary

- |           |                         |
|-----------|-------------------------|
| 1. orange | 8. brown                |
| 2. blue   | 9. silver               |
| 3. green  | 10. gold                |
| 4. red    | 11. pink                |
| 5. yellow | 12. black               |
| 6. purple | 13. tan                 |
| 7. white  | 14. the manual alphabet |

### Fingerspelling

Fingerspelling is used for persons' names, names of places, and for things for which there are no signs. There are five rules for fingerspelling.

1. Fingerspell smoothly.
2. Try to avoid stopping after each letter
3. Do not bounce your hand with each letter.
4. Do not say each letter as it is signed.
5. Do not look at your hand. Look at the person to whom you are speaking. An occasional glimpse at your hand is acceptable.

### Cultural Notes

It is important to use sign language with nonsigners when in the presence of signers.

1. If a deaf person is nearby, be sensitive to communication needs by using sign language and not excluding anyone.
2. It is especially important for the entire family to sign all of the time to give the Deaf child opportunities to interact.

### Grammatical Notes

The four parts, or parameters, of signs are:

1. Hand shape.
2. Specific movement.
3. Correct location/position.
4. Palm orientation (direction of open palm).

## INSTRUCTIONAL GRAPHICS

Two instructional graphics are included with this lesson guide. They may be enlarged and used to create transparencies or copies.

- ◆ WORD FACTORY
- ◆ WORD PAIRS

## WORD FACTORY

**Directions:** See how many words you can create using the letters in each of the individual words listed below.

**Example:** SIGN LANGUAGE

Gin, sin, lane, gang, nine, sine, gauge, nasal, age, gun, sun, gain, nil, gal, sale

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## WORD PAIRS

**Directions:** Practice fingerspelling these paired words.

pay—yap

ton—not

gas—sag

dew—wed

room—moor

no—on

evil—live

part—trap

lap—pal

star—rats

tub—but

tool—loot

mid—dim

keep—peek

mug—gum

dog—God

rat—tar

pit—tip

loop—pool

top—pot

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