



#3168 BEGINNING ASL VIDEOCOURSE #10: REVIEW AND PRACTICE SESSION (LESSONS 6-9)

OPEN CAPTIONED SIGN ENHANCERS, INC., 1991
Grade level: 4-13+
38 mins.

DESCRIPTION

Reviews vocabulary, ASL practice sentences, and dialogue from Lessons 6-9. Instructor Billy Seago reviews and signs ASL questions about Deaf culture and grammar, and also provides the answers. Concludes with a story. Partially captioned and narrated. The Beginning ASL Videocourse Series.

INSTRUCTIONAL GOALS

- ◆ To review the vocabulary in Lessons 6-9.
- ◆ To review the Bravo family's conversations from Lessons 6-9.
- ◆ To sign sentences in American Sign Language.
- ◆ To illustrate dialogue between two signers.
- ◆ To review some Cultural and Grammatical Notes.
- ◆ To present a story in American Sign Language.

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. Become familiar with the theme, and target vocabulary listed in the VIDEO CONTENTS. These may be enlarged, copied, and distributed.
2. Using flash cards of target vocabulary, verify correct signs. Then play the following card game:
 - a. Draw a card and demonstrate the sign. The next person draws a new card and shows the sign.
 - b. Continue until an incorrect sign is made. To get rid of the card, the persons must wait until the target vocabulary appears in the video and then make the correct sign for it.

DURING SHOWING

1. View the video more than once, with one showing uninterrupted.

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

2. Facial/body expressions and mouth movements convey specific grammatical information. Pause and practice these.
3. Pause after each dialogue segment and write an English translation.

AFTER SHOWING

Discussion Items and Questions

1. Review and practice signing the vocabulary from Lessons 6-9.
2. Review the Cultural Notes and Grammatical Notes.
3. Given a list of learned ASL characteristics, such as yes/no and "wh-" questions, topic-comment, negation, parameters, directionality, and conceptual accuracy, identify them as they appear.

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. In pairs, write dialogues related to the themes presented in Lessons 6-9. Present these to the class.
3. Cut pictures from magazines showing vocabulary words from this video. Paste them on flash cards. Use as a drill or vocabulary game.

VIDEO CONTENTS

Vocabulary (Lesson 6)

- | | |
|-----------|------------------------------------|
| 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. (practice the manual alphabet) |

Vocabulary (Lesson 7)

- | | |
|--------------------|-------------------|
| 1. school | 12. grow up |
| 2. teacher | 13. teach |
| 3. book | 14. learn |
| 4. read | 15. student |
| 5. sit | 16. study |
| 6. tired | 17. give |
| 7. sorry | 18. play |
| 8. flower | 19. What's wrong? |
| 9. pick the flower | 20. not |
| 10. here | 21. who |
| 11. there | 22. pencil |

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

- 23.paper
- 24.good
- 25.need
- 26.please

- 27.have
- 28.want
- 29.late
- 30.finished

Vocabulary (Lesson 8)

1. numbers 1-20
2. math
3. plus
4. minus or negative
5. equal or fair
6. right or correct
7. wrong or incorrect
8. know
9. calculator
- 10.count
- 11.come
- 12.add
- 13.together

- 14.understand
- 15.class
- 16.room
- 17.pay attention
- 18.principal
- 19.dream
- 20.sleep
- 21.boy
- 22.girl
- 23.good
- 24.bad
- 25.name
- 26.maybe

Vocabulary (Lesson 9)

1. bank
2. money
3. save
4. savings
5. interest
6. deposit
7. How much?
8. thousand
9. three thousand
- 10.one hundred
- 11.withdraw
- 12.balance
- 13.charge or fee
- 14.more
- 15.all
- 16.people
- 17.fast
- 18.same

- 19.percent
- 20.address
- 21.number
- 22.telephone
- 23.social security
- 24.birthday
- 25.drive
- 26.license
- 27.signature
- 28.check
- 29.dollar
- 30.\$ 1.00
- 31.\$ 5.00
- 32.\$10.00
- 33.\$20.00
- 34.\$50.00
- 35.million

Cultural Notes Review

1. Why is it so very important to sign when a Deaf adult or child is around? *It helps them feel involved--that they are equals and valuable. People like to feel they are free to join in. It builds self-esteem and develops a positive feeling of self-worth.*

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

2. When parents are considering educational options for their Deaf child, what two factors must be considered when making that decision? *The educational choice must provide a place where the Deaf child's self-esteem, identity, and self-worth are allowed to grow. The educational environment must allow for complete accessibility to the Deaf child.*
3. List four reasons why going to a school for the Deaf is beneficial to a Deaf child. *A school for the Deaf provides accessible communication, social interaction with peers, cultural affiliation, and Deaf adult role models.*
4. Deaf people are competent workers in a variety of occupations. Barriers to employment of Deaf adults are now being removed. The use of the telephone historically has been viewed as a barrier. List three ways the telephone is accessible to a Deaf person. *TTYs, relay services, and professional interpreting services offer telephone accessibility to the Deaf.*
5. When a Deaf person considers employment possibilities, is there one specific job suited for Deaf workers? *No! Deaf people can work at any job they want. Historically, Deaf people were given menial jobs and were underemployed. But today, that is changing. A Deaf person can work anywhere and can do anything.*

Grammatical Notes Review

1. Signs in American Sign Language have four main components, or parameters. One is a distinct hand shape. List the other three. *Three other parameters are movement, location, and palm orientation.*
2. ASL has some verbs which are referred to as "directional." These verbs incorporate movement. This movement is very important because it adds information about the feeling or the action of the verb. Identify the doer and recipient of various verbs in different excerpts.
3. Remember to keep in mind the meaning of the sign when choosing it. Distinguish between the two signs for "right." Name this principle. *The principle is conceptual accuracy.*