



## #3174 BEGINNING ASL VIDEOCOURSE #8: SCHOOL DAZE...THE SEQUEL

OPEN CAPTIONED SIGN ENHANCERS, INC., 1991

Grade level: 4-13+

38 mins.

1 Instructional Graphic Enclosed

### DESCRIPTION

Instructor Billy Seago introduces and explains vocabulary related to school. The Cultural Notes discuss positive and negative aspects of schools for the Deaf. The Grammatical Notes address the importance of conceptual accuracy in sign choice and use. Includes review, practice, and story sessions. The Beginning ASL Videocourse Series.

### INSTRUCTIONAL GOALS

- ◆ To review the signs for the numbers 1-10.
- ◆ To demonstrate how to sign the numbers 11-20.
- ◆ To introduce signs related to school
- ◆ To demonstrate two ways to sign the numbers 1-5.
- ◆ To discuss positive and negative aspects of residential schools for the Deaf.
- ◆ To demonstrate conceptual accuracy with 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 Lessons 1-7, especially Lesson 7.
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 after Anna flashes the light to get the class's attention. Discuss other means of attention getting.
4. Pause after Billy shows two ways to sign the numbers 1-5. Explain which method is more common in the local area.

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

5. Pause after Billy shows the sign for "count." Explain that signing "count" several times usually means "accounting."

### AFTER SHOWING

#### Discussion Items and Questions

1. Review and practice signing the vocabulary.
2. Review the Cultural Notes and Grammatical Notes.
3. Discuss the impact of schools for the Deaf on the local community.
4. Discuss how Deaf people from residential schools tend to bond with other Deaf people who also attended residential schools.
5. Discuss conceptual accuracy. Practice signing words which have multiple meanings.

#### Applications and Activities

1. Signs for some vocabulary may vary regionally. Check with local sources on commonly accepted signs for vocabulary in this video.
2. Using addition and subtraction flash cards that have answers up to the number 20, practice signing the given numbers and the answers.
3. Visit a local state school for the Deaf.
4. Play a trivia game that requires the ability to read and use number signs. (See INSTRUCTIONAL GRAPHIC.)
5. Play silent card games such as Go Fish that require signed number skills.
6. Introduce signs for numbers 21-99.
  - a. Practice signing the jersey numbers of star athletes, placing the sign on the chest.
  - b. Distribute books that have at least 100 pages. One person signs a page number, and observers race to locate that page.
7. Tape a number on each person's back. The object of the game is to guess one's correct number by asking other about it.
8. Research the beginning of Deaf education. Refer to Jack Gannon's book, *Deaf Heritage*.

### VIDEO CONTENTS

#### Vocabulary

- |                       |                  |
|-----------------------|------------------|
| 1. numbers 11-20      | 10.count         |
| 2. math               | 11.come          |
| 3. plus               | 12.add           |
| 4. minus or negative  | 13.together      |
| 5. equal or fair      | 14.understand    |
| 6. right or correct   | 15.class         |
| 7. wrong or incorrect | 16.room          |
| 8. know               | 17.pay attention |
| 9. calculator         | 18.principal     |

19.dream  
20.sleep  
21.boy  
22.girl

23.good  
24.bad  
25.name  
26.maybe

## Cultural Notes

There are both positive and negative aspects of state residential schools for the Deaf. One positive point is that staff and students use sign language, and this promotes language development and growth. Use of sign language also establishes Deaf cultural ties. Deaf schools also offer many activities such as sports, drama, field trips, school dances, and other social functions. Participating in these activities offers opportunities to nurture socialization and leadership skills. Deaf adults who work at residential schools serve as role models for Deaf children. Such exposure can aid in the development of a child's identity and self-worth.

A negative aspect of the residential school is separation of the child from the family. Some families move closer to the school, enabling the child to live at home and commute to school. The child can still participate in activities and socialize with friends.

Schools for the Deaf in the United States have been in existence since 1817, when the American School for the Deaf was established in Hartford, Connecticut. The Deaf community holds the schools for the Deaf in high regard and feels it is unfortunate that many people view these schools as the last educational option. Instead, they should be considered an equal option.

## Grammatical Notes

Conceptual accuracy means the choice and use of a specific sign must correspond to the idea being conveyed. Conceptual accuracy is not dictated by either English spelling or pronunciation, but rather by meaning. Some examples are:

1. Like (feelings; comparing one thing to another).
2. Play (play a violin; play the drums; play the piano; play tennis; play in the sense of drama).
3. Right (I am right; turn right; my rights).
4. Paying attention (not the same sign as for paying money).

## INSTRUCTIONAL GRAPHIC

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

### ◆ NUMBER TRIVIA

## NUMBER TRIVIA

**Directions:** Sign the answers to the following questions.

1. How many "lives" does a cat have? (9)
2. How many hearts does an earthworm have? (5)
3. How many teeth does an adult have? (32)
4. How many quarts of blood does an adult have? (5)
5. How many fingers does a person have? (8)
6. How many toes does a person have? (10)
7. How many seconds are in a minute? (60)
8. How many minutes are in an hour? (60)
9. How many hours are in a day? (24)
10. How many days are in a week? (7)
11. How many weeks are in a year? (52)
12. How many seasons are in a year? (4)
13. How many times does a person blink one's eyes in a minute? (25)
14. How many feet long is the small intestine? (20)
15. How many feet long is the large intestine? (5)
16. How many continents are in the world? (7)
17. How many oceans are in the world? (4)
18. How many states are in the United States? (50)
19. How many presidents has the United States had so far? (42)
20. How many states begin with the letter A? (4)
21. How many Great Lakes are there? (5)
22. How many players are on a basketball team? (5)
23. How many players are on a football team? (11)
24. How many players are on a baseball team? (9)

