



Intermediate Sign Languages

SIGN 220D

Linda M. Zupan



If you talk to a man in a language he understands,
that goes to his head.

If you talk to him in his language,
THAT GOES TO HIS HEART!

Nelson Mandela

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I HOPE YOU DANCE

PLEDGE OF ALLEGIANCE

ROCK & ROLL GIRLS

THIS LAND IS YOUR LAND

LOVE IN ANY LANGUAGE

PREAMBLE to U.S. CONSTITUTION

SPEAKING HANDS, HEARING EYES

PEACE TRAIN

THE RIVER

STAR SPANGLED BANNER

YOU ARE SO BEAUTIFUL

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SECTION 1: RESOURCES & COURSE MATERIALS:



- THINKING IN SIGN: STRATEGIES FOR PRACTICING & IMPROVING SKILLS
- SIGN RESOURCES CHECKLIST: TIME TO EXPLORE MORE RESOURCES
- TIPS FOR SUCCESS, SEARCHES, & KEYBOARD SHORTCUTS



“THINKING IN SIGN”

Strategies for Practicing Signing & Improving Conversational Sign Skills

- In order to get the most out of Sign 120, Sign 220 and/or SIGN 292, it is important to remember that you are learning a new language which takes consistent time, effort, practice and dedication.
- Simply showing up to class is not enough for a skills-based class.
- Sign 120 and Sign 220 are 3 credit classes which means you are encouraged to spend a minimum of 9 hours a week reading, reviewing and practicing signing.
- Set aside time daily to read course materials and review signs that you have learned.
- For practicing signing, **“Thinking in Sign”** is an efficient and effective way to incorporate signing into your daily life especially when you feel you that do not have the time to practice. And hopefully “THINKING in SIGN” will become a habit.

“THINKING in SIGN” – Strategies & Ideas for Practicing:

PICK UP YOUR HANDS AND SIGN:

- When you HEAR, WRITE, SAY or READ any VOCABULARY signs you KNOW.
- When walking to CLASS, SPELL and SIGN vocab and phrases you have LEARNED.
- When stopped for a RED light, spell/sign license plates and signs around you.
- When enjoying a meal pick up your hands to spell and sign FOODS/DRINKS.
- When waiting for a FRIEND, in line and/or for an appointment.

MORE IDEAS:

- Don't be shy about signing in public – you may meet other signers.
- Teaching others is a great way to practice your expressive and receptive sign skills and may result in you having a signing partner to practice signing conversationally with.
- If it is not convenient to pick up your hands at times simply visualize fingerspelled words, signs and concepts.
- Do not stop in the middle of a sentence to look up an unknown sign. Fingerspelling is great practice too!
- Make lists of signs and phrases you want to learn then look them up later.
- Check out ASLU (lifepoint.com) and other apps for fingerspelling quizzes!
- Subscribe to YouTube sign channels, Sign1News and apps such as SignSchool to receive daily signing alerts.



Sign Resources Checklist of Articles, Deaf Culture, Deaf News, Dictionaries, Fingerspelling Practice, Vocab Quizzes & More

1. Check mark the apps and sites have you used to research signs and Deaf topics.
2. HIGHLIGHT SITES YOU STILL NEED TO CHECK OUT.

****ASL Dictionary App: Fingerspelling & vocab quizzes**

****ASLU / ****lifeprint.com**: Website, videos, dictionary, quizzes, Deaf culture, and more**

****asl.ms (fingerspelling practice)**

****handspeak.com: Complete site & Dictionary – **clear signing**, Info on Deaf Culture, etc.**

****signingsavvy.com: Full website & Dictionary**

****“SEARCH” on your phone or Google search type “ASL sign + _____” to see many options (noted above and below) at-a-glance and to find specific concepts vs. one sign**

****ASL App: Black Hand w/ Grey Background & theaslapp.com (Full website)**

- My "Go To" source for GEOGRAPHY signs.
- App does not require wifi access once downloaded
- Must download each category separately & look up sign by category

***SEE SIGN App: Signing Exact English (Yellow background) - Cost: \$9-10**

- SEE signs are same as printed in Sign 120 Course Reader -

****Sign School App & Website: Full dictionary and categorizes signs by topic & phrases such as Geography, Criminal Justice, Deaf culture, etc. Sign up for Sign of the Day online.**

***signasl.org: Uses Above Sign School Videos**

***signsoflifeasl.wordpress.com: Deaf culture & topics pertaining to the Deaf**

****sign1news.com – Current news stories & archives: Excellent receptive practice**

****Daily Moth - Current news and stories. Excellent receptive practice**

****YouTube Videos: Songs, stories, signs, news, Deaf culture, Deaf topics & more**

****ASL THAT: Stories, video tutorials, group chat where you can ask questions.**

My favorite apps/sites are underlined, **bolded** &/or ****** Explore all & more on next pg.

More Sign 120 & 220 Resources – To Keep practicing Expressive & Receptive Sign Skills:



1. Check mark the apps and sites have you used to research signs and Deaf topics.
2. HIGHLIGHT SITES YOU STILL NEED TO CHECK OUT.



1. My info: 406.223.7570 & linda.zupan@montana.edu – Keep in touch: Interactions w/ Deaf, chat & questions!
2. Sign 120 & 220 Readers have more info than we can cover in one semester - Keep studying and practicing
3. See Sign Resources page in Sign 120/220 Reader - Class Materials – Reminder of more apps & websites
4. Silent Sippers FB Page alerts you to various issues, events and videos others share – Friend students to add you
5. Silent Sipper videos should alert you to additional videos I have uploaded to YouTube
6. Silent Sippers features ongoing resource posts of books, shows, movies, videos – Add your favorites!
7. Silent Sippers Future Coffee Sessions Fall & Spring Semesters - Invaluable practice - Unending topics
8. Marco Polo – Practice your skills and keep in touch with other signers via videos.
9. Network with peers to keep practicing virtually and/or in-person: Get ph # and social media info!
10. ASL DICTIONARY APP QUIZ area for signs & FINGERSPELLING QUIZ –
 - a. I blur her mouth and cover the multiple choices with my hand to make it more challenging.
11. Lifefprint (ASLU): Sign dictionary & lessons you can follow
12. <http://www.asl.tc/> - (ASLU) Training Center link
13. Lifefprint fingerspelling practice: <http://asl.ms/>
14. SignOne News - Excellent source for receptive practice - Subscribe to be alerted to new videos
15. DPAN - Deaf Professional Arts Network - TV, Live Interpreted Events Channel & Music Videos
16. Daily Moth - Excellent source for receptive practice - Subscribe to be alerted to new videos
17. ASL That - Excellent source for receptive practice - Subscribe to be alerted to new videos
18. Meredith - YouTube instructional videos on a wealth of topics - Subscribe
19. Rochelle Barlow: Instructional vids & sign language course: <https://aslrochelle.com/>
20. YouTube: Subscribe to signers who post song videos you like - Daily Smile, Anissa, & more
21. Make videos of any songs you enjoy signing to help you remember the signs
22. Whitley (TA) keeps a Spotify list of the songs she can sign and shuffles them to practice them at random times
23. Practice your midterm story and final song so you don't forget signs; add more NMM's!
24. Practice Expressive Sign Skills Assessments - Sign along to your vids, incorporate feedback & make new vids!
25. Request access to sign 120 & 220 YouTube Playlist to view peers' song videos and practice along
26. Continue to teach friends, family & co-workers to sign so you have someone to practice with
27. Do FB Searches for Deaf groups/Interpreters: MT Association of the Deaf, NRID (National Interpreters)
28. Check with local community colleges and adult education programs for classes offered
29. Practice signing in public – You might strike up a conversation with someone who signs, find a sign partner.
30. Avoid looking up signs for many random words that you may not use and remember
31. Check for Categories feature in apps and sites: Medicine, Law
32. Put new signs learned into sentences to help you remember them & Teach someone else to sign with you!

SIGN 120, 220 & 292

TIPS FOR SUCCESS, SEARCHES, KEYBOARD SHORTCUTS FOR WORD, GOOGLE DOCS, & MORE



1. **MY NAME is LINDA: I PREFER it to HEY!**
I imagine your other professors will appreciate you using their names in emails too!
2. **READ DIRECTIONS & PROOFREAD YOUR WORK:** Who knew?
You might find some good information such as correct format for submitting work.
3. **Set NOTIFICATIONS:** In all apps you use
"I didn't get a notification," is NOT an acceptable response in COLLEGE or LIFE!
4. **CHECK EMAIL DAILY! READ AND RESPOND.**
5. **TYPE in SEARCH/HELP Area: D2L, GOOGLE DOCS, GOOGLE SEARCHES, WORD DOCS:**
It is empowering to find your own information!
6. **Steps for printing at MSU using CatCard:**
Practice this before your first deadline. You will be glad you did.
7. **Contractions require apostrophes:** I'll vs Ill (sick)
8. The suggested app for SIGN 120 is the ASL Dictionary App. This is a complete citation.
9. ASL Dictionary is not a complete citation.
Most sites and apps for researching signs offer an "ASL Dictionary" option.
10. YouTube is a proper noun. It needs to be capitalized, as do all other sites, apps you cite.
11. YouTube is not a complete citation. The url of the specific video is a complete citation.
12. **KEYBOARD SHORTCUTS:** Many work in Word, Excel Spreadsheets, Google Docs, etc.

HIGHLIGHT TEXT BEFORE SELECTING OPTIONS BELOW:

- a. **Ctrl+A:** To select ALL text: Press both keys at the same time = **(CONTROL ALL)**
- b. **Ctrl+B:** BOLD text
- c. **Ctrl+C:** COPY text
- d. **Ctrl+V:** PASTE text
- e. **Ctrl+X:** CUT text
- f. **Ctrl+F:** FIND text within a doc, pdf or online
- f. **Ctrl+Z:** UNDO previous: If you keep pressing it will keep taking you back
- g. **Ctrl+Y:** REDO = Reverse previous UNDO
- h. **Ctrl+P:** PRINT
- i. **Ctrl+L:** ALIGN the text to the LEFT
- j. **Ctrl+R:** ALIGN the text to the RIGHT
- k. **Ctrl+U:** UNDERLINE
- l. **Alt+Q:** SEARCH in Word or Type in SEARCH area in center of screen.
- m. **HELP:** SEARCH in Google Doc: **Click HELP & Type in SEARCH area**
There are many other SEARCHES you can do in various programs!
- n. **Aa:** (Word) **CAPATALIZE** text by pressing **Aa** (right of FONT change area) OR
In Word or Google Doc Type in **SEARCH/HELP: UPPERCASE or CHANGE CASE**
- o. **Ab:** To ~~strikethrough~~ text in Word: HIGHLIGHT text + select **ab** (right of underline area)
- p. **Alt+Shift+5** To ~~strikethrough~~ text Google Docs: Highlight text, press **Alt+Shift+5**



Scan Docs from iPhone:

1. NOTES App 2 NEW Doc icon 3. Click Camera icon 4. SCAN Documents
5. HOLD camera over doc 6. SCAN additional pages as ONE DOC (preferred)
7. SAVE 8. SEND to email to download on your laptop 9. Upload to D2L.

SECTION 2a: PAINTING PICTURES REVIEW & SIGNED VIDEO



**PAINT PICTURES
FOR
MORE EXPRESSIVE CONVERSATIONAL SIGNING**

PAINT PICTURES FOR MORE EXPRESSIVE CONVERSATIONAL SIGNING
REVIEW, SET GOALS & PRACTICE SIGNING: SIGN EACH QUESTION & YOUR ANSWER(S)



CONSIDER THE CONCEPTS BELOW TO WRITE NEW PHRASES & SET GOALS FOR YOUR SIGNING:
(SEE READER: ASL SIGNING CONCEPTS SECTION FOR MORE DETAILED INFORMATION)

1. NMM's: WHAT PERCENTAGE OF MANUAL COMMUNICATION INVOLVES USING NMMs? _____
LIST 3 EXAMPLES OF NMMs YOU WANT TO USE MORE WHEN SIGNING CONVERSATIONALLY?
 - a. _____
 - b. _____
 - c. _____
2. MANY ENGLISH WORDS NOT SIGNED IN ASL. LIST:
3 ARTICLES: _____, _____, _____ 3 "TO BE" VERBS: _____, _____, _____
5 PREPOSITIONS: _____, _____, _____, _____, _____
3. AUXILLIARY VERBS NOT SIGNED IN ASL: GLOSS AN EXAMPLE PHRASE OR SENTENCE FOR EACH AUXILLARY VERB LISTED BELOW:

DO:

HAVE:

WILL:

4. GLOSS AN EXAMPLE PHRASE OR SENTENCE FOR EACH OF THE WORDS LISTED WHEN THEY ARE **NOT** USED AS AUXILIARY VERBS (**MEANING THEY ARE SIGNED!**):

DO:

HAVE:

WILL:

5. THE CONJUNCTION "THAT" IS NOT SIGNED IN ASL. GLOSS AN **ORIGINAL** EXAMPLE PHRASE OR SENTENCE WHEN "THAT" WOULD NOT BE SIGNED.

6. GLOSS AN EXAMPLE PHRASE OR SENTENCE WHEN "THAT" IS USED AS A PRONOUN AND WOULD BE SIGNED:

7. WHEN THE CONJUNCTION "OR" IS NOT SIGNED IN ASL. HOW IS IT COMMUNICATED? _____
GLOSS AN EXAMPLE PHRASE OR SENTENCE DEMONSTRATING THIS.

8. ASL S-Y-N-T-A-X VARIES FROM ENGLISH. GLOSS 2 EXAMPLE PHRASES OR SENTENCES DEMONSTRATING THIS.
 - a. _____
 - b. _____

9. STATEMENTS, COMMANDS & QUESTIONS: SELECT A VERB AND GLOSS THE SAME PHRASE OR SENTENCE DEMONSTRATING HOW YOU WOULD USE NMMs TO CHANGE THE MEANING.

a.

b.

c.

10. GLOSS SENTENCES USING THE FOLLOWING EXAMPLES TO PRACTICE SIGNING THE ASL CONCEPTS LISTED IN a. THROUGH e. BELOW:

a. P-L-U-R-A-L-I-Z-A-T-I-O-N & FREQUENCY: i.e., SHE READ, READ, READ MANY BOOK, BOOK, DAY, DAY

MANY BOYS or BOY, BOY, BOY, PLAY, PLAY, PLAY FOREST, etc.

i.

ii.

YOU SIGN REPETITION HOW WHEN SIGNING CONCEPTS THAT INCLUDE 2 SIGNS SUCH AS BROTHER or SISTER?

b. INTENSITY & DEGREE OF ACTION: EXAMPLES: WALK vs. JOG vs. TIPTOE; SNOW vs. BLIZZARD; JUMP ON TRAMPOLINE, JUMP EXCITEDLY vs. JUMP OVER WALL

i.

i.

ii.

c. DESCRIPTIVE SIGNS: EXAMPLES: LITTLE BUG vs. LITTLE MOUSE vs. LITTLE DOG vs. LITTLE BOY; LONG HAIR vs. SHORT HAIR; TALL DRINK vs. TALL MAN

i.

ii.

iii.

d. INDEXING/SWEEPING & PRONOUN PLACEMENT: HE, SHE, THEM, THEY

e. POSSESSIVE PRONOUNS: USE PALM - MY, YOUR, THEIRS

GLOSS SENTENCES USING THE PRONOUNS & PLURALIZATION LISTED IN d. AND e. ABOVE
i.e., THOSE BOYS THERE THEY MY BROTHERS

i.

ii.

INDEXING, SWEEPING, PRONOUN PLACEMENT & POSSESSIVE PRONOUNS CONTINUED:

iii.

11. N-E-G-A-T-I-O-N: CIRCLE NEGATIONS BELOW YOU NEED TO PRACTICE USING CONVERSATIONALLY.

NEGATE: HAVE/ DON'T HAVE
REVERSE: WANT/DON'T WANT

UNDERSTAND/DON'T
LIKE/DON'T LIKE

SEE/DON'T SEE
KNOW/ DON'T KNOW

12. GLOSS 3 SENTENCES COUNTING LISTS on FINGERS: SIBLINGS, CHILDREN, ANIMALS, THINGS FROM STORE. etc.

a.

b.

c.

14. SIGN SPACE VARIATIONS: LIST 3 DIFFERENT SCENARIOS WHERE USE OF SIGN SPACE MAY VARY:

a. _____ b. _____ c. _____

15. LIST 3 WORDS & THE SYNONYMS THAT YOUR SIGNED PROJECTS REQUIRE(D) YOU TO USE SUBSTITUTIONS FOR:

a. _____ b. _____ c. _____

16. CONSIDER MEANING: GLOSS SENTENCES TO SIGN THE FOLLOWING CONCEPTS:

a. MEAN (NOT NICE) vs. INTENT

b. LONG DAY vs. LONG HAIR

c. SWIM ~~AS~~ PERSON, ~~AS~~ FISH, ~~AS~~ DUCK

a.

b.

c.

17. LOCATION OF SIGNS IN STORY: GLOSS A SHORT PARAGRAPH TO SIGN A SCENARIO USING THE FOLLOWING:
TREE, FLOWER, CHILDREN WALKING, BIRD, CAT, SUN

18. SIGNED DIRECTIONALITY: GLOSS 3 SENTENCES YOU CAN SIGN BY USING DIFFERENT MOTIONS, i.e., HELP YOU, GIVE ME, etc.

a.

b.

c.

19. VISUAL DIRECTIONALITY / EYE GAZES: GLOSS 3 SENTENCES USING EYE GAZES i.e., STARS vs. GRASS, etc.

- a.
- b.
- c.

20. SIGN SPACE: GLOSS 3 SENTENCES INCORPORATING USE OF SIGN SPACE i.e., TIME, SKY, RAINBOW, LOVE, etc.

- a.
- b.
- c.

21. BECOME PART OF STORY (CONVERSATIONAL DIRECTIONALITY): GLOSS 3 SENTENCES. SEE EXAMPLES BELOW FOR IDEAS "HEY, BIRDS IN TREE," OR "HELLO, LITTLE DOG," DOCTOR SPEAKING TO CHILD

- a.
- b.
- c.

22. TIMELINE: GLOSS 3 SENTENCES SHOWING PAST, PRESENT & FUTURE TENSES. SEE EXAMPLES BELOW: TODAY, YESTERDAY vs. ONCE UPON A TIME

- a.
- b.
- c.

23. CLASSIFIERS: GLOSS 3 SENTENCES SHOWING A VARIETY OF SIMPLE CLASSIFIERS. EXAMPLES MAY INCLUDE PEOPLE WALKING, VEHICLES MOVING, LONG LINES OF PEOPLE, AND/OR PEOPLE SITTING

- a.
- b.
- c.



24. AFTER REVIEWING AND SIGNING THE CONCEPTS IN THIS DOCUMENT, WHICH 3 GOALS HAVE YOU DETERMINED YOU WOULD LIKE TO WORK ON TO BE MORE EXPRESSIVE IN YOUR SIGNING?

- a.
- b.
- c.



PAINT PICTURES FOR MORE EXPRESSIVE SIGNING

GOAL SETTING:

After reviewing and signing the concepts listed on the previous pages, which 3 goals have you determined you would like to work on to be more expressive when signing conversationally and during your signed summaries and presentations?

1.

2.

3.

SECTION 2b: SIGNED DEAF LIT SUMMARIES



The Signed Deaf Lit Summaries are designed for students to:

- Explore Deaf topics
- Research meaningful, new vocabulary
- Practice expressive sign skills
- Practice receptive sign skills
- Learn new signs and signed concepts from peers
- Build confidence signing for peers

SIGN 220D - DEAF LIT SUMMARY TEMPLATE & CHECKLIST:

Directions: 1. Use this page to organize information into a signed narrative = paragraph format. 2. Refer to DEAF L-I-T SUMMARY G-L-O-S-S-E-D DIRECTIONS for specific detailed information. 3. **GOOGLE DOC TEMPLATE**, PDF & WORD docs may be found in D2L Content.

Title of Book, Journal, Magazine, or Website: _____

Publication Date and title of Article _____

Author: _____

Why you chose this publication: _____

Children's Book / Picture Book: _____ Juvenile Reader / Middle School: _____

Young Adult: _____ Novel: _____ Non-Fiction: _____ Memoir: _____

Professional or Online Journal: _____ Other: _____

Author (or Illustrator): Deaf: _____ HH: _____ CODA: _____ Parent of Deaf: _____

SODA (Sibling of Deaf): _____ Educator of Deaf: _____ Interpreter: _____

Member of Deaf Culture: _____ Non-verbal: _____ Other: _____

Deaf, HH, &/or Non-verbal main character(s) or subject of publication: _____

Author's interest in Issues Pertaining to the Deaf: _____

Told from perspective of: _____

Do any or all characters sign? _____

Specific information noted about hearing loss, cause of deafness, age of onset of deafness, use of and/ or acceptance of assistive devices, etc. _____

Are characters portrayed realistically and/or accepted by others? _____

Is portrayal of Deaf, HH characters positive or negative? _____

Is there an attempt by hearing people to "fix" the Deaf? _____

Brief Summary Notes: _____

Quote/additional information to share: _____

Would you recommend this publication to others? Yes ____ / No ____ Why or why not? _____

To whom would you recommend this publication? _____

Misc. Notes: _____

Cite ALL new sign sources and include as Comments in shared Google doc:

List 3 signs you will teach us. Cite sign sources here and include as Comments in Google Doc:

1. _____
2. _____
3. _____



SIGN 220D DEAF L-I-T SUMMARY G-L-O-S-S-E-D GOOGLE DOC DIRECTIONS



DIRECTIONS FOR: **A)** COPYING DEAF LIT TEMPLATE TO YOUR GOOGLE DOC **B)** SHARING YOUR GOOGLE DOC WITH ME **C)** SETTING NOTIFICATIONS **D)** ADDING COMMENT LINKS.

AFTER YOU HAVE COPIED THE TEMPLATE, YOU CAN DELETE INFORMATION YOU DO NOT NEED. IF YOU PREFER NOT TO USE THE TEMPLATE AND DO ALL YOUR OWN TYPING, YOU CAN FOLLOW DIRECTIONS STARTING WITH SHARE (5. BELOW) AFTER YOU HAVE TITLED YOUR DOC.

1. START: NEW GOOGLE DOC
 2. TITLE Doc: YOUR NAME & DEAF LIT SUMMARY # _____
Example: LINDA ZUPAN – DEAF LIT SUMMARY #1
3. OPEN: DEAF LIT SUMMARY TEMPLATE GOOGLE FROM D2L OR SHARED BY LINDA
4. HIGHLIGHT: ALL TEXT (**Highlight + Ctrl +A**) COPY & PASTE INTO YOUR DEAF LIT GOOGLE DOC
5. SHARE: Click blue SHARE box in upper right
 - a. ADD: zupan.linda@gmail.com
 - i. **(NOT my MSU account - It may default to MSU account)**
 - b. CONFIRM box to right of SHARE reads EDITOR
 - i. If not, click on box and release on EDITOR
 - c. SEND: Click box
6. CLICK: COMMENT BUBBLE (Box with 3 lines - upper right)
 - a. CONFIRM: ALL is selected
7. SET: NOTIFICATIONS (Bell icon in Comments area)
 - a. SELECT ALL comments:
 - i. (You will be notified of all new comment activity from me).
8. ADD: LINK of url(s) for SUMMARY SOURCE and signs of TITLE of SUMMARY
 - a. HIGHLIGHT WORD: See example below.
 - i. ex. (TITLE) Yellow highlighting will appear.
 - ii. If you do not see highlighting, this will NOT work).
 - b. CLICK Blue Box with cross in it
 - c. PASTE: url of source or sign in Comment box
 - d. CLICK: Blue comment button
 - i. url shows on right side of screen
9. CLICK: Any place on doc to get out of the comments box.
10. ADD: Links for any new signs you research - See Page 2 Deaf Lit Template

WHEN RESEARCHING SIGNS:

- a. CONSIDER MEANING – CONSULT DICTIONARY/THESAURUS to **be SURE of MEANING!**
TAKE PICTURE vs. TAKE OFF (LEAVE); TAKE MEDICINE
- b. Use SYNONYMS only if necessary- NOT CHANGE author's or artist's INTENT!
- c. SEARCH FOR BASE WORD vs. tenses and endings.
- d. Capture screenshots from sites if you need help remembering signs.

G-L-O-S-S-I-N-G REMINDERS: REFER TO SIGN 220D READER – ASL CONCEPTS SECTION:

- a. HIGHLIGHT: ALL text and change to ALL CAPS/UPPERCASE
- b. STRIKE: Signs not generally used in ASL (~~do~~ NOT erase English format-keep for voiced flow!)
- c. ADD: NMM's using brackets, i.e. [nod], [shake head], [eyebrows furrowed] [look up at sky]
- d. CHUNK: Phrases with / / or by starting new sentence
- e. FORMAT: Doc so you can read it clearly from doc cam while you sign for your peers.
- f. TYPE: CLOSING YOU WILL SIGN AT BOTTOM OF TEXT - "FINISHED!" [smile]

SUBMIT: GOOGLE DOC LINK to D2L ASSIGNMENT AREA – PASTE LINK in COMMENTS

READ: LINDA'S FEEDBACK AND UPDATE ASAP SAME GOOGLE DOC AS NECESSARY!

MISCELLANEOUS NOTES:

- a. Keep summary brief but include required information.
- b. Format one sentence for each line – can you read from back of room?
- c. If you use YouTube video as source, make sure you understand EACH sign/concept!
- d. Name signs: Establish character name signs in INTRO - **Spell name then show sign!**
- e. City, country & state signs are not name signs – Do not mention as "Name Sign!"
- f. Practice signing early and often.



SECTION 2c: EXPRESSIVE SIGN SKILLS ASSESSMENTS



- Expressive Sign Skills Assessment Directions
- Expressive Sign Skills Assessment Goals for Improving
- Expressive Sign skills Assessments #1-4

SIGN 220D EXPRESSIVE SIGN SKILLS ASSESSMENT GENERAL DIRECTIONS
USE THIS PAGE AS A CHECKLIST BEFORE SIGNING EACH ASSESSMENT!

Prepare: 1. **Review** directions carefully, practice content and **ask** questions in class. 2. **Discuss** meaning, concepts, and signs with peers, instructor, and TAs in class. 3. **Highlight** words you need to research (points will be deducted for excessive spelling of signs not researched). 4. **Copy** Google Doc link from D2L **ASSIGNMENTS** area and **Create** new Google Doc with your NAME & ASSESSMENT # as TITLE of your doc. 5. **Add** url of **EACH** sign researched to Comments in Google Doc. 6. **Review** ASL syntax and G-L-O-S-S sentences before signing – See examples below. **Strike** unnecessary words and endings. /**Chunk** phrases/ for flow/. 7. **Consider** indexing, sign space, directionality of signs, NMMs (NATURAL facial expression, including lip movement, eye contact, eye gazes, and other body language). 8. **View** example videos #1-4 and **sign along** to **practice** signs & concepts for F-L-U-I-D-I-T-Y. Spell only words that do not have signs or are proper nouns. 9. **Place/Tape** assessment where you can easily read it while signing to **maintain eye contact** (IMPORTANT when signing with Deaf) – **do NOT LOOK UP & DOWN!** 10. **Practice signing each sentence # and sentence before videoing!** 11. It is okay to “ERASE” a few mistakes during **PRACTICED** video. 12. Assessments 2 - 4 should be filmed as separate videos (generally one per page)! 13. **Breathe!**

ASL S-Y-N-T-A-X EXAMPLES in ALL C-A-P-S BELOW:

- a. ~~Do~~ you like spaghetti?
SPAGHETTI / YOU LIKE? [brows up] (YES/NO Question)
- b. What is your mother's name?
/YOUR MOTHER/ NAME WHAT? [brows down] or [quizzical] (W/H Question)
- c. ~~It is~~ time for lunch now. How can I help you?
NOW LUNCH TIME [nod] / **I HELP YOU** [signed toward other person] **HOW?** [quizzical]

Video Directions:

1. **Setup** video camera facing straight ahead (not directed upward, etc.) 2. **Wear** plain attire with contrasting skin tone – NO bathrobes! 3. **Check** lighting and sound distractions behind where you will be standing (Plain, quiet background – close closet door and curtains; Turn off TV and overhead lights, etc.) 4. **Check** your proximity to camera so signs can be seen clearly. Overall video quality is not important if above criteria addressed. 5. **Review your video for errors before posting.** 6. **Upload** to YouTube as **“Unlisted”** using your **NAME & SIGN ASSESSMENT # as title of video.** 7. **Paste** YouTube video link & Google Doc link in D2L Text Submission area.

Signing Directions & Reminders:

1. **STAND!** 2. **SMILE**, wave, say & sign “HELLO, “MY NAME: _____. TODAY I ~~will~~ SIGN EXPRESSIVE SIGN SKILLS ASSESSMENT #____.” MY SIGN SOURCES: _____ i.e., ASL Dictionary A-P-P., HANDSPEAK 3. **Maintain eye contact and use Natural NMMs.** 4. Consider flow - Speed of signing is NOT important; accuracy is! **PRACTICE SIGNING BEFORE STARTING VIDEO** 5. **ERASE** mistakes & re-sign. **Do NOT get frustrated. I am NOT looking for perfection!** 6. Sign phrase/sentence # and sentence, i.e., “SENTENCE #1, HOW YOU?” “SENTENCE #2 NICE MEET YOU,” etc. 7. Drop arm to shoulder level when spelling, signing alphabet and numbers. 8. **RELAX, SMILE, BREATHE**, and have **FUN!** 9. **Sign** “FINISHED” when completed. 10. **CELEBRATE YOUR ACCOMPLISHMENTS** by sending your video link to friends and family, so they can see your progress. 11. **Breathe!**

EXPRESSIVE SIGN SKILLS ASSESSMENT GOALS for IMPROVING:

After each assessment, use this page to make a list of goals for improving expressive signing so you do not make the same mistake on the next assessment(s) and on the back of this page make a list of signs to practice.

EXPRESSIVE SIGN SKILLS ASSESSMENT #1: PRACTICE - Smile at the beginning and try not to be nervous. (Alphabet & numbers – keep arm still, mouth words not letters, use NMM's such as eye contact, nodding, smiling, eyebrow movement) and work on flow.

- 1.
- 2.
- 3.

EXPRESSIVE SIGN SKILLS ASSESSMENT #2: PRACTICE (Keep arm still when spelling, mouth words, use ASL syntax & natural NMM's such as eye contact and visual directionality), work on signing with fluidity.

- 1.
- 2.
- 3.

EXPRESSIVE SIGN SKILLS ASSESSMENT #3: PRACTICE! (Use natural NMM's and other Important ASL Features to engage audience such as: Movement, visual directionality, repetition, indexing using correct concepts – swim like a fish not a person. Sign with fluidity and have fun!

- 1.
- 2.
- 3.

EXPRESSIVE SIGN SKILLS ASSESSMENT #4: PRACTICE! Use eye contact & other natural NMM's, sign with fluidity.

- 1.
- 2.
- 3.

EXPRESSIVE SIGN SKILLS ASSESSMENT #5: PRACTICE using negation and NMM's such as eye contact. Focus on sign space, indexing and visual directionality.

- 1.
- 2.
- 3.

HELLO MY NAME: _____ TODAY I SIGN:

SIGN 220D EXPRESSIVE SIGN SKILLS ASSESSMENT #1 MY SOURCES:_____

THE FOCUS OF THIS ASSESSMENT IS FLUIDITY, USE OF NMM's & ASL CONCEPTS

DIRECTIONS: 1) REVIEW GENERAL ASSESSMENT DIRECTIONS - SIGN 220D READER SECTION ONE. 2) **COPY & TITLE YOUR GOOGLE DOC W/NAME & ASSESSMENT #2 & SHARE WITH INSTRUCTOR.** 3) **RESEARCH UNKNOWN SIGNS & CITE SIGN SOURCES IN GOOGLE DOC COMMENT AREA, ONE PER URL, FOR EACH SIGN RESEARCHED.** 4) **GLOSS, APPLYING ASL CONCEPTS INCLUDING ASL S-Y-N-T-A-X & NMMS.** 5. PRACTICE SIGNING BEFORE STARTING VIDEO! 6) STAND. 7) **SIGN SOURCE APPS & SITES IN THE BEGINNING OF VIDEO.** 8) **HAVE FUN & be CREATIVE!!** 9) **SIGN SENTENCE #s, i.e. SENTENCE #1, SENTENCE #2...** 10. **UPLOAD YOUR GOOGLE DOC LINK with URLS in COMMENTS in D2L WHEN YOU UPLOAD VIDEO LINK EVEN IF NO NEW SOURCES!**

1. HOW ARE YOU?
2. WHAT IS YOUR NAME?
3. NICE TO MEET YOU.
4. MY NAME IS _____ (SPELL & SAY FIRST & LAST NAME).
5. ARE YOU DEAF?
6. LET ME INTRODUCE YOU TO MY FAMILY:

THERE ARE _____ PEOPLE IN MY FAMILY.

MY MOTHER'S NAME IS _____ MY FATHER'S NAME IS _____.

MY PARENTS LIVE IN _____.

(SIGN/SPELL TOWN & STATE)

I HAVE _____ (# OF) BROTHERS AND _____ (# OF) SISTERS.

THEIR NAMES ARE _____.

(SHOW AS LIST COUNTING ON FINGERS)

7. I WANT TO LEARN SIGN LANGUAGE BECAUSE _____.

(MINIMUM OF 3 SIGNS IN BLANK SPACE)

8. I CAME TO MONTANA STATE UNIVERSITY TO STUDY _____.

(SIGN MONTANA STATE UNIVERSITY (NOT MSU) & MAJOR & MINOR, etc.)

9. AFTER I GRADUATE, I PLAN TO _____.

(MINIMUM of 3 SIGNS in BLANK SPACE)

Attire Signed Sources Eye Contact Practiced Natural NMM's Clear Signing/Spelling ASL Concepts Fluidity

GOOD MORNING, AFTERNOON. MY NAME _____

TODAY I SIGN SIGN 220D EXPRESSIVE SIGN SKILLS ASSESSMENT #2. MY SOURCES _____

THE FOCUS OF THIS ASSESSMENT IS FLUIDITY, USE OF NMM's & ASL CONCEPTS

DIRECTIONS: 1) REVIEW GENERAL ASSESSMENT DIRECTIONS - SIGN 220D READER SECTION ONE. 2) **COPY & TITLE YOUR GOOGLE DOC W/NAME & ASSESSMENT #2 & SHARE WITH INSTRUCTOR.** 3) **RESEARCH UNKNOWN SIGNS & CITE SIGN SOURCES IN GOOGLE DOC COMMENT AREA, ONE PER URL, FOR EACH SIGN RESEARCHED.** 4) **GLOSS APPLYING ASL CONCEPTS.** 5. PRACTICE SIGNING BEFORE STARTING VIDEO! 6) STAND. 7) **SIGN SOURCE APPS & SITES IN THE BEGINNING OF VIDEO.** 8) **HAVE FUN & be CREATIVE!!** 9) **SIGN SENTENCE NUMBERS.** 10. **UPLOAD YOUR GOOGLE DOC LINK in D2L WHEN YOU UPLOAD VIDEO LINK!**

1. FROM MY DEAF L-I-T BOOK OR ARTICLE, I LEARN 3 NEW SIGNS I WANT TO REMEMBER:

a. _____, b. _____, c. _____

COUNT LISTS on FINGERS!

2. I LEARN MANY NEW SIGNS FROM PEERS' DEAF L-I-T SUMMARIES. HERE ARE 3 NEW SIGNS I WANT TO REMEMBER:

a. _____, b. _____, c. _____

COUNT LISTS on FINGERS!

3. HERE 3 SIGNS I NEED TO PRACTICE BECAUSE MAYBE I CONFUSE WITH OTHER SIGNS OR MAYBE NOT SIGN CORRECTLY.

a. _____, b. _____, c. _____

COUNT LISTS on FINGERS!

4. I ENJOY MEET LINDA'S DEAF AND HH FRIENDS. NOW I KNOW DEAF PEOPLE WILL ASK, "YOU WANT LEARN SIGN WHY?"

5. DEAF PEOPLE DON'T WANT YOU SAY, "BEAUTIFUL LANGUAGE" OR "HELP DEAF." DEAF DON'T NEED HELP. DEAF APPRECIATE WHEN YOU SAY, "COMMUNICATE WITH DEAF."

6. WHEN I SIGN WITH DEAF, I LEARN 3 NEW SIGNS &/OR I FEEL, I THINK, I ASK:

a. _____, b. _____, c. _____

COUNT LISTS on FINGERS!

7. WHEN I SIGN WITH DEAF; I SAW, LEARNED, PRACTICED THESE NMM's & ASL CONCEPTS:

a. _____, b. _____, c. _____

COUNT LISTS on FINGERS!

8. NOW I SIGN WITH DEAF I FEEL MORE COMFORTABLE ABOUT GOING TO SILENT SIPPERS EVERY TUESDAY.

9. HERE ARE SOME RANDOM PHRASES & SENTENCES FROM SIGN 120 ASSESSMENTS, MIDTERM STORIES OR THAT I LEARN IN SIGN 220 TO HELP ME REMEMBER TO USE NMM's AND TO PAINT PICTURES USING ASL CONCEPTS FOR MORE EXPRESSIVE SIGNING:

10. TO BE OR NOT TO BE. WHAT DOES IT MEAN?

11. DID YOU HAVE ENOUGH TO EAT OR YOU

S-T-I-L-L HUNGRY?

12. WOW! THAT WAS FUN, BUT I DON'T WANT TO DO THAT AGAIN E-V-E-R!

13. HE AND SHE. SHE AND HE. THEY ARE ALWAYS TOGETHER AS YOU CAN SEE.

14. "HEY, LITTLE BIRD UP IN THE TREE," SAID THE LITTLE BOY WHO WAS WALKING THROUGH THE FOREST.

15. EARLY ONE MORNING THE WIND BLEW A VERY BUSY SPIDER.

HELLO. MY NAME _____ TODAY I SIGN
SIGN 220D EXPRESSIVE SIGN SKILLS ASSESSMENT #3 MY SOURCES _____

THE FOCUS OF THIS ASSESSMENT IS FLUIDITY, USE OF NMM's & ASL CONCEPTS

DIRECTIONS: 1) REVIEW GENERAL ASSESSMENT DIRECTIONS - SIGN 220D READER BEFORE YOU BEGIN. 2) **COPY & TITLE YOUR GOOGLE DOC W/NAME & ASSESSMENT #2 & SHARE WITH INSTRUCTOR.** 3) **RESEARCH UNKNOWN SIGNS & CITE SIGN SOURCES IN GOOGLE DOC COMMENT AREA, ONE PER URL, FOR EACH SIGN RESEARCHED.** 4) **GLOSS APPLYING ASL CONCEPTS.** 5) **PRACTICE SIGNING BEFORE STARTING VIDEO!** 6) **STAND!** 7) **SIGN SENTENCE # AND SENTENCE.** 8) **SIGN SOURCE APPS & SITES IN THE BEGINNING OF VIDEO.** 9) **HAVE FUN & be CREATIVE!!** 10) **UPLOAD YOUR GOOGLE DOC LINK in D2L WHEN YOU UPLOAD VIDEO LINK!**

- | | |
|--|---|
| 1. HOW MUCH MONEY DID YOU
SPEND YESTERDAY BUYING BOOKS
FOR YOUR COLLEGE CLASSES?[quizzical] | AND SNOW BOOTS. |
| 2. PLEASE GET A GOOD BOOK FOR ME
WHEN YOU GO TO THE LIBRARY
TOMORROW. AND BUY A BOZEMAN
NEWSPAPER OR AN INTERESTING
MAGAZINE FOR ME TO READ. [nod] | 6. SHE WANTS US TO STOP AT THE
STORE ON OUR WAY HOME FROM TOWN
BEFORE 5:30 TO BUY MORE PINEAPPLE
JUICE. IF THE PRICE IS RIGHT IT
SHOULD NOT COST MORE THAN \$3.69. |
| 3. EXCUSE ME, PLEASE. WHERE DID
YOU BUY THOSE SHOES, [gaze down]
AND DO YOU REMEMBER WHAT YOU PAID
FOR THEM? [quizzical] | 7. IT LOOKS LIKE THE WEATHER WILL BE
SUNNY AND COOL TOMORROW AND
THEN IT WILL BE CLOUDY AND RAINY
THE NEXT DAY. I AM NOT SURE IF I NEED
MY SPRING OR MY FALL CLOTHES. |
| 4. HOW MUCH DOES IT COST TO BUY A
PIZZA IN THAT RESTAURANT BY THE
HOSPITAL? I HEARD IT'S EXPENSIVE! | 8. WHAT IS YOUR FAVORITE SEASON
OF THE YEAR? MINE IS SUMMER.
HEY,CHECK OUT THAT RAINBOW OVER THERE
BEHIND THE POLICE STATION! |
| 5. PLEASE GIVE MY CHANGE TO THAT
LITTLE BOY SO HE CAN BUY A NICE,
WARM, WINTER COAT, HAT, MITTENS | SIGN: <u>CONTINUED on PAGE 2</u> |

HELLO. MY NAME _____ TODAY I SIGN
SIGN 220D EXPRESSIVE SIGN SKILLS ASSESSMENT #3 MY SOURCES _____

THE FOCUS OF THIS ASSESSMENT IS FLUIDITY, USE OF NMM's & ASL CONCEPTS

DIRECTIONS: 1) REVIEW GENERAL ASSESSMENT DIRECTIONS - SIGN 220D READER BEFORE YOU BEGIN. 2) **COPY & TITLE YOUR GOOGLE DOC W/NAME & ASSESSMENT #2 & SHARE WITH INSTRUCTOR.** 3) **RESEARCH UNKNOWN SIGNS & CITE SIGN SOURCES IN GOOGLE DOC COMMENT AREA, ONE PER URL, FOR EACH SIGN RESEARCHED.** 4) **GLOSS APPLYING ASL CONCEPTS.** 5) **PRACTICE SIGNING BEFORE STARTING VIDEO!** 6) **STAND!** 7) **SIGN SENTENCE # AND SENTENCE.** 8) **SIGN SOURCE APPS & SITES IN THE BEGINNING OF VIDEO.** 9) **HAVE FUN & be CREATIVE!!** 10) **UPLOAD YOUR GOOGLE DOC LINK in D2L WHEN YOU UPLOAD VIDEO LINK!**

9. WHEN IS YOUR BIRTHDAY? MY
BIRTHDAY _____.

LINDA'S BIRTHDAY IS JULY 4TH.

10. JANUARY IS THE FIRST MONTH OF
THE YEAR. WHAT DID/WILL YOU BE DOING
ON NEW YEAR'S DAY IN 2022 & 2025?

11. IT IS IMPORTANT TO REMEMBER TO
SIGN CONCEPTUALLY WHEN USING
ASL. BECAUSE ASL NOT SAME
S-Y-N-T-A-X AS ENGLISH. ALSO YOU CAN
SIGN MORE EXPRESSIVELY WITH
LESS SIGNS.

12. I ENCOURAGE YOU TO KEEP
STUDYING SIGN LANGUAGE NO
MATTER WHAT YOU DO.

13. SOME STUDENTS LEARN SIGN BECAUSE
THEY WANT TO BECOME:

(Count list on fingers when signing A-F)

A. AN INTERPRETER or ADVOCATE FOR THE DEAF.

**B. A DOCTOR, NURSE or HEALTHCARE WORKER WHO
MAY HAVE DEAF, NONVERBAL, OR HH PATIENTS.**

**C. A TEACHER or COACH WHO MAY HAVE DEAF,
NONVERBAL OR HH STUDENTS or ATHLETES.**

**D. A PSYCHOLOGIST WHO WORKS IN MENTAL HEALTH
WITH DEAF, HH OR NONVERBAL CLIENTS.**

**E. AND SOME OF YOU JUST WANT TO, LEARN TO SIGN
SO THAT YOU CAN CHAT WITH THE DEAF, HH & NON
VERBAL FOR FUN!**

FINISHED!



SIGN 220D

EXPRESSIVE SIGN SKILLS ASSESSMENT #4

SUMMARY of DEAF CULTURE

& the HISTORY of ASL

DIRECTIONS:

1. **GLOSS**: Read through text marking which signs you do not know, chunking phrases and striking words not used in ASL. Write NMMs directly on the assessment [nod] [negate].
2. It is NOT necessary to change syntax into ASL for this assessment.
3. **Use CONCEPTUAL SIGNING for clarity and interest.** Incorporate intensity, negate signs, vary sign space; utilize signing directionality, repetition, body shifts and eye gazing, etc.
4. **Research unknown signs to learn new vocab and avoid spelling!**
5. **One goal of this assessment is for you to spell only the words, such as proper nouns, that do NOT have signs. SPELL ONLY IF YOU DO NOT RECALL A SIGN IN THE MIDDLE OF YOUR VIDEO.**
6. Review previous assessments, so you **do not repeat earlier errors.**
7. **Practice signing before making video – Signing with fluidity is a main goal of this assessment!**
8. **Place assessment where you can easily read it to maintain flow and eye contact!**
9. **Cite sources by signing them at the beginning of the video.**
10. Upload link to YouTube as Unlisted & submit Google link to D2L in Text Submission area.

SIGN 220D EXPRESSIVE SIGN SKILLS ASSESSMENT #4

THE FOCUS OF THIS ASSESSMENT IS FLUIDITY, USE OF NMM's & ASL CONCEPTS

DIRECTIONS: 1) REVIEW GENERAL ASSESSMENT DIRECTIONS - SIGN 220D READER SECTION ONE. 2) **COPY & TITLE YOUR GOOGLE DOC W/NAME & SIGN 220D EXPRESSIVE ASSESSMENT #4 & SHARE WITH INSTRUCTOR.** 3) **RESEARCH UNKNOWN SIGNS & CITE SIGN SOURCES IN GOOGLE DOC COMMENT AREA, ONE PER URL, FOR EACH SIGN RESEARCHED.** 4) **GLOSS & APPLY ASL CONCEPTS.** 5. VIEW EXAMPLE VIDEO & PRACTICE SIGNING BEFORE STARTING YOUR VIDEO! 6) STAND. 7) **SIGN SOURCE APPS & SITES IN THE BEGINNING OF VIDEO.** 8) YOU MAY SIGN 2-3 VIDEOS 9) **UPLOAD YOUR SHARED GOOGLE DOC LINK in D2L WHEN YOU UPLOAD VIDEO LINK!**

HARLEY'S EXAMPLE VIDEO: <https://www.youtube.com/watch?v=a2rmn88KbQs>

GLOSSED: Underlined words = Comments with signs.

HELLO. MY NAME: _____ MY SIGN SOURCES: _____

TODAY I SIGN GLOSSED SIGN 220D EXPRESSIVE SIGNS SKILLS ASSESSMENT #4 SUMMARY of DEAF CULTURE & the HISTORY of ASL

LEARNING SIGN LANGUAGE is NOT JUST about LEARNING SIGN VOCABULARY. to LEARN a LANGUAGE, one (YOU) MUST ALSO UNDERSTAND the CULTURE AND HISTORY of the PEOPLE WHO USE the LANGUAGE and it is IMPORTANT to INTERACT WITH THOSE PEOPLE WHENEVER POSSIBLE.

MANY HEARING PEOPLE do NOT KNOW [negate] that MANY DEAF PEOPLE are MEMBERS of a PROUD DEAF CULTURE who would NOT [shake head] CHOOSE to HEAR if given the choice. DEAF CULTURE is UNLIKE (SIMILAR) [shake head] OTHER CULTURES whose (HAVE) FOOD, MUSIC, and CLOTHING are CENTRAL (IMPORTANT) to THAT CULTURE. ~~even though~~ the DEAF LIVE in EVERY COMMUNITY CULTURE, AND they MAY USE a UNIQUE SIGNED LANGUAGE BECAUSE SIGN LANGUAGE is NOT UNIVERSAL. ~~GLOBALLY~~ there are MORE THAN 300 DIFFERENT SIGN LANGUAGES USED AROUND the WORLD.

TODAY in the UNITED STATES, the FORMALLY RECOGNIZED (KNOW) LANGUAGE of the DEAF is AMERICAN SIGN LANGUAGE (ASL). APPROXIMATELY ONE HALF-MILLION PEOPLE in the UNITED STATES USE ASL to COMMUNICATE as THEIR NATIVE (NATURAL) LANGUAGE, MAKING (MEANS) ASL the THIRD MOST COMMONLY USED LANGUAGE in the U.S. AFTER ENGLISH and SPANISH.

There is an INTERESTING HISTORY behind the EVOLUTION of ASL. The FIRST SIGNERS in the U.S. were AMERICAN INDIANS who USED “HAND TALK” to COMMUNICATE PEACEFULLY WITH OTHER T-R-I-B-E-S AND WITH EACH OTHER WHEN HUNTING S-O they would NOT STARTLE (SCARE) the ANIMALS.

LIKE OTHER GROUPS of PEOPLE the DEAF BEGAN CREATING SIGNS BEFORE there was a FORMAL LANGUAGE.

T-H-O-M-A-S H-O-P-K-I-N-S G-A-L-L-A-U-D-E-T, whose NAME SIGN is _____, was INSPIRED to LEARN SIGN LANGUAGE AFTER MEETING HIS NEIGHBOR A-L-I-C-E C-O-G-S-W-E-L-L, NAME SIGN _____. ALICE was a SMART, DEAF CHILD who did NOT HAVE [shake head] a WAY to COMMUNICATE WITH OTHERS. GALLAUDET TRAVELED to FRANCE WHERE HE was PRIVATELY TUTORED in SIGN LANGUAGE B-Y L-A-U-R-E-N-T C-L-E-R-C, NAME SIGN _____, USING FRENCH SIGN LANGUAGE NAME LSF.

GALLAUDET CONVINCED LAURENT CLERC to COME to the U.S. WITH HIM to ESTABLISH a SCHOOL FOR the DEAF. in 1817, GALLAUDET AND CLERC CO-FOUNDED (TOGETHER STARTED) a SCHOOL in HARTFORD, CONNECTICUT (C-O-N-N) WHERE THEY TAUGHT LSF. THAT SCHOOL LATER BECAME KNOWN as the AMERICAN SCHOOL FOR the DEAF or ASD.

MORE SCHOOLS FOR the DEAF BEGAN to OPEN in the U.S. as EARLY as the NEXT YEAR (1818). AMERICAN STUDENTS COMBINED FORMAL LSF SIGNS THEY LEARNED at SCHOOL WITH SIGNS they were USING in their own HOMES and COMMUNITIES. ONE such COMMUNITY was M-A-R-T-H-A-'S V-I-N-E-Y-A-R-D, SIGNED M-V ISLAND. a LARGE PERCENTAGE of the PEOPLE was DEAF and MOST of the RESIDENTS SIGNED USING WHAT BECAME KNOWN as MVSL.

MVSL AND OTHER SIGNED SYSTEMS FROM VARIOUS DEAF COMMUNITIES were said to have INFLUENCED the CREATION (MAKE) of ASL, which is the CONVERSATIONAL LANGUAGE of the DEAF USED in the U.S. TODAY. ASL EVOLVED FROM LSF, which is why ASL S-Y-N-T-A-X MORE closely (CLOSE) resembles SIMILAR LSF THAN it does ENGLISH.

ASL is a TRUE LANGUAGE that has its (WITH) O-W-N GRAMMAR AND RULES. ASL is NOT WHAT SOME PEOPLE have INCORRECTLY [shake head] DESCRIBED as (SIMILAR) "ENGLISH on the HANDS!"

OTHER SIGN SYSTEMS, such as (LIKE) SIGNING EXACT ENGLISH (SEE), have been DEVELOPED THROUGHout the YEARS to HELP YOUNG DEAF CHILDREN READ, WRITE, AND BETTER UNDERSTAND ENGLISH. MANY BASIC ASL SIGNS are USED in SEE, BUT they are USED DIFFERENTLY AND do NOT INCORPORATE (USE) ENGLISH GRAMMAR. SEE is NOT WIDELY ACCEPTED B-Y DEAF ADULTS BECAUSE it is SIGNED in ENGLISH WORD ORDER AND does NOT FLOW (EXPRESSIVE SIGN) CONCEPTUALLY the way SAME ASL does.

ASL ALLOWS SIGNERS to PAINT CONCEPTUAL PICTURES, making it the WHY ASL PREFERRED (FAVORITE) LANGUAGE of the DEAF COMMUNITY.

P-I-D-G-I-N is a SIMPLIFIED (EASY) WAY (METHOD) of COMMUNICATING FOR PEOPLE who do NOT SHARE a COMMON LANGUAGE. SIGN LANGUAGE UTILIZES WHAT is CALLED (NAMED) P-I-D-G-I-N SIGNED ENGLISH (PSE), ALSO known NAME as “CONTACT” SIGN. CONTACT SIGN is COMMONLY USED WHEN the DEAF SIGN WITH HEARING PEOPLE WHOSE FIRST LANGUAGE is ENGLISH. THIS MEANS that ASL SIGNS are USED in ENGLISH WORD ORDER, BUT NOT ALL ENGLISH WORDS are SIGNED.

ASL CAN BE SPECIFIC (EXACT) to SOME REGIONS AND is ever-changing (CHANGING ALWAYS) since the DEAF SHARE NEW SIGNS WHEN THEY MEET DEAF PEOPLE FROM OTHER COMMUNITIES. LIKE ENGLISH, ASL is ALSO widely USED in MANY COUNTRIES OTHER THAN the UNITED STATES.

INTERACTING WITH the DEAF is HIGHLY ENCOURAGED, regardless of (DOESN'T MATTER) WHERE YOU are in the WORLD, since it (BECAUSE) INTERACTING WITH DEAF ALLOWS NON-NATIVE (NATURAL) SIGNERS to LEARN NEW ways of SIGNING MORE CONCEPTUALLY AND CONVERSATIONALLY. INTERACTING WITH the DEAF ALLOWS HEARING PEOPLE to BETTER UNDERSTAND the DEAF EXPERIENCE AND ALSO LEARN MORE ABOUT the PROUD DEAF CULTURE ~~firsthand~~.



SECTION 2d:

Signed Presentations



- Midterm & Final Song Glossed Google Doc Directions
- Preparation & Presentations Strategies Checklist
- Expressive Signed Presentation Rubric & Grade Sheet



**MIDTERM & FINAL PROJECT GLOSSED
SHARED GOOGLE DOC DIRECTIONS & CRITERIA:**

A. MIDTERM & FINAL PROJECT GLOSSED - SHARED GOOGLE DOC DIRECTIONS

1. START: New GOOGLE Doc
2. TITLE Doc: YOUR NAME & MIDTERM or FINAL PROJECT
Example: LINDA ZUPAN - MIDTERM SONG
3. SHARE: Click blue SHARE box in upper right)
 - a. ADD: zupan.linda@gmail.com
 - i. **(NOT my MSU account - It may default to MSU account)**
 - b. CONFIRM box to right of SHARE reads EDITOR
 - i. If not, click on box and release on EDITOR
 - c. SEND: Click box
4. CLICK: COMMENT BUBBLE (Box with 3 lines - upper right)
 - a. CONFIRM: ALL is selected
5. SET: NOTIFICATIONS (Bell icon in Comments area)
 - a. SELECT ALL comments:
 - i. (You will be notified of all new comment activity from me).
6. ADD: Link of url(s) for signs of EACH word signed of TITLE
 - i. This is just for practice. You will add more urls on your GLOSSED DOC where they appear in your song.
7. HIGHLIGHT WORD: See example below.
 - i. ex. (TITLE) Yellow highlighting will appear. If you do not see highlighting, this will NOT work).
- b. CLICK Blue Box with cross in it
- c. PASTE: url of sign in Comment box
- d. CLICK: Blue comment button
 - i. url shows on right side of screen
8. CLICK: Any place on doc to get out of the comments box.

B. MIDTERM STORY & FINAL PROJECT – CRITERIA DIRECTIONS:

1. TYPE INTRODUCTION (or copy text below - **Highlight + Ctrl +A** = Select All):

a. MIDTERM (or FINAL) SONG INTRO example:

HELLO [smile] MY NAME L-I-N-D-A [nod]

TODAY I SIGN SONG TITLE _____

MUSICIAN _____

RELEASE DATE: _____

2. PASTE LYRICS & CITE SOURCES of LYRICS:

a. LYRICS url: _____

Paste **Lyrics link** from internet

b. COMPLETE LYRICS: _____

Paste **COMPLETE Lyrics** from internet (Highlight + Ctrl +A = Select All)

c. **Paste** YOU TUBE SONG LINK: _____

(Used for signing along to once you have practiced)

*You may sign song at slower pace!

3. RESEARCH SIGNS/CONCEPTS: Add link of EACH NEW sign/concept researched to Google Doc Comments area in

4. BEGIN GLOSSING in ASL (REVIEW SECTION 4 ASL SIGNING CONCEPTS

5. ADD NMMs [smile, nod]

6. CONSIDER MEANING, USE SYNONYMS WHEN NECESSARY (NOT CHANGE ARTIST'S INTENT!)

7. PAINT PICTURES!

8. TYPE: CLOSING: FINISHED! [smile]

9. COPY & PASTE: Google Doc url in D2L ASSIGNMENT – MIDTERM (or FINAL) PROJECT – Text submission area.



SIGN 120, 220D & 292

PREPARATION & PRESENTATION STRATEGIES & CHECKLIST FOR EXPRESSIVE ASSESSMENTS, MIDTERM & FINAL PROJECTS & DEAF LIT SUMMARIES

CHECKLIST



To get the most out of your SIGN 120 and SIGN 220 assessments, Midterm and Final Signed Projects it is important to remember that consistent time, effort, and dedication are necessary when researching signs, preparing, and practicing. Therefore, you are encouraged to spend a minimum of 1 hour per day practicing vocabulary for assessments. And in the weeks leading up to your projects reviewing ASL Concepts, considering meaning, researching signs and practicing.

The sooner you get started on the projects the more you will feel confident about your skills and enjoy presenting. The one comment most sign students make regarding their projects is that they wish they would have started practicing earlier. **Procrastination is not your friend!** Remember that “Thinking in Sign” (See Reader Section 1) is an efficient way to practice signing while you go through your daily routine especially when you feel you do not have the time to practice.

Use the checklist below as a reminder to incorporate proven strategies to greatly enhance your signed presentations:

1. ____ Read Assignment/Presentation criteria in S-Y-L-L-A-B-U-S & D2L
2. ____ Selected EXCERPT of Midterm Story (30 new signs after Class 1, Maximum 3 mins.)
3. ____ Selected Song (Maximum 5 minutes)
4. ____ Content reviewed for flow, tempo, ability to sign and express emotion [NMM's]
5. ____ Accurate ASL interpretation of project considered – See many suggestions below
6. ____ G-L-O-S-S-E-D TEXT: Phrases chunked/ into ASL/ for flow of signing [NMM's added]
7. ____ Spent time learning text / lyrics so you can practice without having text in front of you
8. ____ Struck through unnecessary words & endings (articles, prepositions, tenses, “to be” & aux. verbs), etc.
9. ____ ASL concepts considered – See many suggestions below
10. ____ ASL syntax rewritten especially with W/H question sentences: ASSESSMENTS ONLY!
11. ____ Conceptual meaning considered TAKE TURNS (bent L) vs. TAKE CARE (K hands) vs. TAKE a BREAK (REST)
TAKE OFF (LEAVE) vs. TAKE OFF (AIRPLANE TAKING OFF) vs. TAKE MEDICINE
FLY as ANIMAL vs. AIRPLANE SWIM as PERSON vs. ANIMAL
CAR CRASHED INTO TREE vs. CAR PASSING ANOTHER CAR vs. PASSING POPCORN vs. PASSING TEST
12. ____ Researched signs using a minimum of two sources, viewed alternatives of each, considered meaning - i.e. WORLD signed as a globe paint more of a picture than being signed with W hands?
13. ____ If used YouTube video as source, MAKE SURE YOU UNDERSTAND WHAT YOU ARE SIGNING!
14. ____ MET W/LINDA EARLY TO REVIEW SIGNS: READ FEEDBACK (ASSIGNMENTS & ASSESSMENTS)!
15. ____ Asked instructor, TA's and/or peers for suggestions

16. ____ Sources pasted in Google Doc Comments as you found them
USE BABY SIGN SITES AS LAST RESORT (Goal is conversational ASL for adults)
17. ____ Practiced signing with face mask/shield on (if deemed necessary during semester).
18. ____ Classifiers considered – PICKING UP A STRING vs. PICKING UP A BOWLING BOWL
2 PEOPLE PASSING vs. WAITING IN LONG LINE CAR SPEEDING BY
19. ____ Accurate, clear signs utilized – speed not important!
20. ____ Flow / fluidity practiced of concepts, phrase, sentences & overall project
21. ____ Pace of signing practiced. Pauses are OK: Breathe, quell nerves, and allow audience to absorb content signed
22. ____ Pauses considered for added affect, LAST NIGHT! YOU WON'T BELIEVE WHAT HAPPENED!
23. ____ NMM's: Eye contact, gazes, body language to add emotion, expression – just like speaking!
24. ____ NMM's practiced natural expressions – SAD, FRUSTRATED, ANGRY, HAPPY, EXCITED!
25. ____ Practiced natural speech (signed story) lip movement/mouthing (assessments and final)
26. ____ Sign space considered – small for fast portions, larger to make a statement or paint a picture
27. ____ Sign space showing action/distance – jumping over a high wall vs. jumping up and down
28. ____ Considered taking screenshots of individual signs/phrases that are more difficult to remember.
Screenshots recommended for practice only –NOT RECOMMENDED FOR DOC CAM USE during presentation!
29. ____ Negations: DON'T KNOW, DON'T WANT, DON'T CARE, DON'T LIKE, DON'T HAVE, DON'T MIND,
etc. (signed as one concept vs. individual signs)
30. ____ Conversational directionality used when speaking to different people at various heights or
from different directions
31. ____ Sign directionality utilized: HELP ME, HELP YOU? PASS TO THEM, PLEASE PASS the ____
32. ____ Eye gazes: Star gazing, looking up at moon, glancing at a small dog or tall tree, etc.
33. ____ Duplication of /pluralizing multiple objects: CHAIR, CHAIR, CHAIR; BOOK, BOOK, BOOK
34. ____ Repetition to show frequency: READ ALL TIME, ASK MANY QUESTIONS
35. ____ Indexing: Pointing to individuals (HE, SHE); Sweeping for pairs, groups (THEY, THEM)
36. ____ Pronoun placement – present and/or absent
37. ____ Counting lists, objects, or people on one's hand: Siblings, children, shopping list, etc.
38. ____ Noun / verb pairs – think: SIT on the CHAIR, CHAIR; SHOP at the STORE, STORE
39. ____ Adding emphasis / intensity – TIRED vs. EXHAUSTED, WANDER vs. PACING
40. ____ Spell smaller words or omit, practiced body shifts for OR
41. ____ Considered use of reasonable synonyms (CONTENT = INFORMATION, ATTIRE = CLOTHES)
42. ____ Considered use of name signs for character(s) & practiced establishing at beginning of project
43. ____ Practice lexicalized fingerspelling / loan signs for flow: #BCK, #WOW, TV, #FLY (noun)
44. ____ Paint pictures: Boat on an ocean, freezing cold, daydreaming, doing a double take, etc.
45. ____ Reviewed previous assessments/projects/presentations for feedback to improve upon
46. ____ Reviewed project rubric to determine specific goals
47. ____ Practiced voicing story, assessments. Lip movement matches lyrics of song
48. ____ Recorded yourself voicing story or downloaded song to listen to while walking, driving, waiting

49. ____ Made audio recording of yourself reading your content at a tempo that is comfortable then listened to it often while driving, walking to class, etc. to learn content and practice signing along to – speed up tempo when you are ready
50. ____ Practiced using your audio recording and moving your lips!
51. ____ Practiced accurate signing while slowing tempo of song and recording it this way so you can listen to it at a slower pace until you know all the lyrics and all the signs, gradually increase tempo
52. ____ Considered musical interludes and which “instrument(s)” you will air play when not signing
53. ____ Practiced overall expressiveness / ability to engage audience considered
54. ____ Practiced while standing
55. ____ Practiced introduction; Your name, title of story or song and author or artist
56. ____ Practiced signing middle and ending as often as intro, beginning and/or chorus
57. ____ Considered how a child or Deaf person would react to your expressive story, poem, song, etc.
58. ____ Lowered/raised signs as needed to avoid blocking your face while signing
59. ____ Practiced in front of a mirror to evaluate flow
60. ____ Video-ed self and evaluated video
61. ____ Practiced signing for an audience and making eye contact with audience
62. ____ Practiced for audience(s) received, and employed relevant feedback
63. ____ Practiced in public. This is different than signing for an attentive audience
64. ____ Practiced with peers and TA’s outside of class and in public as a Study Group
65. ____ Visualized yourself signing when not convenient to sign while driving or while eating, etc.
66. ____ Practiced breathing to calm yourself for day of presentation
67. ____ Practiced visualizing something or somewhere calming
68. ____ Practiced smiling & feeling confident throughout presentation
69. ____ Considered text size and color on doc cam or lyrics on YouTube to be read at a distance
70. ____ Set settings on laptop so screen does not go dark until project is complete, selected correct speed of song
71. ____ Sent a video link to your instructor, TA and/or peers to critique
72. ____ Selected plain, professional attire that contrasts skin tone for presentation
73. ____ Considered not wearing loose or wide sleeves that may be distracting or get in your way
74. ____ Remembered not to chew gum or wear distracting jewelry during your presentation
75. ____ Practiced NOT visibly reacting to mistakes made when signing
76. ____ Practiced closing presentation by signing FINISHED & [smile!]
77. ____ Misc. Notes:
78. ____ Examples to practice:
79. ____ Asked questions:
80. ____ Received final video Air Dropped from Linda & YouTube Link
81. ____ Kept copy of your signed assessments
82. ____ Sent your finished video(s) to your friends and family
83. ____ Celebrated your accomplishments!



Rubric Made Using:
RubiStar (<http://rubistar.4teachers.org>)

Expressive Signed Presentation Rubric & Grade Sheet

Teacher Name: **Zupan**

Student Name: _____

CATEGORY	5 Points for Category	4 Points for Category	3 Points for Category	2 Points for Category
Introduction & Closing	Instructor copy proofread with no errors. Text/lyrics and sign URLs cited. Identified self, content and author/artist. Content appropriate and as approved for intended audience. Effectively closes presentation.	Proofreading errors (1-2) on instructor copy. Text/lyrics or sign URLs not cited. Failed to identify self, content or author/artist. Content mildly inappropriate and/or not as approved for intended audience. Closes presentation.	Proofreading errors (3-4) on instructor copy. Text/lyrics and/or sign URLs not cited. Failed to identify self, content or author/artist. Content modified after approval and/or requires modification for intended audience. Hesitant closure.	Proofreading errors (5+) on instructor copy. Text/lyrics and sign URLs not cited and/or copy not provided. No introduction. Content inappropriate and/or not as approved for intended audience. Lacks closure.
Preparedness	Dark, plain attire. Full knowledge of signs. Little to no hesitation in signing. Fluidity. Minor errors noted. Minimum of 30 new signs used for midterm w/maximum time 3:00; 50 signs and 5:00 maximum for final unless previously approved.	Unsure of a 1-3 signs. Cues needed. Minimal signer hesitation. Minimal flow interruption. Any 3 errors as noted above. Sign minimum not met by up to 5 signs. Maximum time allotted exceeded by up to 15 seconds due to above errors.	Unsure of 4-7 signs. Cues used. Signer hesitated, flow interrupted. Any 4 errors as noted above. Sign minimum not met by up to 9 signs. Maximum time allotted exceeded by 15+ seconds due to above errors.	Unsure of 8+ signs. Cues used. Signer hesitated. Flow interrupted. All 4 errors noted above. Sign minimum not met by 10+ signs. Maximum time allotted exceeded by 30 seconds due to above errors.
Enthusiasm	Signer effectively uses NMMs: Facial expression such as eye contact and/or lip movement and body language such as head, shoulder gestures, etc. Signer engages audience.	Signer moderately uses NMMs: Facial expression such as eye contact and/or lip movement and/or body language such as head, shoulder gestures, etc. Signer moderately engages audience.	Signer minimally uses NMMs: Facial expression such as eye contact and/or lip movement and/or body language such as head, shoulder gestures, etc. Signer minimally engages audience.	Signer uses no NMMs: Facial expressions such as eye contact, lip movement nor body language such as head, shoulder gestures, etc. Signer does not engage audience.
Accuracy of Signs	Signs/concepts are correct, smooth and accurately interpreted. Directionality, indexing, repetition used correctly. Effective pace of signing and use of sign space.	1-3 signs/concepts incorrect. Signs moderately smooth and generally accurate interpretation. Directionality, indexing, repetition fairly accurate. Appropriate pace of signing and/or use of sign space.	4-5 signs/concepts incorrect. Signs are somewhat smooth and reasonably interpreted. Directionality, indexing and/or repetition incorrect. Acceptable pace of signing and/or use of sign space.	6+ signs/concepts incorrect. Signs are sloppy or choppy. Inaccurate interpretation. Lacks use of directionality, indexing and repetition and/or incorrect. Ineffective pace of signing. Inaccurate use of sign space.

SECTION 3: SIGNING - A REVIEW



Contents:

- Sign Language Basics & Statistics
- Learning Sign Language
- Basic Considerations When Signing
- Sign Space, Handshapes, & More
- ASL Overview
- Signing – A Review & More
- About Signs in This Reader
- Signing With the Deaf

Sign Language Basics & Statistics:

- Sign, signing, or sign language are all acceptable terms for manual communication.
- Sign language is a broad term to describe visual (manual) languages.
- Sign language is a visual method of communication that uses a manual alphabet, handshapes, gestures such as facial expressions and signs to represent concepts.
- Sign language may be used by the Deaf, HH and/or nonverbal.
- Sign language may be used by Deaf, HH, nonverbal and/or hearing people when they want to sign across a large or noisy room, through a window or under water, etc.
- All sign systems and sign languages use eye, facial, hand and body expression meaning vocal cues should have a visual counterpart.
- ASL relies **heavily** on eye, facial, hand and body expression.
- Eye, facial, and body expression used in ASL are called Nonmanual Markers (NMM's).
- NMM's are gestures not made with the hands
- 90% of ASL is NMM's - which means expression may be more important than what is being signed with the hands!
- ASL, unlike some visual sign systems used in the United States, is a true language.
- ASL and other visual signed systems may use the same basic signs but vary in grammar, syntax (word order) and rules.
- There is no universal sign language, however, ASL is thought to be the most widely used gestural language in the world.
- There are at least 300 signed languages used in the World
- Manual alphabets vary around the world; some are two-handed.
- Sign language has become more popular in recent years and many hearing people are registering for high school, college, and night sign language classes in record numbers.
- Estimates claim that approximately 13 million Americans have some level of proficiency in sign language.
- Many native signers have been exposed to many different signs and signs systems depending upon whom they are signing with, so they may be familiar with a variety of signs.
- There may be dozens of different ways to sign the same concept in ASL.
- Nine out of ten ASL books/apps/websites may use the same sign; the 10th may not.
- No two people use ASL exactly alike due to unique signing styles and variety of signs.
- ASL is a conceptual language located at one end of the communication spectrum. Spoken language (English) is located at the opposite end of the spectrum.
- English-based signed systems such as SEE, and MCE are located near English on the spectrum. Contact Sign is situated closer to ASL on this spectrum because Contact Sign aka Pidgin Sign or Pidgin Signed English (PSE) uses ASL signs in English word order.

Learning Sign Language:

- Signing is not difficult to learn but requires practice and commitment.
- Some people will find they are better at expressive skills (signing); others will find they are better at receptive skills (reading signs).
- Some people may find that their dominant hand for writing may not be the same dominant hand used when signing.
- Focusing on learning specific signs or phrases that one will incorporate into daily life will be more beneficial than trying to learn many random signs.
- Practice signing every day.
- Some find it helpful to practice in front of a mirror.
- It may also be helpful to video yourself signing so you can critique yourself.
- Build vocabulary first; speed and fluency will follow.
- Practice phrasing for flow: HOW YOU? NICE MEET YOU!
 I WANT / (to) GO (to the) STORE / WITH YOU.
 STORE I WANT GO WITH YOU
- Try to stay relaxed and focused.
- Signing takes practice and will come with time.
- Teach someone else to sign then you will have a partner to practice with.
- **The Deaf do not need you to learn to sign to “help” them.**
- **The Deaf do not want you to learn to sign because it is a “beautiful language.”**
- **The Deaf appreciate it if you learn to sign to communicate with them!**

Basic Considerations When Signing:

- Stand or sit still unless movement adds expression to signs.
- Avoid distractions such as swaying back and forth or side to side when you sign.
- Check to see if everyone can see you.
- Establish and maintain eye contact when signing with the Deaf and HH.
- Be aware of distracting lighting or motion around you when you are signing.
- Do not sign in front of windows or doors where light is streaming in.
- Use body language, facial expressions, and directionality to convey meaning.
- Keep your hands and face visible to the Deaf while signing.
- Avoid chewing gum in an obvious manner when signing.
- It is not necessary to use your voice when signing, but you should move your lips or mouth words in a natural manner especially when signing in English word order.

- Moving lips can add clarity when signing but all signers may not do this.
- Use your voice if signing with the Deaf when others, who do not sign, are present.
- Sign if you are having a voiced conversation when the Deaf/HH are present.
- Interpret what is being said if hearing people are having voiced conversations when Deaf are present.
- Keep speech natural and clear.
- Do not overenunciate when signing.
- Do not speed up or slow down your speech when signing.
- Be sure to separate words in a natural way when signing as you would when speaking.
- Face the person you are signing with directly and at the same level when possible.
- When signing one-handed signs always use the same hand.
- Practice emotional statements and questions in front of a mirror to be more expressive.
- If signing English affixes, retain the shape of two-handed signs while adding ending and add them where the base sign stops.
- Practice repetitious songs and children's stories to incorporate expression naturally.
- Add emotion when signing to make yourself more interesting, become the character.
- The more visual cues provided while signing the clearer the communication becomes.
- Making signs larger or freer can add emphasis and may be helpful when signing with or interpreting for a large group.
- Making smaller signs adds emphasis by allowing one to convey thoughts more rapidly.
- Wearing solid colors that contrast with skin tone allows signs to be seen more clearly.
- Avoid wearing patterns, bright colors, jewelry, etc. which may be distracting.

Sign Space, Handshapes, & More:

- Sign Space: Is an imaginary rectangle in front of the body between shoulders and from the top of the head to the chest or waist where most signs occur, and which allows signs to be seen and speech to be read simultaneously.
- Sign space may be small when signing conversationally.
- Sign space may be small if content is signed fast.
- Sign space may be large to reflect the size of the group one is signing to.
- Sign space may be large depending upon how animated the signer is.
- Visual Center of Signing Space: Many signs are made near the head, face and neck and are done without obstructing the mouth so as not to interfere with speechreading.
- Handshapes describe the shape of the hand for each sign such as an "A- hand," "claw hand," "flat O" or a "9-handshape," etc.

- Dominant Hand & Handshapes: Signs are made with the dominant hand alone; with assistance from the passive hand (or non-dominant hand) or as two-handed signs and may combine a variety of gestures such as facial expression or body language.
- Some signs use a combination of signs just as English words use compound words such examples are BOY + FRIEND or GIRL + FRIEND.
- However, BOYFRIEND or GIRLFRIEND may also be signed as SWEETHEART.
- Some signs use a combination of signs to create words such as GIRL + MARRIED = WIFE.
- Location: Refers to placement of signs in relation to the body; temple, chin, side of face, side of chest, etc. Many two-handed signs are done in the chest area.
- Many male signs are made near the forehead and female signs are made at the lower portion of the face, cheek, or chin. The same handshape may be used to represent a similar sign in the “male” portion of the face or the “female” portion of the face. For example, the sign for “FATHER” is a 5-handshape placed sideways on the forehead and the sign for “MOTHER” is a 5-handshape placed on the chin.
- Palm Orientation: Refers to position of hands in relation to the body; palms facing as in the sign for MEET; palm facing outward in YOUR; palm in MY and palm left or right, etc.
- Movement: Refers to directionality; up, down, in out, etc. Signs made near the center of signing space are usually done with smaller motions unless added expression is incorporated or signing for larger audiences.
- Movement can be added to signs for clarity or emphasis to show, for example, the difference between jumping on a trampoline or jumping down off something.
- Facial Expression & Body Language known as Nonmanual Markers (NMM’s) show emotion and intensity of what is being signed; Happy vs. elated, mad vs. angry, tired vs. exhausted, etc.
- Maintaining eye contact with a person when signing is important unless you are indicating something you want the other person to look at.
- NMM’s such as a shoulder shrugged as well as furrowed brows show a quizzical look.
- NMM’S such as raised eyebrows convey a YES/NO question.
- Body, eye & hand orientation can help add to the clarity or intensity of the sign; leaning in one direction, looking a certain direction, or gesturing differently add emphasis or clarity.
- Leaning in toward the other signer shows you are interested just as it would during a spoken conversation.
- Repetition of Signs: Repeating signs can add emphasis to the conversation such as a TREE becoming a FOREST or a CHILD becoming many CHILDREN.
- ACTION can be added to a sign to show how large a fish is when reeling one in.

ASL Overview:

- ASL is its own language.
- ASL is a conceptual language.
- ASL is not a universal language.
- ASL has a long, rich history of use.
- ASL is derived from French.
- ASL more closely follows French syntax (word order) than English.
- ASL has its own syntax (word order).
- ASL does NOT represent English.
- ASL does not use all words that the English language uses.
- ASL is THE conversational language of most Deaf adults and many young people.
- ASL is a living language that is everchanging.
- ASL evolves just as other languages evolve.
- New signs are added in ASL just as they are to English dictionaries such as Merriam-Webster, Cambridge, or Oxford dictionaries when new words are created such as internet, Facebook, selfie, YouTube, etc.
- New signs and new ways of signing are passed along by other signers.
- Native signers from different regions learn new signs from each other.
- Signers share signs of various regional dialects and different signs just as hearing people use various spoken regional dialects and words, i.e., hoagie or sub sandwich, etc.
- One of the most common misconceptions about ASL is that it is a signed version of English. It is NOT. It is a unique language of its own.
- ASL is located at one end of the communication spectrum and spoken English is located at the opposite end of the communication spectrum.
- English-based signed systems such as SEE (Signing Exact English) & MCE (Manually Coded English) are located between the two languages, ASL & English, on this spectrum.
- ASL, which is a true language, has been developed over hundreds of years by millions of Deaf people.
- ASL is a “natural” language that many Deaf people learned in childhood as their first language by their Deaf parents, other Deaf children and/or by other native signers.
- ASL is a rich language used by the Deaf when communicating among themselves, with native signers such as CODA’s (C_hildren o_f D_eaf A_dults) and others.
- Deaf people who use ASL view it as not only a means of communication, but a source of cultural unity and pride.
- American Sign Language (ASL) is a distinct and unique, visual-gestural language with its own grammatical features, syntax, rules, and idioms.

- Since about the 1990's, though statistics vary, it has been estimated that ASL is between the 3rd to the 6th most-commonly used language in the United States followed by English, Spanish, Italian, German, and French.
- American Sign Language is used by the North American Deaf community.
- ASL is the natural language of approx. 500,000 deaf people in the U.S. and Canada.
- ASL is used by the Deaf community throughout North America and many other countries as well.
- ASL is thought to be the most widely used gestural language in the world.
- Not all deaf people learn ASL as their first language.
- Some deaf people use ASL as their second language; some use ASL minimally (if at all).
- Many hearing people are fluent in ASL.
- Signers are encouraged to interact with native Deaf signers to fully get a feel for signs.
- ASL is often taught by Deaf people using a "total immersion" philosophy of no talking in the classroom even with beginning signers.
- ASL, like English or any other language, allows users to communicate abstract or complex ideas.
- When signing ASL there may be some lip movement, but speech is not often used when signing ASL since it has its own syntax and is not signed in English word order.
- ASL signs are generally used to convey ideas and concepts rather than individual words.
- One ASL sign may represent many ideas, so NMM's (Nonmanual Markers) such as facial expressions and body language are essential to convey the full meaning of the sign.
- ASL often uses one sign, for example HAPPY, with varying NMM's to add expression creating synonyms such as Joyful, delighted, glad, etc. The meaning is found in context.
- In ASL fingerspelling is used primarily to indicate proper names and places.
- Fingerspelling is also used for words/concepts that have no sign or when a signer does not know a specific sign.
- Fingerspelling is the process of using handshapes that correspond to letters to spell.
- G-L-O-S-S-I-N-G is the term used when writing one language in another – an attempt to write out in text form literally what is being represented.
- Glossing and SignWriting were developed to make it possible to "write" sign language since it is an unwritten language.
- SignWriting is used for writing ASL signs and sentences – See examples of SignWriting at handspeak.com (as ASL writing) below many of the videos demonstrating specific signs. Also see a SignWriting story at <http://www.lifeprint.com/asl101/topics/signwriting/signwriting.htm>
- Fingerspelled words are glossed when written using ALL CAPITAL LETTERS & hyphens, such examples are M-A-R-Y or M-A-R-K.
- ASL gloss is used to create a written version of ASL using all C-A-P-S, symbols and may include notations regarding facial and body grammar that go with the signs.

- An example of a glossed symbol in ASL is used with lexicalized fingerspelling which removes letters (often vowels) to make a spelled word look more like a sign than letters. DOG may be glossed as #DG. In this example the D changes to a G and turns palm in to represent snapping fingers as an alternative to the sign for DOG. See ASL Concepts in this reader for more information.
- In ASL the sentence, “How are you?” would be glossed as HOW YOU? [Brows raised] reminding the signer to use a quizzical expression to make the statement a question. State of being or “To Be” verbs, such as “are,” are not used in ASL.
- The difference between writing and glossing a language has to do with the fact that there may not be equivalent words to represent the language being transcribed. An example discussed on lifeprint.com mentions an English-speaking researcher using gloss to translate the “clicks” of the tongue that occur in Zulu, which is a Bantu language of South Africa.
- An example of sound glossing in ASL, also noted on Lifeprint, is a sign known as "PAH!" It uses the sign for SUCCESS but the PAH! "sign" requires a plosive sound to be made as if saying "PAH!" (Which makes the gloss of PAH! a rather obvious choice.)
- PAH loosely translated means "At last! Finally! Success! Ta da! Eureka! Voilà! Presto!"
- Another example of gloss in ASL would be using classifiers which are special signs in ASL that are difficult to write in English.
- One example of a classifier (signed in ASL as CL) is a “3-handshape” that commonly represents vehicles (signed 3-CL). That 3-handshape allows one to represent added information regarding the car such as location on a hill or in a garage; speed or action passing another vehicle, and movement along a windy road.

An example of glossing this 3-CL: “goes uphill.”

SIGNING – A Review & More:

There is much to focus on when learning to sign, but the ultimate goal is being able to communicate with the Deaf, so try not to take yourself too seriously when learning so that you enjoy the process and do not get frustrated. Teasing is a huge part of the Deaf world for many, so tease and be prepared to be teased and remember to laugh at yourself when you make a mistake. It will help you relax!

You will find that several signs and concepts may be signed differently by various signers, that signs are everchanging and one sign may also have many meanings. It is likely you will learn to sign many words, concepts, and phrases at least two different ways depending upon who you are signing with.

Native signers will show you the way they sign certain words and concepts, and it will be appreciated if you use those signs with them as opposed to other signs you may have previously learned. And many Deaf will be patient and answer endless questions, so ask!

Signed languages, especially ASL, rely heavily upon context, eye contact, facial expression, gestures, and body language called NMM's (Nonmanual markers). Observe other signers using these features and incorporate them to enhance your signing.

The Deaf read body language easily so, avoid acting like you understand something if you do not comprehend. They prefer you ask if you do not understand. The Deaf realize their language is complex and much different than English so they will generally be happy to sign and/or spell again and again so that you grasp what they are trying to convey.

To add natural expression (NMM's) while signing, one can think of the use of vocal inflection, eye contact, facial expression and body language when speaking and apply these same concepts when signing since they are critical for clarity and the Deaf rely on them!

Spoken language can be conveyed with different levels of excitement based on the experience one is engaged in and statements may also be made in a sarcastic manner. The same holds true for signing where portions of the statement may be signed with various levels of intensity and with different Nonmanual Markers (NMM's) such as facial expression, gestures and body language.

Experiment with NMM's by turning to a person near you or looking in the mirror using different levels of intensity. 1. Start with a monotone voice to say, "Wow, that was fun." Did you use much facial expression? Probably not. 2. Now say it like you really mean it, "Wow! That was fun!" Did you move you move your face forward and/or did you draw out the word WOW by leaving your mouth and/or eyes open for a moment? 3. Now try it sarcastically, "Wow, that was fun." Did you roll your eyes?

Adding the same expressions naturally when signing will add interest and clarity while allowing you to be more engaging. As you now know, these gestures are called NMM's. NMM's are discussed in more depth in the document ASL CONCEPTS – A BRIEF SUMMARY OF IMPORTANT FEATURES found in this reader, and you will be encouraged to practice using NMM's often when signing expressively (when you are signing). And you will find NMM's useful for receptive signing (seeing other people sign).

About Signs in this Reader:

This reader is only one source for researching signs. You are encouraged to check at least two sources when learning new signs especially for assessments and signed presentations to be sure you have the best sign(s) for the specific meaning you wish to convey. See Signing Resources included in this reader. Consulting more than one source when learning new signs is

important so that you sign correctly, conceptually and with appropriate expression as noted in the examples below:

The sign for “PASS” would be signed differently, when asking someone to, “PASS ~~the~~ COOKIES” than it would be when signing “THAT CAR PASSED US AGAIN.” And the sign for PASS in the sentence, “I PASSED SIGN CLASS” would be signed differently than one would sign, “SHE PASSED OUT!” (fainted).

A passing car can be represented by using a classifier – signed CL). A common classifier to represent a vehicle is a horizontal 3 handshape. A signer can use a 3 handshape on both hands to represent one car moving past the other and/or to represent the speed of a passing car, etc. Adding facial expression (such as puffing out one’s cheeks and blowing air and widening one’s eyes) further accentuate a statement such as to how fast a car moved. This use of expression allows you to sign conceptually without signing a complete sentence or even the two separate words PASS + CAR.

Whereas passing cookies would be signed using a Flat O handshape. The Flat O may move in a different direction depending upon who is passing the cookies. The statement “PASS COOKIE PLEASE” would use a different facial expression to form a question if someone wanted the cookies passed to him/herself, [eyebrows up] as opposed to gesturing to someone pass the cookies around [nod head], etc.

Signs and resources noted in this reader, others you may find online, or signs which you will inevitably learn when signing with others will allow you to discover the various ways of signing conceptually which will be valuable for increasing your sign vocabulary, discerning correct context, and building confidence in your signing skills. As you will soon observe, no two people using American Sign Language (ASL) will sign alike since each signer has his or her unique signing style.

Many phrases, sentences, songs and stories in this reader are written using English grammar so you will need to consider this and edit the text appropriately when signing by omitting words not used in ASL and changing word order accordingly since ASL does not represent English.

Many of the basic signs used in SEE, Contact Sign (Pidgin Sign) and ASL will be the same signs used by most signers, however, there will likely be exceptions, variations, and alternative ways of signing them depending upon who you are signing with.

The signs printed in the reader come from the Modern Signs Press website which utilizes the sign system Signing Exact English (SEE) since this is the only source that I have found which allows one to easily print out multiple signs as sentences.

The signs in this reader which are the same signs generally used in ASL are notated with an * (asterisk). Several sources were used in making this determination and are listed on the Vocabulary Spreadsheet found in the Sign Practice section for Vocab Lists 1-10.

Since ASL is its own language which is NOT “English on the hands” you will be learning to omit words such as articles, prepositions and “to be” verbs, etc. Verb tenses and affixes will also be omitted in ASL.

In general, omitting the above such signs or endings, etc. when signing in English word order is what is known as Contact Sign also known as Pidgin Sign or Pidgin Signed English (PSE).

Pidgin is a simplified form of a language used for communication when people do not share a common language. Contact Sign is what may be used when someone new to signing signs with a Deaf person and English word order (syntax) is used.

Since ASL is signed conceptually and not in English word order you are encouraged to “Think in Sign” in your daily life (see document in this reader by same name for suggestions) by considering ASL syntax and appropriate expression during spoken conversations you participate in. “Thinking in Sign” throughout your day will allow you to more naturally, convey your thoughts when signing rather than just thinking about signing word for word.

A few examples of how words are omitted in ASL and/or how word order may change:

1. “How ~~are~~ you?” May be signed, HOW YOU? [eyebrows up]
2. “~~It is~~ nice ~~to~~ meet you.” May be signed:
NICE MEET YOU. [smile, nod]
3. “What~~is~~ your name?” May be signed:
NAME YOU? or YOUR NAME WHAT? [eyebrows down = quizzical]
4. “My dad’s hair looks ~~like~~ my grandpa’s hair.” May be signed:
MY DAD AND GRANDPA HAIR LOOK SAME. [nod head]
5. “Please bring me ~~the~~ popcorn.” May be signed:
 - a. BRING ME POPCORN PLEASE – as a YES/NO question [eyebrows up]
 - b. BRING ME POPCORN PLEASE – more demanding [eyebrows down]
6. “I ~~will~~ bring ~~you the~~ popcorn” would be signed in a different direction:
POPCORN I BRING [nod] POPCORN YOU BRING [quizzical]
7. “I can help you tomorrow.” May be signed:
TOMORROW HELP YOU I CAN [nod head]
8. “Help” would be signed in a different direction and with different intensity in the sentence below than in sentence #7. NOW HELP ME!

The story *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr. is written out in the Sign 120 reader. You will see various ways of signing this story here, in class and online. One example will be using the sign system Signing Exact English (SEE) which signs all words and endings in English word order; another version using Contact Sign, also in English word order, and omitting words not used in ASL. You will also see many more ways of signing this story conceptually using ASL syntax via YouTube where signs and gestures take the place of some or many words.

You have learned that articles, prepositions, “To be” verbs, tenses, and endings, etc. are not signed in ASL and in ASL adjectives may follow nouns; BEAR BROWN as demonstrated in the examples below:

As a reminder, question words may be placed at the end of a sentence as in this example, YOU SEE WHAT? Or MOVIE YOU SEE WHERE?

The first sentence of the Brown Bear story is written below along with other examples of how you might see it signed depending upon with whom you are signing, and which method is being used:

Brown bear, brown bear, what do you see? I see a red bird looking at me.

Brown bear, brown bear, what ~~do~~ you see? I see a red bird looking ~~at~~ me.

BEAR BROWN, BEAR BROWN YOU SEE WHAT? BIRD RED SEE ME

Other examples using ASL in this story:

“I SEE” may be signed by just using a “V” or “K” handshape (resembling eyes) pointed outward.

“Looking at me” could be signed with just a “V” (resembling eyes) twisting inward.

Signing with the Deaf:

The more you sign with the Deaf you will see how you can express yourself more conceptually which will enhance your expressive and receptive sign skills as well as your enjoyment of signing. Therefore, you are STRONGLY encouraged to take advantage of opportunities to interact with the Deaf!

SECTION 4: ASL SIGNING CONCEPTS

IMPORTANT FEATURES & EXAMPLE SENTENCES for NATURALLY EXPRESSIVE SIGNING:

1. NONMANUAL MARKERS
2. ASL GLOSS
3. MANY ENGLISH WORDS NOT USED
4. ASL SYNTAX
5. STATEMENTS, COMMANDS & QUESTIONS
6. TYPES of QUESTIONS
7. P-L-U-R-A-L-I-Z-A-T-I-O-N & FREQUENCY
8. NOUN/VERB PAIRS
9. INTENSITY AND D-E-G-R-E-E: OF ACTION, COLOR, FEELING & DESCRIPTIVE SIGNS
10. INDEXING & SWEEPING:
11. INCORPORATING NUMBERS
12. POSSESSIVE P-R-O-N-O-U-N-S
13. N-E-G-A-T-I-O-N
14. COUNTING LISTS on FINGERS
15. SIGN & SIGN SPACE VARIATIONS
16. SHORT WORDS SPELLED
17. SYNONYMS
18. CONSIDER MEANING
19. LOCATION of SIGNS in STORIES
20. SIGNING DIRECTIONALITY & EYE GAZES
21. SIGNER BECOMES PART of STORY/BECOMES EACH CHARACTER
22. T-E-N-S-E & T-E-N-S-E TIMELINE
23. CONTINUITY, CONTINUOUS ACTION, DURATION
24. REGULARITY
25. SIGNS PLACED AT APPROPRIATE LOCATIONS ON/NEAR BODY
26. ASL IDIOMS
27. LEXICALIZED SPELLING
28. CLASSIFIERS
29. MOUTH MORPHEMES



ASL CONCEPTS

A BRIEF SUMMARY of IMPORTANT FEATURES for NATURALLY EXPRESSIVE SIGNING:

1. **NONMANUAL MARKERS (N-M-M's):** "Nonmanual markers consist of the various facial expressions, head tilting, shoulder raising, mouthing, and similar signals that we add to our hand signs to create meaning." Printed with permission by Dr. Bill Vicars at <http://www.lifeprint.com/asl101/pageslayout/nonmanualmarkers.htm>

- **90% of ASL is NMM's** – NMM's can be **more important** than what you are signing.
- NMM's can be thought of as vocal inflection and other **natural gestures** hearing people use when communicating.
- Using NATURAL expression when signing is crucial for clarity so try not to overthink it!

A. Examples of Naturally Expressive Facial Expressions (NMM's) You Already Use:

Mouth: Smiling, frowning, jaw dropping, lip biting, mouth opening, mouthing words
Sign "NOW" showing: Happiness, frustration, shock, anxiety, fear & disbelief

Eyes: Rolling, wide open, squinting, glancing, staring
Sign "NOW" showing: Disbelief, shock & curiosity

Eyebrows: Furrowed (Down) for W/H Questions = WHO, WHAT, WHERE, WHY, HOW, etc.

Sign: YOUR FATHER NAME WHAT? [eyebrows furrowed]
Showing: Contemplation, confusion & curiosity

Eyebrows Up: Yes/No Questions & When Asking HOW YOU? (unless long answer req'd.)

Sign: FRIDAY SIGN SOCIAL YOU GO? [eyebrows up]
Showing: Quizzical expression, anticipation

B. Examples of Naturally Expressive Body Language (NMM's) You Already Use:

Head: Tilted, nodding, shaking - Showing confusion, agreement, disbelief

Body: Shifted forward slightly shows interest; Leaned backward – skepticism

Shoulder(s): Slumped – Defeated or Shrugged along with upturned hands – disbelief

Sign: DINNER EAT WHAT? [add various NMM's]

Arms/Feet: Arms folded in disagreement, foot tapping showing impatience

Sign: NOT NOW! [add various NMM's]

2. ASL G-L-O-S-S: Is used to create a written version of this visual language. ASL G-L-O-S-S uses capitalized letters for signed words, all C-A-P-S hyphenated for spelled words and ASL G-L-O-S-S may include notations regarding facial and body grammar (NMM's) that go with the signs as noted above in NMM's section. Always consider natural NMM's when signing – notated or not! (NOTE: Double underlining is my notation NOT ASL G-L-O-S-S!)

SIGN EXAMPLES:

- | | |
|---|---------------------------|
| a. Written words are capitalized. | SEE YOU SOON [nod, smile] |
| b. Facial grammar included: | HOW YOU? [Brows furrowed] |
| c. Proper names written in ALL C-A-P-S: | A-N-N-A or M-I-C-H-A-E-L |

3. MANY WORDS NOT USED -

ASL is a CONCEPTUAL LANGUAGE that does NOT FOLLOW ENGLISH:

ASL is a conceptual language that does not follow English, so it is not necessary to sign all words spoken in an English sentence. The meaning of ASL is found in the context.

ASL is derived from French so it more closely resembles French word order (syntax) than English, the sentence “Parlez-vous Francais?” translates to SPEAK YOU FRENCH?

Below is a list of grammatical terms generally not signed in ASL, ASL syntax variations along with sample English sentences and some ASL equivalent possibilities. Note there could be exceptions used by some ASL signers since there are a variety of correct ways to sign ASL:

A. State of being - “To Be” verbs” and forms (am, are, is, was, were, been, etc.) ASL NOT USE manually as signs. To be verbs are signed expressively by nodding or signed as TRUE, HAVE.

- | | |
|-------------------------|----------------------------------|
| a. “How are you?” | HOW YOU? [eyebrows raised] |
| b. “I am from Montana.” | I, FROM M-O-N-T-A-N-A [nod head] |

B. Auxiliary verb DO (aka modal, helping verb - used when asking a question) ASL NOT USE.

- | | |
|-------------------------------------|--|
| a. “Do you like pizza?” | PIZZA YOU LIKE? [raise eyebrows] |
| b. “I like to ride horses. Do you?” | RIDE HORSES I LIKE [nod] YOU? [brows up] |

NOTE: The action verb DO is signed as palm up G hands or palm out C hands:

- | | |
|---------------------------|---|
| a. “What are you doing?” | DOING WHAT? WHAT DOING? (up <u>G</u>) [brows down] |
| b. “Let’s do that again.” | WE DO THAT AGAIN (C hands) ([nod head] |
| c. “Don’t do that!” | NOT DO THAT! (C hands = ACTION) |

C. Auxiliary verb HAVE (aka modal, helping verb - used when asking a question) ASL NOT USE.

- | | |
|----------------------------------|------------------------------------|
| a. "Have you seen my book?" | MY BOOK YOU SEE? [eyebrows raised] |
| b. "Have you had enough to eat?" | ENOUGH EAT YOU? [eyebrows raised] |

NOTE: The verb HAVE is used when stating ownership.

- | | |
|------------------------|------------------------|
| a. "We have 4 horses." | HORSES WE HAVE 4 [nod] |
| Syntax may change | 4 HORSES WE HAVE [nod] |

D. Auxiliary verb WILL (aka modal, helping verbs - used when asking a question) ASL NOT USE.

- | | |
|------------------------------|---------------------------------------|
| a. "Will you teach me?" | TEACH ME? [eyebrows down = quizzical] |
| b. "When will you be ready?" | YOU READY WHEN? [brows down] |

NOTE: The ACTION verb WILL may be used as a statement.

- | | |
|------------------------------|--------------------------------|
| a. I will see you next week. | SEE YOU NEXT WEEK I WILL [nod] |
| Syntax may change | NEXT WEEK I WILL SEE YOU [nod] |

E. Verb endings and tenses ASL NOT USE additional signs. GO used for ~~goes~~, ~~going~~, ~~gone~~, went

- | | |
|---------------------------|--------------------------|
| a. "I will go tomorrow." | TOMORROW I GO [nod head] |
| b. "He is going with me." | GO WITH ME HE [nod head] |

F. Articles (a, an, the) ASL NOT USE.

- | | |
|-------------------------|-----------------------------|
| a. "Where is the bird?" | BIRD WHERE? [eyebrows down] |
| b. "I want an apple." | APPLE I WANT [nod head] |

G. Conjunctions such as "that" ASL NOT USE.

- | | |
|---|------------------------------|
| a. "We are sure that this is true." | WE SURE [nod head] THIS TRUE |
| Syntax may change: | THIS TRUE [nod head] WE SURE |
| | TRUE THIS WE SURE [nod head] |

H. Conjunctions such as "or" may not be signed in ASL. May be spelled or body shift used.

- | | |
|------------------------------------|-----------------------------------|
| a. "Do you want coffee or tea?" | COFFEE [body shift] TEA YOU WANT? |
| b. "Do you have a horse or a dog?" | HORSE [body shift] DOG YOU HAVE? |

I. Contractions (haven't, aren't, wouldn't, don't, etc.) ASL NOT USE to form negatives – The sign "NOT" is generally used along with shaking one's head. Or NOT may be conveyed by just shaking one's head. CAN'T is an exception and has its own sign!

- | | |
|---------------------|---------------------------|
| a. "Don't do that!" | NOT DO THAT! [shake head] |
|---------------------|---------------------------|

b. "Aren't you cold?" COLD YOU? [raise eyebrows]

NOTE: CAN'T is an exception and has its own sign.

a. "I can't go now." NOW I CAN'T GO [shake head]

b. "We can't meet tomorrow." TOMORROW WE CAN'T MEET [shake head]

J. "How" is not used referring to a number - when combined with "much" or "many."

a. "How many kids do you have?" KIDS MANY YOU?

b. "How much does the bread cost?" MUCH COST BREAD?

K. Plurals are not used by adding a separate sign. Nouns may be repeated. Add NMM's

a. "I have to wash all those dishes!" DISH, DISH, DISH, WASH, I! [NMM's]

c. "Did you see all her clothes?" CLOTHES, CLOTHES, HERS, SEE? [NMM's]

L. Prepositions such as to, of, in, on, out, etc. may not be used.

a. "Did you go to school today?" TODAY SCHOOL YOU GO? [raise eyebrows]

b. "I haven't seen you in a long time." LONG TIME NOT SEE YOU [NMM's]

M. Different grammatical forms of nouns such as adjectives and adverbs are also not used.

a. "hunger, hungry, hungrily, hungriest" All signed as HUNGER

b. "bore, bored, boring" All signed the same.

N. Pronouns are not represented by specific signs. Signers point an index finger (known as "indexing") to indicate some pronouns - he, she, you, it, they, etc.

a. "She needs help." HELP SHE NEED (point index for HER)

b. "The cat is hurt." CAT HURT IT (point index at CAT)

4. ASL S-Y-N-T-A-X (WORD ORDER):

ASL follows several different syntaxes depending upon the concept being conveyed and who is signing. Which word order chosen depends upon the signer, the audience's familiarity with the topic and intent such as to confirm, cause to consider, explain, remind, negate, etc.

The word order in ASL and English can be similar. Normal conversations tend to follow:

Subject-Verb-Object order: GIRL BUY PIZZA

Object-Subject-Verb order: BALL BOY THROW

Adjectives may follow noun: COFFEE BLACK SHE LIKE

Question words may be at the end of the sentence: ICE CREAM YOU WANT?

When discussing past and future events a timeframe is usually established before the rest of the sentence and ASL signers will often use one of the sentence formats below:

WEEK-PAST I WASH MY CAR

MY CAR? WEEK-PAST I WASH

There are a variety of "correct ways" to use ASL. A SIGNER MAY use more or fewer words and rearrange them depending upon the context of the sentence and what is being emphasized.

NEVER is often placed at the end of a sentence: YOU MOVE I SEE YOU NEVER!
I THOUGHT HE LEAVE NEVER!

Sentences such as "Are you married?" or "I am a teacher" may be signed in many ways:

YOU MARRIED?
I STUDENT I

MARRIED YOU?
STUDENT I

YOU MARRIED YOU?
I STUDENT I

5. STATEMENTS, COMMANDS & QUESTIONS: STATEMENTS (sign = TELL arcing outward)
COMMANDS (sign = STATEMENT but more forceful). Statements may become questions by changing NMM's.

Statement: YOU GOING. [nod head]

Translation: "I want you to go."

QUESTION: YOU GOING? [eyebrow lift, head tilt]

Translation: "Are you really going?"

COMMAND: YOU GOING! [lower eyebrows]

Translation: "You must go!"

When commands are given, strong emphasis is placed on VERB (sign = palm in V moves past chin)

COME, I NEED HELP!

HURRY TRAIN COMING!

(HURRY sign = palm forward horizontal H shaking up & down or alternate up and down)

6. TYPES (sign = KIND) of **QUESTIONS**:

a. R-H-E-T-O-R-I-C-A-L (does not require answer):

WHO KNOWS IF LIFE ON M-A-R-S? [eyebrows up, possible raised shoulder]

b. QUESTION requires answer:

YOU MOVE TEXAS, WHY? [brows squeezed together]

c. YES/NO QUESTION:

YOU COME WITH US TOMORROW? [raised eyebrows]

d. QUESTION that is PUZZLING (sign QUESTION moves back toward forehead):

YOU SAID YOU SAW CAT WHERE? [squinting eyes, tilt of head]

d. C-O-N-D-I-T-I-O-N-A-L QUESTION: IF YOU HAVE TIME [raise brows, pause]

YOU WELCOME GO WITH US [lower eyebrows, nod]

7. P-L-U-R-A-L-I-Z-A-T-I-O-N & FREQUENCY:

P-L-U-R-A-L-I-Z-I-N-G NOUNS (sign = N circles): Repeat sign to show multiple items:

BOOK, BOOK, BOOK

MOUSE, MOUSE, MOUSE (use both hands)

FLOWER, FLOWER, FLOWER

BOY, BOY, BOY

NOTE: Two-part signs require repetition of only last part of sign:

SISTERS, MEN

MOUNTAIN, PICTURE

WORKSHOP (facing W to up S)

NOUN NUMBERS (definite or indefinite) may or may not require repetition:

“3 men on team”

TEAM + MEN +3

TEAM: MEN + MEN + MEN)

“It snowed for several days”

SNOW + DAY + SEVERAL

SNOW + DAY + DAY + DAY

SEVERAL: sign = 1,2, palm (up)

P-L-U-R-A-L-I-Z-I-N-G PRONOUNS: Signed repeated, swept or short repeated motion:

MOTHERS, YOUR [sweep] CHILDREN ~~are~~ WAITING FOR YOU

P-L-U-R-A-L-I-Z-I-N-G ACTIONS: Action sign is repeated:

“She reads all the time

READ READ READ SHE TIME ALL [nod/puff cheeks]

“We met many people yesterday

MEET MEET MANY PEOPLE YESTERDAY [nod, puff]

FREQUENCY (signed AGAIN, AGAIN, AGAIN) Sign repeated; HOURLY, WEEKLY, MONTHLY, YEARLY. SIGN EXAMPLES – USE NMM’S:

a. “My dog is sick. I need to check him hourly.”

DOG MY SICK I NEED CHECK HOUR HOUR

b. “Sign class meet weekly.”

WEEK WEEK WEEK SIGN CLASS MEET

c. “We go to the Deaf Sign Social monthly.”

MONTH MONTH DEAF SIGN SOCIAL WE GO

Syntax change example:

GO GO WE DEAF SIGN SOCIAL MONTH MONTH

d. “G.A.D has a Deaf Christmas Party yearly.”

YEAR YEAR GAD DEAF CHRISTMAS PARTY

Syntax change example:

G-A-D DEAF CHRISTMAS PARTY ANNUAL

8. NOUN/VERB PAIRS: (NOUN sign = N circles; VERB sign = palm in V moves across chin; PAIR sign = palm up 2 moves side to side slightly). Related nouns and verbs can have same sign. Noun is made with short, abrupt or repeated movement. Verb is usually made with longer, smoother motion.

NOUN/VERB PAIR EXAMPLES:	THINK to self:
a. SIT/CHAIR	SIT [pause] on the CHAIR, CHAIR
b. FLY/AIRPLANE	FLY [pause] on the PLANE, PLANE
c. SHOP/STORE	SHOP [pause] at the STORE, STORE
d. CALL/PHONE	CALL [pause] PHONE, PHONE
e. DRIVE/CAR	DRIVE [smooth]* CAR, CAR

*DRIVE may also be signed as CAR moving wrists forward

NOUN/VERB Pairs: May also use same signs for noun and verb.

PAINT / to PAINT	GUITAR/PLAY GUITAR
DOOR/OPEN	DOOR/CLOSE

9. INTENSITY AND D-E-G-R-E-E: OF ACTION, COLOR, FEELING & DESCRIPTIVE SIGNS:

INTENSITY (sign as INTENSIFY = INCREASE + STRONG)

INTENSITY & DEGREE of ACTION: Pace and NMM's change.

WALK (signed palms down mimicking footsteps or CL 2 hand (person walking)).

WALKING: Fast, slow, clumsily (3 hand = AWKWARD, CLUMSY)

SNOWING: Lightly, constant snow, blizzard

RAINING: Drizzling vs. pouring

WORKING: At easy pace vs. hard work

SEARCHING vs. SEARCHING desperately

STUDYING vs. cramming

JUMP over a high wall vs. JUMP up and down

INTENSITY & D-E-G-R-E-E of COLOR: Bright red or strong yellow, deep blue, etc. — Add intensity by using more wrist motion or sign space and facial expression — BRIGHT COLORS: Eyes wide open; DARK: squint.

INTENSITY & D-E-G-R-E-E of FEELING: Signs exaggerated, animated and/or repetitive to show degree of expression:

THANK/ful: THANK moves forward using one or both hands to reveal depth of gratitude

LOVE/well-LOVED: LOVE signed adding NMM's to convey deep emotion.

Use NMM's to express various degrees of: FEAR, HATE, EXCITEMENT, LONELINESS, PAIN, etc.

DESCRIPTIVE SIGNS: USE the same BASE SIGNS but vary in intensity of motion, sign space:

BEAUTIFUL, PRETTY, LOVELY

LONG vs. very LONG, OLD VS. very OLD

LITTLE OBJECTS of various sizes

SHORT, TALL, HOT, COLD, THICK, THIN, GOOD, BAD, YOUNG

10. INDEXING & SWEEPING: In ASL specific signs are not used to represent pronouns. An index finger is used to indicate pronouns present or absent.

Index /Point to person (or thing) present - Me, you, he, she, it, him, her

One may also index to indicate those absent by pointing to a location established for that person and or where a person(s) once stood or sat, etc.

Note: Once a place has been established for any absent pronouns be consistent pointing in the same place.

English: "She told me that he would be here soon."

ASL: SHE [point right] TELL ME ~~that~~ HE [point left] HERE SOON

Sweep (to indicate 2 or more people) generally with index used in relevant direction

We, us – Sweep palm down index from shoulder to shoulder (including yourself)

They, them, those – Sweep indexing outward including others

2 People: A palm up "K" or "V" handshape may move side to side toward specific people.

Sweeping may also incorporate other numbers of people being referred to by adding # handshape and moving back and forth between those indicated. See INCORPORATING #s below.

11. I-N-C-O-R-P-O-R-A-T-I-N-G NUMBERS: Personal pronouns & certain time signs often COMBINE (palm in claws intertwine) numbers with the BASE SIGN to become one sign. COMBINING NUMBERS with PERSONAL (P circles and touches heart) P-R-O-N-O-U-N-S:

All 3 of us: Palm up 3 moves sideways to include all 3 pp, including signer.

3 of them: Palm up 3 arcs outward to include 3 other people.

These 4: Palm up 4 moves side to side to include 4 people nearby.

Those 4: Palm up 4 moves side to side to include 4 other people.

PAIR: Palm up 2 moves side to side.

PAIR: Designating specific people into pairs; palm up 2 may close, repeat.

I-N-C-O-R-P-O-R-A-T-I-N-G NUMBERS w/TIMES: Certain numbers are COMBINED with BASE SIGNS. EXAMPLES: 2 HOURS, 3 DAYS, 4 WEEKS, 7 MONTHS, EVERY YEAR, 1 YEAR AGO, in 2 YEARS.

12. POSSESSIVE P-R-O-N-O-U-N-S: Signed similarly to indexing by using outward palm to gesture toward one person or thing. For more than one person/item a palm sweep is used: POSSESSIVE (sign same as HAVE) P-R-O-NO-U-N-S:

MY DOG, BOOK MINE, YOUR CAR, THAT HORSE YOURS? HIS FOOD,
THAT ONE HERS, CAT HURT ITS FOOT

THEIR, THEIRS = A palm gestures in a sweeping motion to include more than one.
THAT THEIR HORSE? HOME THEIRS?

13. N-E-G-A-T-I-O-N: One common way to negate in ASL is by signing base sign then reversing it by signer shaking head. The signs DON'T or NOT are **not** used when negating. Practice by signing base word then negating and adding NMM's.

SIGN Base word:	Negated Sentence:	Base SIGN & Add NMM's:
a. UNDERSTAND [nod]	"I don't understand."	UNDERSTAND [shake head, NMM's]
b. SEE [nod]	"I didn't see."	SEE [shake head, add facial NMM's]
c. SURE [nod]	"I'm not sure."	SURE [shake head, add facial NMM's]
d. THINK [nod]	"I don't think so."	THINK [shake head, add facial NMM's]
e. FEEL GOOD [nod]	"I don't feel good."	FEEL GOOD [shake head add NMM's]
f. GO [nod]	"I'm not going."	GO [shake head add facial NMM's]
g. SICK [nod]	"I'm not sick."	SICK [shake head add facial NMM's]

Reversing hand orientation of base sign while shaking head is another common way to negate in ASL. The signs DON'T or NOT are not used when negating.

SIGN Base word:	Negated Sentence	Reversing SIGN & Add NMM's:
a. I KNOW [nod]	"I don't know"	KNOW [turn KNOW outward, shrug]
b. I LIKE (8) [nod]	"I don't like Mondays."	MONDAY LIKE [twist LIKE outward]
c. I WANT [nod]	"I don't want..."	WANT [twist WANT downward]

14. COUNTING LISTS on FINGERS: Used to indicate such things as items on a shopping list, places visited or tasks on a "TO-DO" list, etc. Birth order, number of siblings or children are commonly signed this way. Names and ages are added while pointing to same finger, etc.

SIGN EXAMPLES & ADD INFORMATION: FAMILY MEMBERS, CLASS SCHEDULE, SHOPPING LIST.

15. SIGN & SPACE VARIATIONS: Sign space which is generally between shoulders and head and chest or waist may vary depending upon the size of the audience. Signing conversationally with

an individual right in front of you looks different than interpreting for a crowd of people unless signing in a more-animated way for emphasis. Sign placement may vary as well.

SIGN & SIGN SPACE VARIATION (Sign = indexes draw up and down) **EXAMPLES:**

1. CLASS may be signed smaller when indicating a CLASS of 3 STUDENTS [lips puckered] versus a larger CLASS of 50 STUDENTS [cheeks puffed out]
2. UNDERSTAND may be signed in proportion to the depth of understanding one wants to convey [repeat sign, nod head] or [make sign large, mouthing OH!]
3. YES and NO may be signed differently based on one's level of agreement.
4. Entire conversations with one or two people may be signed in a smaller space than a story would be signed UNLESS one signs in an animated way.
5. KNOW may be signed at cheek instead of temple [nod head]

16. SHORT WORDS SPELLED: Sometimes glossed as fs. Examples:

B-A-R

I-C-E

M-A-P

T-A-X

S-I-N-K

17. SYNONYMS: (signed MEAN + SAME) Are widely used in ASL. For instance, the sign MOTHER can also be used for words such as "mama," "mom," and "ma." This also holds true for the sign SCARE which may also be used to represent the words "afraid," "fear" or "frightened."

Oftentimes when learning ASL people tend to focus on the one word they are researching, but since ASL does not represent English, it is important to consider other words/concepts especially if variations of words are being used in the same sentence.

When you do a search of any ASL dictionary, app or website you will find many examples of how one sign represents many words. One example is for the sign, ANNIVERSARY which is also used for the words celebration, festival, fiesta, holiday and jubilee and possibly others.

Another example is when attempting to sign "grateful." One might consider substituting the word "appreciative." In English this may seem like a reasonable choice, however, when thinking conceptually a more ASL approach would be to sign THANK repeatedly using more expression (NMM's), with more "exaggeration" or even using both hands rather than signing a basic THANK YOU. Try signing these variations with different meaning.

It is quite helpful to consult a dictionary to make sure you truly understand the definition of a word when considering appropriate synonyms to determine the best word to convey meaning.

18. CONSIDER the MEANING: When researching sign/concepts, it is crucial to consider meaning NOT just individual words ~~that~~ "SEEM" CORRECT. **EXAMPLES:**

ICE CREAM* (vs. ice + cream)

WITHER vs. (with + er)

FALL DOWN, FALL (AUTUMN)

WITHDRAW* (vs. with + draw)

PASS POPCORN vs. PASSING CAR

CHAT vs. CHATTERING TEETH

19. LOCATION of SIGNS in STORIES: Signs placed in specific locations allow stories to be told effectively – It is important to remember where you placed objects, people, animals, etc. keep story clear and alive in your mind to convey to audience.

SIGN EXAMPLES:

Place a TREE on your left. CHILDREN WALK toward it from right and CLIMB tree. BIRDS perched on branches FLY away. CAT sitting below tree WATCHES BIRDS. SUN SHINING down.

TREE at left. BUTTERFLY lands on branch. DOG LOOKS up at butterfly. RAIN starts pouring down. DOG runs away.

20. DIRECTIONALITY & VISUAL DIRECTIONALITY: Incorporating the concept of DIRECTIONALITY conveys more information than just signing the base sign. EXAMPLES:

HELP: HELP ME, HELP YOU, HELP HIM, HELP THEM

COPY/PHOTOCOPY: A COPY, COPY ME, COPY YOU, SHE COPIES HIM

MORE EXAMPLES: BORROW (K), FAULT, ADVISE, GIVE (X), PASS (flat O)

VISUAL DIRECTIONALITY: Occurs when glancing toward someone or something while signing or in lieu of signing. Pointing and/or gesturing toward objects and/or looking in that direction play an important role in signing especially when indicating people, objects or events occurring at a distance.

LOOK: UP, DOWN, BACK (REFLECT, MEMORY), AT EACH OTHER, OVER THERE, LOOK it OVER

Use of visual directionality also holds true for signs that occur against the body such as POLICE officer, SOLDIER, MOTHER, etc. especially when both hands are used for creating the sign. The sign is made first then signer points to location. It is important to remember where objects are placed for clarity. SIGN EXAMPLES:

J-A-N-E SAT in her CAR (look & point left), POLICE STOOD by. TRAFFIC (vertical 5 hands facing move back and forth) began to speed past them as OTHER DRIVERS STARED.

J-I-M SITS in COURT (look and point right), his LAWYER STANDS in front of JUDGE. COURTROOM FULL of PEOPLE (add sign for AUDIENCE - palm down 5 hands) all LOOK toward JUDGE. JURY SITS left side of room (use CLASSIFIERS bent V designate people sitting in rows). See #28 Classifiers below.

21. SIGNER BECOMES PART of STORY/BECOMES EACH CHARACTER: When telling stories, the signer becomes part of the story turning to face characters to whom he/she is speaking

such as looking right or left to address the other person or calling outward. When adults are speaking to children or vice versa the signers will look down or up appropriately.

DOCTOR LOOKS (down at) CHILD and ASKS (sign TELL), "WHAT'S WRONG?" CHILD (looks up and replies), "HURT ARM BIKE (ride) FALL.

LITTLE BOY LOOKS (down at) FARMER SAYS, (sign TELL) "WHAT YOU DOING?" FARMER (looks up and says) "I PLANT CORN." BOY replies "I HELP?" FARMER SAYS, "SURE, WHY NOT?"

22. T-E-N-S-E & T-E-N-S-E TIMELINE: ASL Signs do not change to show tense as they do in English or in English-based signed systems such as Signing Exact English (S.E.E.) ASL tenses are signed along an invisible timeline. Signs are signed at or directly in front of the body to show present tense; forward and/or away from the body to show future tense; backward or signs move back from signer to show past tense.

Practice PAST, PRESENT, and FUTURE tense signs:

PAST T-E-N-S-E signs:

- PAST, A WHILE AGO: Backward palm motion or exaggerated motion over shoulder
- YESTERDAY: Palm out A hand at side of face moves backward
- LONG TIME AGO, ONCE UPON a TIME: Side of palm circles back over shoulder

PRESENT T-E-N-S-E signs:

- NOW, TODAY: Y hands, palms-up signed directly in front of the body
- DAILY, EVERYDAY: A hand facing cheek moves forward slightly and is repeated

FUTURE T-E-N-S-E signs:

- FUTURE, SOMEDAY: Flat hand at side of face moves forward (degree of sign may vary)
- TOMORROW: A hand facing side of face arcs forward slightly

Practice Past, Present, and Future tense sentences:

PAST TENSE: YESTERDAY I GO DENTIST. HE F-I-L-L 3 TEETH. I GO. NOT HURT.

Past tense may be indicated by signing a verb with the sign FINISH added in various positions if context does not specify timeframe (YESTERDAY), etc.

I READ FINISH BOOK HISTORY ASL [nod]
I FINISH WASH MY CAR [nod]
I GO STORE GET FOOD FINISH [nod]

Present Tense: The sign NOW may be added to establish time. TONIGHT = NOW + NIGHT

Do it now.	DO NOW
Now is the time.	NOW TIME
This morning.	NOW MORNING
The present world crisis.	NOW WORLD CRISIS

CRISIS (signed g hands palms facing, cross and separate to palm out 5)

Distant past signs/concepts are made with a larger, slower backward (5 hand) motion as in ONCE UPON A TIME. Distant future concepts such as TIME TRAVEL would be signed in the opposite direction.

Future Tense: Is usually established in context using specific signs that match the spoken word.

Tomorrow I leave for Hawaii	TOMORROW HAWAII I LEAVE/GO
The mail carrier will be here later.	MAIL (stamp) + AGENT marker WILL HERE LATER
Travel will change in the future.	FUTURE TRAVEL WILL DIFFERENT
I'll see you after a while.	SEE YOU LATER

MORE T-E-N-S-E EXAMPLES:

<u>PAST T-E-N-S-E:</u>	<u>PRESENT T-E-N-S-E:</u>	<u>FUTURE T-E-N-S-E:</u>
YESTERDAY (A)	TODAY = NOW NOW	TOMORROW
RECENTLY (X)	NOW	LATER
last WEEK	this WEEK	next WEEK
LAST NIGHT	tonight = NOW NIGHT	tonight = NOW NIGHT
once upon a time		time TRAVEL
a while ago*	SOON	SOME DAY

*A WHILE AGO may be signed the opposite direction of HOUR

23. CONTINUITY, CONTINUOUS ACTION, DURATION: To add the dimension of continuity, the basic sign is made with a circular movement in a slow manner. Emphasis is placed on the downward portion of the circle. However, signers may also repeat main sign.

EAT all the time!	EAT – Circle sign inward/EAT EAT EAT
SICK all the time!	SICK – Both 8 hands circle/SICK SICK SICK
SAME speech again!	SPEECH SAME circles/SPEECH SPEECH
SPEECH is BORING	SPEECH BORING CONTINUE
STAND long time!	STAND – Both hands circle
TALK on and on!	TALK, CONTINUE (A hands circle)
	TALK – 9 hands palm forward move side to side slightly

24. REGULARITY: Use short, repetitive motion for actions that start and stop sporadically vs. action that happens continuously.

COUGH (side S): HE COUGH, COUGH, COUGH LAST NIGHT

STAND long time!
TALK on and on!

STAND – Both hands circle
TALK CONTINUE (A hands circle)
TALK – 9 hands palm forward move side to side slightly

24. REGULARITY: Use short, repetitive motion for actions that start and stop sporadically vs. action that happens continuously.

COUGH (side S): HE COUGH, COUGH, COUGH LAST NIGHT!
SICK: SHE SICK, SICK, SICK MISS WORK A LOT!
ATTEND (GO, GO): WE ATTEND MEETINGS (ASSEMBLE = 4 hands) MONTHLY

MORE SIGN EXAMPLES: GIVE, WORK, THINK, LAUGH, COMPLAIN, DRINK, PREACH

25. SIGNS PLACED AT APPROPRIATE LOCATIONS ON/NEAR BODY: Placing signs in specific locations offers additional information to the base sign for clarity.

HEADACHE	STOMACHACHE
SURGERY (signed in palm)	SURGERY signed at shoulder, etc.
POP UP	Person POPS up in front of you, IDEA POPS up at forehead
DISAPPEAR	SLIPS ONE'S MIND

26. ASL IDIOMS: Idioms are phrases that have figurative rather than literal meanings. They may compare two dissimilar things to mean something else entirely such as the common English idioms, "It's raining cats and dogs." Idioms commonly appear in most languages as peculiar sayings that are widely recognized but may not be commonly understood by everyone.

Idioms are also used in ASL and may have some of the following features:

- They may or may not be deviations of idioms or words found in English.
- They are expressed with signs and facial expressions.
- They can contain single or compound signs as well as entire phrases

Some Commonly Used ASL Idioms and Their Meanings:

1. Train-Gone/Train-Go-Sorry - You missed the boat.
2. Cigarette-Gone - You missed the boat.
3. Close-by-a-Hair - That was a close one.
4. Finish-Touch - Been there. Done that.
5. Mind-Frozen - Hard to think.
6. Think-Disappear - It slipped my mind.
7. Angry-Me - I'm furious.
8. I am with I – HERMIT, I am keeping myself company.
9. I-I-I - A huge ego. Make the 'I' sign three times.
10. Laugh-Me-Finish - Stop making fun of me.
11. Vomit - I find it repulsive.
12. Funny-None - It's not the least bit funny.

27. L-E-X-I-C-A-L-I-Z-E-D SPELLING/ FINGERSPELLED LOAN SIGNS: Lexicalization is way of spelling that is different from normal spelling because the words spelled evolve into looking more like signs than spelled words.

When people communicate with others who use different languages, they often borrow words from the other languages as a matter of convenience.

ASL has borrowed English words using FINGERSPELLED LOAN signs - usually short words.

Vowels are often the letters omitted from fingerspelled loan signs.

LEXICALIZED FINGERSPELLING / FINGERSPELLED LOAN SIGNS are commonly written with a (#) symbol to transcribe a FINGERSPELLED LOAN SIGN from English to ASL in its written form using capital letters but not hyphenated.

DOG may be glossed as #DG. In this example the D changes to a G as it turns palm in representing snapping fingers.

The fingerspelled loan signs often add features to the spelled word i.e. movement, location palm orientation and/or facial expression causing the words to take on a special meaning.

#WHAT is spelled using a palm out W changing into a palm up T. (You drop the H and the A.)

#DO can be signed by making the letter D on both hands then dropping the index to the thumbs to form O hands. Signing #DO with palms up morphed into G hands. Adding the sign for WHAT as palm up claw hands moving side to side in addition to signing #DO naturally evolved into WHAT ~~are~~ YOU DOING?

The word NO lexicalized from spelling N-O to the sign NO.

Remember that variations are possible. For instance, older signers who learned ASL before the introduction of various signed concepts may continue to fingerspell.

The # symbol before the sign #BUSY means you would use the lexicalized version of "busy" that mutated to look like a sign rather than just fingerspelling B-U-S-Y or signing BUSY.

Some commonly used LEXICALIZED / FINGERSPELLED LOAN SIGNS:

car	#CR (R ends palm up)
job	#JB (B ends palm in)
gas	#GS (S ends palm out)
toy	#TY (Y palm ends palm in)
dog	#DG (G ends palm in)

Some commonly used LEXICALIZED / FINGERSPELLED LOAN SIGNS:

car	#CR (R ends palm up)
job	#JB (B ends palm in)
gas	#GS (S ends palm out)
toy	#TY (Y palm ends palm in)
dog	#DG (G ends palm in)
all	#AL (sweep outward)
easy	#ESY (S,Y end palm down)
busy	#BSY (S,Y end palm down)
back	#BCK (moves backward)
ask	#AK
no	#NO
off	#OF
knock out	#KO
(e)x	#X (formerly lived, formerly connected to)

#DO (with circular movement chores, activities, hobbies or busy)

#DO (with WH question facial expression & repeated What to do?)

#WOW variations

#HA variations

#NG no good (couldn't do, can't accomplish)

Commonly used two letter English words: #IF #GO #OR #OH #OF #SO

so #SO (O moves sideways)

so #SO (O ends palm up) meaning = so what?

Examples of when lexicalization may be used:

1. Emphasize a point.
2. Make a comparison (spell on different hands)
3. Incorporate directionality (establish verb agreement) – ex. GIVE #BACK- (to a specific person).
4. Save effort. It is faster to spell #CAR than sign CAR, Easier to spell #D-A-Y than sign DAY.
5. Allow for one handed signing while driving, eating, or similar activities.

Lexicalization is sometimes used when certain signs have a specific meaning and can't be used to mean other things. Such as when using the sign BED (flat hand at side of head).

ASL generally only uses the sign for BED to refer to where you sleep. Flower bed and truck bed would be signed FLOWER B-E-D and TRUCK B-E-D.

There is a difference between #BUSY, B-U-S-Y and BUSY. The capital D Deaf tend to sign:

#BUSY: A very busy person.

B-U-S-Y: Busy dial tone, Copier is B-U-S-Y vs a BUSY place.

Note: There is a difference between lexicalized fingerspelling and words that are commonly fingerspelled.

Also see: **SHORT WORDS SPELLED** number 16.

28. CLASSIFIERS – A Brief Overview: Classifiers signed C-L are signs that use handshapes associated with specific CATEGORIES or CLASSES to represent size, shape, or usage such as movement and are incorporated to convey meaning, add clarity, and/or other details.

All classifiers are signs but not all signs are classifiers.

The Difference Between a Classifier and a Handshape

There are 5 basic features of signs:

1. Handshape: The shape a hand is formed into to produce a sign. All signs have a handshape.
2. Movement: Refers to directionality used when making the sign. Ex. IF YOU GIVE... vs. GIVE ME
3. Location: Refers to the placement of the sign in relation to the signer. Ex. NIECE vs. NEPHEW
4. Orientation: Refers to the position of the hand. Ex. YOUR vs. MY
5. Nonmanual markers (NMMs): Ways to convey information that do not involve the hands.

These features include facial expressions (smiles, frowns, or raised eyebrows, etc.) and body language (head tilts, shoulder shrugs, leaning forward, etc.).

Classifiers are sets of handshapes that represent classes or specific categories of things that share similar characteristics.

There are more than 30 commonly recognized handshapes that have become associated with specific categories or "classes" of things.

Classifiers provide efficient ways of conveying information by helping to clarify messages or emphasize specific details.

Classifiers are used to represent:

Objects
Shapes

People
Amounts

Animals
Usage

Sizes
Meaning

Using Classifiers: Classifiers usually do not stand alone. Classifiers generally represent objects that have already been identified.

Classifiers are generally understood based on context the same way one understands the letter V and the number 2 are different.

Movement and placement of classifiers can be used to express information about a referent (something that is being referred to).

An effective classifier clarifies or mimics the natural movement or general shape of the object or referent (what is being referred to).

Examples of Person or Pronoun Classifiers: Once you identify a person or pronoun you can represent that person using a vertical index finger known as CL:1.

CL:1 can show one person walking toward another.

One person can be signed using your left CL:1 and one using your right CL:1.

After introducing your person(s), you can show that person walking fast or slow, walking upstairs, or turning and walking away.

Modifying how you do a sign is called "inflecting."

Inflecting a sign is a creative way to Paint Pictures by adding expression and clarity to your signing.

Some additional examples of using indexes as classifiers would be if one person moved passed another or if one person strolled in zig zag pattern, etc. But you MUST identify the people before using classifiers to represent them. Consider the sentences below before signing them.

- a. My SISTER ran TOWARD ME.
- b. The BOY and GIRL PASSED each other GOING in OPPOSITE directions.
- c. A MAN and WOMAN were WALKING TOWARD each other when the MAN TURNED around and WENT the OTHER way.

The sign SIT can be represented by using bent Vs (as knees bent) to show people sitting various ways; In ROWS facing forward, In a CIRCLE, and/or ACROSS from each other, etc.

- a. The CLASSROOM was set up in ROWS of TWOs.
- b. The GROUP of SIGN STUDENTS SAT in CIRCLE.
- c. The DEAF MAN SAT ACROSS from his INTERPRETER.

A few examples of using classifiers as objects:

BUTTON: The sign for BUTTON is signed using an "F" because the circle part of the F represents the shape of the BUTTON.

A classifier or CL representing a BUTTON is also signed with an "Open F"

A BUTTON can be shown with an "Open F" by placing it in the location of the object such as a COAT or SHIRT or PANTS.

MANY BUTTONS can be shown using an "Open F" by repeating the sign in multiple locations on the object such as a row of BUTTONS on a COAT, SHIRT or PANTS.

The BUTTON sign(s) can take on new meaning if one signs BUTTON(S) but then moves the "Open F" forward to show the BUTTON POPPING OFF.

The BUTTON sign becomes a CLASSIFIER when it offers more info. FALLING OFF & ROLLING AWAY.

Sign: NEW SHIRT I BUY [nod] SHIRT HAVE 4 SHINY BUTTONS in ROW DOWN FRONT [nod, repeat sign] CL: Open F: "button pops off"

BASEBALL: CL:3-curved/bent to represent the BASEBALL, whereas similar objects of a variety of sizes require different CL for obvious reasons. FOOTBALL: CL:Claw

DINOSAUR or GOOSE or SNAKE:

CL:O-flat MAY represent the head of a GOOSE look around, moving in large strides like a DINOSAUR or waddling like the goose.

CL:O-flat may represent a COBRA "dancing."

GOPHER: CL:X-bent can show a gopher standing on its back legs looking around.

HORSE: Both CL:X-bent can show a horse galloping.

Classifiers may work with other classifiers to provide specific details about a situation, event, person, or thing.

COUCH: CL:C Can describe a lumpy a couch. You can use the sign for COUCH: Sign SIT then using moving both palm-down C-hands outward. To show the COUCH is lumpy you can then move your "C" hands in an up and down wavy manner.

The couch can also be described as very long or L-shaped depending upon the way you can move your "C" hands to represent those features.

VEHICLES: Classifiers help paint pictures of what an object looks like or of what happens to the object. Use a horizontal 3-hand to show: CAR CRASH INTO ANOTHER CAR or CAR HIT a TREE, etc. The 3- hands can also represent WINDY ROADS, CARS SPEEDING, or PARKED in a ROW, etc.

AIRPLANES: The sign for AIRPLANE is referred to as the I LOVE YOU handshape. Use the CL:ILY to represent the PLANE FLYING FROM the EAST, PLANE LANDING, and/or DOING STUNTS, etc.

Classifier Reminders:

All classifiers are signs but not all signs are classifiers.

CL are used to PAINT PICTURES with less words.

To be a classifier the handshape must classify something (size, shape, event).

Classifiers vs. Signs:

A "handshape" and a "classifier handshape" may look the same but, they are two different things.

A handshape does not become a CL unless it offers more information than the sign alone.

The I LOVE YOU handshape is the sign, I LOVE YOU when directed at someone.

The same ILY handshape is used to form the sign AIRPLANE.

When you show movement using the ILY handshape that is when the handshape becomes a CL.
CL-ILY: "airplane flies upside down."

MORE EXAMPLES of USING CLASSIFIERS – To Practice Signing:

- a. 2 represented by a vertical "V" handshape: Two people walking together
- b. Pairs represented by a "V" handshape: Two groups of people walking past each other.
- c. 4 hands (vertical) touching represent many people in a line.
- d. 4 hands (vertical) touching, move away from each other indicate MANY people in line.
- e. Vehicle(s) represented by horizontal "3" - Depict: STEEP ROAD, HILLS, SPEEDING, etc.

- f. Picking a thread up utilizes a “9” handshape vs. picking up a heavy object uses “claws.”
- g. Throwing a football uses a “claw” handshape.
- h. Reaching for a glass, can, bottle or book utilizes a “C” hand
- i. Picking up a large bowl may utilize both “Claw” hands
- j. Bent flat hand can show height of a person: SMALL CHILD, TALL MAN, or DRINK SIZE
- k. Bent flat hand can also show the length of someone’s hair, HAIR SHORT or LONG HAIR

This is a very brief list of classifiers. Research additional classifiers and experiment with them to learn more. Lifeprint.com is a good source. And here are some specific Lifeprint links to use:

<https://www.lifeprint.com/asl101/pages-signs/classifiers/classifiers-main.htm>:

<https://www.lifeprint.com/asl101/pages-signs/c/clc.htm>

<https://www.lifeprint.com/asl101/pages-signs/c/cl1.htm>

29. Mouth morphemes used when signing – A Brief Overview:

Mouth movement or mouthing is part of non-manual grammar also known as non-manual markers (NMMs) when signing. Mouth morphemes (MM) may, convey additional information to enhance the meaning of signs.

A morpheme is a part of a word that cannot be broken down any smaller.

The best way to understand mouth morphemes (MM) is to watch a variety of signers to see what and how they are conveying additional information with MMs when signing. The ASL Sign School app signers demonstrate the use of MMs and there is a section in the app dedicated to MMs.

As with NMMs, some signers will deem them necessary when signing certain concepts and use them, some signers will use them more effectively than others, or some signers may not use mouth morphemes at all considering them to have no impact or believe that they interfere with communication.

Some ASL signs have a mouth morpheme associated with that sign as part of the way the sign is created. An example of this, is the ASL concept NOT-YET, which uses the mouth morpheme (TH). However, though created the same way, the sign LATE has no mouth morpheme.

The TH mouth morpheme is not the same as how hearing people would associate the sound TH with a word like THINK. The TH MM is formed by thrusting one’s tongue forward and dropping one’s jaw slightly. The motion is closer to forming the word THICK.

Think of mouth morphemes as common ways any people might form their lips when discussing a specific topic. For instance, in the example OO below which conveys SMALL, one might naturally form one's lips in a small O when describing something small. This is done naturally and the same way one makes one's body small by shrinking down and/or rolling one's shoulders inward. However, not all MMs will seem as natural as OO.

A Common Mouth Morpheme is PAH! Meaning SUCCESS AT LAST OR FINALLY!

Sign: I GRADUATED FINALLY [PAH]

Mouth morpheme meanings for adjectives and adverbs such as size and distance:

OO: small, tiny, lightly, slowly, short distance, etc.

Sign: COFFEE SMALL PLEASE or TINY BABY THERE [form lips into a small O shape]

MM: medium, average, moderate, normally; with ease; medium distance

Sign: POPCORN MEDIUM [lips form line] or MY HOUSE LITTLE FAR FROM UNIVERSITY

CHA: very big, very large, huge, gigantic, very tall.

Sign: PIZZA LARGE HE WANT

AAH: This may also be used to mean LONG-WAIT or FAR AWAY

Sign: TODAY WE DRIVE FAR or YESTERDAY STORE MANY PEOPLE LONG WAIT

CS: very close; with effort or struggle; short distance:

Sign: RACE CLOSE [also uses idiom BY A HAIR]

TH: careless, foolishly, sloppy, distractedly; melting (i.e., snow, ice, candy), sticky (glue) nothing (in some contexts)

Sign: TODAY I WANT DO NOTHING (See Sign School app) or CHOCOLATE MELTED

Puffed Cheeks: fluffy, bubbly, and other meanings such as CAR CRASH or EMBARRASSED

Sign: BAD CAR CRASH TODAY YOU SEE [quizzical, Puffed cheeks]

Puckered lips: leisurely, deliberately. Seen in STROLL or AMBLE.

Sign: BEAUTIFUL DAY for STROLL I ENJOY

Examples of using Mouth Morphemes with CLASSIFIERS:

Below are some examples of MM that represent sizes of a book where MMs are integrated with a classifier.

Sign: BOOK SHORT [MM: OO CL: Index & thumb pinched together closely]

Sign: NUMBER of PAGES in BOOK AVERAGE [MM: lips flat CL: G hand]

Sign: BOOK THICK [MM: CHA CL: bent palm] MANY PAGES

See the above examples signed at <https://www.handspeak.com/learn/index.php?id=95>

Examples of many more mouth morphemes may be found on the Sign School App Topics area.

SECTION 5a: SIGN VOCAB, PRACTICE SENTENCES, SONGS & MORE



Expressive Signing Strategies Review

Receptive Signing Strategies Review

Lists #1-10: Sign 120 Vocab Spreadsheet (SS) – A Review

220D Vocab Worksheet

ASL Common Synonyms Worksheet

Lists #8-10: Review Vocab List

Signing Pronouns & Possessive Adjective in ASL: Review Indexing vs. Sweeping

Lists #11-14: Sign Vocab List

Lists #1 -10, Lists #1-12, & Lists #11-14 Practice Sentences

Money Signs Printed & Clothing Signs Described

List #15: Sign Vocab SS, Printed Signs, & Practice Sentences

Lists #16-18: Review Vocab List & Practice Sentences

300 Most Frequently Used Words

150 Basic ASL Signs

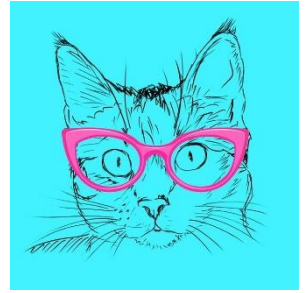


EXPRESSIVE SIGNING STRATEGIES REVIEW:

- **THINK in SIGN!**
- SIGN WHAT YOU READ, HEAR, & SAY DURING the DAY
 - are YOU SIGNING WHAT YOU are READING NOW?
- **SIGN ALONG WHEN LINDA is TEACHING/TAs INTERPRETING**
- **REACH OUT to PEERS, TAs, &/or LINDA**
 - it is BEST to PRACTICE WITH THOSE WHO SIGN
 - IN-PERSON, MARCO POLO VIDEOS, FACETIME, WEBEX
- **ATTEND SILENT SIPPERS & SIGNING SOCIALS**
 - TRY to REARRANGE YOUR SCHEDULE at LEAST ONE TIME!
- **SIGN CONVERSATIONALLY**
 - EVEN IF OTHERS DON'T (NOT) SIGN
 - STILL EXCELLENT PRACTICE FOR YOU!
 - SPELL WORDS YOU DON'T KNOW – YOU NEED the PRACTICE
- **WATCH VIDEOS of OTHER SIGNERS & SIGN ALONG!**
 - VOCAB VIDEO LIBRARY
 - WEBEX VIDEOS of PREVIOUS CLASSES
 - PREVIOUS STUDENTS' SIGNED STORIES & SONGS
 - SEE SECTION 1: RESOURCES - SIGN 120 & SIGN 220D READERS
- **TEACH OTHERS to SIGN**
- **SIGN in PUBLIC**
 - YOU MIGHT MEET OTHER SIGNERS!

RECEPTIVE SIGNING STRATEGIES REVIEW:

Some of the same strategies used for fingerspelling also work for receptive signing!



- REMEMBER the TOPIC
- USE CONTEXT CLUES FROM CONVERSATION
- STAY FOCUSED
- NOT GIVE UP
- THINK ABOUT WHAT YOU SAW
- NOT BECOME DEER in the HEADLIGHTS!
- ELIMINATE WHAT does NOT MAKE SENSE
- ASK the SIGNER to SIGN AGAIN
- SIGN WHAT YOU THOUGHT YOU SAW
- READ SIGNER'S NMMs
- NOT PRETEND YOU UNDERSTAND IF YOU DON'T
 - ESPECIALLY WHEN READING NAMES
 - YOUR NMMs will GIVE YOU AWAY!
 - ASK the SIGNER to SPELL AGAIN (& AGAIN)
 - SPELL ALONG WITH SIGNER
 - this will HELP ENGAGE YOUR BRAIN
- DON'T TAKE YOURSELF TOO SERIOUSLY!
- MANY CONVERSATIONS are NOT MEANT to be STRESSFUL!
 - BREATHE
 - RELAX

SIGN VOCAB SPREADSHEET LISTS #1-10

The attached list will be used for
highlighting and practicing signs covered each class

(We will review and highlight signs some weeks in class
then you are responsible for updating this list on your own!)

As a reminder, signs are printed from Modern Signs Press materials (English-based S.E.E.)

Many basic signs are the same in ASL and S.E.E. (Signing Exact English)

See each list for same signs used in ASL (*) and additional info. regarding ASL alternative signs.

*** = SAME BASIC SIGN ASL**

ASL G-L-O-S-S (briefly explained w/examples):

SIGNED WORDS written in ALL CAPS

Hyphenated words = F-I-N-G-E-R-S-P-E-L-L

NMM's = Non-Manual Markers: Expressions not involving hands [smile, shake head, nod]

<u>Publication, App or Website Resources & Author</u>	<u>Publication/Copyright Date</u>
A Basic Course, Humphries	P 1986
ASL Dictionary, Sternberg	P 1994
ASL Dictionary App, Software Studies	C 2014
www.asl-dictionary.com - Software Studies	C 2014
http://asluniversity.com/ - William Vicars, Ed.D.	C 1997-2015
Gallaudet Dictionary - Valli, Editor – Gallaudet University Press	P 2005
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youtube.com/billvicars - Dr. William Vicars	See site for more info.
https://www.youtube.com/c/ASLTHAT	Joined Oct 10, 2009

See Bibliography for complete information of printed publications

SIGN* 120* VOCAB* LIST*s 1-10 (*= SAME SIGN ASL)

CONSIDER MEANING, USE NATURAL NMM's such as [nod, shake head, eye gazes], etc.

G-L-O-S-S-E-D in ASL: SIGNED WORDS written in ALL CAPS, hyphenated words = F-I-N-G-E-R-S-P-E-L-L

	A	B	C	D	E
1	A-C-E	<u>A</u> UNT*	BOY* LITTLE	CHAT SOON?	<u>C</u> ULTURE*
2	ACTIVITY/DO	AWESOME	<u>B</u> O <u>Z</u> EMAN, MT	CHEESE* CAKE	<u>C</u> OUSIN*
3	<u>A</u> DDRESS* /LIVE	BABY*	BREAD* & BUTTER*	CHILD*/CHILDREN*	COVID
4	<u>A</u> DULT*	<u>B</u> ACK* / #BCK / BACK	BREAK* (REST)	CHOCOLATE*	COULD/CAN
5	AFTERNOON*	BACON <u>U</u> *	<u>B</u> REAKFAST*	CLASS* FUN <u>U</u> !	DAUGHTER*
6	AGAIN*	BAD* DAY	BREAKFAST	CLEAN* / NICE	DAY*
7	AIRPLANE*	BANANA*	BROTHER*	COFFEE*	DEAF* YOU?
8	ALL DONE/FINISHED	BATH*/SHOWER*	BROWN* BEAR*	COLD*	DEAR/ <u>D</u> EAR
9	<u>A</u> LL* / ALL	BATHROOM/TOILET*	<u>B</u> RUSH TEETH/TOOTHBRUSH	COLOR*	<u>D</u> ENTIST/DENTIST
10	ALLOW*/LET	B-E verbs fs or omit	BUT* I NOT HOME	COME* / COME	<u>D</u> INNER* / DINNER
11	ALWAYS*	BEAR*	<u>B</u> UTTER*	COMFORT*ABLE	DISCUSS*
12	ALPHABET /ABC	BEAUTY* (ful)	BYE /SEE YA LATER	<u>C</u> OMMUNICATE*	DIRECTIONS
13	AMERICA*	BED* TIME*	CAKE CHOCOLATE*	CONTACT SIGN	DO
14	AND*	BERRY*/ berry	<u>C</u> AN I GO W/YOU?	CONCEPTUAL	DO WHAT?
15	ANIMAL*	BETTER* / BEST	CANDY* PLEASE*	COOK* LUNCH*	<u>D</u> OCTOR* / DOCTOR
16	APPLE*	BIG DOG*/FISH*	CAN'T* GO*	COOKIE* & MILK*	BIRD* HOUSE*
17	A-S-L A-P-P	BIRD* up in TREE*	CAN'T SEE*	COOL/COOL/COOL	DRINK*
18	A-S-L DICTIONARY	BIRTHDAY CAKE	<u>C</u> AR / CAR / DRIVE	CORN* / CORN	DUCK*
19	ASK* QUESTIONS	BLACK* COFFEE*	CARD /DEAL	CORRECT*/RIGHT	EMAIL/EMAIL
20	ASSESS/MENT	BLUE* HORSE*	CAT* FOOD	CRACKER*	EARLY*
21	ASSIGN/ment WORK	BOOK*/READER	<u>C</u> EREAL*	CURIOUS	EAT / <u>F</u> OOD*

SIGN* 120* VOCAB* LIST*s 1-10 (*= SAME SIGN ASL)

CONSIDER MEANING, USE NATURAL NMM's such as [nod, shake head, eye gazes], etc.

G-L-O-S-S-E-D in ASL: SIGNED WORDS written in ALL CAPS, hyphenated words = F-I-N-G-E-R-S-P-E-L-L

	A	B	C	D	E
22	EGGS* & TOAST	F-L-Y + F / BUG	GRADUATE	HIGHLIGHT/ER	JAM* JELLY
23	ENGLAND*/ISH	FLY (EAGLE)	GRANDDAUGHTER/SON	<u>H</u> OME* WORK*	J-O-B/#J-B
24	ENOUGH*	FLY (PLANE)	GRANDMA/ GRANPA	HOUR	JOKE / TEASE
25	EVERY* TUESDAY	<u>F</u> OOD* / EAT	GRANDPARENTS	HORSE*	JOURNAL
26	EXAMPLE	FOR* YOU*	GREEN* FROG*	HOT* CHOCOLATE*	JUICE / JUICE
27	EXCUSE* ME*	FORGET*	<u>G</u> ROUP* / <u>T</u> TEAM*	HOUSE* WORK*	JUMP* /HOP
28	EXPLAIN	FRIDAY* /FRIDAY	HA HA!	HOW*	<u>J</u> UST/JUST/JUST
29	<u>E</u> XPRESSIVE (sign)	FRIEND*	HAD/HAS /HAVE*	HOW YOU?	KING*
30	EXPRESS <u>I</u> VE/ fluent	FROG*	HAMBURGER*	HUNGER* /RY	KNOW*/ DON'T
31	FALL / FALL (v)	FROM* WHO*?	HANDSPEAK (4)	HURT* WHERE*?	LADY*
32	FALSE*	FRUIT* & VEG*	HAPPY* BIRTHDAY	HUSBAND*/WIFE*	<u>L</u> ANGUAGE*
33	<u>F</u> AMILY*	<u>F</u> UN* / FUNNY	HAVE* / DON'T	I SIGN MY NAME	LAST* NAME* / NIGHT
34	FAST*	GET* MY* DAD	HE, HIM / HIS	I LOVE YOU / ILY	LAST WEEK
35	FATHER* / DAD	GIRL* SAD	HEAR / HEAR	IF	LATE* / LATER
36	FAVORITE* COLOR*	GIVE (x)	HEARING / say*	IMPORTANT	LEARN*
37	FEEL* SICK?*	G-L-O-S-S	HELLO*	INFORMATION	LEAVE/LEAVE
38	FINE* YOU*?	GO/ ATTEND	HELP* ME!	INTEREST*	LESSON* PLAN*
39	FINISHED / DONE	GOLDFISH	HELP* YOU?	INTERNET SEARCH	LETTER (ABC)
40	FIRST* NAME	GOOD* DOG*	HER / HERS	INTERPRET*/ER	LETTER (STAMP)
41	FIRST GRADE*	GOOD* MORN*ING	HERE* / HERE	INTRODUCE	<u>L</u> ETTUCE
42	FISH*/ FISH (v)	GOOD MORNING	HEY	J-A-C-K	LIBRARY* +IAN

SIGN* 120* VOCAB* LIST*s 1-10 (*= SAME SIGN ASL)

CONSIDER MEANING, USE NATURAL NMM's such as [nod, shake head, eye gazes], etc.

G-L-O-S-S-E-D in ASL: SIGNED WORDS written in ALL CAPS, hyphenated words = F-I-N-G-E-R-S-P-E-L-L

	A	B	C	D	E
43	LIFEPRINT	MIDNIGHT	NIECE*	OUT* OUTSIDE	<u>P</u> ROJECT
44	LIKE (AFFECTION)	MILK*	NIGHT*	OVERWHELM	PROUD* DEAF*
45	LIKE / DON'T	MINE / MY*	NINETEEN	OVER (ABOVE)	PURPLE*
46	LIKE (SIMILAR)	MONDAY* /MON	NO* DUCKS	OVER (FINISHED)	QUEEN*
47	LIST* SOURCES	MIDDLE NAME*	NOON*	PAPER*	QUESTION* ?
48	LITTLE BOY/LITTLE MORE	MINUTE*	NOT* / NOT*	<u>P</u> ARENT* / PARENTS	QUIET*
49	LIVE* /ADDRESS*	<u>M</u> ONTANA	NOT* NOW	PARTNER (SHARE)	QUIZ / TEST
50	LIVINGSTON, MT	MONTH*	NOW /NOW	PASS the CANDY (O)	READ
51	LONG* DAY/HAIR	<u>M</u> ORE* MUCH*	NUMBER*S 0-10	<u>P</u> ASS the TEST	READY?
52	LOOK at the RAINBOW	MORN*ING	NUMBERS 11-20	PASSING CAR (<u>3</u>)	REAL/VERY
53	LOOK LIKE YOUR MOM	MOTHER* / MOM	NUMBERS 20-30	PEER	REALLY?
54	<u>L</u> UNCH* / LUNCH	MUST* (X)	NURSE*	<u>P</u> EOPLE*	REALLY HUNGRY!
55	MAKE* BREAKFAST	MY* / MINE	NUT* / PB	PERFECT	RECEPTIVE
56	MAN / WOMAN	NAME* YOUR?	OLD* MAN	PERSON*	RED* APPLE*
57	MANY* (how?)	NECESSARY* (X)	ONION*	PIE* & ICE CREAM	REFLECT
58	MASK	NEED (X)	ONLY*	PINK* <u>P</u> AGE	REMEMBER*
59	MAY* / MAYBE	NEPHEW*	OR / O-R / Body shift	PIZZA, PIZZA, PIZZA	REVIEW
60	ME* / I	NEW* DRESS?	ORANGE*	PLEASE*	<u>R</u> ICE or R-I-C-E
61	MEAT* & POTATOES	NEXT* TIME*	ORDER LUNCH*	POPCORN*	RIGHT/CORRECT*
62	MEET* MY* PARENTS	NEXT WEEK	ORDER (S-Y-N-T-A-X)	POTATO*	RUN*
63	MAJOR/MINOR	NICE / CLEAN*	OUR* / SELVES	<u>P</u> RACTICE*	SAD*

SIGN* 120* VOCAB* LIST*s 1-10 (*= SAME SIGN ASL)

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G-I-O-S-S-E-D in ASL: SIGNED WORDS written in ALL CAPS, hyphenated words = F-I-N-G-E-R-S-P-E-L-L

	A	B	C	D	E
64	SALAD/SALAD	SISTER* DEAF?	SURE, TRUE, REAL!	THINK* I CAN	TWENTY
65	SAME / SIMILAR	SIT* / CHAIR	SWEETHEART*	THIRST*/Y	TWENTY FIVE
66	SANDWICH	SIXTEEN	SWIM (DOG)	THIRTEEN*	TWENTY ONE
67	SATURDAY*/SAT	SKILLS ASSESSMENT	SWIM (FISH)	THIS <u>STO</u> RE	UNCLE*
68	SAY/ TELL* (in)	SLEEP*	SWIM* (PERSON)	THOSE PEOPLE	UNDERSTAND* ?
69	SCHEDULE*	SLOW*	TAKE /GET	<u>TH</u> URSDAY / <u>H</u>	UPLOAD ONLINE
70	SECTION, PART, SOME	SOCK / STAR*	TALK/SPEAK* (4)	TIME* to GO!	US /WE
71	SEE*	SOME* /PART	TALL DRINK*	TIRE / CHANGE*	VEGETABLE
72	SEE YA LATER	SON* YOURS?	TALL MAN*	TIRED!	VERY/REALLY
73	SEMESTER	SORRY*	TEA* & COOKIES	TOAST*	VIDEO*
74	SENTENCE	SOUP*	TEACH* /ER	TODAY	<u>V</u> ISIT* / chat
75	SERVE*/R	SPAGHETTI*	TELEPHONE*	TOMORROW*	VOCABULARY*
76	SEVENTEEN	SPEAK* TALK (4)	TELL* /SAY (in)	TONIGHT	VOICE*
77	SHE NICE [nod]	SPELL* AGAIN	THANK*	TOO (ALSO)	WALK*
78	SHEEP* BLACK	STAND*	THAT (Y) GIRL	(t oo) MUCH!	WAIT* FOR* ME*!
79	SHORT HAIR/ DOG	START*/SOURCE	THEIR /S	TOWN* /CITY	WANT* DON'T
80	SHOULD (X)	STOP*	THEM, THEY	TREE* / FOREST	W-A-S fs/omit
81	SICK* YOU?	STORY	THEN*	<u>T</u> RUCK / <u>T</u> RUCK	WASH W/SOAP
82	SIGN* (n) indexes	STUDENT	THERE*	TUESDAY/TUES	WATER*
83	SIGN (v) S hands	STUDY*	THESE PAPERS	TURN / YOUR, MY	WE /US
84	SIGN W/YOU SOON!	SUNDAY AFTERNOON	THING*	TWELVE	WEBSITE

SIGN* 120* VOCAB* LIST*s 1-10 (*= SAME SIGN ASL)

CONSIDER MEANING, USE NATURAL NMM's such as [nod, shake head, eye gazes], etc.

G-L-O-S-S-E-D in ASL: SIGNED WORDS written in ALL CAPS, hyphenated words = F-I-N-G-E-R-S-P-E-L-L

	A	B	C	D	E
85	WEDS*/WEDS	WHAT'S UP?	WHY NOT?	WORK* / WORK	YES* [nod]
86	WEEK* /WEEKEND	WHEN*	WIFE*/HUSBAND*	#W-O-W	YESTERDAY
87	WELCOME to SIGN 120	WHERE*	WILL* YOU GO?	WOW	YESTERDAY*
88	WENT	WHICH* CAT*?	WITH*	W-O-W	YOGURT*
89	WHAT*	WHITE* DOG	WITHOUT*	WRITE LETTER	YOU* DEAF?
90	WHAT	WHO* / WHO	WOMAN HAPPY	WRONG*	YOUR*/S
91	WHAT ARE YOU DOING?	WHY* / WHY	WORD* ORDER	YELLOW*	YOUTUBE
92					
93	WRITE MORE SIGNS, PHRASES & SENTENCES HERE:				
94	ex. PROUD DEAF CULTURE				
95	BEFORE NEXT WEEK NICE MEET YOU				
96					
97					
98					
99					
100					
101					
102					
103					
104					
105					

220D VOCAB WORKSHEET

CONVERSATIONAL, LESSON PLAN &
DEAF LIT SUMMARY VOCAB

SIGN 220D VOCAB REVIEW: CONVERSATIONAL SIGNS, LESSON PLANS, SUMMARIES MORE

	A	B	C
1	2/3WEEKS AGO vs. LAST WEEK	FALL /AUTUMN	MONTH / MONTHLY
2	2019 /2020 / 2021/ 2022 /2024/202	FALL DOWN	NEGATIVE
3	ACTIVITY /DO	FINAL SIGN PROJECT	NEVER
4	ADVICE / ADVISE / COUNSELING	FIRST FRIDAY OF MONTH	NEXT WEEK
5	ANNOUNCE / MENT	FIX or F-I-X	NONFICTION (NOT FALSE)
6	ANSWER	FRIEND	NONVERBAL (NOT SPEAK)
7	APPRECIATE / ENJOY /PLEASURE	FUTURE / PAST / ONCE UPON A TIME	ONLINE
8	APPROVE = ACCEPT / YES	GOAL	ORDER / ORGANIZE
9	ARTICLE / PARAGRAPH	GRADE / GRADUATE	ORDER FOOD
10	ASSIGNMENT/WORK	GROWS UP	PAPER
11	ATTEMPT / TRY to FIX	GUESS WHAT?	PARENT (S)
12	ATTEND / GO	HAPPEN / TAKES PLACE	PEERS
13	AUTHOR	HEAR	PERSPECTIVE
14	BECOME / CHANGE / TURN	HEARING	PICTURE / ILLUSTRATION
15	BETTER / BEST	HEARING AID	PORTRAY (SHOW + CLEAR)
16	BIOGRAPHY / MEMOIR (LIFE + STORY)	HH (HARD-of-HEARING	POSITIVE
17	BIRTH ORDER	ILLUSTRATOR (ART + PERSON)	PROJECT
18	BRIEF / CONDENSE / SHORT	IMPORTANT	PROUD DEAF CULTURE
19	CHARACTER vs. POLICE/COP	IMPROVE	PUBLICATION D-A-T-E vs. PRINT
20	CHAT / CONVERSATION	INFORM	READ
21	CHOICE / CHOOSE / SELECT vs. FIND	INFORM ME	RECENTLY
22	CITE SOURCES	INFORMATION	RECEPTIVE PRACTICE
23	COCHLEAR IMPLANT (CI / BENT V)	INSTRUMENT (MUSIC + THINGS)	RECOMMEND / SUGGEST
24	C-O-D-A / S-O-D-A	INTERACT w/EACH OTHER	REFLECTION
25	COLLEGE	INTERACT (SOCIALIZE)	REMIND
26	COMMENT / SAY /TELL	INTERNET	REMIND ME
27	COMMUNICATE	INTERPRET/ER	REMIND MYSELF (palmS @ body)
28	COMMUNITY	INTRODUCE / INTRODUCTION	RESOURCES / RESEARCH
29	CONCEPT / CONCEPTUAL	JOURNAL	REVIEW
30	CONFUSE	LAST NAME	SAD vs. MAD vs. ANGRY
31	CONTACT SIGN	LAST NIGHT	SAY / SPEAK / TELL / TOLD
32	CONTENT (INFORMATION)	LAST WEEK	SCHEDULE
33	CONTEXT	LESSON PLAN	SCHOOL
34	COUNT	LET / ALLOW / PERMIT	SECTION/SOME/PART/EXCERPT
35	COURSE (side C on palm)	LET'S	SIBLING/ BROTHER + SISTER
36	DAILY / EVERYDAY	LETTER (ALPHABET)	SIGN IN PUBLIC
37	DEAF CULTURE / DEAF L-I-T	LETTER (MAIL)	SIGN WITH YOU SOON
38	DECIDE	LIST /CITE	SIGNING SOCIAL
39	DISCUSS / DISCUSSION	MAIN CHARACTER	SILENT SIPPERS
40	EDUCATOR	MAJOR / CAREER / MAIN	SING /SONG / MUSIC / POEM
41	EVERY THURSDAY / THURSDAY	MATERIALS - COURSE (PAPERS)	SPECIAL /SPECIALITY /ESPECIALLY
42	EXAMPLE / EXAMPLE	MEAN / INTEND / INTENT	SPRING
43	EXCERPT (V Hands to claw at palm)	MEMBER	STUDENT
44	EXPRESSIVE SIGNING (outward)	MEMORY / REFLECTION	STUDY
45	EXPERIENCE	MIDTERM / MIDDLE + SEMESTER	SUBJECT/TOPIC/QUOTE/PHRASE/TITLE
46	FICTION / FALSE	MISTAKE / OOPS	SUMMARY (CONDENSE)

SIGN 220D VOCAB REVIEW: CONVERSATIONAL SIGNS, LESSON PLANS, SUMMARIES MORE

	A	B	C
47			
48	Use this page to keep a list of new vocab to review and practice		
49	SUMMER		
50	SYNONYM (WORD+ MEAN + SAME)		
51	TERMINOLOGY		
52	TIME PERIOD/TERM= circles vert palm		
53	TITLE / TOPIC / SUBJECT / QUOTE		
54	TRUE /REALLY /VERY / SURE / SERIOUS		
55	UNIVERSITY		
56	US /WE vs. OUR		
57	VOCABULARY		
58	VOICE FOR ME		
59	WEEK / WEEKLY		
60	WELCOME		
61	WHAT ARE YOU DOING?		
62	WORD		
63	WRITE / WRITTEN		
64	WRONG		
65	YEAR ANNUALY / YEARLY		
66	YOUNG / JUVENILE		
67	YOUNG ADULT		
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92			

ASL COMMON SYNONYMS WORKSHEET

**SIGN 220D COMMON ASL SYNONYMS (WORD + MEAN + SIMILAR)
&/or WORDS SIGNED the SAME in ASL**

**CONSIDER MEANING, USE NATURAL NMM's, EYE GAZES, etc.
BOLDED WORDS = MORE COMMONLY USED**

Update the attached list for learning, reviewing, and practicing.

COMMON SYNONYMS WORKSHEET - CONSIDER MEANING

a LOT	LOTS of	MUCH	SUCH	
ADDRESS	LIVE			
ALSO vs. AND	LIKE / SAME	SIMILAR	SUCH	TOO
ALWAYS	FOREVER	ETERNALLY	EVER AFTER	
ASK	QUESTION			
ANSWER	COMMENT	REPLY	RESPOND	
APPRECIATE	ENJOY	ENTERTAIN	PLEASURE	OBSERVE
ASSESS/MENT	ANALYZE	EVALUATE	GRADE	
ASSIGNMENT	WORK			
AVERAGE	NORMAL/REGULAR	NATURE/NATURALLY	OF COURSE	TYPICALLY
AWESOME	FANTASTIC	WONDERFUL		
BABY	DARLING	DEAR	HONEY	SWEETHEART
BECOME	CHANGE	TURN INTO		
BEFORE	LONG TIME AGO	ONCE/UPON TIME	PAST	USED TO
BEGIN	BEGINNING	ORIGIN	SOURCE	START
BREAK	BETWEEN	REST		
BREAK	BROKEN	BREAKDOWN (PP-SLUMP)	BREAKDOWN (CAR-MM)	
CAN	COULD	POSSIBLE		
CHANGE	EXCHANGE	SWAP	SWITCH	TRADE
CHAT	CONVERSATION			
CHOICE	CHOOSE	OPTION	SELECT	vs.FIND
CLIENT	CUSTOMER	(both C hands down)		
COOL	COOL	WOW		
COUNT ON	DEPEND	RELY		
CONTINUE	CARRY ON	GO ON / MOVE ON	LAST / KEEP	STAY/STILL
COST	FEE	PRICE		
CURIOUS	CONSIDER	WONDER		
DONE /ALL DONE	COMPLETE	END	FINISHED	OVER
DOESN'T MATTER	WHATEVER	ANYWAY	EVENTHOUGH	GRAY
DURING	WHILE			
ELSE	MORE	OTHER	DIFFERENT	
EXPLAIN	DESCRIBE	DEFINE	DIRECTIONS	
FACE LIKE	LOOK SAME	RESEMBLE		

COMMON SYNONYMS WORKSHEET - CONSIDER MEANING

FACE to FACE	ENCOUNTER			
FEAR	FRIGHTENED	SCARE	SCARED	
GO	GOING	GONE	WENT	
HAVE (OWN)	HAS	HAD		
HAVE TO	MUST* (X)	NEED	SHALL	SHOULD
HEAR	SOUND	LISTEN		
HUNGER	HUNGRY	WISH		
IMPROVE	ENHANCE	GROWTH	PROGRESS	
JUST	ONLY			
JUST	EQUAL	FAIR	PEER	
LET	ALLOW	PERMIT		
MAY	MAYBE	MIGHT		
NICE	CLEAN	PLAIN		
NOT	DIDN'T	DON'T	WON'T (A hand)	
PHRASE	QUOTE	SUBJECT	TITLE	TOPIC
REAL, REALLY	DEFINITELY	QUITE/VERY	SERIOUSLY	SURE / TRUE
REFLECTION	MEMORY	THINK BACK	LOOK BACK	
SAY* (Palm-in)	SAID	TELL*	TOLD	
SOMETIMES	OCCASIONALLY	SELDOM		
SPEAK (4)	TALK	#TALK ABOUT		
SPECIAL	ESPECIALLY	EXCEPT/ION	UNIQUE	
SPEECH	ORALISM	LIPREAD	SPEECH READ	
SPEECH	LECTURE	PRESENTATION	SERMON	
WELCOME (IN)	HIRE	INVITE	YOU'RE WELCOME = SURE	

SIGN 220D COMMON ASL SYNONYMS (WORD + MEAN + SIMILAR)

CONSIDER MEANING, USE NATURAL NMM's, EYE GAZES, etc.

BOLDED WORDS = MORE COMMONLY USED

	A	B	C	D	E
43	.				
44					
45					
46					
47					
48					
49					
50					
51					
52					
53					
54					
55					
56					
57					
58					
59					
60					
61					
62					
63					.

VOCAB* LISTS #8-10 REVIEW

LIST*#8: DAY*S, COLOR*S, & MORE*:

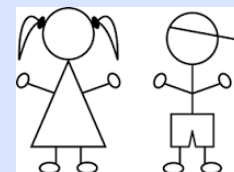
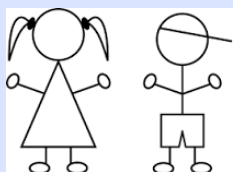
DAY*s of the WEEK*: M/M, T/T, W/W, TH/H, F/F/, S/S, SUNDAY

COLOR*s: ORANGE*PINK*RED* BLUE*GREEN*PURPLE*YELLOW* BLACK* BROWN* WHITE*

FOOD*S in S.E.E. SOUP* FAMILY*: BROTH, CEREAL* DESSERT

OATMEAL PUDDING RICE SOUP* YOGURT

STORY*: ONE MONDAY MORNING



LIST* #9:

PEOPLE* & PRONOUNS:

ADULT*	FATHER*	GRANDSON	PARENT*/PARENTS
AUNT*	GENTLEMAN/MAN	hE, hiM, hiS	shE, heR, heRS
BABY*	GIRL*	LADY*	SISTER
BOY*	Grandchild	Man, Men	SON*
BROTHER	<u>GRAND</u> DAUGHTER	ME*, Mine, MY*	theM, theY, theiR
CHILD*REN	GRANDFATHER*	MOTHER*	UNCLE*
COUSIN*	GRANDMOTHER*	NEPHEW*	WE/We, OUR* US/Us
DAUGHTER*	GRANDPARENTS	NIECE*	Woman, Women

SIGNING P-R-O-N-O-U-N-S & P-O-S-S-E-S-S-I-V-E ADjectives in ASL

LIST #10: MORE* FOOD, PEOPLE, M-I-S-C VOCAB & PRACTICE SENTENCE*s:

CABBAGE*	LETTUCE*	Cauliflower	FRUIT*	PINEAPPLE*	VEGETABLE*
BERRY*	MEAT*	MELON*	PIE*	POPCORN*	POTATO*
PEOPLE* PERSON*:	CLASS*	FAMILY*	GROUP	DOCTOR	NURSE* DENTIST
ADDRESS*/ LIVE*	EXCUSE*	HEAR	FRIEND*	NEIGHBOR	LANGUAGE*
NICE	MEET*	NOT*/ NOT*	MAKE*		
STOP*	TIRED	WAIT*	PRACTICE*	SAY	

STORIES: Are YOU* MY* MOTHER*?

OLD* McDonald HAD a FARM*

GREEN* EGG*s and H-A-M
ONE* FISH*, TWO* FISH*...

Signing Pronouns & Possessive Adjectives in ASL:

<u>index</u>	<u>flat hand</u>	<u>flat hand</u>
I, ME	MY	MINE
YOU	YOUR	YOURS
HE	HIM	HIS
SHE	HER	HERS
IT		ITS
THIS		
WE - sweep	OUR - sweep	OURS - sweep
US - sweep		
THEM - sweep	THEIR - sweep	THEIRS - sweep
THEY - sweep		
THESE (closer)		
THOSE – sweep	- may be used with number – 2 uses “K” or “V”	

Sample sentences:

1. ~~What do you prefer to drink?~~ Water, milk ~~or~~ pop?
WATER, MILK, POP, YOU PREFER DRINK WHICH YOU?
2. I ~~have~~ met those three ~~people~~ before:
BEFORE THOSE 3 I MEET
3. Those two ~~are~~ my brothers.
MY BROTHERS THOSE TWO
4. This book ~~is~~ theirs.
BOOK THIS THEIRS.
5. Your eyes ~~are~~ brown ~~and~~ mine ~~are~~ green.
EYES YOUR BROWN / GREEN MINE

LISTS #11-14: *SAME* SIGN* ASL REVIEW

LIST #11: MONTH *s of YEAR

JAN FEB MARCH APRIL MAY JUNE JULY AUG SEPT OCT NOV DEC

LIST #12: MONEY*

CENT*	PENNY	NICKEL*	DIME*	QUARTER	DOLLAR	MONEY*
CHANGE*	COST*	Price	BUY*	SHOP	SPEND	STORE
HOW MANY?				HOW MUCH?		



LIST #13: TIME*s of DAY* HOME* & TOWN* SIGN*S

YESTERDAY*	TODAY	TOMORROW*	MORN*ING
NOON*	AFTERNOON*	EVENING	NIGHT*
HOME*	HOUSE*	TOWN*	HOSPITAL*
PILL*	POLICE	LIBRARY*	BOOK*
MAGAZINE	NEWSPAPER	READ*	WRITE

LIST #14: WEATHER, SEASONS, & CLOTHES:

WEATHER	CLOUD	COOL*	MOON
RAIN*	RAINBOW*	SKY*	SNOW
SPACE	STAR*	SUN	WARM*
SEASON	WINTER	SPRING	SUMMER*
AUTUMN	FALL (SEASON)	CLOTHES	BOOT
SHOE*	COAT*	HAT*	MITTEN

ASL CLOTHING SIGNS: WRITTEN SIGN DESCRIPTIONS

F-L-U-I-D-I-T-Y SIGNING PRACTICE* SENTENCE*s & SONGS:



PRACTICE SENTENCES LISTS #1-12
PRACTICE SENTENCES LISTS #1-14
IMAGINE
WHAT a WONDERFUL WORLD
YOU'VE GOT a FRIEND



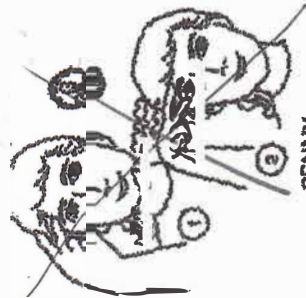
LIST #12 MONEY

ASL CENT/PENNY: Palm-in index circles.



CENT *

Teeth index finger to forehead, then move hand out with small jerk.



PENNY

Middle finger of P signs temple, waves up and down slightly. (see CENT)



NICKEL *

Middle finger of S touch temple once, and pulls away. (see CENT)



DIME *

Index finger touches temple; moves out to extended-S hand, shake. (see CENT)

ASL NICKEL: Palm-in index circles to palm in 5.

ASL DIME: Palm-in index circles to 10.

ASL HOW MANY?
Palm up S to 5.

ASL HOW MUCH?
Both palm-up S to 5.
Also 9 hands come together + WHAT

See: Handspeak.com

ASL QUARTER: Palm-in index circles to 25.



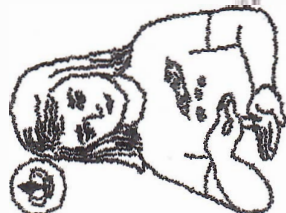
QUARTER *

Index of palm-in L, at temple (moves out slightly, further left 3 fingers together of palm-in 25. (see CENT)



DOLLAR *

Hand-O grips and of palm-up flat hand, then slides off.



MONEY *

Back of hand-O taps left palm twice.



CHANGE *

It's touch hands, stay together, twist to reverse hands.



COST *

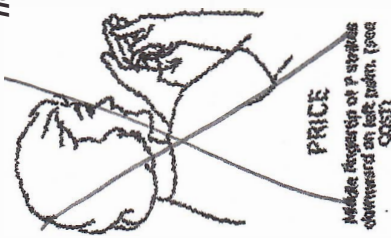
Right palm-in X, middle strikes downward on horizontal left palm.

ASL COIN:

9 hand in palm = 1 coin.
CHANGE/ COINS = Repeat for multiple coins.

ASL COST & PRICE: Use same sign.

ASL DOLLAR: A pulls sideways from top of horizontal palm similar to sign for SKILL (vertical).



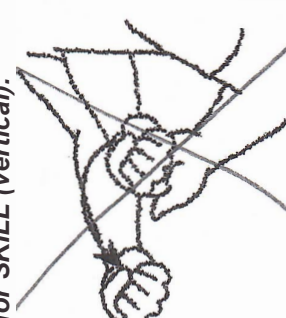
PRICE

Middle finger tip of P strokes downward on left palm. (see COST)



BUY *

Back of palm-up flat-O on left palm, lift off, arc forward.



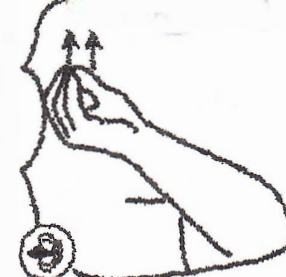
SHOP

Back of S on left palm 5 arcs forward. (see BUY)



SPEND *

Back of right palm-O on left palm slides off, closing to A-hand. (see BUY)



STORE

Right flat-O behind left S, move rapidly toward and from side of hand.

ASL STORE:
Same sign as SHOP repeated.
Think: SHOP at STORE, STORE.

When same sign used for verb and noun. Verb = 1 motion. Noun is repeated.

ASL PRICE: SEE COST

ASL SHOP: Both flat O's palms-facing. Holding an invisible shirt.

ASL ALT. SPEND: Use both palms-up flat O hands.

ASL: use both palm facing flat "O"

ASL CLOTHING SIGNS (Lists 14 & 17):

Consider use of [eye gaze] for signs out of usual sign space



CLOTHES, (GET) DRESSED, WEAR: Both palms in 2-3 downward motions brush down at chest

SHIRT & BLOUSE: 1 or both 9-Hands pull(s) fabric at shoulder(s)

PANTS: C to S or A-hands pull up from thighs to waist or outline legs w/palms facing. moving down

JEANS: BLUE + J-E-A-N OR J-E-A-N-S + palms outline legs in downward motions

See Handspeak.com: 5 to Claw at chin, x at chest for variations not common in Bozeman

SHORTS: Both palms up at thighs show length

SANDALS & FLIP FLOPS: Index pulls back toward body between palm-down index and middle finger

SOCKS: Both indexes down brush past each other

STARS: Both indexes point upward past each other (may move across sky and/or use visual directionality)

SHOES: S-hands palm down come together

BOOTS: B-hands palm down come together; B-hands palm out; B-hands (1 arm bent palm down, top up)

COAT & JACKET: A or S-hands – at shoulders pull COAT on

SWEATER: Palms in down chest; A-hands to 5-hands down chest; or Both S-hands pull down from head

HAT: Palm taps head; **HEAD:** Bent palm taps temple, then cheek

GLOVES: 5-Hands backs brush gloves on; A-HANDS brush down vertical palms facing or inside of CUFFS

MITTENS: Outline palm-in hand with fingers together; A-HANDS palms in brush down or at inside of CUFFS

SCARF: One or both hands wrap “scarf” around neck/head

PAJAMAS: P+J; SLEEP + CLOTHES; NIGHT + CLOTHES

DRESS: Both palms in - 1 downward flowing motion from chest

SKIRT: Both Palms move straight down at waist (A-line), Both palms flare out at waist (flared)

MINISKIRT: Both palms brush down from waist then show length (may SEE Woah NMM)

UNDERWEAR: See SIGN SCHOOL APP “TOPICS” for variety of signs. NOT USE ASL DICTIONARY APP!

BATHING SUIT/SWIMSUIT: SWIM (breaststroke) + SUIT: Palm in Y hands at chest arc down to waist;

or SWIM + Palm-in, down-turned L hands outline area covered (bra area and/or bottoms)

Lists #1-10 advanced practice sentences sign using NMM's, ASL syntax & omit unnecessary words

Where do your grandparents live?

Why aren't they making dinner for us?

Do you know their dentist's name & address? It was nice to meet them.

What time will you be going with him?

How many grandchildren does she have now?

Who are those children with those women? I didn't say I wanted cauliflower, she did.

It was nice to meet your nieces & nephews.

Please sign your address again for me. Will you please practice signing with me? Wait. I forgot. I can't go on Friday.

I heard you have 3 cats and 6 horses.

Will you please make spaghetti for 7 of us?

Do you know her grandmother's name?

Will you please go with me on Sunday?

Excuse me please, I said I am sorry.

Don't forget the fruit & vegetables when you go.

What day will you be going to see your family?

What will you have for breakfast on Tuesday?

What day can we meet to practice?

My parents will want to stop and see us. Didn't you say you want to learn her name? It was nice of you to go with them again. That man is my uncle's deaf neighbor. Who is coming to class with you now?

Please get grapefruit juice and potatoes.

I wanted rice, corn and lettuce for lunch.

I am too tired to go to the dentist now.

Are you comfortable now?

Which day can you go with us?

How many cousins do you have now?

Our friends are coming for breakfast.

I don't know where the group is meeting.

Didn't you get the pineapple juice for him?

Her nurse said to eat more fruit & salad.

Stop them please, we need help now!

That wasn't nice of you not to wait for us!

Whose tires are these if they aren't yours?

I cannot remember who you are.

They don't want to go practice with them.

I am tired and want to go to sleep now.

The sheep is black and frog is green.

Please get the soup ready. I want mine hot!

I heard you say you will be going with them.

Where do you want to go for breakfast?

Isn't that your brown bear? It is looking at me.

Do you know how to sign the alphabet now?

Don't you like meat and potatoes?

Why not wait and come with us next time?

What vegetables do you like with butter?

Why didn't you go with them on Sunday?

Didn't you remember my address?

May I please stop and see you again?

He doesn't understand why you didn't go.

How did you remember that was my cousin?

What will you have for dessert tonight?

What are you going to do with that now?

He wants a sandwich with his soup & salad.

Vocab List # 12

1. What did you have for dinner this evening?
2. What are you looking for now?
3. He wants a cat, so they got a dog.
4. When did you get sick?
5. What did you have for dinner this evening?
6. You look tired!
7. I need to remember to make more juice.
8. How many nickels do you have for me?
9. The pudding is not ready to eat.
10. I thought your dog got hurt.
11. Your grandmother gave me your address.
12. When will they be ready to go home?
13. Is that your neighbor with your grandson?
14. Which store are you going to?
15. I didn't hear you. What was your question?
16. Who is coming for lunch on Wednesday?
17. Did you remember she is my cousin?
18. Your doctor is my neighbor.
19. It is nice to meet you.
20. Do you want butter on your popcorn?
21. It was nice of you to say we could go too.
22. Have you been practicing being nice?
23. Do you want watermelon or blueberries?
24. Brown bear, brown bear; what do you see?
25. I see beautiful children looking at me.
26. Your dentist looks like my sister.
27. Did you spend all your money?
28. How much did your breakfast cost?
29. I bought two blackberry pies for you.
30. Was the juice cold when you bought it?
31. Maybe they will go with you to see them.
32. The pineapple juice cost \$3.29.
33. What is the price for 4 tires?
34. I have to go shopping with her now.
35. They spent their money on cookies & cake.
36. She wants us to buy more orange juice.
37. Do know which day they will be going?
38. Did you remember to buy cabbage?
39. Will you practice signing with me on Monday?
40. Please start more popcorn now.
41. How many people will be going with us?
42. Where did you get these vegetables?
43. Do you like meat and potatoes?
44. How many of your neighbors are nurses?
45. What is your address?
46. How many cats and dogs do you have?
47. I have 6 friends who sign.
48. How cold do you think it will be today?
49. Excuse me please.
50. I think she has 2 brothers who are deaf.
51. Would you please get me some more pie?
52. Who can go to the store for more potatoes?
53. How many people are in your sign class?
54. Tuesday is when I go to the dentist.
55. How many people live with your family?
56. I am thirsty. Do you have any fruit juice?
57. I cannot understand why she won't go!
58. It was nice to meet you. See you Thursday!
59. What are your grandparents' names?
60. Please pass the vegetables to him.
61. Does the potato salad have eggs in it?
62. I think I will go and get them on Sunday.

Practice sentences Lists #1-14

1. Please give me 4 quarters for this dollar.
2. How many nickels are in a dime?
3. How many pennies are in a quarter?
4. Do you have a quarter for my two dimes and one nickel?
5. My birthday is _____. When is your birthday?
6. How many ways can we make 25 cents?
7. How much does it cost to buy a dozen eggs?
8. How many loaves of bread can I buy for \$10?
9. Where is your money? Did you spend it all?
10. How much money did you spend yesterday buying books?
11. I want to buy a new car before winter.
12. Do you think it will snow later this week?
13. Did you see the rainbow in the sky earlier today?
14. My new coat and boots are nice and warm.
15. How much does that cauliflower cost? Let's make some soup!
16. Please buy a Bozeman newspaper or magazine for me.
17. Are you going to write to us next month when you are out of town?
18. What is the lowest price you remember paying for a gallon of milk?
19. Please give my change to that little boy.
20. The weather is so nice today!
21. Did you see all of the stars up in the sky?
22. I need to buy some new mittens and a hat.
23. Where did you buy your new black boots?
24. The rain is going to change to snow soon I just know it.

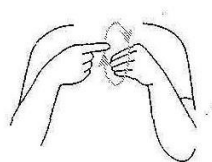
LIST #15: CONNECTING WORDS, HOME SIGNS, WORDS THAT TELL WHERE & TIME SIGNS

*same sign ASL

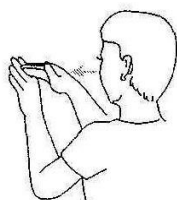
Though it is stated that ASL does not use certain words, such as prepositions,
you will find them on some lists. But not all native signers will use them.

connect	connect	connect	hOme*	hOme*	where*	time*
abOut* (re)	that	after	BaseMent	Apartment	above*	after
about (approx.)	The	Also	b <u>A</u> th*	Cabinet	after	afternoon*
Am	then*	AnY	Room	Decoder	against*	Before
An	There*	Before	bed*	dish*	arOund*	Clock
and*	this	can't*	Carpet	wAsh*	Before	Hour
aRe	to*	Do*	Ceiling	doorknob	Behind	Late*R
at	toO	Else	Chair	Drape	BeLow	minute*
Be	Was	Ever	Clock	dry*	between*	morn*ing
becAuse*	weRe	from*	Closet	fan	Bottom	next*
but*	what*	<u>K</u> ind*	Couch	fire*	by	night*
by	when*	other*	Curtain	<u>P</u> lace*	Close	second
can	where*	Perhaps	door* (<u>B</u>)	frame*	down	Soon
Could	who*	suppose*	Drawer	freeze*	far	time*
did	will*	sure*	Floor* (<u>B</u>)	Garbage	first*	year*
Do*	with*	there*	Hall	light*	front*	AGo
for*	Would	these	Kitchen	switch*	in*	between*
iF	may*	those	lamp*	micr <u>Q</u> wave*	inside	<u>D</u> uring*
Is	staY	Un <u>t</u> il	light*	Plant	into	since*
It*	Us	whY*	<u>L</u> ive* (<u>A</u>)	Remote	last*	While
many*		yet	mirror*	control*	Middle	
not*			Oven	Rock	near*	
Or			piCture*	Shade	next*	
Probable			Refrigerate	shelf*	out*	
shall*			shelf*	shower*	side	
So			Sink	stereo	over*	
than*			stoVe		through*	
			table*		top*	
			TV*		under*	
			Toilet*		machine*	
			<u>T</u> ub*		wAsh*	
			window*			

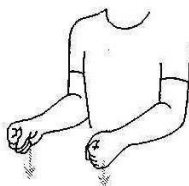
LIST #15: CONNECTING WORDS – PAGE 1



ABOUT *
Index finger circles the tip of horizontal left palm-in flat-O hand



AT
Right fingertips approach and touch back of vertical left fingers



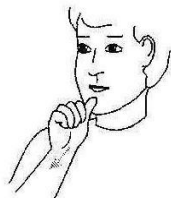
CAN
Horizontal S-hands face each other, drop sharply downwards a short way



IF
I-hand; two middle fingers move up into a F-hand; may repeat



OR
Palm-out O off left palm-in L-thumb, then forward off fingertip



AM
Thumbtip of palm-left A just below lips; move forward



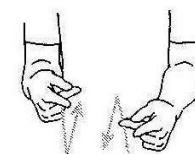
BE
Palm-left B below lips; move forward



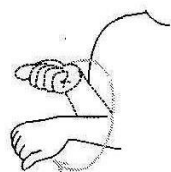
COULD
S-hands palms-facing, drop slightly; then flat hands, palms-up, drop to palms-facing



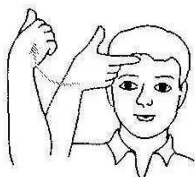
IS
I on chin moves straight forward



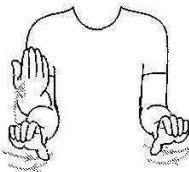
PROBABLE*
Horizontal P-hands face each other; raise and lower alternately



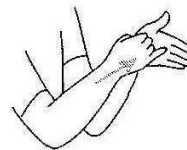
AN
Palm-up A twists to palm-down



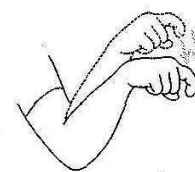
BECAUSE *
Index of L on forehead, moves up and right, closing to extended-A



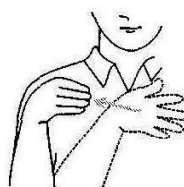
DID*
Palm-down C-hands move left to right; right hand flips toward shoulder



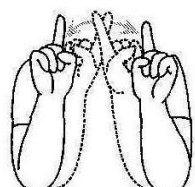
IT *
Tip of I touches palm of left hand



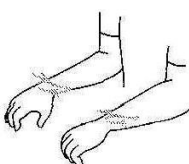
SHALL *
Palm-down X nods several times



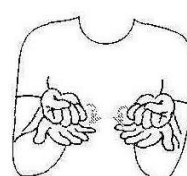
AND *
Palm-in horizontal 5-hand pulls to right, closing to a flat-O



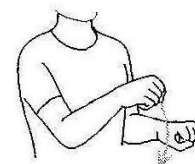
BUT *
Palm-out crossed index fingers separate



DO *
Palm-down C-hands move side-to-side left to right



MANY *
Palm-up S-hands spring open into 5-hands; repeat



SO
Right S moves sharply down, striking side of left S in passing



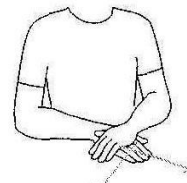
ARE
R just below lips, moves forward



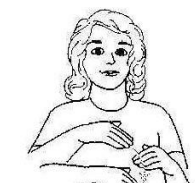
BY
Palm-in right hand points left, brushes by side of left vertical palm-right hand



FOR*
Palm-in right index on forehead twists to palm-out

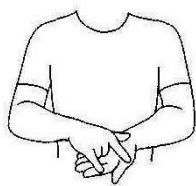


NOT *
Flat hands cross, separate sideways



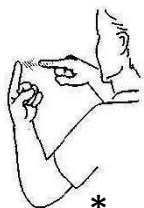
THAN *
Fingertips of right flat hand slaps down across left fingertips

LIST #15: CONNECTING WORDS – PAGE 2



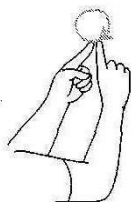
THAT

Palm-down I-L hand on left palm (index can point at object)



TO *

Horizontal index finger approaches and touches left vertical index finger



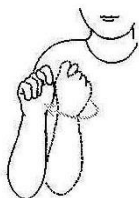
WHEN *

Indexes touch, make a circle with right index fingertip; return tip-to-tip



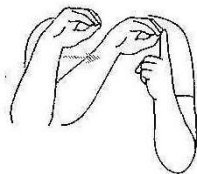
WOULD

Palm facing side of head, arcs forward; then flat hands change to palms-facing



THE

Palm-in T; twist to palm-out



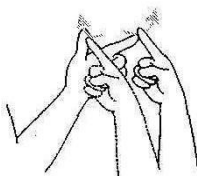
TOO

O approaches and touches left index



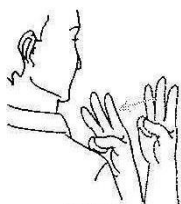
WHERE *

Palm-out index shakes sideways



THEN *

Right index moves off left thumb of L-hand, then off tip of left index



WAS

Palm-in W-hand moves back toward right shoulder



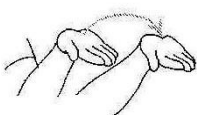
WHO *

Thumb of L on chin; wiggle index finger



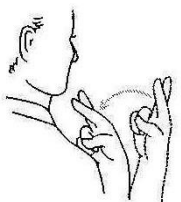
MAY *

(verb or Alt. 2 for month)
Palm-up flat hands move alternately up and down (for the month or verb)



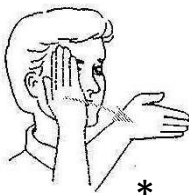
THERE *

Right palm-up hand arcs forward



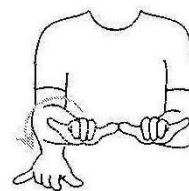
WERE

Palm-in right R-hand moves back toward shoulder



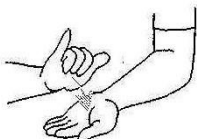
WILL *

Right flat hand palm facing side of head; arcs forward



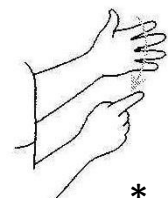
STAY

Palm-down Y thumbs together; right arcs slightly down to right



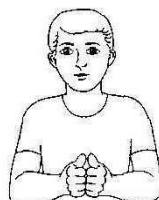
THIS

Right palm-down Y drops on palm of left hand



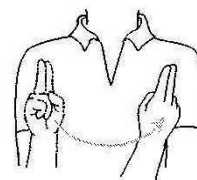
WHAT *

Index fingertip of right hand brushes down across left fingers



WITH *

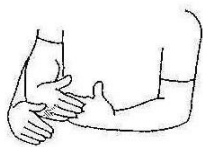
A-hands together, palm-to-palm



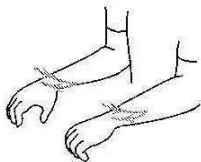
US

Right U-hand at right side of chest circles to left side

LIST #15: CONNECTING WORDS – PAGE 3



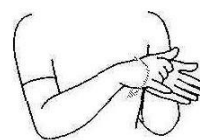
AFTER
Right palm on back of palm-in left hand; right moves out



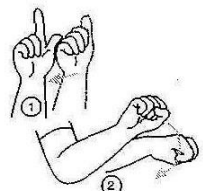
DO* *
Palm-down C-hands move side-to-side left to right



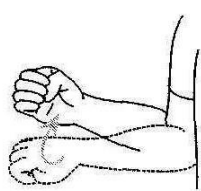
OTHER*
Palm-down A-hand thumb extended; twist over to palm-up



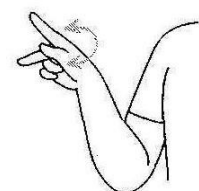
THESE
Palm-down Y on palm of left hand; move Y across left fingers



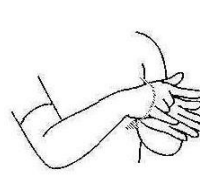
ALSO
A + L; change to S's, move right hand sharply down striking side of left S in passing



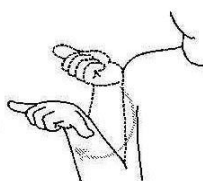
ELSE
Palm-down E twists over to palm-up and slightly to right



PERHAPS
Palm-down P pivots several times side-to-side



THOSE
Palm-down I-L hand on palm of left hand; moves across left fingers



ANY
Palm-up A twists to palm-down A, changes to Y



EVER
Palm-out E circles



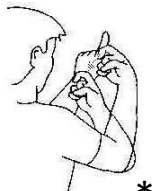
SUPPOSE*
Palm-in I-hand at temple moves out in two arcs



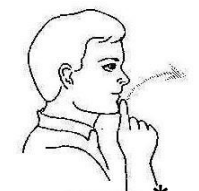
UNTIL
Right palm-in U arcs over to touch tip of palm-in left L



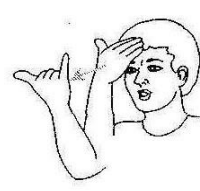
BEFORE
Make palm-out B, then right palm-in hand behind left palm-in hand, right hand moves inward



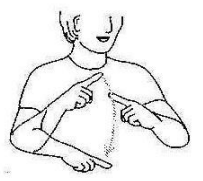
FROM*
Knuckle of palm-in right X touches palm-out left index, and then moves toward body



SURE*
Palm-left index finger at chin arcs up and forward



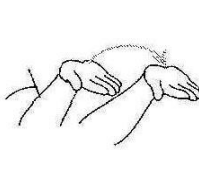
WHY*
Palm-in fingers of open hand on forehead, move out to palm-in Y



CAN'T*
Right index strikes down hitting tip of left index



KIND
K-hands fingers pointing forward, circle vertically around each other, stopping one on top of the other



THERE*
Right palm-up hand arcs forward



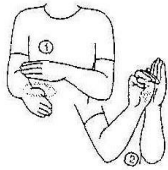
YET
Palm slaps gently backwards near side; may repeat

LIST #15: THINGS in YOUR HOME – PAGE 1

Beginner

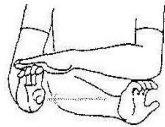
Things In My Home

83



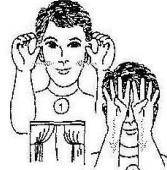
BASEMENT

horizontal B circles under left palm; then side of M slides down left fingers and palm



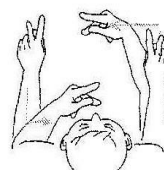
CEILING

Palm-out C-hand slides along underside of left arm from elbow to hand



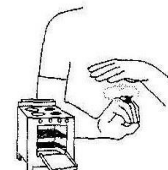
CURTAIN*

C-hands meet in front of face, change to 4's and slide down



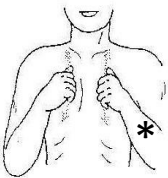
KITCHEN

Palm-down K's point forward, form box-shape, changing to palms-in



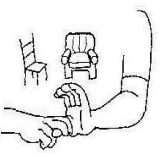
OVEN

Right O circles under left palm



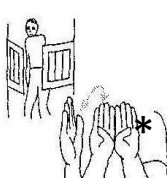
BATH*

sub knuckles up and down on chest



CHAIR

2 fingers "sit" on thumb of left C



DOOR

Palm-out B's together, swing right hand open to palm-in and return



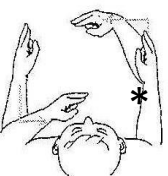
LAMP

Place thumb on chin and flick middle finger out from thumb several times



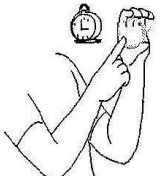
PICTURE

C moves from side of eye to palm of left vertical hand



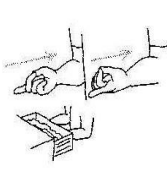
ROOM

R-hands box in a room



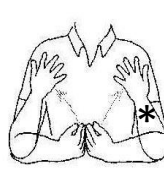
CLOCK

Index circles clockwise in left C



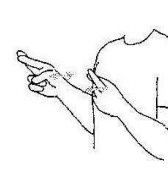
DRAWER

Palm-up D-hands draw toward body



LIGHT

Palm-in O-hands touch tips and open to palm-in 5-hands while moving up and outward



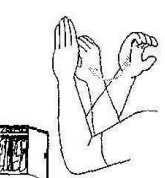
REFRIGERATE*

R's move back and forth toward each other in shivering motion



BED*

Rest cheek on back of palms-together hands



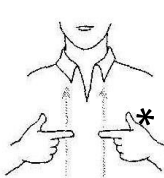
CLOSET

Palm-out C-hand beside palm-out left B opens toward you, then returns



FLOOR

Palm-down B-hands separate



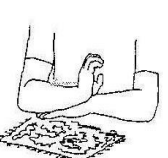
LIVE*

Palm-in L-hands move up body



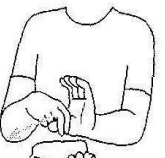
SHELF

Fingertips of bent hands touch at eye-level, then separate



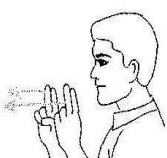
CARPET

Palm-left C-hand drags to the right across back of left hand



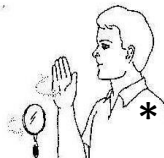
COUCH

Two fingers sit on thumb of left C; slide off to right



HALL

Parallel vertical H-hands move forward, not touching



MIRROR

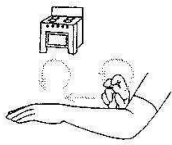
Flat hand in front of face; pivots back and forth slightly several times



SINK

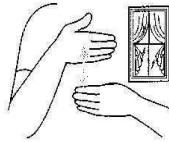
Palm-out right S rotates down through horizontal left C-hand

LIST #15: THINGS in YOUR HOME – PAGE 2



STOVE

Thumb and bent-V turn on 2 burners of the stove, along left arm



WINDOW *

Sides of palm-in flat hands hit to open and close

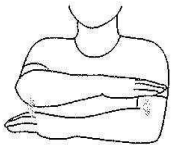


TABLE *

Palm and elbow of bent right arm bounce on left bent arm



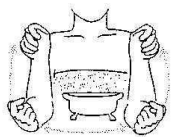
TELEVISION *

Fingerspell T + V



TOILET *

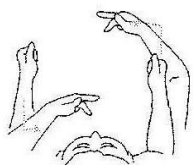
Palm-out T shakes



TUB

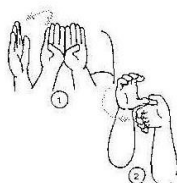
Palms-up T's swing upward to palms-facing

LIST #15: THINGS in YOUR HOME – PAGE 3



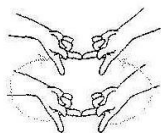
APARTMENT

Horizontal A-hands face each other, change to palm-in P hands one ahead of other



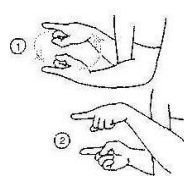
DOOR KNOB

Palm-out B's together, swing right hand to palm-in and return; C-hand twists



PLACE *

Middle fingers of P's touch ahead of you, circle, then touch nearer you



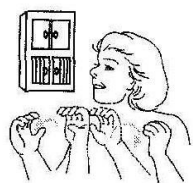
SWITCH *

Index fingers one over the other, almost touching, reverse positions vertically



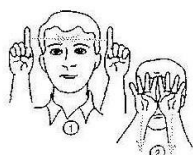
ROCK*

Back of R raps on back of left palm-down S; may repeat



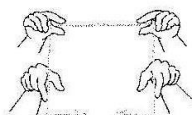
CABINET

Palm-out C's open doors



DRAPE*

Palm-out D-hands meet, change to 4's, and slide down



FRAME *

Palm-out G's outline frame



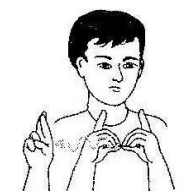
MICROWAVE *

Flat-O's face each other, throw open to 5's; repeat



SHADE

Both S-hands fall and cross at wrists



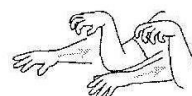
DECODER

Thumbtips of palm-facing D's touch; right D shakes to right and changes to palm-out R



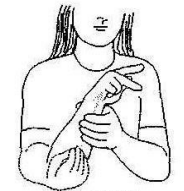
DRY* *

Palm-down X drags across chin as if wiping it



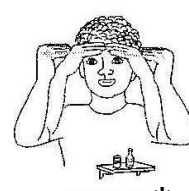
FREEZE* *

Palm-down 5's draw back to claws



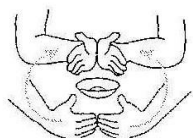
PLANT

Flat-O "grows" through horizontal C like a plant into palm-out P



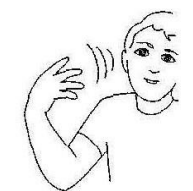
SHELF *

Fingertips of bent hands touch at eye-level, then separate



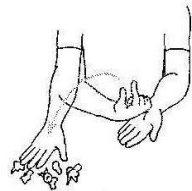
DISH+ *

With palms outline dish



FAN

Palm-in 4-hand fans face



GARBAGE

Back of G on palm, slide forward and off, throwing down as palm-down 5



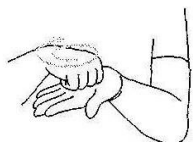
REMOTE Δ

Vertical R-hands palm-to-palm, right arcs forward



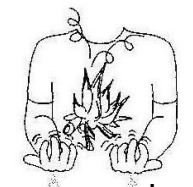
SHOWER *

From above, closed hand opens to 5-hand in repeated motions



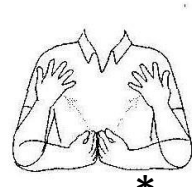
WASH* *

Palm-down A-hand scrubs circularly in flat left palm



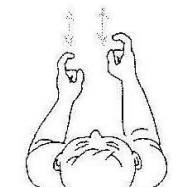
FIRE+

Palm-up bent 5's move upward fluttering fingers



LIGHT Δ

Palm-in O-hands touch tips and open to palm-in 5-hands while moving up and outward



CONTROL *

Palms-facing X-hands alternately move forward and back



STEREO

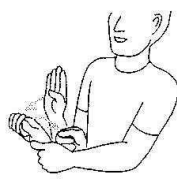
5-hands swing from outward to facing toward ears

LIST #15: WORDS THAT TELL WHERE – PAGE 1



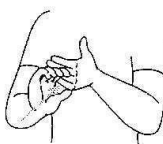
ABOVE *

Palm circles once over head



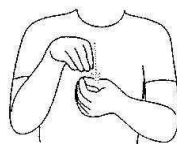
BEHIND

Palm-out B behind horizontal A-hand changes to A and arcs back to rest against left A-wrist



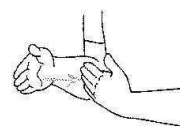
CLOSE

(adjective)
Side of C approaches back of bent left hand, does not touch it



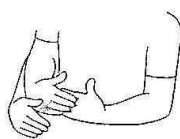
IN *

Fingertips of right flat-O enter left horizontal O



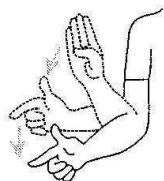
NEAR *

Palm of right hand moves nearer back of left hand



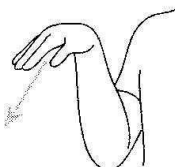
AFTER

Right palm on back of palm-in left hand; right moves out



BELOW

Palm-out B drops to L, which falls slightly



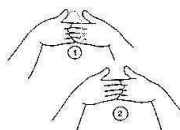
DOWN

Palm-in flat hand moves down



INSIDE

Fingertips of right flat-O enter left O; right palm-in flat hand brushes down past side of left



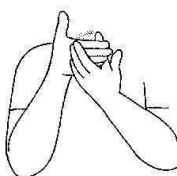
NEXT *

Flat hands, palms-in; one in front of other, back hand lifts over to front



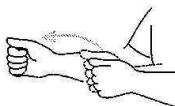
AGAINST *

Fingertips of flat hand hit left palm at right angles



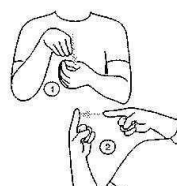
BETWEEN *

Right flat hand bounces between 1st and 2nd fingers of left hand



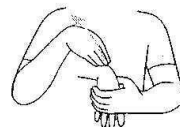
FAR

A-hands palms-facing together, right hand arcs forward



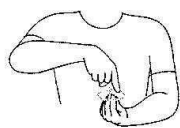
INTO

Fingertips of right flat-O enter left O; horizontal index finger approaches and touches left



OUT+ *

Right open hand pulls out from palm-left C and closes to O-hand



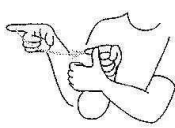
AROUND *

Right index points downward and circles fingertips of palm-up left flat-O



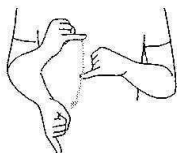
BOTTOM

Right fingertips tap heel of palm-out left B-hand



FIRST *

Right index finger hits tip of left extended-A thumb



LAST *

Right little finger chops past end of horizontal left little finger



SIDE

Palm-in right hand brushes down past side of palm-down left hand



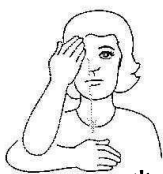
BEFORE

Make palm-out B, then right palm-in hand behind left palm-in and, right hand moves inward



BY

Palm-in right hand points left, brushes by side of left vertical palm-right hand



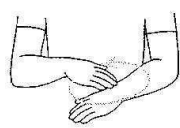
FRONT *

Palm-in flat hand moves downward in front of face



MIDDLE

Fingertips of right M circle once over left palm, then touch mid-palm



OVER *

Palm-down right hand circles over back of left

LIST #15:
MORE WORDS THAT TELL WHERE
&
MORE THINGS IN YOUR HOME



THROUGH *

Open hand slides
outward between
fingers of left hand



TOP *

Right flat hand taps
the tops of left
palm-right fingers



UNDER *

Horizontal A slides
under left palm



MACHINE *

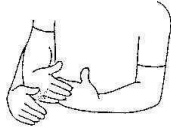
Bent fingers mesh
like gear teeth and
shake up and down



WASH*

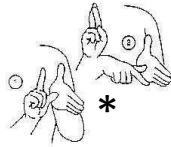
Palm-down A-hand
scrubs circularly in
flat left palm

LIST #15: TIME SIGNS



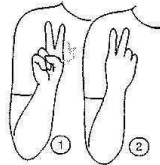
AFTER

Right palm on back of palm-in left hand; right moves out



LATER

Thumbtip of palm-out L on left palm, twists to palm-down; add R-hand (late + er)



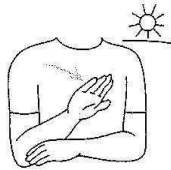
SECOND

Palm-out 2 twists to palm-in



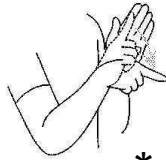
BETWEEN *

Right flat hand bounces between 1st and 2nd fingers of left hand



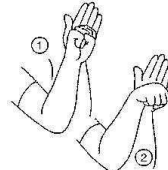
AFTERNOON *

Flat hand, arm resting on back of left hand, drops forward



MINUTE *

Side of palm-out index on left vertical palm twists to point forward



SOON

Side of palm-out S on left palm; twists to palm-down



DURING *

Indexes of D-hand near right shoulder, arc down and out



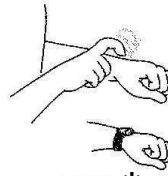
BEFORE

Make palm-out B, then right palm-in hand behind left palm-in hand, right hand moves inward



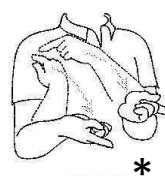
MORNING

Left hand rests in crook of right elbow, right palm-up hand rises; changes to an I-hand and twists



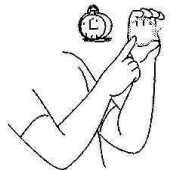
TIME *

Right index X-finger taps left wrist



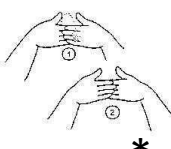
SINCE *

Palm-in indexes on right shoulder, arc up and out to point forward



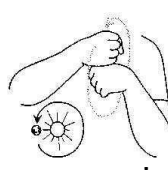
CLOCK

Index circles clockwise in left C



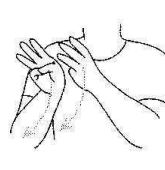
NEXT *

Flat hands, palms-in; one in front of other, back hand lifts over to front



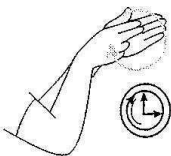
YEAR Δ *

Right horizontal S rests on left S; right circles vertically around left



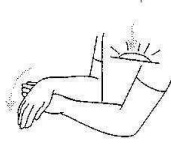
WHILE

W-hands face each other near right shoulder, arc down and forward



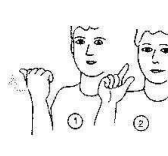
HOUR

Palm-left H touches left palm, circles forward once, touches again



NIGHT *

Drop bent hand over edge of left



AGO

Palm-in right A twists out and back over shoulder, opening to G



LIST #15 – PRACTICE SENTENCES

G-L-O-S-S in ASL. Which Classifiers can you use?

1. Are my boots among all those shoes in that basket in the closet?
2. Please place the picture frame on the shelf in the living room.
3. It is very cold outside. I think it is below freezing.
4. The drinks are in the refrigerator beside my ham and cheese sandwich.
5. There are no curtains on the windows in the basement.
6. During my trip to the mall, I looked at a new stove.
7. The cabinet in the bathroom has a big mirror.
8. Whenever I hear that song on the stereo, I dance down the hall.
9. The dishwasher is clean, it is time to put the dishes away.
10. Do you like Rock & Roll, Folk, or Country music?

11. The light switch on the bedroom wall is right inside the door.
12. Perhaps we should paint the ceiling before we put the carpet down.
13. The kitchen is probably the warmest room in the house.
14. The tub, sink, and toilet are all green.
15. Please wait here until I can get the dog to stay still.
16. Soon we will have to go inside because there is no shade from the sun.
17. I love to sit in front of the fireplace while it is snowing outside.
18. The clock on the microwave is underneath the timer.
19. Once upon a time, a long time ago, we used decoders.
20. The coffee table is between the couch and the T.V. w/ the DVD player.

21. The dryer is against the same wall as the washing machine.
22. Someone is knocking on the door, and I can see the doorknob turning.
23. I think there is some garbage in the bottom of that box.
24. Who is that person? She is next to the desk with the big drawers.
25. What years did you go to middle school?
26. I could stay with you if you want me to.
27. Because you came early, can you help me set these chairs up?
28. Bozeman is the best place to spend your spring and summer.

29. Perhaps you could tell me about the dinner happening tomorrow.
30. Am I too late? Did you begin already?
31. What about her do you like the most?
32. There were many people at the dog park today.
33. Then, there was a great light. Good morning!
34. I suppose that I could help you if you really need me.
35. These are for sale; those are full price.
36. Where was your father when you went to the store?
37. Would you go with me before 3'clock?
38. Would you still come with me if we cannot leave until dark?
39. Many people will go downtown in the summertime.

40. Do you like to do anything after your walks in the mornings?
41. So, tell me about his grandparents.
42. Why haven't you called me yet?
43. Until you clean your room, you are not able to go out.
44. That man is from my hometown.
45. Did you watch the movie the other night?
46. Will you be at the grocery store later?
47. Is this too hot for you to eat?
48. It is probable that we switched the time and place.
49. Can you water my plants for me while I am gone?
50. I will be on vacation for 3 weeks.



Thank you to former student Patty for contributing these sentences.

SIGN 120 LIST*s #16 - 18

SAME SIGN* ASL



LIST* #16: RESTAURANT* FOOD*s & SIGN*s

AVOCADO	DELICIOUS*	LIME	POP*
BEAN* (x)	DISH	MAYONNAISE*	PRETZEL
BROCCOLI	DOUGHNUT* (<u>R</u>)	MENU	ROAST
CARROT	ENCHILADA	MUSHROOM	SAUCE
CUCUMBER	TORTILLA*	MUSTARD	SALT*
BISCUIT (COOKIE*)	FORK*	NAPKIN	SAUSAGE
BOWL*	FRENCH FRY*	OMELET	SHRIMP, CRAB
CHERRY	GLASS	ORDER*	SLICE*
CHICKEN* (BIRD*)	GRAPE* (RAISIN)	PAN	SPOON*
CHIP	GRAVY	PEA	SUGAR*
COOK*	HONEY*	PEPPER	SYRUP
CRACKER*	JELLY	PICKLE	TACO*
CREAM*	KETCHUP/CATSUP	PIZZA PIZZA* PIZZA	TOMATO
CUP	KNIFE*	PLATE	WAFFLE
	LEMON*		



STORY*: The VERY HUNGRY* CATERPILLAR*



LIST* #17: CLOTHES

JEANS	SCARF	SKIRT*
PANTS	SOCK*s	SWEATER
COAT*	DRESS*	

LIST* #18: COLLEGE* LIFE

ATTEND*	ENGLISH*	GRAMMAR*	MINOR	PLAY*	SCHOOL*	STORY*
BIOLOGY*	EXAM	HISTORY*	MUSIC*	POEM	SCIENCE*	STUDY*
COLLEGE*	EXERCISE*	LEARN*	PAPER*	PROJECT*	SEMESTER	SUBJECT
COMPUTER*	FAVORITE*	LESSON*	PARTICIPATE	QUIZ*	SENTENCE*	TEST
COURSE	FINAL	MAJOR	PARTY	RIDE	SING	UNIVERSITY*
CREDIT	GRADE*	MATH*	PEN	RUN	SONG	SUCCESS*
DANCE*	GRADUATE	MEDICINE*	PENCIL	SCHEDULE*	STAND*	WALK*

300 Most Frequently Used Words in Ranked Order (1990's) - *same sign ASL

the	has	also	day*	high	look	four
of	when*	did	same*/same	upon	asked	within
and*	who*	many*	another*	school*	later	felt
to	will*	before	know*	every	knew	along
a	more*	must*	while	don't	point	children
in	no*	through*	last*	does	next*	saw
that	if	back	might	got	program*	best
is	out*	years	us	united	city	church*
was	so	where*	great	left	business	ever
he	said	much*	old*	number*	give	least
for*	what*	your*	year*	course	group	power
it*	up	way*	off*	war*	toward	development
with*	its	well	come*	until	young*	light
as	about*	down	since*	always*	days	thing*
his	into	should	against*	something	let	seem*ed
on	than*	because	go	fact	room*	family*
be	them	each*	came	though	president	interest*
at	can	just	right	water*	side	want*
by	only*	those	used	less	social	member*s
I	other	people*	take	public	given	mind
this	new*	Mr.	three	put	present	country
had	some*	how*	states	think*	several	area
not*	could	too	himself	almost*	order*/ order	others
are	time*	little	few	hand	national	done
but*	these	state*	house*	enough*	possible	turned
from*	two	good*	use*	far	rather	although
or	may*	very	during	took	second	open
have*	then	make*	without*	head*	face	god*
an	do*	world*/world	again*	yet	per	service
they	first*	still	place*	government	among*	certain
which*	any	own	America*n	system	form	kind*
one*	my*	see*	around*	better*	important*	problem*
you*	now	men	however	set	often*	began
were	such	work*	home*	told	things	different
her	like	long*	small*	nothing	looked	door*
all	our	get*	found	night*	early*	thus
she	over	here*	Mrs.*	end	white*	help*
there	man	between	thought	why*	case	sense
would	me*	both*	went	called	J-O-H-N*	means
their	even	life	say*	didn't	become*	whole*
we	most	being	part	eye*s	large	matter
him	made	under*	once*	find	big	
been	after	never*	general	going	need	

150 BASIC ASL SIGNS

adapted from startasl.com

COMMON

- FINISH
- GO
- Goodbye
- Hello
- HELP
- LIKE
- LOVE
- MORE
- NEED
- NO
- NOT
- PLEASE
- RIGHT
- SORRY
- Thank you.
- Thank you. (2)
- WANT
- WANT (2)
- WITH
- WITHOUT
- YES

PEOPLE

- ASK-you
- BOY
- DEAF
- GIRL
- GIVE-you
- HEARING
- I/ME
- MAN
- MAN (2)
- MY/MINE
- WOMAN
- WOMAN (2)
- WORK
- YOU
- YOUR

SCHOOL

- ASL
- BOOK
- BUS
- BUS (2)

- CLASS
- CLASSROOM
- COLLEGE
- DORM
- DRAW
- ELEMENTARY
- ENGLISH
- HIGH-SCHOOL
- HISTORY
- JUNIOR-HIGH-SCHOOL
- KNOW
- LEARN
- MATH
- MIDDLE SCHOOL
- PAPER
- PLAY
- READ
- SCHOOL
- SCIENCE
- SENTENCE
- SIGN
- SIGN LANGUAGE
- SPORTS
- STUDENT
- STUDENT (2)
- TEACHER
- UNIVERSITY
- WRITE

FAMILY

- AUNT
- BABY
- BOYFRIEND
- BROTHER
- CHILDREN
- COUSIN (female)
- COUSIN (male)
- DATE
- DAUGHTER
- DIVORCE
- FAMILY
- FATHER
- FRIEND
- GIRLFRIEND
- GRANDDAUGHTER
- GRANDDAUGHTER (2)
- GRANDFATHER
- GRANDMOTHER
- GRANDSON
- GRANDSON (2)
- HUSBAND
- MARRY

- MOTHER
- NEPHEW
- NIECE
- ROOMMATE
- SIBLINGS
- SINGLE
- SISTER
- SON
- SWEETHEART
- UNCLE
- WIFE

DESCRIPTIONS

- AWFUL
- BAD
- BALD
- BEAUTIFUL
- CLEAN
- COLD
- CUTE
- DEPRESSED
- DIFFERENT
- EXCITED
- FINE
- GOOD
- HAPPY
- HOT
- HUNGRY
- HURT
- MAD/ANGRY
- MEAN
- NICE
- OLD
- RUDE
- SAD
- SCARED
- SLOW
- SO-SO
- STRONG
- TALL
- THIRSTY
- UPSET
- WONDERFUL
- YOUNG

HOME

- APARTMENT
- BATHROOM
- BEDROOM
- BICYCLE
- BUY
- CAR
- CLEAN
- DINING ROOM
- DOOR
- FAMILY ROOM
- GARAGE
- GO-IN/ENTER
- HOME
- HOUSE
- KITCHEN
- LIVING ROOM
- ROOM
- SHOWER
- SOFA
- TELEPHONE
- TOILET
- WALK

TIME

- AFTER
- AFTERNOON
- AGAIN
- ALWAYS
- BEFORE
- DAY
- Days of the Week
- FRIDAY
- FUTURE
- HOUR
- LAST/PAST
- MIDNIGHT
- MINUTE
- MONDAY
- MONTH
- Mos. Year
- MORNING
- NEVER
- NIGHT/EVENING
- NOON
- NOW
- SATURDAY
- SOMETIMES
- SUNDAY
- THURSDAY
- TIMETODAY
- TOMORROW
- TUESDAY
- WEDNESDAY
- WEEK
- YEAR
- YESTERDAY
- YESTERDAY (2)

ANIMALS

- ANIMAL
- BEAR
- BIRD
- CAT
- COW
- DOG
- DOG (2)
- ELEPHANT
- GIRAFFE
- HORSE
- LION
- MONKEY
- PET
- RAT
- SNAKE
- TIGER



LISTS 16-18 PRACTICE SENTENCES

G-L-O-S-S in ASL and sign using natural expression NMM's.

1. How many people will be eating with you today?
2. Are you ready to order now?
3. What would you like to drink?
4. Do you want cream in your coffee?
5. How would you like your steak cooked?
6. What do you want on your hamburger?

7. Do you want French fries or salad with your lunch?
8. Would you like cake, pie, or ice cream for dessert?
9. Do you want chips or pasta salad with your sandwich?
10. Do you want ketchup or mustard?
11. How many eggs would you like with your sausage?
12. Do you want lemon and sugar for your iced tea?

13. Who wants blue cheese dressing on their salad?
14. Are your waffles warm enough?
15. Do you like onions, mushrooms, and sausage on your pizza?
16. Do you want maple or blueberry syrup for your pancakes?
17. Where did you buy your coat and scarf?
18. I need a new sweater, boots, and gloves!

19. Which classes are you taking next semester?
20. Will you please sing and sign that song again?
21. What is your favorite class this semester?
22. Do we have a math quiz tomorrow?
23. Will you please help me study for my biology test next week?
24. Did you start practicing your final song yet?

SECTION 5b:

GEOGRAPHY & NATURE:



Vocab Lists & Printed Signs

UNITED STATES of AMERICA:

SIGNS & ABBREVIATED SPELLINGS EXPLAINED



CITIES, STATES, COUNTRIES & CULTURES
AND GEOGRAPHY TERMS VOCAB LIST & PRINTED SIGNS

STATES	SIGN/SPELL	DESCRIPTION of SIGN or SPELLING VARIANCE	ORIGIN of SIGN / DESCRIPTION / MORE INFORMATION
A	B	C	D
1 ALABAMA	ALA, #ALA	#A-L-A moves slightly down quickly	
2 ALASKA	sign	A to 5 side of head	HOOD of PARKA
3 ARIZONA	sign	Side A moves down each side of mouth	
4 ARKANSAS	ARK, #ARK	#A-R-K moves slightly forward quickly	
5 CALIFORNIA	sign	Palm-in 8 at ear to out Y, In 8 twist s out, In ILY twists to palm-out Y, In 25 flicks at ear	
6 COLORADO	COLO	COLOR+A-D-O, COLOR+D-O, or C down arm (MOUNTAINS)	
7 CONNECTICUT	CONN, CT	C-O-N-N Second N moves sideways slightly further than normal double-letter motion	
8 DELAWARE	DEL, #DEL	D-E-L moves quickly forward slightly	
9 FLORIDA	FLA, #FLA	F circles slightly to L then A - (See ASL THAT)	
10 GEORGIA	GA, #GA	G (Thumb up G hand to palm-out A) OR Palms brush down chest similar to CLOTHES	
11 HAWAII	sign	Palm-in H circles face, Index circles face, 5 hands side to side (HULA)	
12 IDAHO	IDAHO	I-D-A-H-O	
13 ILLINOIS	ILL, #ILL	I moves sideways quickly to ILY	
14 INDIANA	IND, #IND	Also #IND: I, down N to up D	
15 IOWA	IOWA	Also I-O-W-A moves slightly downward	
16 KANSAS	KAN, KS	K-A-N or K moves slightly down to N	
17 KENTUCKY	KY, #KY	K moves down slightly to Y	
18 LOUISIANA	LA, #LA	L-A one palm-in, one-palm out repeat, One handed palm out L to A repeat, #L to A sideways	
19 MAINE	MAINE	Palm-in 9 brushes down dominant (or non-dom) side of chest (Sim sign CREDIT, repeated)	
20 MARYLAND	MD, #MD	Also #M-D as in snapping fingers	
21 MASSACHUSETTS	MASS	M-A-S-S Second S moves sideways slightly further than normal double-letter motion	
22 MICHIGAN	MICH	Also M-I-C-H (finish H with thumb up)	
23 MINNESOTA	MINN	M-I-N-N Second N moves sideways slightly further than normal double-letter motion	
24 MISSISSIPPI	MISS	Also M-I-S-S-I-S-S-I-P-P-I	
25 MISSOURI	MO, #MO	Also #M-O as in snapping fingers (side M to out O)	
26 MONTANA	sign	M hands draw rectangle, M's across and down, M hands sideways dwn to T hands	
27 NEBRASKA	NEB, #NEB	Slightly forward motion	
28 NEVADA	NEV, #NEV	Slightly forward motion or N-E-V-A-D-A	
29 NEW HAMPSHIRE	NH	Quick N to H	
30 NEW JERSEY	NJ	Quick N to J	
31 NEW MEXICO	NM, #NM	#N moves out slightly to M	
32 NEW YORK	sign	Palm down Y back and forth across palm or Y outward off of palm (SUBWAY)	
33 NORTH CAROLINA	NC, #NC	N out to quick C	
34 NORTH DAKOTA	ND, #ND	N out to quick D	
35 OHIO	OHIO	(Spell in circle), O shakes	
36 OKLAHOMA	OKLA	#O-K-L-A (L circles to A) - See ASL THAT	
37 OREGON	sign	O circles	
38 PENNSYLVANIA	PA, #PA	Side P out to quick A	
39 RHODE ISLAND	RI, # RI	R moves forward to quick I	
40 SOUTH CAROLINA	SC, #SC	S out to quick C	
41 SOUTH DAKOTA	SD, #SD	S out to quick D	
42 TENNESEE	TENN	T-E-N-N move second N sideways more than normal double-letter motion	
43 TEXAS	sign	Palm-out X quickly draws 7	
44 UTAH	UTAH	U with thumb out brushes down side of mouth	
45 VERMONT	VT, #VT	V out to quick T	
46 VIRGINIA	VA, #VA	V out to quick A	
47 WASHINGTON	sign	Palm-in W at shoulder moves outward, or Palm-in W arcs outward twice	
48 WEST VIRGINA	WEST V-A	WEST: Palm out-W moves sideways + V moves down quickly to A	
49 WISCONSIN	WIS, WISC	#W-I pulls down to S	
50 WYOMING	WY, WYO	Palm-out or palms facing W hands chg to Y hands, Palm in W at shoulder changes to Y,	
51	#WYO	#W-Y circles up to O	
52			
53	SOURCES: TRUE+WAY ASL, SIGN SCHOOL, HANDSPEAK, ASL THAT First Edition, ASL TREE Second Edition		
54			
55	# Abbreviated state letters tend to move quickly to distinguish from other spelled words, as in lexicalized spelling.		

Cities, States*, countryS Cultures* and GeoGraphy printed* signs

***SAME SIGN ASL S.E.E. /=PREFERRED SIGN WHEN 2 NOTED CAPITAL LETTERS USED FOR HANDSHAPES**

Africa*	Hawaii*	East* West*
afriCa*/	Hispanic	North* South*
Alaska*	holland	Bozeman* Helena
ALBuQuerque	Houston*	Great Falls* Kalispell*
america*	indIA*	new York
america+An	Indianapolis*	
Anchorage	ireland *	geography, earth terms
Asia	Israel* (palm-in)	Area*
Asia /	Italy*	Bay
Atlanta*	japan* /	Capital
Atlantic	Japan*	City
australia*	Kalispell*	community
Australia*	Korea	Continent
Austin* (7)	Las Vegas	countrY
Baltimore*	London*	County
Bethlehem	Louisville*	Culture*
Boston	meXico	earth*
Britain	milwaukee	Equator
britlsh	Montana*	Foreign
califomia*	new Orleans*	GeoGraphy
cAnada*	Netherlands*	Globe
Chicago* (7)	Norway	Gulf
china	Norway*	Harbor
Colorado*	Pacific	International
Dallas*	paris*	Island*
denmark*	Philadelphia* (7)	Latitude
Denver*	Phoenix	Local
Detroit* (7)	pittsburgh*	Locate+ion
Dutch	Phillipines	mountain
Egypt*	polAnd	mountain*/
egypt	Portland*	Nation*
england*	russia	NationAL
engllsh	Salt Lake City	Ocean
Europe*	Scotland, Scot*+Land	Planet*
Europe*	spain	Region*
Finland	Swede	Social studies (study*)
finland*	sweden*	State*
Flint* (7)	Tuscon* (7)	town*
France	ukraine	Universe*
France*	Unite+D KingDom	Globe
Gallaudet*	United States	Island
German	University (Gallaudet)	Longitude
German	Washington*	Map
Germany*		Region
Greece		Sea
Hartford*		SocietY
		World



AFRICA (alt 1)*
palm-left a hand circles face.



AFRICA (alt 2)*
palm-out c moves slightly right, twists and moves downward ending with fingers closed. (country shape)

Preferred

ALBUQUERQUE = ALBO



ALASKA*
palm-down a-hand arcs around parka hood to an open flat hand.



AMERICA*
mesh palm-in fingers, circle horizontally in front of body.



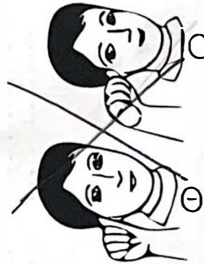
AMERICA
mesh palm-in fingers, circle horizontally in front of body.



AMERICAN
+ (SEE)
AN
palm-up a twists to palm-down.

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ANCHORAGE A ↘



ASIA
thumbtip of a at corner of eye; hand twists forward slightly. (see china)

ASL: A → 5 (palm out)



ATLANTA*
thumb of a-hand touches left and then right shoulder.



ATLANTIC
palm-out a's move wave-like up and down forward, opening to 5's. (see ocean)

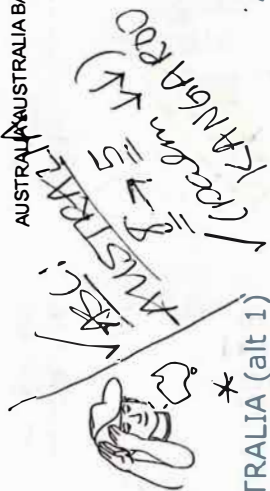
ASL: SPELL

SIGN SCHOOL

SOURCE: SIGN SCHOOL APP

http://www.signingexchangeenglish.com/see_print.asp

120

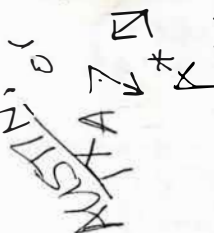


AUSTRALIA (alt 1)

fingertip of right b at temple twists to palm-out touching side of head.

AUSTRALIA (alt 2)

thumb of a-hand at temple twists to palm-out to touch side of head.



BALTIMORE

shake palm-left b-tip up and down. (repeat)



BETHLEHEM

palm-out b circles and then taps fingertips of left b.



BRITAIN

thumb and bent index grasp chin, wiggle chin slightly side-to-side.



BRITISH

thumb and bent index wiggles chin, slightly, right i-hand draws a wavy downward line. (britain + ish)



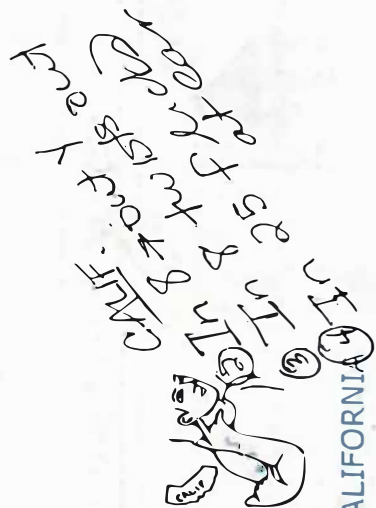
CANADA

a grasps clothes on right side and taps chest.



CHICAGO

palm-out c-hand arcs sharply down to right.



CALIFORNIA

index at earlobe changes to y, shaking down and slightly out.



China

✓ ASL CHINA
index on
chest
(Draws button
pattern)

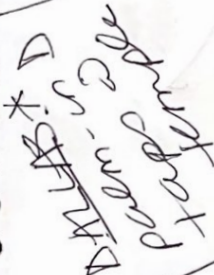


DETROIT *
with d-hand, arc sharply down to right, palm-out.
(see Chicago)



COLORADO

right c-hand above left arm outlines big and small mountains.



DENMARK *

palm-in 3 moves in wavy motion across chest to right.



DUTCH *

both hands touch temples with fingertips and thumb, arc to sides and slightly up closing to flat-o's.

(NETHERLANDS)



ENGLAND

palms-down, right hand pulls left hand toward body.



ENGLAND *

palms-down, right hand pulls left hand toward body.



ISH (Suffix)

i points forward and draws a wavy downward line.



EGYPT *

palm-out x on forehead.

to touch & move away.
EGYPT *
(AKRMB)



EUROPE *

e faces temple, circles vertically.

FLINT MICH
H = V



FRANCE (French Sign)

f twists outward from heart.



GERMAN (U.S. Alt. 2)

s-hands cross at wrists, open to 5's.



FINLAND (U.S. Sign)

side of f-hand circles near forehead. (see sweden)

EUROPE - f-hand circles near forehead. (see sweden)



FINLAND (Finnish Sign) *

bent index taps teeth.

ASL (also tap chin)



GALLAUDET *

g closes and moves backwards from side of eye.



FRANCE (U.S. Sign) *

palm-in f-hand twists to palm-out.

ASL (also twists in)



GERMANY (German Sign)

back of hand with vertical index touches forehead.



GREECE

g arcs down inward near nose.



HAWAII

① palm-in h-hand circles face. (see face)



HOLLAND

* (off nose)
thumb of y at mouth, arcs out
(NETHERLANDS)



INDIA

thumb of extended-a marks dot in middle of forehead.



ISRAEL

palm-in i strokes downward on each side of chin.



ITALY

little finger makes cross near forehead.



JAPAN (Japanese Sign)

index and thumb of horizontal g's touch, separate and close.



IRELAND

palm-down bent-v circles over, then drops on back of left fist.



HISPANIC

palm-in h's at shoulders move out and forward to touch fingertips. (see Spain)

shape of islands
shape of country

ABL side B twists temple

little fingertip at corner of eye, hand twists slightly to palm-in. (see china)



korea

middle fingertip of k at corner of eye; hand twists slightly inward. (see china)



LONDON*

I makes circle near side of head.



MEXICO

index on shoulder drops to palm-up x. (see spain)



MILWAUKEE

index finger moves back and forth under lip.



MONTANA

palms-out, m's make a rectangle. (outlining the state)



NEW ORLEANS



O brushes off heel
of hand, repeat;

NEW YORK

Palm-down Y slides across left palm



NORWAY (Norwegian Sign)

palm-out n draws mountains.





NORWAY (U.S. Sign)

n circles near forehead. (see sweden)



PACIFIC

p's arc slightly upwards, change to open hands and flow forward. (see ocean) (ASC speed)



PARIS *

v's face each other, arc up and together to meet fingertips.

PHILADELPHIA
palm - out
x shaken



PHILADELPHIA *

p arcs sharply down to right. (see chicago)



PITTSBURGH *

9 index and thumb brush down left chest rapidly several times.

PHILIPINES
y curved so
back of
palm



POLAND (Polish Sign)

palm-in a-hand touches left side of chest, then right side of chest.



POLAND (U.S. Sign) *

a-thumb flicks off nose tip; repeat.



RUSSIA *

thumbs of palm-down 5-hands tap waist; repeat (as in russian dance)

PORTLAND
p
x shaken



scot *

4-fingers draw a cross on left upper arm; changing from palm-in to palm-up. (see plaid)

SCOTLAND



scot

4-fingers draw a cross on left upper arm; changing from palm-in to palm-up. (see plaid)

(SEE +)



LAND

palm-down l on back of left hand circles out, back to elbow and along arm to hand. (see ground)



spain

index fingers on shoulders drop to interlocking x's. (fastening cape). (see hispanic)



SWEDEN (U.S. Sign)

s circles near forehead.



SWEDEN (Swedish Sign)

5-hand draws up from back of left hand and closes to flat-o; repeat.



UNITE

u's at sides of body, arc down and towards each other, then touch.



-ED (Alt. 1)

Palm of hand flips back toward



KING

right k on left shoulder, then moves to right hip. (see christ)



DOM (Suffix)

d on back of hand circles out, left and back along left arm. (see ground)

Handwritten notes: 'A 2', 'TNC 2', and 'U.K. / BL'.



UNIVERSITY

horizontal palm-down u circles up from left palm.
(see college)



WASHINGTON

palm-in w from shoulder circles forward and to the right.



EAST

palm-out e moves right.



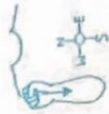
WEST

right palm-out w moves left.



NORTH

palm-out n moves up. (see up)

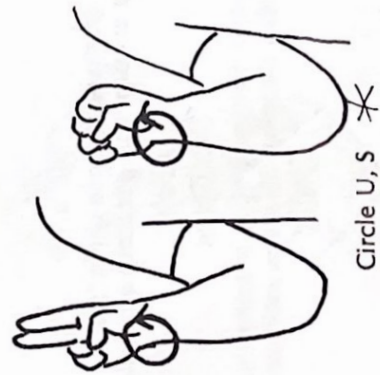


SOUTH

palm-out s moves down. (see down)

UNITED STATES

Spell U-S



Circle U, S

HELENA

BOZEMAN



B makes a Z

GREAT FALLS

Spell G-F



H circles forward

K MISPELL



AREA *

palm-down a-thumbs touch, circle in toward chest, touch again. (see place)



BAY

palm-out b-hand outlines curve of palm-down left hand, index to thumb ending palm-in.



CAPITAL

thumb of c taps shoulder. (see office)



CITY

tip of palm-out right c taps fingertips of flat left hand while both circle. (see town)



COMMUNITY

palm of right taps back of left hand repeatedly while circling.



CONTINENT

palm-out c on back of left hand circles out and back along arm. (see ground)



COUNTRY

palm-in y rubs arm in circle near elbow.



COUNTY

c circles on left elbow. (see country)



CULTURE *

right c curves around vertical left index finger. (see atmosphere)

✓ ASL used palm (is. y)



EARTH*/GEOGRAPHY

thumb and middle finger hold sides of left palm-down s; right hand rocks back and forth as on axis.



EQUATOR

right e circles left palm-in s, from palm-out to palm-in position.



FOREIGN

fingers of palm-in f rub left arm in circles near elbow. (see country)



GEOGRAPHY/ EARTH*

right g on left; then circle each other vertically once and touch again. (see world)



GLOBE

2 g's separate, outline globe and touch again. (see bulb)



GULF

palm-out to palm-in g outlines curves of left hand from index to thumb. (see bay)



HARBOR

palm-out vertical h outlines curves of palm-down left hand's index and thumb, ending palm-in. (see bay)



ISLAND (alt 1)

horizontal i's face each other, circle horizontally toward body and touch. (see place)



INTERNATIONAL

i-hands, one on top of other; circle each other vertically and touch again. (see world)



✓ ISLAND (alt 2) *

side of i-hand circles on back of palm-down left s-hand.



LATITUDE

thumb of right l slides around palm-in left s-hand. (see equator)



LOCAL

right l behind vertical left index circles around index to palm-in. (see atmosphere)



LOCATE

left hand palm-right points forward, right palm-down l rises past left hand. (see find)



ION (Suffix)

side of s slides down fingers and palm.



LONGITUDE

l-thumb draws arc downward near knuckles of palm-in horizontal s. (to outline longitude)



MAP

right m-hand draws wavy line on back of left hand. (see chart)



MOUNTAIN (alt 1)

right hand draws mountain tops; left stays still.



MOUNTAIN (alt 2) *

right fist raps on left wrist; then push flat hands upward to the right.



NATION*

right n circles over, then drops on back of left s.
(see republic)



NATION

right n circles over, then drops on back of left s.
(see republic)



AL (prefix)

palm-out a slides right, changing to l.



OCEAN

palm-down o's move wave like up and down
forward, opening to 5's.

✓ ASL: 5 hands only
(also SEA)



PLANET*

p vertically circles around left s-hand. (see
satellite))



REGION (alt 1)

fingertips of r's touch, then circle back to touch
again. (see place)



REGION (alt 2)

r curves around vertical left in dex. (see
atmosphere)



SEA

palm-down s's sweep up and down forward,
opening to 5's. (see ocean)

✓ ASL: 5 hands only
(also OCEAN)



STATE*

side of right s on fingertips of left vertical flat hand
arcs down to heel. (see law)



SOCIAL

right s curves around vertical left index finger.
(see atmosphere)



STUDY*

right fingers wiggle above left palm.



S (Suffix)

palm-out s.



society

s curves around vertical left index; thumbtip of y
slides down vertical hand. (social + -ity)

✓ ASL: Out $\leq$ hands
turn in.



UNIVERSE*

right h on left h; circle right h forward around left
hand and rest on top. (see world)



TOWN*

fingertips tap several times while moving from left
to right. (indicating roof tops)



WORLD*

horizontal w's, right w on top of left w; circle right
around left vertically.

*World: fingered s hands
wiggled s hands*

Song Lyrics:



I HOPE YOU DANCE

LOVE IN ANY LANGUAGE



THE RIVER

ROCK & ROLL GIRLS

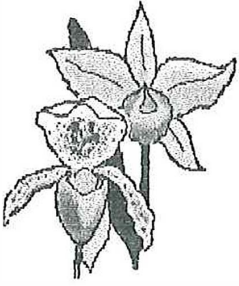
SPEAKING HANDS, HEARING EYES

THIS LAND IS YOUR LAND

YOU ARE SO BEAUTIFUL

Pledge of Allegiance,
Preamble to U.S. Constitution
&
Star Spangled Banner





I Hope You Dance

recorded by Lee Ann Womack with Sons of the Desert, and written by Tia
Sillers and Mark D. Sanders September 1999

I hope you never lose your sense of wonder You
get your fill to eat but always keep that hunger
May you never take one single breath for granted
God forbid love ever leave you empty handed

I hope you still feel small when you stand beside the ocean
Whenever one door closes I hope one more opens
Promise me that you'll give faith a fighting chance
And when you get the choice to sit it out or dance

I hope you dance
I hope you dance

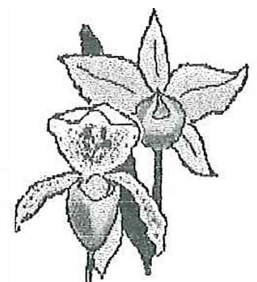
I hope you never fear those mountains in the distance
Never settle for the path of least resistance
Livin' might mean takin' chances but they're worth takin'
Lovin' might be a mistake but it's worth makin'

Don't let some hell bent heart leave you bitter
When you come close to sellin' out reconsider
Give the heavens above more than just a passing glance
And when you get the choice to sit it out or dance

I hope you dance...I hope you dance
I hope you dance...I hope you dance

I hope you still feel small when you stand beside the ocean
Whenever one door closes I hope one more opens
Promise me that you'll give faith a fighting chance
And when you get the choice to sit it out or dance

Dance...I hope you dance
I hope you dance...I hope you dance
I hope you dance...I hope you dance



[illegible]

Te amo

Ani chevet othka, I love you

As the lands from which they came

Our hearts are still the same

Pulls us all together, never apart

Love in any language, fluently spoken here

Yet look how we're the same

We know the sting of pain

The farmer loves his land

To give their daughter's hand

How much there is to share

To pretend it isn't there

Pulls us all together, never apart

Love in any language, fluently spoken here

May keep us worlds apart

The language of the heart

Pulls us all together, never apart

Love in any language, fluently spoken here

Pulls us all together, never apart

Love in any language, fluently spoken here

Pulls us all together, never apart

Love in any language, fluently spoken here

Love in any language, fluently spoken here

recorded by Sandi Patty. 1986

Peace Train - Cat Stevens - 1971

Now I've been happy lately
Thinking about the good things to come
And I believe it could be
Something good has begun

Oh, I've been smiling lately
Dreaming about the world as one
And I believe it could be
Some day it's going to come

'Cause out on the edge of darkness
There rides a peace train
Oh, peace train take this country
Come take me home again

Now I've been smiling lately
Thinking about the good things to come
And I believe it could be
Something good has begun

Oh, peace train sounding louder
Glide on the peace train
Come on the peace train
Yes, peace train holy roller

Everyone jump upon the peace train
Come on the peace train

Get your bags together
Go bring your good friends too
'Cause it's getting nearer
It soon will be with you

Now come and join the living
It's not so far from you
And it's getting nearer
Soon it will all be true

Oh, peace train sounding louder
Glide on the peace train
Come on the peace train
Peace train

Now I've been crying lately
Thinking about the world as it is
Why must we go on hating
Why can't we live in bliss

'Cause out on the edge of darkness
There rides a peace train
Oh, peace train take this country
Come take me home again

Oh, peace train sounding louder
Glide on the peace train
Come on the peace train
Yes, peace train holy roller

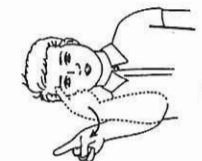
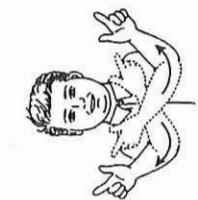
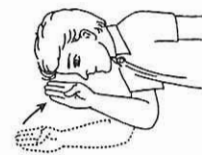
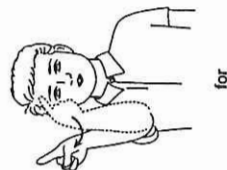
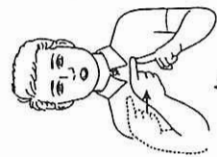
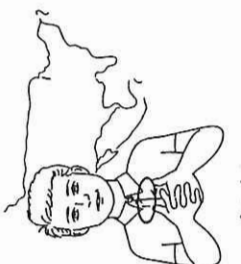
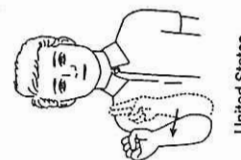
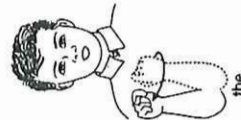
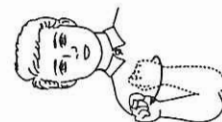
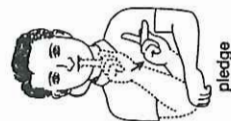
Everyone jump upon the peace train
Come on, come on, come on
Yes, come on the peace train
Yes, it's a peace train

Come on the peace train
Oh peace train



XXIV

THE PLEDGE OF ALLEGIANCE



P-R-E-A-M-B-L-E

to

Constitution of The United States

We The People of The United States,

in order to Form A more Perfect Union, estAblish JustiCe,
I nsure domestic (home+Land) IranquilitY, Provide for The
Common defense, promote The General Welfare (Well-
beIng), and Secure The blessIngS of Liberty to ourselves
and our posterity (Future GenerationS), do ordain (Legislate)
and estAblish this Constitution for The United States of
america.

The River

You know a dream is like a river
Ever changin' as it flows
And a dreamer's just a vessel
That must follow where it goes
Trying to learn from what's behind you
And never knowing what's in store
Makes each day a constant battle
Just to stay between the shores...and

Chorus:

And I will sail my vessel
'Til the river runs dry
Like a bird upon the wind
These waters are my sky
I'll never reach my destination
If I never try
So I will sail my vessel
'Til the river runs dry

Too many times we stand aside
And let the waters slip away
'Til what we put off 'til tomorrow
It has now become today
So don't you sit upon the shoreline
And say you're satisfied
Choose to chance the rapids
And dare to dance that tide...yes

Repeat Chorus:

And I will sail my vessel
'Til the river runs dry
Like a bird upon the wind
These waters are my sky
I'll never reach my destination
If I never try
So I will sail my vessel
'Til the river runs dry

There's bound to be rough waters
And I know I'll take some falls
With the good Lord as my captain
I can make it through them all...yes

Yes I will sail my vessel
'Til the river runs dry
'Til the river runs dry

Songwriters:
SMITH/BROOKS
1992





"Rock and Roll girls"

John Fogerty 1985

sometimes I think life Is Just A rodeo
The trick Is to ride and make It to The bell

but there Is A Place, sweet as you will Ever know
in music and love and things you never tell

you see It In theiR face, secrets on The telephone
A time out of time, for you and No one Else

HEY, Let'S go ALL over The World
Rock and Roll girls, Rock and Roll girls ,

Yeah, Yeah,
Yeah

iF I haD my Way, I'D shuffle off to buffalo
sit by The Lake and watch The World go by

Ladies in the sun, Listenin' to The Radio
Like fLOWerS on The sand, The rainbow In my Mind

HEY, Let'S go ALL over The World
Rock and Roll girls, Rock and Roll girls

HEY, Let'S go ALL over The World
Rock and Roll girls, Rock and Roll girls

HEY, Let'S go ALL over The World
Rock and Roll girls, Rock and Roll girls, Yeah, Yeah, Yeah





SPEAKING HANDS, HEARING EYES

Jeffrey is just six year old, the biggest smile you ever saw
And there's so much I know he wants to say
But Jeffrey cannot speak to me in language I can understand
But oh the thoughts his fingers can convey

So I'm learning to speak with my hands
I'm learning how to hear with my eyes
So that I can understand what he wants to say to me

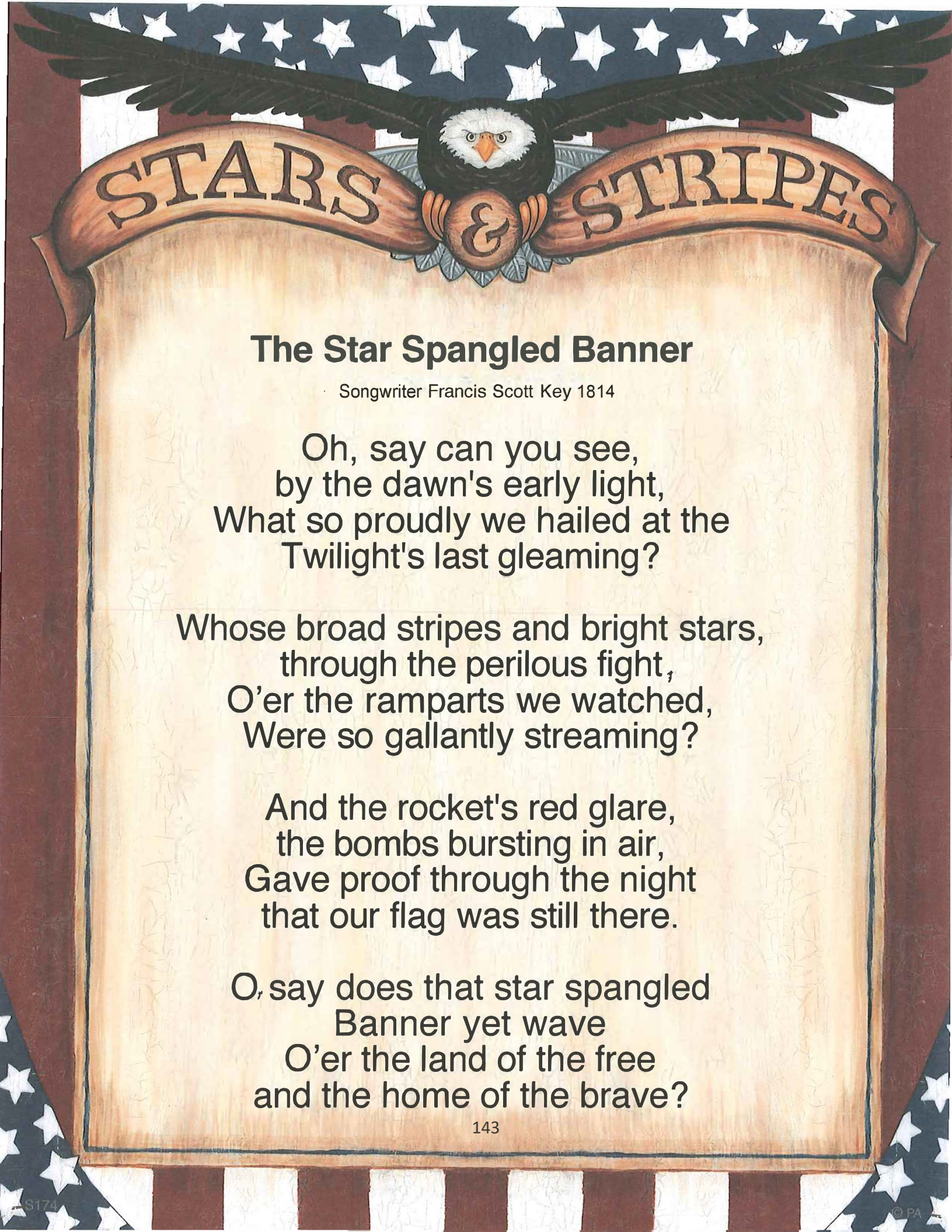
Sarah is my mother's age, the dignity shines from her face
There's much about her life I'd like to learn
She tries to read my lips but I can see frustration in her eyes
And most of what she says I can't discern

So I'm learning to speak with my hands
I'm learning how to hear with my eyes
So that I can understand what he wants to say to me
I know she can't do it all my way
But if I meet her half way
There's no telling what good friends she and I could be

No cane in your hand. no chair identifies you
Silent and invisible your lives
So much to offer and our hearing world denies you
Seeing only handicap in the language of your signs

So I'm learning to speak with my hands
I'm learning how to hear with my eyes
So that I can understand what you want to say to me
I know we can't do it all my way
But if I meet you half way
There's no telling what good friends you and I could be
There's no telling what good friends you and I could be





STARS

STRIPES

The Star Spangled Banner

Songwriter Francis Scott Key 1814

Oh, say can you see,
by the dawn's early light,
What so proudly we hailed at the
Twilight's last gleaming?

Whose broad stripes and bright stars,
through the perilous fight,
O'er the ramparts we watched,
Were so gallantly streaming?

And the rocket's red glare,
the bombs bursting in air,
Gave proof through the night
that our flag was still there.

O, say does that star spangled
Banner yet wave
O'er the land of the free
and the home of the brave?



This Land is Your Land

Songwriter Woody Guthrie 1940

this Land is your Land, this Land is my Land

from california to The new York Island

from the red Wood Forest to The Gulf Stream Waters

this Land Was made for you and me



As I was walking that ribbon of highway,
I saw above me that endless skyway;
I saw below me that golden valley;
This land was made for you and me.

[Chorus]

I've roamed and rambled and I followed my footsteps
To the sparkling sands of her diamond deserts;
And all around me a voice was sounding:
This land was made for you and me.

[Chorus]

When the sun came shining, and I was strolling,
And the wheat fields waving and the dust clouds rolling,
As the fog was lifting a voice was chanting:
This land was made for you and me.

[Chorus]

As I went walking, I saw a sign there,
And on the sign it said "No Trespassing."
But on the other side it didn't say nothing;
That side was made for you and me.

[Chorus]

In the shadow of the steeple I saw my people;
By the relief office I seen my people;
As they stood there hungry, I stood there asking,
Is this land made for you and me?

[Chorus]

Nobody living can ever stop me,
As I go walking that freedom highway;
Nobody living can ever make me turn back;
This land was made for you and me.

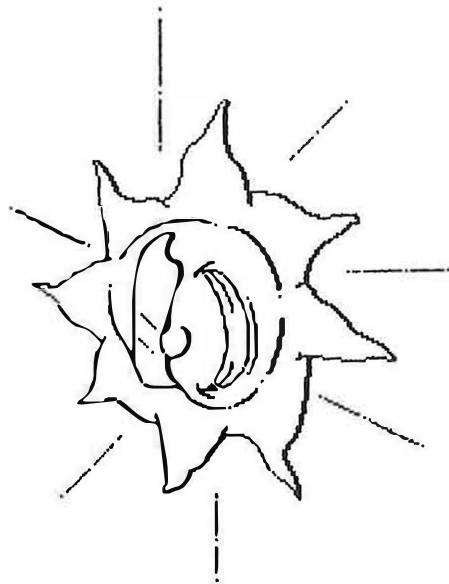
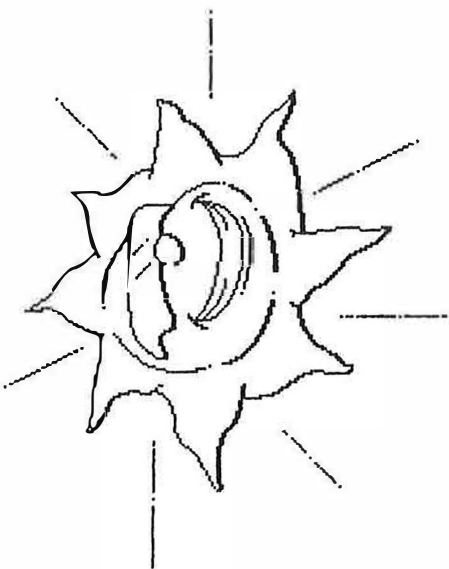
Note: In the Canadian version, the chorus lyrics "From California... to the Gulf Stream waters" are replaced by "From Bonaville to Vancouver Island; / From the Arctic Circle to the Great Lake waters." And in the second verse, the lyrics "To the sparkling sands of her diamond deserts" are replaced by "To the fire-clad forests of our mighty mountains." These words were written by the Travellers, a Canadian folk group.

You Are So Beautiful

Joe Cocker

Songwriters Billy Preston & Bruce Fisher

that was first released in 1974



You are so beautiful to me

You are so beautiful to me

Can't you see you're everything I hope for

You're everything I need

You are so beautiful to me

You are so beautiful to me

You are so beautiful to me

Can't you see you're everything I hope for

everything I need

You are so beautiful to me



SECTION 6: BIBLIOGRAPHY

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