



Introduction to Sign Language

SIGN 120

Linda Zupan

WELCOME to the
FASCINATING WORLD of
DEAF CULTURE
&
AMERICAN SIGN LANGUAGE



“The peculiarity of sign language
lies in the fact that hands represent our dictionary and
the face is our grammar.”

Deaf mime Joel Challude - [Words of Silence]

The above quote speaks to the fact that NMM's (Non-Manual Markers - gestures not involving your hands) such as facial expressions, also known as "facial grammar," eye contact and eye gazes as well as other gestures -- body language -- are extremely important features of American Sign Language that can be more important than the signs themselves.

PLEASE RETURN to the QUOTE on the PREVIOUS PAGE.

Did YOU TAKE a MOMENT to CONSIDER the IMPACT of YOUR FACE REPRESENTING GRAMMAR?

Do YOU UNDERSTAND what NMM's are?

Do YOU UNDERSTAND how IMPORTANT NMM's are WHEN COMMUNICATING?

CONSIDER for a moment which GESTURES YOU USE and that YOU APPRECIATE WHEN OTHERS USE THEM.

NOW CLOSE YOUR EYES and CONSIDER HOW YOU MIGHT

COMMUNICATE WITH the DEAF WHOSE LANGUAGE is VISUAL.



IF YOUR EYES are CLOSED or AVERTED, HOW will YOU COMMUNICATE WITH the DEAF?

Have YOU HEARD it SAID,

“Our eyes are ‘mirrors to the soul,’ ‘windows to the soul,’ or a ‘mirror to the heart’?”

The ABOVE STATEMENTS are IMPORTANT to REMEMBER

when COMMUNICATING with the ANYONE.

To BREAK EYE CONTACT CONVEYS to the DEAF that
YOU are NO LONGER "LISTENING" WHICH is RUDE and DISRESPECTFUL.

EYE CONTACT is CRUCIAL to the DEAF.

ALL INFORMATION PRESENTED in SIGN 120 CLASS

and in this SIGN 120 READER

is CRITICAL to LEARNING to SIGN EFFECTIVELY

and RESPECTFULLY with the DEAF WHILE

LEARNING about DEAF CULTURE.



PLEASE TAKE the TIME

to READ ALL MATERIALS PROVIDED,

PRACTICE, and ENGAGE FULLY in CLASS.

Attend ALL OPPORTUNITIES offered to SIGN WITH the DEAF.

SIGN 120 READER

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Wherever you see this image...



practice, spelling and/or signing!

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SIGN 120, 220 & 292

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



Thank you, Rachel, for your inspiration and assistance in creating this doc for students.

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:

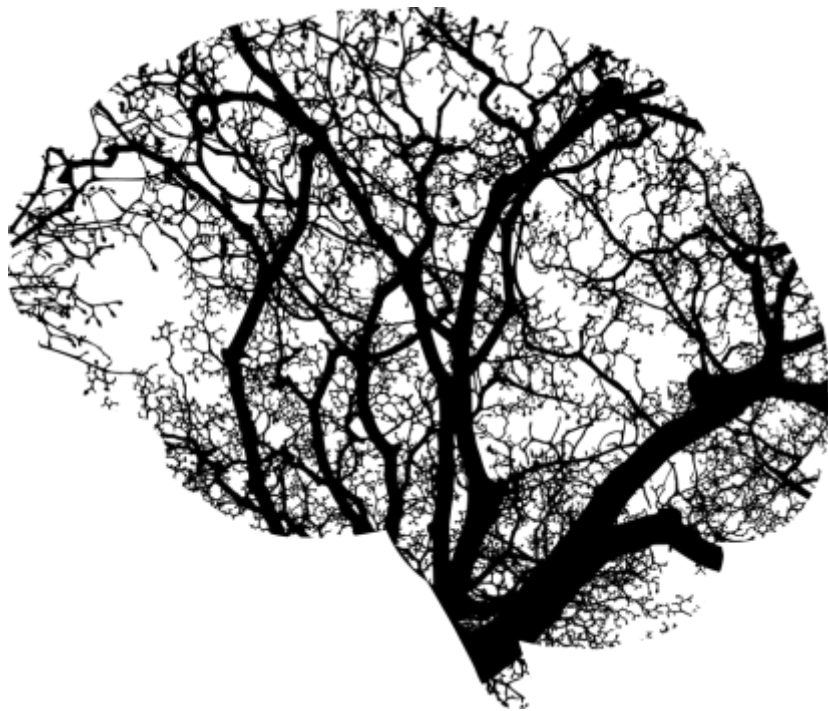
- a. **Ctrl+A:** To select ALL text: Press both keys at the same time = **(CONTROL ALL)**
- b. **Ctrl+B:** BOLD text
- c. **Ctrl+C:** COPY text
- d. **Ctrl+V:** PASTE text
- e. **Ctrl+X:** CUT text
- f. **Ctrl+F:** FIND text within a doc, pdf or online
- f. **Ctrl+Z:** UNDO previous: If you keep pressing 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 Sign 120) 7. SAVE 8. SEND to email to download on your laptop 9. Upload to D2L.

“THINKING IN SIGN”



Strategies for Practicing Signing When There's No Time



“THINKING IN SIGN”

Strategies for Practicing Signing When There’s No Time

- 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. THIS INCLUDES PRACTICING WITH OTHERS!
- 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 with others.
- Set aside time daily to read course materials, review signs that you have learned and view videos from the Vocab Video Library – D2L/Pulse App Content.
- 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 outside of class and for a lifetime.
- 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!
- Follow social media, subscribe to YouTube sign channels, Sign1News, etc.
- View Sign 120, 220 &/or 292 Vocab Video Library & Student Signers’ Showcase!

VOCAB VIDEO LIBRARY



TAKE INITIATIVE FOR YOUR LEARNING

**SEE D2L/PULSE APP CONTENT FOR VIDEOS TO PRACTICE
VOCAB LISTS, SENTENCES, SONGS, STORIES, & MORE**

Thank you, Rachel, for creating the Complete Course Video Playlist for students!



SIGN 120 VOCAB VIDEO LIBRARY CHECKLIST

VIEW VIDEOS in D2L CONTENT WEEKLY PRIOR to CLASS to LEARN

NEW SIGNS & REVIEW AFTER CLASS to PRACTICE



FOR EXPRESSIVE PRACTICE SIGN ALONG W/VIDEOS & FOR RECEPTIVE PRACTICE VIEW W/ NO SOUND

- VIDEO # https://www.youtube.com/playlist?list=PL2FmaVKcbamv7bcLY2d4L6Zsd3hw_-f9f
1. LIST #1 – GREETINGS: SIGN 120 READER (PINK SECTION): PAGES 3-5
 2. BROWN BEAR, BROWN BEAR... PINK P. 6-9 (TEACHING & F-L-U-I-D-I-T-Y)
 3. MANUAL ALPHABET & NOW I KNOW...P. 10 & 11 & LETTER RECOGNITION PRACTICE (6 VIDS)
 4. HIGHLIGHTED SIGN VOCAB SPREADSHEETS: CLASSES 1-3 (PREVIOUS SEMESTER)
 5. NUMBERS: 0-10 & 0-30: PAGES 12-15
 6. FINGERSPELLING: RECEPTIVE PRACTICE (NOT IN READER)
 7. PRACTICE PHRASES & SENTENCES: PAGE 16
 8. SIGN 120 VOCAB SPREADSHEET (SS) PAGES 1-5 PLAYLIST: (PRACTICE THROUGHOUT SEMESTER)
 - a. PAGE 1
 - b. PAGE 2
 - c. PAGE 3
 - d. PAGE 4
 - e. PAGE 5
 9. LIST #2 – FOODS: P. 17
 - 10 a.&b. INTRO VOCAB REVIEW, PHRASES & SENTENCES: LISTS #1 &2: P. 18 & 19
 11. LIST #3 QUESTION SIGNS & PRACTICE PHRASES: P.20 & 21
 12. PRACTICE QUESTION SENTENCES: P. 22 - 24
 - 13 a.&b. INTRO VOCAB REVIEW: LISTS #1-3: PAGE 25 (MORGAN & MIRANDA & COMMENT DOCS - PREV. P. 34)
 - 13 c.&d. INTRO PHRASES & SENTENCES: LISTS #1-3: PAGE 26 (MORGAN & MIRANDA & COMMENT DOCS - PREV. P. 35)
 - NOTE: D2L MESSAGE=LOAD MORE!**
 14. LIST #4 - MORE FOODS: PRACTICE SENTENCES: PAGES 27 & 28
 15. LIST #5-7 PLAYLIST: PAGES 29-36:
 - a. LIST #5: M-I-S-C-E-L-L-A-N-E-O-U-S SIGNS: PAGE 29
 - b. CONFUSINGLY SIMILAR SIGNS EXPLAINED: P. 30; LISTS 1-5 PRACTICE SENTENCES: P. 31
 - c. LIST #6: FEELINGS & EMOTIONS: P. 32; LIST # 1-6 PRACTICE SENTENCES: P. 33
 - d. LIST #7: FOODS, FOODS, FOODS: P. 34; LIST #1-7 PRACT & ADV. PRACT SENTENCES: P. 35 & 36
 16. SONGS & STORIES to PRACTICE F-L-U-I-D-I-T-Y FROM PINK SECTION:
2 LITTLE BLACK BIRDS; P.37-40; HAPPY BIRTHDAY; P. 41-42; 5 LITTLE MONKEYS; P. 43
 17. TELLING TIME PRACTICE (NOT in READER)
 18. LISTS #8-10 PLAYLIST: BLUE SECTION (PAGES 44-63):
 - a. LIST #8: DAYS of the WEEK, COLORS & SOUP FAMILY (P. 45-47)
 - b. LIST #9: PEOPLE & PRONOUNS (P. 49-53)
 - c. LIST #10: FRUITS, VEGGIES & MORE (P. 54)
 - d. RECEPTIVE PRACTICE # LISTS #1-10 (P. 55-58)
 19. STORIES to PRACTICE F-L-U-I-D-I-T-Y FROM BLUE SECTION:
1 MONDAY MORNING: P. 48; ARE YOU MY MOTHER? P. 59-60; ONE FISH, TWO FISH... P. 63
 20. LISTS #11-14 & PRACTICE SENTENCES: GREEN SECTION (PAGES 64-84):
 - a. LIST #11: MONTHS (P. 65)
 - b. LIST #12: MONEY (P. 66)
 - c. LIST #12: TIMES, TOWN & HOME (P. 67-68)
 - d. WEATHER, SEASONS & CLOTHES (P. 69-71)
 - e. LIST #1-12 PRACTICE SENTENCES (P. 72 & 73)
 - f. LIST #1-14: PRACTICE SENTENCES (P. 74)
 21. SONGS & STORIES to PRACTICE F-L-U-I-D-I-T-Y FROM GREEN SECTION:
IMAGINE: PAGE 75; WHAT A WONDERFUL WORLD: PAGES 76-84; YOU'VE GOT A FRIEND P.85 (no vid yet)
LIST #15: MOVED TO SIGN 220
 22. LISTS #16-18 – YELLOW SECTION (PAGES 86-112):
 - a. LIST # 16: RESTAURANT & CAFÉ (P. 87-94)
 - b. LIST #17: CLOTHES, SEASONS & WEATHER (P. 102-103)
 - c. LIST #18: COLLEGE LIFE (P. 104-111)
 - d. LIST #16-18 PRACTICE SENTENCES (P. 112)
 23. STORY FROM YELLOW SECTION: VERY HUNGRY CATERPILLAR: P. 95-101 (VARIETY of ASL SITES)

“SIGN RESOURCES”



REACH OUT & CONTINUE LEARNING BEYOND SIGN 120



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!

NMM's



YOUR NMM's MAY SAY MORE THAN YOU MAY REALIZE

Practicing Using Natural Expression - NMM's

How many ways can you say the following words or phrases while employing natural gestures, vocal inflections and/or facial expressions?

Directions: Do NOT take the time to look up signs. This exercise is about using Nonmanual Markers (NMM's) to convey meaning effectively. For each word/phrase try adding **a variety of ranges of emotion from boredom to disbelief to shock to awe to frustration, etc.** Look in the mirror while practicing or practice with a partner.



1. Hello.
2. Wow!
3. Beautiful.
4. Oh, no
5. What?
6. Why?
7. Why not?
8. Yes.
9. No.
10. Sure.
11. Thank you.
12. Thanks, a lot!
13. Help
14. Now
15. Maybe later
16. LOOK!
17. Not now.
18. OK
19. Never.
20. So?
21. How are you?
22. I think so.
23. Who said so?
24. Let's go!
25. See ya.
26. Not me.
27. Really?

Which gestures did you use for each emotion? Consider how important these NMM's are for conveying appropriate meaning while signing.

Non-Manual Markers (NMM's) - Practicing Expressing Emotion

Match Action(s) to Emotions

Emotion

- admiration
- anger
- anticipation
- anxiety
- apathy
- arrogance
- embarrassment
- boredom
- confidence
- confusion
- contentment
- disappointment
- disbelief
- disgust
- excitement
- exhaustion
- fear
- frustration
- guilt
- happiness
- hope
- hysteria
- impatience
- jealousy
- loneliness
- love
- mischievous
- passion
- romance
- sadness
- shock
- shyness
- suspicion

Action

- yawn
- look away
- smirk
- tap foot
- furrow eyebrows
- glare
- jaw dropped
- arms folded
- smile
- shoulders droop
- eyes wide
- frown
- lean in
- nod
- cringe
- shake head
- hold breath
- sob
- eyes closed
- stomp foot
- shoulders shake
- huff
- lean back
- eyes rolled
- raise eyebrows
- grin
- cry
- shake
- stand tall
- exhale emphatically



SECTION 2

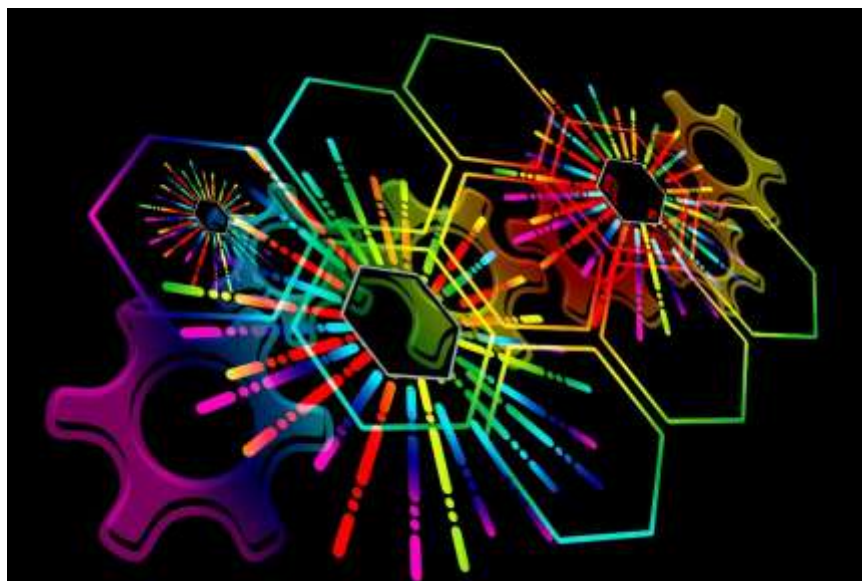


SECTION 2a: ASSIGNMENTS

SECTION 2b: ASSESSMENTS

SECTION 2c: SIGNED PRESENTATIONS

SECTION 2a. ASSIGNMENTS



Assignment #1: Research Sign Resources

Assignment #2: ASL Concepts Worksheet

SIGN 120 - ASSIGNMENT #1: RESEARCH SIGN RESOURCES

NAME: _____ DUE: _____

PART 1 DIRECTIONS: Perform searches below to become familiar with some popular ASL Apps/Sites and as an intro. to researching ASL signs/concepts. **Fill in the blanks, scan AS ONE PDF & upload to D2L.**

SEE: TIPS FOR SUCCESS DOC FOR DIRECTIONS ON SCANNING DOCS – NO JPEGs or SCREENSHOTS!

SEARCH #1: Go to handspeak.com:

1. In the white search area that reads FILTER WORD - Type: **WELCOME**
2. View video: Is the sign demonstrated similar to the sign you learned in Sign 120? YES___ / NO___

SEARCH #2: Go to handspeak.com:

1. In the white search area that reads FILTER WORD - Type: **SNORING**
2. Read: **“Did you click...” (below SNORING) & Search Tips & Pointers (May appear above or below search)**
3. Based on suggestions offered and by doing actual searches: Circle one word of each of the word pairs listed below that you will find on handspeak.com.
 - a. GO/WENT
 - b. STRONG/STRENGTH
 - c. HAPPY/HAPPIEST
 - d. KITTEN/KITTIES
4. Type: **SNORE** – Did you find a sign? YES___ / NO___

SEARCH #3: Go to Lifepoint.com:

1. In upper left corner - Type: **NMMs**
2. Click: Search and scroll down
3. Define: What does the abbreviation NMM stand for? _____
4. Click on NMM link. Read first sentence for BRIEF definition and examples of NMM’s
5. Summarize: NMM means _____
6. Examples of NMM’s _____
7. Which category of words is listed as examples that accompany NMM’s in ASL? _____

(Hint: One-word answer – See example photos below)

SEARCH #4: Use: ASL DICTIONARY APP - (iPhone Directions) **ASL APP RECOMMENDED FOR SIGN 120** or go to <https://www.asl-dictionary.com/> to download/use correct version for your device.

1. Type: **FALL**
2. Note: How many different meanings are listed for the word FALL? _____
3. Click: on each option
4. Notice: different NMM’s for each sign used by each signer.

SEARCH #5: Use: signingsavvy.com Type **TALK**

1. Select: (Option One - as in “Conversation or to speak”)
2. Notice: In the squares above the signer how many different signs are available for the word TALK? _____
3. Click: on each option
4. Notice: different NMM’s for each sign used by each signer

SEARCH #6: Use: Search area on phone - (iPhone Directions)

1. Type: ASL sign **CLOCK**
2. Click: on browser under Related Searches at the **BOTTOM OF YOUR SCREEN**
3. Note: variety of sources:
 - a. Lifepoint.com
 - b. An assortment of YouTube videos
 - c. Handspeak.com
 - d. SigningSavvy.com
4. Click: on a-d
5. Notice: different NMM’s for each sign used by each signer.

SEARCH #7: Use Search area on phone - (iPhone Directions)**ASSIGN #1 – RESEARCH SIGN RESOURCES (PG. 2)****SCAN PAGES 1 & 2 as 1 doc!**

1. Type: ASL sign **HAPPY BIRTHDAY**
2. Click on browser under Related Searches at the BOTTOM OF YOUR SCREEN
3. Scroll down to Videos Section:
4. Select: **Learn ASL: Different Signs for BIRTHDAY in ASL – ASL Meredith**
5. Watch Meredith YouTube Video: <https://www.youtube.com/watch?v=v31MxvlhsQA>
6. State: Why HAPPY BIRTHDAY may be signed differently by some people _____
7. Return to Search area
8. Scroll down to see familiar sites listed as in main search area
9. Notice: different NMM's for each sign used by each signer

PART 2 DIRECTIONS: Complete after searching each example above as an introduction to Researching ASL Signs:

1. **OPEN New Google doc, SHARE with Linda: zupan.linda@gmail.com & allow EDIT access**
2. Title Assignment: **YOUR NAME & ASSIGN #1 and/or RESEARCH SIGN RESOURCES (GLOSS=USE ALL CAPS!)**
3. Research: **3 NEW words AND 3 phrases** that interest you (other than those noted above or used in class)
4. Type: Each word IN ALL CAPS (total of 3 words) & each phrase (total of 3 phrases).
5. Search: **3 different sites, apps** for each word and each phrase to compare sites' information and ease of use.
6. List: EACH site/app selected for EACH sign/phrase & SIGN ALONG – See Examples below.
7. Discuss BRIEFLY: a.-d. for each sign/phrase search (See examples below):
 - a. Variety, if any, of signs demonstrated (**DO NOT DESCRIBE EACH SIGN!**)
 - b. Preference of site/app for clarity of sign and ease of use.
 - c. NMM's/Variety of NMM's used: See SEARCH #3 above to find definition of NMM's.
 - d. If description of sign was available.
8. State: A general observation of your research – **You do NOT need to do this for each sign/phrase!**
9. Proof: Work for typos.
10. Upload: **Google Doc link** to D2L ASSIGNMENTS in COMMENTS area

EXAMPLE FORMAT BASED ON MY CLOCK SEARCH ABOVE (COMPLETE FOR TOTAL OF 3 SIGNS & 3 PHRASES):**& GENERAL (OVERALL) OBSERVATION of SEARCHES****SIGN #1: CLOCK:**

Sites used: ASL Dictionary App, Lifepoint.com, Handspeak.com

- a. All 3 sites used the same basic combination of handshapes to represent a clock, however, one of the sites adapted the handshape slightly and some of the sites varied the location of sign to represent a wall clock or desk clock.
- b. I preferred the ASL Dictionary App and _____ website for clarity of signs and ease of use.
- c. NMM's used for CLOCK were consistent on all 3 sites.
- d. Lifepoint.com offered descriptions of the signs, the others did not. I found it helpful to be able to read the description as well as see the photos and videos.

GENERAL OBSERVATION EXAMPLES: (ONE OVERALL OBSERVATION /SUMMARY OF SEARCHES = 3 PARAGRAPHS TOTAL!)

"Some observations I made while researching signs: 1. _____, 2. _____, etc. When searching for signs I preferred sources: 1. _____ and 2. _____ because _____. When viewing YouTube videos, I found _____."

"Regarding searching for ASL concepts I preferred _____ since it offers in-depth information on _____ and a wide variety of topics such as _____. I appreciated the ability in the ASL Dictionary App to * Favorite words so I can store them for future reference and use Favorites in the Quiz feature for receptive practice." **BE SURE TO DO THIS!**

"For future searches I realize the value in consulting more than one source because _____."

SIGN 120 - ASSIGNMENT #2: ASL CONCEPTS WORKSHEET

NAME: _____ DUE: _____

ASL CONCEPTS - IMPORTANT FEATURES for NATURALLY EXPRESSIVE SIGNING

Complete this worksheet to help you start “THINKING in SIGN” and G-L-O-S-S-I-N-G in ASL to better prepare for your signed expressive assessments, signed presentations & conversational signing.

PART I. DIRECTIONS:

- a. SEE ASL CONCEPTS in SIGN 120 READER – SECTION/Pg #: _____ & COLOR: _____
- b. Complete each sentence below by incorporating EACH feature addressed throughout.

1. Add Nonmanual markers [NMM's] to the sentences below. ASL CONCEPT # _____
- a. Hello and welcome to sign 120. []
- b. It is nice to meet you. [] []

2. Rewrite this sentence below using asl gloss. ASL CONCEPT # _____

3. Strike the unnecessary words in the sentences below. ASL CONCEPT # _____
- | | |
|-----------------------|---------------------------|
| a. How are you? | c. What are you doing? |
| b. Do you like pizza? | d. Have you seen my book? |

4. Rewrite GLOSSED sentences using ASL syntax: ASL CONCEPT # _____
- | | |
|----------------------------|----|
| a. Do you like ice cream? | a. |
| b. She wants black coffee. | b. |

5. SPELL WORDS THAT HAVE NO SIGNS SEE ASL CONCEPT #2, #3 & #16

Write 1 SPECIFIC example of words listed from EACH section (#2, #3, & #16)

2. _____ 3. _____ 16. _____

6. Circle letter of categories below (a. b. c., etc.) of words not generally signed in ASL (but may be spelled), when used as noted.

- a. To “Be” verbs** – am, are, is, be, been, was, were

- b. Auxiliary verbs – do, have, will**

- c. Verb endings & tenses** – does, did, done, going, gone, went

- ### d. Articles – a, an, the

- f. Plurals** – dish+es, tree+s

- ### **h. Prepositions – to, of, in, on, out**

- I. How** – As an adverb -When referring to numbers: how many? how much?

- ### J. Pronouns as specific (individual) signs – he, she, it, they, them

- k. Different grammatical forms such as adjectives & adverbs – hungrily, bored, boring**

SIGN 120 - ASSIGNMENT #2: ASL CONCEPTS WORKSHEET - PAGE 2

PART II. DIRECTIONS:

- a. Consider ALL ASL concepts addressed on Page 1 when G-L-O-S-S-I-N-G sentences below.
- b. Use the example sentences a. & b. below as guidelines.
- c. Sentences may be signed a variety of ways and you may use multiple NMM's.
- d. Write G-L-O-S-S-E-D sentences below using ALL ASL CONCEPTS for more expressive signing that you have learned in class and while completing this assignment.

EXAMPLE SENTENCES:

ASL G-L-O-S-S:

- a. What ~~is~~ your mother's name? YOUR MOTHER NAME WHAT? [furrowed brows]
- b. ~~Are~~ you going ~~to~~ sign class today? TODAY YOU GO SIGN CLASS? [brows up] [nod]

1. How are you?
2. My name is _____.
3. My Sign 120 class # is _____.
4. I'll see you later.
5. Do you like sign class?
6. Where are the horses?
7. Look over there.
8. Will you please help me?

PART III DIRECTIONS: APPLY ASL CONCEPTS FOR MORE EXPRESSIVE SIGNING that YOU have LEARNED BY **PRACTICE SIGNING G-L-O-S-S-E-D SENTENCES ABOVE USING NMMs.**

PART IV DIRECTIONS: **S-C-A-N BOTH PAGES of THIS DOC as ONE DOC & UPLOAD to D2L.**

DO NOT SUBMIT SCREENSHOTS, JPEGs or HEICs!

REMINDER: USE YOUR NAME & TITLE OF ASSIGNMENT WHEN TITLING DOCUMENTS in SIGN 120.

SECTION 2b. ASSESSMENTS



General Directions: Expressive Sign Skills Assessments

#1-5 Goals for Improvement: Expressive Assessments #1-5

Expressive Sign Skills Assessments #1-5

SIGN 120 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 Expressive Assessments Module 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** TA example videos #1-5 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 video. 12. Most **PRACTICED** assessment videos of #1 & #2 should not exceed 3-4 minutes! 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.
NOW TIME/ LUNCH [nod]

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 Comments area.

Signing Directions & Reminders:

1. **Stand Up!** 2. **Smile, wave, say & sign** “HELLO, “MY NAME: _____. TODAY I ~~will~~ SIGN EXPRESSIVE SIGN SKILLS ASSESSMENT #____.” MY SIGN SOURCES: _____ i.e., SIGN 120 CLASS &/or ASL Dictionary A-P-P. 3. **Maintain eye contact and use Natural NMMs.** 4. Consider flow - Speed of signing is NOT important; accuracy is! Practiced assessments #1 & #2 should take approx. 3-4 minutes. 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.

EXPRESSIVE SIGN SKILLS ASSESSMENT REVIEW & 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. DID YOU VIEW the TA EXAMPLE ASSESSMENT VIDEOS in D2L CONTENT PRIOR to SIGNING?

EXPRESSIVE SIGN SKILLS ASSESSMENT #1: PRACTICE! G-L-O-S-S, [smile] and say HELLO at the beginning of your video. Try not to be nervous. (Alphabet & numbers – keep arm still, mouth words not letters, use natural NMM's such as eye contact, nodding, smiling, eyebrow movement) and work on flow.

- 1.
- 2.
- 3.

EXPRESS SIGN SKILLS ASSESS #2: PRACTICE! G-L-O-S-S. Keep arm still when spelling, mouth words, use ASL S-Y-N-T-A-X & natural NMM's such as eye contact and eye gazes and work on signing with fluidity.

- 1.
- 2.
- 3.

EXPRESS SIGN SKILLS ASSESS #3: PRACTICE! G-L-O-S-S using ASL S-Y-N-T-A-X, natural NMM's and other Important ASL Concepts to engage audience such as directional signing, eye gazes, repetition, indexing sign correct meaning/concepts – SWIM like a fish not a person. Sign with fluidity and have fun!

- 1.
- 2.
- 3.

EXPRESS SIGN SKILLS ASSESSMENT #4: PRACTICE! G-L-O-S-S using ASL S-Y-N-T-A-X, natural NMM's and other ASL CONCEPTS; eye contact, eye gazes, indexing and directional signing. Sign w/fluidity. ENJOY!

- 1.
- 2.
- 3.

EXPRESS SIGN SKILLS ASSESS #5: PRACTICE! G-L-O-S-S using ASL S-Y-N-T-A-X, natural NMM's, such as eye contact and eye gazes. Focus on negations, sign space, indexing, directional signing & F-L-U-I-D-I-T-Y!

- 1.
- 2.
- 3.

SIGN 120 EXPRESSIVE SIGN SKILLS ASSESSMENT #1

Read General Directions: Sign 120 Reader - Sign Skills Assessment Section

NAME: _____ CLASS # _____

DUE: _____ as NOTED on IMPORTANT DATES & CHECKLIST

Sign: PART 1: HELLO [smile], MY NAME: _____ (Spell & Say Name) (1/2 pt.)

Sign: PART 2: TODAY I SIGN EXPRESSIVE SIGN SKILLS ASSESSMENT #1 [mouth words] (1/2 pt.)

Sign: PART 3: NOW I SIGN ALPHABET: [mouth words] (1 pt.)

Sign A-Z: ~~Do~~ NOT say letters! Correct handshapes Arm steady

Sign: PART 4: NOW I SIGN NUMBERS: [mouth words] (1 pt.)

[Mouth each word] (Numbers are words!)

0 -10 11 - 15 16 – 20 Correct handshapes Arm steady

PART 5a. G-L-O-S-S: See example #1 below:

Sign: PART 5b. NOW I SIGN SENTENCES (Sign for SENTENCE no wider than body):

Sign each SENTENCE # - See example #1 below: (1 pt. ea.)

1. How are you? G-L-O-S-S-E-D Example: HOW YOU? [brows up]

Sign: "SENTENCE #1: HOW YOU?" [mouth words]

2. Nice to meet you.

3. What is your name?

4. My name is _____ (SPELL & SAY your name).

5. Are you Deaf?

6. Next time will you sign with me?

7. Brown Bear, Brown Bear What Do You See?

8. Welcome to Sign 120.

9. Please spell again.

10. Time to start class now.

11. Do you understand me?

12. I have a question.

Sign: FINISHED!

SIGN 120 EXPRESSIVE SIGN SKILLS ASSESSMENT #2
READ: SIGN 120 SIGN SKILLS ASSESSMENT GENERAL DIRECTIONS

NAME: _____ CLASS # _____

DUE: _____ (as NOTED on IMPORTANT DATES & CHECKLIST)

Sign: PART 1: MY NAME [smile]: _____ (Spell Name) [mouth words – NOT letters]
TODAY I SIGN, SIGN 120 EXPRESSIVE SIGN SKILLS ASSESSMENT #2 [mouth words]

Sign: PART 2: NOW I KNOW MY ABCs NEXT TIME WILL YOU SIGN WITH ME? [mouth words] (1/2 Pt)

Sign: PART 3: NOW I SIGN NUMBERS [mouth] (1/2 Pt) 0 -10 11 - 15 16 – 20 21-30
[mouth words – numbers = words too] Arm steady Correct handshapes

Sign: PART 4: NOW I SPELL [mouth words] (1/2 Pt ea)
Spell and sign each word [mouth words]
~~DO~~ not say letters while spelling! Correct handshapes Arm steady

1. CLASS

2. MONTANA

3. BOZEMAN

4. MY LAST NAME: _____
(Sign words & spell last name)

PART 5a: – G-L-O-S-S SENTENCES: Directions (2 Points each)

1. Read each sentence.
2. Cross out unnecessary words and endings not used in ASL.
3. Consider word order, NMM's & G-L-O-S-S IN ASL = QUESTION WORD LAST:
4. See Examples:
 - a. ~~Do~~ you like cereal? (YES/NO? Brows up) CEREAL YOU LIKE? [brows up]
 - b. What is your mother's name? YOUR MOTHER NAME WHAT?
W/H questions = Brows down) [quizzical vs. angry]

ASL S-Y-N-T-A-X

Natural NMM's

Correct/Clear Signs

Sign: PART 5b: NOW I SIGN G-L-O-S-S-E-D SENTENCES [mouth words]

1. Do you like spaghetti?
2. When did you meet my Deaf friend?
3. Who is going with you?
4. Why do you want to know?
5. Look at the beautiful horses over there! Which one is yours?
6. Where is my phone?

FINISHED!

SIGN 120 - EXPRESSIVE SIGN SKILLS ASSESSMENT #3

NAME: _____ CLASS #: _____ DUE: _____

DIRECTIONS: 1. REVIEW GENERAL ASSESSMENT DIRECTIONS IN READER BEFORE YOU BEGIN. 2. COPY ASSESSMENT #3 GOOGLE DOC FROM D2L & TITLE W/NAME & ASSESSMENT #3 & SHARE WITH INSTRUCTOR WITH EDIT ACCESS. 3. SELECT 15 SENTENCES TO SIGN. 4. G-L-O-S-S USING ASL CONCEPTS. 5. RESEARCH UNKNOWN SIGNS & CITE SIGN SOURCES IN GOOGLE DOC COMMENT AREA, ONE PER URL, FOR EACH SIGN RESEARCHED. SPELL WORDS ONLY IF YOU CANNOT RECALL THE SIGN WHEN YOU ARE IN THE MIDDLE OF THE VIDEO - POINTS WILL BE DEDUCTED FOR EXCESSIVE SPELLING. 6. PRACTICE SIGNING SENTENCES BEFORE STARTING VIDEO. 7. CITE SIGN SOURCE SITES/APPS BY SIGNING IN THE BEGINNING OF VIDEO. 8. SIGN THE # OF THE SENTENCES SELECTED, i.e., SENTENCE #3, SENTENCE #7, etc. 8. HAVE FUN WITH THIS 9. UPLOAD GOOGLE DOC LINK & YOUTUBE "UNLISTED" VIDEO LINK to D2L COMMENTS AREA.

SIGNING GOALS: USE of ASL CONCEPTS & CREATIVITY = HAVE FUN!

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. IF YOU GIVE A MOUSE A COOKIE HE WILL ASK FOR SOME MILK. 2. HOP ON POP - AUTHOR DR. SEUSS 3. GOODNIGHT COW JUMPING OVER THE MOON - AND THERE WERE 3 BEARS SITTING ON CHAIRS. 4. HAROLD & THE PURPLE CRAYON. 5. LOOK! TEN APPLES UP ON TOP! 6. HOW DO DINOSAURS CLEAN THEIR ROOM? 7. WHISPERING RABBIT: ONCE THERE WAS A SLEEPY RABBIT... 8. TICKLE MONSTER FROM PLANET TICKLE. 9. WE'VE NEVER HEARD OF STONE SOUP! 10. SUNSHINE / LOVE YOU FIRST 11. IF YOU GIVE A PIG A PANCAKE, SHE WILL WANT SOME SYRUP. 12. THE GRUFFALO, WHAT'S A GRUFFALO? 13. HELLO LITTLE DREAMER. 14. SANI & SURI: SANI HAD A SMALL CAT. 15. TAKE SOME RED & PAINT MY BACK. I AIN'T GONNA PAINT NO MORE! 16. THE FEELING FLOWER: HOW DOES IT MAKE YOU FEEL? 17. CHAT WITH NIECE ELLA. | <ol style="list-style-type: none"> 18. HOMEWORK STEW: I COOKED MY MATH BOOK. 19. WHERE THE WILD THINGS ARE – MOTHER CALLED, "WILD THING!" 20. ICE CREAM SOUP – YUM! 21. WHAT MOMMIES DO BEST! 22. MADELINE: 12 LITTLE GIRLS IN 2 STRAIGHT LINES. 23. TWO DEAD BOYS GOT UP TO FIGHT. 24. NO ROOM ON THE BROOM: THE WITCH HAD A CAT & A HAT THAT WAS BLACK. 25. THE LITTLE RED HEN: NOT I, SAID THE BULL, NOT I, SAID THE CAT. 26. BUNNY MY HONEY, MOMMY RABBIT LIKED TO CALL HIM. 27. IF YOU GIVE A MOOSE A MUFFIN... 28. DO YOU WANT TO BE MY FRIEND? 29. THERE WAS AN OLD LADY WHO SWALLOWED A FLY. 30. THE NAPPING HOUSE WHERE EVERYONE IS SLEEPING. 31. HOW DID THE FROG GET AWAY? JUMP, FROG, JUMP! 32. GUESS HOW MUCH I LOVE YOU. 33. LION & MOUSE: LION LAY ASLEEP IN THE FOREST HIS GIANT HEAD RESTING ON HIS PAWS. |
|--|--|

SIGN 120 EXPRESSIVE SIGN SKILLS ASSESSMENT #4:

DIRECTIONS: 1. REVIEW GENERAL ASSESSMENT DIRECTIONS IN READER BEFORE YOU BEGIN 2.G-L-O-S-S USING ASL CONCEPTS 3. CITE SIGN SOURCES INDIVIDUALLY, ONE PER COMMENT, IN GOOGLE DOC 4. SIGN SITES/APPS IN THE BEGINNING OF VIDEO. 5. LOOK UP UNKNOWN SIGNS - SPELL WORDS ONLY IF YOU CANNOT RECALL THE SIGN WHEN YOU ARE IN THE MIDDLE OF THE VIDEO - POINTS WILL BE DEDUCTED FOR EXCESSIVE SPELLING. 6. PRACTICE SIGNING BEFORE STARTING VIDEO. 7. SIGN EACH ROW NUMBER and SIGN ACROSS ROWS (SEE EXAMPLE VIDEO). 8. You may make 2-3 videos approx. 2-4 MINS each. 5. Upload GOOGLE DOC LINK & YouTube UNLISTED LINK to D2L COMMENTS

1	CHEESE POPCORN	PROUD DEAF CULTURE	WILL YOU TEACH ME?
2	HELP ME, PLEASE	8 GREEN FROGS	CAN WE PRACTICE NOW?
3	YOU LIVE WHERE?	AWESOME!	BOYS & GIRLS
4	YOU FROM BOZEMAN, MT?	HAPPY BIRTHDAY	YESTERDAY AFTERNOON
5	TOMORROW NIGHT	ARE YOU DEAF?	HOW ARE YOU?
6	NICE TO MEET YOU	BACON & EGGS for 15 PEOPLE	SUNDAY NIGHT
7	I CAN'T GO NOW	6 BROWN BEARS	LOOKING AT ME
8	EVERY TUESDAY	I DON'T KNOW	BREAKFAST & LUNCH
9	I FORGOT YOUR NAME	PLEASE SPELL AGAIN SLOWLY	DO YOU LIKE CATS?
10	LADIES & GENTLEMEN	I HAVE 3 HEARING SISTERS	GET 9 RED APPLES
11	AMERICA	25 BEAUTIFUL CHILDREN	WAIT FOR ME!
12	PASS THE BREAD & BUTTER	ARE YOU SICK?	CONTACT SIGN
13	YOU LEARN SIGN, WHY?	WHAT ARE YOU DOING?	WHITE CHOCOLATE
14	I DON'T LIKE HAMBURGERS	DID YOU SEE MY PARENTS?	YOU READY TO EAT WHEN?
15	WANT MORE SPAGHETTI?	10 BLACKBERRY PIES	FINE, THANK YOU!
16	NO MORE HOT TEA FOR ME	WHAT'S FOR DINNER?	INTERNET & YOUTUBE
17	YOUR FAVORITE COLOR, WHAT?	WILL YOU EMAIL ME?	DO YOU REMEMBER ME?
18	READY TO SIGN WITH ME?	YOU LOOK LIKE YOUR MOM	WANT MORE CAKE?
19	CALL YOUR GRANDMOTHER	COME WITH ME!	IS THAT YOUR BROTHER?
20	GOOD MORNING	EXCUSE ME, PLEASE	HOW MANY PEOPLE?
21	YOU WORK WHERE?	YOU LIKE PIZZA?	WHO IS YOUR FRIEND?
22	I DON'T UNDERSTAND HER	I HAVE TO GO NOW	QUESTIONS?

SIGN 120 EXPRESSIVE SIGN SKILLS ASSESSMENT #5

Due by: _____

Name: _____ Class # _____

PART 1 - REVIEW:

Review General Assessment Directions provided in your Sign 120 Reader and **before completing this assessment!** Underlined words = key words/phrases to review/practice before beginning this assessment to sign with F-L-U-I-D-I-T-Y. G-L-O-S-S & ADD NMM's.

PART 2 – SIGN:

HELLO, MY NAME _____ TODAY I SIGN, SIGN 120 EXP SIGN SKILLS ASSESS #5/MY SOURCES: _____
I have something important to tell you. I have learned many signs in sign 120. I have also learned the history of sign language and about the Proud Deaf culture. I plan to practice signing and teaching other people to sign so I don't forget the vocabulary I have learned.

PART 3 – SIGN:

HERE ARE SOME PRACTICE SENTENCES OF SIGNS I WANT TO REMEMBER:

1. I can't meet for coffee tonight, but I plan to go next week.
2. Yesterday was such a long day. I am so tired this morning!
3. Please wait for me tomorrow because I want to go with you and your Deaf friends.
4. I don't like this food. Let's make some vegetable soup this afternoon.
5. I don't know about you, but I am thirsty.
6. Have you had enough to eat or are you s-t-i-l-l (spell) hungry?
7. Have you met the new interpreter? She is my cousin.
8. How many brothers, sisters, nieces and nephews do you have?
9. What is your middle name? My middle name: _____ (fill in) [mouth]
10. When is your birthday? My birthday is: _____ [mouth]
(fill in blank w/month, day & year).
11. What is your phone number? My phone # is: _____ [mouth]
(fill in blank & mouth #'s).

SECTION 2c. SIGNED PRESENTATIONS



When Choosing Your Midterm Signed Project

Selecting a Midterm Story Guidelines & Considerations

Midterm & Final Project identified: Shared Google Doc Directions & Criteria

Midterm Partially Glossed Example

Midterm Story & Final Song: Glossed Google Doc Directions

Paint Pictures for More Expressive Signing:

A Brief Overview: Some Commonly Used ASL Signing Concepts

Preparation & Presentations Strategies

& Checklist for Assessments, Midterm & Final Projects

Midterm Final Signed Presentation Project Rubric & Grade Sheet



WHEN CHOOSING YOUR MIDTERM SIGNED PROJECT:

1. SHORT STORY = 30 NEW SIGNS MIN / MAX(ISH) or **EXCERPT**
2. **EXCERPT=WELL-PRACTICED** VS. ENTIRE STORY, POEM, ETC.
3. SELECT STORY/POEM ~~THAT~~ EVOKE EMOTION & ALLOWS YOU TO PAINT PICTURES
4. OR SIGN CAREER or JOB TERMINOLOGY: SIGNED in SENTENCES (NOT VOCAB ONLY)
5. CHECK READER: SIGNING SECTION 7 (COLORED LISTS) FOR CONTENT NOT AVAILABLE FOR YOU ~~TO~~ SIGN!
6. VIEW VIDEOS ~~OF~~ PREVIOUS STUDENT PROJECTS: D2L CONTENT & SEE EXPRESSIVE ASSESSMENT #3
7. CONSIDER 2+ POSSIBLE PROJECTS:
 - a. YOUR CHOICE ~~MAY~~ ALREADY ~~BE~~ APPROVED FOR SOMEONE ELSE
 - b. YOUR CHOICE MAY ~~BE~~ MORE DIFFICULT ~~TO~~ SIGN ~~THAN~~ YOU REALIZE
 - c. ~~DID~~ YOU CHECK READER FOR CONTENT NOT AVAILABLE FOR YOU ~~TO~~ SIGN?

AFTER SELECTING YOUR MIDTERM PROJECT:

1. WORK AHEAD ~~ON~~ ASSIGNMENT #1: SIGN RESEARCH (READER SECTION 2a.)
2. WORK AHEAD ~~ON~~ ASSIGNMENT #2: ASL CONCEPTS WORKSHEET (READER SECTION 2a.)

AFTER SELECTING YOUR MIDTERM PROJECT:

1. READ MID & FINAL PRESENTATION INFORMATION INCLUDING RUBRIC (READER SECTION 2c.)
2. BRING TEXT/LAPTOP ~~TO~~ CLASS EACH WEEK & ASK QUESTIONS
3. MEET W/LINDA &/OR TAs – ASK FOR SUGGESTIONS
4. FOLLOW SUGGESTED PRACTICE SCHEDULE ~~ON~~ GRADES CHECKLIST
5. USE PREPARATIONS & PRESENTATIONS STRATEGIES CHECKLIST (READER SECTION 2c.)
6. PRACTICE SIGNING w/NMMs ~~IN~~ CLASS ~~IN~~ FRONT ~~OF~~ PEERS – BUILDS CONFIDENCE
7. PRACTICE EARLY & OFTEN ~~IN~~ FRONT ~~OF~~ AUDIENCE – W/ MASK ~~ON~~ (IF RECOMMENDED)
8. IF YOU LEARN SIGNS FROM YOUTUBE (~~OR~~ OTHER) VIDEOS – BE SURE YOU UNDERSTAND SIGNS!
9. AFTER PROJECT MEMORIZED – CONSIDER ADDING SOME SIGNS BACK ~~IN~~ = MIGHT HELP FLOW!

WHEN CHOOSING YOUR FINAL SIGNED PROJECT:

1. SELECT SONGS ~~THAT~~ EVOKE EMOTION & ALLOW YOU ~~TO~~ PAINT PICTURES - EASIER ~~TO~~ SIGN
2. CHECK READER: SIGNING SECTION 7 (COLORED LISTS) FOR CONTENT NOT AVAILABLE FOR YOU ~~TO~~ SIGN!
3. CONSIDER 2 PROJECTS BEFORE DECIDING ~~ON~~ ONE – CONSIDER PROS & CONS
4. REVIEW PRIOR ASSESSMENTS, MIDTERM RUBRIC & PEER REVIEW COMMENTS
5. USE PREP & PRESENTATIONS STRATEGIES CHECKLIST (READER SECTION 2c.)
6. VIEW VIDEOS ~~OF~~ PREVIOUS STUDENT PROJECTS
7. REVIEW ASL CONCEPTS - READER SECTION 3
8. BRING LYRICS/LAPTOP ~~TO~~ CLASS EACH WEEK ~~TO~~ PRACTICE & ASK QUESTIONS





SELECTING a MIDTERM STORY GUIDELINES & CONSIDERATIONS

The purpose of this assignment is for you to learn a minimum number of new signs/concepts to sign a SHORT story or BRIEF EXCERPT well, with confidence, natural expression and fluidity.

Below is a list of guidelines and considerations and that will be helpful when selecting your story. Keep in mind some stories may seem simple on the onset but may be more difficult than you realize when interpreting in ASL.

1. CRITERIA = 30 NEW SIGN MINIMUM/MAXIMUM - COUNT STARTS AFTER CLASS 1.
2. SIGN EXCERPT OF STORIES MUCH LONGER THAN 30 NEW SIGN-MINIMUM
LINDA WILL HELP YOU DECIDE CONTENT of EXCERPT.
3. CONSULT SIGN 120 READER SIGNING SECTION FOR STORIES YOU MAY **NOT** USE.
SEE SECTION 7 TABLE OF CONTENTS FOR EACH COLORED SECTION VOCAB LIST:
PASTEL PINK (1-7), BLUE (8-10), GREEN (11-14) & YELLOW (16-18) FOR LIST OF STORIES
4. TO SEE EXAMPLES of STORIES PREVIOUS SIGN STUDENTS SELECTED CHECK OUT:
 - a. EXAMPLE MIDTERM STORY VIDEOS – D2L CONTENT
 - b. EXPRESSIVE SIGN SKILLS ASSESSMENT #3 (PRINTED IN SECTION 2 OF READER).
 - i. SOME STORIES MAY SEEM EASY UNTIL YOU TRY TO SIGN THEM
 - ii. SOME STORIES MAY NOT OFFER MUCH OPPORTUNITY TO USE ASL CONCEPTS AS NOTED BELOW & ASL CONCEPTS SECTION OF READER
5. SELECT STORIES THAT ARE REPETITIOUS
 - a. GOOGLE: REPETIOUS CHILDREN'S STORIES FOR IDEAS
6. SELECT STORIES THAT WILL ALLOW YOU TO USE ASL CONCEPTS TO:
 - a. PAINT PICTURES – SEE READER – SIGNED PRESENTATION SECTION
 - b. CONVEY NATURAL EMOTION
 - c. USE MOTION
 - i. SWIM or WALK LIKE AN ANIMAL vs. PERSON
 - ii. FLY LIKE AN ANIMAL vs. AIRPLANE
 - d. USE EYE GAZES
 - i. LOOK AT UP SKY, STARS, SUN
 - ii. LOOK UP AT TREE
 - iii. LOOK DOWN AT THE GROUND
 - iv. LOOK SIDE TO SIDE – UP the STREET and DOWN the STREET
 - e. BECOME PART OF THE STORY
 - i. SIGN IN ONE DIRECTION AS ONE CHARACTER, THEN ANOTHER
 1. CHILD LOOKING UP AT TREE
 2. BIRD LOOKING DOWN AT CHILD, PERSON LOOKING DOWN
 - f. USE DIALOGUE
 - i. SIGN IN ONE DIRECTION AS ONE PERSON THEN TURN as ANOTHER
 - g. BE SILLY & HAVE FUN!

It is best to have 2-3 stories in mind that you would like to sign in the event someone else selects your choice first. If you have questions, feel free to check with Linda and/or your TA's.



MIDTERM & FINAL PROJECT IDENTIFIED - SHARED GOOGLE DOC DIRECTIONS & CRITERIA:

The purpose of this assignment is to share the text with me of what you wish to sign for your Midterm Signed Presentation. Read and complete A & B below.

THIS PORTION of THIS ASSIGNMENT is NOT G-L-O-S-S-E-D, but you must carefully read the directions below and include specified information.

BEFORE SELECTING MIDTERM PROJECT CONTENT SEE:
WHEN CHOOSING YOUR MIDTERM PROJECT &
SELECTING a MIDTERM STORY GUIDELINES & CONSIDERATIONS
(2 previous pages) FOR MORE INFO.

A. MIDTERM STORY IDENTIFIED - SHARED GOOGLE DOC DIRECTIONS

1. START: New GOOGLE Doc
2. TITLE Doc: YOUR NAME & MIDTERM STORY
Example: LINDA ZUPAN - MIDTERM STORY
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 only
 - i. This is just for practice. You will add more urls on your GLOSSED DOC - due later.
7. HIGHLIGHT WORD: See example below.
 - i. ex. (TITLE) Yellow highlighting will appear. If you do not see highlighting, this will NOT work).

- c. CLICK Blue Box with cross in it
- d. PASTE: url of sign in Comment box
- e. CLICK: Blue comment button
 - i. url shows on right side of screen
- 7. CLICK: Any place on doc to get out of the comments box.



B. MIDTERM STORY & FINAL SONG - IDENTIFIED - CRITERIA & DIRECTIONS:

1. START: NEW GOOGLE DOC - Noted above
2. TYPE INTRODUCTION (or copy text below - **Highlight + Ctrl +A** = Select All):

a. Midterm:

HELLO [smile] MY NAME _____ [nod]
 TODAY I SIGN (EXCERPT) STORY _____
 AUTHOR _____
 PUBLICATION DATE: _____

Text: _____

Locate text from internet (Highlight + Ctrl +A = Select All)

url: _____

Text link from internet (Highlight + Ctrl +A = Select All)

b. Final:

HELLO [smile] MY NAME _____ [nod]
 TODAY I SIGN SONG _____
 MUSICIAN _____
 RELEASE DATE: _____

Lyrics: _____

Locate lyrics from internet (Highlight + Ctrl +A = Select All)

url: _____

Text link from internet (Highlight + Ctrl +A = Select All)

3. TYPE: CLOSING: IF YOU WANT KNOW WHAT HAPPENS NEXT, YOU MUST READ the STORY. FINISHED! [smile]

4. COPY & PASTE: Google Doc url in D2L ASSIGNMENT - MIDTERM IDENTIFIED - COMMENTS area (do NOT submit as a document for me to open!)



EXAMPLE: PARTIALLY G-L-O-S-S-E-D MIDTERM STORY



HELLO, MY NAME ~~is~~ L-I-N-D-A
 TODAY I SIGN /BROWN BEAR/ BROWN BEAR/ WHAT ~~DO YOU~~ SEE?
 AUTHOR (WRITE + AGENT MARKER) B-I-L-L M-A-R-T-I-N J-R

BROWN BEAR/ BROWN BEAR/ WHAT ~~DO YOU~~ SEE? [quizzical]

I SEE A / RED BIRD/ LOOKING ~~AT ME~~ [sign toward self]

RED BIRD/ RED BIRD/ WHAT ~~DO YOU~~ SEE? [quizzical]

I SEE A / YELLOW DUCK / LOOKING ~~AT ME~~ [sign toward self]

YELLOW DUCK / YELLOW DUCK/ WHAT ~~DO YOU~~ SEE? [quizzical]

I SEE A / BLUE HORSE/ LOOKING ~~AT ME~~ [sign toward self]

BLUE HORSE, BLUE HORSE, WHAT ~~DO YOU~~ SEE? [quizzical]

I SEE A / GREEN FROG / LOOKING ~~AT ME~~.

GREEN FROG, GREEN FROG, WHAT ~~DO YOU~~ SEE? [quizzical]

I SEE A / PURPLE CAT, LOOKING ~~AT ME~~.

PURPLE CAT, PURPLE CAT, WHAT ~~DO YOU~~ SEE? [quizzical]

I SEE A / WHITE DOG LOOKING ~~AT ME~~.

WHITE DOG, WHITE DOG, WHAT ~~DO YOU~~ SEE? [quizzical]

I SEE A / BLACK SHEEP LOOKING ~~AT ME~~.

BLACK SHEEP, BLACK SHEEP, WHAT ~~DO YOU~~ SEE? [quizzical]

I SEE A / GOLDFISH LOOKING ~~AT ME~~.

GOLDFISH, GOLDFISH, WHAT ~~DO YOU~~ SEE? [quizzical]

I SEE A / MOTHER LOOKING ~~AT ME~~.

MOTHER, MOTHER, WHAT ~~DO YOU~~ SEE? [quizzical]

I SEE BEAUTIFUL CHILDREN LOOKING ~~AT ME~~.

CHILDREN, CHILDREN /WHAT ~~DO YOU~~ SEE? [quizzical]

WE SEE / A BROWN BEAR/ A RED BIRD /A YELLOW DUCK / A BLUE HORSE / A GREEN FROG/
 A PURPLE CAT/ A WHITE DOG / A BLACK SHEEP / A GOLDFISH /AND A MOTHER LOOKING ~~AT US~~.

THAT'S WHAT WE SEE [nod]

FINISHED! [smile]

TEXT SOURCE: Martin, Bill Jr. & Carle, Eric. New York: Henry Holt & Company, LLC., 1967

Text typed from book as referenced or LIST SITE URL:

SIGN SOURCES: Sign 120 Reader, Sign 120 Class, Handspeak.com, lifeprint.com, signingsavvy.com



**MIDTERM STORY & FINAL SONG
G-L-O-S-S-E-D GOOGLE DOC DIRECTIONS:**

The purpose of this assignment is for you to gloss your project in ASL to practice signing from and you may use it to read from while signing your project for your peers.

A. OPEN: MIDTERM IDENTIFIED GOOGLE DOC and **COPY & PASTE** into NEW DOC or **RENAME** as **MIDTERM STORY GLOSSED** w/your name in title.

B. READ: **LINDA'S FEEDBACK & EDIT** as suggested!

C. G-L-O-S-S: REFER TO SIGN 120 READER – ASL CONCEPTS SECTION for more information: **(ASL S-Y-N-T-A-X NOT NECESSARY)**

1. HIGHLIGHT: ALL text and change to ALL CAPS/UPPERCASE (or if easier to read, keep words NOT signed lowercase & strikethrough).
2. STRIKETROUGH: Signs not generally used in ASL (do NOT erase English formatting-it will be helpful to read in English for voiced flow!)
3. ADD: NMM's using brackets
 - a. , i.e. [nod], [shake head], [eyebrows furrowed] [gaze up at sky]
4. CHUNK: Phrases - See example:
 - a. BROWN BEAR/ BROWN BEAR / WHAT do YOU SEE? / I SEE a / LOOKING at ME
5. ADD: url of sign resources in Comments Box as noted in A. 6. (P. 30) for each internet source used: Signing Savvy, Handspeak, Lifeprint, etc.
 - a. For Apps such as ASL Dictionary App, type title of app in Comments Box.
 - b. NOTE: ASL DICTIONARY & YOUTUBE are not complete citations!
 - i. ASL Dictionary App - Must contain complete title
 - ii. YouTube - Must contain link to specific video
 - c. SEE D. BELOW FOR REMINDERS WHEN RESEARCHING SIGNS.
6. PASTE: Google Doc link of completed assignment in:
 - a. D2L ASSIGNMENTS - MIDTERM GLOSSED - COMMENTS area (do NOT ATTACH /PDF DOCUMENT)

D. SOME REMINDERS WHEN RESEARCHING SIGNS:

1. CONSIDER MEANING: CONSULT DICTIONARY & THESAURUS
 - a. TAKE PICTURE vs. TAKE OFF (LEAVE) vs. TAKE MEDICINE, etc.
 - b. CONTENT (INFORMATION) vs. SATISFIED
2. USE SYNONYMS ONLY IF/WHEN NECESSARY
 - a. NOT CHANGE AUTHOR'S INTENT!
3. SEARCH BASE WORD:
 - a. SNORE vs. SNORING
 - b. WIGGLE vs. WIGGLY
4. AVOID BABY SIGN SITES:
 - a. IF OTHER OPTIONS AVAILABLE
 - b. CONSIDER CONVERSATIONAL SIGNING
 - i. could YOU USE SAME SIGN in the FUTURE WITH ADULTS?
5. WHICH SIGNS /CONCEPTS ALLOW YOU TO:
 - a. USE ASL CONCEPTS FOR PAINTING PICTURES?
6. are YOU CONSIDERING NMMs WHEN RESEARCHING SIGNS?

DI. MISCELLANEOUS NOTES to CONSIDER:

1. EXCERPT HIGHLY ENCOURAGED FOR STORY (30 NEW SIGNS)
2. COLUMNS MAY BE HELPFUL FOR SOME PROJECTS
3. SUGGESTED FORMAT: ONE SENTENCE / PHRASE PER LINE
4. IF YOU USE YOUTUBE as SOURCE
 - a. MAKE SURE YOU UNDERSTAND WHAT YOU are SIGNING!
5. NAMESIGN(S) FOR CHARACTER(S):
 - a. ADD LINE in INTRODUCTION IF YOU NEED to ESTABLISH
6. CITY, STATE & COUNTRY SIGNS are NOT REFERRED to ASL NAME SIGNS!
7. CHECK WITH LINDA IF YOU NEED HELP SIGNING PROPER NOUNS!



PAINT PICTURES FOR MORE EXPRESSIVE SIGNING
A BRIEF OVERVIEW: SOME COMMONLY USED ASL SIGNING CONCEPTS



PRACTICE SIGNING THE EXAMPLE PHRASES & SENTENCES BELOW:

(SEE READER: ASL SIGNING CONCEPTS SECTION FOR MORE DETAILED INFORMATION)

PAGE 1: NMM's: WHAT PERCENTAGE OF MANUAL COMMUNICATION INVOLVES NMMs?

PAGE 2: G-L-O-S-S: INCLUDES NMM's [nod]

PAGE 2- 4: MANY ENGLISH WORDS NOT USED IN ASL:

- ARTICLES, "TO BE" VERBS, PREPOSITIONS, CONTRACTIONS, TENSES, ENDINGS
- AUXILIARY VERBS: DO, HAVE, WILL; THAT USED AS A CONJUNCTION; OR = BODY SHIFT

PAGE 4: ASL S-Y-N-T-A-X:

- USED CONVERSATIONALLY
- MAINLY USED WITH QUESTION SENTENCES, TIME EXPRESSED FIRST
- NOT NECESSARY FOR SIGNED PROJECTS UNLESS WORKS FOR YOU!

PAGE 5: STATEMENTS, COMMANDS, QUESTIONS – NOW vs. NOW? Vs. **NOW!**

PAGE 6: P-L-U-R-A-L-I-Z-A-T-I-O-N & FREQUENCY:

- MANY BOOKS or BOOK, BOOK, BOOK; MANY BOYS or BOY, BOY, BOY or MANY TREES=FOREST
- WEEK, WEEK, WEEK SIGN CLASS or [body shift] EVERY TUESDAY SIGN CLASS

PAGE 7: INTENSITY & DEGREE OF ACTION:

- WALK vs. JOG, SNOW vs. BLIZZARD
- JUMP: TRAMPOLINE or [body shift] OVER HIGH WALL

PAGE 8: DESCRIPTIVE SIGNS:

- LITTLE BUG vs. LITTLE MOUSE vs. LITTLE DOG vs. LITTLE BOY
- LONG HAIR vs. SHORT HAIR
- TALL DRINK vs. TALL MAN

PAGES 8 & 9: INDEXING/SWEEPING & PRONOUN PLACEMENT: HE, SHE, THEM (point in lieu of specific signs)

PAGE 9: POSSESSIVE PRONOUNS: USE PALM - MY, YOUR, THEIRS

PAGE 9: N-E-G-A-T-I-O-N:

NEGATE: HAVE/ DON'T HAVE	UNDERSTAND/DON'T	SEE/DON'T SEE
REVERSE: WANT/DON'T WANT	LIKE/DON'T LIKE	KNOW/ DON'T KNOW

PAGE 14: COUNTING LISTS on FINGERS: 2 SIBLINGS, 3 CHILDREN, 4 CATS, 5 THINGS FROM STORE

PAGE 10: SIGN SPACE VARIATIONS:

- ONCE UPON A TIME; SKY, RAINBOW; "I LOVE YOU THIS MUCH"

PAGE 10: SYNONYMS (USED FOR WORD NOT FOUND ASL):

- MIDTERM ATTIRE EXAMPLE: DARK, PLAIN, CONTRASTING
 - MIDTERM (MID-SEMESTER) ATTIRE = CLOTHES:
 - DARK, PLAIN = SAME SIGN NICE CONTRASTING = OPPOSITE
- SIGNINGSAVVY: EXAMPLE: EXPLAIN NAME SIGN = ATTRIBUTE: "No direct match on **ATTRIBUTE** in the dictionary. But we may still have it, try searching on variations or **synonyms** of the word."

PAGE 10: CONSIDER MEANING:

- MEAN (NOT NICE) vs. INTENT
- LONG DAY vs. LONG HAIR
- SWIM AS PERSON, SWIM AS FISH, SWIM AS DUCK

PAGE 11: LOCATION OF SIGNS IN STORY

- TREE, CHILDREN WALKING, BIRD, CAT, SUN

PAGE 11: DIRECTIONALITY: HELP YOU, HELP ME,

- VISUAL DIRECTIONALITY / EYE GAZES – PAGE 11: LOOK STARS vs. LOOK FLOWERS

PAGE 11 & 12: BECOME PART OF STORY (CONVERSATIONAL DIRECTIONALITY):

- "HEY, BIRDS IN TREE," OR "HELLO, LITTLE DOG," DOCTOR & CHILD

PAGE 12: TIMELINE: TODAY vs. YESTERDAY vs. ONCE UPON A TIME

PAGE 14: CLASSIFIERS: 2 PEOPLE PASSING (indexes), VEHICLES PASSING (3), LONG LINE PP (4)

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	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. ASSIGNED READING



An Introduction to
Deaf Culture and Sign Language

and

A Historical Timeline of Deaf Culture,
Sign Language, and
American Sign Language

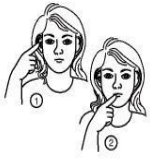


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Appropriate Terminology Pertaining to the Deaf:

There is often confusion over the appropriate use of terminology and definition of various phrases relating to deaf and/or non-verbal individuals.

There are varying degrees of inability to hear: mild, moderate, severe and profound. Living with limited hearing means different things to different people. Each person's experience can be described as unique as a fingerprint, there is no typical d/Deaf person.

The term d/Deaf is written and referred differently within the Deaf community:

- Deaf (written with a capital D) are sometimes referred to as “Big D Deaf” meaning they are physically and culturally Deaf members of a proud Deaf culture.
- deaf (using a lower-case d) are those people who are physically deaf.

The following is a list of terms and how they are used in general by the Deaf community:

- **Deaf** – Refers to those individuals: With various levels of residual hearing; who are members of a proud Deaf culture; who value and embrace their Deaf identity and who use American Sign Language (ASL) as their primary language. The Deaf do not view themselves as being disabled. **Deaf is the preferred term for those who cannot hear. You are not being kind by referring to the Deaf as Hard-of-Hearing (HH)!**
- **deaf** – Refers to those individuals: With an inability to hear so severe that there is very little or no functional hearing; who do not use ASL; who have little or no affiliation with the Deaf community; who may have little knowledge or understanding of Deaf culture and generally associate with the hearing community. In other words, the deaf are “medically deaf” but are not affiliated with the Deaf community.
- **d/Deafness** – Limited hearing or the inability to hear.
- **Congenital Deafness** – The inability to hear due to genetic or other factors.
- **Deafened** – Refers to those who become deaf (as opposed to having been born deaf).
- **Pre-lingual d/Deafness** - The inability to hear at birth, or soon after, prior to the acquisition of speech and language (usually before age one - when language development typically begins). The term **Early deafened** may be used to refer to those who become deaf at this age vs. having been born deaf. **Note:** Pre-lingual d/Deafness is far more common than post-lingual d/Deafness.
- **Post-lingual d/Deafness (also referred to as late deafened or LDA)** – Inability to hear after speech and language skills acquired.

- **late deafened adult- LDA:** Those who become deaf after they have acquired speech and language and after the onset of adolescence (13 or older).
- **LDA's** - Some LDAs learn ASL and affiliate with the Deaf community; the vast majority do not. Prior to their change in hearing LDA's use an auditory language (such as English), attend hearing schools, associate with hearing people and live in the hearing world.
- Most LDA's are not involved with the Deaf community and have little or no understanding of the Deaf culture. LDA's typically go through a natural process of mourning the loss of their hearing after which they struggle to adjust to living life as an LDA.
- **Deafhood** – The collective experience of being Deaf. Those who embrace their Deafhood see no need for medical intervention to “fix” their hearing. On the contrary, the Deaf are proud to be Deaf and proud to be members of Deaf culture.
- **A Deaf Zone:** A space or place where everyone present is expected, out of respect to Deaf culture, to use American Sign Language (ASL) rather than speak any spoken language. It is also where the behaviors, expectations and standards of the Deaf community and Deaf culture prevail. These expectations apply to all Deaf, deaf and hearing people who enter a Deaf Zone, regardless of the individual's degree of skill with ASL. Examples of Deaf Zones are: Deaf clubs, meetings, socials, informal gatherings, sign language classes, places of worship, etc. specifically designated for the Deaf.
- **Profoundly d/Deaf** – Is a medical term that refers to those who cannot hear anything even when sound is amplified to the highest levels. There are 'profoundly Deaf' and 'profoundly deaf' individuals; **Profoundly Deaf** people generally associate with the Deaf community and culture. **Profoundly deaf** people generally associate with the hearing community. And, some **profoundly d/Deaf** people move back and forth (with varying degrees of success) between the two cultures and communities.
- **Hard-of-Hearing (HH, HOH or H-of-H)** – Refers to those who have limited hearing, from mild to profound, regardless of the cause or onset; regardless of their culture or primary language. **HH is the preferred term to refer to people who are NOT deaf but who do not hear well.** Those who are HH may have enough residual hearing that an auditory device, such as a hearing aid or FM (Frequency Modulation) system may provide adequate assistance to process and hear speech. Not all HH choose to wear hearing aids. There are different classifications for those who are HH: **d/hh** are **hard of hearing** who generally associate primarily among the hearing community; **D/hh** are **hard of hearing** who generally associate primarily among the Deaf community; **d/D/hh** are **hard of hearing** who move back and forth among the hearing and Deaf communities
- **Hearing-Impaired** – Outdated term to describe those with any hearing limitations, from mild to profound; implies a deficit or that something is wrong that makes a person less than whole.
- **Hearing loss** - Outdated term to describe those with any hearing limitations, from mild to profound; implies a deficit or that something is wrong that makes a person less than whole.

- **Hearing** – Refers to those who have normal hearing. Some hearing people are skilled at signing, knowledgeable about Deaf culture and/or affiliated with the Deaf; many are not. However, many (not all) hearing people who have deaf family members will sign, be knowledgeable of Deaf culture and be affiliated with the Deaf.
- **Non-Verbal** or **Non-Speaking** - Refers to those who does not speak but does not specify whether the person cannot speak or chooses not to speak. People who are nonverbal may or may not sign to communicate.
- **Speechreading** – Is the preferred term (rather than lipreading) for those who observe a speakers' lip motions to understand their speech.

Name Signs or Sign Names:

- "Name Sign" or "Sign Name" are interchangeable terms.
- Deaf people use name signs or sign names to refer to others, so it is not necessary to spell one's proper name once the name sign is known.
- It is considered an honor to receive a name sign from a deaf person.
- Those new to signing are discouraged from giving themselves name signs.
- Name signs are generally initialized (created by using the first letter of one's name) and may resemble a sign or a characteristic noted below.
- Name signs may incorporate one's physical characteristics such as having beautiful eyes, wearing glasses, having a beard or having curly hair. The first letter of the person's name is signed near the attribute (by the eye, outlining a beard or twisted near the face).
- Name signs may include mannerisms such as smiling often or interests such as liking candy or horses.
- Some cities, states, towns and countries have well-established "name signs." For instance, the sign for Bozeman is a B-handshape drawing a Z.

About the Deaf, Deafness & Deaf Culture:

- Deaf is the appropriate term to use for those who cannot hear.
- H-of-H (HH) is NOT a kinder term to use for someone who is Deaf.
- Many Deaf people consider themselves Deaf with a capital "D," meaning they are referring to being culturally Deaf. This is not the same as deaf (lower case "d" – which is the inability to hear).
- Many Deaf people identify with a proud Deaf culture.
- Deaf people do NOT consider themselves disabled.
- It is important for the Deaf to know if you are Deaf, HH or hearing, so they may ask YOU DEAF? if they see you signing.

- When a hearing person sees someone signing it is also acceptable to ask if one is deaf by signing, “DEAF” in a quizzical manner (raised eyebrows) or YOU DEAF?
- Deaf people may be able to hear some sounds; very loud thunder, gunshots fired nearby or very loud music; others may not hear anything at all.
- Deaf people may feel vibrations from loud noise such as loud music, gunshots or thunder.
- Not speaking is highly valued by many members of the Deaf culture.
- Deaf people may be able to talk but may choose not to speak for various reasons such as not being able to monitor their own voices (volume or clarity); their speech may be difficult to understand or due to strong resistance to Oralism aka Oral Method. See below for more information on oralism and the controversy between Oralism & Manualism.
- The Deaf may or may not move their lips when signing with other Deaf due to resistance to oralism or because ASL is not signed in English word order.
- The Deaf may or may not move their lips when signing with hearing people due to resistance to oralism or because ASL is not signed in English word order.
- The Deaf may or may not use their voice when signing with hearing people due to resistance to oralism or because ASL is not signed in English word order.
- The Deaf or HH may speak with a deaf “accent” or have speech that is difficult for some to understand.
- Some d/Deaf may sign ASL signs in English word order which is known as Contact Sign aka Pidgin Sign or Pidgin Signed English (PSE) especially when signing with hearing people.
- Deaf culture, like any other culture, has a shared set of mores, values, norms, and beliefs among its Deaf community members.
- Most shocking to many hearing people who have not had contact with the Deaf culture, is learning that the Deaf do not consider themselves disabled and many would choose to remain Deaf even if given the chance to hear.
- Some Deaf, deafened and HH people may choose to wear devices such as hearing aids, cochlear implants, and/or FMs (Frequency Modulators), etc. to help them hear.
- It is usually shocking for most hearing people to learn that many Deaf people may choose not to use assistive devices (even if they do help them hear) for various reasons; sound is uncomfortable; prefer to be Deaf, etc.
- Deaf Culture was first truly recognized in 1965 but remains a mystery to many hearing people to this day.
- The idea that Deaf people had a culture of their own was first written about in the *Dictionary of American Sign Language* by William Stokoe, Carl Croneberg, and Dorothy Casterline in 1965.
- William Stokoe was said to have been the first to break ASL down into its linguistic components and prove that it truly is a language...not merely “English on the hands” or “pictures in the air” like people thought.

- Before William Stokoe wrote *Dictionary of American Sign Language*, many involved with the deaf such as those in the medical industry and hearing educators of the Deaf, only seemed to see Deaf people in terms of their hearing loss.
- The Deaf generally prefer to live in larger communities where there are other Deaf to communicate with; more interpreters available and where there are services offered by the Deaf such as dentists, barbers, lawyers or wait staff, etc.
- Deaf, deafened, and HH individuals may speechread, use sign language, sign language interpreters, and/or captioning devices to communicate; others may not.
- Interpreters are people who sign for the Deaf when they are conversing with hearing people who do not sign and vice versa.
- Deaf, deafened, and HH individuals tend to rely on reading lips and written correspondence when conversing with others who do not sign.
- Approximately only 20% - 30% of speech is visible on the lips making speechreading difficult and ineffective for many people.
- Not all deaf people sign.
- If asked why you are learning to sign, deaf people appreciate learning that it is because you want to communicate with the deaf as opposed to “Sign language is a beautiful language.”

Statistics About the Deaf & Deafness:

- More than 90 percent of deaf children are born to hearing parents.
- Because most deaf children are born to hearing parents, it is said that their deaf child is likely the first deaf person a hearing person meets.
- 88% of hearing parents of deaf children never learn sign language – a decision that will have a huge impact on the rest of their child's life according to deafchildren.org 2019/02
- Approximately 2 to 3 children out of every 1,000 children in the United States are born with a detectable level of hearing loss in one or both ears.
- Babies as young as 8 months can begin to sign if signed to regularly.
- Generally, 5% of the elementary school population has some degree of hearing loss.
- Approximately 2 million Americans out of 309 million were classified in 2010 as deaf (cannot hear every day sounds or speech even with a hearing aid).
- Causes of deafness may be hereditary traits or due to illness, injury and or noise exposure.
- Approximately 10% (or 200,000) of those classified as deaf (as of 2010) were born deaf. According to www.startasl.com
- Some Deaf do not consider individuals who became deaf or HH later in life to truly be Deaf. Many Deaf individuals consider only those who were born deaf to truly be Deaf.

- According to the NIH as of 2011, 1 in 8 people in the U.S. (13%, or 30 million people) aged 12 years or older had hearing loss in both ears, based on standard hearing examinations.
- Census figures for the year 2000 supplied to the Montana Telecommunications Access Program estimated 8.6% of MT's population (or 77,589 individuals) to be deaf or HH.
- The age of onset of hearing loss (or deafness) presents different challenges for an individual who is born deaf (or one who becomes deaf as prelingual child) than for someone who has already acquired language skills prior to the onset of hearing loss or deafness.
- The earlier the hearing loss the more difficult it is to acquire spoken language.
- The critical age to begin speech skills is by 3 ½ years.

Tips for Communicating with Deaf & Hard-of-Hearing (HH) People:

1. Be Careful Not to Startle - Never walk up directly behind the Deaf individual. Walk around, if necessary, to allow them to see you and lightly tap them on the shoulder or place a hand on their arm. Never do anything from behind without letting the person know that you are present.
2. Use Appropriate Terms - Use appropriate terms preferred by the individual: "Deaf" or "Hard-of-Hearing" or "Person with Hearing Loss."
3. Be Aware of Communication Needs & Preferences – Make Accessible.
Not all deaf people are the same regarding communication needs, so it is important to note preferences (signing, interpreter, etc.) and make access to information and communication as accessible as possible.
4. Do Not Shout - It will not make things clearer or more understandable and It will not improve the person's ability to hear you.
5. Speak Normally - Do not over-enunciate. Use natural mouth movements. Speech may be slowed slightly to be sure you separate your words.
6. Eye Contact & Facial Expressions Are Critical - Eye contact and facial expressions are very important in Deaf culture. You must look at the person who is Deaf or Hard-of-Hearing while communicating with them, so they can understand you and to let that person know you are interested in what they are saying. Also, be sure you have their attention before signing or speaking with others.
7. Keep Items Away from Your Mouth - Items near your mouth such as gum, hands, cigarettes, mustaches, pens and pencils, etc. may make it difficult to be understood or may make it look like you are talking about someone when you are not.

8. Speechreading (also known as lipreading) is Difficult - Only 20% - 30% of all speech is visible on the lips. This means that out of a sentence of 10 words, a deaf or H-H person may only be able to read 2 -3 words, maybe more, if one knows the context of the sentence.
9. Waving, Foot Stomping, Shoulder Tapping, Arm Touching & Light Flashing are Acceptable - These actions are not considered rude in Deaf culture and are acceptable to get an individual's attention. Wave, stomp, tap or flash a light a maximum of 3 times but do not interrupt unless necessary – as with a spoken conversation.
10. Consider use of English Idioms - Idioms are phrases in which the meanings are not literal. Examples of such are: A horse of a different color; Don't rock the boat; It's raining cats and dogs, etc. Idioms may not be understood by other cultures. If used look for facial expressions showing confusion. ASL uses its own idioms.
11. Avoid Stereotyping - Avoid phrases that group all people into one group. Deaf people are as individual as anyone else.
12. Learn Sign Language - Learn basic greetings and emergency signs, numbers, and fingerspelling.
13. Do Not Obstruct Signed Conversation - Do not interrupt a signed conversation any more than you would a spoken one. Walk into view, excuse yourself and/or touch the shoulder of one of the Deaf individuals.

The above are some very basic tips. When in doubt, ask the deaf or hard-of-hearing individual for suggestions or tips to improve communication.

The Deaf Have Endured:

- Discrimination.
- Centuries of oppression by the hearing community in attempts by to educate the Deaf based on their own hearing beliefs.
- Being identified by incorrect terminology.
- Institutionalization with no one to communicate with.
- Being isolated by the general population who did not realize the need for sign language.
- Being isolated by the general population who lacked sign skills and knowledge about Deaf culture.
- Not being allowed to sign (especially in public) by parents who were embarrassed by it.
- Not being taught to sign for various reasons.
- Living in families where not all members (or sometimes any) learn to sign.

- The frustration and/or inaccuracy of having to read lips which is a very difficult skill to master.
- Their culture being misunderstood.
- The frustration of being made to speak to communicate. (See Oralism Controversy below)

Oralism aka Oral Method or Oralist Teaching Controversy:

Deaf people may be able to talk but may choose not to speak for various reasons such as resistance to Oralism aka Oralist Teaching or Oral Method.

Sign language (also known as manualism), which uses such gestures as hand movements, body language and facial expressions that do not involve speech, is the preferred method of communication by the Deaf.

Oralism is a method of teaching the deaf to communicate that uses speechreading (once called lipreading) and mouth mimicking to get as close to real speech as possible. And oralism is a method which its proponents advocated for the total suppression of sign language.

Oralism and manualism have long been on opposite sides of controversy that delves into issues as complex as human rights and societal integration. The debate has raged on for years and continues today. This controversy has deep and somewhat disturbing roots in history.

Oralism, a method of formal deaf education in the United States began in the eighteenth century and continues today.

What oralism did not take into consideration is that the Deaf and HH community is large, generally unified and very proud. What most hearing people are shocked to learn is that most Deaf, if given the opportunity, would not accept a cure. In fact, the notion of deafness being a medical problem (also referred to as the “pathological model”) is rejected by most of the Deaf community and being Deaf is a culture and a source of pride. Sign Language is a part of that culture.

Early schools for the deaf were usually run by hearing people who criticized and/or banned the use of sign language and insisted on oralist teaching and the use of speech.

Oralism, while not necessarily aiming to “fix” Deaf people, was founded on principles of integration and “normalcy” that are completely opposite to the views of the Deaf community.

Oralism was used as an early method, preferred by the hearing, for teaching the deaf. Oralism rose dramatically in popularity after Alexander Graham Bell, inventor of the telephone, started publicly promoting oralism over sign language in the 1870s. Bell focused most of his efforts on attracting the support of politicians, teachers, doctors and the wealthy, but he failed to consider the view of the deaf.

The arguments Bell used especially resonated with parents of deaf children, who mainly only wanted integration for their children. In the harshly judgmental times of history, sign language often referred to as “gesturing,” seen as low-class and even came with strong racial overtones (Neisser, 1983). Oralism inspired hearing parents with hope to “solve” deafness. In his campaign for oralism, Bell travelled with deaf students who had learned speech, which inspired further hope. However, it was rare and difficult for deaf students to succeed using speech.

Statistics are said to have shown that only 10% of Deaf students mastered intelligible speech. And that only 4% of students were successful with speechreading, an exceedingly difficult skill to teach. (Neisser 1983). By age 5, children who grew up learning ASL had vocabularies which greatly surpassed those who received only oral education. Many students resorted to using sign language in secrecy. (Neisser 1983).

Alexander Graham Bell’s Negative Views on the Deaf and His Strong Advocacy for the Oralism Only Method of Education to Suppress the Use of Sign Language:

- Alexander Graham Bell, the inventor of the telephone, was a strong proponent of the pure oral method.
- Alexander Graham Bell and other hearing people thought they knew what was best for deaf people and strongly advocated for the suppression of sign language.
- Bell was even of the opinion that deaf people should not intermarry though his mother Eliza and his wife, Mabel Gardiner Hubbard, were both deaf.
- Bell promoted eugenics – “A science that deals with the improvement (as by control of human mating) of hereditary qualities of a race or a breed,” defined by Merriam Webster’s Collegiate Dictionary Eleventh Edition.
- Bell was said to have been, “One of the most prominent proponents of oralism.” Gina Oliva, deaf author and professor, was quoted as saying, “I think Alexander Graham Bell’s greatest crime was keeping deaf people apart from each other...he didn’t want deaf people to marry each other.”
- Bell was said to have, “Described sign language as ‘essentially a foreign language’ and argued that ‘In an English-speaking country like the United States...the English language alone, should be the means of communication and instruction.’”

- A.G. Bell's father, Melville Bell, promoted a teaching method for the deaf called, "Visible Speech," which was a method he created to assist people in speaking languages they could not hear.
- Alexander G. Bell opened a private school for the deaf in Boston in 1872 which concentrated on Oral Methods of Instruction.
- A. G. Bell's school received heavy opposition from deaf schools using the manual (sign language) method.
- Sign language was considered a barrier to learning to talk.
- Deaf were forbidden to use sign language in or outside the classroom.
- Many Deaf resisted oralism out of frustration of being forced to speak.
- Many Deaf resisted oralism for fear that ASL an actual, rich and complex language, would be lost.
- In 1880, there was a large multi-country conference of deaf educators held in Milan, Italy called the Second International Congress on the Education of the Deaf (often referred to as the Milan Conference – See Historical Timeline for more info.).
- Alexander G. Bell, an advocate for oral only education for the deaf spoke for 3 days while advocates of ASL were given only 3 hours to argue against oralism.
- The United States was the only country that opposed the vote for oral-based education due to manual education having made great strides.
- Congress on Education endorsed Oralism and passed a resolution banning the use of sign language in schools worldwide.
- A declaration was made that oral education was better than manual (sign) education. As a result, sign language in schools for the Deaf was banned in many countries and many Deaf teachers lost their jobs.
- The Deaf want to preserve their culture and their language therefore many Deaf resist speaking to this day.

A Plethora of Communication Systems/Methods/Modes /Terms were Introduced in Deaf Communities throughout the 20th Century - No doubt most of these teaching philosophies and so-called "communication methods" were introduced mainly by "Hearing" individuals who believed they knew what was best for educating the Deaf. Here are a few:

- Acoustic Method – Originated in 1912 at the Central Institute for the Deaf by Max Goldstein; "Capitalized on residual hearing; was a radical concept at the time."
<http://www.deafed.net/publisheddocs/sub/tsld049.htm>
- Acoupedics – Derived its name from "acoustics" and "pediatrics." Initiated in Holland by Henk Huizing during WWII; Refined in England and Sweden by Drs. Edith Whetnall and Erik Wedenburg; Introduced in the US by Doreen Pollack and Ciwa Griffiths; principles such as: Early detection; Early fitting of binaural hearing aids and No

grouping with other deaf children. <http://www.deafed.net/publisheddocs/sub/tsld050.htm>;
<http://www.deafed.net/publisheddocs/sub/tsld051.htm>

- Ameslan – Now obsolete term that stands for American Sign language used in 1960s.
- Cued Speech – A communication method that uses hand “cues” to assist with lipreading; Devised by R. Orin Cornett at Gallaudet College in 1966 to “remove the ambiguities inherent in reading lip movements” since lip movements may have 2-3 different phonemic possibilities (such as bad and bat); many sounds are considered to be invisible to lipreaders since they are produced in the back of the mouth.
<http://www.deafed.net/publisheddocs/sub/tsld056.htm> “Hands shapes and positions must be used in conjunction with lip movements or they are meaningless.”
<http://www.deafed.net/publisheddocs/sub/tsld057.htm>
- Childrenese – A variety of signed language created by and/or used with deaf children that does not follow ASL or signed English.
- Homesigns – System of signs created by or for deaf children to communicate with their families.
- Linguistics of Visual English (LOVE) – Created in 1971 by Dennis Wampler for use with preschoolers and kindergartners; drew from ASL. Attempted to parallel speech rhythm, i.e. a 3-syllable word would have a 3-syllable sign created; considered cumbersome.
- Minimal Language Skills (MLS) – May use gestures, signs, pictures, objects, home signs, and/or specific vocabulary related to that individual. Developed for with those who may be disabled such as deaf-blind; have no formal sign language; were never exposed to formal language; and/or use another foreign sign language.
- Oral Communication – Speech, Speechreading, Mouthing
- Rochester Method – A method that focused on fingerspelling and lipreading Originated by Zenas Westervelt in 1878 at the Rochester (NY) School for the Deaf; Combined an oral approach with Visible English where every word is fully fingerspelled; Was not being used much by January 1989. <http://www.deafed.net/publisheddocs/sub/tsld055.htm>
- Seeing Essential English (SEE1) – Created in 1962 by David Anthony “to teach retarded, deaf children;” <http://www.deafed.net/publisheddocs/sub/tsld040.htm> It used numerous affixes:
22 adjectival suffixes, 10 personal-ending suffixes, 40 noun suffixes, 11 verbal suffixes, 35 general prefixes and numerous symbols: 43 hand shapes, 2 hand positions, 6 directions for these hand positions, and a variety of hand placement explanations.
<http://www.deafed.net/publisheddocs/sub/tsld041.htm> It is not difficult to understand why SEE1 was considered “awkward and controversial;” and led to “splinter groups” who devised own systems. <http://www.deafed.net/publisheddocs/sub/tsld040.htm>
- Signing Exact English (SEE2) – “Was published by Gerilee Gustason in 1972 as a spin-off of SEE1...Intended for young children” – was considered, “One of the more “successful” of the MCE attempts.” <http://www.deafed.net/publisheddocs/sub/tsld044.htm> SEE was actually co-founded by Gerilee Gustason, who was “Deafened by spinal meningitis at age five...”

<http://www.modernsignspress.com/people.htm> and co-founder Esther Zawolkow (daughter of deaf parents has known ASL all her life) SEE Center for the Advancement of Deaf Children <seecenter@seecenter.org Gustason & Zawolkow continued to update SEE until 1993 publishing several updated versions as signs changed, were added and as technology improved for creating the sign illustrations. First published in 1972 and distributed by the National Association of the Deaf. An example of how meaning changes when all English words are used, “Johnny Clarke sat in the front of the speeding car.” vs. “Johnny Clarke sat in front of the speeding car.” <http://www.deafed.net/publisheddocs/sub/sld027.htm> Johnny’s outcome is far different when “the” is added to the sentence.

- Simultaneous Communication – Signing and Speaking at the Same Time.
- Signed English – “Originated by Harry Bornstein in 1970 as the Gallaudet Signed English Preschool Project (based on ASL).” <http://www.deafed.net/publisheddocs/sub/tsld045.htm>
- Speechreading – The practice of using visual cues from face and mouth to understand spoken language, also called lipreading.
- Systematic Sign Language – Developed in 1951 by Richard Paget in England; each gesture should represent an English word or part of word; follow English word order; invented to create basic vocabulary. <http://www.deafed.net/publisheddocs/sub/tsld039.htm>
- Tactile Sign Language – Deaf-Blind Communication Method
- Taudoma – Deaf-Blind Communication Method using vocal vibrations on the face.
- Total Communication – Is ironically noted by some as not a “communication” method; TC incorporates signing, mouthing, mime, speechreading, gesture and drawing. TC was a philosophy of educating the deaf that was developed in Maryland in 1969 by David Denton. His theory was based on “The belief that any and every method of communication (oral, aural, manual, written or read) should be used to maximize the learning potential of deaf children.” deafed.net states, “Its practical effect during the past 25 years has been rather limited.” <http://www.deafed.net/publisheddocs/sub/tsld059.htm>
- Verbotonal Approach – “Devised in the 1950’s by Dr. Petar Guberina at the University of Zagreb, Yugoslavia (now Croatia); Designed at first to help people “lose” their nonnative accents. Adapted for deaf children; Based on incorporating full-body movements into speech and language development; Revived in 1995 as Rhythmic Phonetics by Kathleen Sussman for use with young children. <http://www.deafed.net/publisheddocs/sub/tsld058.htm>
- Visible English – “Consists of shapes for the letters and digits; all words are spelled completely.” <http://www.deafed.net/publisheddocs/sub/tsld047.htm>
- Visible Speech; Writing system invented by Alexander Melville Bell, teacher of the deaf and father of Alexander Graham Bell, in 1867; intended his writing system to help deaf students learn spoken language; First system for notating sounds of speech independent of a particular language or dialect; Widely used for teaching students how

to speak with a "standard" accent; Uses symbols which are intended as visual representations of the positions the organs of speech need to be in to articulate individual sounds.

American Sign Language (ASL) Basics:

- 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 a living language that is everchanging.
- ASL evolves just as other languages evolve.
- ASL is THE conversational language of most Deaf adults and many young people.
- ASL 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 (Children of Deaf Adults) 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 thought to be the most widely used gestural language in the world.
- Some deaf people use ASL as their second language; some use ASL minimally (if at all).
- Signers are encouraged to interact with native Deaf signers to fully get a feel for signs and to experience Deaf culture firsthand.

Since 90% of deaf babies are born to hearing parents, many of whom have never met a Deaf person, it is likely that some of these parents will choose to learn English-based signed systems to communicate with their deaf children and/or the children may attend schools utilizing a sign system rather than ASL American Sign Language. Some of these English-based signed systems are explained below:

Signing Exact English (SEE) Basics & Examples:

- Developed in the 1970's by a group of educators from California; one of whom, is a CODA (Child OF Deaf Adult) and one who was Deaf.
- Signing Exact English (SEE) was developed to teach young, deaf children to read, write and better understand grammatically correct English.
- SEE is a sign system NOT a true language.
- SEE is a visual representation of "English on the hands" using some ASL signs and many created signs.
- SEE uses many basic ASL signs with the same grammar and syntax of English.
- Words are often mouthed or voiced while signing in English word order, unlike ASL.
- SEE may be used exclusively in some schools or only for teaching language arts.
- SEE may be used by hearing people whose first language is English.
In SEE many signs are "initialized" which means a sign is formed using the first letter(s) of the English word. For instance, the sign "CLASS" is created by using two C handshapes (written in my materials as Class). CLASS is signed the same way in ASL.
- SEE uses a different sign and or ending for each word: Scare vs. scary, scared, scaring, Afraid, Fear, Fearful, ErighT, ErighTfully, ErighTeNIng, etc. Whereas ASL signers may use the same conceptual sign, "SCARE," for each of these words.
- SEE uses sign Families to categorize some similar signs into groups. Each group has a Head of the Family and at least two members, i.e. Class (head) with members Family, Group & Team, etc.; apple (head) with members Fruit, Grapefruit, Pineapple & Vegetable; spaghettI (head) with members bacoN, Noodle & Macaroni. Also, Blue (head) with members Green, Purple & Yellow. Many of these signs are used in ASL.
- Consistent – All signers using SEE should sign the same with exception of a few alternate signs such as have, haVe; our, Our; deaf, deaf, etc. Some of these alternate signs are also used in ASL.
- About the time SEE was beginning to be used in some schools the Deaf were standing up against oppression by the hearing. So, SEE was (and still is) widely discounted, especially by native signers and older deaf adults, as another system hearing people were trying to force upon them. This belief remains to this day by many Deaf people.

Pidgin is a grammatically simplified form of language used for communication between people who do not share the same common language.

Contact Sign (aka Pidgin Sign / Pidgin Signed English / PSE) Basics & Examples:

- Contact Sign is a combination of ASL and English grammar.
 - Contact Sign uses ASL and SEE signs in English word order.
 - Contact Sign does not use all English words such as articles (a, an, the) or prepositions at of, on, to, etc. For instance, "I GO STORE NOW" or "YOU WANT GO WHERE NOW?"
 - Contact Sign adheres to no specific set of rules.
 - Contact Sign is a sign system NOT a real language because it does not have its own distinct grammar and syntax.
 - Contact Sign is generally used by hearing people who are learning sign language (Second Language Learners) or when Deaf (native signers) and hearing people are signing with each other.
 - Contact Sign is probably the most widely used communication mode in the United States among deaf and hearing persons new to signing.
 - PSE signers may use many different signs and sign differently with different people.
 - PSE is commonly used in hearing schools with deaf children.
- Contact Sign is also referred to as Conceptually Accurate Signed English (CASE)

Manually Coded English (MCE):

- Manually Coded English (MCE) is a sign system which attempts to represent English grammar on the hands.
- MCE is made up of signs that are a visual code that stand for words from the English language.
- Many culturally Deaf people do not encourage the use of MCE, however, MCE continues to exist due to decisions made by Hearing administrators, teachers and parents at schools where Deaf students attend.
- MCE & other English based systems use many basic ASL signs with the same grammar and syntax of English.
- Words are often mouthed (or voiced) while signing in English word order; unlike ASL.
- Sign systems found in the middle of the communication spectrum (representing English) are not considered official languages.
- MCE is considered by Culturally Deaf people to be dull, time-consuming and laborious.
- Many Deaf do not embrace the use of systems other than ASL.

ASL, SEE, PSE or MCE?

- SEE, ASL & PSE (Contact Sign) use the same BASIC vocabulary differently.
- Approximately ¼ of the same signs are used in ASL and SEE.
- PSE combines ASL and English-based systems (SEE, MCE).
- ASL may use the same sign to convey many synonyms; PRICE, CHARGE, COST, FEE.
- SEE has a different sign for each word as noted above; and/or uses suffixes to match English words, i.e. smile, smile(d), smiling; quick, quicker, quickest; noise, noisy, noisily
- Many signers understand vocabulary from either system though most Deaf prefer ASL.
- Signers may not understand all the grammatical features of SEE and/or ASL.
- Native signers will show the sign they prefer to be used and one should comply.
- Sign language varies regionally, as does spoken language.
- Examples of regional spoken differences in English could translate to different signs/concepts: Purse, pocketbook or handbag; Coke, soda, pop or soda pop, etc.

Baby Sign & Toddler Sign for Deaf & Hearing Babies:

- Signs from any system should be used consistently with babies from birth.
- Most effective when all care givers and family members sign to baby and each other.
- Babies will begin to sign meaningful, gross motor signs (MORE, MILK, CAT, etc.) at approximately 8 months of age, however, signs may not be easily recognizable.
- Introducing signed vocabulary lessens frustration for babies and caregivers.
- Children learn letters and sounds by seeing them on the hands.
- Children can learn and practice spelling using the manual alphabet.

Home Signs:

- Home signs are those which are made up by deaf children and/or their families to communicate with each other when formal signs are not known or used.
- Home signs may be shared widely, and as a result, may become accepted signs by other signers.

Which Sign Language/System(s) to Use?

- ASL only from birth?
- ASL from birth then English-based system as child acquires language skills then ASL when child becomes conversational?
- ASL used for all subjects in school other than language arts?
- English-based signed system only?
- ASL signed in English word order = Contact Sign / PSE?

Who or What Determines Which Sign Language/System Is Used?

- Deaf child born to deaf parents
- Deaf child born to hearing parents
- Deaf child born to hearing parents who have sign experience/exposure to Deaf culture • Hearing child born to deaf parent(s)? (CODA – Child of Deaf Adult) • Is child verbal or nonverbal?
- Are parents verbal or nonverbal?
- Child's age of onset of deafness? Is child prelingual (acquired language skills yet)?
- Has child been signed to as a baby?
- Are parents aware of proud Deaf Culture (Capital D Deaf) vs. those who Want to “fix” being deaf with an assistive device such as a hearing aid or Cochlear implant?
- Are parents Deaf and embrace their child being deaf or do they see a disability?
- Will some, most or entire family learn to sign?
- Are interpreters available who use preferred sign language/system?

What Educational Opportunities, Specialists & Services Are Available?

- Deaf School with deaf teachers
- Day school or residential school for the deaf
- Hearing school with specialists & services – Teacher of Deaf, Interpreter, FM Systems
- Which sign language/system(s) are interpreters certified in?
- If interpreter is available do other teachers, staff and children in the school sign beyond knowing the manual alphabet?
- Are there other deaf children in the school?
- Are there other deaf people in the community?
- What is proximity to Deaf culture?
- Are sign classes available and desired by the child?
- Are speech classes available and desired by the child?
- Will child be exposed to both hearing & Deaf culture, so child can choose one or both cultures?
- Is child involved in selection of services? Education? Goal Setting?
- Is child involved in selection of devices? Cochlear? Hearing aids?
- Most Deaf parents and educators feel that students who choose to use cochlear implants and/or hearing aids should still learn to sign, then they can always be a part of both cultures. Child may choose later not to use one of the above assistive devices.

International Sign Language – Formerly known as Gestuno:

- There is no universal sign language, however, some signs have been deemed international for use when the Deaf from different nations meet in international venues.
- Gestuno is a former term (from Italian meaning roughly “oneness of sign languages” for what is now known as, International Sign Language.
- Gestuno is to the Deaf what Esperanto is to the Hearing. (Esperanto is an artificial language created in 1887 as an “International language based as far as possible on words common to the chief European languages,” as noted in Merriam Webster’s 2003 Collegiate Dictionary Eleventh Edition). Dr. Esperanto was a pseudonym of Ludwik L. Zamenhof, who was a Polish physician. Esperanto is based on the Latin word sperare (to hope).
- Gestuno is a sign form developed around 1973 by a committee of the World Federation of the Deaf (WFD) for use where representatives of many cultures gather such as at United Nations meetings.
- Gestuno did not prove to be successful due to the many differences in manual alphabets, syntax, grammar and rules, etc.
- International Sign Language is used by Deaf officials and culturally Deaf individuals to more easily communicate with each other at the international-level meetings, conventions, and games. International Sign’s vocabulary is composed of loan words such as iconic words that visually represent an object such as TREE; Onomatopoeic words such as MEOW or CUCKOO that represent sounds and signed words selected from different sign languages that Deaf people conventionally agreed to use at international events and meetings such as a more iconic sign for CROWN than some other countries may use. “The lexicon of International Sign is not permanently conventional. It has been constantly changing over periods of time.”

<https://www.handspeak.com/study/index.php?id=39>

Stereotypes and Misconceptions about the Deaf & Deafness:

1. All deaf people sign - The interest, ability and desire to sign varies. Comfort level and proficiency in signing depends how the individual was raised and educated and if they were encouraged, discouraged, allowed or taught to sign.
2. Hearing aids & cochlear implants restore normal hearing - Hearing aids and cochlear implants do not restore hearing or cure hearing loss. They only amplify sound to assist with hearing for some people.

Hearing aids can help some deaf and hard-of-hearing people depending on their specific type and severity of hearing loss. How well a person can hear with hearing aids depends on the environment, the specific situation, level of background noise and other factors.

3. Most deaf people cannot speak or they all speak funny - Some Deaf speak clearly; others choose not to use their voice if they cannot gauge their volume; if think they are difficult to understand or due to a resistance toward oralism.

The desire and ability to speak may depend on hearing loss type; use of speech therapy, etc.

Deaf people may have what is called a Deaf Accent. Not everyone who is deaf or hard-of-hearing has a deaf accent.

4. Deaf people cannot drive - Deaf people can drive. A hearing test is not required for getting a license to drive. The deaf are visually aware of their surroundings and see flashing lights on police cars, ambulances, etc.

5. All deaf people lipread - Only about 20 - 30% of spoken English is visible on the lips. Many speech sounds have identical mouth movements. For example: p and b look exactly alike on the lips. Some Deaf people are very skilled speech readers; many are not. Speech read is the newer preferred term vs. lipreading.

6. If you shout, it helps a deaf person understand - Usually this is not the case. It is better to speak naturally and at a comfortable pace; not too fast and not too slow. Over-enunciating or exaggerating mouth movements does not help a deaf person understand what you are saying. Just speak normally.

7. Deafness affects intelligence - Hearing loss is not representative of intelligence or ability. Deaf people can do everything a hearing person can do, except hear or speak. There are many famous and talented deaf individuals.

8. All deaf people are completely and totally deaf - There are ranges of hearing loss. Some people who are legally deaf prefer to be called Hard-of-Hearing. Some people who are legally deaf prefer to be referred to as Deaf. It depends on the individual, one's type of hearing loss and how the individual prefers to be referred to.

9. All deaf people understand and participate in Deaf culture - Not all deaf people choose to participate in Deaf culture. Deaf culture requires a common language and shared values, beliefs, norms, behaviors, etc. Not all deaf people know or use sign language. Some deaf people prefer to use technology only and do not sign and want to fit into the Hearing World as much as possible. Some do not connect with other deaf individuals.

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A Historical Timeline of



Deaf Culture, Sign Language, and American Sign Language

Historical Timeline of

Deaf Culture, Sign Language & American Sign Language

In the Beginning – Deaf Culture:

Humans have presumably used sounds, gestures, eye contact and body language to communicate with each other since Earth has been inhabited.

Groups of deaf people used signed languages throughout history, however, sign language was not recognized as a language for centuries, deafness was generally misunderstood, and conflicting ideals existed about the deaf. Deaf Culture is still perplexing to many hearing people to this day.

1000 BC - Deaf Culture Misunderstood & the Deaf Discriminated Against:

- Hebrew law provided limited rights to the deaf.
- The Torah protected the deaf from being cursed by others.
- Deaf people were not allowed to fully participate in rituals of the Temple.
- Special laws were imposed concerning marriage of the deaf; property rights were denied for “deaf-mutes.”
- “Deaf-mutes” were not allowed to be witnesses in courts.

5th century BC: One of the earliest written records of a signed language is from Plato's *Cratylus*, (written approx. 390 BC), where Socrates (birth 470 BC) asks: "If we hadn't a voice or a tongue, and wanted to express things to one another, wouldn't we try to make signs by moving our hands, head, and the rest of our body, just as dumb people do at present?"

427– 348 BC – Philosophy of Innate Intelligence:

Plato:

- All intelligence was present at birth.
- All people are born with perfect abstracts, ideas and language in their minds and required only time to demonstrate their intelligence.
- Without speech, there was no outward sign of intelligence, so deaf people must not be capable of ideas or language.

355 BC – Ancient Greeks Deny Deaf Education:

Greek = Perfect language; Can't speak = Barbarians; Deaf = Barbarian

Aristotle (birth 384 BC) - "Those who are born deaf all become senseless and incapable of reason."

345 AD – 550 AD – Early Christians See Deafness as Sin:

St. Augustine:

- Told early Christians that deaf children are a sign of God's anger at the sins of their parents.
- Believed that faith comes by hearing and that deafness is a hindrance to faith. However, he believed that Deaf people can learn and thus are able to receive faith and salvation.
- Referred to bodily movements, signs, and gestures, and believed that these modes were capable of transmitting thought and belief. He implied that it is equal to spoken language in terms of reaching the soul.

500 AD – 1453 AD: Dark & Middle Ages:

- Deaf committed to asylums due to speech and behavior; thought to be possessed by demons.
- People born deaf could not have faith, could not be saved and were barred from churches. • Must be able to "hear" the word of God - Punishment from God
- Without hearing, people could not learn.

1500s: Abilities of Deaf Begin to be Recognized:

Geronimo Cadano of Padua, Italy:

- First physician to recognize the ability of the deaf to reason
- Taught his deaf son using a code of symbols
- Believed deaf could be taught written language

Sign Language Evolves:

Dom Pedro Ponce de Leon:

- Spanish Benedictine monk (1520–1584)
- Is said to have invented sign language by use of simple hand gestures to circumvent "vow of silence" to communicate necessary information.
- Often credited as "the first teacher for the deaf," and Spain is long regarded as the birthplace of deaf education due his teachings.
- Established a school for the deaf at the San Salvador Monastery in Oña, Spain.
- Taught children of wealthy aristocrats and his work with deaf children focused on teaching them to speak, write and use simple gestures.
- Developed the first Manual Alphabet which became a working sign language allowing students who mastered it to spell out any word, letter by letter.

Ponce de Leon's Teaching:

- Allowed the deaf to communicate and become educated.
- Was considered bold by many during his time, since the opinion among most Europeans in the 16th century was that the deaf were incapable of being educated. Many laymen even believed that the deaf were too simple-minded to be eligible for salvation under Christian doctrine.

1620: Juan Pablo de Bonet:

- A Spanish secretary to a wealthy family; father of deaf; early advocate of sign language.
- Published the first known book on sign language in Madrid, Spain based on the manual alphabet that Ponce de Leon developed. However, Bonet never credited Pedro Ponce de Leon for his manual alphabet method.

By Spanish law, sons who were in line to inherit family estates had to be able to read and write to be considered heirs. Pablo de Bonet taught deaf children of wealthy families in the Madrid area.



Bonet's book, (see left) "Reduccion de las letras y arte para enseñar a hablar a los mudos" (translates to "Reduction of letters and art of teaching mute people to speak") included a manual alphabet. These manual gestures allowed deaf people to communicate and become educated. Therefore, Juan Pablo de Bonet has been attributed as being the inventor of sign language though Ponce de Leon developed the manual alphabet.

Bonet's system of signs and manual alphabet (see Bonet's sketch right) is

said to have influenced many signed languages, such as Spanish Sign Language, French Sign Language, and American Sign Language.



1644: According to https://en.wikipedia.org/wiki/Sign_language, "In Britain, manual alphabets were also in use for a number of purposes, such as secret communication, public speaking, or communication by deaf people.

In 1644 John Bulwer, an English doctor, attempting to record the vocabulary contained in hand gestures and bodily motions, published *Chirologia, or the Naturall Language of the Hand* and a companion text *Chironomia, or the Art of Manual Rhetoric*, which was an illustrated collection of hand and finger gestures that were intended for an orator to memorise and perform whilst speaking.” (See Chirogram from *Chirologia*, diagram left).

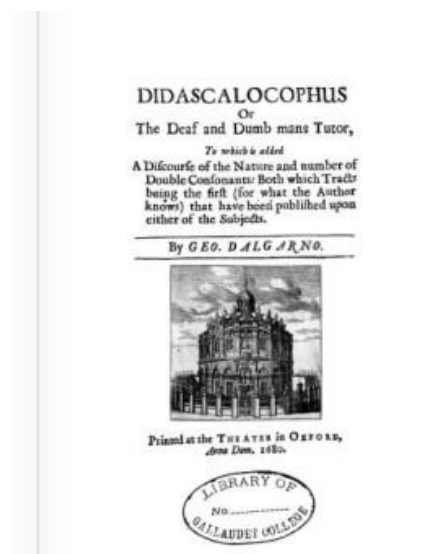


Bulwer surmised that these gestures were the only form of speech that was naturally inherent to mankind, and he saw it as a language with expressions as definable as written words.

In 1648, Bulwer described "Master Babington," a deaf man proficient in the use of a manual alphabet, "contrived on the joynts of his fingers, whose wife could converse with him easily, even in the dark through the use of tactile signing.

Years after publishing the *Chirologia*, Bulwer became one of the first people in England to propose educating the deaf. *Chirologia* only makes passing reference to deafness but may have inspired his further research and how fingerspelling and gesture can be used as a form of communication themselves. The hand shapes described in the *Chirologia* are still used in British Sign Language today.

In 1680, George Dalgarno published *Didascalocophus, or, The deaf and dumb mans tutor*, “in which he presented his own method of deaf education, including an ‘arthrological’ alphabet, where letters are indicated by pointing to different joints of the fingers and palm of the left hand. Arthrological systems had been in use by hearing people for some time; some have speculated that they can be traced to early Ogham manual alphabets.” (See above)



⋈ A	⋈ I	⋈ S
⋈ B	⋈ L	⋈ T
⋈ C	⋈ M	⋈ U
⋈ D	⋈ N	⋈ Z
⋈ E	⋈ O	⋈ ea
⋈ F	⋈ P	⋈ oi
⋈ G	⋈ Q	⋈ ui
⋈ H	⋈ R	⋈ ia

Ogham was carved and **read** from BOTTOM to TOP. Also written as ogam or ogum, it is pronounced "AHG-m" or "OH-ehm." **Ogham** served as an alphabet for one of the ancient Celtic languages. Its origin is uncertain: it may have been adapted from a sign language. (See illustration left).

In 1698 *Digiti Lingua* (Latin for *Language [or Tongue] of the Finger*), a pamphlet by an anonymous author who was unable to speak, was printed of the earliest known pictures of consonants of the modern two-handed alphabet used in British Sign Language, Auslan and New Zealand Sign

Language. (The vowels of this alphabet are said to have survived in the contemporary alphabets.) The author of the pamphlet suggested the manual alphabet could also be, “used by mutes, for silence and secrecy, or purely for entertainment.” Nine of its letters can be traced to earlier alphabets, and 17 letters of the modern two-handed alphabet can be found among the two sets of 26 handshapes depicted.

In 1692 Charles de La Fin published a book describing an alphabetic system where pointing to a body part represented the first letter of the part (e.g. Brow=B), and vowels were located on the fingertips as with the other British systems. He described such codes for both English and Latin.

By 1720, the British manual alphabet had roughly found its present form.- Versions of this alphabet have been used by deaf communities (or at least in classrooms) in former British colonies India, Australia, New Zealand, Uganda and South Africa, as well as the republics and provinces of the former Yugoslavia, Grand Cayman Island in the Caribbean, Indonesia, Norway, Germany and the United States.

1755 – Oral Education method of teaching the deaf began in Germany by Samuel Heinicke at a school which was the first oral school for the deaf in the world. Heinicke’s oral-based method was called the “German Method.” Heinicke taught speech by having his students feel his throat while he spoke.

In France in the 18th century Charles-Michel de l'Epee happened upon two young deaf sisters who used a sign language to communicate. Charles-Michel de l'Epee then dedicated himself to the education and salvation of the Deaf.

1755: Abbe Charles-Michel de l'Epee, a French priest founded, The Institut National de Jeunes Sourds de Paris and became known as “Father of Sign language and Deaf Education.” The Institut was the first free, public school in Paris for deaf students. de l'Epee created what became known as the Instructional Method of Signs; now as known as "Old Signed French" or "Methodical Signs."

These methods were taught at the school and de l'Epee published an official manual alphabet, based on the signs invented by Juan Pablo de Bonet. Many of the letters are similar to today's American Sign Language (ASL). See Bonet’s sketch of the Manual Alphabet above.

de l'Epee worked to develop a standardized system of signs and fingerspelling as a bridge between the deaf and hearing worlds.

From 1771–1774 the abbé was eventually made public demonstrations of his system. These demonstrations attracted educators and celebrities from all over the continent and popularized the idea that the deaf could be educated, especially by gesture.

de l'Epee founded a shelter for the deaf in Paris and a school for deaf children in Truffaut, France.

In 1776 de l'Epee wrote "The Instruction of Deaf and Mute Persons Using Methodological Signs," which was the first book to advocate the use of natural signs.

The methodical signs he created were a mixture of sign language words he had learned with some grammatical terms he invented. The resulting combination which was an artificial language, was over-complicated and completely unusable by his students. For example, his system would elaborately construct the word "unintelligible" with a chain of five signs ("interior-understand-possible-adjective-not"), the deaf natural language would simply say "understand-impossible."

Langue des Signes Francaise (LSF) was not invented by de l'Epee, but his major contributions to the deaf community were that he recognized that the deaf did not need oral language to be able to think and he accelerated the natural growth of the sign language by putting so many deaf students under a single roof.

Many of l'Epee's followers founded schools for deaf students in their home countries throughout Europe using the LSF.

Abbe Sicard was Abbe de l'Epee's successor at the National Institute for Deaf-Mutes.

Laurent Clerc and Jean Massieu were former students of Sicard's and became accomplished deaf educators.

1760-1780's – Deaf Education Spreads Around the World:

- In 1760 Thomas Braidwood opened first school for the deaf in England.
- In 1777 Arnoldi, a German pastor, believed education of the deaf should begin at age 4.
- In 1784 Abba Silvestri opened first school for the deaf in Italy in Rome

Overview of the 1880 Milan Conference:

- In 1880, there was a large multi-country conference of deaf educators held in Milan, Italy called the Second International Congress on the Education of the Deaf (often referred to as the Milan Conference).

- Alexander Graham Bell, an advocate for oral only education for the deaf (see more below) for 3 days while advocates of ASL were given only 3 hours to argue against oralism.
- The United States was the only country that opposed the vote for oral-based education due to the manual education having made great strides.
- A declaration was made that oral education was better than manual (sign) education. As a result, sign language in schools for the deaf was banned in many countries and many deaf teachers lost their jobs.

French Sign Language was said to have flourished until the Milan Conference, as noted by <https://www.gallaudet.edu/about/history-and-traditions/deaf-president-now/theissues/history-behind-dpn>, “A schism developed between the manualist and oralist schools of thought when the Milan International Congress of Teachers for the Deaf-Mute convened and decided that the oralist tradition would be preferred. In due time the use of sign language was treated as a barrier to learning to talk and thus forbidden from the classroom.”

This decision led to the expulsion of deaf teachers from most classrooms around the world because it was believed deaf teachers were not competent enough to teach or be administrators of schools for deaf children.

It is widely believed by the deaf and educators of the deaf that no other event in the history of deaf education had a greater impact on the lives and education of deaf people than a conference held in Milan in the late 19th century.

“This situation remained unchanged in France until the late 1970s, when the deaf community began to militate for greater recognition of sign language and for a bilingual education system. In 1991 the National Assembly passed the Fabius law, officially authorizing the use of LSF for the education of deaf children. A law was passed in 2005 fully recognizing LSF as a language in its own right.” <https://www.gallaudet.edu/about/history-and-traditions/deaf-presidentnow/theissues/history-behind-dpn>

Until the 19th century, most of what is known about historical sign languages is limited to the manual alphabets (fingerspelling systems) that were invented to transfer words from a spoken language to a sign language, rather than documentation of the language itself.

The History of American Sign Language & American Deaf Culture:

Prior to contact with Europeans, Native peoples who inhabited North America consisted of hundreds of different cultures and tribes. Each tribe had its own belief system, political organization and language. When native speakers of one language met those of another in trade, conflict or councils, they communicated in the lingua franca of Hand Talk.

16th Century Spanish colonizers observed tribes in Florida using language. Scholars dispute exactly when tribes developed sign language in their history in North America. Francisco de Coronado noted in his 1540 journals that he met the Comanche in Texas and documented that the Comanches through, their use of sign talk, "Made themselves so well-understood that there was almost no need for an interpreter."

Even though each tribe had its own dialect, tribes were able to communicate easily using Hand Talk. Hand Talk (also known as North American Hand Talk) was universal in North America but was more prominent among the nomadic Plains Nations. Plains sign language is also known as Plains Indian Sign Language (PISL).

The Comanche are an American Nation from the Great Plains whose historic territory consisted of much of present-day northwestern Texas, eastern New Mexico, southeastern Colorado, southwestern Kansas, western Oklahoma, and northern Chihuahua. The Comanche were said to have used "Hand Talk" thousands of years before it was observed by Europeans in the 1700s in present day United States. This form of communication had no known origin prior and was considered a novelty by explorers. Hand Talk was developed in part to communicate silently while hunting without startling buffalo and other wild game.

Researchers have found Hand Talk is still being used by a small number of deaf and hearing descendants of the Plains Indian cultures though it is dying quickly so experts in anthropological linguistics are pushing for PISL to be incorporated into current mainstream education of deaf natives.

There were fewer linguistic groups east of the Mississippi River, but they still used sign language and were familiar with each other's languages.

There is a photo in the Smithsonian Institution, Washington, D.C. circa 1880 of Shoshoni Chief Tendoi Demonstrating Sign Language. The Shoshoni are a North American Indian group who occupied territory from what is now southeastern California across central and eastern Nevada and northwestern Utah into southern Idaho and western Wyoming.

- Hand Talk was also the first language of deaf Natives.
- Hand Talk was largely unacknowledged by modern scholars.
- An example of Hand Talk is featured by the native American actors in 1920 in the movie "Daughter of Dawn."

1690 - 1880: Martha's Vineyard - An island off the coast of Massachusetts:

- Settled by 200 immigrants from Kent County England, an area known as "the Weald."
- Settlers carried dominant and recessive genes for deafness.

- A recessive trait meant that almost anyone might have both hearing and deaf siblings.
- In 1854 when the island's deaf population peaked, the birth rate for deaf children on the island was 1 in 155 compared to a national average of 1 in 5,730. The concentration of deaf on the island varied among towns from 1 in 4 to 1 in 25 deaf inhabitants at times.
- By the mid-1700's a village sign language for deaf AND hearing people known as Martha's Vineyard Language (MVSL), not ASL, had developed on the island. Village sign is a term which refers to local indigenous sign language used in areas with a high incidence of hereditary deafness.
- MSLV utilized lip movement, hand gestures, mannerisms, and facial expressions as do other signed languages.
- MSLV was used on the island from the early 18th century until 1952.
- Nearly all inhabitants signed and town meetings were conducted in sign language.
- Unlike earlier people, a majority of Martha's Vineyard inhabitants did not discriminate against Deaf islanders. The deaf married, had families, worked, voted, held public office and were equals.
- Deafness on Martha's Vineyard did not become a barrier to participation in public life.
- Deaf people who used MVSL were extremely independent and participated in society as typical citizens, although there were some incidents of discrimination.

Henniker, New Hampshire and Sandy River Valley, Maine were two other areas in the United States where village sign language was widely used during the 19th-century due to a high number of deaf residents living in the communities. Although Martha's Vineyard Sign Language was more well-known and there were less students from Henniker, deafness in Henniker was genetically dominant thus more prevalent therefore, Henniker SL was likely to have been better developed than MVSL.

The three village sign languages (MVSL, Henniker SL and Sandy River Valley SL) were said to have formed the basis of American Sign Language when the children brought their languages to the newly established school noted below.

Early in the 1800s: There were only a few thousand deaf Americans and no standard signed language existed. Various sign systems were said to have been created in the deaf communities. These sign systems later became known as Old American Sign Language which is related to American Sign Language (ASL) of today.

1805: Alice Cogswell is born. At the age of 2 Alice was afflicted with a type of meningitis called spotted fever. Alice lost her hearing and later, her speech.

1814: Dr. Thomas Hopkins Gallaudet, a minister from Hartford, Connecticut noticed his neighbor's daughter, Alice Cogswell who was 9 years old, sitting off to the side while other

children played. After he realized she was deaf he taught her to write her name in the dirt with a stick. Deaf education is introduced in the United States.

Gallaudet realized Alice was very smart despite her inability to hear or speak and was inspired to learn sign language and the most successful methods for teaching deaf children.

1815: Thomas Hopkins Gallaudet travelled to Europe to study methods for teaching deaf students. At a public demonstration in England, Gallaudet met Abbe Roch-Ambroise Sicard and Jean Massieu who invited him to visit their school in Paris.

Gallaudet studied the teaching methods of langue des signes française (LSF) while he was in Paris and was privately tutored by Laurent Clerc, a Deaf graduate of the institute in Paris, who was considered to be one of the best teachers of the Deaf.

1816: Clerc was one of Sicard's best instructors, Gallaudet knew he would be a huge help in starting a deaf school in the U.S. and he accepted Gallaudet's invitation to travel to America and help him set up a school for deaf students. During the voyage of the 60 days it took to sail to America, Gallaudet taught Clerc English while Clerc taught Gallaudet LSF, which is why American Sign Language (ASL) has strong roots in French Sign Language.

1817: Gallaudet and Clerc opened the first of their schools in Connecticut called the Connecticut Asylum for the Education and Instruction of Deaf and Dumb Persons:

- Soon changed the name to American School for the Deaf (ASD), in Hartford.
- ASD was the first public, free deaf school in the U.S; a huge milestone in American Deaf history.
- Alice Cogswell, Gallaudet's initial inspiration to teach the deaf, is the first to enroll in the ASD and the first to graduate from the American School for the Deaf.
- Many teachers of the deaf trained in Hartford.
- Sign-based deaf schools began to flourish.
- By the end of the first year, there were 31 students from various New England cities which included students from Martha's Vineyard, Massachusetts and Henniker, New Hampshire.
- Martha's Vineyard Island deaf children went to Hartford to be educated as did children from Henniker, New Hampshire. They brought island signs with them (MVSL) and Henniker SL influenced LSF in its change to ASL. (See above for more information on Martha's Vineyard, MVSL and how the deaf and a majority of hearing residents of the island communicated in sign language.

Among the possible sources of the present American Sign Language (ASL) would be Clerc's LSF, the homesigns of Abbe de l'Epee's school students that they brought from home and home signs that evolved when American students brought homesigns (such as MVSL) from their Deaf communities.

State-Supported Residential Schools for the Deaf Established in America by Deaf and Hearing Teachers:

1818: New York Institution for the Instruction of the Deaf & Dumb - NYC, NY

1820: Pennsylvania Institution of the Deaf & Dumb – Philadelphia, PA

1823: Kentucky School for the Deaf – Danville, KY

1829: Ohio School for the Deaf Opened – Columbus, OH

1838: Virginia Institution for the Deaf, Dumb and Blind – Staunton, VA

1843: Indiana Asylum for the Education of the Deaf and Dumb – Indianapolis, IN 1830: Thomas Hopkins Gallaudet retired from teaching.

1839: Virginia School for the Deaf Opened

1840: Golden Age of Deaf Education Begins: (1840 -1912):

American Sign Language flourishes.

- Approximately 40% of all teachers of the deaf are deaf.
- Many schools for the Deaf were established by Deaf and hearing teachers from the American School for the Deaf and Gallaudet College; including schools listed above and below; along with schools in Illinois, Georgia, South Carolina and Arkansas:

1844: Tennessee Asylum for the Deaf and Dumb – Knoxville, TN

1846: Georgia School for the Deaf – Cave Spring, GA 1848:

N.C. School for the Blind and Deaf – Raleigh, NC

1850s:

- Laurent Clerc retired from teaching at ASD.
- John Flourney, former pupil of the Connecticut school, proposed to Congress;
- That there be a Deaf State with land set aside in the western territories for the creation of a deaf state;
- Where deaf could control their schools and establish their own government; for the deaf community to flourish unrestrained by prejudice and the often, restrictive good intentions of hearing society.

1851:

- Thomas Hopkins Gallaudet died.
- Edward Miner Gallaudet, Thomas Hopkins' youngest son, continued his father's legacy in deaf education.
- Edward became a teacher at the American School for the Deaf in Hartford.

In 1856, Amos Kendall, a postmaster general during two presidential administrations, donated two acres of his estate in northeast Washington, D.C. to establish a school and housing for 12 deaf and 6 blind students.

1857: Grammar School, Columbia Institution for the Instruction of the Deaf and Dumb and Blind, founded in Washington, D.C. by Edward Miner Gallaudet. Edward Miner Gallaudet became the first superintendent.

1863: By this time many deaf schools in the U.S. had been established; most founded by Laurent Clerc's students, who continued to use Clerc's deaf education methods in these schools.

Deaf adults were beginning to be hired as teachers and became sign language models for deaf children at school.

1864:

- Edward Miner Gallaudet always wanted to establish a deaf college, so he presented his idea for a deaf college to Congress and they passed legislation permitting the Columbia Institute to issue college degrees.
- Columbia Institute's college division (the National Deaf-Mute College) opened becoming the first college for the deaf in the United States and the world. The establishment of residential schools and the college ensured that ASL flourished.
- Congress authorized the institution to confer college degrees in 1864 and President Abraham Lincoln signed the bill into law. Gallaudet was made president of the institution, including the college, which that year had 8 students enrolled.

1865: The blind students from the Columbia Institution for the Instruction of the Deaf and Dumb and Blind were moved to the Maryland Institution for the Blind. The collegiate department of the Columbia Institution for the Instruction of the Deaf and Dumb and Blind became known as the National Deaf-Mute College.

1869: Laurent Clerc's died and by this time over 1500 students had graduated from the Hartford school and there were 30 state-supported residential schools.

President Abraham Lincoln presided over the first commencement of the National Deaf-Mute College when 3 young men received diplomas. Their diplomas were signed by President Ulysses S. Grant and to this day the diplomas of all Gallaudet graduates are signed by the presiding U.S. president.

Although the United States believed enough in deaf peoples' abilities to establish the National Deaf-Mute College in 1864, prejudices and discrimination against deaf and hard-of-hearing people persisted:

- There were major disagreements among the educators of the deaf and two camps emerged: The Manualists and The Oralists.
- Edward Miner Gallaudet, a Manualist, supported the use of sign language in teaching students who were deaf.
- Alexander Graham Bell, An Oralist. The inventor of the telephone was a strong proponent of the pure oral method and was opposed to the Deaf use of sign (manual communication).

1870s: Alexander Graham Bell Promoted Deaf Education Based on His Beliefs:

- Alexander Graham Bell and other hearing people thought they knew what was best for deaf people and strongly advocated for the suppression of sign language.
- Alexander Graham Bell promoted eugenics – “A science that deals with the improvement (as by control of human mating) of hereditary qualities of a race or a breed,” defined by Merriam Webster’s Collegiate Dictionary Eleventh Edition.
- Bell was even of the opinion that deaf people should not intermarry. Though his mother Eliza and his wife, Mabel Gardiner Hubbard, were both deaf.

In 1872: Bell opened a private school for the deaf in Boston:

- Bell concentrated on Oral Methods of Instruction.
- Bell’s school received heavy opposition from deaf schools using the manual method; sign language.
- Deaf were forbidden to use sign language in or outside the classroom.
- Sign language was considered a barrier to learning to talk.
- Deaf people were frustrated by being forced to speak.
- The deaf wanted to preserve their culture and language.

Bell eventually gave up administering deaf education to focus on a contraption to mechanize speech and received the first telephone patent in 1876.

Edward Gallaudet was conflicted on the issue of oralism but ultimately supported the continued use of sign language at the college.

1880: Milan Conference – Milan, Italy

- Alexander Graham Bell attended the Second International Congress on Education of the Deaf where deaf educators from around the world gathered to discuss oral methods versus manual (signed) education.
- Bell spoke for three days promoting oralism while advocates of ASL were given only three hours to argue for signs and against oralism.

- The United States was the only country that opposed the vote for oral-based education due to manual education having made great strides.
- Congress on Education endorsed Oralism and passed a resolution banning the use of sign language in schools worldwide; many teachers of the Deaf lost their jobs.

June 27, 1880: Helen Adams Keller was born in Tuscumbia, Alabama and began speaking at the age of 6 months.

- At the age of 19 months Helen was stricken by an illness that the family doctor called “brain fever.” Helen’s illness remains a mystery today although some experts believe it might have been scarlet fever or meningitis.
- After a few days Helen’s fever broke and her mother noticed that Helen did not show any reaction when the dinner bell was rung or when a hand was waved in front of her face.

Helen had lost both her sight and hearing at 19 months.

<https://www.biography.com/people/helen-keller-9361967>

- During Helen’s childhood she developed a limited method of communication with her companion Martha Washington who was the young daughter of the family cook.
- Helen and Martha had created a type of sign language and by the time Helen was 7, they had invented more than 60 signs to communicate with each other.
- Helen became very wild and unruly during this time and would kick and scream when she was angry, or she would giggle uncontrollably when she was happy.
- Helen tormented Martha and subjected her parents to raging tantrums.
- Many Keller family relatives believed Helen should be institutionalized.
- In 1886, while looking for inspiration, Helen’s mother was enlightened by a travelogue by Charles Dickens entitled *American Notes*. Mrs. Keller read of the successful education of another deaf-blind child named Laura Bridgman.
- Helen’s parents traveled to Baltimore, MD to see specialist, Dr. J. Julian Chisolm, who recommended Helen see Alexander Graham Bell.
- Bell suggested that the family meet with Michael Anagnos, the Director of the Perkins Institute for the Blind in Boston, Massachusetts.
- Anagnos suggested Helen work with a recent graduate of the institute, Anne Sullivan.
- This meeting was the beginning of a 49-year relationship between Helen and Anne.
- On March 3, 1887, Anne Sullivan went to Keller's home in Alabama started teaching Helen, who was 6 years old, to fingerspell.
- They began with the word "doll" and Anne gave Helen a doll to help her understand the spelled word.
- Helen was taught other words but went from being curious, to defiant, to refusing to cooperate with Sullivan's instruction. When Helen did cooperate, Anne could tell that Helen was not making a true connection between the objects and the fingerspelling. Anne kept spelling, Helen’s frustration continued, and her tantrums increased.

- Sullivan demanded that she and Keller be isolated from the rest of the family, so the pair moved to a cottage on the family plantation.
- In a dramatic struggle depicted in movies of Helen's life, Anne taught Helen the word "water" and helped her make the connection by taking Keller out to the water pump and placing Keller's hand under the spout. While Sullivan moved the lever to flush cool water over Keller's hand, she spelled out the word w-a-t-e-r on Helen's other hand.
- Keller understood and repeated the word in Sullivan's hand. Helen then pounded the ground demanding to know its "letter name." Sullivan spelled out the word into her hand.
- Keller moved to other objects with Sullivan in tow. By nightfall, Helen had learned 30 words.

Annie Sullivan became Helen's lifelong friend. Anne Sullivan helped Helen make tremendous progress with her ability to communicate and Keller went on to graduate cum laude from Radcliffe College in 1904 at the age of 24.

In 1887: Alexander Graham Bell founded the Volta Bureau to:

- Serve as a library for deaf people and those researching deafness.
- Promote oral-based education for deaf children.
- Advance the education of the deaf and sound technology in general.
- <https://www.nps.gov/places/volta-bureau.htm> States Bell, "...was also an outstanding figure in early research in deaf education." Clearly not an opinion shared by the deaf.

1887: Women are admitted to the National Deaf-Mute College (renamed Gallaudet).

1890:

In the ten years since the Milan Conference, the popularity of manual education for the deaf declined sharply and 75% of teachers using the manual method retired.

National Association of the Deaf (NAD) founded in the U.S. as an organization that promotes the civil rights of deaf individuals in the United States, created to defend the ability of the American deaf community to use sign language and organize around important issues.

Th NAD is instrumental in keeping sign language and manual education alive for America students.

1892: Electric Hearing Aid Invented - Early hearing aids were not easy to use; most weighed several pounds and had to be placed on a desk. The carbon-based microphones, powered by large 3 and 6-volt batteries, gave the "hearing-impaired" amplified sound for the first time.

Alexander Graham Bell reportedly developed an earphone for amplifying sound, but he did not pursue a patent.

In 1892, Paul Hubbard, quarterback of the Gallaudet football team did not want to risk the other deaf team seeing him use ASL to explain the play to his teammates, so he asked players to form a tight circle formation; now known as a huddle. Today, the huddle is used all over the world, in team sports such as baseball, basketball, football, lacrosse and soccer.

In 1894 the college program, known as National Deaf-Mute College, was changed to Gallaudet College in honor of Thomas Hopkins Gallaudet.

Today's ASL was thus strongly influenced by the American School for the Deaf (ASD). Deaf students who graduated from ASD would go on to set up new schools for deaf students and would pass down, to the next generation of deaf students, the language known as "contact language" that has become today's ASL.

By the 1900s deaf people were now given the opportunity to be with other Deaf children and Deaf adults when the nationwide network of residential state schools was completed. They shared their sign language and cultural experiences without any communication barriers and would form relationships in these residential schools that would last a lifetime.

In 1901 William "Dummy" Hoy, a deaf American League baseball player, hit a grand slam. Umpire hand signals were developed so that Hoy could see a strike call from the outfield.

A 1906 U.S. Civil Service decision banned the deaf from employment. This ruling was struck down two years later by President Theodore Roosevelt.

Early 20th Century: After Alexander Graham Bell led the movement which opposed the use of sign language (known as manualism) in the education of deaf children many Deaf adults were forced out of the teaching profession or demoted to being teachers of vocational classes.

By 1919 the Oralism movement began to take hold in the educational system and almost all schools for deaf children used the oral method of instruction. Most of the teachers were hearing and deaf children had little if any exposure to deaf role models.

1920 Helen Keller helped found the ACLU.

1927 Oralism in America was considered to be at its zenith; only 15% of teachers were deaf.

1941: WWII created a need for labor; Deaf men and women were hired in record numbers to work in the defense industry. Many employers realized the abilities of Deaf workers for the

first time; Deaf relocated to work in factories in Ohio, New York, California and Washington, D.C.



In 1942 and at the height of WWII, deaf workers aided war effort. The Deaf were incorporated into the workforce of the U.S. Rubber Co. in its Des Moines, Iowa plant with excellent results. Then teams of deaf women were hired as “inspectresses” at the U.S. Rubber Co. in Milwaukee, WI to inspect machine gun ammunition being manufactured.

Photo left, courtesy Milwaukee County Historical Society - A supervisor communicates with a deaf ammunition inspector at the Milwaukee Ordnance Plant, a massive but short-lived World War II factory manufacturing .50-calibre

machine gun cartridges.

Approximately 3 million disabled men and women; the blind, deaf, physically impaired, and others – were engaged in the war industry.

Many deaf began working in manufacturing due to wartime labor shortages. New deaf communities flourished in these areas.

1952: Katie West, the last deaf person born into Martha’s Vineyard island's sign-language tradition, died essentially making MVSL an extinct language since many of the residents had migrated to the mainland and there are no fluent signers of MVSL today. In interviews a few elderly residents were able to recall MVSL being used and some even signed a few signs naturally with their speech when researchers started examining the language in the 1980s. According to Wikipedia, Linguists are working to save the language, but their task is difficult because they cannot experience MVSL firsthand.

In 1954, Congress amended the charter of the Columbia Institution for the Deaf to Gallaudet College, which had been the official name of the collegiate department since 1894.

In 1960 William Stokoe, a linguist, published *Sign Language Structure*. In which the term “American sign language” was first used.

1964: TTY – Teletypewriter invented by Robert Weitbrecht, a deaf man. TTYs (electromechanical typewriters) enabled the deaf to type their conversations over phone lines. A TTY is required by both parties and could be used with a land lines (or later a cell phones). This creation greatly expanded the long-distance communication for the deaf.

1964: Oral Education Labeled a “Failure.” Congress issued the Babbidge Report on oral deaf education and concluded that it had been a “dismal failure.” Many in the deaf community applauded the report and viewed it as a clear acknowledgment of the superiority of manual education and manual communication.

In 1965 Stokoe co-authored *A Dictionary of American Sign Language on Linguistic Principles* with Dorothy C. Casterline and Carl G. Croneberg.

Stokoe’s publications were considered by many to be pivotal events validating ASL as a genuine language. Stokoe’s linguistic study of ASL, changed the perception of ASL. American Sign Language was no longer seen as a broken or simplified version of English but that of a complex and thriving natural language as functional and powerful as any found in spoken languages of the world.

The instruction of ASL as a “foreign language” became popular and ASL’s appeal has only grown. Currently students can take ASL to meet their high school or college requirement of foreign language studies.

The ASL in use today is a result of almost 200 years of deaf families and students passing their language down from one generation to the next such that has it become one of the most used languages in the United States of America.

1967: National Theater of the Deaf established.

1968: Bilingual Education Act (P.L. 89-10) passed. ASL is not included because it is not recognized as a language.

1968: Helen Keller died June 1 in Easton, CT just weeks before her 88th birthday.

1972: Program Captioning Introduced – Later Called Closed Captioning (CC):

The Caption Center at WGBH TV station in Boston opened captions. “The French Chef,” which aired on PBS, became the country’s first nationally broadcast captioned program.

The Rehabilitation Act of 1973 prohibited discrimination on the basis of disability in programs conducted by federal agencies; in programs receiving federal financial assistance; in federal employment and in the employment practices of federal contractors. This act opened many doors for wheelchair-bound and blind individuals, but it also required that accommodations such as TTY phones and interpreters be provided for the deaf.

1973: There is no universal sign language, however, some signs were deemed international for use when the Deaf from different nations meet in international venues:

- Gestuno is the former term used (from Italian meaning roughly “oneness of sign languages” for what is now known as, International Sign Language.

- Gestuno was to the Deaf what Esperanto is to the Hearing. (Esperanto is an artificial language created in 1887 as an “International language based as far as possible on words common to the chief European languages,” as noted in Merriam Webster’s 2003 Collegiate Dictionary Eleventh Edition). Dr. Esperanto was a pseudonym of Ludwik L. Zamenhof, who was a Polish physician. Esperanto is based on the Latin word sperare (to hope).
- Gestuno was a sign form developed around 1973 by a committee of the World Federation of the Deaf (WFD) for use where representatives of many cultures gather such as at United Nations meetings.
- Gestuno did not prove to be successful due to the many differences in manual alphabets, syntax, grammar and rules, etc.

1974: National Association of the Deaf (NAD) conducted a census of Deaf Americans; and counted 1.8 million deaf Americans.

1975: Public Law 94-142 passed requiring handicapped children in the U.S. be provided with free and appropriate education; allowed many to be mainstreamed into regular public schools where they received special instruction but interacted with the general school population. Mainstreaming is accepted as current educational philosophy. Number of Deaf teachers dropped to its lowest point of 11%.

1975: The passage of the All Handicapped Children Act of 1975 (today called the Individuals with Disabilities Education Act [IDEA]) was seen by some as the beginning of a movement to replace dedicated residential schools for deaf children by a trend to integrate deaf children into local public schools. Even though the long tradition of residential schools as the main centers of cultural transmission had been altered, ASL still boomed.

1978: Section 504 of the Rehabilitation Act of 1973 is passed. The law required that all businesses, colleges and organizations which have federal contracts or receive federal funds be open and accessible to physically disabled persons.

1979: Linguist Edward S. Klima collaborated with his wife Ursula Bellugi to present a full exploration of a language in another mode—a language of eyes and hands. Klima and Bellugi were among the first to prove that signed languages are complete languages and have complex grammar features of oral languages.

By 1980 Closed Captioning (CC) is developed and the first show broadcast. Closed Captioning hides the text from view unless the user has a decoding device. By 1993, the FCC required that all newly manufactured televisions have the decoding chip.

1981: Silent Network – A Deaf Cable Channel began broadcasting in 2 million homes.

1985: Cochlear Implants Approved:

- Approved for clinical trials in people 18 and older.

- The implant bypasses the bones of the inner ear, placing electrodes directly into the cochlea, where sound waves are absorbed and interpreted by the auditory nerve.
- Cochlear implants cannot restore hearing.
- Cochlear implants stir much controversy among the deaf.
- Deaf feel this technology, viewed as a way to “fix” the deaf, undermines their language (ASL) and Deaf Culture.

1985: Deaf Mosaic began broadcasting from Gallaudet University Television Studios in Washington, D.C. The program won Emmy awards for the producers and hosts Mary Lou Novitsky and Gil Eastman. It ended production in 1995.

1986: Gallaudet College was renamed Gallaudet University becoming the first and only deaf university in the world!

1987: Deaf Actress, Marlee Matlin, became the first deaf actress to win an Academy Award, for her role in the movie “Children of a Lesser God.”

1988: “Unlocking the Curriculum,” published by the Gallaudet Linguistics Department, proposed a return to ASL as the first method of instruction for Deaf children. It refuted the Manually Coded English (MCE) approach of using speech and sign.

1988: Deaf President Now (DPN):

- Weeklong uprising at Gallaudet by students and faculty when yet another hearing person was hired as President of Gallaudet University.
- Dr. Elisabeth Zinser, a hearing woman who was just learning sign language, resigned her term after 3 days, never having stepped onto the Gallaudet campus.
- After 8 days of student protests, I. King Jordan was named the first deaf president of Gallaudet University.
- Congress recommended that ASL be used as the primary language for the deaf with English as a second language. See below.
- 1988: Congressional Report published, “Toward Equality: Education of the Deaf” recommended that ASL be used as a primary medium of language instruction with English as a second language. Also recommended that ASL be included in the Bilingual Education Act. Office of Special Education and Rehabilitative Services (OSERS) investigated the possibility of adding ASL and Deaf children to the Bilingual Education Act.
- Again, it was not approved because of the status of hearing parents and questions regarding ASL as a foreign language.

1988: “Signing Naturally” Curriculum published; written and produced by deaf authors Ella Mae Lentz and Ken Mikos.

By 1990 14 million homes had access to the Silent Network – Deaf Cable Channel network that operated 24-hours a day, 7 days a week.

1990: Deaf Schools Termed “Restrictive” - The 1972 Individuals with Disabilities Education Act (IDEA) was re-adopted and amended to recommend that disabled students should attend schools with the “least restrictive environment.” Residential deaf schools were struck a blow as they became labeled the “most restrictive environment.” Enrollment plunged, and some schools closed their doors.

1990: Americans with Disabilities Act Passed - Discriminatory practices and obstacles to accessibility for the handicapped were both outlawed. The law had a huge impact on the wheelchair dependent, and required greater communications, education, and employment opportunities for the deaf. In keeping with the ADA, caption decoder chips were required in television sets larger than 13 inches.

By 1993 the FCC required that all newly manufactured televisions have the decoding chip which enables viewers to use Closed Captioning.

1993: Individuals with Disabilities Act (IDEA) Passed - U. S. Department of Education established a Policy of Inclusion, giving all disabled students the right to attend neighborhood schools in a “least restrictive environment.” Residential schools for the Deaf are labeled “most restrictive environment.” Policy of assimilation into society is the goal of IDEA. Residential schools for the Deaf in some states are forced to close because of decreasing enrollment.

1995: First Deaf Miss America Crowned - Heather Whitestone who is an orally educated deaf woman from Birmingham, Alabama was crowned. In her speech she stated, “Speech worked for me, but it does not work for all deaf children.”

1995: Use of cochlear Implants increased:

- Nucleus 22 Device and SPEAK Speech Processing system (developed at the University of Melbourne, Australia) were the latest technological advances in implantation.
- Adults and Children severely to profoundly Deaf, age 2 and above are considered candidates. • Many parents opt for cochlear implants and mainstreamed education as an educational plan for their Deaf children.

1998: FCC Released New Captioning Rules for Broadcast and Cable TV Industry: New rules now required 100% of cable television to be captioned within 8 years and required real-time captioning for many local news programs. The FCC revised its rule to require that 100% of new programming must be captioned, beginning Jan. 1, 2006

2000- 2013: TV Shows Feature Deaf Contestants, Deaf Actors & Deaf Athletes:

- Survivor – Christy Smith, Gallaudet Alum (2000)
- F.B. Eye – Pax Channel – Deanne Brey, uses one hearing aid (2002)
- Curtis Pride – Professional Baseball Player (2003)
- Dancing with the Stars – Marlee Matlin (2008)
- Switched at Birth – (2011) - American television series premiered on ABC Family; First mainstream television series to have multiple deaf and hard-of-hearing series regulars and some scenes shot entirely in ASL; Series' debut was the highest-rated show debut for ABC Family at that time.
- Switched at Birth – (2013) – Aired an entire episode using only ASL with captions. This was a “first” for network television and drew a record-breaking audience. The episode centered around DPN uprising inspired by the historic 1988 “Deaf President Now” protest (as noted above) at Gallaudet University in Washington, D.C.

2000: According to HearingHealthMatters.org - 28.6 million Americans had an auditory disorder.

2011: According to HearingHealthMatters.org:

- Almost 600 million people or an estimated 10% of the world's population had mild or worse “hearing impairment.”
- 250 million people had moderate or worse “hearing impairment.”
- 2/3 of the world's “hearing-impaired” population reside in developing countries.
- American Speech-Language-Hearing Association (ASHA) – Hearing loss had doubled during the past 30 years among Americans 3 years of age and older.

2015: Marika Kovacs-Houlihan, a clinical assistant professor at the University of WisconsinMilwaukee in the American Sign Language Department, made these points during her Ted Talk on Deaf Ideology:

- “Pathological ideology, is an imposed view, stemming from values and beliefs, which place high value on speaking and hearing. Hence, the pervasive definition that “deaf” is a condition, a deficiency...We need to challenge people to “react differently” when encountering the ideology of what it means to be DEAF.”
- “Assumptions are made that a deaf person may be isolated, uneducated or without language. And that narrative is so ingrained, it's in our social media, it's in the articles you read, the things that you see, and it's even reached the CDC.”
- “If you go to the CDC website and search “deaf,” it's there listed as a condition along with every other disease...”
- “This value system has strongly impacted how people view me. The phonocentric value that someone must speak and hear has been equated with intelligence. And when a person

does not speak or hear they are viewed as inferior. They receive a lower status in our society. Our value systems are just at odds with one another.”

- “The value of speaking and hearing is one thing, but on the other hand, you look at the deaf community, and our value is on American Sign Language. The research has been done. Our language is bona fide and there’s a cultural community that is supported by it. People in this community develop their identity from the use of ASL.”
- “In our society deaf has been conflated with disability, so we endure these terms of handicap, hearing impaired and disabled...Who determined that I am disabled?”
- “Oftentimes in our society, we look to the experts, those people who are academics and scholars, I would say that the group of people who have been making decisions up until this point are specialists, and specialists do not possess cultural and language competency.”
- “Instead, can’t we look for those scholars and academics who have the life experience as a deaf person? They know how a deaf person experiences this life...”
- “I want to make a distinction between experts and specialists because these people have impacted the educational system of deaf children.”

2017: The Silent Network, which was the nation’s first national television network geared to deaf and hard of hearing viewers, re-launched as an Over-The-Top (OTT) television service:

- All programming is presented in sign language, open captions (subtitles), and full sound making it accessible to everyone. The popular network, which lasted for over 20 years, had a unique acronym Sign Language ENTertainment.

Today: 90% of deaf are born into hearing families oftentimes:

- These deaf babies may be the only deaf people their families have ever met.
- These deaf babies may be the only deaf members of their families.
- Not everyone in the family will learn to sign, nor will all who learn to sign become fluent.

Being Deaf is so much more than not hearing:

- Having someone in the family who signs is not the same as having someone in the family who knows what it is like to be Deaf.
- Many Deaf people live with a sense of isolation unless they are fortunate enough to live in a Deaf community.
- Living in a Deaf community or living in proximity to other Deaf is not just about someone else to communicate with. It is about doing business with, providing services for and interacting with people who truly understand what it is like to be Deaf.
- Having someone hearing to communicate with is not the same as having someone to communicate with who, not only understands your language, but also understands your place as a member of a proud Deaf culture.

Deafness is better understood today and the Deaf are more commonly seen in mainstream media and more hearing people are learning sign language than ever before, but there still is a long way to go for the Deaf to truly feel integrated into society since so little is well-known about the Deaf by a majority of hearing people.

Thank you taking this class and for your interest in sign language, the history of sign language and, most importantly, Deaf culture.

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SECTION 4: LEARNING to SIGN



Contents:

- Sign Language Basics & Statistics
- Learning Sign Language
- Basic Considerations When Signing
- Sign Space, Handshapes, & More
- ASL Brief 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 Brief 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!



5. ASL CONCEPTS

IMPORTANT FEATURES for NATURALLY EXPRESSIVE SIGNING:

1. NON-MANUAL MARKERS: NMM's
2. ASL G-L-O-S-S
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. CLASSIFIERS

ASL CONCEPTS

A BRIEF SUMMARY of IMPORTANT FEATURES for NATURALLY EXPRESSIVE SIGNING:

1. NON-MANUAL MARKERS (NMM's): Non-manual markers, also called Non-manual signals (NMS), are grammatical features used in ASL to enhance meaning that do not include the hands. By adding NMM's through facial expression, eye contact, body movement and/or head movement one can convey additional information such as changing a statement to a question. Some common examples of NMM's are eyebrow movement (raised or furrowed), eye gazes, mouth movement, body shifts, shoulder shrugs, head tilts and nodding.

- **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** any people use when communicating such as a knowing look, mouth wide open or just a wink.
- 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 that I use in class 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 what concept is being conveyed, 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 SPOOLED: 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. SIGNING DIRECTIONALITY & EYE GAZES: Directing signs toward oneself or away conveys more information than just signing the base sign (usually with verbs). 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)

EYE GAZES: Occur 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 eye gazes 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 (gaze & index left), POLICE STOOD by [gaze and index near right]. TRAFFIC (vertical 5 hands facing move back and forth) began to speed past them as OTHER DRIVERS STARED. [V hands move up and down gazing from passing cars toward Jane, etc.]

J-I-M SITS IN COURT (look and index right), his LAWYER STANDS in front of JUDGE [point forward]. COURTROOM FULL of PEOPLE (add sign for AUDIENCE - palm down 5 hands move in direction and shape of where they sit) all LOOKING 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!

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, throat etc.
POP UP	Person POPS up in front of you, IDEA POPS up at forehead
DISAPPEAR	SLIPS ONE'S MIND

26. CLASSIFIERS: Classifiers signed CL, are signs that use handshapes associated with specific categories to represent size, shape, or usage and are incorporated while signing to convey additional meaning, add clarity, show movement and/or add more details.

A sign such as MEET is a sign, not a classifier, however, if you change the movement, speed, or palm orientation, etc. of the index fingers or "1" handshapes then the sign MEET, becomes a classifier because it conveys additional information about the individuals meeting.

Some examples of using indexes as classifiers would be if one person moved passed another or if one person turned and went the other way.

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

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, ACROSS from each other, etc.

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

MORE EXAMPLES to SIGN USING CLASSIFIERS:

- 2 represented by a vertical "V" handshape: 2 PEOPLE WALKING TOGETHER
- Pairs represented by a "V" handshape: 2 PAIRS of PEOPLE WALK PAST EACH OTHER
- 4 hands (vertical) touching represent many people in a line: LINE of PEOPLE
- 4 hands (vertical) touching, moved away from each other: LONG LINE OF PEOPLE

- e. Vehicle(s) represented by horizontal “3” hands: DRIVING WINDY, HILLY ROADS, SPEEDING
- f. PICKING up a THREAD utilizes a “9” handshape vs. LIFTING a HEAVY ROCK uses “claws”
- g. THROWING a BASEBALL or TURNING a DOORKNOB uses a bent “3” handshape
- h. THROWING a FOOTBALL uses a “claw” handshape.
- i. REACHING for a GLASS, CAN, BOTTLE, or BOOK utilizes a “C” hand
- j. PICKING up a LARGE BOWL may utilize both “claw” hands
- k. Bent flat hand can show height of a person: CHILD SMALL or MAN TALL
- l. Bent flat hand can also show the length of someone’s hair as SHORT or LONG

Practice sentences using Classifiers:

- a. do YOU KNOW the PEOPLE WHO JUST WALK PAST?
- b. The TALL MAN DROVE PAST US VERY FAST
- c. I PICK up CAT HAIR ALL OVER my CLOTHES
- d. THROW the FOOTBALL to THEM
- e. The SMALL CHILD THREW the BASEBALL OVER the HOUSE
- f. I WENT to BUY BREAD and there was a LINE
- g. The LINE at BOOK STORE was REALLY LONG

Handshapes vs. Classifiers:

- a. The “I LOVE YOU” (ILY) handshape is NOT a classifier when signing I LOVE YOU which is signed toward a person. AIRPLANE is signed in front of the signer, however, if the ILY-hand flies skyward to resemble a plane, then it becomes a CL.
 - i. She SIGNED I LOVE YOU BEFORE SHE LEFT
 - ii. The AIRPLANE TURNED EAST AND FLEW OVER the MOUNTAINS
- b. The sign BUTTON (using an “F” or “9” handshape) moving down one’s chest (to show placement of buttons) is a sign unless the button flies off a shirt. Then it becomes a CL.
 - i. He DIDN’T KNOW the BUTTON BOUNCED down the STREET

See: <https://www.lifeprint.com/asl101/pages-signs/classifiers/classifiers-00.htm> for more detailed information on classifiers as well as illustrations of handshapes noted above.

SECTION 6. FINGERSPELLING

TECHNIQUES & STRATEGIES for SPELLING CLEARLY

THE MANUAL ALPHABET & SPELLING DOUBLE LETTER WORDS, READING FINGERSPELLING & FINGERSPELLING PRACTICE LISTS

Fingerspelling:

- In ASL fingerspelling is used to indicate brand names, proper nouns (person, place, organization, etc.) book and movie titles or words (foods, vocab, events, websites, apps.) for which there are no official signs (yet).
- Fingerspelling may also be used for unknown signs or to ask the sign for a word.
- Fingerspelling is used more often when one is new to sign language and has a limited sign vocabulary.
- Once sign vocabulary grows one will be less reliant on spelling.
- Some signers will spell smaller words such as: A-I-R I-C-E O-I-L S-I-N-K
- Some people will find it easier to fingerspell; others find it easier to read fingerspelling.
- Most people will use their dominant hand for fingerspelling.

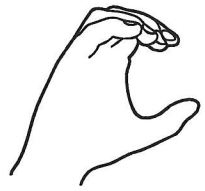
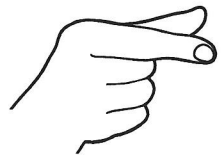
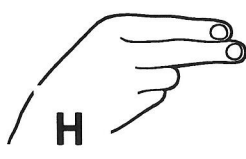
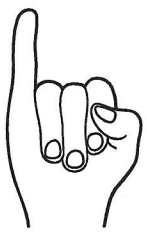
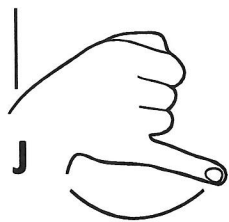
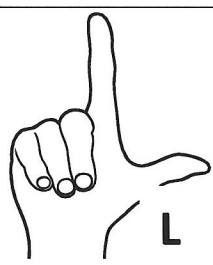
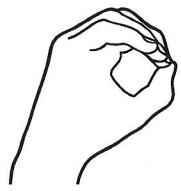
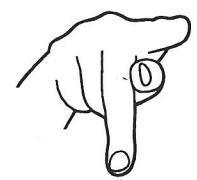
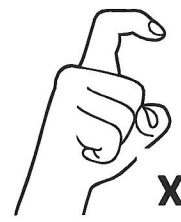
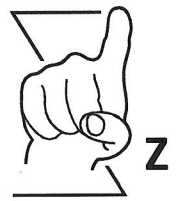
Fingerspelling Clearly:

- Hold hand in a comfortable position upright and in front of own shoulder, palm facing forward or at 10:00 on a clock for most letters.
- Maintain a smooth rhythm while spelling words.
- Accuracy and fluency are important; speed is not.
- Speed will come naturally with practice.
- Form letters correctly so people will understand you.
- Avoid forming unwanted letters while transitioning to the next letter. For instance, avoid forming a C before an O; a W before an M; a U or V before N; a K before T, etc.
- Carefully form closed letters and those letters, numbers which look the most alike:

A, S, T E, O G, H I, Y M, N P, Q B, 4

- E is signed palm out while an O is signed sideways
- Avoid bouncing hand while spelling.
- Stand or sit as still as possible when spelling and signing.
- Signers may support hand or wrist while spelling to avoid bouncing.
- Allow a slight pause between words.
- Mouth word before, after or while it is fingerspelled. Keep speech natural.
- Do NOT mouth each letter.
- Think of the whole word being spelled i.e., CAT, not the letters that spell C-A-T.
- Spell or sign entire word. Avoid spelling half a word then signing the rest or vice versa.
- Always use the same hand when spelling.
- For longer or more difficult words, consider spelling in syllables, if necessary.
- Give others a chance to think about what they saw.
- Slow pace of spelling if necessary.
- Practice spelling when possible; labels, signs, license plates, proper names, etc.

ASL MANUAL ALPHABET

 A	 B	 C	 D	 E
 F	 G	 H	 I	 J
 K	 L	 M	 N	 O
 P	 Q	 R	 S	 T
 U	 V	 W	 X	 Y
			 Z	

When Spelling Words with Double Letters:

- Open hand slightly or “tap” between double letters such as T as in S-E-A-T-T-L-E.
- Slide hand to the side without opening to avoid adding unwanted letters when spelling words with double C as in the word O-C-C-U-R or double L as in F-O-L-L-O-W.
- Move hand slightly to the side with a very slight bounce for some double letters such as B as in B-U-B-B-L-E or the letter L as in B-E-L-L.
- Move double letters to the right if right-handed; to the left if left-handed.
- Abbreviations may be distinguished by “capitalizing each letter” and moving hand in a small clockwise circle while signing each letter as in IBM, URL or IRS.

Strategies for Reading Fingerspelling:

- Do not panic and think about what you saw.
- How long was the word? (Short, Medium, Long or Really Long?)
- Do you know what the topic is?
- Use context clues.
- How many letters were there?
- Were any letters repeated?
- Were there any noticeable letters? (G, H, J, Z, Y)?
- Were there any “billboard” letters? (B, D, F, I, K, L, R, U, V, W, X)
- Read the person’s lips. How many syllables did you see?
- What works best for you? Sounding out the word phonetically i.e. OPP-OR-TUN-ITY or reading the whole word i.e. AVAILABLE? Do NOT mouth phonetically when spelling!
- Take an educated guess.
- Try to fill in what you may have missed.
- Relax and remember NO one reads every word spelled every time!
- Do NOT doubt yourself – Perhaps you saw the word correctly, but it was misspelled.
- Try not to tune out. If you stay focused perhaps a clue will come later.
- Ask signer to spell slower and try signing along with them.
- Remember that people will use slightly different handshapes based on how they were taught to sign.
- Dr. Bill Vicars has an excellent tool for reading spelling, “Fingerspelling Tool” at asl.ms (also known as Lifeprint.com).
- ASL apps also have fingerspelling practice sections.

FINGERSPELLING PRACTICE

KEEP ARM STEADY, SPELL SLOWLY, FOCUS ON ACURACY & SAY WORDS NOT LETTERS!

WORD FAMILY SPELLING PRACTICE:

AD	BAD	DAD	FAD	MAD	RAD	SAD
AT	BAT	CAT	FAT	MAT	RAT	SAT
BEN	DEN	HEN	MEN	PEN	TEN	WHEN
BIG	DIG	FIG	GIG	JIG	RIG	WIG
BOB	COB	FOB	JOG	LOG	MOB	SOB
BUM	GUM	MUM	RUM	SUM	TUM	YUM
BY	BYE	DYE	FLY	MY	RYE	WHY

SIMILAR LETTER PRACTICE:

MIST	FAST	MOST	BEST	WEST	TEST	WELL
BOAT	COAT	GOAT	EAR	DEAR	MONTH	TOUGH
ROUGH	WEAR	BEAR	MEND	TWIST	SAND	NEXT

DOUBLE LETTER WORDS - MAY REFORM SLIGHTLY WHILE MOVING SIDEWAYS:

BASS	CHESS	FLOSS	GRASS	KISS	MASS	PASS
SETTLE	ANNEX	LETTER	BETTER	MESSAGE	MATTER	ATTIC
LITTLE	MISSION	SNIFF	BUBBLE	PLANNER	SOOT	SCHOOL

DOUBLE LETTER WORDS - BOUNCE/SLIDE DOUBLE LETTER SLIGHTLY TO THE SIDE - DO NOT RE-FORM:

BELL	DELL	FELL	SELL	SHELL	TELL	WELL
APPLE	SHEET	MEET	MARRY	RIDDLE	GREEN	DOOR
HAPPY	HIPPO	JUGGLE	GIGGLE	FLOOR	VACUUM	GEESE

RANDOM ONE-SYLLABLE WORD PRACTICE – AVOID ADDING EXTRA LETTER WHEN TRANSITIONING:

TWIN	REST	FAIR	RICE	MICE	TWICE	FISH
WHITE	HUT	JAM	WAX	MIX	FOX	ROCK
CLOCK	HOPE	GROUP	CARD	LAMP	KITE	END

RANDOM TWO-SYLLABLE WORD PRACTICE:

CANDY	DOUBLE	OPEN	PAPER	DAILY	MAPLE	BABY
BASIC	CASTLE	SISTER	MOTHER	GIVEN	EAGER	JULY

SECTION 7. SIGNING

- **About Sign 120, 120 Reader & 120 Activities**
- **Sign Vocab Spreadsheet - Lists #1-10**
- **Printed Signs - Lists #1-10**
- **Practice Sentences & Stories - Lists #1-10**
- **Signing Pronouns & Possessive Adjectives in ASL**
- **Printed Signs - Lists #11-14**
- **Practice Sentences, Stories & Songs - Lists #11-14**
- **(No List #15 – added to Sign 220 Reader)**
- **Printed Signs - Lists #16-18**
- **Practice Sentences & Stories - Lists #16-18**

Sign 120, this Sign 120 Reader & all Sign 120 activities and assignments

have been designed for motivated learners who are serious about signing confidently by end of the semester!

As you will see many of the signs you will be learning are illustrated in this section of the reader and there are also phrases, sentences, songs & stories to practice.

NOTE: Pay particular attention to additional ASL information listed below many signs so that you can SIGN CONCEPTUALLY using ASL features.

To be successful in Sign 120 you are encouraged to take the initiative to familiarize yourself with this reader, to practice signing often and to work ahead to learn and practice additional vocabulary specifically of interest to you.

Playlists of signed videos have been created and uploaded to D2L of all the vocab lists in this reader (and some of the songs and stories too). These videos will be helpful for you to review content before class and to practice signing after class.

I will not be walking you through each page of this reader since there is more content than we will realistically cover during the semester, but all information is laid out in a methodical manner and is valuable as you progress from one vocabulary list to the next.

The vocabulary lists and accompanying stories and songs are divided into four sections and are color-coded so that you can easily find them. The stories and songs that we may sign in class are listed on these colored pages and you may NOT select them for your Midterm Signed Story Presentation or for your Signed Final Song Presentation. If you take a moment to look these lists over now it will save you time when you are selecting the content for the above-noted projects.

The Sign Vocab Spreadsheet contains more vocab than you will find illustrated in this reader which is why it is important to attend class in-person, view sign video playlists regularly and practice signing often with partners.

To sign confidently throughout the semester:

Ask questions so your TA's & I can help you **sign correctly.**

Teach someone to sign with you so you have a **sign partner outside of class.**

AND

Make an effort to attend additional signing opportunities.

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
https://www.handspeak.com/ - Jolanta Lapiak	C 1995-2022
https://www.lifepprint.com/ - Dr. William Vicars	See site for more info.
SEE Dictionary, Gustafson – Modern Signs Press	P 1993
SEE Sign App, Bill M. Bizuk version 1.0.7	C 2013-2015
sign school App - Sign School Technologies, LLC	C 2015
https://www.signschool.com/ - Sign School Technologies, LLC	C 2022
https://www.signingexactenglish.com/ - Minneapolis Web Development	1973-2022 Modern Signs Press
https://www.signingsavvy.com/ - Signing Savvy, LLC	C 2022
The ASL APP - Ink & Salt, LLC	See site for more info.
https://theaslapp.com/ - Ink & Salt, LLC	See site for more info.
https://www.youtube.com/c/Lifepprint-signs - Dr. William Vicars	See site for more info.
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)

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

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					
96					
97					
98					
99					
100					
101					
102					
103					
104					
105					

ASL SIGN VOCAB LISTS# 1-7 PRINTED SIGNS & MORE

LIST #1: ASL SIGNED GREETINGS G-L-O-S-S-E-D:

HOW are YOU? FINE, THANK YOU YOUR NAME WHAT? NICE MEET YOU

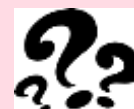


- BROWN BEAR, BROWN BEAR, WHAT do YOU SEE?
- MANUAL ALPHABET
- NOW I KNOW MY ABC's

LIST #2 FOOD: INTRO VOCAB REVIEW AND PRACTICE PHRASES & SENTENCES

APPLE BANANA BREAD BUTTER CANDY CEREAL
CHEESE COOKIE DRINK FISH HAMBURGER SALAD

LIST #3: QUESTION SIGNS & PHRASES: YOU LIKE? YOU WANT? YOU HAVE?



WHO?

WHERE?

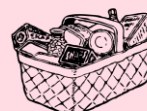
WHEN?

WHY?

- NUMBERS & YOUR TELEPHONE NUMBER WHAT?
- PRACTICE PHRASES & SENTENCES USING NMM's
- INTRO VOCAB, REVIEW PHRASES & SENTENCES LISTS #1-3

LIST #4: MORE FOOD:

CORN BACON CAKE CHOCOLATE
SANDWICH MILK NUT ONION
SPAGHETTI WATER



LIST #5: MISCELLANEOUS SIGNS

AND CAN COME GET GO
NOW THANK UNDERSTAND WELCOME WILL

CONFUSINGLY SIMILAR SIGNS EXPLAINED: FOR, THINK, KNOW, UNDERSTAND, etc.

LIST #6: MISCELLANEOUS SIGNS

DEAF HELP MORE NO QUESTION YES

LIST #7: MEALS & MORE:

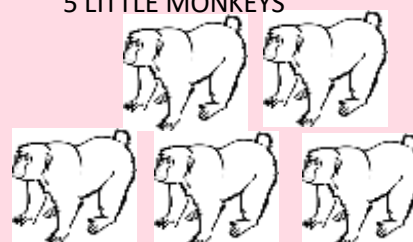
BREAKFAST LUNCH DINNER EGG FIRE
HUNGRY JAM THIRSTY ORANGE TOAST

STORIES & SONGS:

2 LITTLE BLACKBIRDS

HAPPY BIRTHDAY

5 LITTLE MONKEYS



LIST #1: ASL SIGNED GREETINGS G-L-O-S-S-E-D



GLOSS: A system of writing an unknown language in a familiar language.

ASL GLOSS: The process of writing the **visual** language of ASL using English words.

A **brief** introduction to writing ASL gloss in this class:

- WORDS SIGNED in ASL: **G-L-O-S-S-E-D** by WRITING in **ALL C-A-P-S**.
- **PROPER NOUNS** and **WORDS WITH NO SIGNS: SPELLED** in ASL.
- **SPELLED WORDS:** GLOSSED in ASL by **H-Y-P-H-E-N-A-T-I-N-G**.
- **WORDS NOT SIGNED** in ASL: ~~STRIKETHROUGH~~ or WRITE in **lowercase**.
- NON-MANUAL MARKERS [**NMMs**]: **GESTURES** to EMPHASIZE SIGNS &/or ADD CLARITY.
- NMMs INCLUDE **NATURAL FACIAL EXPRESSIONS & BODY LANGUAGE**.

G-L-O-S-S-E-D GREETINGS *same* sign* ASL
--

ASL: PREFERRED

HOW YOU*? [raised brows]

FINE* YOU*? [nod, raised brows]

FINE* THANK* (YOU) [nod]

YOUR*? NAME* WHAT? [quizzical]

MY* NAME* / NAME MY
NAME* ME* / ME NAME

MY NAME* SIGN* / SIGN* NAME*

NICE MEET* YOU* [smile]

GOOD* MORN*ING [smile]
GOOD AFTERNOON* [smile]

GOOD* NIGHT* [smile]

READY to SIGN*? [raised brows]
READY to START* AGAIN*? [raised brows]

S.E.E. (SIGNING EXACT* ENGLISH) **

How* are you*?

I* am fine*

Thank* you*

What is your* name*?

My* name* is: _____

My* name* is: _____

My* name* sign* is: _____

It* is nice to* meet* you*

Good* morn*+Ing

Good* afternoon*

Good* eve +Ing

Good* night*

Are you* ready to* sign* with* me*?

Are you* ready to* start* again

**S.E.E. (SIGNING EXACT ENGLISH) ** S.E.E. is a signed system developed to teach young Deaf & HH children to read, write, and better understand English. Unlike ASL, S.E.E. is signed using English syntax (word order) and grammar.

ASL is a true language with its own grammar and syntax (word order).
ASL is the preferred conversational sign language of the Deaf.



HOW

knuckles of palm-down bent hands touching, roll hands from inward to outward ending palm-up.

ASL HOW: A hands, palms-facing, dominant A hand brushes forward slightly twice.

ASL: "HOW YOU?" only one hand rolls forward ending with index pointing at person addressed. [eyebrows up] Exception to W/H question NMM's's].



YOU*
index points at person addressed.



I/ME*

index points to and touches chest.

ASL: I/ME S.E.E. ME not I



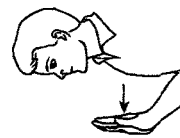
FINE *

thumb of palm-left 5-hand on chest, move hand forward. (may be done sharply with f-hand)



THANK *

fingertips of right palm-in open hand at chin drops to palm-up. (see gratitude)



YOUR *

vertical flat palm moves toward person addressed.



NAME *

right h touches left h at right angles.



WHAT

index fingertip of right hand brushes down across left fingers.

ASL ALT: palm up "claw" hands move back & forth sideways.

ASL SYNTAX:

YOUR NAME WHAT? [quizzical]



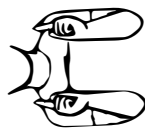
SIGN (Sign Language)

palm-out indexes circle alternately.

ASL ALT: indexes move more diagonally circling alternately OR both upward "S" hands open slightly moving forward and repeat -originally referred to signing fluently. See link <https://www.signingsavvy.com/sign/SIGN/4506/2> ASL 2

**NICE (ASL)**

right palm wipes once off left palm.

**MEET ***

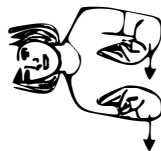
1-hands, palms-facing, meet.

**YOU ***

index points at person addressed.

ASL ALT. NICE MEET YOU: "1" hands,
palms-facing are held in front of body
resembling meeting the person in front
of you. [smile]

Additional YOU sign not necessary.

**READY**

both r-hands move to the right.

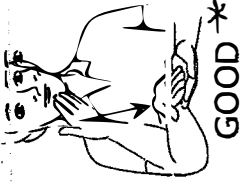
ASL ALT: palm out "R" hands
move sideways in opposite
directions.

**START ***

right index between left index and middle finger
of 5-hand; twist right hand.

**AGAIN ***

fingertips of palm-up bent right hand arc over
and strike heel of left hand. (see repeat)



GOOD *

palm-in fingers on chin, fingers together, drop to palm of left hand. (see indeed)

ASL ALT. GOOD MORNING or GOOD AFTERNOON: may be signed one-handed. [smile]



***MORNING**

left hand on right arm by elbow, right palm-up hand rises.

S.E.E. (Signing Exact English) adds affixes which are not used in ASL.



NOON *

right vertical arm rests elbow on back of left hand.

ASL ALT NOON: palm may face out or sideways. OR "2" opens & closes (as in 12).



AFTERNOON *

flat hand, arm resting on back of left hand, drops forward.



NIGHT *

drop bent hand over edge of left.

ASL ALT. GOOD NIGHT: may be signed one-handed. [smile]



Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr.

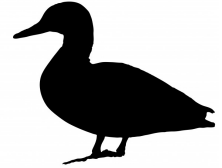
Martin, Bill Jr. & Carle, Eric. New York: Henry Holt & Company, LLC., 1967



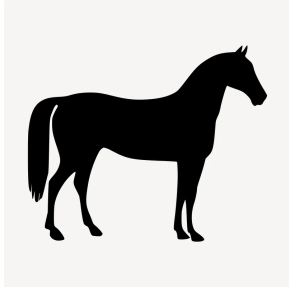
Brown bear, brown bear, what do you see?
I see a red bird looking at me.



Red bird, red bird, what do you see?
I see a yellow duck looking at me.



Yellow duck, yellow duck, what do you see?
I see a blue horse looking at me.



Blue horse, blue horse, what do you see?
I see a green frog looking at me.



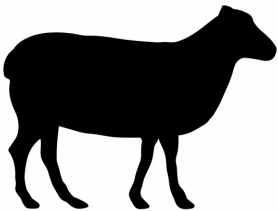
Green frog, green frog, what do you see?
I see a purple cat, looking at me.



Purple cat, purple cat, what do you see?
I see a white dog looking at me.



White dog, white dog, what do you see?
I see a black sheep looking at me.



Black sheep, black sheep, what do you see?
I see a goldfish looking at me.



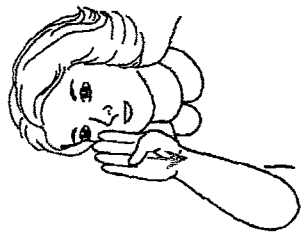
Mother, mother, what do you see?



I see beautiful children looking at me.
Children, children, what do you see? We see a brown bear, a red bird,
a yellow duck, a blue horse, a green frog, a purple cat, a white dog,
a black sheep, a goldfish and a mother looking at us.

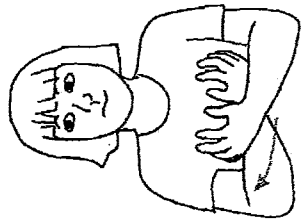
That's what we see.

Text typed from book as referenced above.



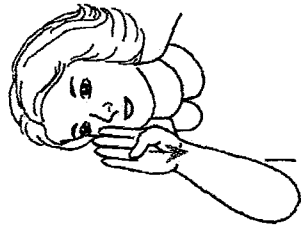
BROWN *

Palm-left B moves down cheek at side of mouth. (see TAN)



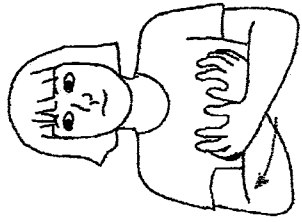
BEAR *

Swing crossed wrists of palm-in claw hands to the right, still crossed.



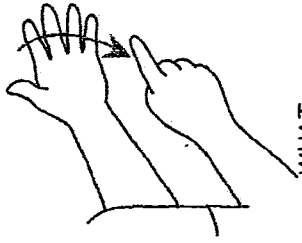
BROWN *

Palm-left B moves down cheek at side of mouth. (see TAN)



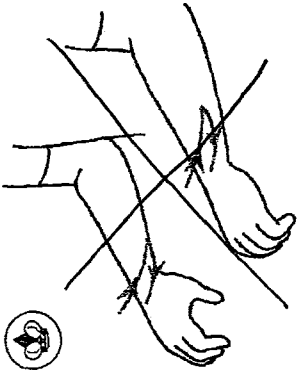
BEAR *

Swing crossed wrists of palm-in claw hands to the right, still crossed.



WHAT

Index fingertip of right hand brushes down across left fingers.



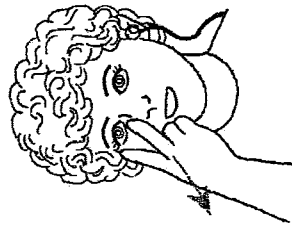
DO

Palm-down C-hands move side-to-side left to right. ASL: Signed as ACTIVITY



YOU *

Index points at person addressed.



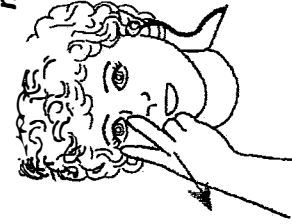
SEE *

Palm-in V from eye moves outward.



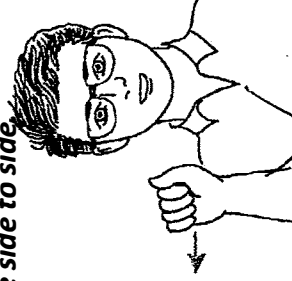
SEE *

Palm-in V from eye moves outward.



SEE *

Palm-in V from eye moves outward.



WHAT

Palm-out A moves slightly right.

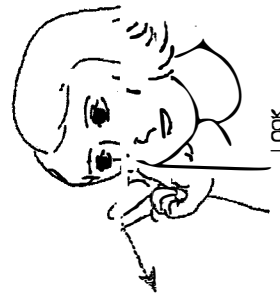
ASL: up "claws" move side to side.

ASL: sign "DO" omitted in this sentence. Auxiliary verbs not signed in ASL.

Sign: WHAT SEE? or SEE WHAT? [quizzical]

DO = palm up "D" or "G" hand(s) - thumb(s) open and close (as in spelling "D-O") may move slightly in a circular motion or slightly side to side.

Combines ASL signs WHAT & DO as in "What are you doing?" ASL: DO WHAT? [quizzical]

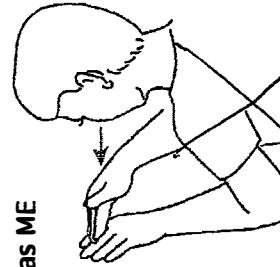


LOOK

LOOK+ING

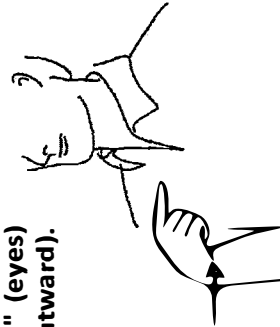
Thumb of right eye; move forward. (see SEE)

ASL: palm in "V" (eyes) circle inward



AT *

Right fingertips approach and touch back of vertical left fingers.



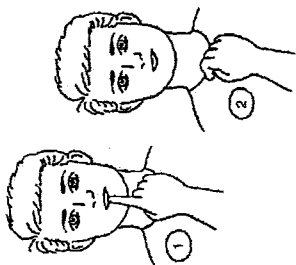
ME *

Index points to and touches chest.

ASL: point to self with index. Same sign as ME

ASL: point "V" or "K" (eyes) outward).

ASL: omit.



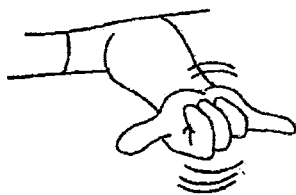
RED *

Palm-in, index finger touches lip. brushes down and closes. (see PINK)



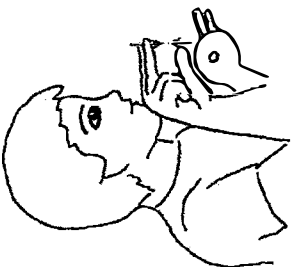
BIRD *

Close index finger on thumb twice, hand at chin.



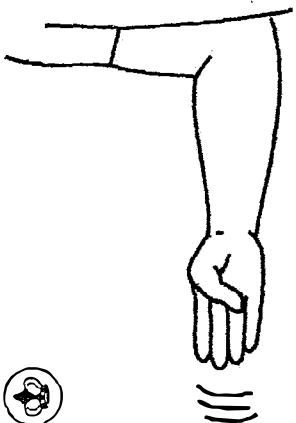
YELLOW *

Palm-left Y shakes. (see BLUE)



DUCK *

At chin, index and middle fingers close on thumb twice. (see BIRD)



BLUE *

Palm-left B shakes from wrist.



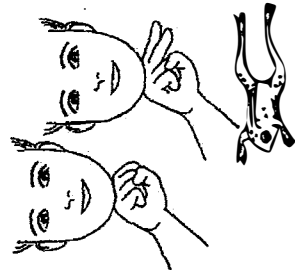
HORSE *

Thumb on temple, flap H-fingers.



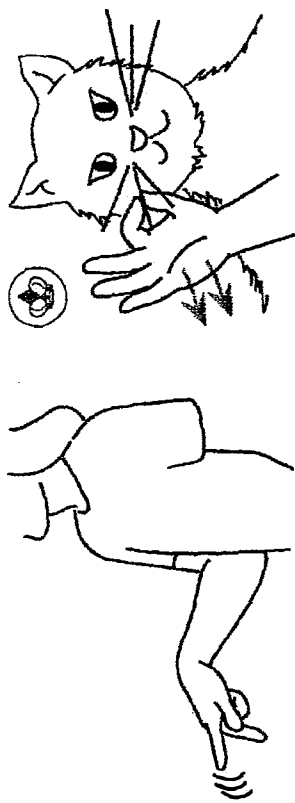
GREEN *

Palm-left G shakes. (see BLUE)



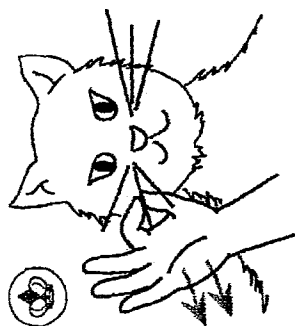
FROG *

Back of right S under chin; two fingers flick out; repeat.



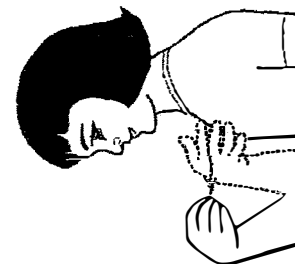
PURPLE *

Right P shakes from wrist. (see BLUE)



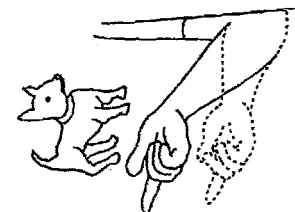
CAT *

9-hand draws out whiskers; repeat.



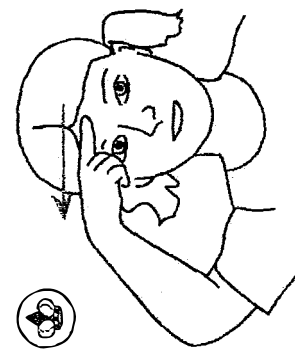
WHITE *

5-hand on chest moves outward, closing to a flat-O hand.



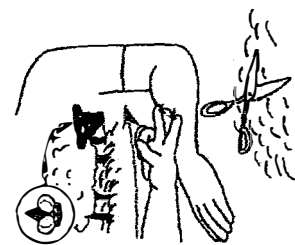
DOG *

Palm-up fingers of D-hand snap several times. (to call a dog). (see PUPPY)



BLACK *

Index finger moves across forehead to right.



SHEEP *

Palm-up V clips wool off left arm.



GOLD

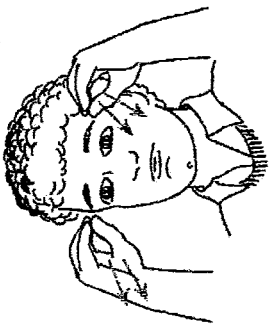
G at ear shakes downward to right. (see CALIFORNIA)



FISH *

Palm-left flat hand flutters forward like fish swimming.

ASL GOLD: index to Y



TEACH

TEACH*+ER
Flat-O's pointing to temples move forward slightly; repeat.



-ER, -AR, -OR

ASL: use agent marker:

palms facing move down



MOTHER*

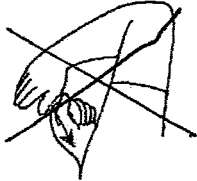
Thumb of palm-left 5-hand taps jaw near chin. (see MOM)



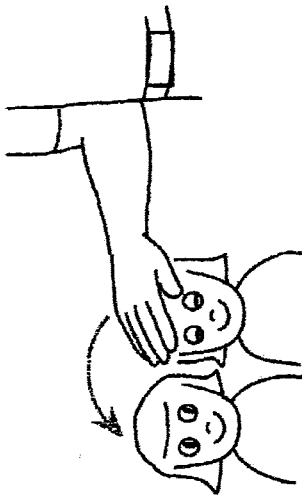
BEAUTY*

BEAUTY+FUL

Circle face with 5-hand closing to palm-in flat-O. (see FACE)



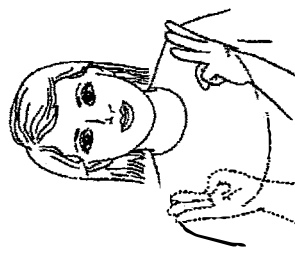
-FUL, FULL



CHILDREN*

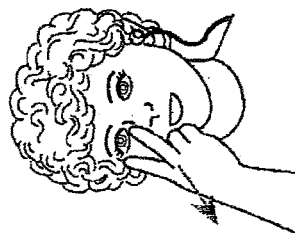
Palm-down hand bounces to side, waist high.

ASL: may use both hands.



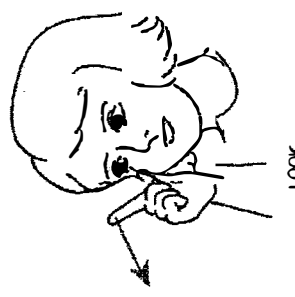
WE

Palm-left ^t on right side of chest circles to left's OUR; ding palm-right. (see)



SEE*

Palm-in V from eye moves outward.

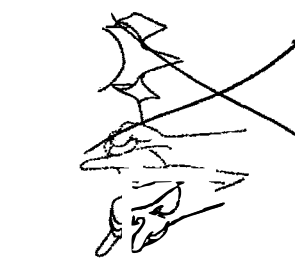


LOOK

LOOK+ING

Thumb of ^t at eye; move forward. (see SEE)

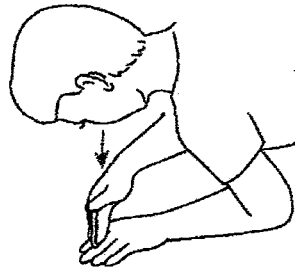
ASL: use or "V" or "K"



-ING

Right fingertips approach and touch back of vertical left fingers.

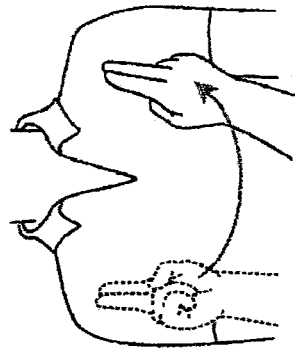
ASL: may omit for flow.



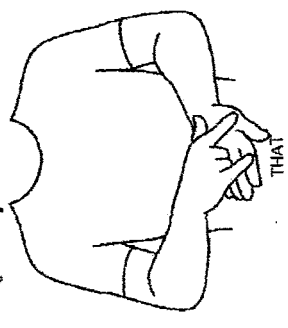
AT

Right ^t hand at right side of chest circles to left side. (see OUR)

ASL: use palm down index



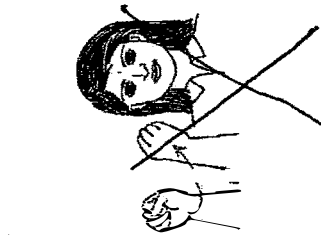
US



THAT+IS

Palm-down ^t hand on left palm. (index can point at object)

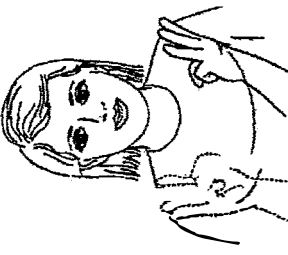
ASL: use "y" handshape - may direct sign outward toward object.



WHAT

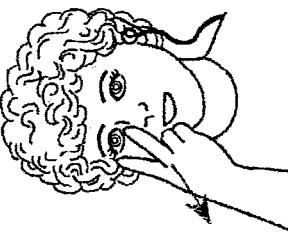
Index fingertip of right hand brushes down across left fingers.

ASL: "claws" up



WE

ASL: use palm down index.



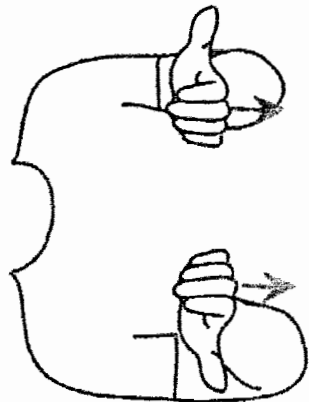
SEE*

Palm-in V from eye moves outward.

ASL: signed as a phrase - "V" handshape sweeps outward and moves in "LOOKING AT US."

ASL MANUAL ALPHABET

A _A	B _B	C _C	D _D	E _E
F _F	G _G	H _H	I _I	J _J
K _K	L _L	M _M	N _N	O _O
P _P	Q _Q	R _R	S _S	T _T
U _U	V _V W _W	X _X	Y _Y	Z _Z



NOW

Palm-up bent hands drop slightly. (see IMMEDIATE)

ASL: use "Y" hands.



I

Palm-left I-hand on chest.

ASL: point to self.



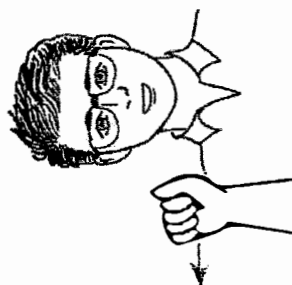
KNOW *

Fingers of palm-in hand hit forehead lightly; may repeat. (see THINK)



MY *

Palm of flat hand on chest.

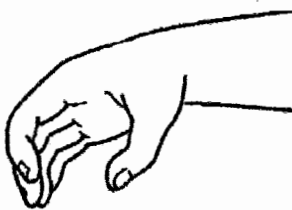


A*

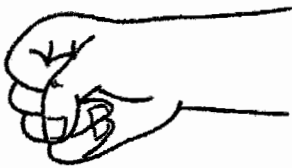
Palm-out A moves slightly right.



B*b

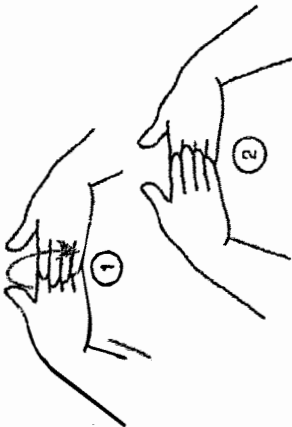


C*c



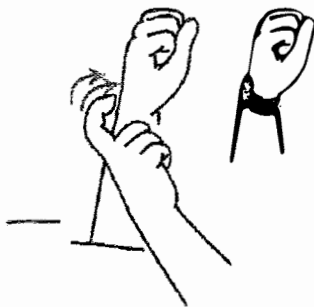
S s

ASL: omit



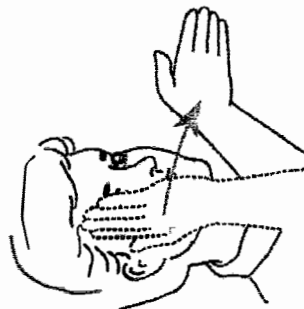
NEXT*

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



TIME *

Right index X-finger taps left wrist.



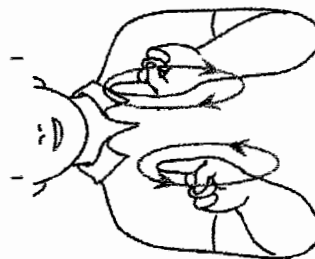
WILL *

Right flat palm facing side of head; arcs forward.



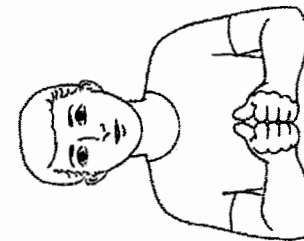
YOU *

Index points at person addressed.



SIGN *

Palm-out indexes circle alternately.



WITH *

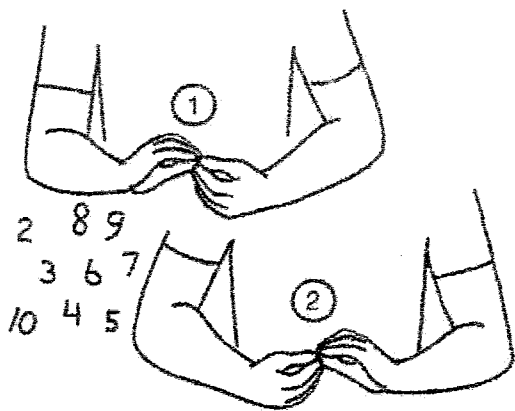
A-hands together, palm-to-palm.



ME*

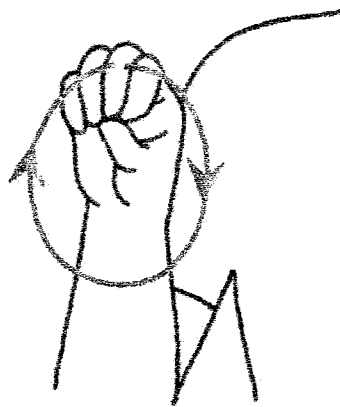
Index points to and touches chest.

SIGN ASL ALT: indexes move more diagonally circling alternately OR both upward "S" hands open slightly moving forward and repeat—originally referred to signing fluently. See link <https://www.signingsavvy.com/sign/SIGN/4506/2> ASL 2



NUMBER *

Flat-O tips touch, one palm-up, one palm-down, reverse; repeat. (see DIGIT)



ZERO

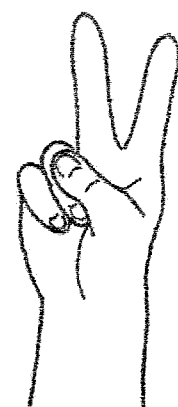
Palm-out O circles once vertically.

ASL: does not circle.



ONE (1) *

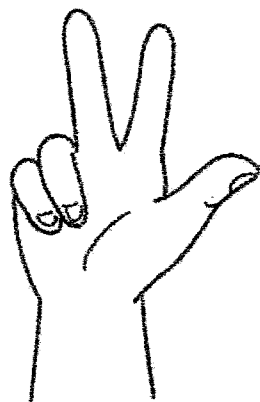
(can be done palm-in)



TWO (2) *

(can be done palm-in)

##'s 1-5 may be signed palm out.



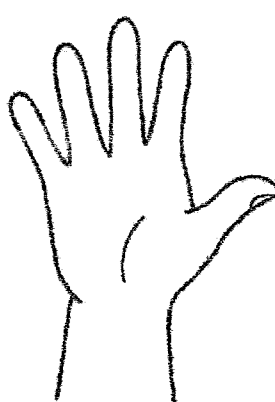
THREE (3) *

(can be done palm-in)



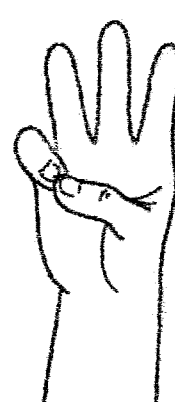
FOUR (4) *

(can be done palm-in)



FIVE (5) *

(can be done palm-in)

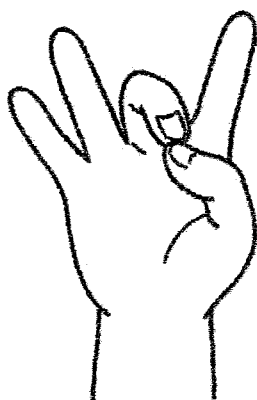


SIX (6) *



SEVEN (7) *

numbers 1-5 may be signed palm out.



EIGHT (8) *



NINE (9) *



TEN (10) *



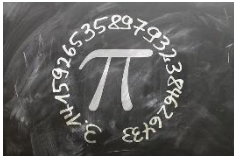
ELEVEN *(11)

Index flips up.

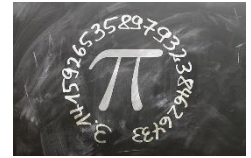


TWELVE(12*)

First two fingers flip up.



Signing Numbers:



Numbers are words. Mouth or voice as you sign.

Use fingers and wrist. Keep arm still and avoid forward motion.

0	Palm-sideways 0 or draw 0 with a 0.
1-5	Palm Out (may also be signed palm in)
6-9	Palm Out/In - Start with little finger (smallest number after 5) Thumb touches little finger = 6 Thumb touches ring finger = 7 Thumb touches "feel" finger = 8; thumb to index = 9
10	Sideways extended "A" twists
11-12	Palm in 1; flick finger up once or twice, Palm in 2; flick fingers up
13-15	Palm in fingers (not thumb) wave toward body. 3 waves toward body = 13 4 waves toward body = 14; 5 waves toward body = 15
16-19	Start palm-in signing first part of number then twist wrist out. Palm in 6 twists outward to become 16. Palm in 7 twists outward to become 17, etc.
20	"G" handshape opens & closes - (Think "20 birds")
21	Vertical palm-out L, thumb wiggles OR horizontal palm-in L- (Think "21-gun salute")
22	Palm down - 2,2
23-25	23: L to 3. Keep are still 23 (may also be signed 2,3) 24: L to 4 (may also be signed 2,4) 25: 2,5; OR Palm-out L then last 3 fingers wave forward; or middle finger of "5" hand wiggles
26-29	L, 6 (or 2, 6) L, 7 (or 2,7) L 8, etc.
30-99	30: 3 Closes to 0; 3-1, 3-2, 3-3, etc. (through 99)
100	1-0-0, or C (Roman Numeral) or 1 C, 2C, etc.



Practice signing (and saying):

31, 39, 44, 47, 56, 59, 66, 68, 73, 82, 88, 93, 100

**TWENTY (number)***

index of g closes several times on thumb.

**TWENTY-ONE (number) ***

thumb of l wiggles, index aiming forward.

**ASL: palm in aimed sideways
thumb wiggles OR palm out "L"
aimed upward thumb wiggles.**

**TWENTY-FIVE (number) ***

last three fingers wiggle together. L 5

**may also be signed 2,5; OR
palm out "L" then last 3
fingers wiggle forward; OR
middle finger of "5" hand
wiggles.**

**THOUSAND (alt 1)***

fingertips of bent hand strike left palm.

**THIRTY (number)**

"3" + 0

**MILLION (alt 1)**

fingertips of m hit heel, then fingers, of left hand. (see billion)

ASL: use fingertips of bent hand not "M."

**TWENTY-TWO (number) ***

v-hand makes two 2's.

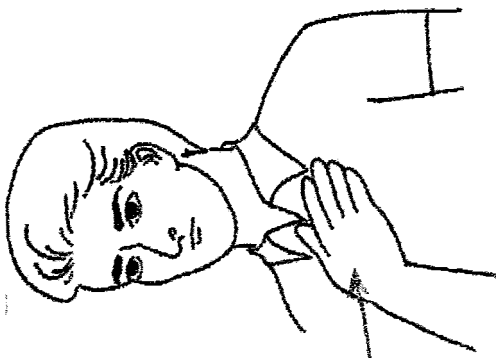
**HUNDRED (alt 1) ***

fingers pull inward to palm-out c.

**BILLION (number)**

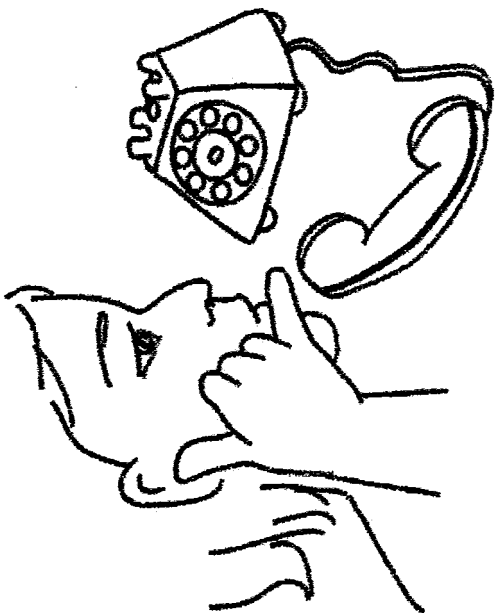
heel of right b-hand arcs from heel to fingers of left hand.

**ASL: use fingertips of bent hand
NOT "B" hand) and tap palm 3 times.**



MY*

Palm of flat hand on chest.

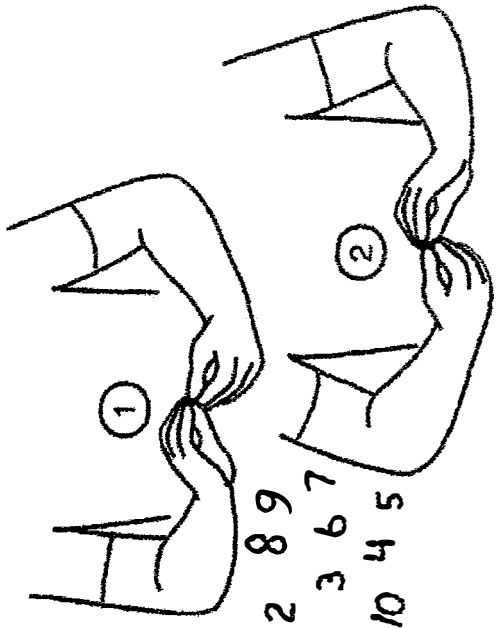


TELEPHONE*

Right Y-hand, thumb near ear, little finger near mouth. (See Phone)

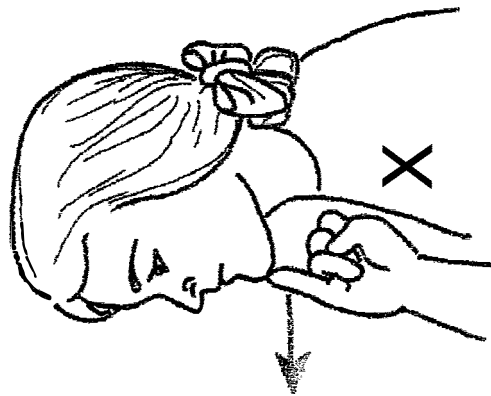
ASL NEW SIGN: Claw hand at ear (holding cell phone)

https://messaging-custom-newsletters.nytimes.com/template/oakv2?campaign_id=9&emc=edit_nm_20220727&instance_id=67725&nlt=the-morning&productCode=NN®i_id=102222309&segment_id=99662&te=1&uri=nyt%3A%2F%2Fnewsletter%2F1848d6231-32fe-5a99-8e16-cf2e434cb664&user_id=ce00018d5c395b14a9b8c2d493ceacca



NUMBER*

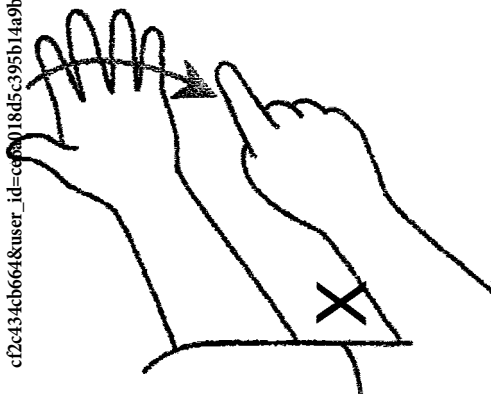
Flat-O tips touch, one palm-up, one palm-down, reverse; repeat. (see DIGIT)



IS

l on chin moves straight forward. (see AM)

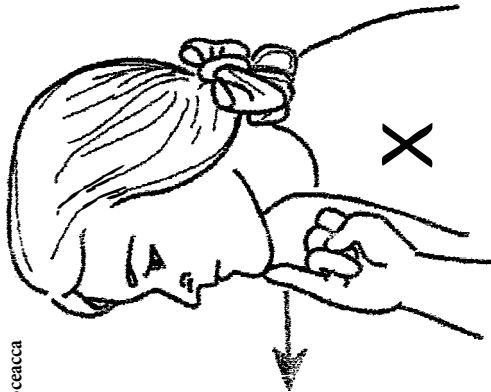
ASL: sign not used OR spell.



WHAT

Index fingertip of right hand brushes down across left fingers.

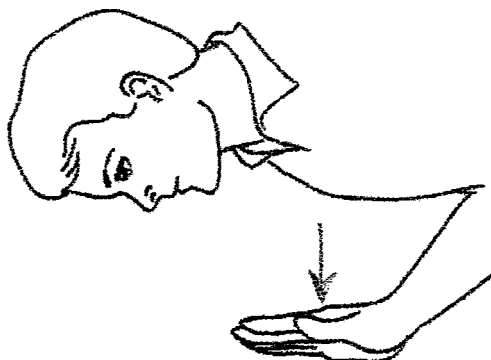
ASL: use - up "claws."



IS

l on chin moves straight forward. (see AM)

ASL: sign not used OR spell.



YOUR *

Vertical flat palm moves toward person addressed.

ASL: YOUR + WHAT (up claw hands move side to side).



PRACTICE PHRASES & SENTENCES to SIGN USING NATURAL NMM's

Rewrite using ASL syntax and strike/omit unnecessary words following examples provided.

Practice signing phrases and sentences.

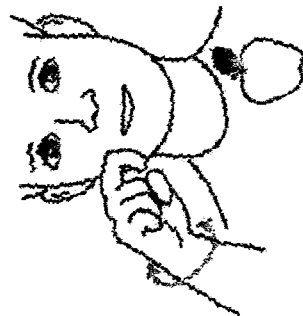
Do NOT interrupt flow to research signs once you start signing.

Spell unknown signs!

ENGLISH WORD ORDER: / ASL SYNTAX:

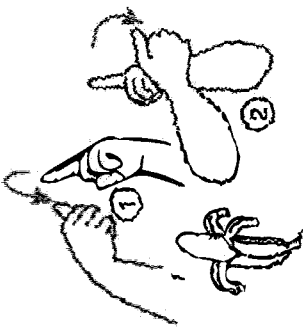
1. It is nice to meet you. / NICE MEET YOU. [smile, nod]
2. What is your name? / YOUR NAME WHAT? [quizzical] (not angry)
3. My name is _____. / MY NAME _____.
4. How are you? / HOW YOU? [eyebrows raised]
5. Are you Deaf? / YOU DEAF? [eyebrows raised]
6. I have a question. / QUESTION! [quizzical]
7. What is your question? / YOUR QUESTION WHAT? [quizzical]
8. I am fine, thank you. And you? / FINE THANK YOU. YOU? [nod, quizzical]
9. Yes, please.
10. No, thank you.
11. Now I know my ABC's.
12. Next time will you sign with me?
13. Are you ready to sign?
14. What is your telephone number?
15. Welcome to World Language Sign Language Class.
16. Please spell again one more time.
17. Not now, thank you.
18. More milk, please.
19. I want an apple.
20. Do you want an apple?
21. Which apple do you want?
22. It is time to start again now.

List #2 - Foods



APPLE*

X twists against corner of mouth.



BANANA*

Right A-hand bends left index finger twice.



BREAD*

Like finger side of right hand slices deep back of left hand several times.



BUTTER*

C-fingers stick backwards off heel of left hand; repeat.



CANDY*

Index finger on cheek, twist hand.



CEREAL*

C-hand laces up to mouth from left hand (see SCUBA)



CHEESE*

Hands pointing in opposite directions right near on left hand twisting and twats slightly.



COFFEE*

Right-S on left S, right circles in a grinding motion. (see GRIND)



COOKIE*

Slight fingertips touch left palm, twist and touch again. (Cookie: sitte). (see BISCUIT)



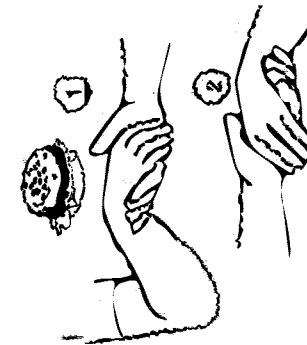
DRINK*

Thumb of C-hand on chin, drink from C. (see SIP)



FISH*

Paper-kiss flat hand flutters forward like fish swimming.



HAMBURGER*

Deep hands, right on left, separate, then left on right. (make a party)



SALAD

Palms-up V's toss salad. (see COLE SLAW)



TEA*

Circle 9 above left horizontal O as if swirling a tea bag

ASL: use "claw" hands.



VOCAB REVIEW LISTS #1 & 2

SPELLING & SIGNING PRACTICE

1. how MANY SIGNS do YOU KNOW WITHOUT RESEARCHING?
2. SPELL WORDS of UNKNOWN SIGNS
3. HIGHLIGHT WORDS to RESEARCH LATER.

1. MY
2. YOU, YOUR
3. NAME
4. SPELL
5. I/ME
6. NICE
7. MEET
8. HOW
9. NOW
10. KNOW
11. PLEASE
12. AGAIN
13. TIME
14. START
15. FINE
16. CLASS
17. HAPPY
18. WHAT
19. READY
20. SIGN
21. PRACTICE
22. BOZEMAN
23. WILL
24. NEXT
25. THANK
26. ALPHABET
27. WELCOME
28. WITH
29. PERFECT
30. ANIMAL
31. BIRD
32. CAT
33. DOG
34. DUCK

35. FROG
36. HORSE
37. SHEEP
38. FOOD
39. APPLE
40. BREAD
41. FISH
42. BUTTER
43. CHEESE
44. HAMBURGER
45. BANANA
46. COLORS
47. RED
48. BLUE
49. GREEN
50. YELLOW
51. PURPLE
52. BLACK
53. WHITE
54. NUMBER
55. 0-10
56. 11-15
57. COFFEE
58. CEREAL
59. CANDY
60. SALAD
61. DRINK
62. TEA
63. COOKIE
64. QUESTION (palm out)
65. UNDERSTAND (palm in)
66. WORK/ASSIGNMENT
67. WANT
68. WHICH



VOCAB PHRASES & SENTENCES REVIEW LISTS #1 & 2

1. how MANY SIGNS do YOU KNOW WITHOUT RESEARCHING?
2. ADD NMMs!
3. SPELL WORDS of UNKNOWN SIGNS
4. HIGHLIGHT WORDS to RESEARCH LATER.

1. APPLE BUTTER
2. CANDY APPLE
3. GREEN TEA
4. RED APPLES
5. GREEN APPLES
6. YELLOW APPLES
7. APPLES & BANANAS
8. 10 RED BIRDS
9. 7 YELLOW DUCKS
10. 11 GREEN FROGS
11. 3 BROWN BEARS
12. 6 BLUE HORSES
13. 4 WHITE SHEEP
14. 9 BLACK SHEEP
15. BREAD WITH BUTTER
16. BANANA BREAD
17. CHEESEBURGER
18. GREEN SALAD
19. SIGN CLASS START NOW
20. I UNDERSTAND NOW
21. COFFEE, PLEASE
22. NO, THANK YOU.
23. YES, PLEASE.
24. WHITE BREAD
25. BROWN & BLACK HORSE
26. BLUE & BLACK FROG
27. BLACK & WHITE CAT

28. BUTTER COOKIES
29. BLACK COFFEE
30. WELCOME TO SIGN CLASS
31. WELCOME TO SIGN 120
32. WELCOME TO BOZEMAN
33. WELCOME TO MSU
34. HOW ARE YOU?
35. I AM FINE
36. YOUR NAME WHAT?
37. MY NAME _____
38. NICE TO MEET YOU
39. ARE YOU HAPPY NOW?
40. NOW I KNOW YOUR NAME
41. NOW I KNOW YOU
42. WHAT DO YOU SEE?
43. ARE YOU READY NOW?
44. PLEASE SPELL AGAIN
45. PLEASE SPELL YOUR NAME AGAIN
46. TIME TO START CLASS NOW
47. ARE YOU READY TO SIGN WITH ME?
48. PLEASE SIGN WITH ME
49. are YOU READY to PRACTICE SIGNING?
50. NEXT TIME WILL YOU SIGN WITH ME?
51. PLEASE PRACTICE SPELLING WITH ME
52. PLEASE SPELL WITH ME
53. PLEASE PRACTICING SIGNING WITH ME
54. NOW I KNOW MY ABC's

LIST #3 - QUESTION SIGNS:



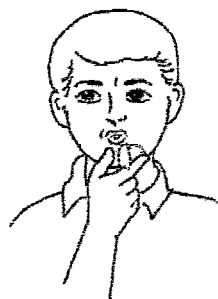
QUESTION*

Flick a question-mark: 1 back to X, and forward to point with index finger.

**ASL
QUESTION:**
Index to X
[quizzical]

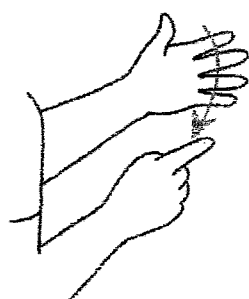
ASL W/H question signs are placed at the end of the question sentence (ASL syntax) and add NMM's [quizzical expressions].
W/H = WHO, WHAT, WHERE, WHY, WHEN, HOW questions.

Many beginning signers get QUESTION signs mixed up so PRACTICE OFTEN with NMM's using example phrases and sentences on the following pages!



WHO*

Thumb of L on chin; wiggle index finger.

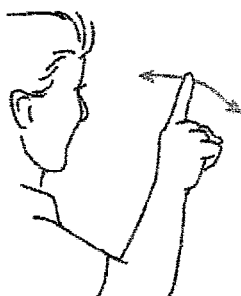


WHAT

Index fingertip of right hand brushes down across left fingers.

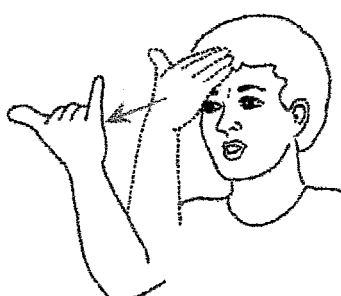


ASL: "WHAT " use up "claw" hands moving side to side [quizzical]



WHERE *

Palm-out index shakes sideways.



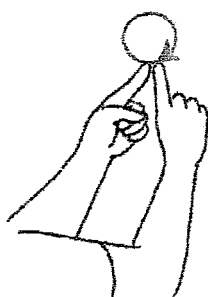
WHY *

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



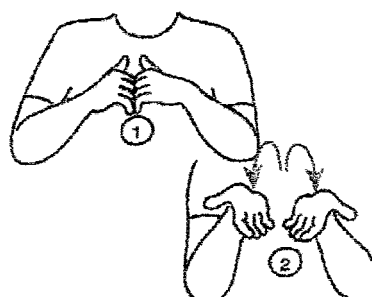
ASL: "WHY" may also be signed with open 8 or "feel" finger palm in at temple.

Some signers may wiggle "feel" finger of open 8 hand.
[quizzical]



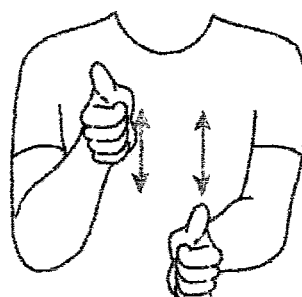
WHEN *

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



HOW*

Knuckles of palm-down bent hands touching, roll hands from inward to outward ending palm-up.



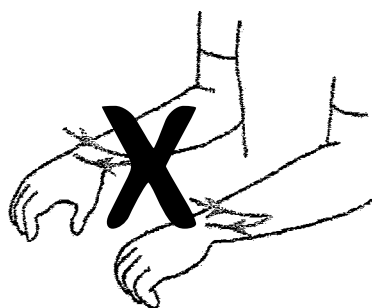
WHICH*

Extended-A hands, palms-facing, alternately move up and down. (see BALANCE)

ASL HOW: A hands, palms facing, dominant A hand brushes forward slightly twice
[quizzical]

ASL HOW YOU? dominant hand rolls forward and changes to index pointing [raised brows]

Practice QUESTION phrases by adding NMM's & food signs (LIST #2) - see examples below:



DO

Palm-down C-hands move side-to-side left to right.



YOU *

Index points at person addressed.



LIKE

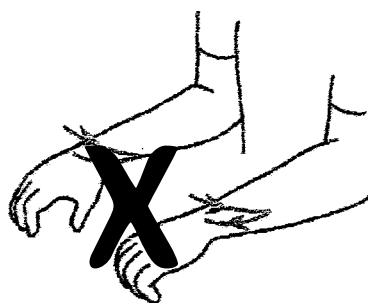
Palm-in L on chest moves forward, closing thumb and finger.

ASL LIKE (as in PREFERENCE): use open 8 or "feel" finger and thumb NOT "L" handshape.



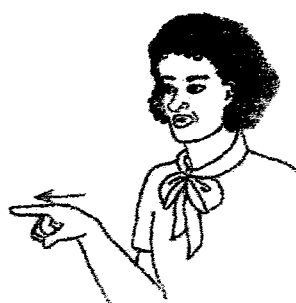
ASL: Omit "do" and end sentence with question word.

Example: BANANA YOU LIKE? [raised brows]



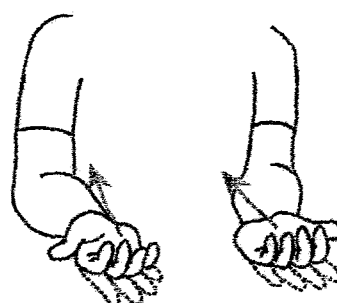
DO

Palm-down C-hands move side-to-side left to right.



YOU *

Index points at person addressed.



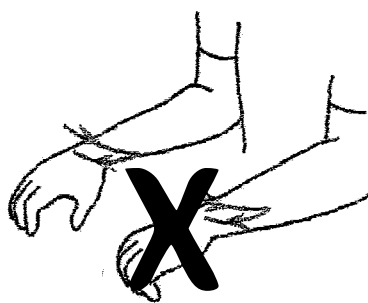
WANT *

Palms-up 5's pull back to thumbs toward body.



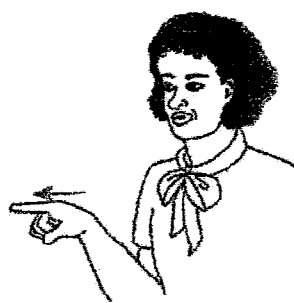
ASL: Omit "do" and end sentence with question word.

Example: DRINK YOU WANT? [raised brows]



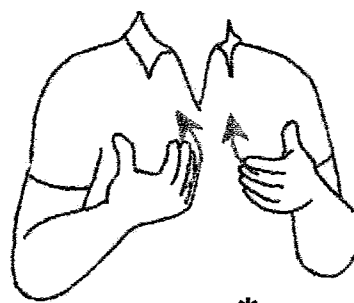
DO

Palm-down C-hands move side-to-side left to right.



YOU *

Index points at person addressed.



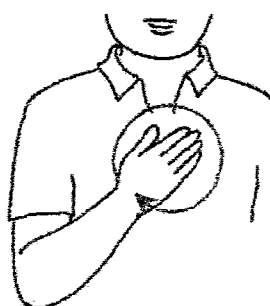
HAVE *

Fingertips of both slightly bent hands touch chest.



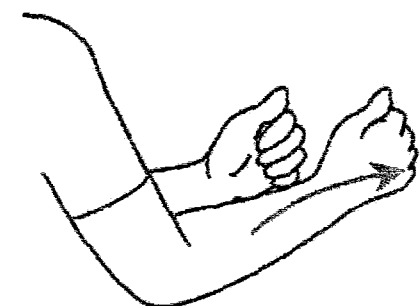
ASL: Omit "do" and end sentence with question word.

Example: NAME SIGN YOU HAVE? [raised brows]



PLEASE *

Palm rubs on chest in circle. (see APPRECIATE)



PASS

A-hands palms-facing, right slightly behind; right hand passes left hand brushing knuckles.



THE

Palm-in T; twist to palm-out.

ASL PASS: sign directionally using one or both palm up, flat "O" hand(s) depending on size of what is being passed; APPLE or LARGE BOWL of SALAD

Examples:

PLEASE PASS SALAD to ME

SALAD PASS PLEASE to HIM

SALAD PASS PLEASE to US

PASS SALAD PLEASE to THEM

ASL PASS: use palm up flat "O" or both "O" hands

ASL: omit



QUESTION SENTENCES: Gloss sentences in ASL syntax using examples provided and practice signing using natural NMM's.

ENGLISH WORD ORDER / ASL SYNTAX



1. What is your name? /YOUR NAME WHAT? [quizzical]
2. What do you want to do now? /NOW WANT DO WHAT?
3. What is your question? /QUESTION?
4. When will sign class start? /SIGN CLASS START WHEN?
5. When will you know more? /KNOW MORE WHEN?
6. When do you want to go? /WANT GO WHEN?
7. When will you be ready?
8. How are you?
9. How do you know me?
10. How do I know you?
11. Where are the apples?
12. Where are you going?
13. Why not?
14. Why do you want to know?
15. Who is your Deaf friend?
16. Who wants to know?
17. Who is with you now?
18. I think I know who you are.
19. Which one do you want?



20. Where did we meet?

21. Are you ready to sign with me?



MORE PRACTICE SENTENCES – LISTS #1-3

G-L-O-S-S USING ASL SYNTAX & OMIT WORDS NOT SIGNED in ASL -
SEE EXAMPLES. PRACTICE SIGNING USING NATURAL NMM's.

1. How ~~do~~ you know who I AM? / YOU KNOW ME HOW? [brows furrowed]
2. ~~Do~~ you drink coffee or tea? / YOU DRINK COFFEE? TEA YOU DRINK?
3. I Like red and green apples. / RED APPLES, GREEN APPLES, I LIKE. [nod]
4. You ~~are~~ welcome ~~to~~ go with me. / YOU WELCOME GO WITH ME [nod]
5. How ~~do~~ you like ~~your~~ hamburger cooked?
6. ~~May~~ I please have salad and green tea?
7. Please pass (flat O moves directionally) ~~the~~ bread and butter.
8. Who wants black coffee?
9. I will have a candy apple.
10. I like to practice signing with you.
11. Do you want more banana bread with apple butter?
12. Do you like fish?
13. Do you like to fish?
14. Who wants a butter cookie?
15. I like sign class.
16. I want to meet your Deaf friend.
17. Do you want an apple or a banana?
18. It is time to start sign class now.
19. Now I know who you are!
20. Do you have a question for me?



21. Do you want a banana on your cereal?
22. You are welcome to go to sign class with me.
23. Where are the drinks?

24. Welcome to MSU / GCE Sign Language Class in Bozeman!
25. I have a question for you.
26. I want more cookies and tea, please.
27. Next time will you go to sign class with me?
28. No more coffee for me, thank you. Good night.
29. I have a deaf friend in sign class who wants to meet you.
30. Do you want to practice signing with me?
31. Please spell your name again.
32. Good Morning. How do you like your coffee?
33. What Is your name sign?
34. When will you sign with me?
35. Welcome to The Livingston Sign Language class.
36. What time will the cheeseburgers be ready?
37. I met your deaf friend at sign class.
38. Please spell again. One more time.
39. Will you meet me at sign class next time?
40. Which one Is yours?
41. Good afternoon. How are you?
42. What/ what Is your telephone number?



INTRO VOCAB REVIEW - LISTS #1-3 & MORE

1. WHO
2. WHAT
3. WHERE
4. WHY
5. WHEN
6. HOW
7. WHICH
8. DO / ACTIVITY
9. NOT
10. HAVE
11. DON'T HAVE
12. DON'T KNOW
13. DON'T UNDERSTAND
14. WANT / DON'T WANT
15. SAME / SIMILAR / LIKE
16. LIKE (AFFECTION)
17. DON'T LIKE
18. NOW
19. TODAY
20. DAY
21. COLOR
22. ANIMAL
23. ASSESSMENT
24. EXPRESSIVE
25. RECEPTIVE
26. PEER
27. LIBRARY
28. GOOD
29. MORNING
30. NOON
31. AFTERNOON
32. NIGHT
33. PROUD
34. DEAF
35. CULTURE
36. HARD-OF-HEARING
37. 16-20
38. SENTENCE
39. BEAUTIFUL
40. INTERNET
41. VIDEO
42. YOUTUBE
43. EMAIL
44. HANDSPEAK
45. LIFEPRINT
46. CHAT
47. REFLECTION
48. QUIZ
49. JOURNAL
50. DISCUSS / DISCUSSION

51. READ
52. WRITE
53. CARD
54. PLAY
55. KING
56. QUEEN
57. JOKE
58. MOTHER
59. FATHER
60. BROTHER
61. SISTER
62. TEACHER
63. BOY
64. GIRL
65. MAN
66. WOMAN
67. DUE
68. PAPER
69. INFORMATION
70. SEARCH
71. VOCABULARY
72. WORD
73. STORY
74. BOOK
75. MIDTERM
76. FINAL
77. SONG / MUSIC
78. LANGUAGE
79. GO
80. COME
81. AUTHOR
82. TITLE/ TOPIC /PHRASE
83. SOON
84. YES
85. NO
86. INTEREST
87. DOESN'T MATTER
88. WEEK
89. NEXT WEEK
90. LAST WEEK
91. 2 WEEKS AGO
92. LAST NAME
93. VOICE
94. IMPORTANT
95. INTRODUCE
96. COOL
97. MASK
98. COVID
99. BATHROOM /TOILET
100. EVERY TUESDAY,
THURSDAY, FRIDAY





INTRO REVIEW PHRASES & SENTENCES

LISTS #1-3 & MORE

G-L-O-S-S USING ASL SYNTAX AND SIGN USING NATURAL NMM'S

EXAMPLE: Who is going with you? GO WITH YOU WHO? [furrowed eyebrows]

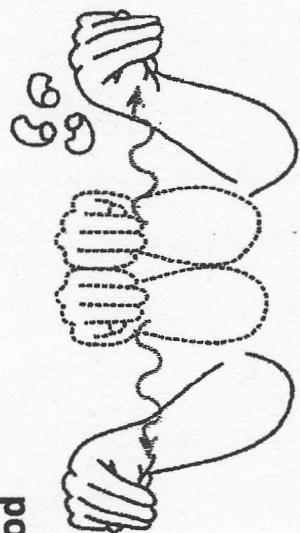
1. ~~ARE~~ YOU DEAF? [raised eyebrows]
2. ~~DID~~ YOU MEET MY DEAF FRIEND WHERE?
3. WHEN DO YOU WANT TO GO WITH ME?
4. ~~HOW~~ MANY PEOPLE ~~IN~~ YOUR FAMILY?
5. ~~DO~~ YOU HAVE BROTHERS & SISTERS?
6. WHICH BOOK ~~DO~~ YOU WANT?
7. WHERE IS SIGN CLASS TODAY?
8. I DON'T KNOW WHERE MY PHONE IS.
9. I SAW 10 RED BIRDS THIS MORNING.
10. PROUD DEAF CULTURE
11. I LEARNED SOME SIGNS ON HANDSPEAK.
12. YOUTUBE SIGN VIDEOS I LIKE WATCH!
13. PRACTICE SPELLING LIFEPRINT, YOU CAN.
14. SIGN WITH YOU SOON.
15. SEE YOU NEXT WEEK.
16. IS YOUR SISTER DEAF?
17. MY BROTHER IS HARD-OF-HEARING.
18. IS YOUR DAD HEARING OR DEAF?
19. I DON'T WANT SANDWICH WHITE BREAD.
20. I DON'T HAVE 7 BROWN HORSES.
21. YOU SEE BLUE & BLACK FROG WHERE?
22. WHITE, BLACK & ORANGE CAT I HAVE.
23. SPAGHETTI & SALAD WHO WANT?
24. GREEN TEA YOU DON'T LIKE?
25. SIGN CLASS YOU LIKE?
26. WELCOME TO SIGN 120!
27. BOZEMAN YOU LIKE?
28. YOU COME MONTANA WHEN!
29. HAPPY BIRTHDAY TO YOU!
30. YOUR BROTHER NAME WHAT?
31. MY SISTER NAME C-A-R-O-L.
32. YOU LEARN SIGN WHY?
33. MY NAME YOU REMEMBER?
34. NOW I KNOW WHO YOU ARE.
35. YOU WANT KNOW WHY?
36. ARE YOU READY NOW?
37. PLEASE SPELL YOUR NAME AGAIN SLOW.
38. SIGN CLASS START WHEN?
39. NOW TIME GO CLASS. COME WITH ME!

List #4 - More Food



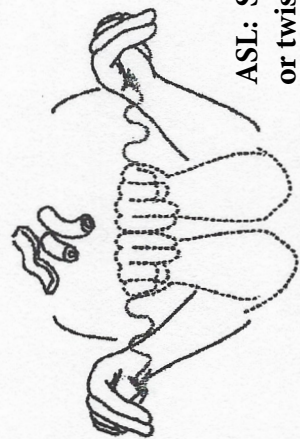
BACON *

Palm-down H-finger tips touch and separate, waving. (see SPAGHETTI)



MACARONI

Shaking M's separate to sides. (see SPAGHETTI)

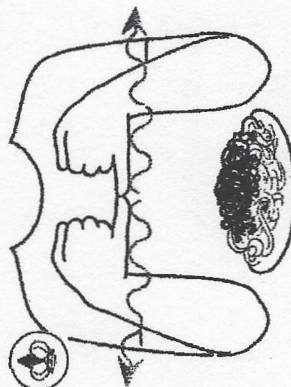


NOODLE

Palm-down N's touching, separate shaking to sides. (see SPAGHETTI)

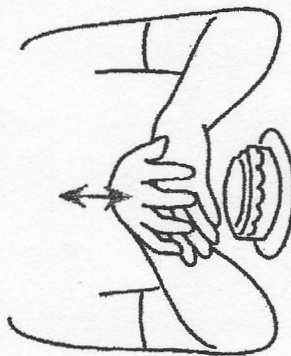
ASL: Sign SPAGHETTI or twist palm down N hands.

ASL: SPELL M-A-C



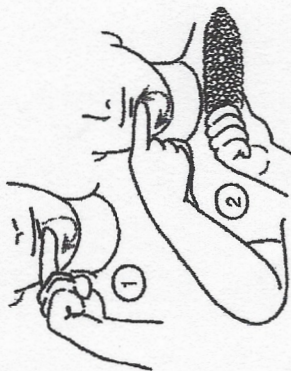
SPAGHETTI *

Tips of palm-in I's touching, separate with a shaking movement.



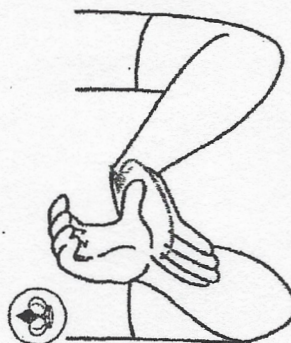
CAKE

Fingertips of right claw hand bounce on back of left hand.



CORN *

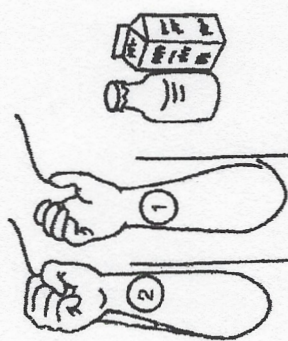
Palm-down 1-hand twists inward and out near chin.



CHOCOLATE *

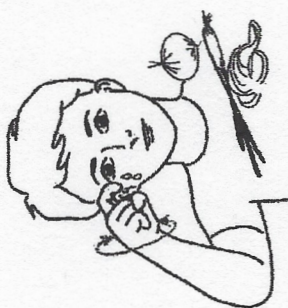
C-thumb circles on back of left hand.

ASL: SPAGHETTI sign also used for PASTA & NOODLE.



MILK *

Horizontal C to horizontal S squeezes in a milking motion; repeat. (can do with 2 hands)



ONION *

Right X twists at corner of eye; repeat.



NUT *

Thumb flips out from under teeth.



SANDWICH

Right hand, palm-up, inserts filling between thumb and fingers of left hand.



WATER *

Index finger of palm-left W taps chin.

ASL: same sign NUT/ PEANUT.



LISTS #1-4 PRACTICE PHRASES & SENTENCES to SIGN USING NATURAL NMM's

Omit unnecessary words and gloss using ASL syntax for question sentences.

Who wants spaghetti?

Good afternoon,

I want green salad.

I am fine now.

How is your food?

Apples and bananas

Do you like to fish?

Spaghetti and salad

Mac and cheese

Time to sign!

Who wants a drink?

I will have a salad.

I am ready now.

Chocolate milk again?

Chocolate cake

Coffee and tea

Do you know how?

Cereal and bananas

Water for me.

Are you ready?

Do you like spaghetti?

The chocolate is good.

I want to go now.

I know who you are.

Why do you want to go?

Who are you?

Who is with you?

Where is my phone?

Where is the butter?

I like chocolate cheesecake.

Do you like to drink coffee?

I want apple cake and milk.

Where is the chocolate?

Coffee cake for me.

What is your telephone number?

Do you like banana nut bread?

I will have cereal.

I want cookies now.

Where are you?

I will have fish again.

I want coffee with my cake.

Apple butter & banana bread

please get the drinks.

Do you like buttered bread?

Please sign again.

Which sandwich is for me?

Do you like candy apples?

When will you be ready?

Where did you go?

What time will you go?

Did you start again?

Time to go now.

Will you start again?

Thank you for starting again.

Thank you for the water.

How are you doing now?

How are you?

Where is my cheese sandwich?

Do you want hot tea?

What do you want to drink?

What is your name?

Bacon, cheeseburger

Do you have a name sign?

Are you ready to sign with me?

Bread, butter, and bacon.

I will have coffee cake.

Who is with you?

I want cereal and milk.

Where is the bread?

Where are cookies and candy?

Please sign again.

I like candy corn.

I have water for my tea.

What do you want?

Do you want cornbread?

Which one do you like?

Hamburgers, corn, and salad

When will you go again?

What *time* will you be ready?

Time to start again.

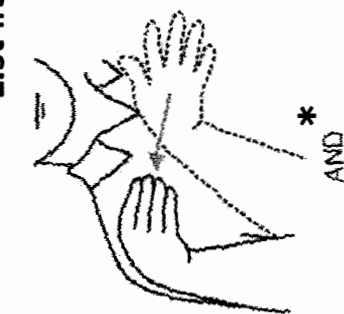
Why now?

What is your name?

I have chocolate cookies for you.

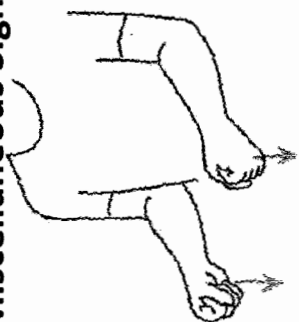
When will you go with them?

List #5 - Miscellaneous Signs



*** AND**

Palm-in horizontal S-hand pulls to right, closing to a flat-O.



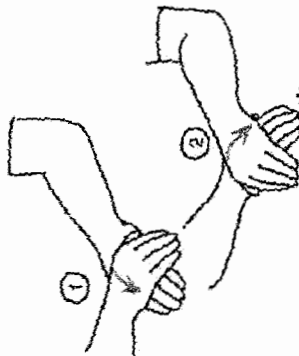
*** CAN**

Horizontal S-hands face each other, drop sharply downwards a short way. (see COULD)



*** COME**

Palm-up index points out; beckons once.



*** COMFORT**

Stroke back of left hand down fingers, then stroke back of right hand. (see COZY)

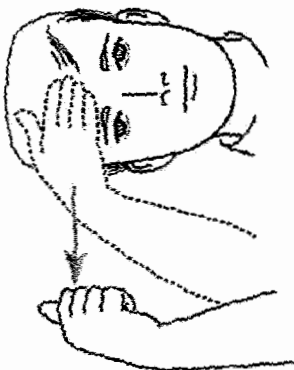


*** FOR**

Palm-in right index on forehead twists to palm-out.

ASL: use palm down "A" hands.

ASL: same sign COMFORT / COMFORTABLE.



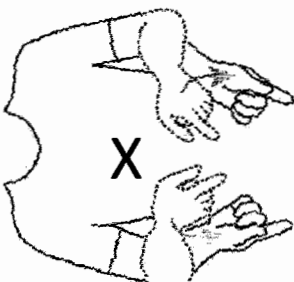
*** FORGET**

Palm-in hand on forehead; wipe off to right, to palm-in A.



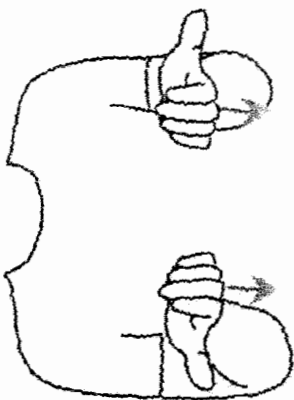
*** GET**

Right open hand above left, draw toward body, closing to S-hands.



GO

S-hands face each other, roll out to point forward.



NOW

Palm-up bent hands drop slightly. (see IMMEDIATE)

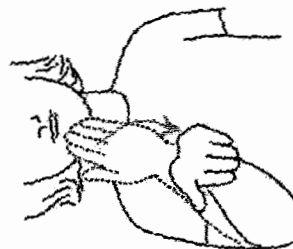
ASL: use "Y" handshapes.

more commonly signed with indexes pointing directionally.



*** REMEMBER**

Thumb of A on forehead; drops to touch left A-thumblin.



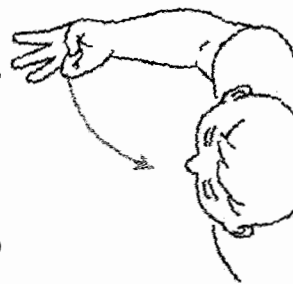
*** THANK**

Fingers of right palm-in open hand at chin drops to palm-up. (see GRATITUDE)



*** UNDERSTAND**

Closed X at temple snaps open to 1.



WELCOME

Right palm-up W curves horizontally toward body. (see INVITE)



*** WILL**

Right flat hand palm facing side of head; arcs forward.

ASL: use full palm.



CONFUSINGLY SIMILAR SIGNS EXPLAINED:

1. **FOR*:** Palm-in index at forehead twists outward. Think: I have something "for you" (the person in front of you). SIGN: an APPLE I HAVE FOR YOU.
2. **THINK*:** Index above eyebrow on forehead. "Think one thought" (use one finger).
3. **KNOW*:** All fingers palm in on forehead. **Do not move hand out!** "Know many things" (Use many fingers). SIGN: I THINK I KNOW WHO SHE is NOW.
4. **UNDERSTAND*:** Palm-in "S" at temple index flicks up. Think: Light bulb comes on... AHA, I get it!" SIGN: NOW I UNDERSTAND.
5. **BECAUSE*:** Index of "L" wipes horizontally across forehead - closes to sideways palm-in "A" Think: "BecAuse, becAuse, becAuse, becAuse, becAuse..."
6. **BLACK*:** Palm-down index. ARM moves sideways across forehead in one motion. Think "unibrow." SIGN: BLACK COFFE FOR ME PLEASE.
7. **SUMMER*:** Palm-down X moves sideways across forehead. Think: "Wipe sweat from brow." SIGN: SUMMER, I LIKE. DO YOU?
8. **FORGET*:** Palm-in hand wipes horizontally across forehead closing to "A." Think: Wipe slate clean...I forgot." SIGN: I FORGOT to GET ICE CREAM.
9. **REMEMBER*:** Thumbnail of "A" on forehead moves down to touch thumb nail of other "A." Think: Pin memory on thumb drive." I REMEMBER HER NOW.
10. **FEEL*:** Bent middle/ "feel" (Open 8) finger brushes upward at middle of chest.
11. **LIKE (ASL meaning affection or preference):** "5" hand at center of chest pulls forward ending with middle finger and thumb touching. SIGN: I LIKE SIGN CLASS!
12. **LIKE (ASL meaning similar):** Palm-down "Y" moves side-to-side OR palm out "Y" moves side-to-side depending on where the two similar items or people are, etc. SIGN: YOU LOOK LIKE YOUR SISTER. HE LOOKS LIKE HIS BROTHER!
13. **WHITE*:** Palm-in "5" at center of chest moves outward closing to a flat "O." SIGN: LOOK, it's THAT BLACK & WHITE DOG that I LIKE AGAIN!



LISTS #1-5 PRACTICE PHRASES & SENTENCES to SIGN USING NATURAL NMM's

Omit unnecessary words and gloss using ASL syntax for question sentences.

Who knows?

I forgot again!

Come and go

How is your salad?

Why not?

Pasta salad

Bacon sandwich.

Banana nut bread

You are welcome

I'll have a salad.

I must go now.

Chocolate milk

Chocolate cake

Black or green tea?

Do you know how?

Who wants to know?

We went fishing.

Thanks for helping!

Are you ready?

4 more horses.

The chocolate is good

I don't want to go now.

I know, I forgot again!

What do you want to do?

Who is that?

Who is with you now?

Which dog is yours?

Who wants coffee?

She knows me.

I like comfort food.

Please and thank you.

What do you want to drink?

Apples or bananas?

Chocolate ice cream.

I will go now.

I want to go now.

Thank you for coming.

I forgot the onions again.

I am ready! I can go now.

5 frogs and 3 sheep.

Please get the drinks.

Do you understand me?

Please sign again.

Where is his sandwich?

Red and green apples.

I can get the onions.

You look ready.

Where did you go?

What time will you go?

Do you have horses?

Time to go now.

Will you spell again?

Thank you for starting again.

Thank you for coming with me.

Good afternoon

I remember you now.

Where is my cheese sandwich?

Where is your tea?

I want apple cake and milk.

I can go for lunch now.

Bacon cheeseburger.

Brown bread for me.

Now he wants bacon.

I will have cheese popcorn.

Who will remember to get the drinks

Go get the milk for the cereal.

I want coffee with my cake.

Where are cookies and candy?

I remember when we met.

Do you have my phone number?

What do you want?

I can't help you now.

Do you want to go now?

Which one do you like?

Do you feel okay?

Where are you going now?

What time will you be ready?

I think I can.

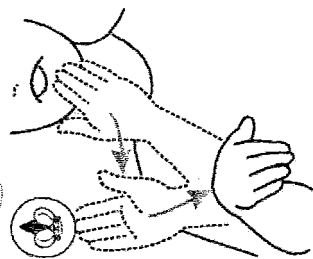
Why not now?

What is her name?

I have butter cake for you.

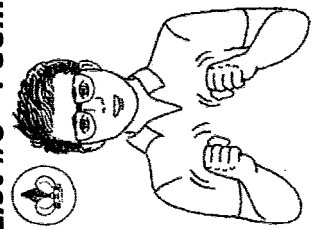
Because I have to go now.

List #6 - Feelings & Emotions



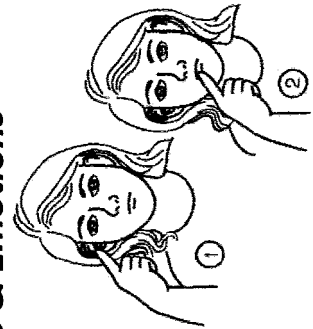
BAD *

Palm-in flat hand at mouth; twist to palm-out and throw down.



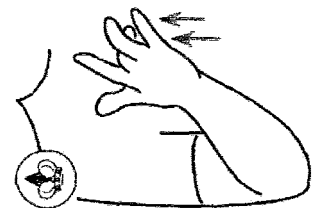
COLD *

S-hands shake as if shivering.



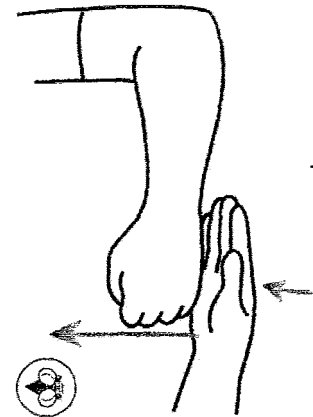
DEAF *

Right index touches ear, then mouth.



FEEL *

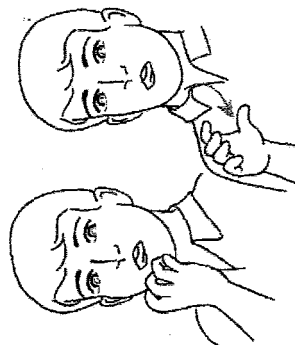
Bent middle finger brushes middle of chest upwards.



*** HELP**

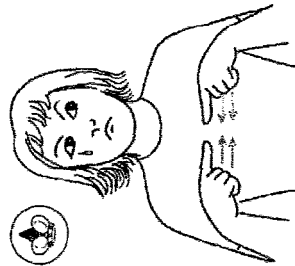
Palm lifts bottom of left S and pushes it slightly up.

ASL: may touch mouth first then ear.



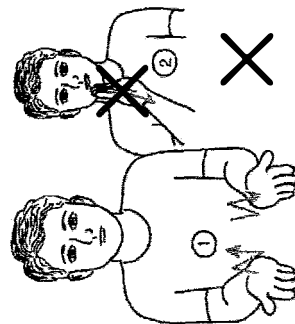
*** HOT**

Palm-in claw at mouth; twist downward and to side.



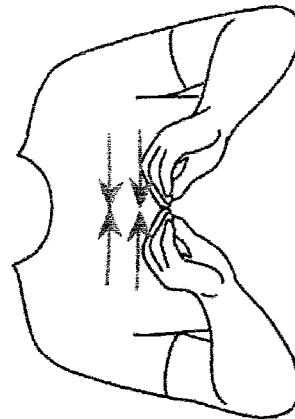
*** HURT**

Palm-in index fingers jerk toward each other; repeat.



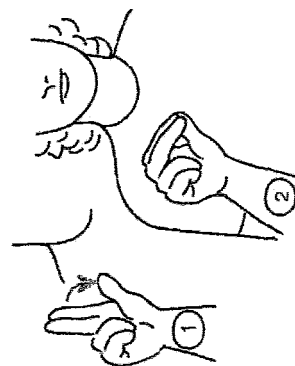
MAYBE

Palms-up flat hands move alternately up and down. B-hand moves forward below lips. (may + be)



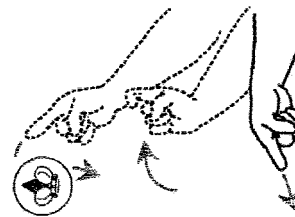
*** MORE**

Flat-O's bounce tips together twice. (see EXTRA)



*** NO**

First two fingers close onto thumb.



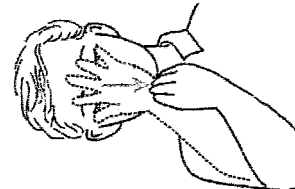
*** QUESTION**

Flick a question-mark: 1 back to X, and forward to point with index finger.



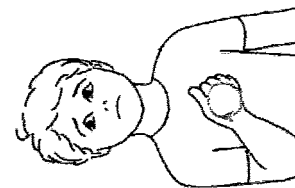
*** SICK**

Bent middle fingers, touch right on forehead, and left on stomach.



*** SLEEP**

Right palm-in S-hand in front of face, drops to flat-O.



*** SORRY**

Palm-in A-hand circles on chest. (see REGRET)



*** YES**

Right Y-hand nods. (can be done with S-hand)

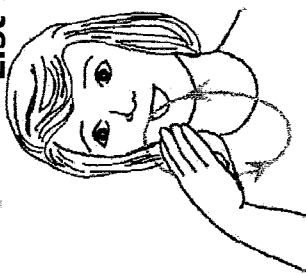


LISTS #1-6 PRACTICE PHRASES & SENTENCES to SIGN USING NATURAL NMM's

Omit unnecessary words and gloss using ASL syntax for question sentences.

More cold water.	Do you feel sick?	I know which one I like.
Thanks again!	Maybe I can go with you.	I want to help you.
Come with me.	Please go now.	I like hot or cold pizza.
I understand.	Do you want a more water?	Do you remember now?
I remember now.	Happy Birthday!	No more for me, thank you
I will phone you.	Where are the children?	I can understand why.
Ice cream and pizza.	Where is sign class?	When did you get your phone?
More hot coffee.	When can you come with me?	Bread, butter, and spaghetti.
Help me, please.	That's my dog!	Who will go with you now?
Are you sick?	Are you cold and sleepy?	How do you know my name?
Do you like salad?	Where did you get hurt?	Please get more milk.
I have to go to work.	I didn't understand him.	I'm cold. I want hot coffee now.
Please help me.	Are you sleepy?	Do you have a question?
The fish is ready.	Yes, please, and no thank you.	When do you want a sandwich?
More chocolate please.	The spaghetti is hot now!	Who wants to practice now?
Are you hot or cold?	See you later!	Please get 3 more cold drinks.
Cold chocolate milk.	Please sign your name for me.	Where is the hot tea?
The cake feels hot.	Did you understand me?	I remember when you got hurt.
Do you know how?	Do you want cold water?	I have the hot water for your tea
I feel sorry for you.	That's not what I understood.	When did you get sick?
7 birds and 8 ducks.	What is the question again?	Why do you want my help?
Thanks for helping.	Do you want to go fishing?	Where is your brother?
Is she ready now?	Where do you work?	Which one do you like more?
Can I help you now?	Are you deaf?	Where will you go now?
I want hot chocolate.	What time tomorrow?	Where are you hurt?
I want to sleep now.	Time to start again.	Did you start again?
What time will you go?	How do you know where to go?	4 in the afternoon.
I know, I feel bad now.	Good morning.	Can I go with you?

List #7 - Food, Food, Food

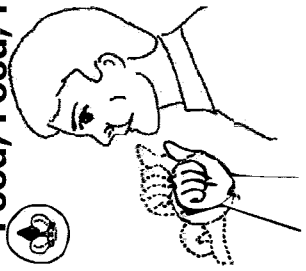


BREAKFAST*

B-hand rotates at wrist up to mouth, spooning food in. (see EAT)

ASL: also signed

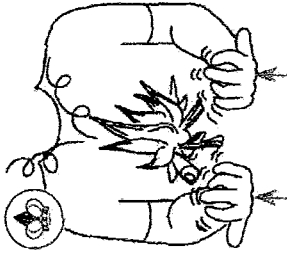
MORNING + EAT



EAT

Thumb of extended-A circles in and up near mouth spooning food in.

ASL: FOOD / EAT use same sign = flat "O" handshape - see "FOOD" below.



FIRE*

Palm-up bent 5's move upward fluttering fingers.

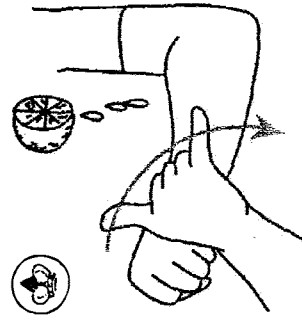


FOOD*

Palm-in flat-O nods toward mouth. (putting food in)

ASL: FOOD / EAT

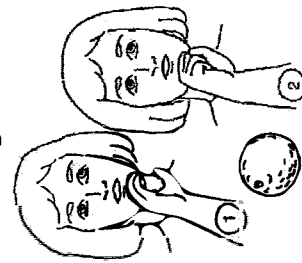
use same sign.



JUICE

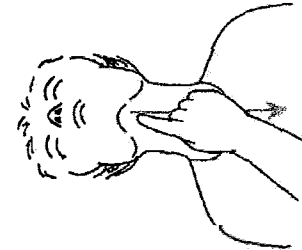
Thumb side of Y cuts down back of S.

ASL: "J" brushes side of mouth OR "J" + DRINK.



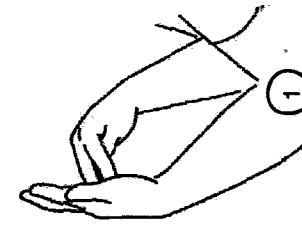
ORANGE *

Right C-hand squeezes in front of chin, repeat.



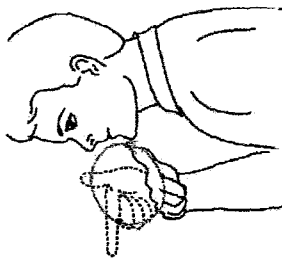
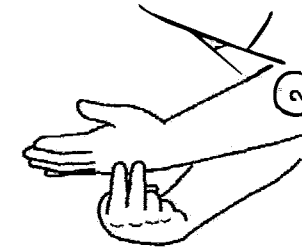
THIRST

Draw index finger down throat. (See THROAT)



TOAST *

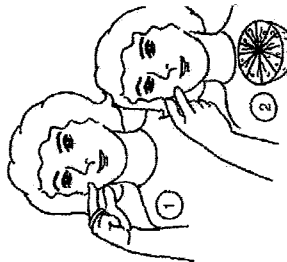
Right V stays on left palm and then on back of hand.



LUNCH*

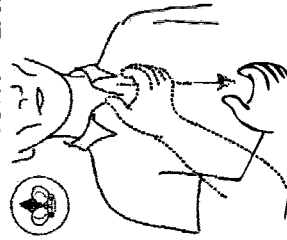
Thumb of L circles in and up near mouth several times. (see EAT)

ASL: also signed AFTERNOON + EAT



GRAPEFRUIT

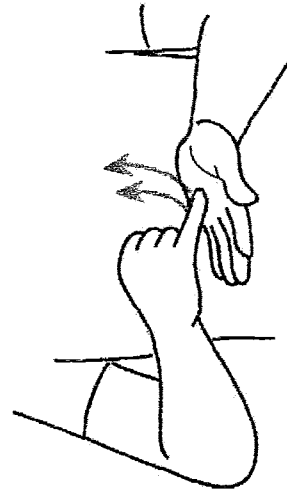
G fingertips twist on cheek. (see APPLE)



HUNGER*

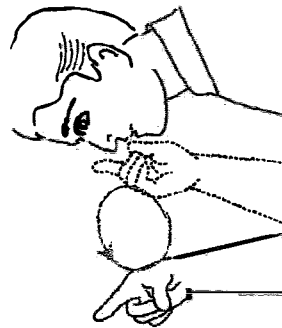
Palm-in C moves once down chest.

ASL: also HUNGRY



JAM *

Tip of I flicks inward off left palm-up hand twice. (see BUTTER)



DINNER*

Right D circles in and up near mouth, with wrist motion. (see EAT)

ASL: also signed NIGHT + EAT



EGG *

Right H breaks on the left H and both hands pivot down. (see ONELET)



LISTS #1-7 PRACTICE PHRASES & SENTENCES to SIGN USING NATURAL NMM's

Omit unnecessary words and gloss using ASL syntax for question sentences.

Where is the hot coffee?

Good afternoon

I forgot again!

Next time!

I can't understand you.

Let's meet for coffee.

I like oranges.

See you tomorrow.

You are welcome.

I'll have a dinner salad.

I am going now.

Do you like eggs?

Who is making lunch?

Do you want dinner now?

Maybe yes, maybe no.

Please make more.

Do you want a cold drink?

Apples, bananas, or oranges?

Who wants bacon & eggs?

Hot macaroni and cheese.

Who will go with you?

Where is your sign class?

He's cold and tired.

A hot fire will feel good.

Who is thirsty?

Are you hungry again?

Eggs, toast, and jam.

Cheese & onion sandwich

How do you know them? Do you want dinner now?

Good for you! What's for dinner?

Cold apple juice Yesterday afternoon?

Lunch time! Do you want cold water?

Let's meet later. Cold sandwiches for lunch.

Do you know how? Eggs for dinner again?

Hot cereal for lunch Please get the orange juice

Cold *macaroni* salad. When will you eat?

I can help you now. Are you deaf?

Are you ready to eat? What time will you go?

No more spaghetti. Time to get ready now.

I want pizza now. Orange juice, toast & eggs.

Comfort food is good for me.

The orange juice is good.

I can go for lunch now.

Who wants to know?

How did you do that?

Are you thirsty now?

Cornbread, butter, and jam.

Please get more eggs for us.

Thank you for coming again.

Cold cereal for breakfast.

I want coffee with my lunch.

I will have more juice.

Tomorrow morning at 7.



Where is the toast?

I don't remember how.

Please get the cold drinks

Where is your hot lunch?

Who do you know in class?

What is for breakfast?

What do you want to do?

I can't help you now.

Do you want to go with me?

What are you eating now?

What time do you eat?

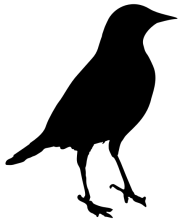
When do you start work?



LISTS #1-7 MORE PRACTICE PHRASES & SENTENCES to SIGN USING NATURAL NMM's

Omit unnecessary words and gloss using ASL syntax for question sentences: Sign question numbers.

1. I need to know what time to be ready.
2. Who is going with you to get the food?
3. I didn't know you were going with me.
4. What time do you eat lunch?
5. What are you having for dinner tonight?
6. Why can't you come with me now?
7. Why don't you have breakfast with us?
8. Whose grapefruit juice is this?
9. I didn't understand you.
10. I thought I knew who was with you.
11. How do you spell your name?
12. Don't you know who is coming today?
13. Have you gotten sick again?
14. I don't want to go with them now.
15. I won't be ready when it is time to go.
16. I don't think I can go with you now.
17. Aren't you getting sleepy now?
18. Please don't let me forget to get bread.
19. When will more toast be ready?
20. Do you feel like going with them?
21. I want to help you get lunch ready.
22. I can't eat nuts, or I will get sick.
23. Aren't you coming for dinner tomorrow?
24. Don't you want more cake now?
25. What was the question again?
26. Why don't you come with me for coffee?
27. What do you like to eat for breakfast?
28. I would like to go with you when it is time.
29. You haven't gotten hurt again, have you?
30. I don't feel good, so I can't go with you.
31. Where are the hot sandwiches?
32. I can't remember who is coming.
33. Where will you be eating lunch tomorrow?
34. Could you please come and help me now?
35. When will you know if you can go?
36. Are you deaf?
37. Will you sign with me?
38. Welcome to sign language class!
39. I don't think you should go when it is cold.
40. Where do you work and when?
41. The tea is too hot to drink now.
42. Who will be going with you when you go?
43. I am sorry I forgot to get the bacon & eggs.
44. Are you getting thirsty for more water?
45. The fire is hot so let's get breakfast started.
46. Do you have any queens? Go fish!
47. Please let me know if I can help you.
48. Thanks for coming with us today!
49. How did you remember where we met?
50. Maybe we can help so you will understand.
51. Yes, no or maybe...I don't know!
52. Why can't they come with you?
53. I forgot that you don't know them.
54. How did you two meet?
55. No more comfort food for you!
56. Please get more macaroni & cheese for me.



Two Little Blackbirds



Two little blackbirds sitting on a hill
One named Jack and one named Jill
Fly away Jack, fly away Jill
Come back Jack, come back Jill!



Two little blackbirds sitting on a cloud
One named Quiet and one named Loud
Fly away Quiet, fly away Loud
Come back Quiet, come back Loud!



Two little blackbirds sitting on a gate
One named Early and one Late
Fly away Early, fly away Late
Come back Early, come back Late!



Two little blackbirds sitting on a pole
One named Fast and one named Slow
Fly away Fast, fly away Slow
Come back Fast, come back Slow!

Two little blackbirds sitting on a wall
One named Short and one named Tall
Fly away Short, fly away Tall
Come back Short, come back Tall!



Two little blackbirds sitting on a crown
One named Up and one named Down
Fly away Up, fly away Down
Come back Up, come back Down!



TWO LITTLE BLACK BIRDS - Page 1



TWO* (2)
(can be done palm-in)



LITTLE
L-hands face each other, jerk slightly toward each other; repeat. (see SMALL)

ASL: USE "G" and make mouth small by puckering lips.



SIT

SIT*
Right index and middle fingers sit on left palm-down U-hand.



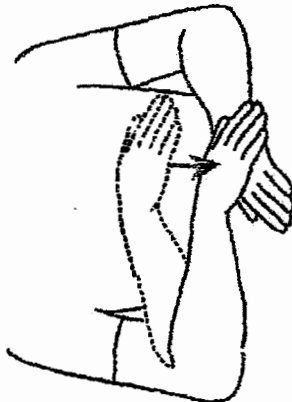
BLACK*
Index finger moves across forehead to right.



BIRD

BIRD*

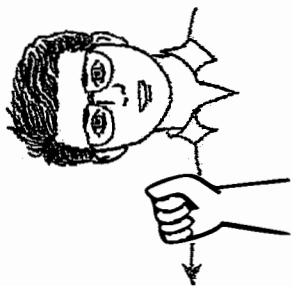
Close index finger on thumb twice, hand at chin.



ON*

Right palm touches back of left hand. (see MOUNT)

ASL: May omit.



A

Palm-out A moves slightly right.

ASL: omit



HILL*

Palm-down hand draws till.



ONE* (1)

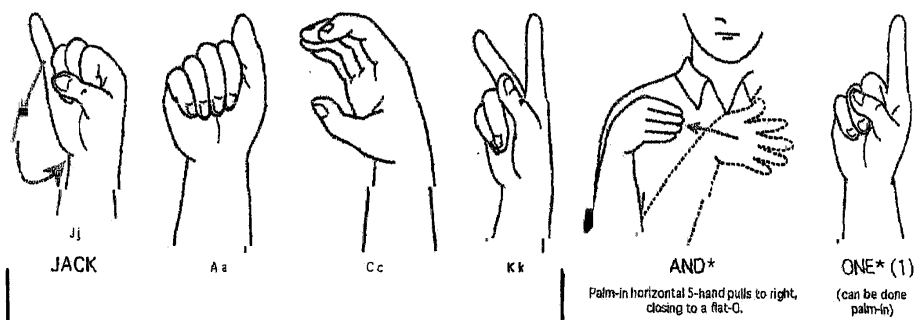
(can be done palm-in)



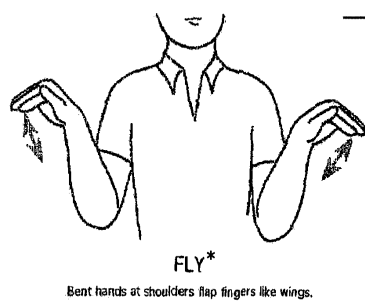
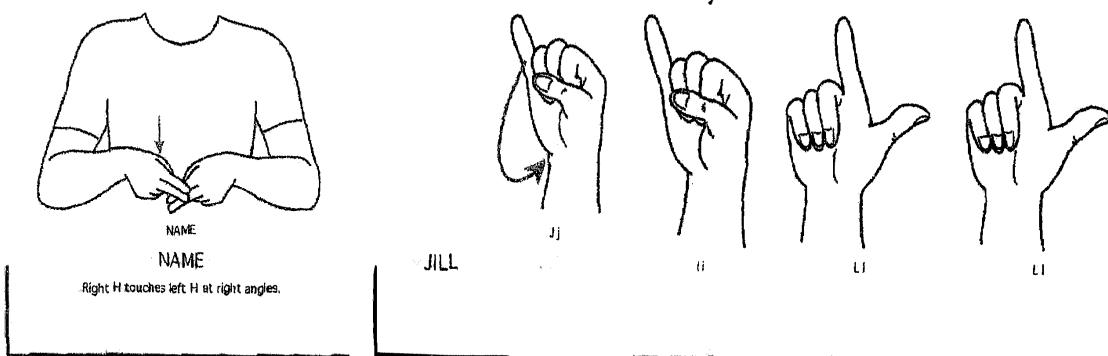
NAME

NAME*

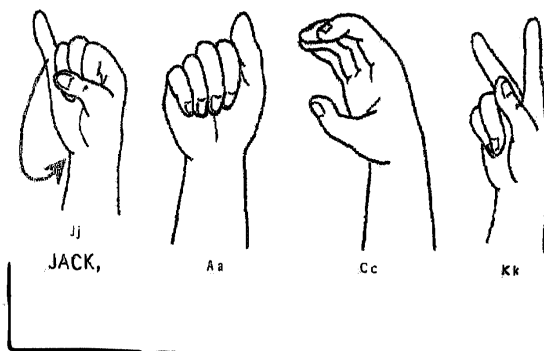
Right H touches left H at right angles.



ASL: May omit.



ASL: does not start with "A" hand.



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FLY *

Bent hands at shoulders flip fingers like wings.



AWAY

Palm-in. A-hand opens and flips forward to palm-down.



JILL



JILL



JILL



JILL



COME *

Palm-up index points out; beckons once.



BACK

Extended-A thumb jerks back towards shoulder.

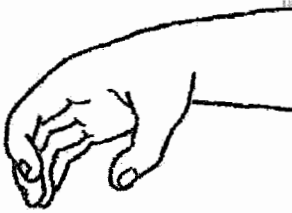


JILL

JACK,



A a



C c



K k



COME *

Palm-up index points out; beckons once.



BACK

Extended-A thumb jerks back towards shoulder.



JILL



JILL



JILL



JILL

ASL: Also #BCK

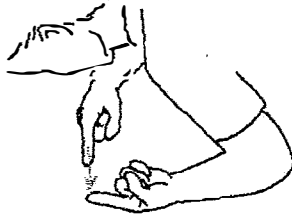
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HAPPY BIRTHDAY - ASL VERSION (PREFERRED)



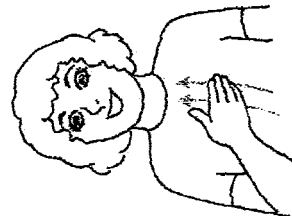
HAPPY *

Open hand brushes middle of chest upward; repeat. may be signed with both hands.



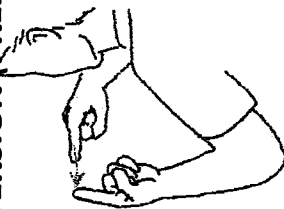
TO *

Horizontal index finger approaches and touches left vertical index finger.



HAPPY *

Open hand brushes middle of chest upward; repeat.



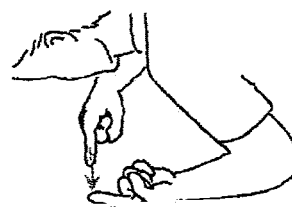
TO *

Horizontal index finger approaches and touches left vertical index finger.



HAPPY *

Open hand brushes middle of chest upward; repeat. may be signed with both hands.



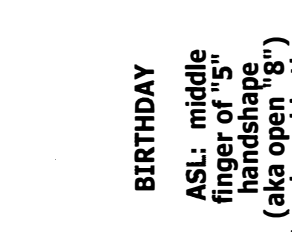
TO *

Horizontal index finger approaches and touches left vertical index finger.



YOU, *

Index points at person addressed.



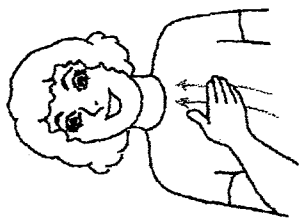
BIRTHDAY

ASL: middle finger of "5" handshape (aka open "8") touches chin then center of chest.



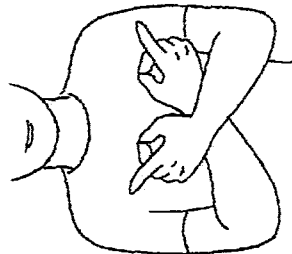
YOU *

Index points at person addressed.



HAPPY *

Open hand brushes middle of chest upward; repeat. may be signed with both hands.



DEAR

D-hands cross on heart. (see LOVE)

ASL: both flat hands at chest one on top of the other OR fingertips brush down chin (SWEET).

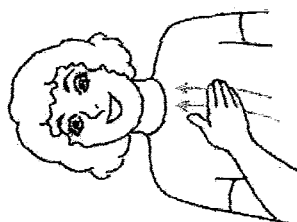
BIRTHDAY

ASL: middle finger of "5" handshape (aka open "8") touches chin then center of chest.

ASL: There are several ways to sign BIRTHDAY. The version explained above seems to be the most common.

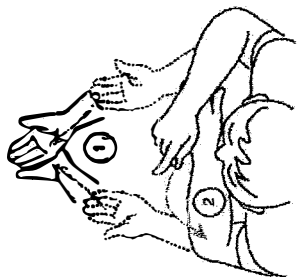
HAPPY BIRTHDAY - S.E.E. - (For comparison to above ASL version).

HAPPY BIRTHDAY - S.E.E. - (For comparison to above ASL version).



HAPPY

Open hand brushes middle of chest upward; repeat.



BIRTHDAY

Palm-up hands move from sides forward; slightly down to rest, right on left; right 1-hand drops down on left arm.



TO

Horizontal index finger approaches and touches left vertical index finger.



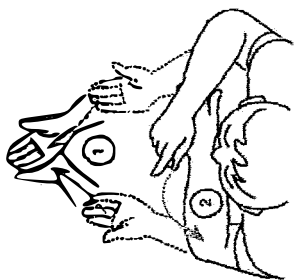
YOU,

Index points at person addressed.



HAPPY

Open hand brushes middle of chest upward; repeat.



BIRTHDAY

Palm-up hands move from sides forward; slightly down to rest, right on left; right 1-hand drops down on left arm.



TO

Horizontal index finger approaches and touches left vertical index finger.



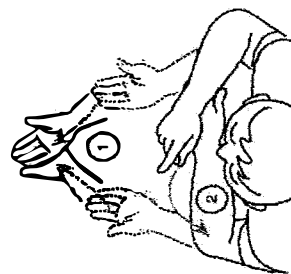
YOU,

Index points at person addressed.



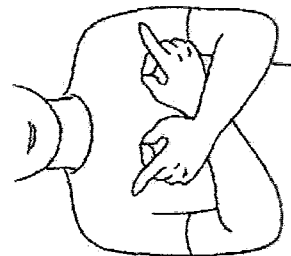
HAPPY

Open hand brushes middle of chest upward; repeat.



BIRTHDAY

Palm-up hands move from sides forward; slightly down to rest, right on left; right 1-hand drops down on left arm.



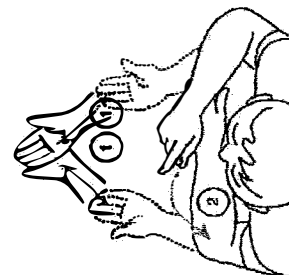
DEAR

D-hands cross on heart. (see LOVE)



HAPPY

Open hand brushes middle of chest upward; repeat.



BIRTHDAY

Palm-up hands move from sides forward; slightly down to rest, right on left; right 1-hand drops down on left arm.



TO

Horizontal index finger approaches and touches left vertical index finger.



YOU

Index points at person addressed.



5 LITTLE MONKEYS JUMPING on the BED



It was bedtime.

So, 5 Little monkeys took a bath.

5 Little monkeys put on their pajamas.

5 Little monkeys brushed their teeth.

5 Little monkeys said good night to their mama.

Then 5 Little monkeys jumped on the bed!

1 fell off and bumped his head.

The mama called the doctor and the doctor said, "No more monkeys jumping on the bed!"

So, 4 little monkeys jumped on the bed! 1 fell off and bumped his head.

The mama called the doctor and the doctor said, "No more monkeys jumping on the bed!"

So, 3 little monkeys ... jumped on the bed!

1 fell off and bumped her head.

The mama called the doctor and the doctor said, "No more monkeys jumping on the bed!"

So, 2 Little monkeys ... jumped on the bed!

1 fell off and bumped his head.

The mama called the doctor and the doctor said, "No more monkeys jumping on the bed!"

So, 1 Little monkey jumped on the bed!

She fell off and bumped her head.

The mama Called the doctor and the doctor said, "NO MORE MONKEYS JUMPING ON THE BED!"



So, 5 little monkeys fell fast asleep.

"Thank goodness!" said the mama.



"Now, I can go to bed!"

5 Little Monkeys Jumping on the Bed
Eileen Christelow July 31, 2012

VOCAB* LISTS #8-10 PRINT*ED SIGNS

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

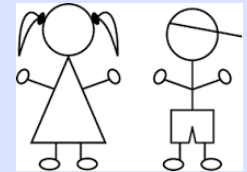
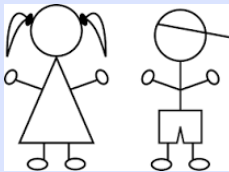
DAY*s of the WEEK*: M/M, T/T, W/W, TH/H, F/F/, S/S, SUNDAY

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*...

LIST #8 - DAYS of the WEEK



DAY

DAY* + S

elbow on back of hand, right 1-hand drops down on left arm.

Ss

ASL: omit plural S.

ASL: Index palm in.

OF

Open hands approach and link thumbs and index fingers.

ASL: Omit OF, spell or #OF

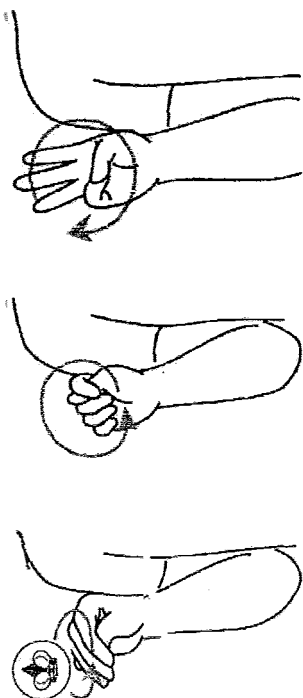
THE

Palm-in T; twist to palm-out.

ASL: Omit articles (THE, A, AN)

WEEK*

Right 1-hand brushes horizontally across left palm.



ASL: Initialized WEEK DAYS may also be signed palm in.

MONDAY*

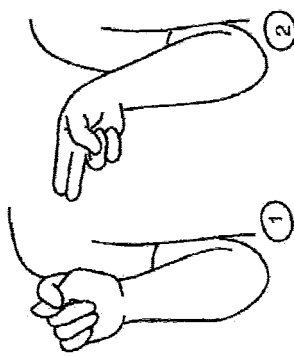
Palm-out M circles slightly.

TUESDAY*

Palm-out T circles slightly. (see MONDAY)

WEDNESDAY*

Palm-out W circles slightly. (see MONDAY)



THURSDAY

T-hand to H-hand. (can be done with H alone circling slightly). (see MONDAY)

FRIDAY*

Palm-out F-hand circles slightly. (see MONDAY)

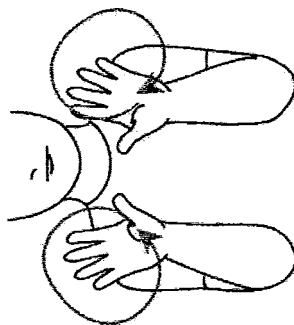
SATURDAY*

Palm-out S-hand circles slightly. (see MONDAY)

SUNDAY

Palm-out open S's circle out to sides.

ASL: flat palms out move downward.



LIST #9 - COLORS



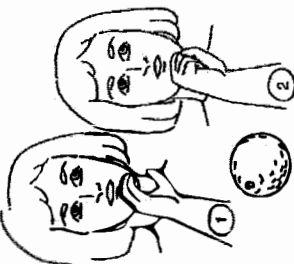
COLOR

COLOR*+S

Fingers flutter in front of chin.

Ss

ASL: omit



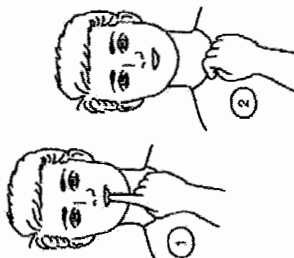
ORANGE *

Right C-hand squeezes in front of chin; repeat.



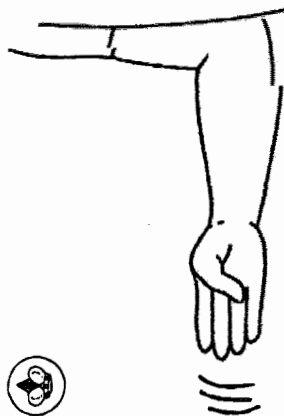
PINK *

Middle finger of P brushes down chin. (see RED)



RED *

Palm-in, index finger touches lip. brushes down and closes. (see PINK)



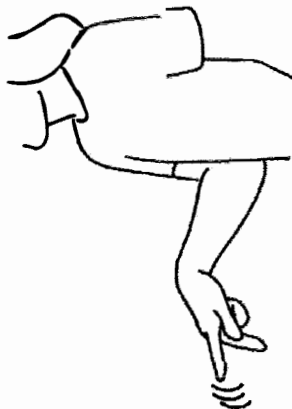
BLUE *

Palm-left B shakes from wrist.



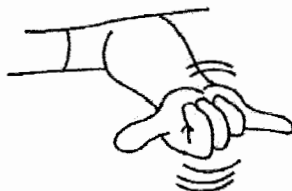
GREEN *

Palm-left G shakes. (see BLUE)



PURPLE *

Right P shakes from wrist. (see BLUE)



YELLOW *

Palm-left Y shakes. (see BLUE)



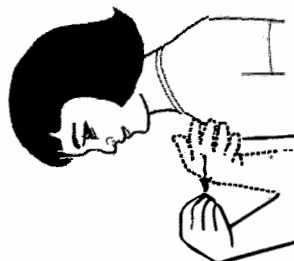
BLACK *

Index finger moves across forehead to right.



BROWN *

Palm-left B moves down cheek at side of mouth. (see TAN)



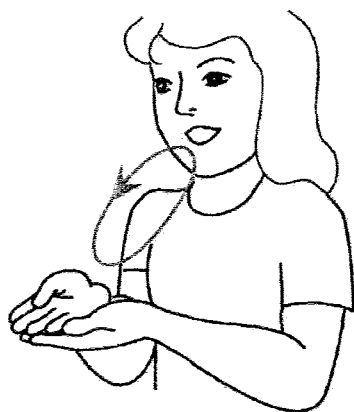
WHITE *

5-hand on chest moves outward, closing to a flat-O hand.

LIST #9 - COLORS

NOTE: BLUE, GREEN, PURPLE and YELLOW are members of a S.E.E. family of signs grouped together for easy recall by motion and location. These words are signed the same in ASL, however, they are not referred to as a family of signs.

S.E.E. EXAMPLE SOUP FAMILY ASL: Most of these words are spelled or see ASL ALT.



BROTH

Ladle palm-up B-hand up to mouth twice from palm-up left hand. (see SOUP)

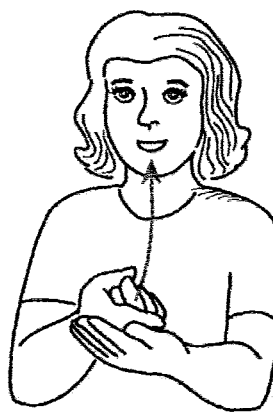
ASL: SPELL



CEREAL*

C-hand ladles up to mouth from left hand. (see SOUP)

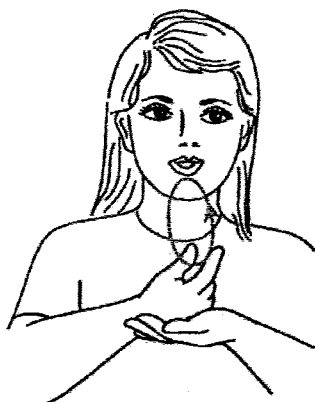
ASL ALT: May use "P" handshape OR palm down index moves to the right at chin changing to "X" OR "X" at arm OR "C" mimics pouring in bowl.



DESSERT

Right palm-up D-hand ladles up to mouth twice from left palm. (see SOUP)

ASL ALT: Horizontal "D" hands touch or SPELL.



GRANOLA

Back of right G on palm-up left hand; right circles inward and up to mouth several times. (see SOUP)

ASL: SPELL



OATMEAL

Palm-up O circles towards mouth from palm-up left hand. (see SOUP)

ASL: SPELL



PUDDING

Right palm-up P-hand ladles up to mouth twice from left palm. (see SOUP)

ASL: SPELL

PUDDING sign may be used for CEREAL as noted above.



RICE

R-hand ladles up to mouth twice from left palm. (see SOUP)

ASL: SPELL



SOUP*

Right H-hand ladles twice from left palm to mouth.



YOGURT*

Right palm-up Y circles from left palm to mouth. (see SOUP)

ASL ALT: Y hand circles up from side C or SPELL.

One Monday Morning

Uri Shulevitz - Copyright 1967 - text typed from book



One Monday Morning the king, the queen,
and the little prince came to visit me.
But I wasn't home. So the little prince said,
"In that case we shall return on Tuesday."



On Tuesday morning the king, the queen, the little prince,
and the knight came to visit me. But I wasn't home.
So the little prince said, "In that case we shall return on Wednesday."

On Wednesday morning,
the king, the queen, the little prince, the knight, and the royal guard came to
visit me. But I wasn't home.
So the little prince said, "In that case we shall return on Thursday."

On Thursday morning, the king, the queen, the little prince, the knight,
the royal guard and the royal cook came to visit me. But I wasn't home.
So the little prince said, "In that case we shall return on Friday."

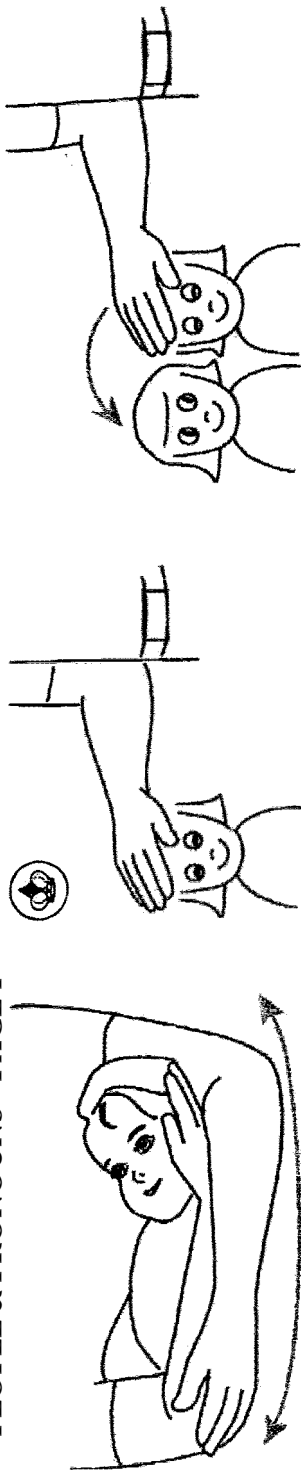
On Friday morning, the king, the queen, the little prince, the knight,
the royal guard, the royal cook and the royal barber came to visit me.
But I wasn't home.
So the little prince said, "In that case we shall return on Saturday."

On Saturday morning, the king, the queen, the little prince, the knight,
the royal guard, the royal cook, the royal barber, and the royal jester came
to visit me. But I wasn't home.
So the little prince said, "In that case we shall return on Sunday."

On Sunday morning, the king, the queen, the little prince, the knight,
the royal guard, the royal cook, the royal barber, and the royal jester came
to visit me.
And I was home.
So the little prince said, "We just dropped by to say hello."

One Monday morning is an elaboration of the ancient French folk song:

"Lundi matin, L'emp'reur sa femme..."



BABY *

Hold and rock baby. (see INFANT)

CHILD *

Waist high palm-down flat hand indicates child's height.

CHILDREN *

Palm-down hand bounces to side, waist high.

ASL: may use both hands.



GRAND

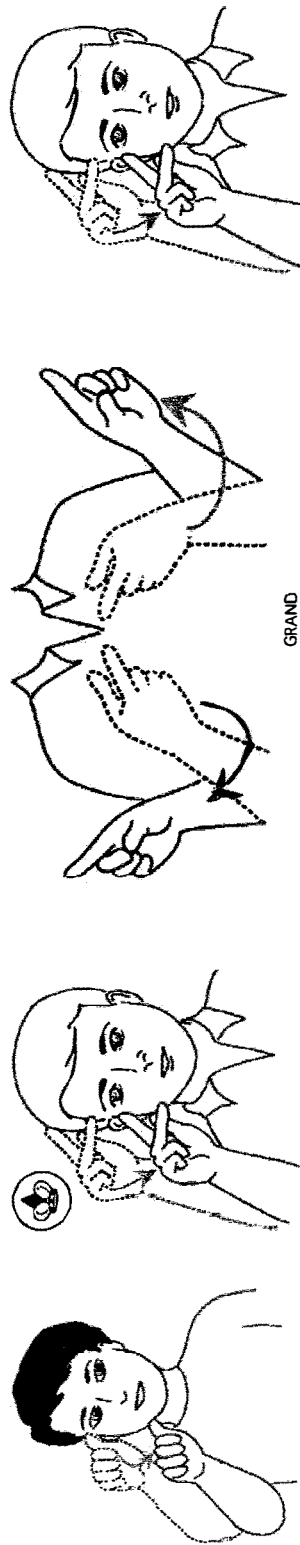
GRAND+CHILDREN

G-hands face each other, twist apart to palm-out D's.

CHILDREN

Palm-down hand bounces to side, waist high.

ASL: spell G-R-A-N-D or palm in outward gesture + CHILD / CHILDREN



ADULT *

A-thumb on temple then to side of jaw. (see PARENT)

PARENT *

Middle fingertip of P-hand touches temple, then jaw.

GRAND+PARENT

G-hands face each other, twist apart to palm-out D's.

PARENT

Middle fingertip of P-hand touches temple, then jaw.

ASL: sign GRANDFATHER & GRANDMOTHER

MOTHER + FATHER

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ASL SIGN FOR GRANDPARENTS: one hand signs GRANDFATHER & one signs GRANDMOTHER



BOY *

4-fingers touch thumb several times near temple, grasping cap brim.



MAN

A on temple, then measure height with bent hand. (see MEN)



MEN

A on temple then measure two heights with bent hand. (see MAN)



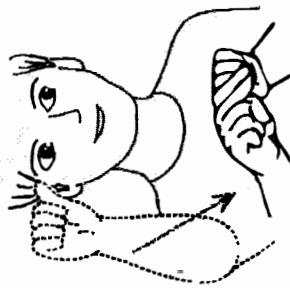
GENTLEMAN

A-thumb on forehead drops to 5-hand, thumb touching chest.

ASL: "5" at temple (MAN) then to chest (FINE)

ASL: repeat MAN sign OR sign MAN + MANY

ASL: MAN/ GENTLEMAN same signs "5" at temple (MAN) then to chest (FINE)



BROTHER

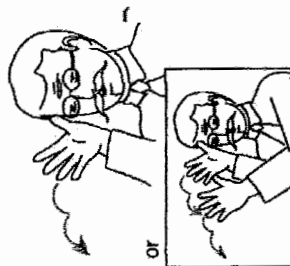
Palm-out A-hand at temple drops, then index fingers touch sides. (see SISTER)

ASL: indexes cross at end of sign



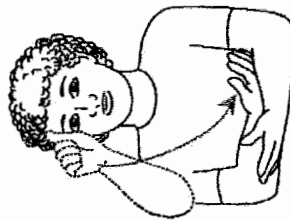
FATHER *

Thumb of right 5 on forehead. (see DAD)



GRANDFATHER *

Thumb of palm-left 5 at temple, makes two arcs diagonally to the right. (sometimes done with two hands)



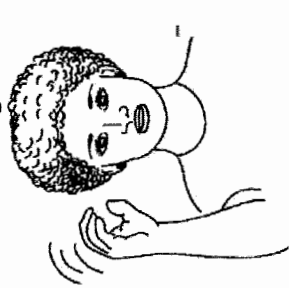
SON

Right A-hand at temple drops in an arc to open palm-up on palm-up left arm.



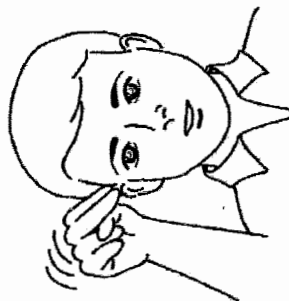
GRANDSON

G at temple falls to inside of left elbow. (holding baby). (see SON)



COUSIN *

Shake C near ear. (see AUNT)



NEPHEW *

N shakes near temple. (see AUNT)



UNCLE *

U shakes near temple. (see AUNT)

ASL: "5" at temple + "BABY"

ASL: palm in full hand moves outward + SON

male COUSIN - "C" signed near temple
female COUSIN - "C" signed near chin

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PEOPLE & PRONOUNS - PAGE 3



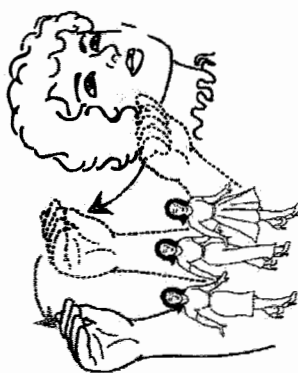
GIRL *

Thumb of extended-A hand moves down jawline.



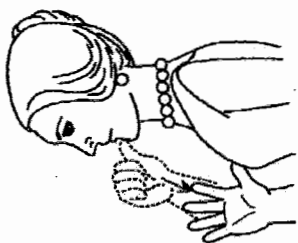
WOMAN

Thumb of A-hand at jaw moves up to show height with bent hand.



WOMEN

Thumb of A-hand at jaw; measure several heights with bent hand.



LADY

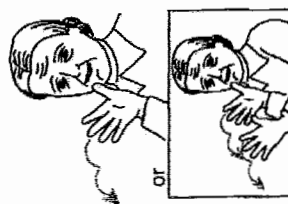
A-hand, thumb on chin, moves to 5-hand, thumb on chest.

ASL: same sign WOMAN / LADY



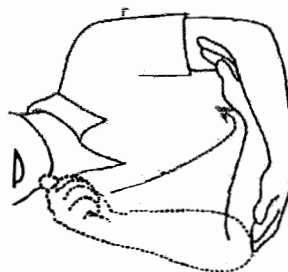
MOTHER *

Thumb of palm-left 5-hand taps jaw near chin. (see MOM)



GRANDMOTHER *

Thumb of palm-left 5 at chin, makes two arcs diagonally to the right. (sometimes done with two



DAUGHTER *

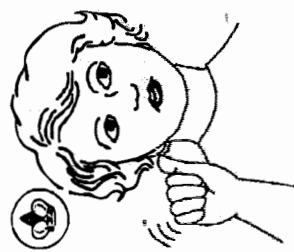
Extended A-hand drops from chin to open palm-up hand on left arm.



GRANDDAUGHTER

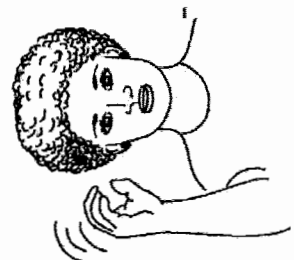
G from chin falls to inside of left elbow. (holding baby). (see DAUGHTER)

ASL: palm in moves outward + DAUGHTER



AUNT *

A-hand shakes near jaw.



COUSIN *

Shake C near ear. (see AUNT)



NIECE *

N shakes near jaw. (see AUNT)

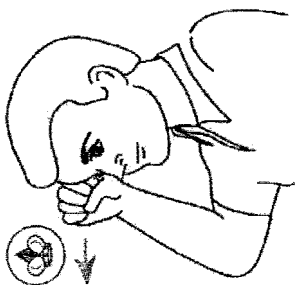


SISTER

Extended-A hand touches jawline; drops to both index fingers together. (see BROTHER)

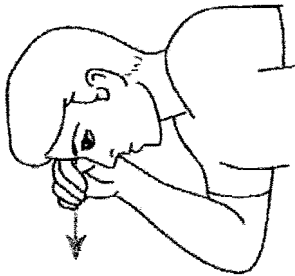
ASL: indexes cross at wrist.

S.E.E. PRONOUNS & POSSESSIVE ADJECTIVES: ASL ALT: Refer to Signing Pronouns & Possessive Adjectives in ASL Overview - (next page)



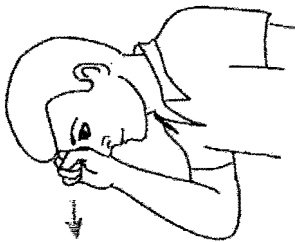
HE

E at temple moves forward.



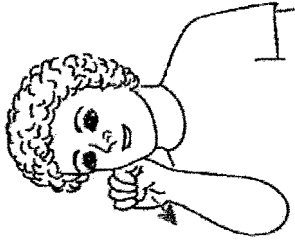
HIM

M-hand at temple moves forward and slightly right. (see HE)



HIS

S at forehead moves forward and slightly right. (see HE)



SHE

E slides along jawline and forward. (see GIRL)



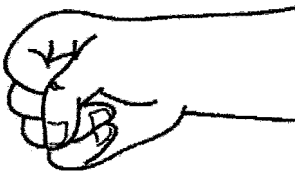
HER

Fingertips of R-hand slide down jawline forward. (see GIRL)



HER+S

Fingertips of R-hand slide down jawline forward. (see GIRL)

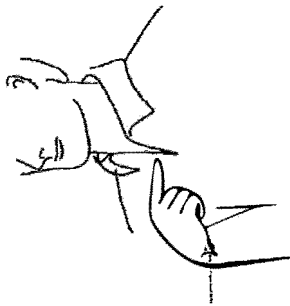


S s

ASL: Index = point using index finger.

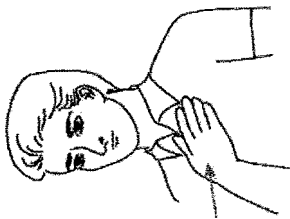
ASL: Index

ASL: Direct palm toward person.



ME *

index, points to and touches chest.



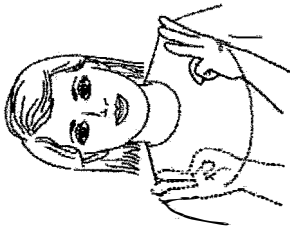
MY *

Palm of flat hand on chest.



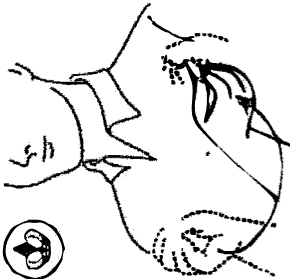
MINE

Flat hand palm on chest; changes to an N-hand. (mY + p.p.)



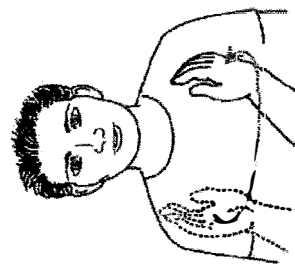
WE

Palm-left W on right side of chest circles to left side ending palm-right. (see OUR)



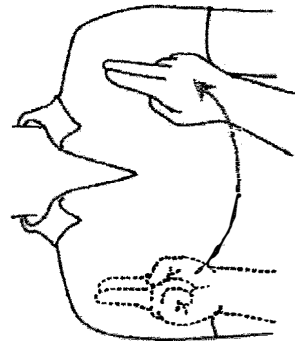
OUR

O-hand, on right side of chest, circles to left.



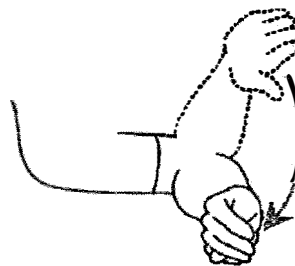
OUR

Cupped hand on right side of chest, circles to left.



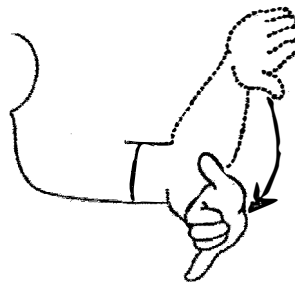
US

Right U-hand at right side of chest circles to left side. (see OUR)



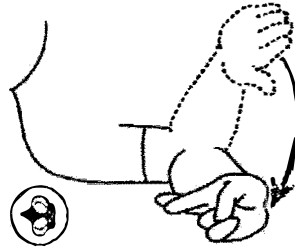
THEM

Palm-up hand at left of body sweeps right to palm-out M-hand. (see THEIR)



THEY

Palm-up hand at left of body, sweep right to palm-out Y. (see THEIR)



THEIR

Palm-up hand at left of body sweeps right to palm-out R-hand.

ASL: use palm down index.

ASL: use palm down index.

Signing Pronouns & Possessive Adjectives in ASL Overview (may vary by signer):

Index

I, ME

YOU

HE

SHE

IT

THIS

WE - sweep

US - sweep

THEM - sweep

THEY - sweep

THESE (closer)

THOSE – sweep - may be used with number – 2 uses “K” or “V”

Palm

MY

YOUR

HIM

HER

OUR - sweep

THEIR - sweep

Palm

MINE

YOURS

HIS HERS

ITS

OURS - sweep

THEIRS - sweep

Sign Example Sentences using NMM's:

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: [quizzical]

BEFORE THOSE 3 I MEET [visual directionality, nod]

3. Those two ~~are~~ my brothers.

MY BROTHERS THOSE TWO [visual directionality, nod]

4. This book ~~is~~ theirs?

BOOK THIS THEIRS. [visual directionality, nod]

5. Your eyes ~~are~~ brown ~~and~~ mine ~~are~~ green.

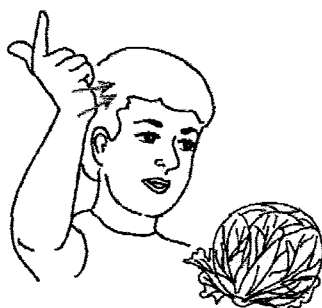
EYES YOUR BROWN? [quizzical] / GREEN MINE [nod]

LIST #10: FRUITS, VEGETABLES & MORE FOODS



CABBAGE *

Heel of C-hand taps side of head.



LETTUCE *

Heel of L taps upwards on side of head; repeat. (see CABBAGE)



CAULIFLOWER

Heel of 9 taps on side of head. (see CABBAGE)

**S.E.E. EXAMPLE
CABBAGE FAMILY**

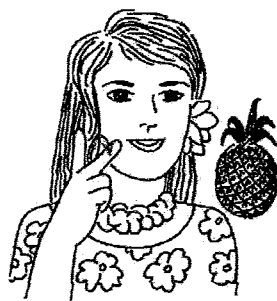
ASL ALT: CABBAGE sign also used for LETTUCE

ASL: SPELL



FRUIT *

Finger and thumbtip of F on cheek; twist wrist. (see APPLE)



PINEAPPLE *

Middle finger of right P twists at corner of mouth. (see APPLE)

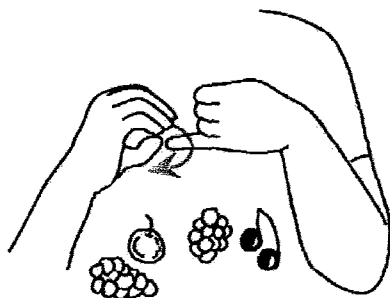


VEGETABLE *

Index fingertip of V on cheek; twist. (see APPLE)

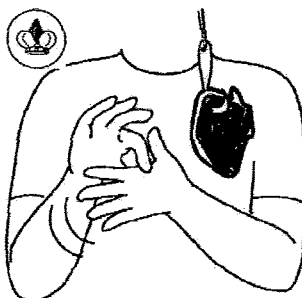
**S.E.E. EXAMPLE of
FRUIT FAMILY (also
includes APPLE) but
not CANDY.**

**ASL ALT: Scoop "core" with bent L;
9 hand at eye; or claw hand up.**



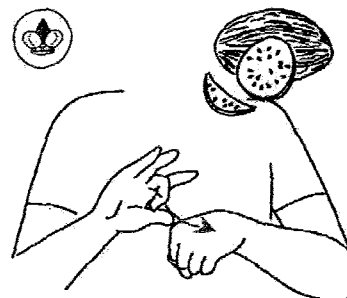
BERRY*

Twist C around H-fingertip. (shake first letter of name of berry by little finger before signing "berry" e.g., "Raspberry" = shake R, sign "berry")



MEAT *

Thumb and finger of 9 pinch side of left 5-hand; shake both hands.

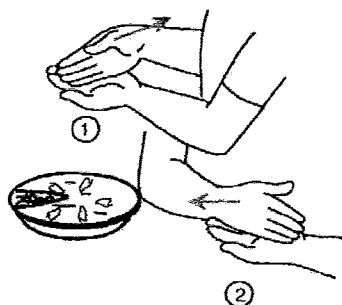


MELON *

Middle finger snaps on back of left S. (as if testing ripeness)

ASL: may also twist index.

**ASL ALT: Same sign also
used for PUMPKIN.**



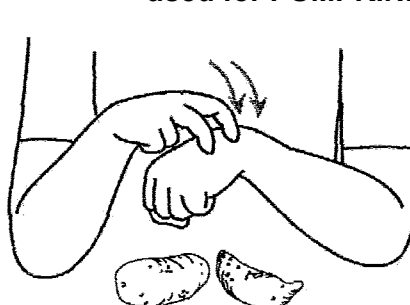
PIE *

Side of right hand draws an X on left palm. (cutting pie)



POPCORN*

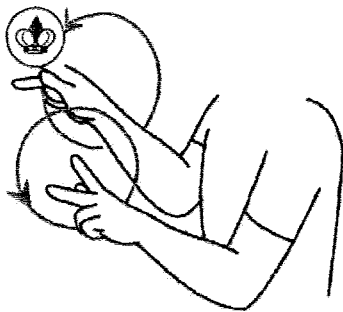
Palm-in S's, indexes flick up alternately.



POTATO *

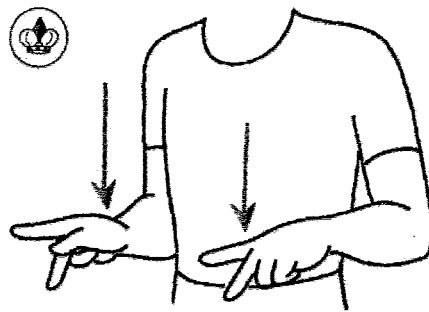
Bent 2 fingers tap on back of left S. (see IRELAND)

LIST #10 CONTINUED: MORE PEOPLE / PERSON



PEOPLE *

Palm-out P's circle alternately forward up and down.



PERSON *

Palm-down P's move straight down.

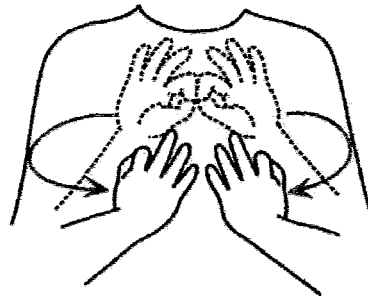
ASL: Also "P" or "K" hands

move up and down.



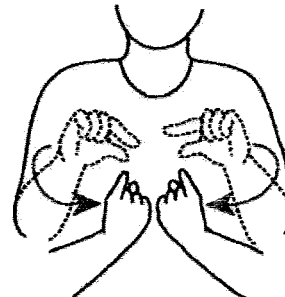
CLASS *

Palm-out C-hands circle horizontally out to palm-in.



FAMILY *

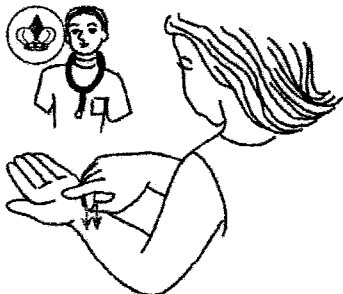
F-hands first touch indexes, and then circle to touch little fingers. (see CLASS)



GROUP

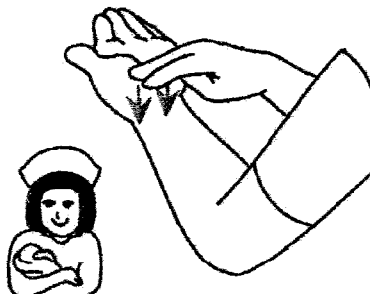
G-hands circle outward horizontally from palm-out to palm-in. (see CLASS)

**ASL: Palm out "claws" end palm down.
Samesign may be used for CATEGORY.**



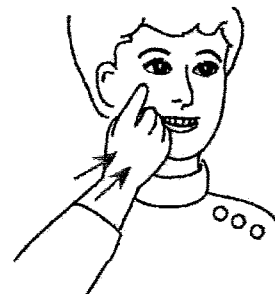
DOCTOR

Thumb and finger of D tap pulse of left wrist.



NURSE *

Fingertips of N tap left pulse twice. (see DOCTOR)

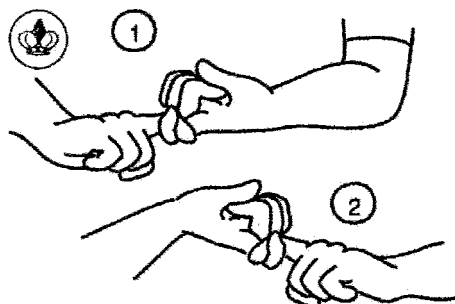


DENTIST

Right palm-in D taps at corner of mouth twice.

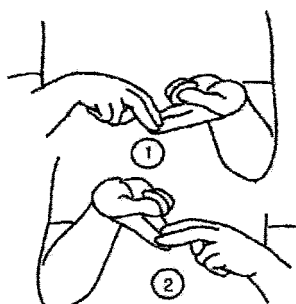
**ASL: Use tips of first
3 fingers.**

**ASL: Heel of "S"
handshape touches
corner of mouth.**



FRIEND *

Index fingers hook, first right over left, then left over right.

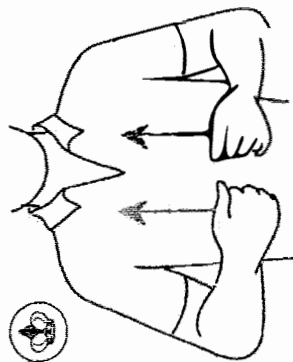


NEIGHBOR

Palms-facing, open N-hands rest, first right on left, then left on right. (see FRIEND)

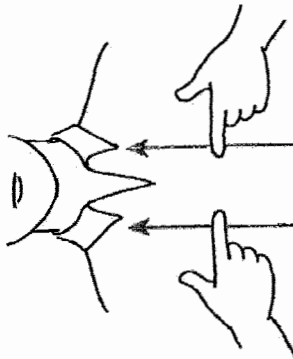
**ASL ALT: CLOSE + PERSON; palms facing, dominant hand moves sideways;
or A hands, palms-facing move sideways + agent marker.**

LIST #10 CONTINUED: MISCELLANEOUS VOCAB



ADDRESS *

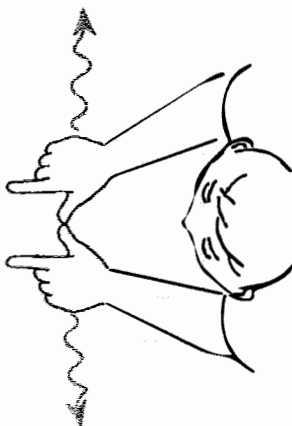
Palm-in A-hands move up body once.



LIVE *

Palm-in L-hands move up body. (see ADDRESS)

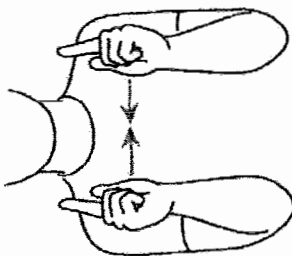
ASL: may use same sign - "A" handshapes for ADDRESS & LIVE.



LANGUAGE *

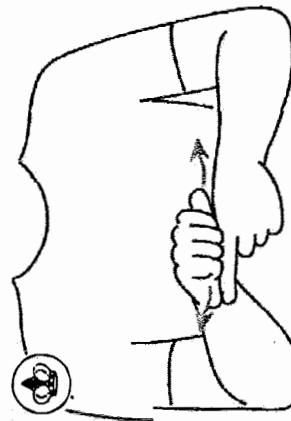
Thumbs of palm-down L's touch, then separate, shaking slightly. (see SENTENCE)

ASL: also signed with "9" handshapes as in SENTENCE.



MEET *

1-hands, palms-facing, meet.



PRACTICE *

Palm-down A brushes back and forth on left index.



SAY

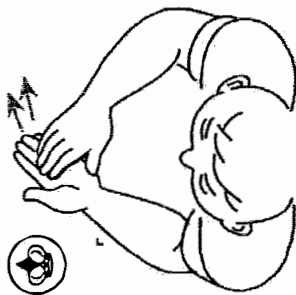
Index of right hand circles up and outward near mouth. (see INFLY)

ASL: same sign for HEARING (person).



STOP *

Side of right palm-left flat hand strikes left flat palm.



EXCUSE *

Right fingertips brush off left fingertips several times.



NICE

First 2 fingers of N slide along top side of palm-in left hand. (see DECENT)

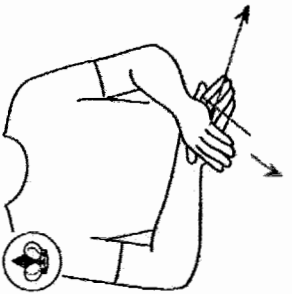
ASL: flat palm brush across flat palm.



HEAR

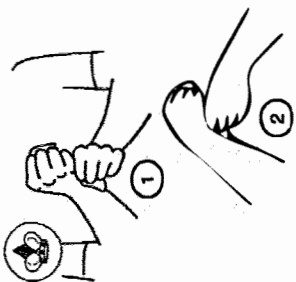
H-hand rises to ear. (see SOUND)

ASL: USE "3" handshape bend fingers toward ear as in "YOU HEAR ME?"



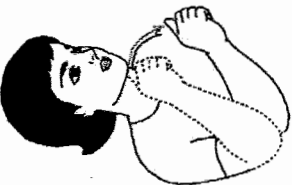
NOT

Flat hands cross, separate sideways.



MAKE *

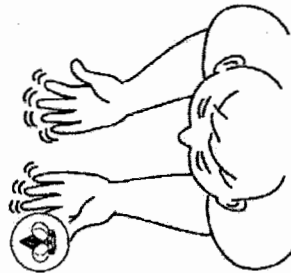
Side of S touches on side of S; lift off; both twist to palm-in and touch again



NOT *

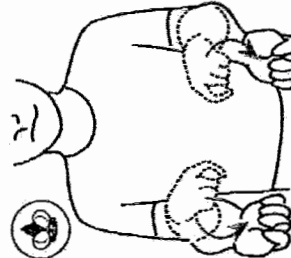
Thumb of right A-hand under chin brushes outward. (see AM)

shake head while signing.



WAIT *

Palm-up right hand behind palm-up left, all fingers fluttering.



TIRE

Both palm-down T's near chest arc down to palm-up.

**ASL: TIRE (noun) = indexes circle resembling axles on a tire
TIRE (adjective) bent palms at chest drop at wrists**



LISTS #1-10 PRACTICE PHRASES & SENTENCES to SIGN USING NATURAL NMM's

Omit unnecessary words and gloss using ASL syntax for question sentences.

I think I know who she is now.
When did you meet them?
I want to know how to make this pudding.
They have twenty birds but no ducks.
She wants us to make 3 coffee cakes.
Do know which day they want us to meet?
I am tired now. Can we go on Thursday?
I don't remember how I made the granola.
I want to start going with you to sign class.
He likes hot cereal.
I like cold cereal with yogurt.
Why don't you want to go with them now?
Thank you for getting breakfast ready for them.
I forgot to get onions for the vegetable soup.
Did you remember I don't like nuts in my cake?
Maybe they can get a sheep for their horses?
I am sorry. I cannot help you on Wednesday.
Yes, I remember her name now.
I like eating comfort foods on cold days.
I think she has a sister who is deaf.
Would you like more orange juice now?
Who is hungry for bacon, eggs, and toast?
What do you like to eat for lunch?
I think I will need more help again on Tuesday.
Do you want to have spaghetti with us?
Are you thirsty? Do you want juice or tea?
I cannot understand her. What did she say?
It was nice of you to make that for me.
What are your parents' names?
Does the fruit salad have pineapple in it?
Excuse me.

Did you have goldfish when you were a child?
I think I will stop and see them again.
Please pass the cauliflower.
Are you sick? Do you have a cold?
I must remember to get more apple juice.
My coffee is getting cold.
The oatmeal is not ready now. It is not hot.
I think your dog feels sick.
Your grandmother gave me your telephone #.
When will they be home?
Who is that lady with that gentleman?
Her aunt & uncle are ready to go now.
What was the question again?
Who will be having lunch with us?
We know three of their cousins.
Your doctor is my doctor.
Where is her nurse?
Dinner is ready. Time to eat now.
Do you want jam on your toast?
It was nice to meet your grandparents.
Have you been practicing signing?
You are welcome to come with us now.
Brown bear, brown bear, what do you see?
I see beautiful children looking at me.
Are you going to the dentist again tomorrow?
Yes, I am sleepy. Are you?
It is time to get our breakfast ready now.
The cabbage is hot.
Is your juice cold?
Maybe they will go with you to see them.



LISTS #1-10 MORE PRACTICE PHRASES & SENTENCES to SIGN USING NATURAL NMM's
Omit unnecessary words and gloss using ASL syntax for question sentences.

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?
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?
Do you know her grandmother's name?
Will you please go with me on Sunday?
Excuse me please, but I have to go now.
Don't forget the fruit & vegetables.
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 to sign?
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 want 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 house is black and 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.
It is nice that you remembered 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.

Are You My Mother? by P.D. Eastman - 1960

PRACTICE SIGNING USING ASL CONCEPTS

(Specifically Eye Gazes & Signer Becomes Part of Story)

See D2L Content: Song & Story Videos: TA, Shania signing this story.



A mother bird sat on her egg. The egg jumped. "Oh oh!" said the mother bird. "My baby will be here! He will want to eat." "I must get something for my baby bird to eat!" she said. "I will be back!" So away she went.

The egg jumped. It jumped, and jumped and jumped! Out came the bird!

"Where is my mother?" he said. He looked for her. He looked up. He did not see her. He looked down. He did not see her. "I will go and look for her," he said. So away he went.



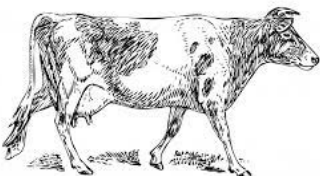
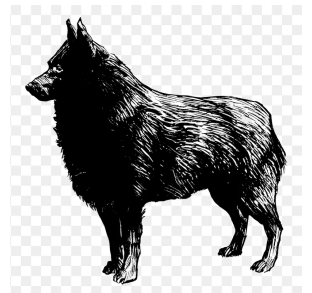
Down, out of the tree he went. Down, down, down! It was a long way down. The baby bird could not fly. He could not fly, but he could walk. "Now I will go and find my mother," he said.

He did not know what his mother looked like. He went right by her. he did not see her. He came to a kitten. "Are you my mother?" he said to the kitten. The kitten just looked and looked. It did not say a thing. The kitten was not his mother, so he went on.

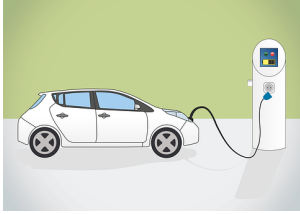


Then he came to a hen. "Are you my mother?" he said to the hen. The kitten was not his mother. The hen was not his mother. So the baby bird went on. "I have to find my mother!" he said. "But where? Where is she? Where could she be?"

Then he came to a dog. "Are you my mother?" he said to the dog. "I am not your mother. I am a dog," said the dog. The kitten was not his mother. The hen was not his mother. The dog was not his mother. So the baby bird went on. Now he came to a cow. "Are you my mother?" he said to the cow. "How could I be your mother? said the cow. "I am a cow."



The kitten and the hen were not his mother. The dog and the cow were not his mother. Did he have a mother? "I did have a mother," said the baby bird. "I know I did. I have to find her. I will. I WILL!"



Now the baby did not walk. He ran! Then he saw a car. Could that old thing be his mother? No, it could not. The baby bird did not stop. He ran on and on.

Now he looked way, way down. He saw a boat. "There she is!" said the baby bird.

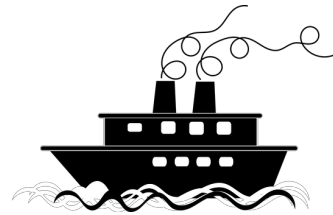
He called to the boat, but the boat did not stop. The

boat went on. He looked way, way up.

He saw a big plane. "Here I am, Mother,"

he called out. But the plane did not stop.

The plane went on.



Just then, the baby bird saw a big thing. This must be his mother! "There she is!" he said. "There is my mother!" He ran right up to it. "Mother, Mother!" he said to the big thing. But the big thing just said, "Snort." "Oh, you are not my mother," said the baby bird. "You are a Snort. I have to get out of here!"

But the baby bird could not get away. The Snort went up. It went way, way up. And up, up, up went the baby bird. But now, where was the Snort going? "Oh, oh, oh! What is this Snort going to do to me? Get me out of here!" Just then, the Snort came to a stop. "Where am I?" said the baby bird. "I want to go home! I want my mother!"

Then something happened. The Snort put that baby bird right back in the tree. The baby bird was home! Just then the mother bird came back to the tree. "Do you know who I am?" she said to her baby.

"Yes, I know who you are," said the baby bird.

"You are not a kitten."

"You are not a hen."

"You are not a dog."

"You are not a cow."

"You are not a boat, or a plane, or a Snort!"

"You are a bird, and you are my mother."





Green Eggs & Ham

Dr. Seuss

1960



That Sam I am! That Sam I am! I do not like that Sam I am.
Do you like green eggs and ham? I do not like them Sam I am.
I do not like green eggs and ham.

Would you like them here or there?
I would not like them here or there. I would not like them anywhere.
I do not like green eggs and ham. I do not like them Sam I am.

Would you like them in a house? Would you like them with a mouse?
I do not like them in a house. I do not like them with a mouse.
I do not like them here or there. I do not like them anywhere.
I do not like green eggs and ham. I do not like them, Sam I am.

Would you eat them in a box? Would you eat them with a fox?
Not in a box. Not with a fox. Not in a house. Not with a mouse.
I would not like them here or there. I would not like them anywhere.
I would not eat green eggs and ham. I do not like them Sam I am.

Would you? Could you? In a car? Eat them! Eat them! Here they are.
I would not, could not, in a car. You may like them. You will see.
You may like them in a tree!

I would not, could not in a tree. Not in a car! You let me be.
I do not like them in a box. I do not like them with a fox. I do not like them in a house. I
do not like them with a mouse. I do not like them here or there. I do not like them
anywhere. I do not like green eggs and ham. I do not like them, Sam I am.

A train! A train! A train! A train! Could you, would you, on a train?
Not on a train! Not in a tree! Not in a car! Sam! Let me be!

Say! In the dark? Here in the dark! Would you, could you, in the dark? Would you
could you in the rain? Could you, would you, with a goat? Could you, would you on a
boat?

I would not, could not, on a boat, I will not, will not, with a goat. I will not eat them in
the rain. I will not eat them on a train. Not in the dark. Not in a tree! Not in a car! You
let me be! I do not like them in a box. I do not like them with a fox. I do not like them in
a house. I do not like them with a mouse. I do not like them here or there. I do not like
them anywhere! I do not like green eggs and ham! I do not like them Sam I am.

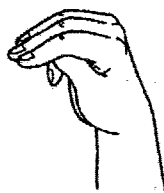
You do not like them. So you say. Try them! Try them! And you may. Try them and
you may, I say. Sam! If you will let me be, I will try them you will see.
I do so like green eggs and ham! Thank you! Thank you! Sam I am!

OLD McDONALD HAD a FARM



OLD *

Right C-hand at chin, moves down, closing to S.



MD



HAD

Palm-in D's touch sides of chest. (see HAVE)



A

Palm-out A moves slightly right.



FARM *

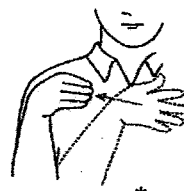
Right thumb of open hand is drawn across the chin left to right.

Use as a name sign.

ASL: HAVE or HAVE + FINISHED



EIEIO



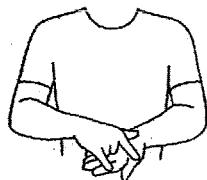
AND *

Palm-in horizontal S-hand pulls to right, closing to a flat-O.



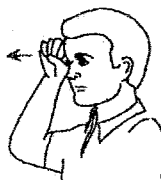
ON *

Right palm touches back of left hand. (see MOUNT)



THAT

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



HE

E at temple moves forward.



HAD

Fingertips of slightly bent hands touch chest, right hand flicks back slightly. (have + p.t.)



SOME *

Side of right hand draws small arc across left palm.



CHICK *

G-hand rests on cupped palm-up hand, opens and closes. (see BUCKLING)

ASL: palm out "Y" gestures directionally.

Place with index.

ASL: Omit past tense motion.



COW *

Thumb of Y on side of forehead, twist slightly down. (see CATTLE)



DUCK *

At chin, index and middle fingers close on thumb twice. (see BRD)



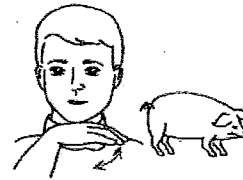
GOAT *

Palm-in fist on chin, two fingers flick out; fist moves to forehead, two fingers flick out again.



HORSE *

Thumb on temple, flap H-fingers.



PIG *

Palm-down flat hand flaps under chin. (see HOG)



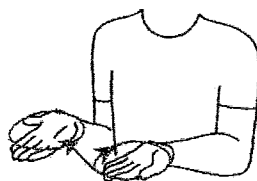
SHEEP *

Palm-up V clips wool off left arm.



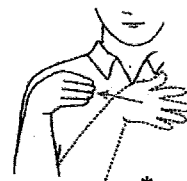
WITH *

A-hands together, palm-to-palm.



HERE *

Palm-up hands circle horizontally in opposite directions. (see AVAL)



AND *

Palm-in horizontal S-hand pulls to right, closing to a flat-O.



THERE

Right palm-up hand arcs forward.

ASL: point with index



EVERY

Thumbtip of right A slides twice down thumb of left A. (see EACH)



WHERE

Palm-out index shakes sideways.



ALPHABET

A-hand moves across left S-fingers, changing to B-hand.



VOWEL

Palm-out V brushes across fingers of palm-in left S. (see ALPHABET)



CONSONANT

Palm-out C moves over fingers of palm-in left S. (see ALPHABET)

ASL: sign ABC

ASL: spell

ASL: spell



One Fish, Two Fish, Red Fish, Blue Fish

by Dr. Seuss 1960

From there to here, from here to there,
funny things are everywhere.



One fish, two fish, red fish, blue fish. Black fish, blue fish, old fish, new fish.
This one has a little star. This one has a little car. Say! What a lot of fish there are.

Yes, Some are red. And some are blue. Some are old. And some are new.
Some are sad. And some are glad. And some are very, very bad. Why are they sad and glad and bad? I do not know. Go ask your dad.

Some are thin. And some are fat. The fat one has a yellow hat. From there to here,
from here to there, funny things are everywhere.

Here are some who like to run. They run for fun in the hot, hot sun. Oh me! Oh my!
Oh me! Oh my! What a lot of funny things go by.

Some have two feet and some have four. Some have six feet and some have more.
Where do they come from? I can't say. But I bet they have come a long, long way. We
see them come. We see them go. Some are fast and some are slow. Some are high.
And some are low. Not one of them is like another. Don't ask why. Go ask your mother.

Say! Look at his fingers! One, two, three...How many fingers do I see?
One, two, three, four, five, six, seven, eight, nine ten. He has eleven! Eleven! This is
something new. I wish I had eleven too!

Who am I? My name is Ned. I do not like my little bed. This is no good. This is not
right. My feet stick out of bed all night. And when I pull them in, Oh dear! My head sticks
out of bed up here!

We like our bike. It is made for three. Our Mike sits up in back you see. We like our
Mike and this is why: Mike does all the work when the hills get high.

Hello there, Ned. How do you do? Tell me, tell me what is new? How are things in
your little bed? What is new? Please tell me, Ned. I do not like this bed at all. A lot of
things have come to call. A cow, a dog, a cat, a mouse. Oh! What a bed! Oh! What a
house!

...And now good night. It is time to sleep. So we will sleep with our pet Zeep.
Today is gone. Today was fun. Tomorrow is another one.
Every day, from here to there, funny things are everywhere.

SIGN* 120

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

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

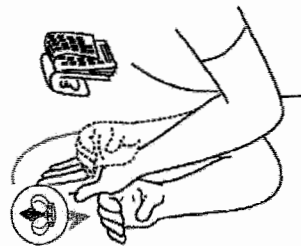
F-L-U-I-D-I-T-Y SIGNING PRACTICE* SENTENCE*s & SONGS:



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



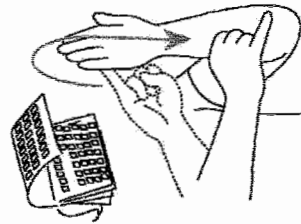
LIST #11: MONTHS of YEAR (S.E.E.) - ASL: SPELL or ABBREVIATE as NOTED BELOW



CALENDAR*

Side of right C slides up palm-in left hand, over, and down back.

ASL: May use same sign as SCHEDULE. See below.



JANUARY

J arcs over at side of vertical hand. (see CALENDAR)

J-A-N



FEBRUARY

F arcs over at side of palm-in vertical left hand. (see CALENDAR)

F-E-B



MARCH

M arcs over side of vertical left hand. (see CALENDAR)

M-A-R-C-H / M-A-R



APRIL

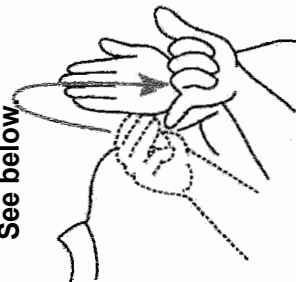
A-hand turns calendar page outward over left flat hand. (see CALENDAR)

A-P-R-I-L / A-P-R



MONTH*

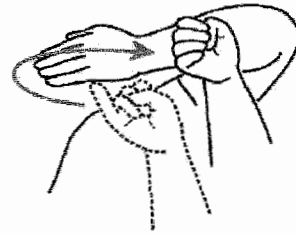
Back of horizontal index down back of vertical index.



MAY

M arcs to Y over side of vertical palm-in left hand. (see CALENDAR)

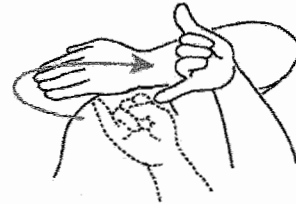
M-A-Y



JUNE

J arcs over vertical left hand, changing to E. (see CALENDAR)

J-U-N-E



JULY

Right J arcs over vertical left hand changing to Y. (see CALENDAR)

J-U-L-Y / J-L-Y



AUGUST

Arc right A to G over vertical palm-in flat left hand. (see CALENDAR)

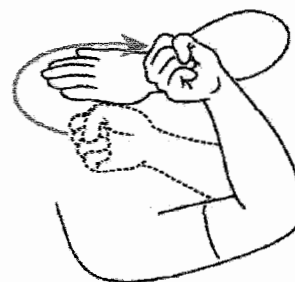
A-U-G

ASL: spell or abbreviate months as noted



WEEK*

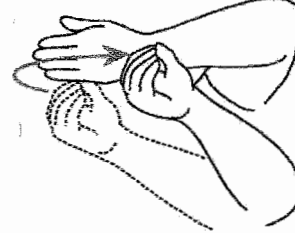
Palm out index moves across palm-in



SEPTEMBER

S arcs over vertical left hand. (see CALENDAR)

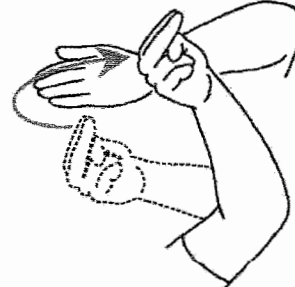
S-E-P-T



OCTOBER

O arcs over left vertical hand. (see CALENDAR)

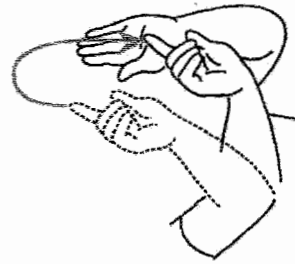
O-C-T



NOVEMBER

N arcs over left vertical hand. (see CALENDAR)

N-O-V



DECEMBER

Right D arcs over top of vertical flat left hand. (see CALENDAR)

D-E-C



YEAR:

S rotates once around S. (One rotation around the sun.)

LIST #12 MONEY

ASL CENT/PENNY: Palm-in index circles,



CENT *

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

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



NICKEL *

Middle finger of S touch strike once, and pull away. (see CENT)

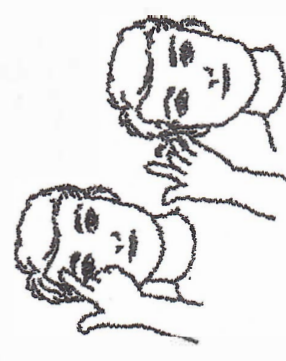
ASL DIME: Palm-in index circles to 10.



DIME *

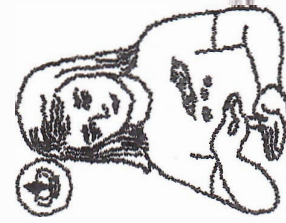
Index finger touches temple; moves out to extended-S hand; shake. (see CENT)

ASL QUARTER: Palm-in index circles to 25.



QUARTER *

Index of palm-in 1, at temple (moves out slightly, further left 3 fingers together of palm-in 25. (see CENT)



MONEY *

Back of flat-O taps left palm twice.



CHANGE *

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



LIST #12: MONEY

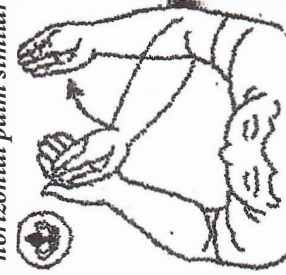
ASL COIN:

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

ASL COST & PRICE:

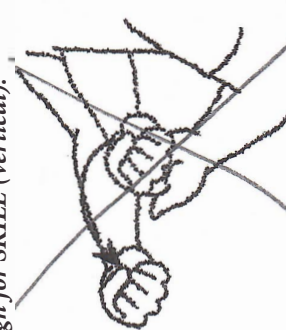
Use same sign.

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



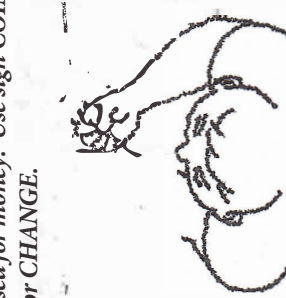
BUY *

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



SHOP

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



SPEND *

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



STORE

Right flat-O behind left S, made readily toward and from side of CHANG.

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"

LIST #13: TIMES of DAY



YESTERDAY,**

Thumbtip of right Y touches near chin, then near ear.

ASL: use "A" handshape



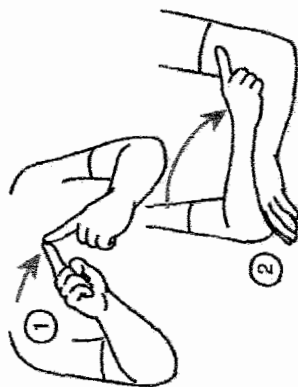
**MORN
*
MORN+ING**

Left hand on right arm by elbow, right palm-up hand rises.



EVE,

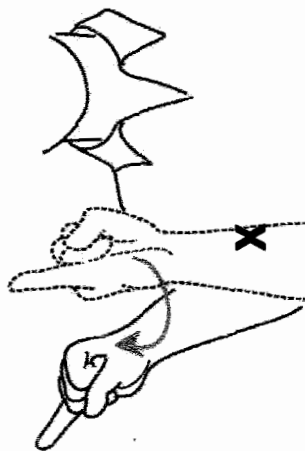
Flat right hand "sets" over left to a level position.



TODAY,

Touch right index to left index, then arc to rest on bent left arm. (to + day)

ASL TODAY: Palms-up Y hands bounce twice.



-ING

Palm-in, I-hand twists in slight downward arc to right, ending palm-out.

ASL: Omit -ING suffix.



EVE

EVE+ING

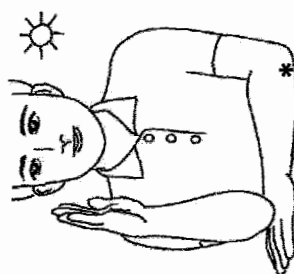
Flat right hand "sets" over left to a level position.

ASL: Sign NIGHT



TOMORROW**

Thumb of A-hand on cheek, moves forward and twists to point forward.



NOON,

Right vertical arm rests elbow on back of left hand.



AFTERNOON,**

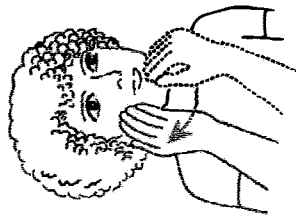
Flat hand, arm resting on back of left hand, drops forward.



NIGHT**

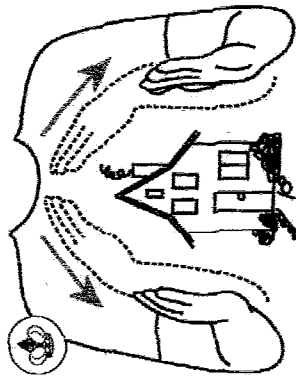
Drop bent hand over edge of left.

LIST #13: HOME & TOWN SIGNS



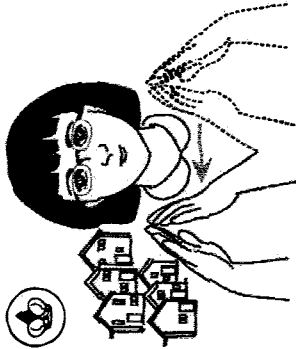
HOME *

Flat-O fingertips on chin then flat palm on cheek. (can be flat-O on cheek). (see DORMITORY)



HOUSE *

Flat palms outline roof and sides.



TOWN *

Fingertips tap several times while moving from left to right. (indicating roof tops)

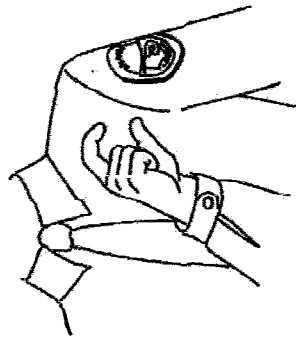
ASL TOWN: Tips of palms brush slightly and repeat.



PILL *

Thumb and finger flick toward mouth. (popping pill in). (see VITAMIN)

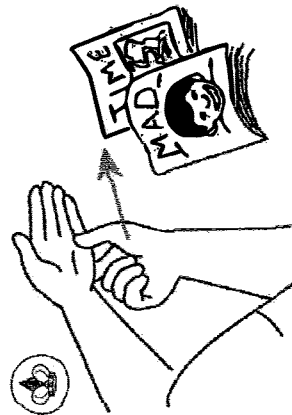
ASL PILL: May start with sign MEDICINE.



POLICE

Small C shows badge on left shoulder.

ASL: use full "C" handshape

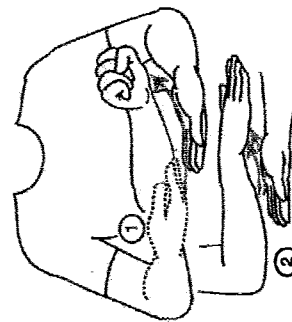


MAGAZINE

Thumb and finger of palm-up hand grasp little finger side of flat left hand and slide forward; may repeat.

ASL MAGAZINE: Use vertical palm or palm up G hand at vertical palm.

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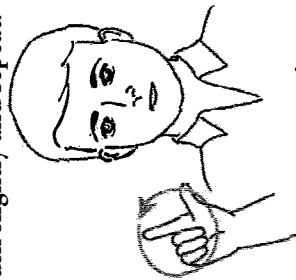


NEWSPAPER

Back of palm-up right hand brushes across left palm, changes to S; heel of right palm brushes heel of left twice.

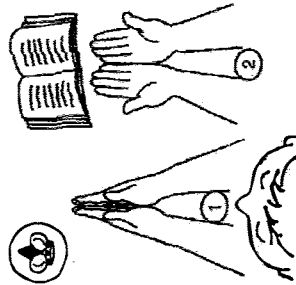
ASL: "G" handshape opens and closes on palm.

NEWSPAPER: Also ASL sign PRINT



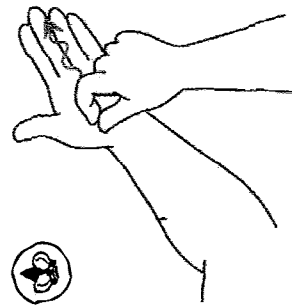
LIBRARY *

Palm-out L makes a small vertical circle twice.



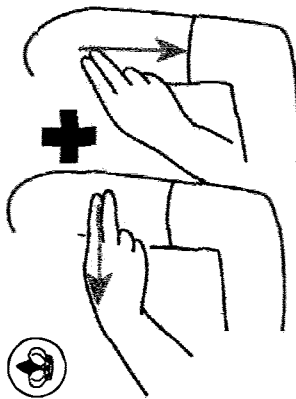
BOOK *

Palm-to-palm hands open to palms-up.



WRITE *

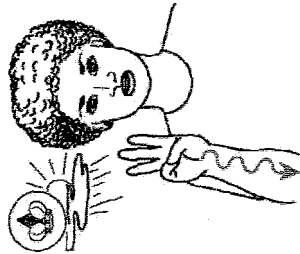
Thumb and finger of closed X write on left flat palm.



HOSPITAL *

H draws cross on upper left arm.

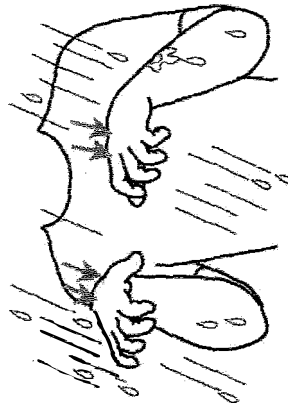
LIST #14: WEATHER



WEATHER

Palm-out W shakes downward.

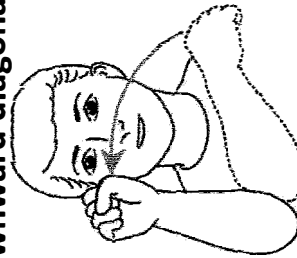
ASL WEATHER: Palms-facing W hands make slight back and forth motions.



RAIN

Both palm-down: claw-hands drop sharply; repeat. (see SNOW)

ASL: "Claws" move downward diagonally



SPACE

S arcs up in front of face.



CLOUD *

C-hands face each other above eyes; move right in small arcs.

ASL CLOUD: Claw hands facing move in circular motion. [Use visual directionality]

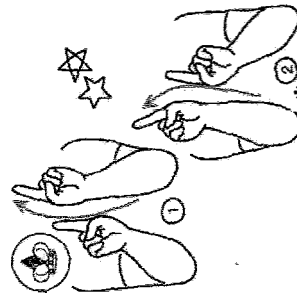


RAINBOW

Palm-in 4 at left arcs overhead to right. (see SKY)

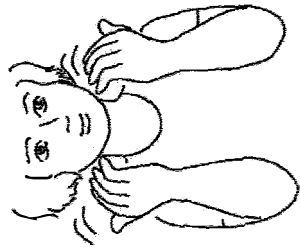
ASL: May use 4 or 5 handshape.

[Use visual directionality.]



STAR

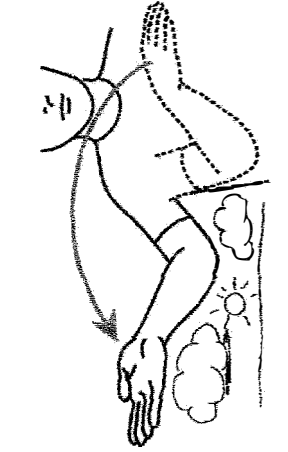
Side of right index finger strikes upward against left index finger; left strikes upward against right.



COOL *

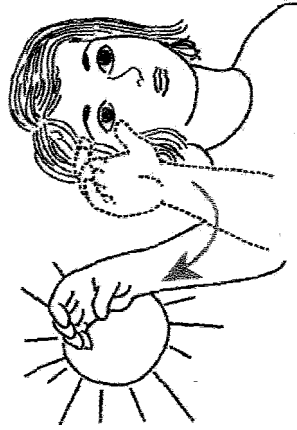
Palms-in flat hands by sides of head; fingers together flap.

ASL COOL: Use one hand. Refers to temperature.



SKY

Palm-down flat hand at left arcs to palm-up hand at right. (see RAINBOW)



SUN

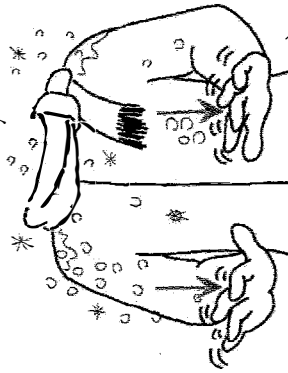
Side of C by eye swings up to side.



MOON

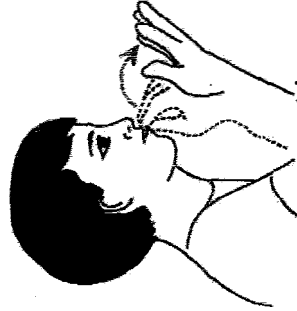
Side of small C near right eye.

ASL MOON: Small c moves away from eye. [Use visual directionality.]



SNOW

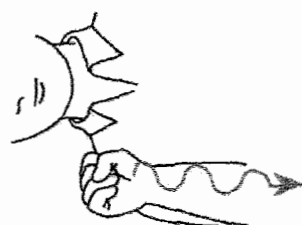
Hands drop slowly, palm-down, fluttering fingers. (see RAIN)



WARM

Fingertips of flat-O at mouth opens slowly to S-hand while moving slightly up and outward.

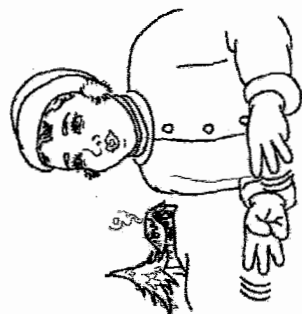
LIST #14: WEATHER & SEASONS CONTINUED & CLOTHES (See below for more information)



SEASON

S moves downward with a wavy motion. (see WEATHER)

ASL SEASON: SPELL or Index circles palm in horizontal 4.



WINTER,

Both W's face each other; shake slightly. (shivering). (see COLD)

ASL: use same sign for COLD

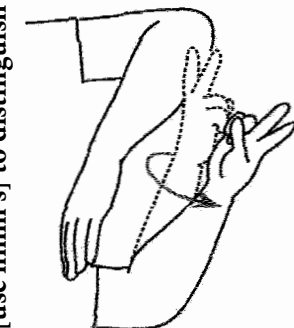
COLD: [use nmm's] to distinguish from WINTER



AUTUMN

Right A brushes down left elbow. (see SEPTEMBER)

ASL AUTUMN/FALL: Use 4 handshape, brush side of elbow as in AUTUMN photo above.



FALL

Palm-down V on elbow twists over and out to palm-up.



SPRING,

Flat-O "jumps" upward through horizontal C to 5; repeat. (see GROW)

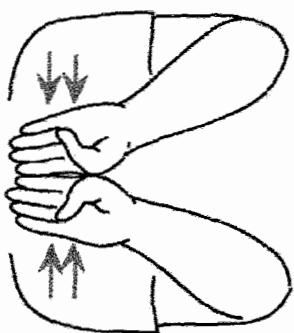
ASL: may also use GROW + TIME



CLOTH

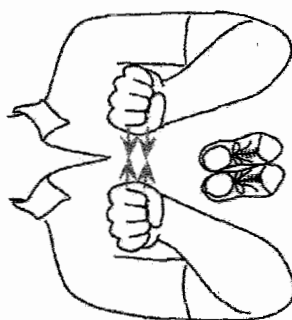
Right fingertips rub side of chest.

ASL CLOTHES/WEAR: Same sign as above using both hands.



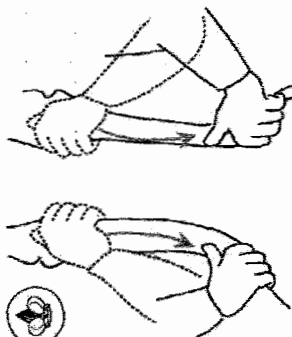
BOOT,

Tap sides of palm-out B-hands together twice. (see SHOE)



SHOE,

Palm-down S's bump together twice. (See BOOT)



COAT,

Extended thumbs of A-hands slide down lapels.



HAT,

Right hand pats top of head.



MITTEN

Fingertips of open palm-in M's draw on invisible mittens

SEE CLOTHING SIGNS WRITTEN DESCRIPTIONS (next page)

SEE ASL THAT SEASONS VIDEO: <https://www.youtube.com/watch?v=jHcYoK3MIbQ&t=6s>

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ASL CLOTHING SIGNS (LISTS# 14 & 17):

Consider use of eye gazes for words signed 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: 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 eye gaze)

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 - One 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 (breast stroke) + 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 #1-12 PRACTICE PHRASES & SENTENCES

G-L-O-S-S using ASL syntax. SIGN using natural NMM's

1. Where is your uncle going?
2. Who is coming for dinner with us?
3. What is that dentist's name?
4. It was nice to meet them.
5. What time will you be meeting him?
6. How many grandchildren does he have?
7. Who are those women?
8. When is your birthday?
9. It was nice to hear from you.
10. Please give me 4 quarters for this dollar.
11. Will you please stop at the store for me?
12. Wait. I forgot. I can't go until February.
13. I heard you bought 7 ducks and 3 sheep.
14. Will you please make a salad for me?
15. Do like her granddaughter?
16. Would you please go with me in July?
17. Excuse me please, I said I am sorry.
18. Don't forget your change.
19. What day are you going to see your family?
20. What did you have for breakfast on Friday?
21. What day did we meet to practice?
22. My parents can't help us now.
23. What did you say her name is?
24. It was nice of you to stop and see them.
25. That gentleman was my brother's doctor.
26. Who is making excuses for you now?
27. Please get bacon and eggs for dinner.
28. Do you want yogurt or fruit for breakfast?
29. Will you come to meet my family on Friday?
30. I need more money for the bread.
31. When will you say you are sorry?
32. What color is your that cat?
33. How many pennies do you have?
34. Sign class meets on Mondays.
35. I don't know the price of the cabbage.
36. I will see my friends Sunday morning.
37. Her doctor said to eat green vegetables.
38. We need to get help for them now.
39. That as nice of you make popcorn for us.
40. Whose horse is that?
41. Where did they get blueberries?
42. I can't remember where they live.
43. They want to go shopping with us.
44. I am tired of hearing all their excuses.
45. The toast is black and the tea is not hot.
46. Please make some white rice for the soup.
47. I heard what you said, and it wasn't nice.
48. Which juice do you want for breakfast?
49. That's not your baby's name is it?
50. The price of the bananas is more this week.
51. Don't you like your granola with milk?
52. Why not wait to spend your money?
53. What color do like?
54. Why are you so tired?
55. Do you remember how to get there?
56. May I please have a dime?
57. I don't understand why you said that.
58. Who knew that is your cousin?



LISTS #1-12 MORE PRACTICE PHRASES & SENTENCES
G-L-O-S-S using ASL syntax. SIGN using natural MMM's.

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 am going 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.



LISTS #1-14 PRACTICE PHRASES & SENTENCES
G-L-O-S-S using ASL syntax. SIGN using natural NMM's.

- 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 VI/inter.
- 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 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.



IMAGINE by John Lennon - 1971
(notated in S.E.E.)

Imagine there'S No heaven
It'S easY iF you Iry
No Hell BeLow Us
above Us only sky
Imagine ALL The People
LivIng for today...

Imagine there'S No countries
It IsN't hard to do
nOthing to kill Or die for
and No Religion tOo
Imagine ALL The People
Living liFe in Peace...

you may say I'M A dreamER
but I'M not The only one
I hope someday you'IL jOin Us
and The World will Be as one

Imagine No possessions (thingS to Own)
I Wonder iF you can
No Need for greed Or hunger
A brotherHood of mAn
Imagine ALL The People
sharIng ALL The World...

you may say I'M A dreamER
but I'M not The only one
I hope someday you'IL jOin Us
and The World will Live as one

Imagine
written and composed
by John Lennon and Yoko Ono,
originally recorded by John Lennon and
released in 1971



WHAT A WONDERFUL WORLD

See printed signs next 8 pages



I see trees of green, red roses too

I see them bloom for me and you

And I think to myself what a wonderful world

I see skies of blue and clouds of white

The bright blessed days, the dark sacred nights

and I think to myself, what a wonderful world

The colors of the rainbow so pretty in the sky

are also on the faces of people going by

I see friends shaking hands saying how do you do

They're really saying I love you

I hear babies crying,

I watch them grow

They'll learn much more than I'll ever know

And I think to myself what a wonderful world

Yes, and I think to myself what a wonderful world

Songwriters: George Douglas I George David Weiss I Bob Thiele - 1967



I

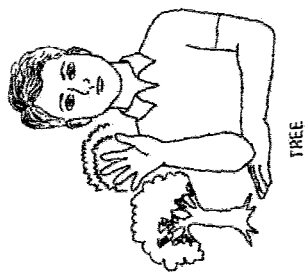
Palm-left H-hand on chest.

ASL: Point to self.



SEE *

Palm-in V from eye moves outward.

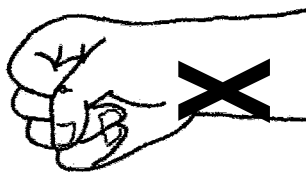


TREE

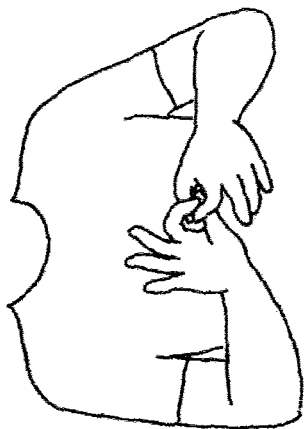
TREE+S

Right 5-hand with elbow on back of left hand, shakes.

ASL: Repeat sign. TREE, TREE, TREE



S s



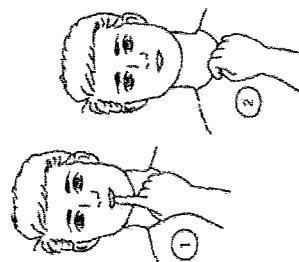
OF

ASL: May omit or #O-F
(Palm-in O twists to palm-out F).



GREEN *

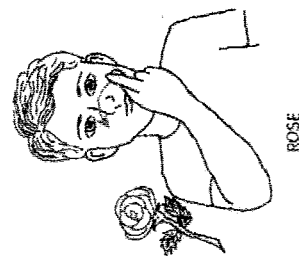
Palm-left G shakes. (see BLUE)



1

RED *

Palm-in, index finger touches lip, brushes down and closes. (see PINK)

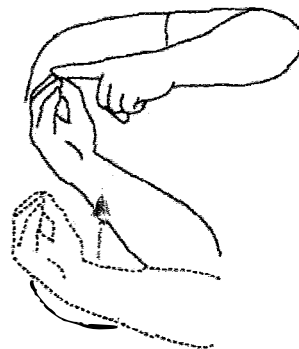


ROSE

ROSE+S

R touches on each side of nose, (smelling rose). (see FLOWER)

ASL: May sign FLOWER (Flat O).



TOO

O approaches and touches left index. (see TO)

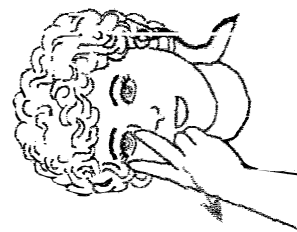
ASL: ALSO (palm down indexes touch & move sideways), omit, and/or [nod].



I

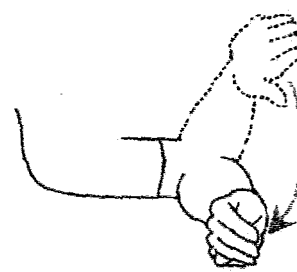
SEE *

Palm-left H-hand on chest.
ASL: Point to self.



THEM

Palm-up hand at left of body sweeps right to palm-out M-hand. (see THEM)



BLOOM

Flat-O's touch tips, slowly change to bent 5's.

ASL: GROW (Palm-in O to 5 hand moves up inside side C.



FOR

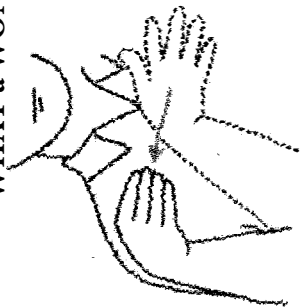
Palm-in right index on forehead twists to palm-out.

WHAT a WONDERFUL WORLD - Page 2



ME

Index points to and touches chest.



AND

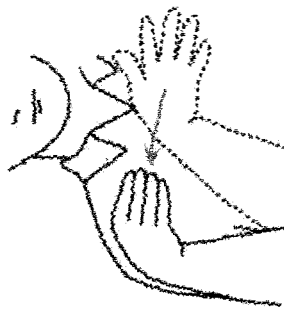
Palms-out horizontal 5-hand palms to right, closing to a fist-C.



YOU

Index points at person addressed.

ASL ME & YOU: Horizontal K or V hand back and forth between you and other person.



AND

Palms-out horizontal 5-hand palms to right, closing to a fist-C.



I

Palms-out horizontal 5-hand palms to right, closing to a fist-C.



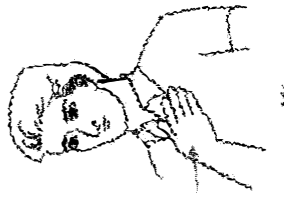
THINK*

Index finger above brow on forehead, (may circle slightly).



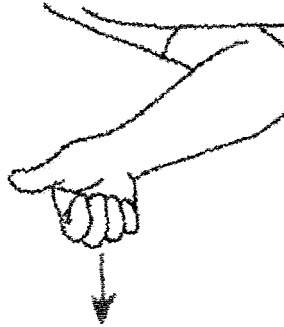
TO

Horizontal index finger approaches and touches left vertical index finger.



MY+SELF

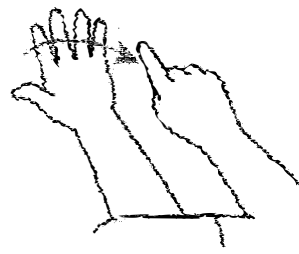
Palm of fist hand on chest.



SELF

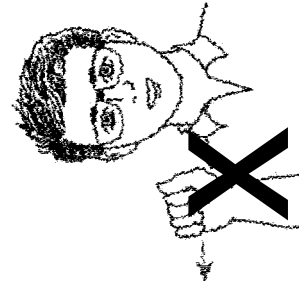
Thumb-up extended-A hand moves forward. (Use for all self except myself, in which A turns to face in and touches own chest.)

ASL MYSELF: Point to self twice using index.



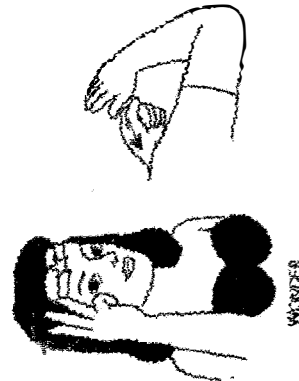
WHAT

Point tip of right hand to left fingers.



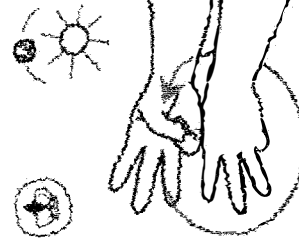
A

Palms-out A moves slightly right.



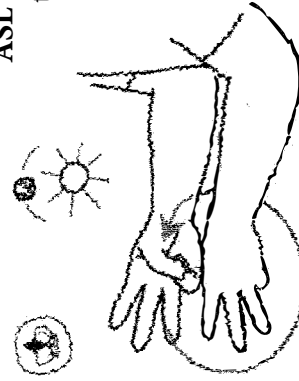
WONDER+FUL

Palms-in W circles near forehead. (See AREA 5.01)



WORLD *

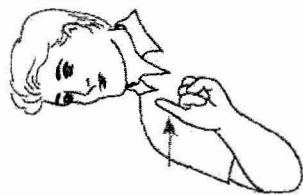
Horizontal W's, right W on top of left W, circle right around left vertically.



ASL WORLD ALT:
Palms-facing claw hands make circle (resembling a globe).

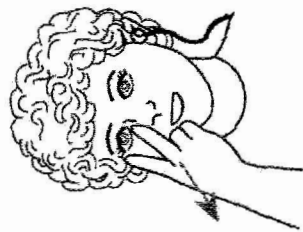
ASL: Palms-up claw hands move side to side.

ASL: Palms-out 5 hands move forward twice.



I

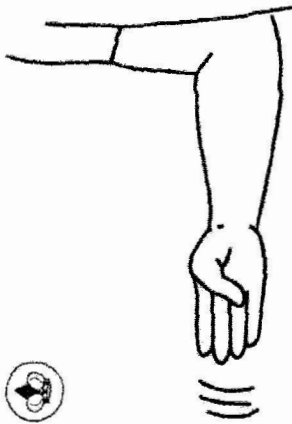
Palm-left hand on chest.



SEE

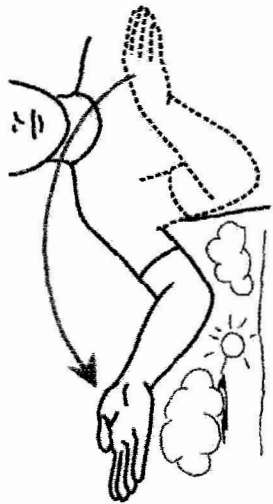
Palm-in V from eye moves outward.

ASL: Point to self.



BLUE *

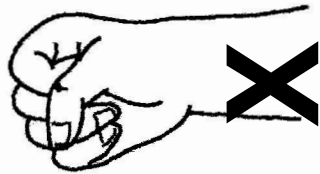
Palm-left B shakes from wrist.



SKY *
SKY+S

Palm-down flat hand at left; arcs to palm-up hand at right. (see RAINBOW)

[Use visual directionality.]



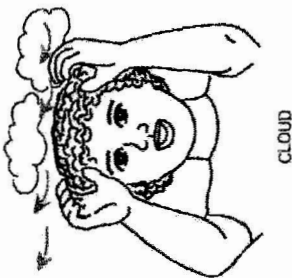
S S



OF

Open hands approach and link thumbs and index fingers.

ASL: May omit or #O-F
(Palm-in O twists to palm-out F).

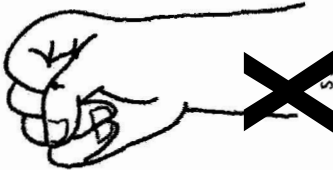


CLOUD

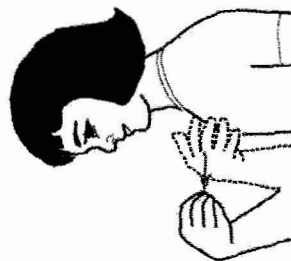
CLOUD+S

C-hands face each other above eyes; move right in small arcs.

ASL: Claw hands. [visual directionality.]



S



WHITE *

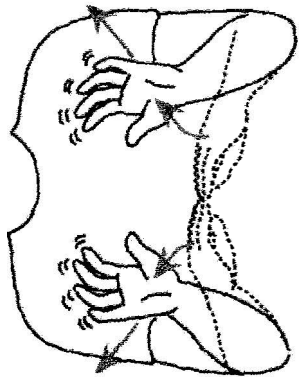
S-hand on chest moves outward, closing to a flat-O hand.



OF

Open hands approach and link thumbs and index fingers.

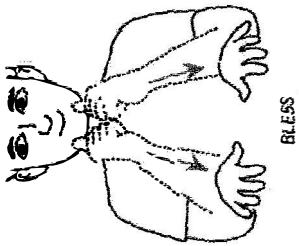
ASL: May omit or #O-F
(Palm-in O twists to palm-out F).



BRIGHT *

Tips of flat-O's together open and separate upwards with fluttering fingers. (see CLEAR)

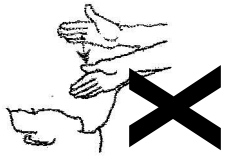
ASL: May start as S hands.



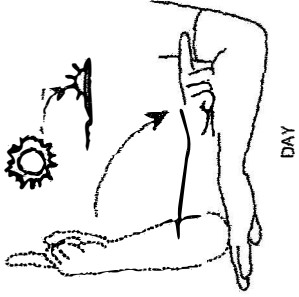
BLESS

BLESS*ED

Thumbs of A's on chin; move down, opening slowly to palm-down S's.



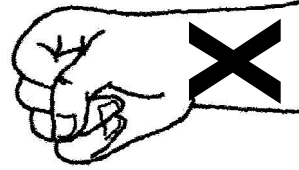
-ED



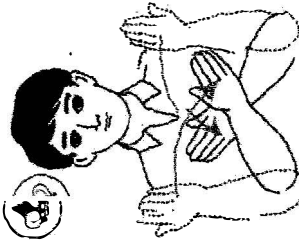
DAY

DAY+S,

Elbow on back of hand, right 1-hand drops down on left arm.

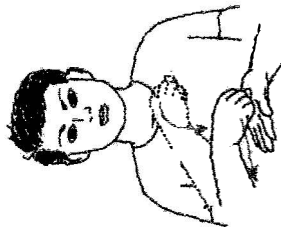


S



DARK *

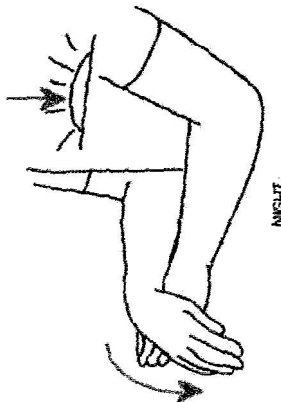
Palm-in hands cross in front of body.



SACRED

Side of S on heart arcs to sweep forward across palm-up left hand.

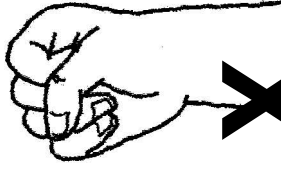
ASL: Sign HOLY (See below).



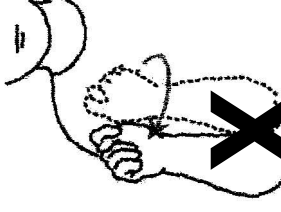
NIGHT

NIGHT+S

Drop bent hand over edge of left.

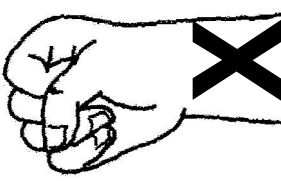


S



THE

Palm-in T; twist to palm-out.



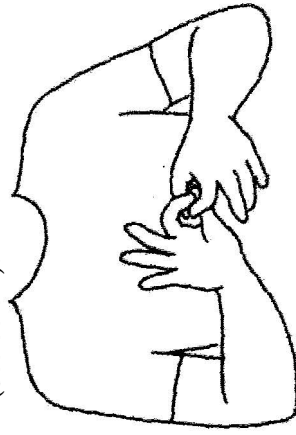
S



COLOR

COLOR+S

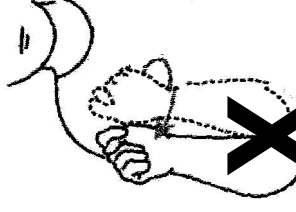
Fingers flutter in front of chin.



OF

Open hands approach and link thumbs and index fingers.

ASL: May omit or #O-F (Palm-in O twists to palm-out F).



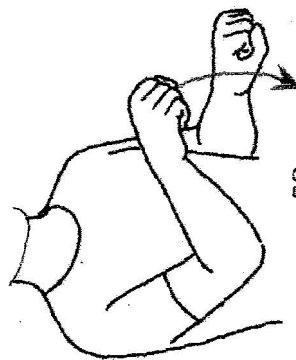
THE

Palm-in T; twist to palm-out.



RAINBOW *

Palm-in 4 at left arcs overhead to right. (see SKY) [Use visual directionality.]



SO

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

ASL SO: SPELL or #S-O.



PRETTY

Middle fingertip of P circles face. (see FACE)

ASL SIGN: BEAUTIFUL

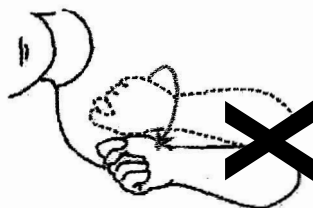
ASL SIGN SACRED: Use synonym HOLY (Side H circles or moves forward slightly in palm-up non-dominant hand).

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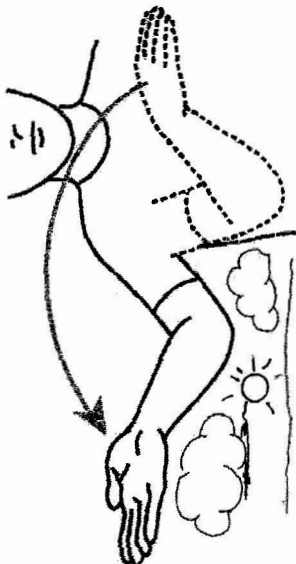
IN

Fingertips of right flat-O enter left horizontal O.
ASL: May omit.



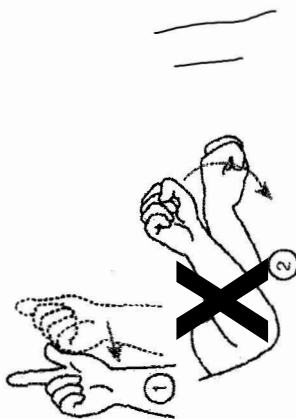
THE

Palm-in T; twist to palm-out.



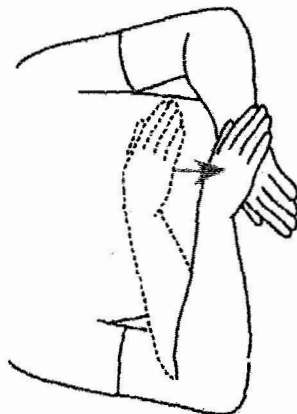
SKY

Palm-down flat hand at left arcs to palm-up hand at right. (see RAINBOW)
[Use visual directionality.]



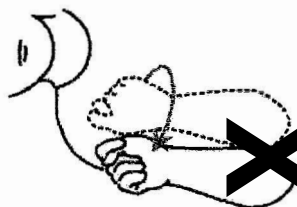
ALSO

Fingerspell A + L; change to S's, move right hand sharply down striking side of left S in passing. (al- + so)
ASL ALSO: Palm-down indexes touch and move sideways twice.



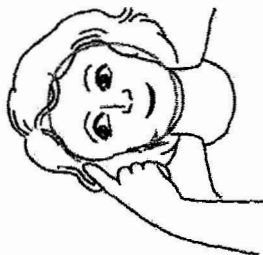
ON

Right palm touches back of left hand. (see MOUNT)
ASL: May omit.



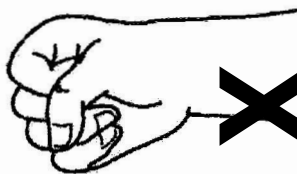
THE

Palm-in T; twist to palm-out.



FACE *

FACE+S
Index finger circles face.



S S

FACE+S
Index finger circles face.



OF

Open hands approach and link thumbs and index fingers.
ASL: May omit or #O-F
(Palm-in O twists to palm-out F).



PEOPLE *

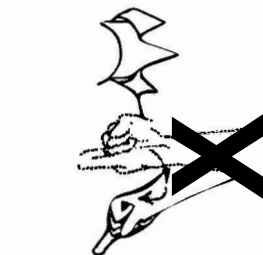
Palm-out P's circle alternately forward up and down.



GO

GO+ING

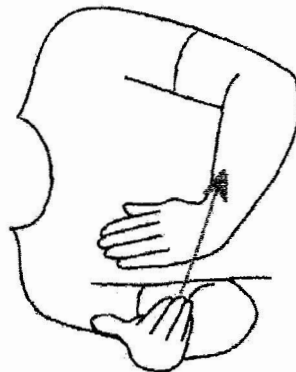
G-hands face each other, roll out to point forward.



-ING

BY

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



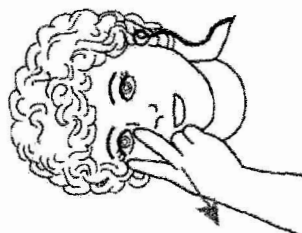
I

Palm-left hand on chest.

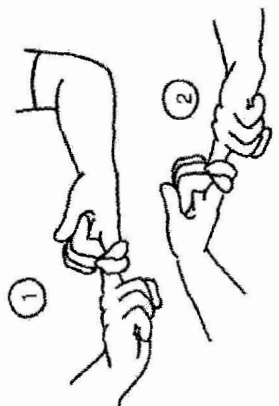


ASL: Point to self.

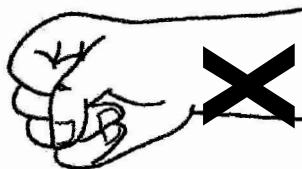
WHAT a WONDERFUL WORLD - Page 6



SEE
Palm-in V from eye moves outward.



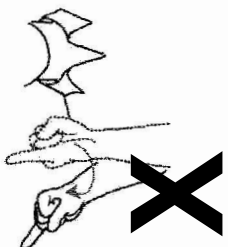
FRIEND
FRIEND+S
Index fingers hook, first right over left, then left over right.



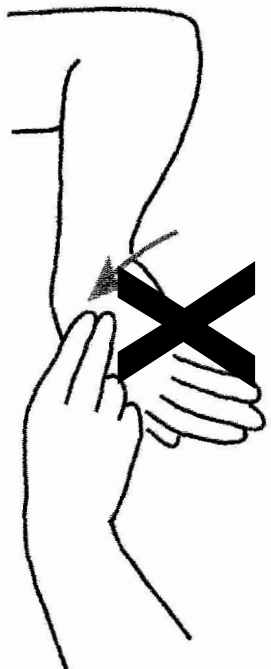
S S



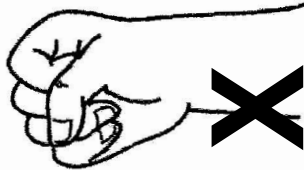
SHAKE
SHAKE+ING
Shake palm-left S-hand.



ASL: Clasp and shake hands.



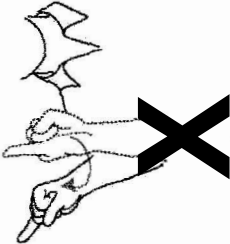
HAND
HAND+S
Right H-fingers draw across back of left hand.



S S



SAY
SAY+ING
Index of right hand circles up and outward near mouth. (see IMPLY)

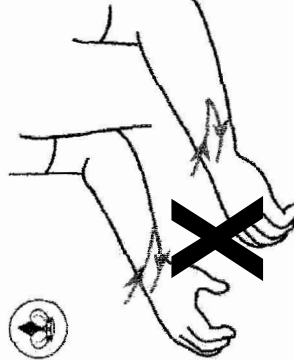


-ING

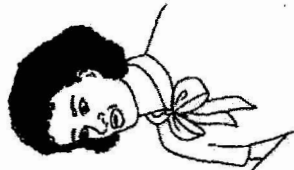
ASL SAY: Palm-in index at lower lip moves forward.



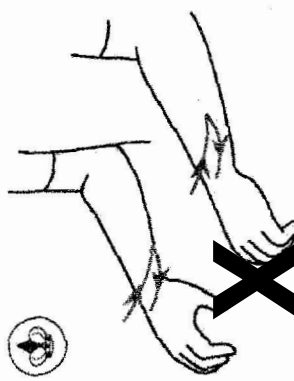
HOW
Knuckles of palm-down bent hands touching, roll hands from inward to outward ending palm-up.



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

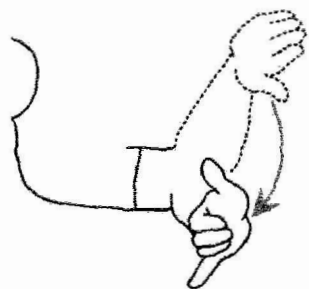


YOU
Index points at person addressed.



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

ASL HOW YOU: Palms-facing A hands. One moves forward slightly and points.



THEY

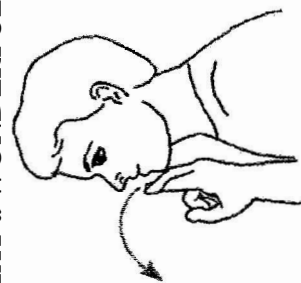
Palm-up hand at left of body; sweep right to palm-out Y. (see THEIR)

ASL: Sweep with index.



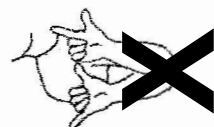
ARE

R just below lips, moves forward. (see AM)



REAL+LY

R at lips arcs up and forward. (see CERTAIN)



-LY

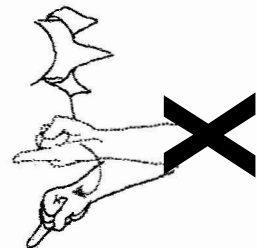
ASL: Side index arcs forward slightly.



SAY

SAY+ING

Index of right hand circles up and outward near mouth. (see IMPLY)



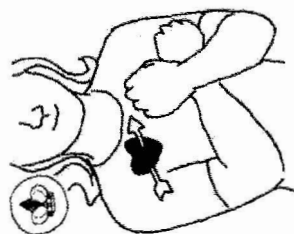
-ING



I

Palm-left hand on chest.

ASL: Point to self.



LOVE

Palm-in S's cross on heart.



YOU

Index points at person addressed.



I

Palm-left hand on chest.

ASL: Point to self.



HEAR

H-hand rises to ear. (see SOUND)

ASL: Index or side C to ear.



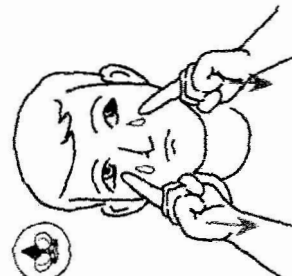
BABY

BABY+*S

Hold and rock baby. (see INFANT)



SS



CRY *

Drag index fingers alternately down cheeks, marking tear-tracks.

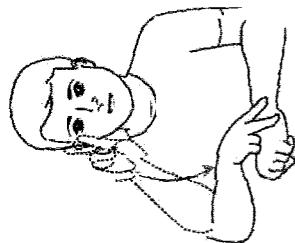


I

Palm-left hand on chest.

ASL: Point to self.

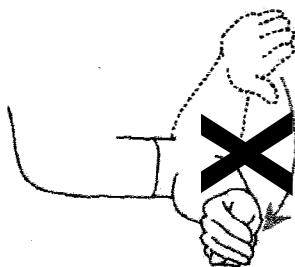
WHAT a WONDERFUL WORLD - Page 8



WATCH

Palm-out V-index at eye; twist down to back of left wrist.

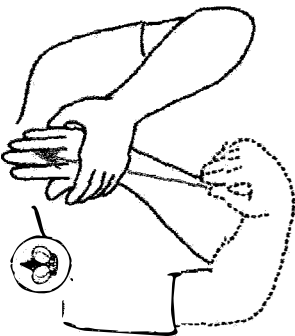
ASL: "SEE"



THEM

Palm-up hand at left of body sweeps right to palm-out M-hand. (see THEIR)

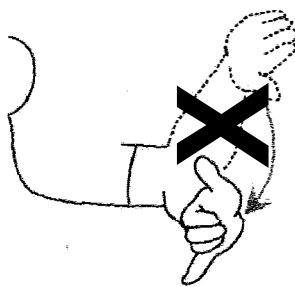
ASL: Sweep with index.



GROW *

Palm-up flat-O "grows" through left C, to a palm-in S.

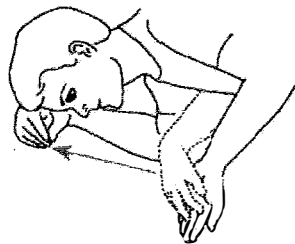
ASL GROW (CHILD):
Palm-down flat hand at side of body moves upward. [Use visual directionality].
(Height of growing child)



THEY

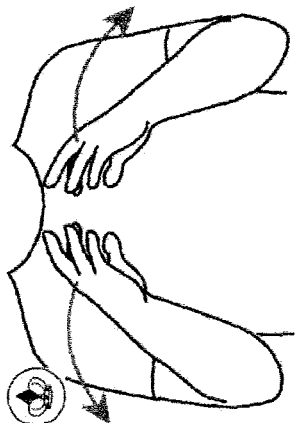
Palm-up hand at left of body; sweep right to palm-out Y. (see THEIR)

ASL: Sweep with index.



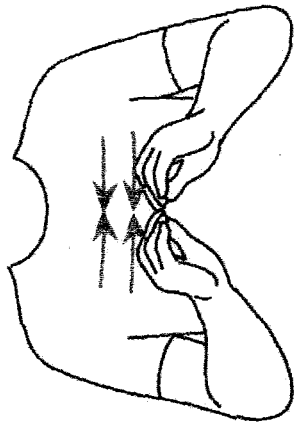
LEARN *

Right open palm-down fingers on palm-up left hand rise, closing to flat-O at forehead.



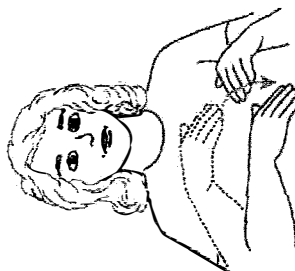
MUCH *

Cupped S-hands face each other; arc hands apart.



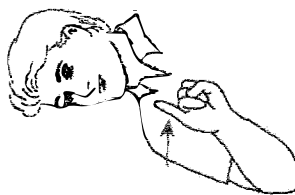
MORE *

Flat-O's bounce tips together twice. (see EXTRA)



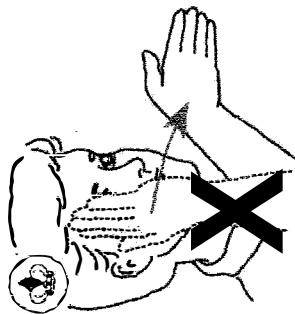
THAN *

Fingertips of right flat hand slaps down across left fingertips.



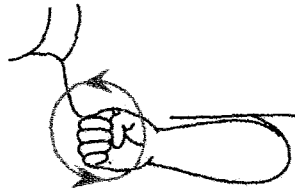
I

Palm-left, I-hand on chest.



WILL

Right flat hand palm facing side of head; arcs forward.



EVER

Palm-out E circles. (see CIRCLE)



KNOW *

Fingers of palm-in hand hit forehead tightly; may repeat. (see THINK)

ASL: Point to self.

ASL: [nod]

ASL: Omit or spell.

You've Got a Friend

Lyrics by Carol King - 1971

When you're down and troubled and you need a helping hand
and nothing, whoa nothing is going right
close your eyes and think of me and soon I will be there
to brighten up even your darkest night.



You just call out my name and you know wherever I am
I'll come running oh, yeah baby, to see you again
Winter, spring, summer or fall now all you've got
to do is call and I'll be there, yeah, yeah, yeah,
You've got a friend

If the sky above you should turn dark and full of clouds
and that old north wind should begin to blow
Keep your head together and call my name out loud now
soon I'll be knocking upon your door.



You just call out my name and you know wherever I am
I'll come running oh, yes I will, to see you again
Winter, spring, summer or fall. Yeah, all you've got to do
is call and I'll be there, yeah, yeah, yeah,
Hey, ain't it good to know that you've got a friend?

People can be so cold
They'll hurt you and desert you
Well, they'll take your soul if you let them. Oh,
Don't you let them

You just call out my name and you know wherever I am
I'll come running to see you again.
Oh baby don't you know that
Winter, spring, summer or fall,
Hey now all you've got to do is call?

Lord I'll be there yes, I will

You've got a friend. You've got a friend. Yeah.
Ain't it good to know you've got a friend?
Ain't it good to know you've got a friend?
Oh, Yeah, yeah. You've got a friend.

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*

LIST #16: RESTAURANT FOODS - Page 1

***
RESTAURANT**

r touches on each side of mouth. (see cafe)

**AVOCADO**

extended thumb of palm-down a circles around palm-in flat-o, peeling.

ASL: Bent palm scoops from bent palm.

**BROCCOLI**

flat-o grows up through c-hand, twisting to palm-out b. (see grow)

ASL: Spell

**CARROT**

scrape top of left c with thumb of extended-a. (see bean)

ASL: Side of S at side of mouth (biting carrot).

**BOWL ***

palm-up cupped hands, right on left, rise to sides. (see jar)

ASL: Use same sign *COOKIE**

***
BEAN (alt 2)**

right x taps down left horizontal index. (see pea)

ASL: Thumb and index twist at tip of horizontal index.

**CUCUMBER**

right index slices past thumb side of c several times. (see tomato)

**CHERRY**

twist right c first around left hand's upper v-finger, then around lower finger.

ASL: 9 down at cheek, O twists on little finger (*BERRY* - S.E.E.)

LIST #16: RESTAURANT FOODS - Page 2

**CHICKEN**

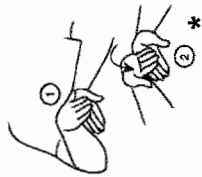
right g drops from mouth to close on left palm.
(see bird)

ASL: Also signed as BIRD*.

**CHIP**

right c arcs down and up, hitting side of left
index with thumb.

ASL: Spell, C arcs off back of S, or 9
mimics dipping a chip.

**COOK**

fingers of right hand palm-down on left palm,
turn over to palm-up. (see fry)

**CRACKER**

palm-in a taps arm near elbow.

**CREAM**

horizontal right c changing to s-hand moves
across back of left hand.

ASL: Spell or C to S from palm.

**CUP**

right x-hand is set on left palm. (as if holding a
cup handle)

ASL: Use full hand on palm.

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LIST #16: RESTAURANT FOODS - Page 3

**DELICIOUS ***

bent middle finger on mouth, as hand moves out, thumb rubs middle finger. (can be done with two hands)

**DISH**

with palms outline dish. (see plate)

ASL: See PLATE below or L hands show perimeter of dish.

**DOUGHNUT ***

r's touching, circle downward to palm-up and touching.

ASL: R circles at mouth, R taps below lower lip, both R hands circle from mouth, L hands show perimeter.

**ENCHILADA**

e-hands, palm-up; right "folds" over, then the left ?folds? on top. (see tortilla)

ASL: Spell

**tortilla ***

right hand on left, then left hand on right, (press a tortilla)

ASL: Also spell.

**FORK ***

"tines" of v stab palm.

**GLASS**

drop g from temple to palm.

**GRAPE ***

fingers of claw hand hop down back of left hand. (see raisin)

**RAISIN**

r hops down back of s-hand. (see grape)

ASL: Spell

French Fry – Palm down F arcs once to right * ASL: Also Palm out F two forward motions.

LIST #16: RESTAURANT FOODS - Page 4

LIST #16: RESTAURANT FOODS - Page 4

**GRAVY**

right 9-hand grasps lower edge of left hand, slides off and closes; repeat.

ASL: Pull with 8 as above, side Y hand circles S or pull with * then "pour" with Y hand.

**KETCHUP (same as CATSUP)**

side of right k shakes downward, like a bottle.

ASL: 5 hits side S (hitting bottom of overturned bottle or pour with side C or TOMATO + pour with side C.

**HONEY**

palm-in h rubs chin in circle. (see sweet)

ASL: Spell, horizontal index wipes upper lip then flings forward, or bent palm wipes down at chin (SWEET).

**KNIFE ***

side of right h-hand flicks off side of left h twice.

ASL: Also signed with indexes.

**JELLY**

claw jiggles over palm; right hand changes to y. (jell + -y)

ASL: Same sign as JAM.

**LEMON ***

thumb of l taps chin.

ASL: Also L at chin twists forward.

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LIST #16: RESTAURANT FOODS - Page 5

**LIME**

thumb-edge of l cuts down back of left palm-in s.
(see juice)

ASL: Spell or sign
GREEN + LEMON

**MUSHROOM**

bent right hand caps left flat-o.

ASL: Bent 3 on index or
claw on index.

**OMELET**

o's strike fingertips and fall apart. (see egg)

ASL: Spell.

**MAYONNAISE**

fingers of palm-down right m brush heel of left
palm toward body; repeat. (see butter)

ASL: Spell M-A-Y-O.

**MUSTARD**

fingertips of m-hand circle several times on left
palm.

ASL: Spell or
sign YELLOW + squirt
with S hand.

***
ORDER**

palm-in index on chin twists to palm-out; jerks
to point forward. (see command)

**NAPKIN**

right palm-in a brushes off chin several times.

ASL: Tips of 5 "wipe" chin or flat O or
tips of 5 wipe both sides of mouth.

**PAN**

middle finger of p-hand outlines pan rim and
handle.

ASL: Spell.

LIST #16: RESTAURANT FOODS - Page 5

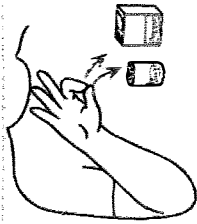
LIST #16: RESTAURANT FOODS - Page 6

LIST #16: RESTAURANT FOODS - Page 6

**PEA**

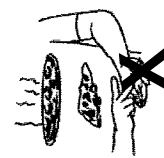
middle finger of right p taps across left horizontal index. (see bean)

ASL: Use X along index
(see BEAN above), or
spell.

**pepper ***

thumb-side of 9-hand shakes pepper.
(spice)

ASL: Also "shake" side C.
ASL: PEPPER (Vegetable) - spell.

**PIZZA (alt 1)**

p draws a triangle above left palm.
See alt. 2

**PIZZA* (alt 2)**

bent-v hand draws z in air.

ASL ALT: ZA = Double Z (as in
above diagram to an A.
Also bent palm to mouth
(eating a slice).

**PICKLE**

index of g-hand touches chin, then shakes outward.

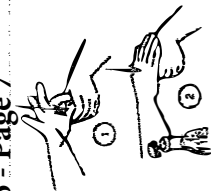
ASL: P or index twists at chin,
or spell.

**PLATE**

middle fingers touch; outline plate with palms,
touch thumbs. (see dish)

ASL: Bent L hands move forward
to "place" plate or FOOD + bent L hands.
Also palms-up moving back in circular
motion.

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**pop**

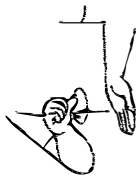
put 9 inside of left horizontal s, then slap top of s with flat hand.

ASL: Use open 8 handshape as above.

**PRETZEL**

palm-down right p draws a figure 8.

ASL: Spell or use R handshapes to draw shape.

**SAUCE**

palm-down extended-a hand circles above left palm as if pouring.

ASL: Side Y or extended A "pours" over back of palm-down.

**SHRIMP**

wrists of palm-down i's crossed, move to front and right, wiggling i-little fingers. (see crab)

ASL: X open and closes moving sideways.

**SALT ***

index and middle fingers tap alternately on left palm-down u-fingers.

**CRAB**

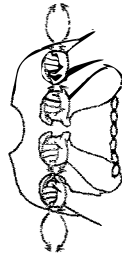
crossed hands move forward to right, wiggling fingers.

ASL: Two-handed side "20" handshapes.

**ROAST**

slide palm-up r forward under palm-down left hand (see bake)

ASL: Palm-up slides under palm-down (same sign as BAKE sometimes signed with palm-up B). Spell or palm slides under palm + FIRE.

**SAUSAGE**

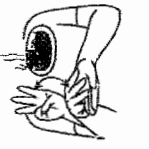
g's, moving sideways, open and close fingers to outline sausages. (see baloney)

ASL: G hands as above used for HOT DOG. C to S hands used for SAUSAGE.

**SLICE***

right palm slices side of left s; may repeat several times.

LIST #16: RESTAURANT FOODS - Page 8

LIST #16: RESTAURANT FOODS - Page 8	 SPOON * right h-hand circles up from left palm. (see soup)	 SYRUP palm-in little finger of i-hand brushes side of mouth; repeat. ASL: Thumb side of Y "pours" over back of down palm.
 TACO * right flat hand slips between thumb and fingers of "taco shell" shaped left, (like filling a taco)	 TOMATO 1-finger from chin strikes past fingertips of left horizontal flat-o. ASL: Index down to index (as above).	 WAFFLE right w palm-down on left flat palm; lift again. ASL: Use 5 handshapes.

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The very hungry caterpillar

by Eric Carle - 1969

text typed from book (notated in S.E.E.)

See SIGNED STORY VIDEOS for ASL SIGNED EXAMPLES

in The light of The moon A LittLe egg lay on A leaf.

one sunday mornIng The warm sun came Up and - pop! - out of The egg came A tiny and very hungry caterpillar.

hE started to Look for some fOod.

on Monday hE Ate through one apple. but hE Was still hungry.

on Tuesday hE Ate through two pearS, but hE Was still hungry.

on Wednesday hE Ate through three PlumS, but hE Was still hungry.

on THursday hE Ate through four strawberrieS, but hE Was still hungry.

on Friday, hE Ate through five orangeS, but hE Was still hungry.

on Saturday, hE Ate through one Piece of Chocolate cake, one ice-cream cone,
one pickle, one Slice of S-W-I-S-S cheese, one Slice of Salami, one Lollipop,
one Piece of cherry pie, one sausaGe, one cupcake,
and one Slice of Watermelon. that night hE had A stomachAche.

The next day Was sunday again.

The caterpillar Ate through one Nice Green leaf, and after that
hE felt much better.

now hE WasN't hungrY AnY more - and hE WasN't A LittLe caterpillar AnY more.
hE Was A Big, fat caterpillar.

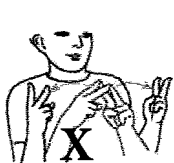
hE built A small house ARound hiMself Called A cocoon.

hE staYed inside for more than two weekS.

then hE Nibbled A hole in The cocoon, pushed hiS Way
out and...hE Was A beautiful butterfly!



VERY HUNGRY CATERPILLAR - Page 1



VERY

fingertips of palms-facing v-hands touch and then arc apart.

ASL: Use side of index up from mouth.



HUNGER

palm-in c moves once down chest.



Y (Suffix)

palm-out y.

ASL: Omit.



CATERPILLAR

index alternating with x-finger several times, pulls right hand along left arm.



LIGHT

palm-in o-hands touch tips and open to palm-in 5-hands while moving up and outward.



MOON

side of small c near right eye.

ASL: small "c"

moves out and up

Use visual directionality.



LITTLE

l-hands face each other, jerk slightly toward each other; repeat. (see small)

ASL: use "G" handshape to show size of EGG.



EGG

right h breaks on the left h and both hands pivot down. (see omelet)



LAY

set back of right palm-up v on back of left hand. (see set)



LEAF

right wrist of 5-hand on left index; wave 5 side-to-side.



SUNDAY

palm-out open 5's circle out to sides.

ASL: palm out "5" hands move downward



MORNING

left hand rests in crook of right elbow, right palm-up hand rises; changes to an i-hand and twists to palm-out.



WARM

fingertips of flat-o at mouth opens slowly to 5-hand while moving slightly up and outward.

http://www.signingexactenglish.com/see_pfm.asp



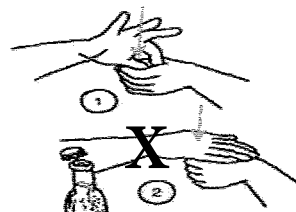
SUN

side of c by eye



SUNSET

palm-out u moves up.



POP

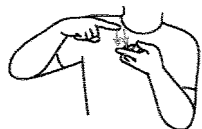
put 9 inside of left

POP=SODA POP

POP CONTINUED: horizontal s, then slap top of s with flat hand.

ASL: use up index through down palm APPEAR

VERY HUNGRY CATERPILLAR - Page 2



TINY

palm-down right index bounces just above palm-up left index. (see miniature)



LOOK

thumb of 'I' at eye; move forward. (see see)



SOME *

side of right hand draws small arc across left palm.



FOOD *

palm-in flat-o nods toward mouth. (putting food in)

ASL: use SEARCH "C" circles by eye



THROUGH *

open hand slides outward between fingers of left hand.



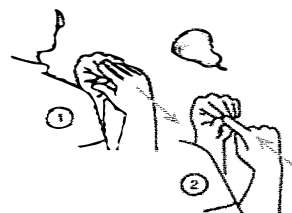
APPLE *

x twists against corner of mouth.



STILL

inverted y-hand swings down and then up, forward.



pear *

right hand grasps left flat-o and slides off into index which touches left fingers.

ASL: use "A" hands CONTINUE



PLUM

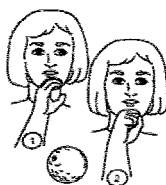
middle finger of right p slices around left palm-in s-hand. (see apricot)

ASL: spell



STRAWBERRY *

palm-in 9 at lips moves out.



ORANGE *

right c-hand squeezes in front of chin; repeat.



PIECE

middle finger of p arcs down, hitting side of left index. (see chip)

ASL: use SOME

VERY HUNGRY CATERPILLAR - Page 3



CHOCOLATE *

c-thumb circles on back of left hand.



CONE

open palm-out g drops downward narrowing in cone shape.



PICKLE

index of g-hand touches chin, then shakes outward.



SLICE *

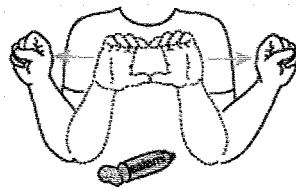
right palm slices side of left s; may repeat several times.

ASL: index twists at side of chin



CHEESE *

hands pointing in opposite directions right heel on left heel mashes and twists slightly.



salami

palm-out c's separate to s's.

ASL: spell



LOLLIPOP

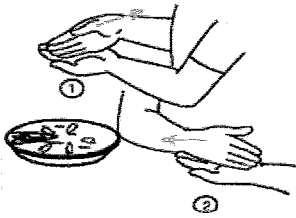
index of palm-in l near mouth makes small vertical in and out circles. (see ice? cream)



CHERRY

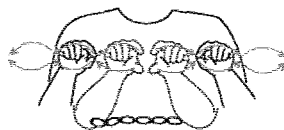
twist right c first around left hand's upper v-finger, then around lower finger.

ASL: "9" brushes side of mouth



pie *

side of right hand draws an x on left palm. (cutting pie)



SAUSAGE

g's, moving sideways, open and close fingers to outline sausages. (see baloney)

ASL: Use S hands.



CUP

right x-hand is set on left palm. (as if holding a cup handle)



CAKE

fingertips of right claw hand bounce on back of left hand.

ASL: use MUFFIN "claw" in palm.



WATER *

index finger of palm-left w taps chin.



MELON *

middle finger snaps on back of left s. (testing ripeness)



THAT

palm-down i-l hand on ASL: use out "Y."



NIGHT *

drop bent hand over edge of left.

VERY HUNGRY CATERPILLAR - Page 4



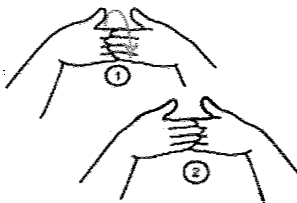
STOMACH *

fingertips of bent hand
pat stomach.



ACHE

a's jerk toward each
other several times
near area of ache.
(can be done with
twisting motion). (see
hurt)



next *

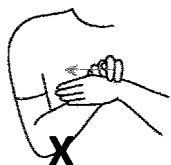
flat hands, palms-in;
one in front of other,
back hand lifts over to
front.



DAY *

elbow on back of
hand, right 1-hand
drops down on left
arm.

ASL: Use indexes HURT



NICE

first 2 fingers of n
slide along top side of
palm-in left hand. (see
decent)



GREEN *

palm-left g shakes.
(see blue)



AFTER

right palm on back of
palm-in left hand;
right moves out. (see
post)



FEEL *

bent middle finger
brushes middle of
chest upwards.

**ASL: use flat
palms**

ASL: use FINISH



MUCH *

cupped 5-hands face
each other; arc hands
apart.



BETTER *

flat palm-in hand
slides off chin into
palm-in a.



ANY

palm-up a twists to
palm-down a, changes
to y. (an + -y)

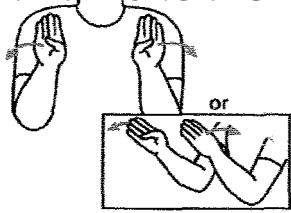


MORE *

flat-o's bounce tips
together twice. (see
extra)

ASL: use "A" omit "Y"

VERY HUNGRY CATERPILLAR - Page 5



BIG

palm-out b's separate and arc sideways. (can be done palms-facing)

ASL: use horizontal "X" hands or "claws"



FAT *

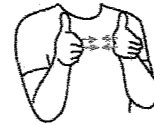
both claw hands face the neck, move out to sides. (see chubby)

[puff out cheeks]



BUILD *

palm-down hands build alternately on top of each other. (see structure)



SMALL *

flat hands, palms-facing, jerk slightly toward each other; repeat.



HOUSE *

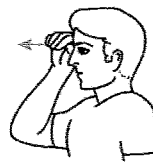
flat palms outline roof and sides.



AROUND (alt 2)

palm-down a moves slightly right, changes to palm-down r and circles once horizontally.

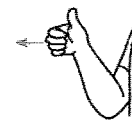
ASL: use index



HIM

m-hand at temple moves forward and slightly right. (see he)

ASL: point with index



SELF *

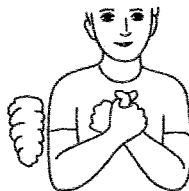
thumb-up extended-a hand moves forward. (use for all -self's except myself, in which a turns to face in and touches own chest)



CALL

thumb of right palm-left c touches corner of mouth; hand moves short distance forward.

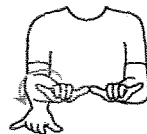
ASL: use NAME



COCOON

palms-in, hook thumbs together, close hands on chest.

ASL: spell



STAY *

palm-down y thumbs together; right arcs slightly down to right. (see lodge)



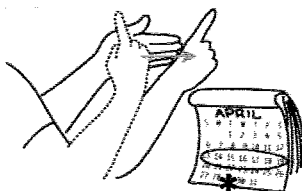
inside

fingertips of right flat-o enter left o; right palm-in flat hand brushes down past side of left hand. (in + side)



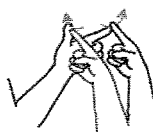
THAN *

fingertips of right flat



WEEK

right 1-hand brushes horizontally across left



THEN *

right index moves off



NIBBLE

thumb, index and

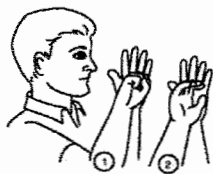
hand slaps down
across left fingertips.

palm.

left thumb of l-hand,
then off tip of left
index.

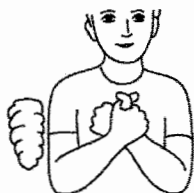
middle fingers nibble
left index several
times. (see munch)

VERY HUNGRY CATERPILLAR - Page 6



HOLE

thumb side of right s
on left palm opens to
c-hand.



COCOON

palms-in, hook
thumbs together,
close hands on chest.



PUSH

palm-out flat hands
push forward.



WAY *

parallel flat hands
move forward,
weaving slightly side-
to-side. (may be done
with w's)

ASL: Use 9 handshape.



ED (Alt 1)

palm of hand flips
back toward shoulder.
(past tense)



BEAUTY *

circle face with 5-hand
closing to palm-in flat-
o. (see face)



X

FUL (Affix)

palm-down hand
brushes inward across
top of left horizontal s.



*

BUTTERFLY

hook thumbs of
palms-in hands and
flutter fingers.

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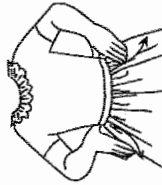
**CLOTH**

right fingertips rub side of chest.

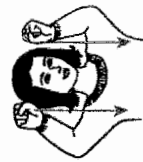
ASL CLOTHES:

Use both hands as above.

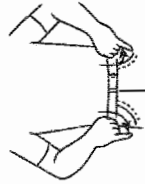
See DRESS below.

**SKIRT ***

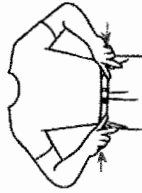
thumbs of 5-hands brush down and out from waist.

**SWEATER**

s-hands pull sweater down over head.

**JEANS**

little finger of i-hands, palms-in, make j's at waist.

ASL: spell.**PANT**

p's tap at waist twice.

**SOCK**

s hits forward along side of palm-down left index finger.

ASL: use indexes

Omit suffix -S.

**DRESS ***

thumbs of palm-in 5-hands brush down chest; repeat.

ASL: same sign also used for CLOTHES

(See next page for descriptions of additional clothing items)

LIST #17: CLOTHES / CLOTHING (See next page for descriptions of additional clothing items)

ASL CLOTHING SIGNS (REVIEW LISTS 14 & 17):

Consider use of eye gazes for words signed 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!

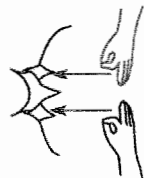
BATHING SUIT/SWIMSUIT: SWIM (breaststroke) + SUIT: Palm in Y hands at chest arc down to waist;

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

LIST #18: COLLEGE LIFE - Page 1

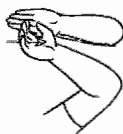
**COLLEGE ***

right hand on left, palm-to-palm; right rises, circling.

**LIFE**

palm-in 9-hands move up body. (see address)

**ASL: use "A" hands
(thumbs up) ADDRES/LIVE**

**ANCE (Suffix)**

side of c slides down left fingers and palm.

ASL: Omit suffixes.

**BIOLOGY ***

palm-out b's circle towards each other alternately. (see science)

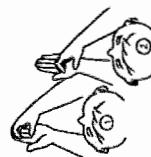
**IST (Suffix)**

drop palms-facing horizontal i's straight down near body. (see person)

**ASL: use agent markers
(palms facing)**

**COMPUTER ***

thumbtip of right c taps forehead. (can be compute + -er)

**COURSE**

side of c touches left flat fingertips, then heel of left hand. (see lesson)

ASL: use flat hand LESSON

**CREDIT**

horizontal c's, right on left, both arc up toward body. (see borrow)

**ASL: 9 at side of chest
brushes downward**

LIST #18: COLLEGE LIFE - Page 1

LIST #18: COLLEGE LIFE - Page 2

**DANCE ***

palm-in inverted v-fingertips arc from side-to-side, brushing left palm.

**ENGLAND ***

palms-down, right hand pulls left hand toward body.

ASL: Same sign used for ENGLISH.

**EXAM**

right index faces left palm, moves downward, alternating index and x.

ASL: TEST/ QUIZ / EXAM
use palm out indexes change to "X" hands while moving downward

**ISH (Suffix)**

i points forward and draws a wavy downward line.

ASL: omit.

**FAVORITE ***

tap middle finger on chin; repeat.. (may be signed favor + -ite)

**EXERCISE ***

palm-down s's move up and down above shoulders.

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LIST #18: COLLEGE LIFE - Page 3

**FINAL**

right f-hand moves down past the little finger of the left i-hand. (see last)

ASL: indexes palm in twist outward.

**GRADE**

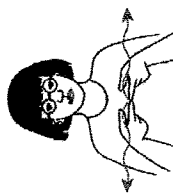
g circles over and drops on left palm.

ASL: palm out "G" hits side of palm.

**GRADUATE**

g circles up from left palm. (see college)

ASL: "G" circles at wrist and drops into left palm.

*** GRAMMAR**

g-hands, palms facing each other, touch, then separate, shaking slightly. (see sentence)

**HISTORY (alt 1)**

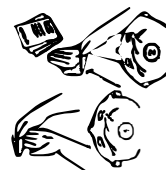
h circles forward from right shoulder.

*******HISTORY (alt 2)**

right h-hand shakes.

*** LEARN**

right open palm-down fingers on palm-up left hand rise, closing to flat-o at forehead.

*** LESSON**

side of right bent hand on palm-up left fingertips, then on heel.

**MAJOR**

fingertips of right m on side of left b; right moves forward. (see straight)

ASL: uses both "B" hands.

LIST #18: COLLEGE LIFE - Page 4



MATH *

little finger side of palm-in right m brushes on
index finger of palm-in left m twice. (see
arithmetic)

ASL MATH: May use V hands.



MEDICINE *

tip of bent middle finger rubs circle on left palm.



MINOR

m moves out along little finger side of left palm-
right hand. (see straight)

ASL: uses both "B" hands.



MUSIC *

fingertips of right flat hand pointing toward left
palm, arcs side-to-side behind palm.



PAPER *

palm-down right heel brushes across palm-up
left heel slightly to left; repeat.



PARTY *

p-hands swing at wrists from side-to-side
rapidly. (see play)

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LIST #18: COLLEGE LIFE - Page 5

**PARTICIPATE**

middle finger of p arcs into left o. (see join)

ASL: "O" arcs until left.
Same sign used for INCLUDE.
also "DO" signed with "C"
hands = PARTICIPATE

**PENCIL**

thumb and index finger at mouth, then write on left palm. (see write)

ASL: writes in air.

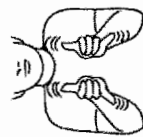
**POET**

right p arcs behind left palm, ending in palm-out t. (see music)

ASL: POEM + agent marker

**ION (Suffix)**

side of s slides down fingers and palm.

**PLAY**

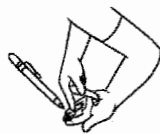
y-hands face each other; shake.

ASL: may also use for PARTY.

**POETRY**

right p arcs behind left palm, ending in palm-out y. (see music)

ASL: POEM / POETRY use same sign.

**PEN**

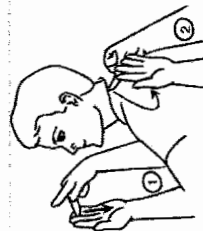
middle fingertip of p writes on left palm. (see write)

ASL: thumb & index at mouth
(licking tip of pen)
writes on palm.

**POEM**

right p arcs behind left palm, ending in palm-out m. (see music)

ASL: uses "P" like MUSIC
or
palm in "S" to out "5" hand at chest.

**PROJECT (noun)**

p moves down left vertical palm, then makes j on back. (see program)

LIST #18: COLLEGE LIFE - Page 6

	QUIZ flick "question" 1 back to x and forward to point with both hands. (see question) ASL: QUIZ / TEST* same sign.		RIDE * first two fingers of right hand sit on thumb of horizontal palm-right c-hand; both move forward (see passenger) ASL: same sign for getting into a vehicle.		RUN* (alt 1) - verb index of right I hooked around curved thumb of left I, both move forward, left index wiggling This sign most common.
	RUN (alt 2) palm-down I-thumbtips touch; hands move forward, index fingers flicking in and out rapidly		schedule * fingertips of right palm-out 5 draws down left palm; then turns palm-in and draws across palm.		SCHOOL * both hands clap. (see academic)

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LIST #18: COLLEGE LIFE - Page 7

LIST #18: COLLEGE LIFE - Page 7

**SCIENCE ***

extended-a hands alternately pour in circles.

**SEMESTER**

side of right s circles once then touches on left palm. (see hour)

ASL: palm out "S" arcs down.

**SENTENCE ***

9-hands touch at index and thumb-tips; separate, shaking slightly.

ASL: also LANGUAGE

**SING**

palm-out u from corner of mouth arcs forward and out, slightly to the side.

ASL: uses same sign as MUSIC.

**SONG**

right s arcs from side-to-side behind left flat palm. (see music)

**STAND ***

v-fingertips stand on left palm.

**STORY**

open 9-hands approach, thumb and index fingers link, and separate still closed; repeat.

ASL: uses flat "O" hands.

**STUDY ***

right fingers wiggle above left palm.

**SUBJECT**

side of right s on left fingers of palm-up flat hand, then on heel. (see lesson)

**ASL: bent "X" hands twist slightly
same sign = SUBJECT / TOPIC / QUOTATION**

LIST #18: COLLEGE LIFE - Page 8

**TEST ***

indexes change repeatedly from 1 to x, moving downward.

**UNIVERSITY ***

horizontal palm-down u circles up from left palm.
(see college)

**SUCCESS ***

index fingers at temples twist out and up to sides, twisting twice.

**FUL (Affix)**

palm-down hand brushes inward across top of left horizontal s.

**WALK ***

palm-in flat hands alternately flip up while moving forward.

**DIPLOMA ***

palm-out f's touching, separate. (see floor)
also palm down.

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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, 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?
18. I need a new sweater!

19. Which classes are you taking this semester?
20. Will you please sing that song again?
21. What is your favorite class?
22. Do we have a math quiz tomorrow?
23. Will you please help me study for my grammar test?
24. It is time to practice signing our final songs!

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