

Start ASL

The *Fun* Way to Learn American
Sign Language... for free!

ASL 1 TEACHER GUIDE

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Introduction

As an ASL teacher, I'm sure you know that one of the best ways for a student to learn American Sign Language is in an in-person American Sign Language class. For this reason, I've created these Teacher Guides to help you use the lessons available on Start ASL in your classroom.

Why Start ASL?

The Start ASL lessons are great for a basic curriculum and are the perfect complement to any advanced curriculum.

Here are the main reasons why Start ASL works in any ASL classroom:

1. Students can access the Start ASL lessons for free from home. This means that students can study concepts and vocabulary for review and you can assign homework for your students so they can practice their ASL skills on their own. This is something that most ASL curriculums are missing.
2. Start ASL will always be a “current” resource. Because the lessons and articles are available in a fluid format, they have the ability of always being up-to-date. Similarly, the Teacher Guides will always be a work in progress and constantly updated as teachers submit their ideas and share how they used these lessons in the classroom. This way, your lessons will never be dated or expensive to keep up-to-date.

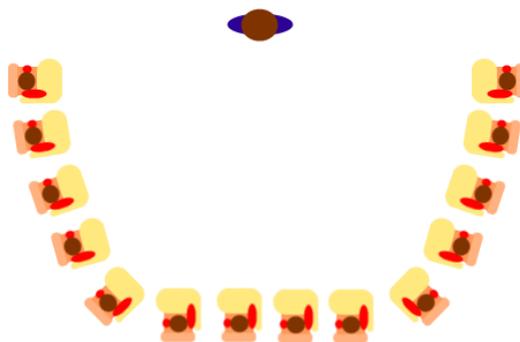
Class Materials

1. **The *Don't Just “Sign”... Communicate! Student Guide Series*** – Your students will need their own copies of the student guides in order to complete at-home reading assignments. These guides not only cover all of the essential information about ASL and Deaf Culture your students will need for their ASL journey, but the ASL grammar book is the only book for students completely dedicated to ASL grammar. Your students will be able to learn how to successfully and accurately sign in ASL right from the beginning--something most ASL students don't get to do.
2. **ASL1_Lesson_Videos.mp4** – All of the lesson videos for this class have been compiled into this one video. I have also included approximate times (i.e. ~01:30) for the locations of the lessons in the video so they are easier to find when it's time for you to watch a particular one.
3. **The Start ASL Website** – Homework will be assigned in this class and your students will be able to complete their homework online. For instructions on how this works, read the “How to Use Start ASL in the Classroom” resource.

4. **ASL_1_Handouts.pdf** – All of the handouts mentioned in this guide (and the answers) can be found in this file. This way, you can either have your students complete assignments in class or on the website.
5. **Quicktime Video Player** – All of the videos included in the offline package are in .MP4 format and are playable in Quicktime. If you don't have Quicktime Player, you can download it here: <http://www.apple.com/quicktime/download>

Seating

For this class, it will probably be best to arrange the chairs/desks in your classroom in a u-shape so students can see each other and you clearly.



The Class Units

Each unit is broken up into easy sections:

- **Vocabulary**
You can teach the vocabulary however you feel comfortable. Students also have the ability to study the vocabulary online. However, I find students learn best when teachers don't use their voice. I prefer to teach vocabulary by signing stories and drawing the story elements on the board. Also, I use the sign UNDERSTAND *a lot*. Once I cover a vocabulary word, I ask everyone "UNDERSTAND?" and I expect everyone to respond "UNDERSTAND" and nod their head. If they don't respond or shake their head, I try to explain the vocab word in another way. This can include acting out, drawing, using it in a signed sentence, etc. I use fingerspelling and writing the word on the board as a last resort. And I make sure to never voice the word or let students voice the word.
- **Conversation**
Every other Unit begins with a conversation video and outline. This section shows how to use ASL in everyday conversation. Have your students try to watch the video until they can follow what is being said without the outline. You can find the outlines in the ASL_1_Handouts.pdf file.

- **Conversation Practice**
Every unit that does NOT have a Conversation section has a Conversation Practice section with the same conversation as the one in the Conversation section in the previous Unit. However, this time you will be having your students practice with each other and at home on the website.
- **Demonstrations**
Many of the units mention you demonstrating various aspects of ASL. For these demonstrations, you can come up with your own, or use the examples you can find in the ASL1_Lesson_Videos.mp4 video. You can even show the videos in class instead of demonstrate yourself, but it is highly recommended you do the demonstrating.
- **Activities (Practices)**
There are a lot of activities (called Practices) in this class. You can do these activities in class (with the handouts) or have your students complete them at home. They usually consist of a video with questions.
- **Reading Assignments**
Readings from the *Don't Just "Sign"... Communicate!* Student Guide Series will be assigned in this class. They include readings about Deaf Culture, Deaf History, and more in-depth ASL grammar.
- **Vocabulary Quizzes**
After every few units, there is a vocabulary quiz on the vocabulary your students should know through that point. You can either use the videos provided or conduct your own testing.
- **Deaf Events**
In this class, students are assigned three Deaf events to attend. They can submit a paper directly to you or on the website. You can have them use <http://www.ohsoez.com> to find Deaf events in the area.

Syllabus

		Points	Student's Grade
Unit 1			
Lesson	Fingerspelling		
Homework	Memorize Manual Alphabet		
	Reading Assignments		
Unit 2			
Lesson	Numbers, Lexicalized Fingerspelling, Deaf Culture		
Activities	Number Practice 2.1	5	
	Fingerspelling Practice 2.2	5	
Homework	Practice the Unit 2 Conversation Practice		
	Reading Assignments		
Unit 3			
Lesson	2 of 5 Sign Parameters, Noun-Verb Pairs		
Activities	Comprehension 3.1	5	
Unit 4			
Lesson	Last 3 of 5 Sign Parameters		
Activities	Five Paramters Practice 4.1	5	
Homework	Practice the Unit 4 Conversation Practice		
	Reading Assignment		
Unit 5			
Lesson	Word Order		
Activities	Word Order Practice 5.1	5	
	Number Practcie 5.2	5	
	Fingerspelling Practice 5.3	5	
	Vocabulary Quiz (Units 1-5)	5	
Homework	Reading Assignment		
Unit 6			
Lesson	Sentence Types		
Activities	Question Practice 6.1	5	
	Statement Practice 6.2	5	
	Comprehension 6.3	5	
Homework	Unit 6 Conversation Practice		
	Reading Assignment		
	Writing Assignment	10	
Unit 7			
Lesson	Pronouns and Indexing		
Activities	Number Practice 7.1	5	
	Comprehension 7.2	5	
Unit 8			
Lesson	Pronouns and Directional Verbs		

Activities	Pronoun and Gender Practice 8.1	5	
	Indexing Practice 8.2	5	
	Number Practice 8.3	5	
	Comprehension 8.4	5	
Homework	Unit 8 Conversation Practice		
	Reading Assignment		
Unit 9			
Lesson	Verbs		
Activities	Verb Practice 9.1	5	
Homework	Reading Assignment		
Unit 10			
Lesson	Negation		
Activities	Fingerspelling Practice 10.1	5	
	Vocab Quiz Units 6-10	5	
Homework	Unit 10 Conversation Practice		
Unit 11			
Lesson	Identifying People		
Activities	Identifying People Practice 11.1	5	
	Number Practice 11.2	5	
	Comprehension 11.3	5	
Unit 12			
Lesson	More Numbers		
Homework	Unit 12 Conversation Practice		
	Reading Assignment		
Unit 13			
Final Tests	Number Quiz	15	
	Cumulative Vocab Quiz	15	
	Comprehension Quiz	15	
	Expression Quiz	15	
Homework	Reading Assignments		
	Deaf Event 1	10	
	Deaf Event 2	10	
	Deaf Event 3	10	
	Total	215	/215

Unit 1

Description: In this unit, students will be learning a few basic signs and how to fingerspell.

Objectives:

1. Students will be able to fingerspell the manual alphabet by memory.
2. Students will be able to fingerspell their name.
3. Students will be able to sign a few basic words.

Materials:

1. Start ASL Lesson Videos
2. Handout – ASL Manual Alphabet
3. Handout – Unit 1 Conversation

Introduction

Start class by handing out the ASL Manual Alphabet handout and introducing yourself and letting the students get to know each other.

Here is an example lesson:

Begin by handing out the ASL Manual Alphabet Handout as students are walking in. This will give them a chance to glance at it before you begin.

When class starts, begin by introducing yourself to the class (using ASL *only*). Fingerspell your name and sign your name sign. Fingerspell very slowly (multiple times if necessary) and show your students that you're giving them a chance to look at their handout so they can figure out what your name is. Once you've made sure that almost everyone knows what your name is, write it on the board.

Then explain a little about yourself, using vocabulary words from this unit. Sign very slowly and try to get the students to understand what you're signing. Do this by signing slow, acting out, drawing pictures on the board, whatever. They don't have to understand everything, but they should catch on to a few signs. This is a good way to get your students' feet wet and show them what they will be learning how to do in your class.

For example: HELLO, MY NAME fs-(name) "name sign". I TEACHER I. I DEAF NOT, HEARING I. I TEACH WHAT? ASL. I TEACH START WHEN? 10-YEAR-AGO. I TEACH WHY? first-of-TWO-list LOVE MEET++ STUDENT, second-of-TWO-list LOVE TEACH SIGN LANGUAGE.

When you are finished, go around the room and ask each student what their name is (i.e. YOUR NAME WHAT?). They will then need to look at their handout and spell out their

name for the class. This is a great way for your students to get to know each other and learn how to fingerspell their names.

Vocabulary

Alphabet A-Z	TEACH
BOY	TEACHER
DEAF	WHAT
GIRL	WHEN
HEARING	WHERE
HOW	WHO
MAN	WHY
STUDENT	WOMAN

Conversation

<p>Play Unit 1 Conversation (~00:11)</p>
--

For this activity, hand out the Unit 1 Conversation Outline and play the Unit 1 Conversation video for the class.

The outline will give students a chance to recognize what is being said in the conversation.

Play the video a few times and slow it down when possible (using the arrow keys in Quicktime).

Here's the outline:

A: HELLO MY NAME fs-CRIS. YOUR NAME WHAT?

"Hi, my name is Cris. What is your name?"

B: MY NAME fs-CHRISTINE. NICE MEET YOU.

"My name is Christine. Nice to meet you."

A: NICE MEET-you SAME

"Nice to meet you too."

After you play the video and students seem to be following it well, take some time to explain the parts of the conversation.

Here are some examples:

HELLO MY NAME fs-CRIS.

"Hi, my name is Cris."

In the first sentence, you will notice that names are fingerspelled, as you probably already knew. The word "is" is not signed because state-of-being verbs are not necessary in ASL. You will learn more about these verbs in Unit 9.

YOUR NAME WHAT?

"What is your name?"

This, as you will learn in Unit 6, is a wh-word question. These are questions that require more than a yes or no answer and normally use the words who, what, when, where, why, or how. Wh-word questions are signed with a specific facial expression that includes lowering your eyebrows. There are many possible word orders in ASL, but wh-word questions are always signed with the wh-word at the end of the sentence.

NICE MEET-you SAME.

"Nice to meet you too."

This is a common phrase used in ASL when meeting someone for the first time. MEET is a directional verb, so signing the word YOU is not always necessary as it is included in the verb. You will learn more about directional verbs in Unit 8. The sign SAME can translate to "too" in English. This sign can also be a directional verb. Signing SAME between people means it is those people who are similar.

Fingerspelling

Now, you can go more in-depth about fingerspelling.

Take some time and demonstrate the manual alphabet for the class. Have them sign it with you.

You can also give a short lesson about fingerspelling. Here is an example:

Fingerspelling means spelling out words by using signs that correspond to the letters of the word. The signs that are used in ASL are from the American Manual Alphabet. This alphabet uses 22 handshapes in different positions or with certain movements to represent the 26 letters of the American alphabet.

Fingerspelling is only used about 10% of the time and is primarily used for:

- People's names
- Brand names
- Book and movie titles
- City and state names

Try not to use fingerspelling as your first choice when you don't know the sign. Instead, attempt to get your point across by combining other signs or using some other method. However, there are many words that do not have corresponding signs in ASL. Go ahead and fingerspell if there is no other convenient way to explain what you are talking about. Here are some tips for accurate fingerspelling:

- Keep your hand relaxed, to the right of your face (to the left if you are left handed), and below your chin.
- Make sure your palm is facing the person you are talking to.
- Keep your elbow down and close to your body.
- Do not say or mouth the letters.
- Aim for articulation, not speed. Right now, you just want to make sure you form the letters correctly so people will understand you.
- Try not to bounce your hand as you spell, or you will make someone very dizzy! Also allow a slight pause between words.
- For words with double letters, open your hand slightly between the letters. For open letters such as B and L, move your hand slightly to the right with a very slight bounce for the second letter.
- When reading fingerspelling, make sure you look at the whole word, and not just the individual letters (just like in printed English). Look at the handshapes and movement. This will get you used to seeing words signed faster and faster. Some deaf people don't even fingerspell all the letters of a word.

Being able to sign and understand fingerspelling is very important when you are new to sign language and haven't learned a lot of signs. You will find that the more fluent you become in ASL, the less you will be relying on fingerspelling.

Homework

1. Memorize the manual alphabet from the handout and/or on the website
2. Reading assignments
 - a. *DJSC!: A Student's Guide to ASL and the Deaf Community*
 - i. Introduction, How to Use this Book, Step 1: Start Learning American Sign Language
 - b. *DJSC!: A Student's Guide to Mastering ASL Grammar*
 - i. Introduction, How to Use This Book, Chapter 1 (Introduction to American Sign Language), Chapter 2, Section 2.1 (Fingerspelling).

End of Unit 1

Unit 2

Description: In this unit, students will be learning ASL numbers and about Deaf Culture.

Objectives:

1. Student will be able to introduce themselves
2. Students will be able to sign the numbers 1-10
3. Students will be able to recognize lexicalized fingerspelling
4. Students will know the basics about Deaf Culture

Materials:

1. Start ASL Lesson Videos
2. Handout – Number Practice 2.1
3. Handout – Fingerspelling Practice 2.2

Vocabulary

BALL	MILK
BOOK	MONEY
CANDY	Numbers 1-10
CHOCOLATE	PAPER
COFFEE	SENTENCE
CUP	SIGN
DRAW	SODA POP
DRINK	TEA
FOOD	WANT
KEY	WRITE

Conversation Practice

Have your students find a partner to practice this conversation together:

A: Hi, my name is (student's name). What is your name?

B: My name is (student's name). Nice to meet you.

A: Nice to meet you.

Numbers 1-10

Demonstrate the cardinal numbers 1-10 for your students. Have them sign the numbers with you.

Number Practice 2.1

Play Unit 2 Number Practice 2.1
(~02:06)

You can do this activity in class or give it to your students for homework on the website.

If you will be doing the activity in class, pass out the Unit 2 Number Practice 2.1 handout. Play the Unit 2 Number Practice 2.1 video for the class and have them write down the 2 numbers signed in each phrase. You can play the video a few times if necessary.

Fingerspelling Practice 2.2

Play Unit 2 Fingerspelling Practice 2.2
(~03:09)

You can do this activity in class or give it to your students for homework on the website.

If you will be doing the activity in class, pass out the Unit 2 Fingerspelling Practice 2.2 handout. Play the Unit 2 Fingerspelling Practice 2.2 video for the class. Christian will fingerspell 3 names for each question. Have your students circle the name that is different. You can play the video a few times if necessary.

Have your students practice fingerspelling these short words::

Ask Bad Boy Bus Buy Can Car

Cat Day Dog Job Pen Pin Pot

Lexicalized Fingerspelling

You can give your students a short lesson about lexicalized fingerspelling.

Here is an example:

Lexicalized fingerspelling (sometimes called "loan signs") is fingerspelling that looks more like a sign rather than a fingerspelled word. These are 2-5 letter words that are commonly used and have their own special movements.

Here are some examples of words that are commonly lexicalized:

#AIR	#DOG
#ALL	#EARLY
#APT (apartment)	#FIX
#BACK	#GAS
#BANK	#HA
#BEACH	#HURT
#BUS	#JOB
#CAR	#WHAT
#CLUB	#WHEN
#COOL	#WHY
#DO	#WOW
#DO-DO-("what do")	#YES

You would use the lexicalized version of a sign if:

1. You want to emphasize a point.
2. You want to use directionality (i.e. GIVE #BACK-(signing toward a specific referent).
3. You want to make a comparison (spell on different hands).

(Demonstrate various lexicalized signs for the class)

Deaf Culture

Here, you can give a short lesson about Deaf Culture (using information from Step 2 and Step 5 of *Don't Just "Sign"... Communicate!: A Student's Guide to ASL and the Deaf Community*).

Preferably, if you're not Deaf, you would have a Deaf person give this lesson (with the use of an interpreter, if necessary).

Homework

1. Practice with the Unit 2 Conversation Practice video on the website
2. Complete Number Practice 2.1 on the website (if not done in class).
3. Complete Fingerspelling Practice 2.2 on the website (if not done in class).
4. Reading Assignment
 - a. *DJSC!: A Student's Guide to ASL and the Deaf Community*
 - i. Step 2: Learn About Deaf Culture, Step 5: Learn the Terminology.

End of Unit 2

Unit 3

Description: In this unit, students will be learning 2 of the 5 five sign parameters.

Objectives:

1. Students will know the first 2 of the 5 sign parameters
2. Students will know the three types of signs
3. Students will be able to recognize noun-verb pairs

Materials:

1. Start ASL Lesson Videos
2. Handout – Unit 3 Conversation
3. Handout – Comprehension 3.1

Vocabulary

ALWAYS	JUNIOR HIGH SCHOOL	
CALL	KISS	
CHAIR	KNOW	SLEEP
CHAT	LEARN	STUDY
CLEAN	LEAVE	TAPPED (by someone)
COLLEGE	LIKE	TAPPING
COOK	NEED	THIRSTY
DON'T KNOW	NEVER	UNIVERSITY
DON'T LIKE	NO	VISIT
DOOR	OPEN (DOOR)	WAKE-UP
ELEMENTARY (SCHOOL)	OPEN (WINDOW)	WATCH TV
ENJOY	PLAY	WINDOW
HIGH SCHOOL	READ NEWSPAPER	WORK
HUG	SCHOOL	YES
GET UP	SIGN LANGUAGE	
JOG	SIT	

Conversation

Play Unit 3 Conversation
(~05:27)

For this activity, hand out the Unit 3 Conversation Outline and play the Unit 3 Conversation video for the class.

The outline will give students a chance to recognize what is being said in the conversation.

Play the video a few times and slow it down when possible (using the arrow keys in Quicktime).

Here's the outline:

A: YOU DEAF HEARING, WHICH?

"Are you deaf or hearing?"

B: I HEARING. YOU DEAF YOU?

"I'm hearing. Are you deaf?"

A: YES, ME DEAF. YOU TAKE-up ASL?

"Yes, I'm deaf. Are you taking ASL?"

B: YES, I TAKE-up ASL.

"Yes, I am taking ASL."

A: WHERE YOU LEARN ASL?

"Where are you learning ASL?"

B: C-S-U-N.

"CSUN."

A: REALLY? YOUR TEACHER NAME WHAT?

"Really? What is your teacher's name?"

B: "B wave(long hair)"

"(name sign)"

A: GREAT!

"That's great."

After you play the video and students seem to be following it well, take some time to explain the parts of the conversation.

Here are some examples:

When you meet a Deaf person for the first time, they will usually ask you a common set of questions. They will most likely ask if you are deaf or hearing, where you went to school (if you are deaf), where you learned American Sign Language (if you are hearing), if your instructor is deaf, etc. These questions are strongly rooted in Deaf culture. They tell the person how you are connected to the Deaf community and what you have in common.

When you meet a deaf person for the first time, be prepared to share this information:

- Your first and last name
- If you are deaf, hard of hearing, or hearing
- Where you learned or are learning American Sign Language
- Your instructor's name
- Whether your instructor is deaf or hearing
- Why you are learning ASL

YOU DEAF HEARING, WHICH?

"Are you deaf or hearing?"

This is a wh-word question because it requires more than a yes or no answer. Using the sign WHICH is one possible way, and is a common way, to ask a question that involves selecting "one or the other" answers. It involves shifting your body slightly to one side for one of the possibilities (DEAF), shifting your body slightly to the other side for the other possibility (HEARING), and coming back to the neutral position to sign WHICH with the wh-word question facial expression.

I HEARING.

"I'm hearing."

This sentence is a simple affirmative statement. The head nod is what makes this an affirmative statement. You will learn more about the different types of statements in Unit 6.

YOU DEAF YOU?

"Are you deaf?"

This is a yes/no question. Yes/no questions require only a yes or no answer and are signed with a specific facial expression that includes raising your eyebrows. You will learn more about yes/no questions in Unit 6. With regard to word order, in ASL, repeating the pronoun (in this case, YOU) is very common. You could sign "DEAF YOU?" but repeating the pronoun in yes/no questions is more often used.

You may have also noticed by now that words such as "are" are not signed. This is because the question is shown with a certain facial expression. ASL also does not use articles such as "a," "an," and "the." Most small words are implied within signs and facial expressions in ASL. So, if you notice that a word is left out in a signed sentence, see if you can figure out how that word is conveyed in that sentence. You will eventually get used to what words are not necessary.

YOU TAKE-up ASL?

"Are you taking ASL?"

This is another yes/no question. The sign "TAKE-up" is glossed this way because it is different from the sign "TAKE." "TAKE-up" translates into "taking" as in "taking a class."

WHERE YOU LEARN ASL?

"Where are you learning ASL?"

This is a wh-word question. Perfect ASL grammar would include the wh-word coming at the end of the sentence. However, it's important to know that even fluent signers don't follow this rule 100% of the time.

"B wave(long hair)"

"(name sign)"

In this part of the conversation, Christine uses her teacher's name sign to give his or her name. In this case, the name sign is formed by waving the letter B to indicate long hair. If someone is Deaf or involved heavily in the Deaf community, then he or she might know a lot of people by their name signs. If Cristian didn't know who she was talking about in this conversation, Christine would have then fingerspelled the teacher's name.

Name signs are used to identify and refer to people who are both present and not present and eliminate the need to fingerspell a person's name repeatedly. There are three kinds of name signs used by Deaf people--arbitrary, descriptive, and a hybrid of both. Arbitrary name signs use the first letter of the person's name, descriptive name signs are based on one of the person's physical characteristics, and hybrid name signs use the first letter of the person's name as well as one of the person's physical characteristics.

Hearing sign language students normally receive a hybrid name sign in an in-person sign language class to use in the classroom. However, you're not supposed to use these name signs outside of the classroom. You can only receive an official name sign from a Deaf person once you have been involved in the Deaf community. You cannot create your own name sign--it must be given to you by a Deaf person. And even if you do receive a name sign, you should always introduce yourself by fingerspelling your full name first and then signing your name sign.

The Five Sign Parameters

Explain the 5 sign parameters.

Here is an example of a lesson:

Just like how we see English words as the arrangement of letters, there are five basic sign language elements that make up each sign. If any of these parameters are changed when creating a sign, the meaning of the sign changes.

The five parameters are:

1. **Handshape** - This is the shape of your hand that is used to create the sign.
2. **Movement** - This is the action that makes the sign.
3. **Palm orientation** - This is the orientation of your palm.
4. **Location** - This is the location of the sign on your body.
5. **Non-manual Markers** - This is the various facial expressions or body movements that are used to create meaning.

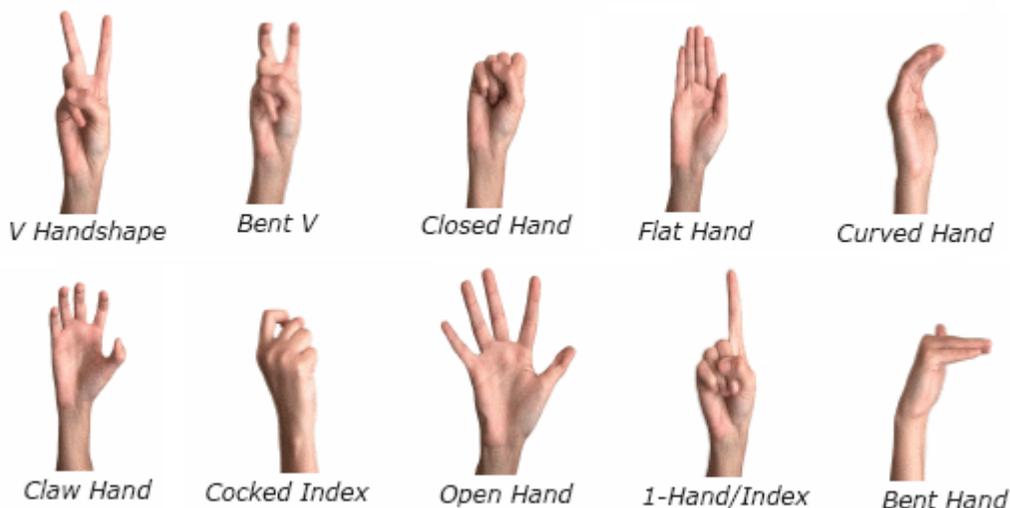
The fifth element, non-manual markers, has only recently been included with this list.

American Sign Language is a very expressive language, and understanding these elements will give you a better understanding of how signs are made and what makes them different.

Parameter #1: Handshape

All signs are formed using a specific handshape. Below are some common handshapes used in American Sign Language. It is important to know the names of these handshapes because ASL classes, dictionaries, and instructors use these terms to describe how to create signs. Changing the handshape of a sign changes the meaning of a sign, so it is important to know how to accurately form these handshapes.

(Demonstrate various handshapes for the class (some examples below))



Parameter #2: Movement

The movement of a sign is the action that is used to create the sign. The movement can be in a circle, up and down, forward or backward, etc. If you change the movement of a sign, you can change the meaning of a sign.

For example, for the sign "chair," you move your dominant hand up and down twice and for the sign "sit," you move your dominant down once. A simple change of movement changes the meaning of that sign.

Your Dominant Hand

You have a dominant and non-dominant hand. If you are right-handed, your right hand is your dominant hand. If you are left-handed, your left hand is your dominant hand. If you are ambidextrous, choose one hand to use as your dominant hand, and stick with it.

There are three types of signs when it comes to what hand you will use:

1. **One-handed signs:** Use only your dominant hand. (i.e. MAN)
2. **Two-handed signs where both hands move:** Move both your dominant and non-dominant hand. These signs normally use the same handshape and movement for both hands. (i.e. SCIENCE)
3. **Two-handed signs where one hand moves:** Move your dominant hand and keep your non-dominant hand stationary. (i.e. DRAW)

(Demonstrate each type of sign for your class.)

Your non-dominant hand will never move unless your dominant hand is moving the same way. This may be difficult to control, but it is very important for when you move into more complex signing. You don't want to get confused!

Noun-Verb Pairs

Explain noun-verb pairs to your class.

Here is an example of a lesson:

Noun-verb pairs are signs that use the same handshape, location, and orientation, but use a different movement to indicate the difference between the noun and verb.

In English, the difference between a noun and a verb can be expressed with an affix like "threat" versus "threaten." In ASL, the difference is expressed by movement.

A signed verb usually has a single, continuous movement while a noun usually has a double movement.

An example of a noun/verb pair is the sign for CHAIR and the sign for SIT. To sign CHAIR, you would do the motion twice. To sign SIT, you would do the motion once.

Another example of a noun/verb pair is the sign for DOOR and the sign for DOOR-OPEN.

(Demonstrate various noun-verb pairs for the class)

Comprehension 3.1

Play Unit 3 Comprehension 3.1
(~06:53)

You can do this activity in class or give it to your students for homework on the website.

If you will be doing the activity in class, pass out the Unit 3 Comprehension 3.1 handout. Play the Unit 3 Comprehension 3.1 video for the class and have them write down the 2 vocabulary words signed in each phrase. You can play the video a few times if necessary.

Homework

1. Complete Unit 3 Comprehension 3.1 on the website (if not done in class)

End of Unit 3