

HOW TO USE THIS TEACHER'S MANUAL

Welcome! We hope that you enjoy using this curriculum and that it will help to make your job so much easier as well as help to ease the learning process for your students.

BEGINNING OF CLASS (AUDIO CD)

An audio CD is included that contains vocabulary from each lesson with each word repeated twice and followed by several sentences that contain that lesson's vocabulary and concepts. You can begin each class by playing the CD. Students should sign along with the CD. This is a good way for them to practice the vocabulary and gives them something to do while you take attendance, etc. You can review as many lessons as you want.

TEACHING NEW VOCABULARY (1st day of lesson)

If you are a hearing teacher, DO NOT use your voice when teaching new vocabulary. Act out, mime, draw pictures, etc. DO clarify students' understanding afterwards.

HOMEWORK: Students should have a spiral notebook in which they use to write down the vocabulary words from each lesson. After you have taught the new vocabulary, the students should watch the vocabulary portion of the DVD for homework and write down all the words in their notebooks. Have them include what handshape is used on the dominant hand next to each word. They should use this notebook to review their signs on a daily basis. The handshapes next to each word should help to jog their memory if they can't remember.

LANGUAGE/CULTURE (2nd day of lesson)

Review vocabulary (see above) on CD. Together as a class, read and discuss the language and culture notes in the student text. Provide examples and clarify the concepts.

HOMEWORK: Chapter review questions.

ACTIVITY (3rd day+)

Review vocab. From CD. Do the activity/ies suggested in the teacher's manual. The amount of days required for this will vary. **HOMEWORK:** Assign that lesson's homework on slow. (you may want to also assign the previous lesson on moderate and the lesson before that on quick)

REVIEW AND QUIZ (last day of lesson)

Go over the answers the review questions and the homework. You may want to show the homework DVD in class again as you go over the answers. Sign the sentences of the quiz as students write what it means in English.

HOW TO USE THE QUIZZES

There are 3 versions for each quiz to use if you teach more than one period to help prevent students from earlier classes from sharing with later ones. The sentence that the teacher signs is written in ASL so it is the same each time. The English equivalents are in parentheses, which is what the student should write. Remember that some of the sentences in English will vary slightly, as long as they have the main elements included in their sentence. Points are earned for including the signs (points are indicated above the ASL) and in some cases non-manual signals (negative headshake, etc.) If a student misses one sign in a sentence, they can still receive credit for the ones they got correct. For the quizzes the sentences can be signed as many times as you feel necessary.

POWER POINT TEST REVIEW (this will occur after every two lessons)

The notes for the chapter test are on power point. Teacher displays the term or concept then allows students to copy it then students discuss briefly with a partner and then write out their version of the definition. The teacher then displays the correct definition and allows time for students to question, clarify, correct, or add to what they have already written. Teacher then asks students to provide an example (if applicable) then displays the power point examples for students to compare with their own. While students are writing, the teacher goes around the room to check on students' work and offer assistance or explanation where needed.

TEST

Students answer the first part of the test on their own, then the teacher signs the vocabulary words (twice each) as students write the word. The sentence portion of the test is similar to the quizzes and points are indicated the same way. The only difference is that the sentences are only signed twice (for long sentences, you may want to sign smaller segments at a time.)

REVIEW GAMES

Included at the back of the teacher's manual is a list of review games and sponge activities that can be used to review vocabulary before a test or if you finish early with a lesson. Most of these can be used any time and can be repeated with just about any lesson.

FINAL REVIEW SHEETS

The final review sheets are used during the last week before the final. Students are allowed to use their books to find the answers. They may use these as study guides to study off of before the final.

FINAL

There are two versions of the final. They both contain the same questions, but they are in a different order or the answers are in a different order. Number each final and have the students write the number of the final on their answer key (scan tron). You can divide the finals even and odd for the keys. The first part of the final is on DVD. Play the DVD informing the students that it will not be paused or rewound. Students watch the video and then mark the correct answer on their answer key.

INTRODUCTION

If your school has a lot of students adding and dropping the first couple weeks of school, we recommend teaching the following **before** distributing student texts and DVD's.

INTRODUCTORY ACTIVITIES:

Mirror Game:

Act out different signs and/or gestures and have a student copy your movements as if they are looking into a mirror. After everyone understands, have them partner up and mirror another student in the class. After they have done that for awhile, have them copy using right for right and left for left, etc.

Purpose: To give practice copying facial expressions and gestures.
Become comfortable using body movements in front of others.
Practice copying using signer's perspective.

Clown Circle:

Have students stand in a circle. The first person in the circle (or teacher) signs or acts out something. Each student in turn copies/mimics that sign/gesture. (Like a wave around the circle). When every student has had a chance to copy that gesture, the 2nd person in the circle signs/acts out something else and the rest of the class copies/repeats. Continue until all class members have had a chance to sign/act out their own sign.

Purpose: Develop ability to observe and mimic others, paying attention.

Hot/Cold Game:

Have one student wait outside of the classroom while another student or teacher hides an object (paper clip, earring, etc). After the item has been hidden, the student returns to the room. The rest of the class gives hints where the item is hidden by one of 2 ways. 1. Facial expression ONLY or 2. sign only the words for "hot" or "cold" using inflection and facial expression. The students keep giving hints until item has been found, have a different student go outside and re-hide the item again in a different location.

Purpose: To develop facial expression and the ability to read and understand the facial expressions of others

TEACHING ABC'S

Demonstrate the letters A-H and help students form the letters properly. Distribute the flash cards and have students hold up the correct card for each handshape that you hold up. Then you hold up a flash card and have the students form the correct handshape. Pair the students and have them practice with each other until they feel comfortable recognizing the letters. Demonstrate how to form double letters (touching and sliding) and then put up the A-H transparency (attached). Have students practice fingerspelling the words on the list. Fingerspell words from the list to the class and have students try to recognize which word you are fingerspelling. Have students pair up (try to pair up students of similar levels) and take turns fingerspelling words from the list to each other.

The next day review A-H letters and the A-H words with students and then teach letters I-P. Follow the same procedure as the previous day. When students have had sufficient time to practice, write the letters A-P on the board and have students write as many words as they can think of that contain only the letters A-P. Give them time to share lists and increase their own, then practice fingerspelling words from the list similar to the previous day.

The next day review letters A-P and words from their A-P lists, then teach Q-Z and follow similar procedures.

You may want to teach them the ABC song, teaching them the signs to the word part of the song and have them practice fingerspelling it while they sing.

ANAGRAM GAME

Either with the letters A-H or A-P, or any combination of A-Z, divide the class into two groups and give each student a flashcard with a letter. Both teams should have the same amount and combination of letters. If you have an odd number of students, make one student a judge or scorekeeper. With the teams on opposite sides of the room, hold up a card with a combination of words using those letters and have students line up in the correct order to form the series of words that you indicated. After you have done this several times, have the students form the handshape of their letter instead of using the flashcard.

There are several websites where you can type in the letters you are using and it will give you a list of words using only those letters once. You can try wordsmith.org

FACIAL EXPRESSION AND INFLECTION

Ask the following questions and have the students answer “yes” with their voices, whether it’s true or not. Tell them to listen to the different inflections and volume in their voices as they answer.

1. Do you know my sister?
2. Do you like chocolate?
3. Did you clean your room?
4. Did you break that lamp?

Now ask the following questions and have the students answer “no” with their voices whether it’s true or not.

1. Do you know sign?
2. Do you like liver?
3. Did you do your homework?
4. Did you take my i-pod?
5. You need to tell your little sister not to touch the hot stove.

Explain how the meaning was changed by the inflection in their voices. Demonstrate the sign for “yes” and “no”. Explain how we can change the meaning by changing our facial expression, changing the intensity of the sign, the hand position or if it is repeated. Have them respond to the same questions above, only instead of answering with their voice, they should answer in sign.

TEACHING “HOW ARE YOU?”

Demonstrate a dialogue first using no facial expression or body shift, then using body shift and lots of facial expression such as:

“Hi, how are you?”

“Fine, how about you?”

“I’m sick.”

“Oh, poor thing” (or something like that)

Have students guess what the dialogue was about. Show them that because of facial expression, gestures, and body movement it was fairly easy to figure out. Break down the dialogue showing them how to sign “How you?” and various responses (happy, sad, tired, excited, lousy, so-so, etc.). The vocabulary for this is reinforced in lesson 2.

After you have distributed the student books and DVD’s, read the introduction lesson together and have the students answer the introduction questions either in class or as homework.

DEAF AWARENESS

Use the test on Deaf Awareness, not to be graded but as a discussion.

Student copies and answers are attached.