# ASL 3 Class Packet TOC

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Dear ASL Enthusiast:

When I first wrote this letter several years ago, it was a long tirade on attendance. I’m sure you don’t want to read that, so allow me to briefly state the following:

1. This is a language workshop: you must be ever-present—no ifs, ands, or buts.
2. In order to learn ASL, you must participate. You can’t negotiate your way out of this simple truth.
3. Everyone in my class will treat one another with the utmost respect, including me:
   a. I won’t play favorites.
   b. I will assign you the grade you earn; nothing more, nothing less.
4. I like to laugh and have fun. Let’s keep it that way.
5. If you’re not sure about anything, ask. Anytime.

We are all students and we are all teachers. I expect that you will learn from me, and I expect to learn from you, too.

I’m committed to your education and am prepared to help you in any way I can. I promise to support and encourage you, and that I will never belittle or humiliate you.

If you’ve taken ASL with other teachers, you may see me do and sign things differently than they do. That’s good for you and will help your learning. There are other things that will help your learning: work hard, be diligent, do more than the minimum required, help your classmates, and always be in class.

I’m looking forward to traversing the semester with you.
Deaf Studies Terminology

1. **ASL:** American Sign Language. The everyday language of nearly one million Americans. It is commonly believed that ASL is the third most commonly used language in the U.S., but this is not the case; however, it is a popular language. It is based largely on French Sign Language (LSF) and was brought to the U.S. by Laurent Clerc, a French educator of Deaf children who partnered with Thomas Gallaudet to open the first public school for Deaf people in 1817.

2. **Deaf:** Note the capital “D”; this is the term is used to describe members of North American Deaf Culture. Note the capital “D,” which denotes a proper noun, much in the same way you might refer to someone as “Chinese” or a “Black American.” Refer to people who have a hearing loss and are members of a culture as “Deaf people” or “people who are Deaf.” Never refer to them as “the Deaf” or in a manner such as “I saw a Deaf.”

3. **deaf:** This term is used to describe an auditory pathology, that is the inability to hear, or hear well enough to transact a spoken conversation. The term “deaf” with a lowercase “d” is used to describe the condition of deafness or a person who is not a member of American Deaf Culture.

4. **deaf and dumb:** This is another opprobrious term from times gone by. Here the term “dumb” means unable to speak; unfortunately, it’s homonym means “unintelligent.” Too often Deaf individuals are perceived of as unintelligent or incapable, and usually this is not the case. This was a very common term and you will see it still, from time to time, in the media. Never use this term.

5. **Deaf Culture:** See *Deaf World.*

6. **deaf-mute:** This was a term popular up until the mid-20th century. It is no longer used and has become opprobrious. It incorrectly describes people who are Deaf. The
inability to hear makes it very difficult to modulate one’s voice and to pronounce words correctly; however, almost all Deaf people possess the power of speech. Rarely is a Deaf person actually “mute,” though many choose not to speak.

7. **Deaf World:** This is a somewhat antiquated term, the way in which Deaf people used to refer to their collective experience: no telephones, residential schools, menial jobs, Deaf spouses, etc. Typically we now refer to the collective experience of North American Deaf people (and Deaf people from around the world) as Deaf Culture.

8. **death:** For reasons that are a mystery to me, many students refer to Deaf people as “death.” While sometimes humorous (“I see deaf people. . . .”) it can be offensive and make you look ignorant—which you are not. When people ask me if I work with “the death,” I reply, “Yeth.”

9. **facial expressions:** Facial expressions are emotive and universal. In every culture the same facial expressions mean, “OW! I just hit my thumb with a hammer,” or “Gee, I love you.” People who don’t understand sign language often confuse ASL’s non-manual grammar with emotive facial expressions, leading them to conclude that “ASL is SO expressive!”

10. **gesture:** The use of movement to convey a message; more purposeful than body language, but not a language governed by a grammar. One uses basic invented gestures to play that party game *Charades*. Someone who is skilled at gesture—like a certified deaf interpreter—can communicate quite effectively with individuals who have little expressive or receptive language.

11. **hearing:** This is the term applied to people who have no hearing loss. Most of the students who take my class are hearing. Do not refer to hearing people as “speaking.” All too often people confuse the ability to speak with the ability to think or reason; on the contrary, if you listen talk radio, you will quickly learn that there is
no link between the ability to speak and the ability to think. Almost all Deaf people are capable of speech but choose to sign as it is easier and more comfortable—in a word, natural.

12. **hearing impaired:** Much has been said and written on the origin of this term. Some think it is politically correct. Others think it is an economics term coined to talk about 20,000,000 Americans—many of them elderly—who have some significant form of hearing loss. It does not refer to members of a culture, and Deaf people rarely refer to themselves as “hearing impaired.”

13. **Interpreter:** An individual trained in interpreting and transliterating who is fluent in at least two languages, in our case English and ASL. A professional interpreter has completed a course of study in ASL, a course of study in ASL interpreting, and has spent considerable time in the Deaf community. He or she holds certification from an official body like the Registry of Interpreters for the Deaf or the National Association of the Deaf.

14. **MCE:** Manually-Coded English. Whereas ASL is its own language, many people (most of them hearing) believe that if teachers sign in English word order, with symbols invented to mimic our syntax and phonology, Deaf students will improve their written English. This method has been tried since at least the early 18th century. An experiment as old as deaf education itself, it is largely a failure.

15. **manual communication:** Communicating using the hands and “body language.” Its counterpart is verbal communication.

16. **non-manual behavior:** A form of communication which is non-verbal as well as non-manual, that is not on the hands. Non-manuals are movements of the face, head, shoulders, and upper body which have grammatical meaning in ASL. For example if you tilt your head to your shoulder, you are indicating spatial or
temporal immediacy (he’s right there; she just left). If you raise your eyebrows, you are asking a yes/no question. Non-manual behaviors are sometimes referred to as the grammar of ASL.

17. **Oralism**: This is a method of instruction wherein a teacher mouths every word to a Deaf person and asks the Deaf person to learn to speak normally in spite of his inability to hear himself. A product of the Victorian age—and the preferred method of instruction in most countries around the world—it was standard procedure in the U.S. until the 1970s. There are schools who practice this method to this day. Many Deaf people are raised and educated by the oral method. A vast majority of them turn to ASL at some point in their lives. I have never known a Deaf person to grow up signing and later become oral.

18. **Pidgin Signed English**: See “MCE”

19. **SEE (or Signed Exact English)**: See “MCE”

20. **Signed English**: See “MCE”

21. **Signer**: Someone who signs. Often you will see someone signing for a Deaf person in a classroom or at a performance. While that individual is often referred to as a “signer,” this is a misnomer. She is actually a trained interpreter/transliterator. Interpreters actually interpret from one language into another language, ASL to English for example.
The Signing Naturally Curriculum

As you know by now, the text we are using for this course is *Signing Naturally, Level II*. I chose this text series carefully for a number of reasons which I would like to share with you.

1. Two of the three authors of this text series are Deaf; the hearing author is a CODA, the child of Deaf adults. All three are native users of ASL. Each is a pioneer in ASL instruction and they are teachers of ASL teachers. (It may interest you to know that your instructor has trained with them.) They are ASL interpreters, linguists, poets, and each has an advanced degree in language or linguistics.

2. *Signing Naturally* is the best and most-widely used—by far—ASL text book available. If you came from a high school or college that offered ASL, you likely used this book. If you plan to transfer and continue your studies elsewhere, you will likely use this textbook series. Among the colleges that use—and endorse—this text are Gallaudet University (in their Center on ASL Literacy), CSU Northridge, CSU Hayward, San Diego State University, and the University of California at San Diego, just to name a few.

3. This text series uses the most modern second-language teaching methods. Whereas in the past ASL has been taught by listing vocabulary or transcribing English sentences, *Signing Naturally* uses a *functional/notional* approach. This means ASL is taught using ASL, emphasizing “communicative purpose” in the language we are studying. It means ASL is taught emphasizing the functions of language use in situations students are likely to encounter outside the classroom.

4. Finally, the *Signing Naturally* text series teaches ASL in a way that is respectful of ASL and members of Deaf culture. To begin with, it encourages a “no-voice” policy. This can be unsettling to students who are not accustomed to guessing and feeling “off-balance” in a classroom; however, I assure you that it is the quickest and most
effective way to learn ASL. In addition, *Signing Naturally* eschews the use of English “glosses” in labeling signs. A *gloss* (usually written in all caps, like CAT) is a label, printed in English, below the picture of a sign. While common sense would reason that this would enhance learning, the opposite is actually true. The overwhelming majority of signs can be translated into several, sometimes dozens, of different English words. To label a sign with a single English word is to do a grave disservice to an ASL student, and leads students to asking such ignorant questions as “What’s the sign for ‘run,’” where, in fact, there are literally dozens of signs for that single English word, even more than there are definitions of that word.

As you can tell, I think highly of this textbook series. I chose it to make both your life and my life easier, and because I think that if you use this book to its fullest intent and if you study hard, you will leave this class a competent ASL user who is comfortable conversing with a stranger.
Fingerspelling in ASL

Try reading the following paragraph quickly:

The pweor of the hmuan mnid

Aoccdrnig to a rscheearch at Cmabrigde Uinervtisy, it deosn't mtaer in what oredr the ltteers in a wrod are, the olny iprmoetnt thng is taht the frist and lsat ltteer be at the rghit pclae. The rset can be a total mses and you can sitll raed it wouthit any porbelms. Tihs is bcuseae the huamn mnid deos not raed ervey ltteer by istlef, but the wrod as a wlohe.

Not that hard, is it? This demonstrates the fallacy of trying to see each letter when reading fingerspelled words. Many Deaf children—children not old enough to read—can understand many fingerspelled words. That’s because they recognize the words as whole units, rather than as a series of letters. Being able to recognize all the words in the above paragraph is an example of the three Cs of fingerspelling—Context, Clozure, and Configuration.

**Context:** Once you determine the paragraph is a report on scientific research, that reduces the number of possible words you might encounter. You recognize a word more quickly than if you were reading a random paragraph with no title.

**Clozure:** Because you see the first and last letter of each word in its proper place, it’s much easier for you to “fill in the blanks” to determine what the word is. Similarly, though you may miss some of the internal letters in a fingerspelled word, you can usually see the first and last letter, as well as “stand-out letters” like B, F, G, J, K, etc.

**Configuration:** The capitalized letters denote proper nouns (Cambridge University) as well as the beginnings of sentences. Additionally, some words seem to have a unique “shape”: research, important, without, and whole. Even scrambled, these words stand out in the paragraph.
Fingerspelling
RADAR
Deaf Community Interaction

As you know from your syllabus, interaction with members of the Deaf community is a requirement for this course. It is a privilege to meet and share the company of Deaf people. Do so only when you are invited to. Respect the privacy and independence of Deaf people you meet. Treat them as you would have others treat you.

To receive full credit toward your semester grade, you must complete 15 hours of interaction with members of the Deaf community. I offer credit only for conversational interaction with Deaf people. Credit is not available for conversation with hearing classmates, for watching open-captioned movies, or for viewing videotapes.

You may attend any of the events listed on our website: <www2.bakersfieldcollege.edu/asl>. You may also find events on your own. Examples could be attending an event at the Bakersfield Club of the Deaf, a Deaf bowling league, an event at BGLAD, or even spending time with a Deaf classmate or coworker. Your instructor must approve any of these self-generated interaction opportunities in advance—you will not receive credit without approval. Please check to make sure that you are attending an event that you, as a hearing ASL student, are invited to.

In order to receive credit for interacting with the Deaf community, you must submit a one-page written report (I prefer it be word-processed) about your interaction. I would like for you to follow exactly the format on the following page, “Deaf Community Event Report.” You may photocopy the page and fill it out, or you may type it on a word processor copying the format as it is shown.

**IMPORTANT:** To receive full credit, you must submit your report within one week of having attended your event. If you turn it in later, I reserve the right to offer partial or no credit.

I do double check reports periodically to see if, in fact, you were at the event. Should I discover that you have submitted a false report, you will lose ALL your Deaf community hours, and I will accept no others from you for the remainder of the semester. This is a penalty equaling 1.5 letter grades, making it virtually impossible to earn an A or a B in the course.

Interacting with the Deaf community is a core component of this course because it is the best and most enjoyable way for you to test your skills, to apply what you’ve learned in class, and to learn from the people whose language you are studying. While you will be exposed to—and learn about—Deaf Culture, the primary reason for Deaf Community hours is to support your language learning. Don’t be afraid to take chances, to learn something new, to have fun, and write a short account of that for me. I assure you that you’ll have a great time.
Deaf Community Event Report

If you attend an event that supplies a ticket, flyer, brochure, or other verification of attendance, you must attach it to your report. If you need additional room you may write on the back or submit two pages.

Name: ____________________________________________

Name of Event: ___________________________________

Location of Event: _________________________________

Date of Event: ___________________________________

Hours You Attended: _______________________________

1. Describe the event:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What did you observe? For example, eye contact, mouthing, gesture vs. ASL, interaction between Deaf and hearing people, cultural behaviors. Write about one or two in detail.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. How do your observations relate to what you are learning in class?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Additional comments or questions?

________________________________________________________________________

Deaf Community Event Report is due ONE WEEK after you attend the event.
Minimal Pairs

There are five parameters for almost every sign; they are

1. Location
2. Handshape
3. Movement
4. Palm Orientation

A minimal pair is two signs that differ only by one parameter. Examples:

**Location:**
- FUNNY – SUGAR
- SEE – VOICE
- UGLY – DRY – SUMMER
- MISS – THINK

**Movement:**
- VOTE – TEA
- FAKE-MOUSE
- MAKE – COFFEE
- FULL – ENOUGH

**Handshape:**
- WHITE – LIKE
- KNOW – THINK
- CAR – WHICH

**Palm Orientation:**
- THING – CHILDREN
- ESTABLISH – APPT.
- SCHOOL – PROOF

**Non-Manual:**
- NAKED – AVAILABLE
- LATE – NOT YET
Non-Manual Markers

Also known as “Non-Manuals” (NMs), these facial expressions are not emotive; they are grammatical. One’s eyebrows signal whether one is asking a yes/no question, an information question, or a rhetorical question. Generally, one does not “mouth” words as one signs (though there are exceptions), but one does convey adjectives and adverbs with mouth movements, also known as “mouth morphemes.” Other NMs include eye movements, head tilt, and body shifts. Non-Manual Markers are the grammar of ASL.

Yes/No Questions
Raised eye brows

<table>
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<tr>
<th>WH Questions</th>
<th>Rhetorical Questions</th>
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<tbody>
<tr>
<td>a.k.a information Qs</td>
<td>—with answer</td>
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<tr>
<td>Lowered eye brows</td>
<td>Raised eye brows</td>
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<tr>
<td>WHO</td>
<td>WHO</td>
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<td>WHAT</td>
<td>WHAT</td>
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<td>WHEN</td>
<td>WHEN</td>
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<td>WHERE</td>
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<td>WHY</td>
<td>WHY</td>
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<tr>
<td>HOW</td>
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</table>

A Few Mouth Morphemes:

- cha: height, length, size
- luch: jumbo, large
- pah: finally
- pow: explode, hit hard, hot temper
- puh: tend, give in
- bro: burned-out bulb, break, broke
- ahh: far
- th: not yet
- pth: melt, smash
- cs: near (physically or temporally)
- mm: normal, relax, take time
- ps-ps: fancy, chic
- shh: wild time, make out

Adapted with permission from the Center on ASL Literacy @ Gallaudet
ASL Conjunctions

- **FRUSTRATE** (to be prevented from)
- **HIT** (unexpectedly, turned out that)
- **FIND** (find out that)
- **HAPPEN** (happened that)
- **FINISH** (then, completed)
- **WRONG**\(^1\) (without warning, suddenly)
- **WRONG**\(^2\) [movement – Y twisted] (plans being messed up)

1. **ME WALK** **WRONG**\(^2\) **RAIN**
2. **ME PLAN PARTY** **FIND** **HE CAN’T COME-HERE**
3. **HE GO-AWAY VACATION 1-WEEK, HIT LAID-UP SICK**
4. **ME CHAT** **HAPPEN** **HE-TELL-ME** **HE FROM BAKERSFIELD SAME-AS-ME**
5. **TONIGHT TWO-OF-US WANT SEE MOVIE** **FRUSTRATE CLOSE**
6. **SHE STINK DRAMA** **WRONG GOOD ACT**
7. **HE STRUGGLE-HARD** **ESTABLISH NEW BUSINESS** **HIT SKYROCKET BUSINESS**
8. **TWO-OF-THEM STEADY 6-MONTH** **WRONG**\(^1\) **TWO-OF-THEM MARRY**
9. **SHE RESEARCH #ASL HIT** **SHE FIND NEW RULE++**
10. **DEBBIE GO-THERE STORE** **BUY #TTY HAPPEN #TTY SALE**
11. **BABY SEEM SICK** **FIND BABY HAVE EAR INFECTION**
12. **CLOTHES PUT-IN WASHING-MACHINE** **FRUSTRATE CLOTHES RUIN**
13. **ME BUY NEW GLASSES** **WRONG**\(^2\) **GLASSES DAMAGE**
14. **TWO-OF-US CHAT** **FIND** **TWO-OF-US SAME HAVE DEAF SISTERS**
15. **ME WATCH #TV** **WRONG #TV VAGUE**
16. **PAUL DRIVE-THERE** **FRUSTRATE FRIEND NOT HOME**
17. **BECKY GET NEW #CAR EXCITED** **FRUSTRATE #CAR STEAL**
18. **PATTY HERSELF NOTHING-TO-IT** **WRONG**\(^1\) **SHE SKYRISE FAMOUS**

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**Student 1: The Home in General**

1) kind of housing (apartment, dorm, condo, etc.)

2) **number of stories**

3) color of building and trim

4) color of front door

5) size of yard
   - is it fenced?

6) is there a swimming pool?
   - garage?
   - attic?
   - basement?
   - deck or porch?
   - elevator?

7) number of bedrooms
   - bathrooms

8) type of telephone(s)
   - in which rooms?

9) is there a shower, bathtub or both?

10) is there a shower curtain or door?

<table>
<thead>
<tr>
<th>You</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
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<tbody>
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**Student 2: Living Room**

1) size of living room
   - what color?

2) number of windows
   - what kind?
   - type of window covering?

3) is there a fireplace?
   - a ceiling fan?
   - a TV or stereo?

   **are there pictures on the wall?**

4) is there a rug or carpeting?
   - what color?

5) what kind of furniture is there?

6) number of lamps
   - what kind?

7) are there plants?
   - where are they located?

8) last time the walls were painted?
Student 3: Bedroom

1) size of bedroom
   - what color?

2) is there an adjoining bathroom?

3) number of closets
   - what size?
   - what kind of closet doors?

4) is there a mirror?
   - how big?
   - where is it located?

5) number of windows
   - what kind?
   - type of window covering?

6) what kind of bedroom furniture?
   - size of bed
   - color of bedspread

7) what do you have up on the walls?

<table>
<thead>
<tr>
<th>Student 1</th>
<th>Student 2</th>
<th>You</th>
<th>Student 4</th>
</tr>
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Student 4: Kitchen

1) size of kitchen
   - what color?

2) what kind of refrigerator? (i.e., separate freezer, positions of doors)
   - what color?

3) electric or gas stove

4) is there a microwave oven?
   - dishwasher?

5) are the stove, refrigerator and dishwasher all the same color?

6) is there a separate dining area?

7) is there a window above the sink?
   - is it a double sink?
   - what kind of faucet
     (hot and cold combined?)

8) is there a laundry room near the kitchen?

9) number of kitchen cabinets
   - what color?
### Departures at Burbank: Jan 18, 02:40 PM - Jan 18, 04:40 PM

Current Time at Burbank is 03:10 PM, January 18

<table>
<thead>
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<th>City</th>
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<td>Seattle WA</td>
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<tr>
<td>Dallas/Fort Worth</td>
<td>American</td>
<td>388</td>
<td>02:46 PM</td>
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**Arrivals at Burbank:**

*Current Time at Burbank is 03:13 PM, January 18*

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### Commonly Fingerspelled Words

<table>
<thead>
<tr>
<th>physical</th>
<th>car related</th>
<th>housing</th>
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<tbody>
<tr>
<td>!fs-SICK!</td>
<td>fs-(TOYOTA, CHEV)</td>
<td>fs-GARAGE</td>
</tr>
<tr>
<td>fs-FLU</td>
<td>#CAR</td>
<td>fs-AC</td>
</tr>
<tr>
<td>fs-FEVER</td>
<td>fs-VAN</td>
<td>fs-PORCH</td>
</tr>
<tr>
<td>fs-STIFF</td>
<td>#BUS</td>
<td>fs-DOOR</td>
</tr>
<tr>
<td>fs-HURT</td>
<td>#SW</td>
<td>fs-ROOF</td>
</tr>
<tr>
<td>fs-CUT</td>
<td>#TRUCK</td>
<td>fs-SOFA</td>
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<tr>
<td>fs-FOOT</td>
<td>fs-USED</td>
<td>fs-OWNER</td>
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<td>fs-DRUGS</td>
<td>fs-AS-IS</td>
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<td>fs-NAIL</td>
<td>fs-MPH</td>
<td>fs-RENT</td>
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<tr>
<td>fs-HAIR</td>
<td>#OIL</td>
<td>fs-SALE</td>
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<tr>
<td>fs-DR</td>
<td>fs-BRAKE</td>
<td>fs-HOTEL</td>
</tr>
<tr>
<td>#EEK</td>
<td>fs-CLUTCH</td>
<td>fs-APT</td>
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<tr>
<td></td>
<td>#GAS</td>
<td>fs-CONDO</td>
</tr>
<tr>
<td></td>
<td>fs-REG (regular gas)</td>
<td>fs-CABIN</td>
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<tr>
<td></td>
<td>fs-KEYS</td>
<td>fs-CITY</td>
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<tr>
<td></td>
<td>fs-LOCK</td>
<td>fs-AVE</td>
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<tr>
<td></td>
<td>fs-UNLOCK</td>
<td>fs-BLVD</td>
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**KEY:**  “fs” means fingerspelled. These words are typically spelled, not signed, in ASL.

“#” denotes a lexicalized borrowing, what used to be known as a “loan sign.”

These are formed fluidly and produced as signs, not words with discretely formed letters.

*Credit: Signing Naturally Level II*
Directions: Ask the other students in your group how often they do the things on your Survey Card. Mark the number of students who respond at each degree of frequency.

<table>
<thead>
<tr>
<th>Question 1</th>
<th>How many people?</th>
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<table>
<thead>
<tr>
<th>Question 2</th>
<th>How many people?</th>
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<table>
<thead>
<tr>
<th>Question 3</th>
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<table>
<thead>
<tr>
<th>Question 4</th>
<th>How many people?</th>
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Credit: Signing Naturally Level II
Disrupted Plans Worksheet

Sample Situation: You and a friend went camping in the mountains. When you arrived it was raining cats and dogs, and the campground was flooded. You ended up in a motel room, spending more money and missing all the fun of camping.

Situation 1: You planned a birthday party for your daughter at the park. When you arrived in the morning there was a gentle breeze. By the time you were ready to sing “Happy Birthday,” the wind was blowing hard. Plates went flying, cups tipped over. Children were complaining. You had to pack up the food and the kids and go home.

Situation 2: A group of you went to the beach for the day. You spent the morning playing volleyball. At lunch a friend leaned over to reach for the punch and a bee stung her forearm repeatedly. Her arm immediately started to swell and she became short of breath. You rushed her to the hospital.

Situation 3: You arrived home to change clothes to attend your mother and father’s 25th wedding anniversary that night. When you tried to unlock the door you realized your lock was broken. There was no open window. You had to call your landlord to fix the lock. You ended up going to the store to buy clothes for the party. You arrived late.

Situation 4: Sunday morning you packed up and took off for the lake. By mistake you took a wrong turn and ended up taking the long way. The road was windy and narrow so you couldn’t turn around. You smelled something burning and the red warning light came on. Steam was coming out from under the hood. You reached the top of the hill where there was a small general store and gas station. You pulled over and opened your hood to find water gushing from the radiator. The gas station didn’t have the parts you needed. You had to wait for a tow truck to take you home.

Situation 5: You and your husband (or wife) were looking forward to spending the weekend alone. The kids were spending the night with friends. You disconnected the phone, and were just about to sit down to a candlelight dinner when the doorbell rang. It was your parents paying you a surprise visit from out of state.

Situation 6: You had the weekend off work and planned to stay overnight at the Renaissance Faire. Saturday morning you got up early, packed the car and had your coffee. Just as you were about to lock the door, the phone rang and you went back to answer it. It was your boss calling to tell you she needed you to come in because another employee was sick.

Credit: Signing Naturally Level II
**Types of Classifiers** (from *Signing Naturally*)

1. **DCL:** Descriptive Classifier describes an object or a person.

2. **LCL:** Locative Classifier represents an object in a specific place (sometimes indicating movement).

3. **SCL:** Semantic Classifier - represents a category of nouns such as vehicle or person.

4. **BCL:** Body Classifier “enacts” the verb of the sentence (role shifting usually required).

   **ICL:** Instrument Classifier (usually hands) manipulates an object (i.e. ICL “turn crank” or ICL “play jacks”).

   **BPCL:** Body Part Classifier: specific part of the body doing the action.

5. **PCL:** Plural Classifier - indicates either specific number or non-specific number (i.e., PCL:3 “people walking,” PCL:4 “long line of people,” PCL:5 “hordes of”).

6. **ECL:** Element Classifier - represents an element of the earth, such as rain, wind/smoke/gas, fire and light. These are usually made with either the 5-handshape or the 1-handshape, i.e., ECL:5wg”waterfall,” ECL:1 “water dripping from a faucet.”
<table>
<thead>
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<th>USA States (Unit 15)</th>
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<tr>
<td><strong>ABC Order</strong></td>
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<td>California</td>
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<td>Mississippi</td>
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<tr>
<td>Missouri</td>
</tr>
<tr>
<td>Montana</td>
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</table>

Credit: Ella Mae Lentz/Signing Naturally
USA States (Unit 15)

**Fully Spelled Out**

ALASKA
ARIZONA
COLORADO
HAWAII
IDAHO
IOWA
MAINE
MONTANA
NEVADA
OHIO
OREGON
UTAH

**Initialized**

NC (North Carolina)
ND (North Dakota)
NH (New Hampshire)
NJ (New Jersey)
NM (New Mexico)
RI (Rhode Island)
SC (South Carolina)
SD (South Dakota)

**First and Last Letters**

FLA (Florida)
GA (Georgia)
KY (Kentucky)
LA (Louisiana)
MD (Maryland)
MO (Missouri)
VA (Virginia)
VT (Vermont)
WVA (West Virginia)

**First Few Letters**

ALA (Alabama)
ARK (Arkansas)
CONN (Connecticut)
DEL (Delaware)
ILL (Illinois)
IND (Indiana)
KAN (or KS) (Kansas)
MASS (Massachusetts)
MINN (Minnesota)
MISS (Mississippi)
NEB (Nebraska)
OKLA (Oklahoma)
PENN (or PA) (Pennsylvania)
TENN (Tennessee)
WISC (Wisconsin)
WYO (Wyoming)

Credit: Ella Mae Lentz/Signing Naturally
## City Sign Form Patterns (Unit 15)

### Fully Spelled-Out
- Arvin
- Lamont
- McFarland
- Taft

### First Few Letters/Initialized
- SF (San Francisco)
- LA (Los Angeles)
- SAC (Sacramento)
- SLC (Salt Lake City)
- KC (Kansas City)
- BR (Baton Rouge)
- NYC (New York City)
- CINN (Cincinnati)

### Horizontal Repeated Movement
- Seattle (CA)
- Knoxville (TN)
- Vancouver (WA)
- Phoenix (AZ)
- Denver (CO)
- Fresno (CA)
- Columbus (OH)

### Movement shaped like “7”
- Boston (MA)
- Philadelphia (PA)
- Chicago (IL)
- Detroit (MI)
- Tucson (AZ)
- Tulsa (OK)
- Austin (TX)
- Alameda (CA)
- Indianapolis (IN)
- Olathe (KS)
- Stockton (CA)
- Wichita (KS)
- Rochester (NY)

### Vertical Repeated Movement
- Berkeley (CA)
- Oakland (CA)
- Worcester (MA)
- Portland (OR)
- Fremont (CA)
- Baltimore (MD)—orientation different

Credit: Ella Mae Lentz/Signing Naturally
**Capital Sign Forms**
St. Paul
Madison
Nashville

**Brush on Weak Hand**
New Orleans (LA)
Springfield (MA)
Memphis (TN)
Fort Worth (TX)
New Haven (CT)

**Shoulder to Shoulder**
Atlanta (GA)
Cleveland (OH)
Toronto, Ontario

**Unique Forms**
Miami (M sweep top of weak hand)
San Antonio (G repeated on cheek)
Minneapolis (D tapping shoulder of non-dominant side)
Washington, DC (W start from shoulder, flip out, then fs-DC)
Dallas (D on side of forehead)
Houston (H on side of mouth)

Credit: Ella Mae Lentz/Signing Naturally
"I can’t get ‘em up, I can’t get ‘em up, I can’t get ‘em up in the morning!" That’s the song the soldier’s bugle is supposed to foot when the cracking notes of reveille rend the morning air. "I can’t get ‘em up," the bugler wails, but what a task he would have if all his sleeping comrades were deaf!

The efforts of the deaf to keep an appointment with the rosy finger of dawn have resulted in the invention of many weird and wonderful contraptions as auxiliary alarm clock equipment, and it is time now to describe some of them for the benefit of history, before they all vanish in favor of the modern electric radio clock.

One of the gravest problems of the deaf is how to disentangle themselves from the Morpheus headlock exactly at a given time in the morning. That is, it was a problem until the appearance of the radio clock. Nowadays you will find a radio clock in practically every deaf home. It turns on the light in the morning at any time you ask, and the light will awaken most deaf sleepers. Those who are immune to light have made adaptations for the clock, such as an attachment which will set off a buzzer fastened to the bed. The buzzer causes the bed to vibrate, and if allowed to run long enough, it will start vibrations throughout the bedroom, the living room, the kitchen, the bathroom, and the apartments above and below and across the hall. The deaf sleeper usually awakens before the vibrations cross the street. He awakens amidst the cussing of neighboring apartment dwellers, but, being deaf, he is unaffected by the cuss words — which do not vibrate.

But before the advent of the marvelous radio clock, the deaf really resorted to some fantastic efforts to dispel their slumbers at the proper time.

Among the deaf the nearest approach to the army bugler probably is the supervisor (now better known as counselor) in a school for the deaf. It is his duty to get the pupils out of the sack in time for breakfast. This he accomplishes by shaking every bed, and he delegates some early risers in the dormitory to assist with the bed-shaking. This is effective. It fails only when the supervisor, himself, oversleeps, but supervisors do not oversleep. They have alarm contraptions of their own.

The only supervisor I know who needs no alarm is Louis Byouk, of the California School, who relies solely upon mental determination to get up in the morning. If he wants to get up at five o'clock in the morning, he merely tells himself so the night before, and five o'clock finds him up and smiling. There are other such gifted individuals among the deaf, but they are few and far between.

One time in the early days of my deafness, before I was aware of the alarm contraptions used by the deaf, it became necessary for me to arise at an early hour one morning to meet a train. I took an old-fashioned alarm clock to bed with me, clutched tightly in my hand, and I resolved to keep it clutched. The alarm clock sent me at the proper time and I felt the jingling of the bell, and caught my train. Most of us wouldn’t care to clutch an alarm clock in our hands through every night for the rest of our lives, however.

During my college days I spent a summer as a hotel employee in the Catskills and I had as partner Al Rose, of Gallaudet football fame. Al is (or was) about the only person in the world who can sleep longer than I can, but as hotel employees we found it necessary to get up early in the morning. The lighting of a water heater was our special responsibility, and we had to have the water hot in time for the earliest riser among the hotel guests.

Rose and I slept in twin cots. I tied an alarm clock securely to the head of my cot and when the alarm sounded in the mornings the vibration was sufficient to arouse me. It wasn’t my turn to light the fire every morning, though, so there was still the problem of how to arouse Al on his mornings. Summer mornings in the Catskills are quite chilly, and it was a terrifying ordeal to hop out of my cot each morning and bounce over and awaken Al. I solved the problem by running a string from my cot to his. When my alarm sounded, I jerked the string and Al, aching from the covers cussing and furing in his best fire-lighting form. By the end of the summer I got so I could jerk the string without even waking up.

Some marvelous inventions have been fashioned by deaf sleepers in efforts to dispel the sound of alarm clocks, all made possible by the fact that the key with which you wind the alarm also unwinds as the bell rings. The simplest of these inventions is merely connecting this key by a string to the cord that switches on an electric bulb over the bed, in such a manner that when the alarm sounds, the string wraps itself around the unwinding key, tightening sufficiently to pull the light cord far enough to turn on the light. A light suddenly turned on in the face of most deaf sleepers will awaken them.

Nick Braunagel of the North Dakota School has written in his paper, The Banner, a description of the kind of alarm he uses. It is so simple, only a genius like Nick could have thought it up. Nick merely connects up his alarm clock with an electric fan and the alarm starts up the fan, which blows across his bed. Lest readers unacquainted with Nick fail to appreciate the potentialities of such a device, it should be pointed out here that Nick sleeps with windows wide open. A fan in his room in the North Dakota winter produces such an icy blast it freezes his snores and hangs them up in mid-air. Nick Braunagel is perhaps the only man in the world who would put up with arising each morning on the face of a blizzard, but Nick’s sensibilities are cushioned by his 225 pounds.

There is a story of a deaf man in a Montana mining community who used a flatiron for an alarm. He used a string and pulley arrangement which suspended the flatiron near the ceiling during the night. When morning came his alarm clock would trip a release permitting the iron to drop to the floor. A flatiron falling from the ceiling in the stillness of the morning should awaken the deafest of the deaf.

Credit: Signing Naturally Level II
This man’s flatiron became a tradition in the village. It could be heard by all the neighbors, and all the miners in town depended upon its faithful boom to start them off to work. Came a day when the owner of the flatiron alarm took unto himself a bride. He took three days off from work and left town for a honeymoon trip. Upon his return he found that there had been no work in the mines for three days. All the miners were blissfully snoring away, awaiting the rousing boom of his flatiron.

When I was teaching in the South Dakota School, one of the pupils, named Horace Todd, had something of a monopoly on making an alarm gadget for deaf persons at the school. His contraption consisted of two slats hinged together, which were attached to the head of the bed. One slat, hanging from the hinge, carried a lead weight on its lower end. It had a hook which made connections with the key on the back of an alarm clock, which sat on a small platform attached to the head of the bed above the two slats. When the alarm sounded, the unwinding key would disengage itself from the hook on the slat, and the slat, with its lead weight, would slam down against its counterpart with a bang like that of a shotgun. The noise, of course would not awaken a deaf sleeper, but the shock it produced would awaken both the sleeper and the bed beneath him. He made one of his gadgets for me.

Another deaf fellow in South Dakota — Grant Daniels — disengaged himself from the blankets in the mornings to the tune of another kind of alarm, which was used by numerous deaf people in years gone by. This was a sort of box-like arrangement, long and narrow, standing vertically at the head of the bed. Within the box were a number of small shelves, one above the other, sloping gently downward, and on the top shelf rested a small version of a cannon ball, about two inches in diameter, purloined perhaps from the innards of a tractor, where it served as a ball bearing, only, of course. Grant Daniels, a good churchman, would not purloin the ball. The ball was held in place on the top shelf by some kind of connection with the alarm key, and when the alarm sounded the key would release the ball. Urged authoritatively by gravity, the ball would roll off the shelf, hit the next one, roll on to the next, and so on until it had bounced off every shelf and come to rest at the bottom of the box. “Bong, bong, bong.” Light sleepers would awaken with the first “bong.” Those inclined to sleep more soundly might respond to a later bong, but the beauty in this kind of alarm was that it could be constructed to suit individual habits.

The hardest of the sleepers could make the box long enough to extend through the ceiling, enabling it to produce 67 bongs and 4 selahs.

I have heard of an elaboration of the slat contrivance produced by Horace Todd, but I have never seen it. At any rate, in this machine the top slat was supposed to be of the size and shape of an ironing board, and instead of banging against another slat to produce a loud retort, it would slam down right upon the person of the sleeper. If he happened to be too relaxed, there was a possibility that he would wake up in the basement.

When I was a kid at home my mother worked out a means of awakening me which should be commended both for its effectiveness and its simplicity of operation. My bedroom was in a room upstairs above the dining room and my mother did not relish the daily task of climbing the stairs to get me up. She would go into the dining room with a broom and use the broom handle as a sort of battering ram against the ceiling beneath my bed. Since the ceiling was of wood, this created sufficient vibration to wake me.

The most interesting and the most greatly to be desired of all alarm gadgets I have encountered came under my observation during a stay in a hospital. Each morning a beauteous creature immaculately clad in white would enter the room and tap me lightly on the shoulder.

Felix Kowalewski tells me that Heimo Antila had an alarm apparatus which must have been the most Rube Goldbergian of them all. Heimo’s alarm was a rat trap, so fastened to the wall that it would pull the light switch when it went off, turning on the light by Heimo’s bed. The trap was set off by a string connecting the bait trigger to the unwinding key of an alarm clock. This contraption deserves preservation in the Smithsonian Institute.

There may be other forms of alarms utilized by the deaf, but the kind most commonly used today is the radio clock, mentioned before. In two instances all alarm clocks lose their effectiveness, and the deaf are subject to this failing the same as anyone else. One occasion is when the sleeper responds to the alarm, turns over and shuts it off, and then falls back to sleep. The other instance is when he hops into bed at night, forgetting to set his alarm. The only remedy for these shortcomings is to refrain from going to bed.

*reprinted with author’s permission from The Silent Worker (now The Deaf American), April, 1949.

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"THE LOST RING"

Activity Sheet

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