

## VIDEO #2 Teaching

In this video I am going to show you how to use the home sign kit to teach people who are deaf illiterate and don't have a sign language. And so in this kit you will see a box with lesson cards, vocabulary cards you will also see a binder that has these sentence cards in them I'm going to show you how to use all of these materials and how to use them to teach someone. We'll start with the lesson cards. The lesson cards have a number of stars in the front. The number of stars indicate the lesson number.

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So here you see 13 stars, that is lesson #13. This keeps us from having to write numbers that have to be translated. So, this is a universal kit that can be taken anywhere in the world. In each card you will see a symbol and on the back of the card you will see a picture. The red cards symbolize basic characters. These are the 90 basic symbols that make up all of the rest of the words. So, when we teach the red cards, we make sure to remind students that even though some of the red cards are similar to other red cards, they are not related because they are all red. If there was a green card the green cards are what we call extensions.

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The extensions have basic symbols in them as you see, this extension right here has this basic symbol inside. When we teach the cards what we are going to do we are going to show the symbol side first. Once we show the student the symbol side, we give them a couple seconds to think about what it might be. Some of the more intuitive symbols students can guess and many times they'll guess correctly. If the student does not have a guess, you can show the student the picture. Sometimes and many times the students will come up with the right answer after seeing the picture, but then you're going to tell the student what the word is. Some symbols will require some explaining. For example, this is the word person.

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You can tell your student that this is the body of the person and these are legs of the person. Any explanation like that will help the student remember the word better. On the back of the cards you will see in the upper left-hand corner a little box. The little box has a number and an English letter. So, this is the number that represents the lesson number. The letter represents the order in which to teach the word. So since [A] comes before [B] in the English alphabet you're going to go ahead and teach the [A] word first before the [B] word. Since this part is for facilitators we just went ahead and used the English number system and the English alphabet system. Because the rest of it is universal, the rest of it does not have any words or lesson numbers. So, when you teach the lesson cards you are going to teach 5 cards at a time. So, you're going to show students the symbol and then show them the picture, tell them what the word is. Go on to the next symbol and do the same thing. After 5 symbols you are going to do a review. So, you are going to take all the cards, you are going to shuffle them and then quiz the student on what the words are. So, you're going to show the student this symbol and the student will tell you the word. If you have deaf facilitators who are teaching this using sign language, the student will then

sign the word back to the teacher. That is the student's way of communicating back to the teacher what the word is. Now you will also see different types of words that are in blue and that have a little arrow in the upper left-hand corner. These indicate proper nouns. Proper nouns in SUN are only names of people or names of places. And so, there are a couple proper nouns in the later lessons that you will run into. You'll be able to explain to the student that this is the name of a person or the name of a place. After you have gone through all of the 10 cards in each lessons you're going to review the cards in the lesson one more time and then you're going to combine the cards in that lesson with all of the previous cards in the lessons you have already taught and do another review. The more that you review, the stronger that it stays in the student's mind. After you do the review of all of the lesson cards (the word cards that you already taught) you're going to have the student read some sentences.

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In the lesson binder there are blue dividers that have the lesson number, once again in the "number" of stars. Behind the lesson number divider, you will see sentence cards like these. The sentence cards have a sentence written in SUN on top. On the bottom there's two pictures. What you're going to do is you're going to show the student just the sentence part. Then the student will sign back to you what the sentence says. To make sure the student understands what the sentence means you're going to show the student the two pictures on the bottom of the sentence

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and then have the student point to the picture that correctly illustrates the sentence. This is how you can test for comprehension of the student; that students actually understands the meaning of the sentence. Then once you have done all of the sentences in that lesson you may go on to the next lesson. We recommend not to go beyond 5 lessons per day. That helps the student retain what is being taught before moving on to the next lesson. If we try to teach too much information all at one day sometimes the students can forget things more easily. After you have taught the lessons, lessons 1-8 you're going to have sentences that you are able to read. Lessons 9-12 you're going to ask the students to make their own lessons. So you're going to take from the cards that you have already taught, you're going to choose ten cards from the words that you've already taught, you're going to lay them out in front of the student and you're going to ask the student to make 3 sentences using 3-4 words each from the words that they see in front of them. So, they are going to choose words and create their own sentences for lessons 9-12. If you have students that are doing very well, you might ask the student to combine their sentences to make a short story. For students that are on a lower level, separate sentences without a story is perfectly fine. This way you can also test the student's comprehension of the words and whether they can use it on their own to make their own sentences.