

**ADVANCED SIGN LANGUAGE
VOCABULARY**

RAISING EXPECTATIONS

ABOUT THE AUTHORS

Being a passionate educator who is fluent in American Sign Language and English, JANET COLEMAN has had an extensive career facilitating literacy development. With degrees in Language Development from Lamar University and Deaf Education from Gallaudet University, she has taught students from preschool to university, from integrated to residential programs. She has served on the Minnesota Board of Teaching for Curriculum Development, represented Manitoba at the Canadian Deaf Heritage Literature Awards, and developed provincial Bilingual/Bicultural literacy curricula. She shares her enthusiasm for learning with her husband, Jim, daughters, Annah and Leah, and dog, Jamie.

ELIZABETH ENGLAND WOLF has worked within the Deaf Community her entire adult life. She has been a strong advocate for members of the Deaf and Hard of Hearing Communities for over 28 years and holds a national certification in Rehabilitation Counseling, a state certification in American Sign Language-English Interpreting, and a master's degree in Rehabilitation Counseling. Over the years, she has served as a counselor in a residential program for the Deaf, an educational and contract interpreter, presenter at local, and regional levels, and as a senior counselor for the Deaf and Hard of Hearing. She is the wife of Jack, 27 years, the mother of two sons, a mother-in-law, and a proud grandmother.

Second Edition

ADVANCED SIGN LANGUAGE VOCABULARY

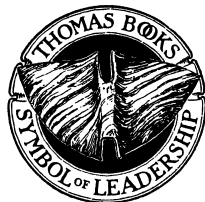
RAISING EXPECTATIONS

A Resource Text for Educators, Interpreters,
Parents, and Sign Language Instructors

By

JANET RENEE COLEMAN

ELIZABETH ENGLAND WOLF



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*In Memory of
My Mother-
Mary Lee England-
For All of her Love and Support
E.E.W.*

PREFACE

The second edition of *Advanced Sign Language Vocabulary—Raising Expectations: A Resource Text for Educators, Interpreters, Parents, and Sign Language Instructors* has provided us the opportunity to not only represent the growth of English as a living language, but also the resulting idiomatic and conceptual changes within American Sign Language (ASL). We are pleased to include some new concepts brought about by the technological explosion that has occurred since the original publication date of this educational text. This edition has also enabled us the opportunity to update and replace some of the original illustrations to affect clarity, consistency, or to represent the general consensus toward conceptual accuracy.

When the first edition was published, technological vocabulary, such as the cell phone, laptop, or internet did not exist. Several of the new signs have evolved into two to three letter abbreviations, such as “VP” for Video Phone, or are fingerspelled for clarity, such as “C-E-L-L” for cell phone. We debated on whether to compile the technological signs into a new chapter, but due to the current and anticipated accelerated rate of growth within the fields, it was decided the best course of action would be to publish the accepted, conceptual, technological signs integrated into the chapter on Education.

We have attempted to remove initializations when the ASL sign conveys the English vocabulary clearly. Such is the case with “Landscape” where the original initialized sign for “land” has been changed to the ASL sign for “land” or “soil,” in conjunction with the conceptual sign representing “scape.” We have also removed initializations when the sign conveys the desired vocabulary clearly.

We believe that users of the second edition will continue to find that it presents an invaluable asset for communicating with age-appropriate vocabulary, regardless of the sign system being utilized. It is felt that this tool will allow the users to more accurately express them-

selves and use an advanced level of vocabulary. It is hoped that this edition becomes an essential tool for all educational settings.

J.R.C.
E.E.W.

INTRODUCTION

This book is a collection of advanced sign language vocabulary intended for use by educators, interpreters, parents, and anyone wishing to enlarge their sign vocabulary. The signs have been collected from established base signs and initialized signs which have been observed within the Deaf community throughout the United States. Although a high level of vocabulary is presented, it contains no unnecessary modifications, initializations, or sign markers if the traditional base sign expresses the desired word adequately. Fingerspelling and established sign markers are used when the base sign alone is insufficient for clarifying affixes and contractions. The resulting collection represents the vocabulary one would encounter in an educational or employment-related setting.

Through the years, sign language has evolved to encompass new idioms, new technological terms, and a broader range of vocabulary. Such is the case with initialized signs. Initialized signs developed out of a need to accommodate the advanced level of English vocabulary encountered in the course of a child's education. The purpose of these specialized signs is to reduce the ambiguity experienced when one base sign is used to convey a variety of concepts. For example, the traditional sign for *bother* may be used to express the additional concepts of *harass*, *interrupt*, *disturb*, and *annoy*. However, if the intent is to maintain this level of English vocabulary, an initialized sign may be used where the letters *h*, *i*, *d*, and *a*, respectively, would be incorporated into the movement of the base sign.

New conceptual signs have also evolved where there were no existing signs to effectively express a specific word. Such is the case with the word *fleet*, which is made by signing *ship* several times moving to the right, or with the word *recycle*, which is made by circling an *R* representing the recycling emblem.

Fingerspelling remains the preferred mode when expressing words with approximately three letters or less, as in *dog*, *car*, or *so*. It is also preferred when there are no time or reading limitations. Fingerspelling is recommended when initially identifying a specific word, which may be signed thereafter. If there is no known sign for a desired word, it may also be spelled and abbreviated thereafter.

RAISING EXPECTATIONS

In all language learning environments, maintaining an age-appropriate language and vocabulary level is of utmost importance. Individuals must be exposed, in a natural manner to the language and vocabulary that surrounds them if they are to become proficient in its use. As a person's exposure to age-appropriate vocabulary expands, reading development is enhanced. Just as hearing children are exposed to a vast level of spoken vocabulary which facilitates their recognition of reading vocabulary, the presentation of an advanced level of sign vocabulary to Deaf children also facilitates word recognition and reading development. By raising vocabulary levels, expectations are raised. When expectations are raised, opportunities for growth are enabled, and new potentials are realized.

This book grew out of the authors' unwillingness to compromise their students' academic standards. It is their hope that this resource will encourage others to communicate using an enriched vocabulary level with children who are Deaf and Hard of Hearing. This book is by no means complete, as the authors realize that with new experiences, there will always be new vocabulary to be expressed.

USE OF TEXT

This book is also designed for those wishing to expand their existing basic knowledge of sign language. The authors do not advocate one sign system over another, but rather the development of an increased level of sign language vocabulary for anyone wishing to more precisely express themselves. The signs are divided into academic categories to benefit those who are in educational settings. An alphabetical index is provided as a means of locating individual words quickly. Each sign is clearly illustrated showing the image of a right-handed signer. Movement is shown by a directional arrow and/or a

circled diagram indicating the position of the final movement. Each sign movement is described to provide further clarity as to its production. The sign origin explains the base concept from which the sign developed, therefore providing the reader with a mental image with which to remember the sign.

If one's goal is to present a complete model of the English language, the use of sign markers is strongly encouraged. In this instance, the marker is signed immediately at the conclusion of the root word (or immediately preceding if the marker is a prefix). Whether engaged in conversation or when interpreting, the use of sign markers must be consistent for their usage to be effective. In the sentence *The advertisement featured an unusual product*, in addition to signing every word, the following markers are also to be signed: *ment*, *ed*, and *un*. It is noted that some markers are more widely accepted than others. Consequently, some may be expressed as signs, while other may be fingerspelled. The inclusion of the marker is a primary goal, regardless of preference for signing or fingerspelling.

You, the signer must practice to achieve the proficiency required to accurately express yourself in a complete language, whether it be American Sign Language or a model of the English language. The pursuit of this proficiency can be stimulating and enriching when the positive effects are seen in those around you.

ACKNOWLEDGMENTS

We gratefully acknowledge the contributions of the artists and models.

Cover Illustration by *Margo Bock Exsted*.
Original Sign Illustrations by *Margo Bock Exsted, Susan M. Eggermont, and Sheyna Morris*.

Second Edition Sign Illustrations by *Christina Dawn Frost*.

Sign Models: *Elizabeth England Wolf, Annah Lindsay Coleman, and Leah Breann Coleman*.

*With Special Thanks
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*Jack, Tim, John, Alicia and Chloe
E.E.W.*

*Jim, Annah, Leah, Joey and Jamie
J.R.C.*

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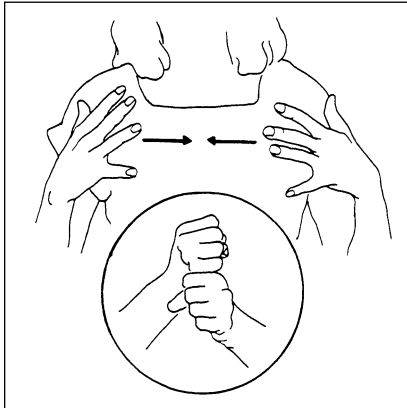
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RAISING EXPECTATIONS

Chapter One

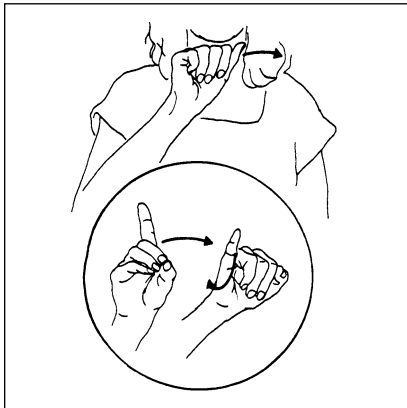
ENGLISH



ABBREVIATE

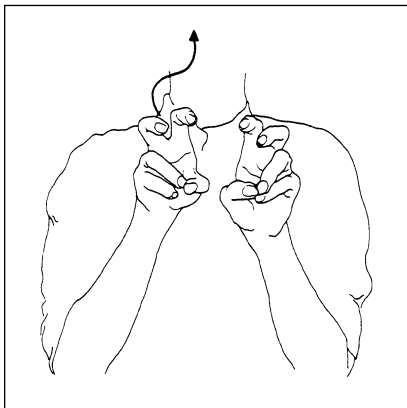
Both “FIVE” hands, palms facing, move towards each other, fingers moving alternatively. End in two “S” hands, right hand on top.

Origin: Condensing into a small form.



ADJECTIVE

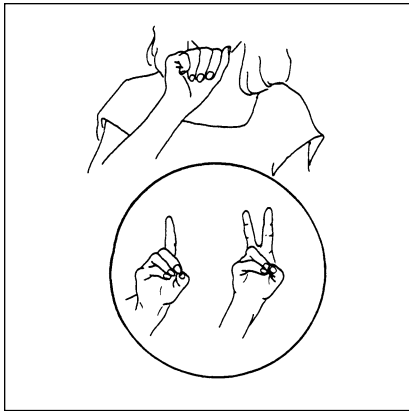
Right hand spells out the abbreviation “ADJ.”



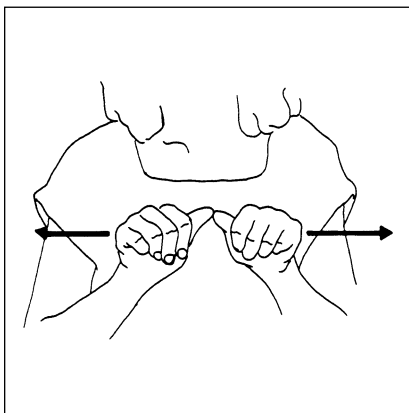
ADVENTURE

Both bend “V” hands face forward. Move the right hand up and over the left.

Origin: Referring to travel.

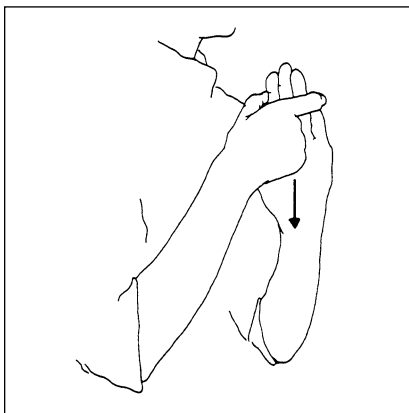
**ADVERB**

Right hand spells out the abbreviation “ADV.”

**ANTONYM**

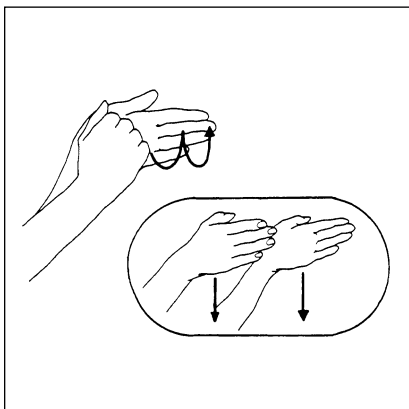
Both “A” hands, palms down, move apart.

Origin: Referring to something opposite in meaning.

**ARTICLE**

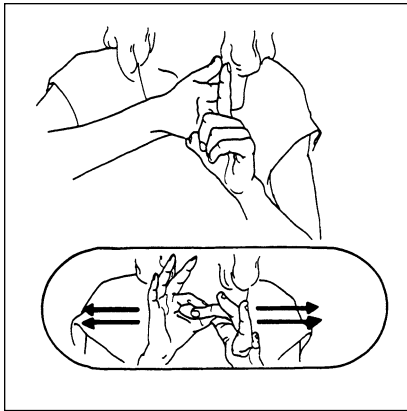
Open left hand faces right. The thumb and index finger of right hand move down to palm of left hand.

Origin: Tracing the shape of an article on the printed page.

**AUTHOR**

Right “A” hand makes a writing movement across left palm from heel to fingers; add person marker.

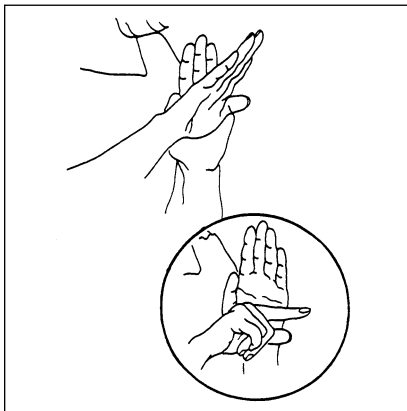
Origin: Indicating a person who writes.



AUTOBIOGRAPHY

Right “A” hand touches left index finger with knuckles. Then both “F” hands join and separate, moving away from each other. Repeat second movement, alternating grasp of “F” hands.

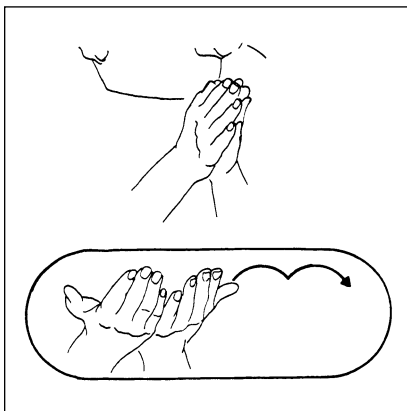
Origin: Indicating a story written by oneself.



BACKGROUND

Right “B” hand touches fingers of open left hand; changes to “G” moving down to heel of left palm.

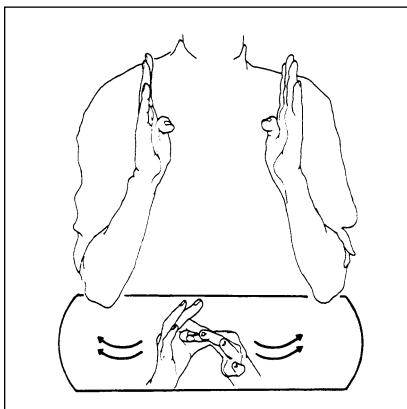
Origin: Based on the sign for “below.”



BIBLIOGRAPHY

Place open hands together. Open to palms facing up. Repeat movement twice, moving to the right each time.

Origin: Indicating many books.



BIOGRAPHY

Move both “B” hands downward. Then change both to “F” hands; join and separate moving away from each other. Repeat second movement, alternating grasp of “F” hands.

Origin: Showing a story written about a person.