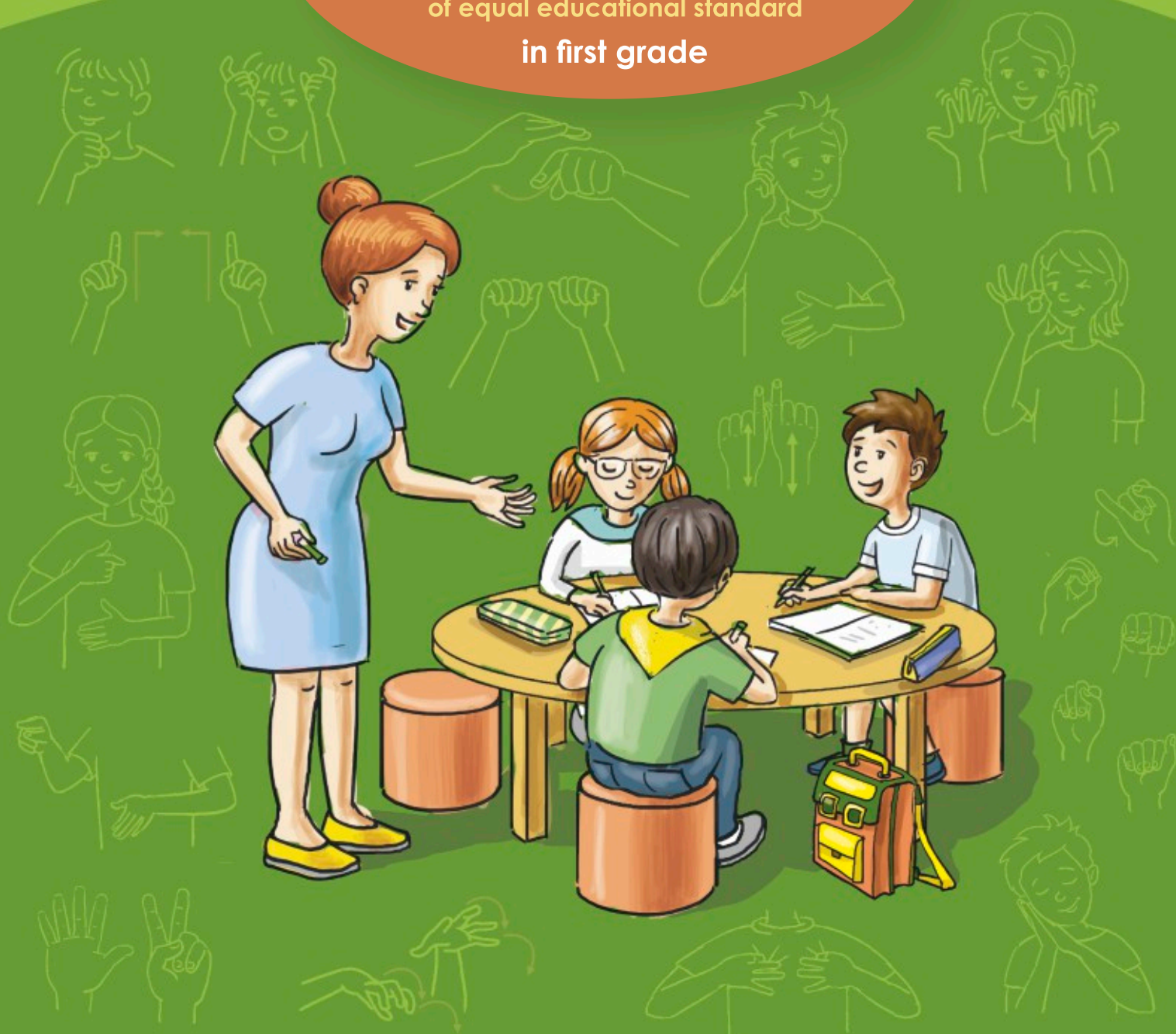


Katja Krajnc, Marjetka Štampek, Simona Zupan Šmigič

DO YOU UNDERSTAND ME 1



TEACHER'S BOOK
for communication in Slovenian
language and Slovenian Sign Language
for adapted primary school programme
of equal educational standard
in first grade



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**The National
Education
Institute**

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LEGEND

WATCH THE VIDEO



STUDENTS BOOK PAGE



INTRODUCTION

The Student's Book and the Teachers Book Do you understand me 1 are used for teaching Slovenian language and Slovenian sign language. We translated them into English and International sign language to enable practitioners from other countries to adapt the examples of good practice in developing an approach to teaching sign language to beginner students.

Student's Book for communication in Slovenian language and Slovenian sign language is the first of three Student's Books and is intended for the children who are just starting to acquire their first language, presumably in the first grade of primary school. At the beginning of their schooling, some children have not yet acquired any language, or they have acquired only some language elements and a very limited vocabulary. Student's Book Do you understand me 1 enables a systematic acquisition of both languages: Slovenian language and Slovenian sign language.

It consists of three chapters with topics familiar to children at the beginning of their schooling: School, Home and Family, Numbers and Animals. The two languages are separated by colour and by page. For the text in the Slovenian language we followed the guidelines of special education teachers and used the font, font size, and background colour which enable easy reading.

The first part of the Teacher's book comprises the introduction, expert opinions, and general methodological and didactic recommendations. In the second part, each chapter begins with a separate description of the specific vocabulary and grammatical patterns in Slovenian language and vocabulary and grammatical patterns in Slovenian sign language, followed by activities for each chapter. We also included the page numbers in the Student's Book with these activities, worksheets, the Appendix, and the videos. Next to the video icon there is a QR-code which allows you to access the video immediately. The videos are interpreted from Slovenian sign language to International sign language. In the third part there is a table with descriptions of signs with examples, followed by a translation of the illustrated signs in the Student's Book, arranged by page. In some examples different variants of sign language use are also given.

Student's Book allows for separate learning of both languages. We need to be aware that each language has its own rules and grammatical structure. We do not mix the languages. We set the time and place when we e.g. use only sign language.

The Student's Book and the Teacher's Book Do you understand me 1 are the result of the need for such material, previously not available in Slovenia. It stems from the respect for Slovenian sign language and its users and the authors' 30 years of experience in working with children who are deaf, hard of hearing or have other speech and language impairments.

It is worth noting that all three Slovenian centres for hearing and speech participated in the creation of the material, not only Zavod za gluhe in naglušne Ljubljana (ZGNL; Institute for the Deaf and Hard of Hearing Ljubljana) but also Center za sluh in govor Maribor (CSGM; Centre for Hearing and Speech Maribor) and Center za komunikacijo, sluh in govor Portorož (CKSG Portorož; Centre for Communication, Hearing and Speech Portorož), which is unprecedented as far as teaching Slovenian sign language is concerned and is also something we are especially happy about.

When creating the material, we cooperated with the experts who are personally or professionally connected with deafness. Among our reviewers is dr. Marjetka Kulovec, a deaf teacher at ZGNL,

holding a PhD in Translation Studies. The videos were recorded and edited by Bojan Mord, a deaf teacher at ZGNL. In video content creation we had the help of deaf sign language interpreters Maja Kuzma Ganič and Bojan Mord, and sign language interpreter Suzana Demir, a child of deaf parents (CODA). They also interpreted the content into International sign language.

International sign language is the result of the desire to overcome the communication barriers between the deaf of different nationalities and the wish for simple communication. It was created to meet the needs of the deaf who wanted to communicate at international seminars, conferences, sports and other events, and other gatherings. It represents a universal language which is commonly accepted in everyday use, but is not standardised and there is no official version or official grammar. In ISL there are many simplifications (but not by truncating and simplifying information) and it is quite semantically dense. There is greater emphasis on facial expressions, and body language than on individual gestures. However, we need to point out that the language is alive and continually changes and develops naturally in response to the needs of its deaf users, so certain signs may emerge and after a certain time fall out of use.

REVIEW

The Student's Book *Do you understand me 1* looks deceptively simple. This is a deliberate choice because it is written for two of the most vulnerable groups of children: Slovenian sign language users and children already showing difficulties when learning their first language, whether it is the Slovenian language or Slovenian sign language. Behind the simple form of the Student's Book there is a well-thought-out structure, developed through years of practical experience and efforts which several decades ago managed to overcome the ban on the use of Slovenian sign language. After its reintroduction Slovenian sign language was, as a rule, only used at school with the Slovenian language as part of the total communication approach. Influenced by research, examples of good practice abroad, and their own observations, teachers and other experts at ZGNL began to treat Slovenian sign language as an independent language. The result of progress towards independence is also this Student's Book, in which the two languages are clearly separated. Their side-by-side placement gently guides the students into a subconscious comparison of the languages, which is a good basis for later conscious language and grammar learning.

Matic Pavlič, Ph.D. in General Linguistics,
explores Slovenian sign language, among others in the project
Priložna video slovnica slovenskega znakovnega jezika
(a Slovenian sign language video dictionary).

Every day deaf and hard of hearing express thoughts, feelings, needs, and desires with sign language, which reflects the communicative value of information for the people around us. Signs, facial expressions, and some body parts perform the role that words play in spoken languages. To communicate various information we use hands, facial expressions, and body movement instead of voice and thus convey our thoughts and emotions in a visual-spatial context, through which we receive information on the events in the environment. With the use of sign language we build our linguistic and cultural identity in the deaf community within the socio-economic system.

It is a common occurrence that the majority of deaf and some hard of hearing people complete their studies with modest language competences (in our case Slovenian sign language or the Slovenian language), which prevents their empowerment to fully operate in everyday life and prevents them from obtaining assistance for active participation in society.

The beginning of sign language learning for deaf children greatly depends on their family and school circumstances. In the environment where spoken language is most common, they learn both languages more or less successfully, depending on the language models available in their family as well as in the kindergarten and at school. All this has a strong influence on the language development of deaf children, consequently affecting their cognitive, emotional, and social development. In the beginning, the majority of parents deal with their child's deafness in their own way and sidestep direct communication with the child due to the circumstances in which encouragement for learning the language in a natural way was absent, which profoundly affects the child's language development. Up until now, the majority of deaf children started to learn sign language at school, mostly from deaf peers, and as a consequence acquired only limited communicative experience (1).

To ensure the optimal development of language competences of deaf and hard of hearing children combined with effective communication, which is vital for their cognitive, social and emotional development and access to sign language, we enable them to learn spoken language bilingually. The bilingual approach offers a kinder and better model for broader knowledge and improves language, cognitive, and social skills. It addresses ethical and moral values, i.e. the child's linguistic right, which is one of the fundamental human rights, and the child's right to Deaf culture (Pfifer 2016).

In this manner the deaf or hard of hearing children could acquire a linguistic foundation on which they could build language competence and create optimal circumstances in which they could achieve the highest level of comprehension. This approach would give deaf and hard of hearing children not only the option of equivalent education in Slovenian sign language as their first language and the Slovenian language as their second language but also the right to such education (2).

(1) Deaf children come to the kindergarten or to school without any communicative experience. The majority of these children are born to hearing parents, therefore they could not learn sign language naturally and internalise it as linguistic foundation in the earliest stages in life.

(2) Referred to by the Convention on the Rights of Persons with Disabilities (ratified in 2008 by the National Council of the Republic of Slovenia) and the Salamanca Declaration (The Salamanca Statement and Framework for Action on Special Needs Education, paragraph 5 of the EUD – European Union of the Deaf).

When striving to achieve certain functional goals we therefore give priority to teaching sign language as the first language for deaf and hard of hearing children, while still taking into account didactic principles, the organisation of work, didactic methods, and appropriate teaching technologies. The teacher plans the lesson within the curriculum of different subjects of the class, into which the student is enrolled. Besides having other competences, the teacher should be proficient in Slovenian sign language. When teaching in Slovenian sign language, the teacher can also include written materials and pictures and simultaneously check the student's comprehension of the lecture in Slovenian sign language, use mind maps and monitor the student's response, use different forms of teaching, different methods and didactic materials, and different teaching materials to illustrate the subject matter.

Marjetka Kulovec holds a PhD in Translation Studies, she is a special education teacher with the title of teacher councillor, specialising in teaching the deaf. She is also an author of numerous articles on deafness and sign language, where she shares her experience from the point of view of a deaf person.

A simple, comprehensive Student's Book that equips children with the basic vocabulary about the home and school environment. By expanding their vocabulary they become more self-confident and relaxed when communicating with their peers, teachers and at home. Consequently, the children can adapt more rapidly to the new environment and successfully begin their education, which is a good foundation for them to develop the joy of learning.

Our brain receives information through different senses: sight, hearing, touch, and also sensation in muscles and joints (proprioception). Therefore the use of movement / signing is not only beneficial for the deaf and hard of hearing students but also for other students because it promotes the development of fine motor skills which is vital for successful writing. Worldwide, signing is increasingly used as an additional method in the teaching of people with Autism Spectrum Disorder. By learning how to communicate like the deaf and hard of hearing children learn to accept diversity.

The Student's Book is designed in such a way as to facilitate the reading of hesitant readers and dyslexic students. This is made possible by a pastel-colored background, which is more eye-friendly than the black and white contrast. At the same time, left edge alignment and larger line spacing facilitates index finger tracking when reading.

Additional exercises encourage reading comprehension and knowledge consolidation through revision.

Katja Šifrar, special education teacher

METHODOLOGICAL AND DIDACTIC RECOMMENDATIONS FOR USING THE STUDENT'S BOOK

As teachers we always have to pay attention to our goals when planning our lessons. When teaching children with a severe or profound loss of hearing and those who have not managed to acquire any language because of other disabilities, our goal is for the student to acquire a language and establish effective communication. Language acquisition can only begin when the child understands the connection between a concept and a word or a sign, when they are provided with a tool for communication. Only then will the child be able to use speech or sign with understanding. Thus their communication with their surroundings becomes successful and they can proceed to reading and writing with comprehension.

One of the most important learning principles when teaching the deaf is learning according to the Knowledge Funnel concept: we guide the students from known to unknown, from easier to more difficult, from near to distant, from simple to complex, and we followed this principle with the choice of the themes in the Student's Book. The child should be guided from success to success.

The lessons are usually conducted in groups, but we need to consider individualization, which means that we need to have a good understanding of the child and their specifics, their sociological and psychological maturity, and their intellectual abilities.

When learning the children should be mentally and physically engaged, so we should introduce the content through play, in a manner they find interesting and fun.

The teachers should pay constant attention to whether the children understand the content. The subject-matter is therefore revised many times in many different ways. Only a few are listed in the Teacher's Book. Systematically acquired vocabulary and grammar need to be transferred into all the everyday situations the child usually encounters.



Authors with their students

EXPLANATION

In the Teacher's Book you will find the descriptions of the signs, explained in the table below.

Example of how the sign is described with words	Explanation
SCHOOL	Words written in capital letters represent one sign.
PERSON + TEACH (TEACHER)	If there is a plus sign between two capitalized words, this indicates that by combining the two signs we create a new meaning which is written in parentheses. The signs are performed one after the other in an uninterrupted sequence.
COCHLEAR-IMPLANT	If there is a hyphen between two capitalized words, this indicates that there are two words in the Slovenian language but only one sign in Slovenian sign language.
HAVE (questioning facial expression, raised eyebrows)	When after the sign there is a description in parentheses in lower case, this indicates that this is an important component of the sign, which stresses or even changes the meaning of the sign.
SHAPE: SQUARE + OPEN (WINDOW)	When it is written e.g. SHAPE: SQUARE, this means that we draw the shape in the air with our fingers.
E-V-A	If there is a hyphen between capital letters, this indicates finger spelling, using one-handed manual sign language alphabet.

SL is abbreviation for text in the Slovenian language

SSL is abbreviation for text in Slovenian sign language



All the videos showing International sign language can be found at the following address:

<https://www.youtube.com/channel/UCBN4NbdADcmnePTASfCSMIQ/videos>



SCHOOL

VOCABULARY – ENGLISH

school	and	his
children	play	where
teacher	who	she
classroom	you	girl
this	seven	her
these	years	greeting
is	old	farewell
are	hard of hearing	hi
your	two	bye-bye
hello	hearing aid	good morning
I	like	good evening
am	football	goodbye
teach	six	see you soon
first grade	deaf	me
live	cochlear implant	my surname is, surname
Ljubljana	dance	or
together	name	how
we	what	
will / going to	my	
learn	boy	

GRAMMAR – SLOVENIAN LANGUAGE

- The use of the nominative case (This is ...)
- The use of the verb to be (I am, she is, he is)
- The use of a personal pronoun (I, you, he, she, we)
- The use of a possessive pronoun (my, your)
- The use of wh- question forms (who, what, how, how much / how many, where)
- The use of yes-no question forms (Is this ...?)

VOCABULARY – INTERNATIONAL SIGN LANGUAGE


SCHOOL	FACE + YOU (WHO)	GIRL
CHILDREN	(questioning facial expression, lowered eyebrows)	HER
PERSON + TEACH (TEACHER)	YOU	GREETING (GREETING / FAREWELL)
SPACE + STUDY + WRITE (CLASSROOM)	SEVEN	HI
THIS	YEARS	BYE-BYE
THESE	HARD-OF-HEARING	GOOD + DAY (GOOD MORNING)
YOUR	TWO	GOOD + NIGHT (GOOD EVENING)
HELLO	HEARING-AID	GOODBYE
I	ADORE + FAVOURITE (LIKE)	SEE + NEXT-TIME (SEE YOU SOON)
I AM	FOOTBALL	
TEACH	SIX	
FIRST + YEAR + GROUP	DEAF	
LIVE	COCHLEAR-IMPLANT	
WE + GROUP (TOGETHER)	DANCE	
WILL / GOING TO	BOY	
LEARN	HIS	
PLAY	WHERE	
	(questioning facial expression, lowered eyebrows)	

GRAMMAR – SLOVENIAN SIGN LANGUAGE

- I, YOU, HE, SHE (personal pronouns are signed with the index finger)
- MY, YOUR (possessive pronouns are signed with the whole hand)
- TEACH + WOMAN = female teacher
- FUTURE (WILL) + WE = we will
- Questions are signed with distinct facial expressions, with lowered or raised eyebrows and shoulders, we move the head slightly forward.
- Cities can be signed with the agreed-upon sign (LJUBLJANA) or by finger spelling the name of the city, using one-handed manual sign language alphabet (B-L-E-D).
- When talking about something we like, we also adjust the facial expression (e.g. a smile, we can close our eyes briefly).

ACTIVITIES

1. At school

 Video 1 (Basic concepts At school)



Goal: The students learn basic concepts

The teacher can take the students outside the school, point at the school and introduce the concept of “school”. Inside the school they look into classrooms, the teacher points at the students, the teacher and the classroom, introducing the concepts: “children”, “teacher”, and “classroom”.

Later they are shown the same concepts in the photos. Using the Student's Book they use and revise the concepts in sentences, they watch the video in sign language.

2. Introducing the teacher, the girl, and the boy

 Video 2 (The teacher introduces herself)



Video 3 (Jure introduces himself)



Video 4 (Eva introduces herself)



Video 5 (Dialogue: Jure and the teacher)



Video 6 (Dialogue: Eva and the teacher)



**Goal: The teacher introduces herself.
The students meet the children Eva and Jure**

Using the Student's Book and videos students meet Metka the teacher and the students Eva and Jure.

The teacher talks to the students using pictures in the Student's Book and revises new concepts (e.g.: Who is this? Is this a boy or a girl? How old is he / she? Where does he / she live? What does he / she like to do? ...)

3. Greetings and farewells in different situations



Video 7 (Greetings and farewells)

Worksheet 16



Goal: The students can greet and say farewell to someone

The teacher shows pictures of different situations which demand different greetings (e.g.: a child wakes up in the morning; the student meets the teacher; two students meet; two children say goodbye; two adults say goodbye; a child goes to sleep)

The students use an appropriate greeting / farewell (good morning, good day, hello, bye, goodbye, good night).

The students watch the video with different greetings and farewells.

They play the day-night game. They pick someone who says / signs the concepts. When he / she says “Day!”, the students stand up. When he / she says “Night!”, they crouch. The concepts are said with varying speed and can be repeated several times in a row. If someone makes a mistake, they are eliminated from the game.

4. Introducing ourselves

Worksheet 1

Worksheet 2, Supplement A

Goal: The students can introduce themselves

The teacher asks each student: Who are you? How old are you? Can you hear well?

The teacher encourages the students and helps them answer the questions. The students draw themselves on Worksheet 1.

With the students' help we fill in their personal information, they cut out the illustrations of the concepts from Supplement A and paste them into Worksheet 2. They draw what they like to do.

5. Who is this? What is this?



Worksheet 3, Supplement B

Worksheet 4, Supplement C

Goal: The students can sort persons by gender and differentiate between persons and objects

The teacher prepares pictures of different people, draws a table on the blackboard and writes “she” in one column and “he” in the other column. The teacher tells the students that “she” is used for women and “he” is used for men. The students choose the pictures and place them into appropriate column. They complete Worksheet 3 in the Student's Book.

In the same way they can learn the difference between persons and objects, starting with writing “Who is this?” in one hoop on the floor, and “What is this?” in the other. Then the teacher chooses one student and one object (e.g. a chair). Using the appropriate question the students assign persons and objects into the appropriate hoop. They complete Worksheet 4 in the Student's Book.

6. Names and greeting classmates

Goal: The students know the names of their classmates (spoken or signed) and greet them. The students know how to ask questions (Who is this? This is ... How old is he / she? He / she is ... years old.)

The students stand in a circle, the teacher holds a ball of yarn, addresses a student (e.g. “Hello, Eva!”), and passes the ball, Eva greets the teacher, then Eva greets another student and passes the ball. The activity is done by all the students, creating a web of yarn.

ISL: HELLO sign EVA E-V-A

Using the classmates' photos, the students answer the question: Who is this?

This is ... How old is he / she? He / she is ... years old.

ISL: WHO THIS (questioning facial expression, lowered eyebrows)

THIS ...

HOW MUCH HE / WOMAN + HE OLD (questioning facial expression, lowered eyebrows)

HE/WOMAN + HE OLD ... YEARS



HOME AND FAMILY

VOCABULARY – ENGLISH

home	little	window
family	apartment	desk
block of flats	children's room	chair
house	living room	toy chest
father, dad	bedroom	room
mother, mom, mommy	bathroom	bunk bed
sister	toilet	door
brother	kitchen	light
grandma	dining room	toy
grandpa	bed	white
with	wardrobe	tell
us	big / large	me
too		

GRAMMAR – SLOVENIAN LANGUAGE

- who, what (nominative)
- where (locative)
- what do they do (verb)
- my, your (possessive pronoun)
- to father / dad, to mother / mommy ... (dative)

VOCABULARY – INTERNATIONAL SIGN LANGUAGE

HOUSE (HOME)	SHOWER + ROOM (BATHROOM)
FAMILY	TOILET
BUILDING + FLOORS (BLOCK OF FLATS)	COOK + ROOM (KITCHEN)
HOUSE	EAT + ROOM (DINING ROOM)
FATHER, DAD	BED
MOTHER, MOM	CLOTHES + OPEN (WARDROBE)
BROTHER + WOMAN (SISTER)	BIG / LARGE
BROTHER	SHAPE: SQUARE + OPEN (WINDOW)
SURNAME	DESK
GRANDPA + WOMAN (GRANDMA)	CHAIR
GRANDPA	BOX + OPEN + TOYS + PLAY (TOY CHEST)
LITTLE	BUNK-BED
HOUSE + INSIDE (APARTMENT)	OPEN + CLOSE (DOOR)
CHILDREN + ROOM (CHILDREN'S ROOM)	LIGHT
LIVE + ROOM (LIVING ROOM)	TOY
SLEEP + ROOM (BEDROOM)	

GRAMMAR – SLOVENIAN SIGN LANGUAGE

- MOTHER HE (or MOTHER HIS) = mom's
- FATHER HE NAME = dad's name is
- GRANDFATHER + WOMAN HE NAME = grandma's name is
- LIVE HOUSE INSIDE / IN = I live in a house
- BROTHER + WOMAN = sister

ACTIVITIES

1. My home


 Video 8 (My home)



Goal: The students learn the basic concepts

The students look at different picture books and look for buildings, the teacher names basic concepts (block of flats, house).

2. Jure's family, Eva's family

 Video 9 (Jure's family)



Video 10 (Eva's family)



Goal: The students can name family members

The teacher shows the students a picture of family members.

They look at the two pictures in the Student's Book, the teacher reads the text, they watch the video of the introduction of Eva's family and Jure's family.

The students count the family members of both families and name them.

3. Family members

Worksheet 9

Goal: The students match the concepts

The students match words with pictures and signs in Worksheet 9.

4. Introduce your family 31

Worksheet 5

Goal: The students introduce their families

The students draw their families in Worksheet 5 and write the names of their family members. They tell their classmates about their families.

5. In the apartment 28-29



Video 11 (Rooms in an apartment)
Supplement in the Teacher's Book



Goal: The students learn the names of rooms

Using the pictures from the Student's Book, the teacher names the rooms, they watch the video.

The teacher cuts out the pictures of rooms from the Teacher's Book, their names and the drawings of signs to revise the concepts in different ways (the students look for room names or drawings of signs next to the chosen room; the students find the required concept, indicated by the teacher either orally or by using sign language; they put together the Memory game (matching game) and look for pairs, etc.).

6. What is in your room? 30-33



Video 12 (Jure's room)



Video 13 (Eva's room)

Worksheet 8



Goal: The students learn the names of some objects in the children's room

The students look at the pictures of children's rooms in the student's book, the teacher reads the dialogues, they watch the videos.

The students draw their rooms and describe them.

7. Where is ...?



Worksheet 6

Goal: The students understand questions and give answers

The students answer the questions Where? and Who?

The students look at the pictures in Worksheet 6 and answer the questions below.

8. In the apartment



Worksheet 7, Supplement D

Goal: The students practise the names of rooms and the objects in the rooms

The students name the room and write the word under the picture.

They cut out illustrations of the concepts from Supplement D.

To the left of the picture they paste the object belonging to this room,
to the right they paste the name of the object.

9. Understanding the instructions

Goal: The students listen to the instructions and complete the task

SL: The students listen to the teacher (Please, open the window. Turn on the light. Bring your chair, etc.) and follow the instructions. Then the students give instructions to each other.

ISL: The students look at the teacher's instructions (PLEASE YOU SHAPE: SQUARE + OPEN (WINDOW); PLEASE YOU LIGHT (miming pressing the switch with the thumb); YOU MOVE CHAIR ...). Then the students give instructions to each other.

10. A song 40-41



Video 14 (A little white house)



Goal: The students revise concepts and learn the diminutive by using a song

The students learn a traditional Slovenian counting-out rhyme:

ENGLISH: A LITTLE WHITE HOUSE

A little white house,
how many windows does it have?
One, two, three –
You tell me!

ISL: ONE HOUSE LITTLE THERE (the gesture is small, the facial expression with a frown and pursed lips emphasizes the smallness)

HOW MANY SHAPE: SQUARE + OPEN (WINDOW) HAVE (questioning facial expression, lowered eyebrows)

YOU YES SEE

YOU SIGN TO ME.

NUMBERS AND ANIMALS

VOCABULARY – ENGLISH

numbers	rabbit
animals	horse
one, two, ... ten	rooster
farm	see
cat	farm
cow	many
goat	want / would like
sheep	big
hen	protect
dog	small
pig	

GRAMMAR – SLOVENIAN LANGUAGE

- The use of the feminine and masculine gender
- The use of the nominative and the accusative
- Question HOW MUCH / HOW MANY?

In Slovenian language, gender is assigned to nouns (masculine, feminine or neuter) which is why we used pink to indicate feminine nouns and blue to indicate masculine nouns in the Student's book on pages 42, 43, 46, 47, 54, and 55.

Also, the ending of a noun changes depending on the gender and grammatical number (singular, dual, plural) so we used separate tables in the Student's book on pages 46 and 47.

VOCABULARY – INTERNATIONAL SIGN LANGUAGE

NUMBER	RABBIT
ANIMAL	RIDE + REINS (HORSE)
ONE, TWO, ... TEN	ROOSTER
DIG + ANIMAL (FARM ANIMAL)	SEE
CAT	HOW MANY
COW	NUMBER (COUNT)
GOAT	DIG + HOUSE (FARM)
SHEEP	LIKE + HAVE (WANT / WOULD LIKE)
HEN	BIG
DOG	WATCH + HOUSE (PROTECT)
PIG	SMALL

GRAMMAR – SLOVENIAN SIGN LANGUAGE

SSL does not use grammatical gender, it only has the default gender. Instead of the nominative and the accusative case SSL uses signing space. Every noun is assigned its own signing space (similarly, in Slovenian each noun is assigned a grammatical case). There are six cases in Slovenian and there are an infinite number of signing spaces, however only three are usually used in one context (left, right, the middle).

Signing with an exaggerated facial expression:

- The interrogative word WHAT? (lowered eyebrows)
- The affirmative word YES (nodding)
- The negative word NO (shaking the head from side to side)
- DO YOU HAVE? (questioning facial expression, raised eyebrows)
- YOU DO NOT HAVE? (questioning facial expression, raised eyebrows and shaking the head from side to side)
- I HAVE (nodding)
- I DO NOT HAVE (shaking the head from side to side, possibly also a sad facial expression)

ACTIVITIES

1. Numbers 42-43



Video 15 (Numbers 1-10)



Goal: The students learn the names of numbers and count, the students practise counting

The teacher says the numbers slowly and loudly, holding up the correct number of fingers. The students observe and repeat.

They watch the video and repeat the signs.

The students revise the numbers in different ways (they stand in a circle, pass the ball to each other and count, roll the dice and count the dots, do simple calculations, etc.).

2. Farm animals 44-45



Video 16 (Farm animals)



Goal: The students learn and practise the names of farm animals

The students look at the pictures of farm animals and say and sign the names of the animals.

The students can mime the movement or sounds of farm animals.

The students look at the picture books and name the animals.

3. What is this? What do you see? 46-47

Goal: The students learn the nominative and the accusative case

The students learn questions What is this? and What do you see?

They give answers in complete sentences and pay attention to word endings.

4. What is this? Do you have ...? What do you see? 48-49



Video 17 (What is this?)



Video 18 (Do you have ...?)



Video 19 (What do you see?)



Goal: The students learn the affirmative, negative, and three different interrogative forms

The teacher shows the students the comics in the Student's Book. They watch the video and practise new concepts in Sign language using different examples. head from side to side simultaneously).

The teacher draws the students' attention to facial expressions when signing. WHAT (questioning facial expression, lowered eyebrows), affirmative YES, negative NO (we shake our head from side to side simultaneously), YOU + HAVE (questioning facial expression, raised eyebrows), NOTHING + MOVEMENT (DO NOT HAVE) (questioning facial expression, lowered eyebrows), YOU + HAVE (we nod simultaneously), NOTHING + MOVEMENT (DO NOT HAVE) (we shake our head from side to side simultaneously).

5. How many animals are there? Count them! 50-51

Goal: The students revise numbers with feminine and masculine nouns and the use of the auxiliary verb to be

The students count the animals and form sentences (There is one cat. There are ...).

6. Count the animals (sign language)



Video 20 (Count the animals)



Goal: The students revise counting, in sign language they learn the concepts WRONG, CORRECT, REPEAT

The students look at the comic in the Student's Book and the video of the dialogue. They repeat the signs and create new dialogues.

7. On the farm



Video 21 (On the farm)



Goal: The students practise naming the farm animals in sentences

The students look at the picture of a farm in the Student's Book. The teacher reads the sentences.

They watch the video. The students independently form sentences using pictures as prompts.

8. How much / how many?

Worksheet 10

Goal: The students match equal amounts

The students count the animals and match the pictures depicting the same number.

9. Sorting number concepts

Worksheet 11, Supplement E

Goal: The students match numbers with words, signs, and the number of dots and animals

The students cut out the pictures from Supplement E and paste them in the appropriate places in Worksheet 11. They say how many animals there are.

10. Feminine and masculine

Worksheet 12, Supplement F

Worksheet 13

Goal: The students sort nouns by gender, compose sentences while observing grammatical rules

The students cut out the words from Supplement F and paste them into the Worksheet table by gender (using the example provided on p. 42 or 43).

The students independently write the sentences into the Worksheet table 13 (following the pattern on p. 46, 47). They read the sentences.

11. On the farm, questions and answers

Worksheet 14 top

Goal: The students correctly match questions and answers

The students read the sentences on p. 50 in Worksheet 14 and logically match the answers with the questions.

12. Facial expressions

Worksheet 14 bottom

Goal: The students match facial expressions with words

The students observe the drawn facial expressions and match the pictures with the appropriate words for these facial expressions.

Top row facial expressions: I DO NOT HAVE, NO; WHAT; YES

Bottom row: I DO NOT HAVE, NO; WHAT; YES

13. Animals – Sign language



Worksheet 15

Goal: The students match signs with pictures of animals

The students repeat the signs for animals and match them with the pictures of the animals.

14. Animal families

Goal: The students learn the names of animal families /adult animals and baby animals living on a farm

The students draw or find pictures of animal families (example: cow, bull, calf).

15. What do the animals give us?

Goal: The students revise the names of farm animals /the use of the accusative case.

The teacher prepares pictures of animals and what we get from them. The students name and logically match the concepts (e.g. What does the cow give us? Milk.).

16. Parlour games

Goal: The students revise learned concepts through parlour games

The students play games, e.g.: animal memory; ludo board game; dominoes, etc.

They can also revise through counting-out rhymes and nursery rhymes such as A Blacksmith is shoeing a horse, Old MacDonald had a farm.

INTERNATIONAL SIGN LANGUAGE TO ENGLISH DICTIONARY

Page	ENGLISH	INTERNATIONAL SIGN LANGUAGE
5	This is a school.	THIS SCHOOL
	There are children here.	HERE CHILDREN
	This is a teacher.	THIS PERSON + TEACH (TEACHER)
	This is a classroom.	THIS ROOM + STUDY + WRITE (CLASSROOM)
7	Hello.	HELLO
	I am your teacher Metka.	I M-E-T-K-A sign: METKA
	I teach first grade.	I TEACH FIRST + YEAR + GROUP
	I live in Ljubljana.	I SLEEP LOCATION sign: LJUBLJANA L-J-U-B-L-J-A-N-A
	Together we are going to learn and play.	WE - TOGETHER WILL LEARN PLAY
	Who are you?	FACE + YOU (questioning facial expression, lowered eyebrows)
9	I am Jure Kralj.	I J-U-R-E N-O-V-A-K sign: JURE
	I am seven years old.	I SEVEN AGE
	I am hard of hearing.	I HARD-OF-HEARING
	I have two hearing aids.	HAVE TWO HEARING-AID
	I live in Bled.	I LIVE sign: BLED B-L-E-D
	I like to play football.	LIKE FOOTBALL
11	I am Eva Novak.	I E-V-A N-O-V-A-K sign: EVA
	I am six years old.	I SIX AGE
	I am in first grade.	STUDY FIRST + YEAR + GROUP
	I am deaf.	I DEAF
	I have a cochlear implant.	I COCHLEAR-IMPLANT
	I live in Nova vas.	I SLEEP + HOUSE LOCATION sign NOVA VAS N-O-V-A V-A-S
	I like to dance.	I LOVE DANCE
13	What is your name?	YOUR NAME (questioning facial expression, lowered eyebrows)
	My name is Jure.	I J-U-R-E sign: JURE
	He is a boy. His name is Jure.	HE BOY HE NAME J-U-R-E sign: JURE
	Where do you live?	WHERE HE HOUSE + SLEEP (questioning facial expression, lowered eyebrows)
	I live in Bled.	HOUSE LIVE sign BLED B-L-E-D

Page	ENGLISH	INTERNATIONAL SIGN LANGUAGE
15	What is your name?	YOU NAME (questioning facial expression, lowered eyebrows)
	My name is Eva.	MY NAME E-V-A sign: EVA
	She is a girl. Her name is Eva.	HE GIRL HIS NAME E-V-A
	How old are you?	SHE AGE HOW MUCH (questioning facial expression, lowered eyebrows)
	I am six years old.	I AGE SIX
	She is six years old.	HE (SHE) SIX AGE
23	Home and family	HOUSE FAMILY
	My home	MY HOUSE
	I live in a block of flats.	I LIVE BUILDING + FLOORS
	I live in a house.	I SLEEP INSIDE HOUSE
25	My family	MY FAMILY
	In my family there are dad, mom, brother, sister, and I.	MY FAMILY FATHER MOTHER BROTHER BROTHER + WOMAN (SISTER) I (when counting we can touch fingers of the left hand with extended right-hand index finger)
	My mom's name is Sonja.	MY MOTHER NAME S-O-N-J-A
	My dad's name is Brane.	MY FATHER NAME B-R-A-N-E
	My brother's name is Luka.	MY BROTHER OLDER NAME L-U-K-A
	My sister's name is Naja.	MY BROTHER + WOMAN (SISTER) LITTLE NAME N-A-J-A
	Our surname is Kralj.	WE SECOND + NAME (SURNAME) K-R-A-L-J
27	In our house live mom, dad, sister, and I.	WE HOUSE + INSIDE SLEEP MOTHER FATHER SISTER I
	Grandma and grandpa live with us, too.	GRANDFATHER + WOMAN (GRANDMOTHER) GRANDFATHER THEY LIVE TOGETHER
	My mom's name is Lidija.	MY MOTHER NAME L-I-D-I-J-A
	My dad's name is Jaka.	MY FATHER NAME J-A-K-A
	My sister's name is Hana.	MY BROTHER + WOMAN (SISTER) LITTLE NAME H-A-N-A
	My grandma's name is Majda.	MY GRANDFATHER + WOMAN (GRANDMOTHER) NAME M-A-J-D-A
	My grandpa's name is Janez.	MY GRANDFATHER NAME J-A-N-E-Z
	Our surname is Novak.	WE TOGETHER SECOND + NAME (SURNAME) N-O-V-A-K

Page	ENGLISH	INTERNATIONAL SIGN LANGUAGE
28	In the apartment	HOUSE + INSIDE (APARTMENT)
	Children's room	CHILDREN + ROOM
	Living room	LIVE + ROOM
29	Bedroom	SLEEP + ROOM
	Bathroom	SHOWER + ROOM
	Toilet	TOILET
	Kitchen	COOK + ROOM
	Dining room	EAT + ROOM
31	What is in your room?	YOUR ROOM WHAT THIS (questioning facial expression, lowered eyebrows)
	In my room there are a bed, a wardrobe, a big window, desk, chair, and a toy chest.	MY ROOM BED + SLEEP CLOTHES + OPEN (WARDROBE) BIG SHAPE: SQUARE + OPEN (WINDOW) DESK + WRITE CHAIR BOX + OPEN + TOYS +PLAY (TOY CHEST) (when counting we can touch fingers of the left hand with the extended right index finger)
33	What is in your room?	YOUR ROOM WHAT THIS WHAT (questioning facial expression, lowered eyebrows)
	In my room there is bunk beds, wardrobe, door, light and toys.	MY ROOM SLEEP BUNK-BED CLOTHES + OPEN LIGHT TOYS (when counting we can touch fingers of the left hand with the extended right index finger)
37	grandma	GRANDFATHER + WOMAN (GRANDMOTHER)
	Eva	E-V-A
	grandpa	GRANDFATHER
	Hana	H-A-N-A
	mom	MOTHER
	dad	FATHER

Page	ENGLISH	INTERNATIONAL SIGN LANGUAGE
43	Numbers and animals	NUMBERS FARM ANIMALS
	Numbers	NUMBERS
	One ... ten	ONE ... TEN
45	Domestic animals	DIG + ANIMALS
	cat	CAT
	cow	COW
	goat	GOAT
	sheep	SHEEP
	hen	HEN
	dog	DOG
	pig	PIG
	rabbit	RABBIT
	horse	HORSE
	rooster	ROOSTER
48	1. What is this?	1. WHAT (questioning facial expression)
	2. A hen?	2. HEN (questioning facial expression, raised eyebrows)
	3. No.	3. NO (smiling)
	4. A rooster!	4. ROOSTER
	1. Do you have a cat?	1. YOU HAVE CAT (questioning facial expression)
	2. I don't have a cat.	2. NOTHING (I NOT HAVE) CAT (sad facial expression)
	3. I have a dog!	3. BUT I HAVE DOG (happy facial expression)
49	1. What do you see there?	1. YOU SEE WHAT (questioning facial expression)
	2. There is a sheep.	2. THIS SHEEP
	3. Here is a cow.	3. THIS COW
	4. Yes!	4. YES (happy facial expression)
52	Count the animals!	SEE ANIMALS HOW MUCH THIS
	Five cats.	FIVE CAT
	Eight cats.	EIGHT CAT
	No. Wrong! Repeat!	NO WRONG COME-ON AGAIN
	Seven cats? Yes!	SEVEN CAT (questioning facial expression) YES (happily)
53	Two horses.	TWO HORSE
	Four horses.	FOUR HORSE
	Eight horses.	THREE HORSE
	Correct!	APPLAUSE CORRECT (happily)

Page	ENGLISH	INTERNATIONAL SIGN LANGUAGE
55	On the farm	ON DIG (FARM)
	My grandpa lives on a farm.	MY GRANDFATHER THERE LIVE LOCATION + DIG (FARM)
	He has many domestic animals.	HE HAVE MANY ANIMALS
	He has three cows, two sheep, five hens, and a rooster.	HAVE THREE COW TWO SHEEP FIVE HEN ONE ROOSTER
	He also wants a pig, goats, rabbits, and a horse.	LIKE HAVE PIG GOAT RABBIT HORSE
	Muri the big dog protects the house.	THERE BIG DOG NAME M-U-R-I HE WATCH HOUSE
	I like the small cat.	I LOVE SMALL CAT
56	three	THREE
	five	FIVE
	two	TWO
	one	ONE
	four	FOUR
57	one	ONE
	four	FOUR
	nine	NINE
	seven	SEVEN
	two	TWO
	ten	TEN
	five	FIVE
60	No. Yes. What? I don't have.	Expressions: NO. YES. WHAT? I NOT HAVE.
61	pig	PIG
	cow	COW
	cat	CAT
	rooster	ROOSTER
	horse	HORSE
	sheep	SHEEP
	rabbit	RABBIT
	dog	DOG
	hen	HEN
	goat	GOAT

ABOUT THE AUTHORS

Katja Krajnc

Katja Krajnc has a degree in Speech and Language Therapy and Surdopedagogy and is employed at ZGNL. As a teacher of deaf and hard of hearing children she spent most of her career teaching the youngest deaf and hard of hearing preschool children. She went on to teach at the primary school. She has been interested in sign language since the time she studied at the Faculty of Education Ljubljana, learning Slovenian sign language from the deaf, her coworker Ljubica Podboršek, and other sign language interpreters.

She also uses sign language to communicate with her spouse's deaf parents. She has a Slovenian sign language interpreter certificate. Together with Ljubica Podboršek she was one of the first to teach Slovenian sign language classes at ZGNL for the parents of deaf children, her coworkers, and others who were interested in learning Slovenian sign language. Together they wrote the student's books for the first three levels of Slovenian sign language.

Currently she teaches Communication and Slovenian sign language at the secondary school and Slovenian sign language classes for the employees of the ZGNL.



Marjetka Štampek

Meta Štampek studied Speech and Language Therapy and Surdopedagogy at the Faculty of Education Ljubljana. She has been teaching deaf and hard of hearing children as well as children with speech and language difficulties at ZGNL for thirty years. Children with multiple issues need different approaches and methods of work, therefore she finds and uses varied ways of making the path to understanding and knowledge easier. Among others she includes elements of drama in education to make her lessons more interesting.

She shares her knowledge with her coworkers and other teachers. At present she teaches the deaf and hard of hearing students in the second triennium of the nine-year elementary school.



Simona Zupan Šmigič

Simona Zupan Šmigič studied Special Education at the Faculty of Education Ljubljana, specialising in Speech and Language Therapy and Surdopedagogy. After completing her studies, she started working at ZGNL, where she worked for a number of years as a teacher of the deaf in preschool, and later taught in primary school. For several years she worked as a peripatetic teacher, attending to children and students in regular kindergartens, primary schools, and secondary schools, where she provided peripatetic surdopedagogical and speech therapy support. For many years she has participated in different workshops for children in integration.



Despite her vast, 30-year experience in working with deaf and hard of hearing children, she often faces the challenge of how to help individual children gain better communication and independent living skills. She currently utilizes her knowledge and her exceptional understanding of children to help deaf and hard of hearing pupils in the first five years of primary school.

ABOUT THE REVIEWERS

Matic Pavlič

Matic Pavlič is a linguist, focusing on the research of Slovenian sign language. After obtaining a degree in General Linguistics and Comparative Literature, he received a PhD at the university of Ca' Foscara in Venice on the topic of the basic word order in Slovenian sign language. He participates in implementing the Slovenian Sign Language Interpreter Certification Programme, teaches Slovenian sign language as an elective subject in primary school at ZGNL and lectures in Speech and Language Therapy and Surdopedagogy study programme at the Faculty of Education Ljubljana. In 2018/19 he designed and implemented the European project Slovenian Sign Language Video Dictionary under the auspices of the Deaf and Hard of Hearing Clubs Association of Slovenia.

Marjetka Kulovec

Marjetka Kulovec was the first deaf teacher at ZGNL. She actively participates in teachers' seminars for regular schools and kindergartens, where she shares her life experience with deafness and deaf education. In 2018 she was the first deaf Slovenian to earn a doctoral degree.

At present she teaches Slovenian sign language at the secondary school of ZGNL and works as a deaf interpreter in the classroom in primary and secondary school. She also teaches Slovenian sign language classes for the employees of ZGNL and other interested parties.

Katja Šifrar

Katja Šifrar is a special education teacher working in the Health Unit of ZGNL. Her duties include special education assessment of students with speech and language impairment, children with Autism spectrum disorder, and deaf and hard of hearing students. She works with preschool children and students with attention deficit disorders, specific learning difficulties in reading, writing, mathematics, and other areas, who have problems with schoolwork in regular primary schools. She works in teams and cooperates with a psychologist, speech therapist, occupational therapist, and the school or kindergarten which the child attends. In her work she closely cooperates with the parents of the children she works with.

ABOUT THE REVIEWERS

Mateja Frangež

Mateja Frangež studied Special and Rehabilitation Pedagogy and she works at the Center za sluh in govor Maribor. She began by teaching the youngest children with speech and language impairment in preschool and later she worked with the youngest deaf and hard of hearing children. While teaching and communicating with them she started to use Slovenian sign language and acquired additional knowledge in the field. In recent years, she has been teaching in the first triennium of the adapted primary school programme of equal educational standard for the deaf and hard of hearing.

Živana Rusić

Živana Rusić is a primary school teacher. She completed her studies at the Faculty of Education in Maribor and began her teaching career in a regular primary school. Since she had always enjoyed working with people with special needs, she began working with them as a student and on many occasions as a volunteer. She continued her path at Center za sluh in govor Maribor, where she teaches children with special needs. There she experienced her first encounter with deafness. Since she knew the importance of everyday communication with deaf students, she learned sign language and passed all the exams. Even though verbotonal method is the primary method of teaching at Center za sluh in govor Maribor, her knowledge of sign language proved very useful because it enabled her to approach her students in a way which is most appropriate for them. Because she enjoys working with the deaf, she completed the advanced training programme in special education for working with children with speech, language and communication impediments at the Faculty of Education Ljubljana. For many years she accompanied deaf children in summer camps in Punat and Poreč during the summer holidays. There is a clear shortage of literature and teaching materials aimed at the deaf so she enthusiastically participates in their creation.

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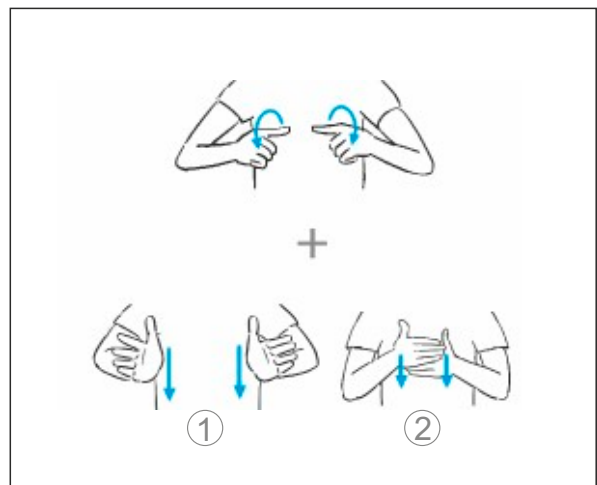
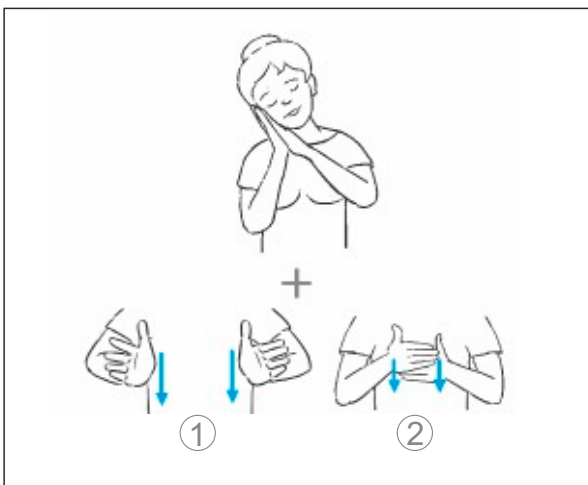
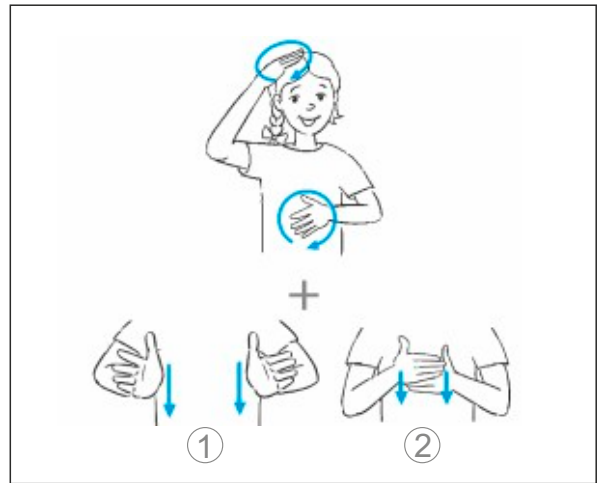
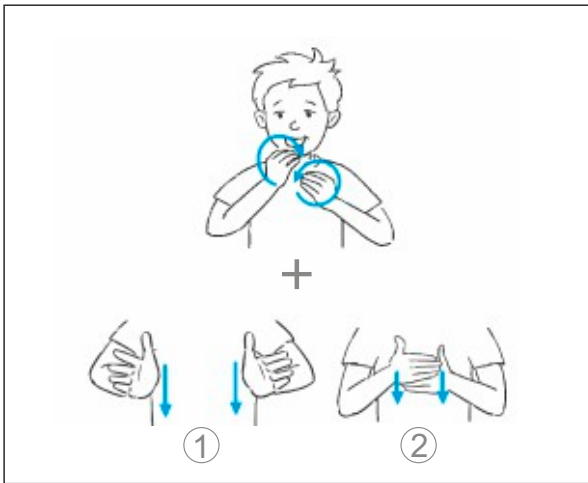
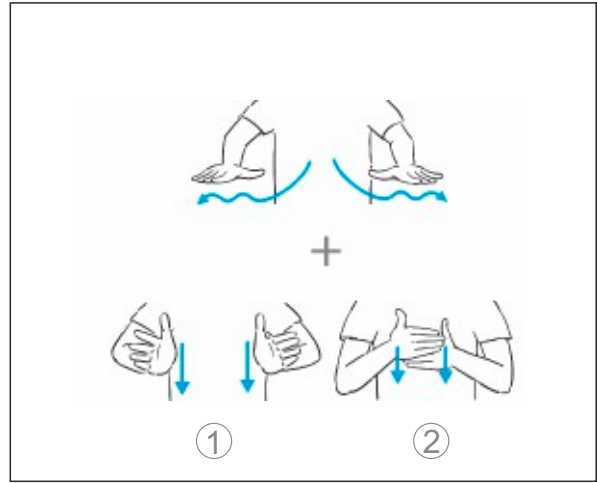
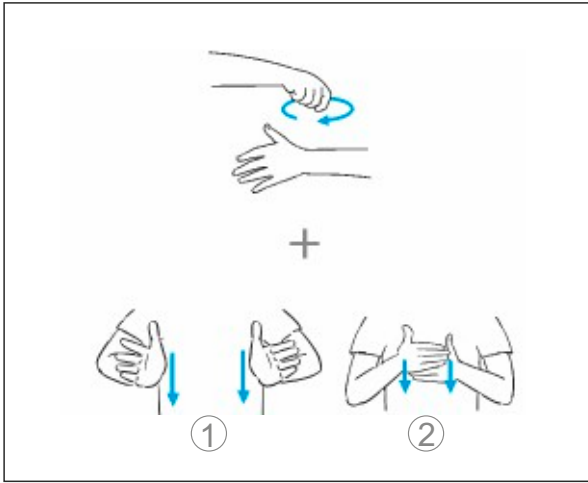
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