

For E2E Interpreter Apprentices:

Mentoring Activities by Category

Mentee practices at home, then shows the Mentor. The Mentor will sign it their way, then the apprentice will repeat how the Mentor signs it. Back and forth as many times as necessary until the ASL is correct.

Use of Classifiers-

* Play the Tangrams game. Take turns describing a shape/pattern and the other person must place the correct shape in the correct position.

(see website: <http://www.fun-stuff-to-do.com/tangrams.html>)

* Work with children's books and practice signing what you see in the pictures, focusing specifically on the CLs. (One recommended book series is "Good Dog Carl.")
(Also good to use books that are used in the classroom where the apprentice works)

* Describe your morning routine.

* Sign how to cook a favorite recipe or meal.

* Describe different people in catalogs, pictures, family members, etc., go someplace public and describe the people.

* Brainstorm different uses of the handshapes in ASL. Ex. do one handshape a day/or week and see how many different uses you can think of or notice in model texts.

* Use a CL bucket – ice cream bucket with a hole cut in the top, so that mentee can't see what's in it. Have mentee feel an object in there, and describe it using CLs.

* Describe similar objects. Ex. shoes - how are two pair of shoes different? How are they alike?

(also try with people, clothing, etc.)

* Practice "interpreting" silent movies (some can be found at Pixar.com)

* Practice signing what's happening on a videogame - lots of shapes and movements.

* Play the game “Pictionary” but instead of drawing on paper, the Apprentice uses classifiers and the Mentor will guess what it is. Then alternate.

* Walk through a room and describe everything in it (within reason).

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Receptive Fingerspelling:

Mentor models fingerspelling within conversation, and Apprentice re-tells the information back to the Mentor including all the fingerspelled words.

* Mentor tells about family event, i.e. Christmas or Thanksgiving and include as many family names as possible. Also can include fingerspelling as many other items like specific Christmas presents, names of places, and different food that was there.

* Mentor describes a topic of interest (football, hockey, hunting, baking, their workplace, etc.) and fingerspelling of the specific terms with that area.

* Discuss a book or movie both have seen or know, and fingerspell as many of the names and places as you can think of.

* Mentor thinks of a game and explains the rules of a game. (Card game, outside game, sports game). Apprentice repeats the rules back to them.

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Narration:

Apprentice tells of an experience and Mentor repeats it in ASL. They repeat the process until the apprentice's ASL is correct to the Mentor.

- * How did I decide to become an Interpreter?
- * Sign my favorite poem/song
- * A High School Experience in sports or other activity
- * A lesson from a class I am interpreting in
- * Tell about family members
- * Tell about pets
- * Describe my personality
- * Cooking a favorite meal
- * A horrible cooking mistake!
- * An embarrassing moment
- * What I like/don't like to clean
- * Explain my opinion on a current event
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Dialogue:

Apprentice relates a conversation. Mentor repeats it back in ASL. Apprentice copies the mentor's ASL. They repeat this process until the apprentice's ASL is correct to the mentor.

- * Recount a dialogue in a movie or TV show
- * Using a children's book, show the dialogue back and forth in the story.
- * A recent conversation between myself and a family member
- * A conversation between myself and a child
- * A fight I once had
- * Tell a joke
- * My dream date
- * My first date
- * The birth of my child
- * My first job interview
- * My Prom memory
- * A conversation I witnessed or heard about
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ASL Comprehension:

Mentor explains something to apprentice and the apprentice summarizes what they said back to them.

* Ask the mentor to teach me something new: how to play a card game, process of what they do at their job, how to make something

* Mentor tells a Deaf joke or cultural story ("famous Deaf story")

* Mentor expresses opinion about a certain book or movie or current news event, politics

* Mentor describes a vacation or plan for future vacation

* Mentor describes a medical procedure they have had

* Mentor tells opinion about cochlear implants, mainstream school, what struggles at their job

* Mentor explains a series of steps to do finish a task

* Mentor compares goal/dreams from childhood to dreams/goals now

* Mentor describes a conflict with family, friend, co-worker and how it was resolved

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Non-Manual Markers:

Apprentice concentrates and finds examples of non-manual markers (expressions on the mouth that have meaning) while the mentor is signing.

- * Apprentice makes a note of signs that the mouth marker is replacing. Example: “cha” can replace the sign “large” or “huge,” and the mouth marker “ee” can replace the sign “right there” or “so close”
- * Apprentice repeats mentor’s story including the mouth markers.
- * Apprentice signs own story, like, learning to drive a car, (or use other ideas in the other categories) and instead of some signs, replaces them with the non-manual mouth markers.
- * Apprentice spends time on own watching ASL vlogs and finding examples of non-manual markers and practices using them in a story and then showing it to Mentor.
- * Apprentice provides a list of sentences that the mentor can sign with non-manual markers in it, and apprentice can shadow/copy.

Some ideas for sentences:

Every house on this block is average size except the one on the end, is a mansion!
At Thanksgiving, the table is loaded with food!
When I removed the gas pump from my gas tank, the gas kept pouring out and spilled everywhere.
That kid is a genius!
Look at that gorgeous red corvette!
There’s a really hot guy just down the row from us.
When I pulled out of my driveway, I just barely missed hitting another car coming down the street!
I live way out in the country.
Making a cake is easy.
That poor dog looked so thin and sickly.
Oh. I ate way too much.

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Facial Expression:

Apprentice practices ASL sentences using specific facial expression. Mentor models correct facial expression. They repeat the process until the facial expression is correct ASL to the mentor.

- * Play “20 questions” and use the correct facial expression for asking questions.
- * Play the board game “Guess Who” and use the correct facial expressions for questions.
- * Pay close attention to transitions within the mentors conversation and pause the mentor and repeat what they said with the transition facial expressions.
- * Play “If - Then” where the mentor states a cause and effect sentence like, “If I eat too much chocolate, then I will get sick.” Then the apprentice takes a turn starting with “If I get sick, then I will have to call in to work.” Then the mentor continues with “If I call in to work, then they will have to call in the crazy substitute.” and on and on for a while to practice the correct facial expressions for “if-Then”
- * Use a child’s storybook from the classroom the apprentice works in, to practice the correct facial expressions to tell the story.
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