

Welcome
to



Signing TiME!®

"It sounds like magic, but research shows that sign language can help kids—even those with learning disabilities—increase their learning ability."
—Marilyn Daniels, Ph.D., author of *Dancing With Words: Signing for Hearing Children's Literacy*

COME SIGN WITH US!

Alex and Leah invite teachers and children everywhere to share with them the beautiful language called American Sign Language (ASL). You will find this valuable resource of lessons and activities engaging and fun! They can be used as a wonderful learning tool in the classroom or at home, and you too can integrate the use of a sign language into your world!

Introductory Lesson Plans (ILP)



A list of the signing vocabulary words to be taught in the lessons is provided as well as a downloadable sheet of the words (presented in picture form). Short explanations such as: "banana—it's like peeling a banana" will be included to help introduce each vocabulary word. If combined with the companion video or DVD, the signs will coincide for even more effectiveness. If teachers do not have access to the videos/DVDs, the ILPs can stand on their own.

Activities & Worksheets

To reinforce the signs learned from the ILPs, the activities and worksheets will encompass the overall objectives of the lesson plan while incorporating everyday subject matter. All materials adhere to state standards which guide education and promote the learning and use of ASL.

contents:

Volume 1: My First Signs

Volume 2: Playtime Signs

Volume 3: Everyday Signs

Volume 4: Family, Feelings & Fun

Volume 5: ABC Signs

Volume 6: My Favorite Things



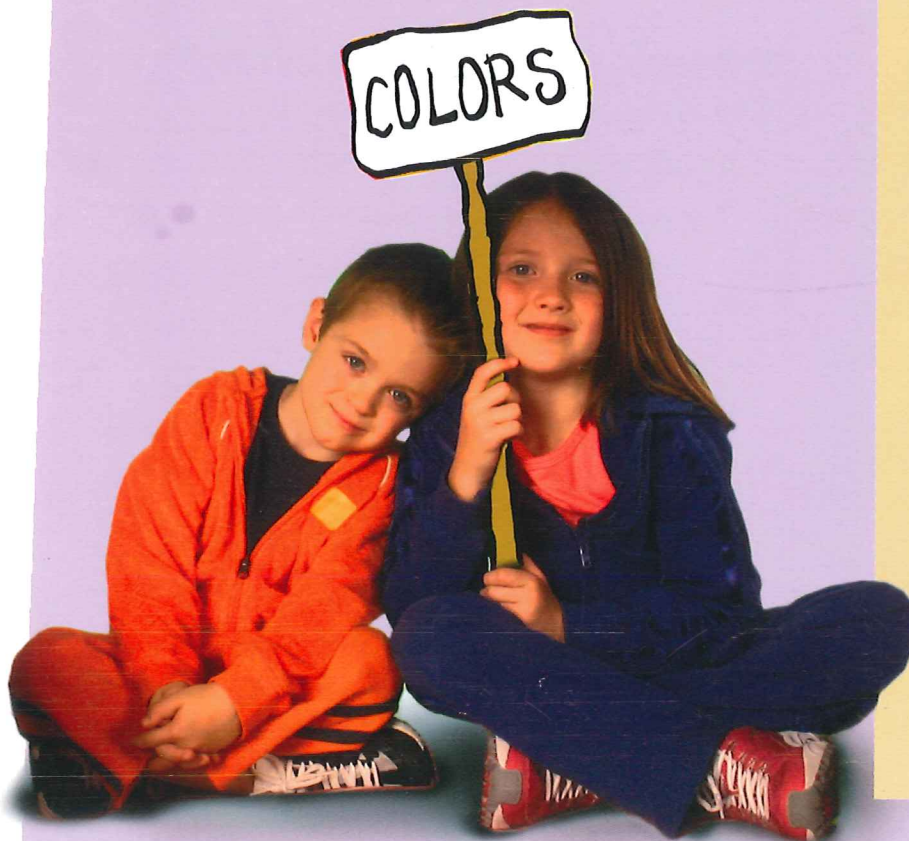
INSTRUCTIONS

In the Teacher's Vocabulary Guide (TVG), you will find three columns. The first column lists all of the vocabulary words for a particular lesson. The second column shows pictorially all of the signs for each vocabulary word listed. The third column gives a short explanation of how to produce the signs shown in picture form.

Step 1: Familiarize yourself with the signs so you are able to model them to your students with ease.

Step 2: Hand out the Student Vocabulary Worksheet (SVW) to each student. Using the table, start with number one and sign a word such as "colors." While modeling the sign, students will find the sign pictorially represented on their paper and should write the word "colors" in the blank provided, which corresponds to the picture. The students then sign the word "colors" as a class for the teacher to see. Continue until the vocabulary worksheet is complete.

Step 3: Once all vocabulary words have been introduced and students have completed their worksheets, use any of the additional lessons, activities, and worksheets which reinforce the words and integrate various academic subject areas.



Using the Letters of the ALPHABET!



Practice Time

Objectives...

- Practice the ASL manual alphabet.
- Identifying initial consonant sounds.
- Developing phonological awareness.
- Matching initial letter sounds to pictures.

Materials Needed...

- Teacher's Vocabulary Guide (TVG) 5a: Alphabet.
- Student Vocabulary Worksheet (SVW) 5a: Alphabet.
- Worksheets A and B "Using Letters of the Alphabet" (1 copy for each student).

See National Standards for Volume 5



The following activity focuses on developing phonological awareness; the ability to detect sounds in an oral language. In addition, your students will become more familiar with the American Sign Language (ASL) manual alphabet.

presentation

Distribute a copy of the student vocabulary worksheet (5a: Alphabet) to each student. Using your Teacher's Vocabulary Guide (5a: Alphabet), assist your students

in completing their worksheets as a collaborative class activity. When the worksheets are complete, have students pair up and review the manual alphabet. While your students are reviewing the alphabet, have them also practice the initial sound each letter makes. When students have had ample time to practice the manual alphabet, have your whole class review together.

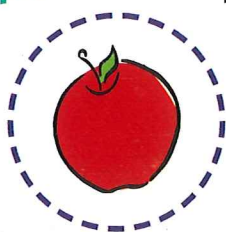
At this time, hand out copies of worksheets A and B, "Using Letters of the Alphabet," to each student. These worksheets may be completed in pairs or independently depending on the level of difficulty you would like your students to achieve.



Using the Letters of the ALPHABET!

DIRECTIONS: In each sentence, you will find a handshape representing one of the letters of the alphabet. Once you have identified the letter, circle the picture that starts with that letter and write the letter in the blank. The first one has been done for you.

Example... Circle the picture that starts with the letter:



A



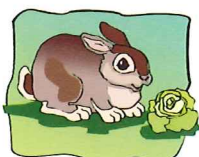
1. Circle the picture that starts with the letter:



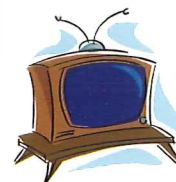
2. Circle the picture that starts with the letter:



3. Circle the picture that starts with the letter:



4. Circle the picture that starts with the letter:



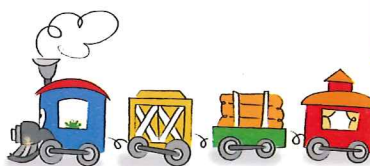
5. Circle the picture that starts with the letter:



6. Circle the picture that starts with the letter:



7. Circle the picture that starts with the letter:



8. Circle the picture that starts with the letter:



Signing Around the World!

Group Activity

Objectives...

- Repetition.
- Actively engaging students in a fun activity, while learning American Sign Language.
- Reinforces the letters of the alphabet as well as numbers.
- Utilizes two languages: ASL and English.

Materials Needed...

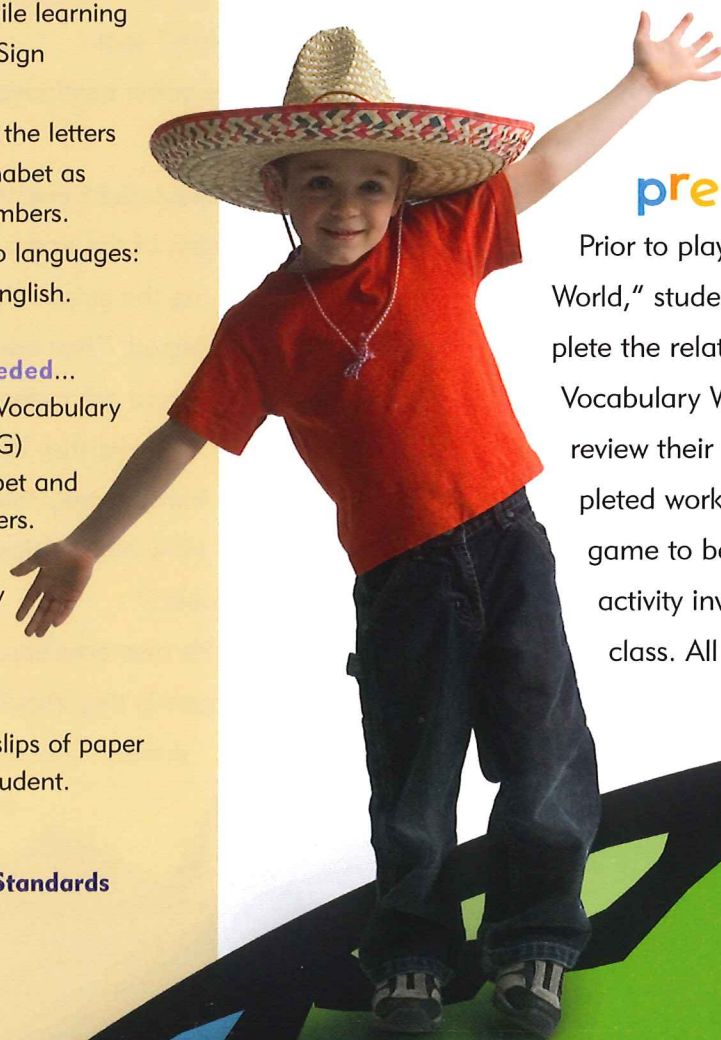
- Teacher's Vocabulary Guide (TVG) 5a: Alphabet and 5b: Numbers.
- Student Vocabulary Worksheet (SVW) 5a, and 5b.
- 3-5 small slips of paper for each student.

**See National Standards
for Volume 5**

Here is a fun game to review the signs you have been learning! This game involves all 26 letters of the alphabet and numbers 1-10, and is easily adapted to suit a variety of grade levels.

presentation

Prior to playing "Around the World," students need to complete the related Student Vocabulary Worksheets and/or review their previously completed worksheets for this game to be played. This activity involves the whole class. All students must be



seated in order for the game to begin. Start by handing out 3–5 slips of paper to each student (small class: 5 slips of paper; big class: 3). Designate one student to be the “traveler.” Starting at one side of the classroom, the “traveler” will stand behind a student who is seated.

Guided practice... Start the game by signing to your students a letter or number of the alphabet. No one is allowed to speak once the sign is shown, only the “traveler” and the student with whom he/she is standing behind are able to shout out an answer.

Rules of the Game...

- If the student who is seated answers correctly, the “traveler” sits in that student’s seat, and the new “traveler” stands behind the next

student seated.

- If the “traveler”

answers correctly, the student who is seated gives the “traveler” one of his/her slips of paper. The “traveler” continues to collect the slips of paper, until he/she answers incorrectly. The “traveler” is then asked to sit in the new “traveler’s” seat.

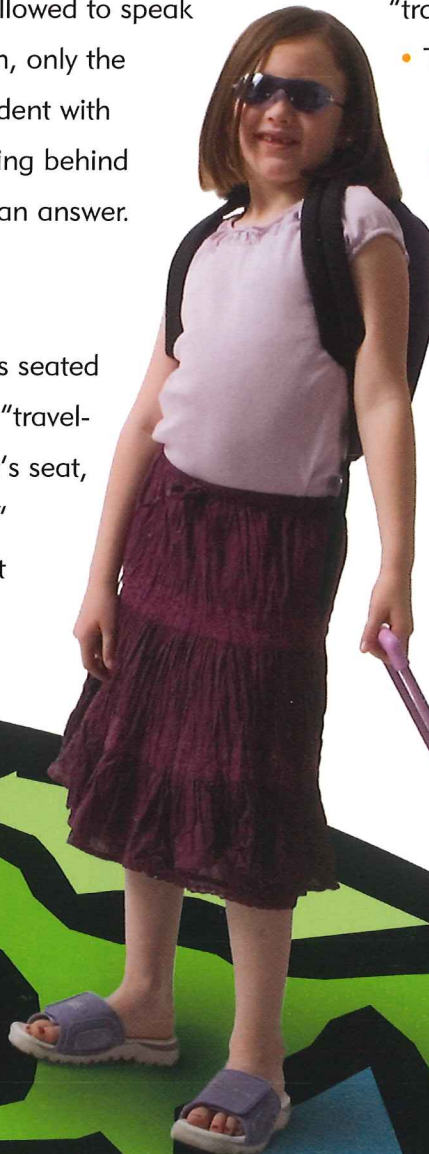
- The game continues until you conclude it.

Independent practice...

At the conclusion of the game, students should count up the strips of paper they have collected. They are encouraged to write a journal entry about the game.

- How did they do?
- How do they think they could improve?
- How many strips of paper did they collect?

The next time your students play this game, they should re-read their journal entries. This way, they can see how much they have improved!



"I'm Going on a Picnic..."

Group Activity

Objectives...

- Reinforce knowledge of the alphabet.
- Improve memory skills.
- Increase fluency with English and American Sign Language.

Materials Needed...

- Teacher's Vocabulary Guide 5a: The Alphabet and 5c: Additional Alphabet Signs.
- Vol. 5 "Additional Alphabet Signs" list (1 copy for each student).
- Student Vocabulary Worksheet (SVW) 5a: The Alphabet.
 - A classroom full of students ready to learn and have fun!

See National Standards for Volume 5

and I'm taking an **A**pple, **B**anana, and **C**heese..."

The object of the game is to use the letters in the alphabet in order, while using vocabulary words from the Vol. 5

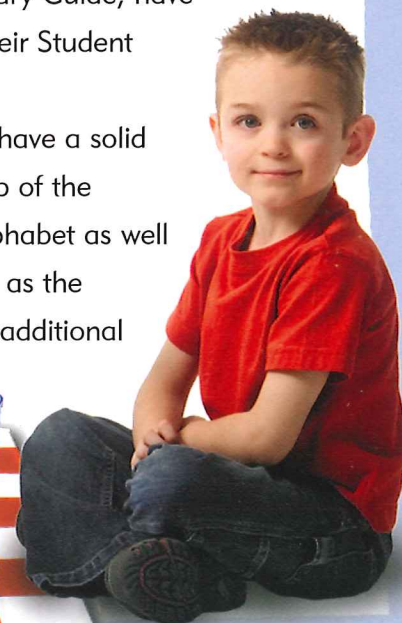
"Additional Alphabet Signs" list that correspond to the letters of the alphabet. Students will also be incorporating their new American Sign Language (ASL) vocabulary they have learned.

presentation

If possible, have all students place their desks in the form of a horse shoe so all students can see one another during the game.

- Using your Teacher's Vocabulary Guide, have all of your students complete their Student Vocabulary Worksheets.

- After they have a solid grasp of the alphabet as well as the additional



vocabulary words, it is time to play "I'm Going on a Picnic and I'm Taking..."

Guided Practice... Choose one side of the room (right or left) to begin. The first student says "I'm going on a picnic and I am taking..." The first student should use a word from the additional vocabulary list and sign it. It is recommended that you write these words on the board to assist your students during this activity.

Example...

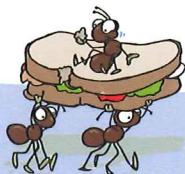
- Student 1 would say: "I'm going on a picnic and I'm going to take an **a**lligator.
- Student 2 would say: "'I'm going on a picnic and I'm taking an **a**lligator and my **b**est friend.
- Student 3 would say: "I'm going on a.... and I'm taking an **a**lligator, my **b**est friend, and a **c**aterpillar," etc.

Independent Practice... Have students write in their journals about this activity and reflect on how they did with this game.

- Was it challenging or easy? Why?
- Did they enjoy this activity?
- What new signs did they learn as a result of this activity?
- What is their favorite word to sign and why?

- Would they want to do this activity again?

Note... There are many variations that can be used for this game. If you find this activity to be too difficult, you may choose to alter it. Instead of your students continuing to build off of one another's words, you may have them remember only five words at a time. Once you get to the sixth student, that student will continue the alphabet at "F," but doesn't have to repeat A-E.



Study NUMBERS 1-10!

Practice Time

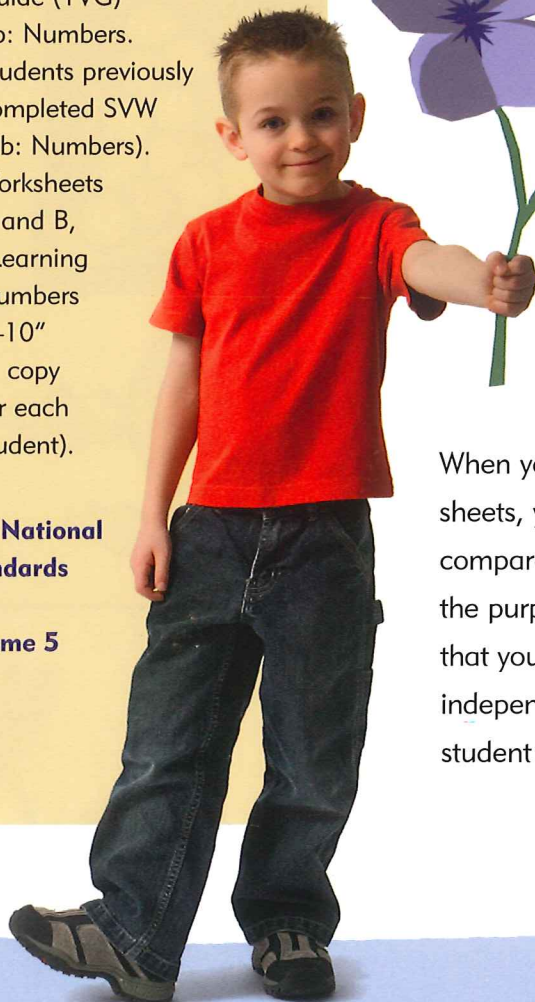
Objectives...

- Practice ASL numbers 1-10.
- Follow directions.
- Practice number concepts.

Materials Needed...

- Teacher's Vocabulary Guide (TVG) 5b: Numbers.
- Students previously completed SVW (5b: Numbers).
- Worksheets A and B, "Learning Numbers 1-10" (1 copy for each student).

See National Standards for Volume 5



Get ready to count! This activity involves American Sign Language (ASL) numbers 1-10. Since your students have previously completed other lessons and activities related to learning the ASL numbers, you may like to use the following worksheet for the purpose of assessment.

presentation

Have your students review their previously completed student vocabulary worksheet (5b: numbers), in preparation for completing the "Learning Numbers 1-10" worksheets A and B. When your students are ready, distribute copies to each student.

When your students have completed their worksheets, you might like to have them pair up and compare their answers. If you are using this for the purpose of assessment, it is recommended that you have students complete the worksheets independently and then collect them as each student finishes.

Study NUMBERS 1-10!

by following the directions for each item...

A. Circle



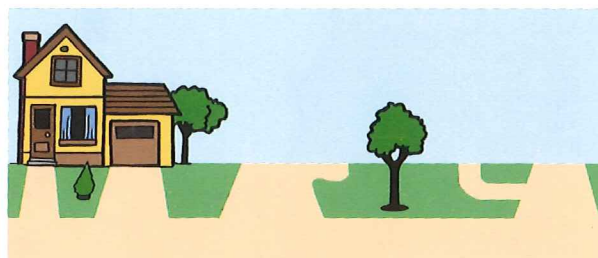
butterflies:



B. Draw



MORE
houses:



C. Color



MORE
balls:



D. Draw



stars:



E. Circle

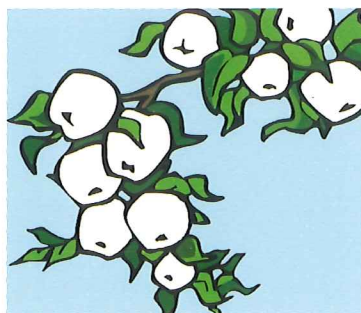


flowers:

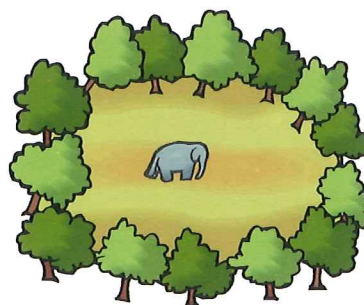


F. Color

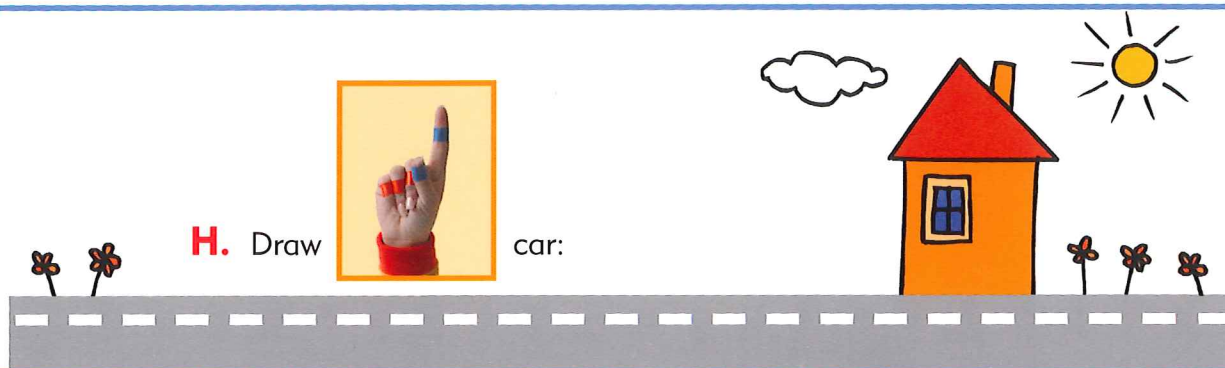
apples red:

**G.** Circle

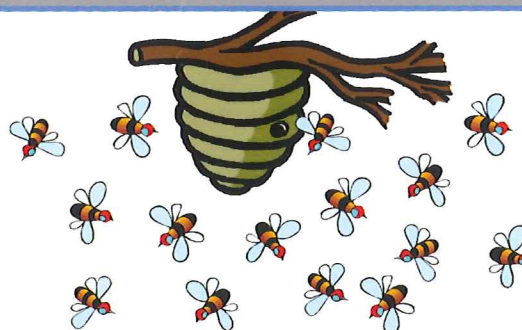
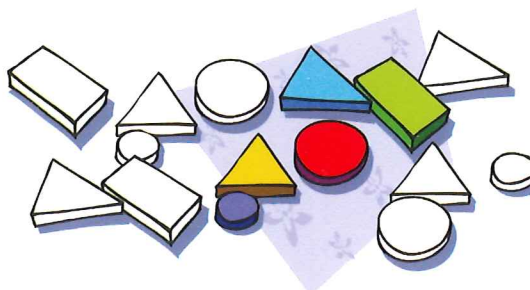
trees:

**H.** Draw

car:

**I.** Circle

bees:

**J.** ColorMORE
blocks:

Class ALPHABET and NUMBERS Book

Final Activity

Objectives...

- Follow directions.
- Identify pictures by initial sounds.
- Letter identification.

Materials Needed...

- Teacher's Vocabulary Guide 5a, and 5b.
- Colored construction paper.
- Markers/Crayons.
- Glue.
- Magazines.
- Laminating machine (if possible).

See National Standards
for Volume 5

Alphabet and number books are a great way of involving the entire class on one culminating project. It is a fun way of incorporating the letters, their sounds, and identifying words by their initial sounds, as well as numbers. Students love being able to go back and see their own work as part of a class book!

presentation

Each student is assigned a letter of the alphabet and/or a number. Students are responsible for drawing their letter or number in sign form onto their construction paper. Then, each student begins searching for pictures in magazines that start with the letter he/she was assigned.

Getting Started... Assign each student one letter of the alphabet and/or a number (depending on class size).

- Distribute colored construction paper and glue.

B
is for



bear



is for

ice Cream

pictures that include the number two or the word "two" or has two of the same object or animal in it and creates a collage.

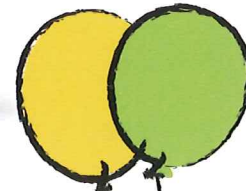
- When all student pages are completed, each student can share with the class, or in small groups, their letter or number collage. This gives each student an opportunity to talk about the pictures they chose and why.
- When all student pages are complete, the teacher should collect all of the pages, laminate, and bind to show off the class project!

Have fun!!

Guided practice... For both numbers and letters, the students should trace or draw the handshape (sign) and color it so it is easy to see.

Example... A student is assigned the letter "A." At the top of a letter page the student should trace or draw the sign for "A" and write "A is for..." Now, the student needs to find pictures that start with the letter "A" and create a collage.

- A student is assigned the number "2." At the top of a numbers page the student should trace or draw the sign for the number "2" and write a number "2." Then the student finds



2

two
friends
&
two
balloons



5a: Alphabet



A



B



C



D



E



F



G



H

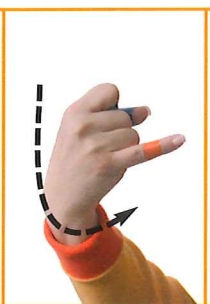


I



J

Draw the bottom half of the "J" in the air!



K



L

KEY: Dominant Hand (DH): Refers to either your right or left hand, depending on which you use most often and are most comfortable with. This is the hand that will typically be performing the action or movement. Rachel's dominant hand is her right hand. **Passive Hand (PH):** Refers to the non-dominant hand. This is the hand that functions as a support or base for the dominant hand. Rachel's passive hand is her left hand. **DH/PH:** Means both hands are performing the same action.



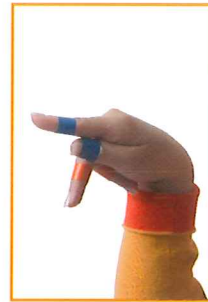
M



N



O



P



Q



R



S



T



U



V



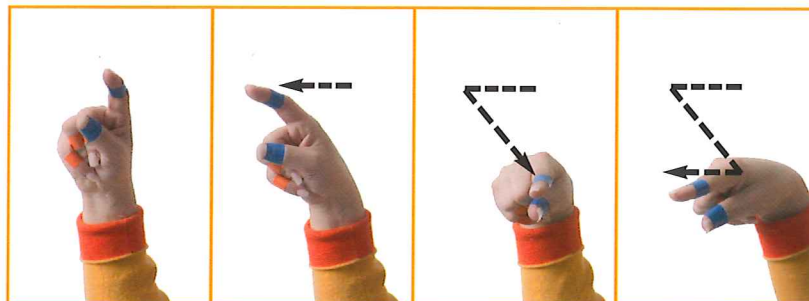
W



X



Y



Z

It's like drawing the letter "Z"!

5b: Numbers



1



2



3



4



5



6



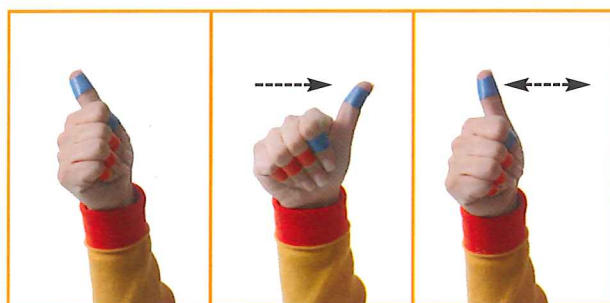
7



8



9



10

You shake your thumb side to side!

5c: Additional Alphabet Signs

4

VOCABULARY	SIGN EXPLANATION
1. alligator	<i>DH/PH: Both hands act as alligator jaws and open and close.</i>
2. best friend	<i>DH: Sign the letter "R" with your palm facing you. This is also the sign for best friend.</i>
3. baseball bat	<i>DH: Pretend you are holding a baseball bat and swing as if you are hitting a ball. Then slide your DH upward as if you're showing</i>
4. careful	<i>DH/PH: Sign the letter "K." Place the "K's" on top of one another with palms facing opposite sides. Rotate in a forward circular motion.</i>
5. caterpillar	<i>PH: Arm bent horizontally in front of body. DH: Make the letter "X." Then move index finger from bent to straight multiple times, while moving from wrist to elbow of PH.</i>
6. diaper	<i>DH/PH: Point out thumbs, index and middle fingers so tips are touching on each hand. Place at either side of hip, pinch fingers open and closed.</i>
7. dance	<i>PH: Palm facing up. DH: Point out index and middle fingers. Point two fingers over PH and sway fingers side to side as if two legs are dancing!</i>
8. empty	<i>PH: Palm facing floor, hand flat. DH: Palm facing floor, fingers spread, point middle finger downward toward floor. Moving away from your body, drag middle finger across top of PH.</i>
9. elevator	<i>PH: Palm out with fingers pointing up. DH: Make the letter "E." Then place against palm of PH and move up and down.</i>
10. funny	<i>DH: Make a fist. Point out index and middle fingers. Place fingertips near the tip of your nose. Brush fingers against tip of nose in an up and down motion.</i>
11. fright	<i>DH/PH: Make fists. As hands move toward the center of the body, flick all fingers straight out.</i>

VOCABULARY	SIGN EXPLANATION
12. good	DH: Place all four finger tips on chin (hand straight, fingers together). Then bring away from chin, out and down (back side of hand facing floor).
13. game	DH/PH: Make fists, palms facing you, point thumbs up. Bring fists together so knuckles are touching.
14. great	DH/PH: Palms facing out, fingers together (pretend you're standing in front of a mirror). Place palms against "mirror" (eye level). Lift off and lower to (chest level). Place palms against "mirror" again.
15. good morning	DH: Fingers together, touch tips at chin. Move away from chin so back side of hand faces floor (good). PH: Rests in crease of DH elbow. DH: Raise hand so back side of hand faces out (morning).
16. good night	DH: Fingers together, touch tips at chin. Move away from chin, so back side of hand faces floor (good). Cup DH and rest heel of hand against top of PH (night).
17. hugs	DH/PH: Make fists. Cross both arms across the chest. Just like you're being hugged!
18. hello	DH: Palm facing out, fingers pointing toward ceiling, bend thumb a little bit and bring in front of palm. Touch index finger tip to temple of head and move away.
19. how are you?	DH/PH: All fingertips touching (excluding thumbs). Thumbs pointing toward ceiling rotate hands forward and down. DH: Point index finger out.
20. ice	DH/PH: Both hands in front of body, palms facing floor. Then bend fingertips moving hands upward a bit. Like you touched something freezing!
21. important	DH/PH: Make the letter "F." Touch thumb tips together. Move apart while drawing the sides of a circle (moving from down to up) and meet thumbs again.
22. juice	DH: Near cheek (not touching) sign letter "J" for juice!
23. joke	DH/PH: Make letter "X" handshake. Place DH "X" on top of PH "X" (X will be lying on its side). Move DH forward and backward repeatedly.

VOCABULARY	SIGN EXPLANATION
24. kid	<i>DH: Pinky and index straight out, thumb holding down other fingers. Place side of index finger under nose. Slight movement up and down.</i>
25. king	<i>DH: Make letter "K" place at opposite shoulder, move diagonally across body to hip.</i>
26. kiss	<i>DH/PH: Fingertips touching thumb on each hand. Both hands touch together all fingertips repeatedly.</i>
27. laugh	<i>DH/PH: Make the letter "L." Place tip of index fingers on each cheek. Slide index finger across cheek repeatedly.</i>
28. maybe	<i>DH/PH: Palms facing up in front of body. Alternate hands moving up and down.</i>
29. mice	<i>DH: Point out index finger. Move back and forth across the tip of your nose.</i>
30. nice	<i>PH: Palm facing up. DH: Palm facing down. (DH/PH: Flat, fingers together.) DH: Resting on top, heel of PH. DH: Then slides across PH to fingertips.</i>
31. now	<i>DH/PH: Make "Y" handshape. Turn so palms face up. Then lower to about waist level.</i>
32. never	<i>DH: Palm facing down. Draw a number 7 shape in the air (quick motion).</i>
33. owl	<i>DH/PH: Make handshape letter "O". Place over eyes, so you can look through and wiggle wrists back and forth.</i>
34. party	<i>DH/PH: Make letter "P." Then twist wrists from side to side.</i>
35. peanut butter	<i>DH: Place thumb nail behind front teeth, flick with forward motion. Then, bring out index and middle fingers (together). Pretend to spread butter on PH (PH=palm up).</i>

VOCABULARY	SIGN EXPLANATION
36. quiet	DH/PH: Bring fingers together. Cross hands in front of mouth. Pull apart and down.
37. queen	DH: Make letter "Q." Place "Q" at opposite shoulder. Move diagonally across body to hip. (Similar to "King").
38. run	DH/PH: Make letter "L." Turn both hands like pointing at someone. Put DH in front of PH, link index fingertip with thumb and move forward.
39. ready	DH/PH: Make the letter "R" and shake repeatedly from side to side.
40. right	DH/PH: Make fists and point out index fingers. Turn like pointing to someone. Place DH on top of PH. Move DH up and down one time.
41. sit	DH/PH: Make the letter "U," palms down. DH: Cross over PH. Tap on and off of PH fingers. The DH looks like two legs hanging over the edge of a chair!
42. sing	PH: Arm bent horizontally in front of your body. DH: Palm facing body, fingers together. Move in and away from body with DH over PH arm repeatedly, like conducting music.
43. tired	DH/PH: Fingers together, place fingertips just below collar-bone (back side of fingers facing each other). Slight movement, drop till sides of hands rest on chest.
44. tell a story	DH/PH: Fingers spread, palms facing one another. Place all fingertips together touching. Open and close all fingertips while rotating hands in opposite directions. (repeat)
45. umbrella	DH: Pretend you are holding an umbrella. Now pretend to open it.
46. understand	DH: Make a fist and point out the index finger. Place near temple of head, back side of hand facing out. Bend index up and down repeatedly.
47. very	DH/PH: Make the letter "V." Touch both tips of fingers together, palms facing each other. Then move apart.

VOCABULARY	SIGN EXPLANATION
48. visit	DH/PH: Make handshape letter "V," palms facing you. Rotate in a forward circular motion alternating hands.
49. vacation	DH/PH: handshape like the number "3." Palms facing each other. Thumbs touching chest. Then touch on and off of chest simultaneously.
50. work	DH/PH: Make handshape letter "S." PH: Back side of hand facing up, DH: Tap wrist on and off of PH a few times.
51. wind	DH/PH: All fingers spread, palms facing each other. Sway side to side like wind blowing.
52. x-ray	PH: Arm horizontal in front of your body, palm down. DH: Make letter "X." Under PH move "X" from heel to tips of fingers.
53. yesterday	DH: Make the letter "A," heel of hand facing forward. Place tip of thumb on lower cheek, lift off and place again on upper cheek area.
54. zipper	DH: Pretend you are zipping up your shirt.