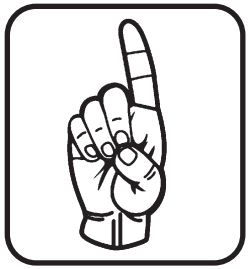
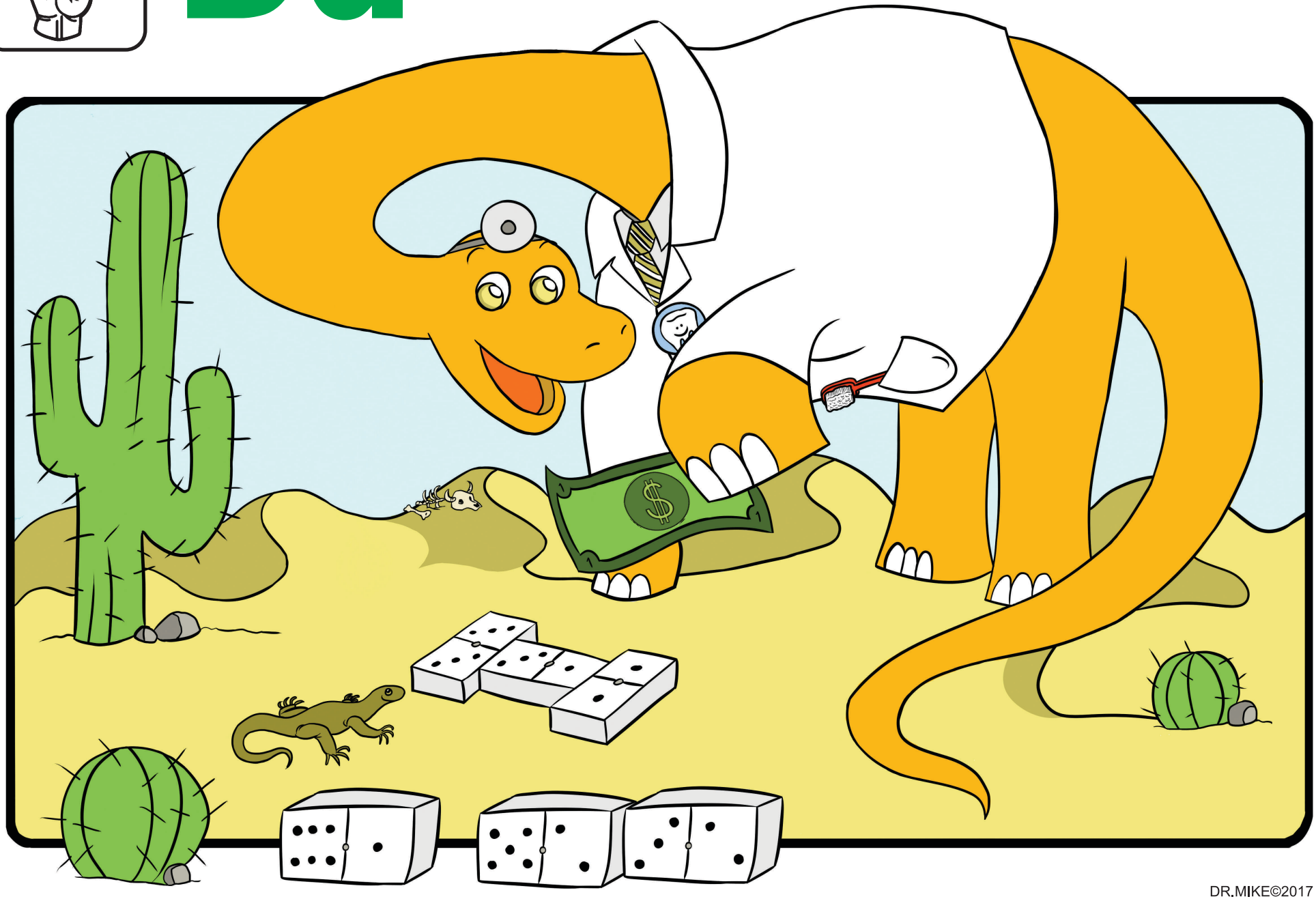


Dd



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What do you see in this drawing? (focus on descriptive word)

Math
How many dollars does Dino the dinosaur have?
How many dominos can you count?
Is Dino the dinosaur heavy like an elephant or light like a toothbrush?

Science
Is it hot or cold in the desert? What would you wear?
Can you think of some animals that live in the desert?
Can you think of something else that is heavy like a dinosaur?

Critical Thinking
What is Dino the dinosaur doing in the desert?
What would you buy with a dollar?
What would you say to Dino the dinosaur if you could talk to him?
Where do you think Dino the dinosaur is going?

Wellness (Nutrition, Health, Safety and Social-Emotional)
Why is it important for you to brush your teeth?
What happens if you don't brush your teeth?
Why do we go to the dentist?
What foods are good for you and your teeth? What foods are bad for your teeth?

¿Qué ven en el dibujo? (enfocarse en palabras descriptivas)

Matemáticas
¿Cuántos dólares tiene Dino el dinosaurio?
¿Cuántos dominós puedes contar?
¿Dino el dinosaurio es pesado como un elefante o ligero como un cepillo de dientes?

Ciencias
¿Puedes pensar en algunos animales que viven en el desierto?
¿Es caliente o frío en el desierto? ¿Qué ropa usarías si tú estuvieras en el desierto?
¿Puedes pensar en alguna otra cosa que es pesada como un dinosaurio?

Análisis Crítico
¿Qué está haciendo Dino el dinosaurio en el desierto?
¿Qué comprarías con un dólar?
¿Qué le dirías a un dinosaurio si pudieras hablar con él?
¿A dónde crees que va Dino el dinosaurio?

Bienestar (Nutrición, Salud, Seguridad y Socio-Emocional)
¿Por qué es importante que te cepilles los dientes?
¿Qué pasa si no te cepillas los dientes?
¿Por qué vamos al dentista?
¿Cuáles comidas son saludables para ti y tus dientes? ¿Cuáles comidas son mal para tus dientes?

Literacy Activities

Have students say each word that starts with “D” (Dino, dinosaur, dentist, desert, dollar, domino) while clapping their hands for each syllable; or stomping their feet; or moving their hips side to side.

Ask students for other words that start with "D".

Say two words and have the students repeat them, one that starts with "D" and another one that does not, and then have students identify the word that starts with "D".

Recite the song and omit the words that start with “D” and have students say the missing words. Repeat and have students sign (ASL) the missing words.

Dino the _____ is a _____.
Dino the _____ lives in the_____.
Dino the _____ has a_____.
Dino the _____ plays_____.

Actividades de alfabetización

Haga que los estudiantes digan cada palabra que comienza con "D" (Dino, dinosaurio, dentista, desierto, dólar, dominó) mientras están aplaudiendo por cada sílaba; o pisoteando; o moviendo sus caderas de lado a lado.

Pida a los estudiantes que den otras palabras que comiencen con “D”

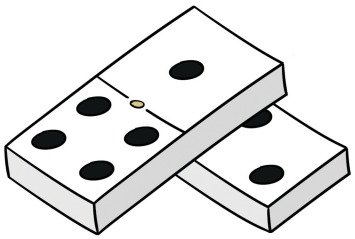
Diga dos palabras y haga que los estudiantes las repitan, una que comience con "D” y otra que no y haga que los estudiantes identifiquen la palabra que comienza con “D”.

Recite la cancíon y omita las palabras que comienzan con “D” y hagan que los estudientes digan las palabras que faltan. Repita y haga que los estudiantes hagan la señas (ASL) de las palabras que faltan.

Dino el _____ es _____.
Dino el _____ vive en el_____.
Dino el _____ tiene un_____.
Dino el _____ juega _____.

dólar

Dd



dominó

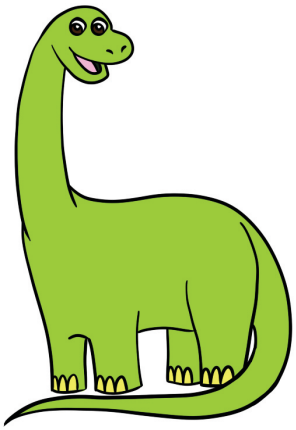
Dino el dinosaurio es dentista.

Dino el dinosaurio vive en el desierto.

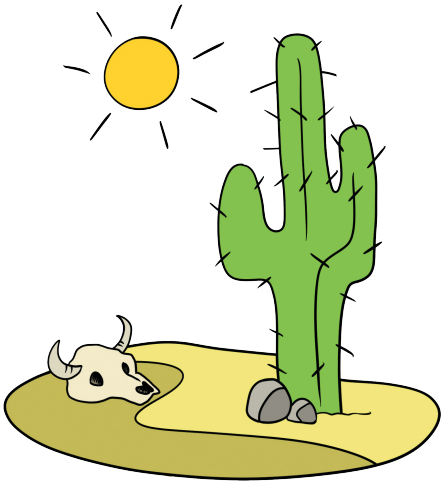
Dino el dinosaurio tiene un dólar.

Dino el dinosaurio juega dominó.

dentista



dinosaurio



desierto

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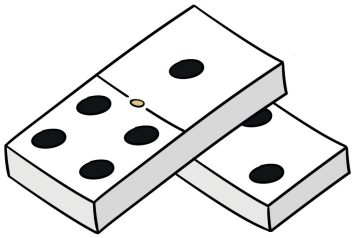
dollar

Dd



dominoes

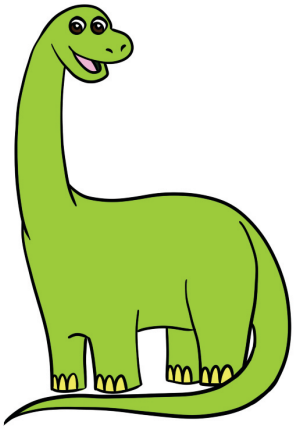
Dino the dinosaur is a dentist.

Dino the dinosaur lives in the desert.

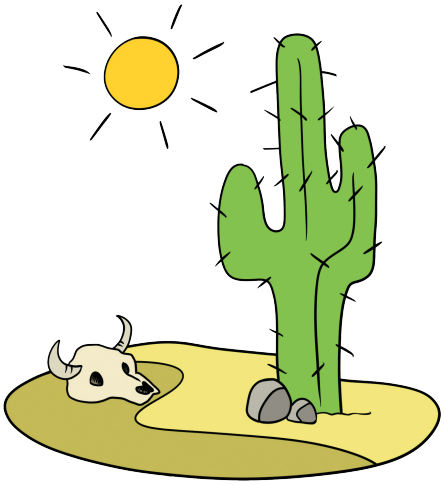
Dino the dinosaur has a dollar.

Dino the dinosaur plays dominoes.

dentist



dinosaur



desert

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Dd

dollar

Dd

dentist

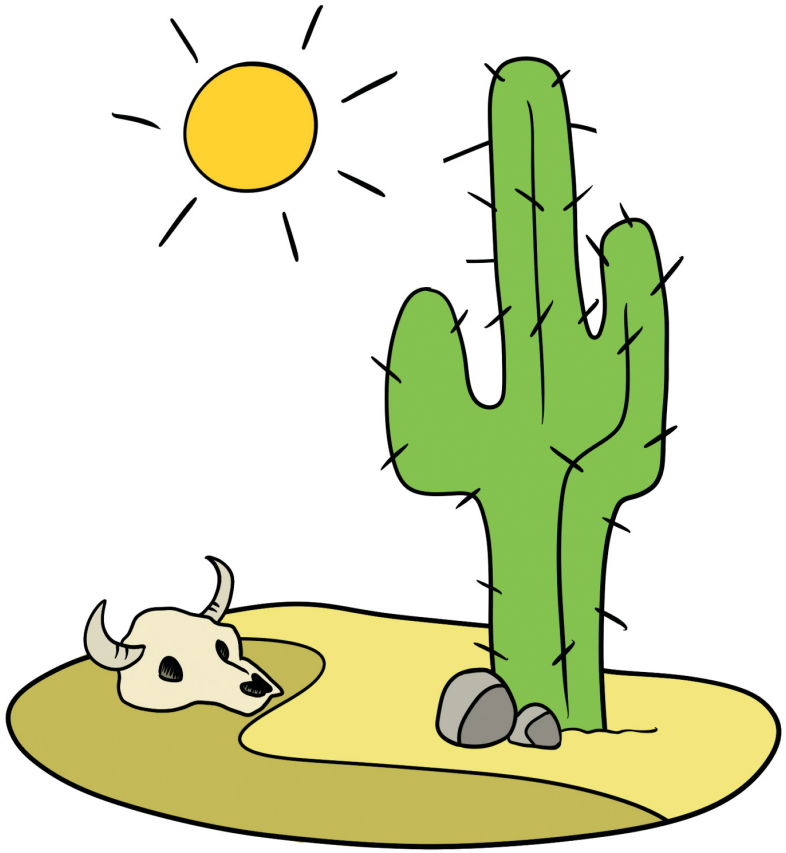
Dd

dólar

Dd

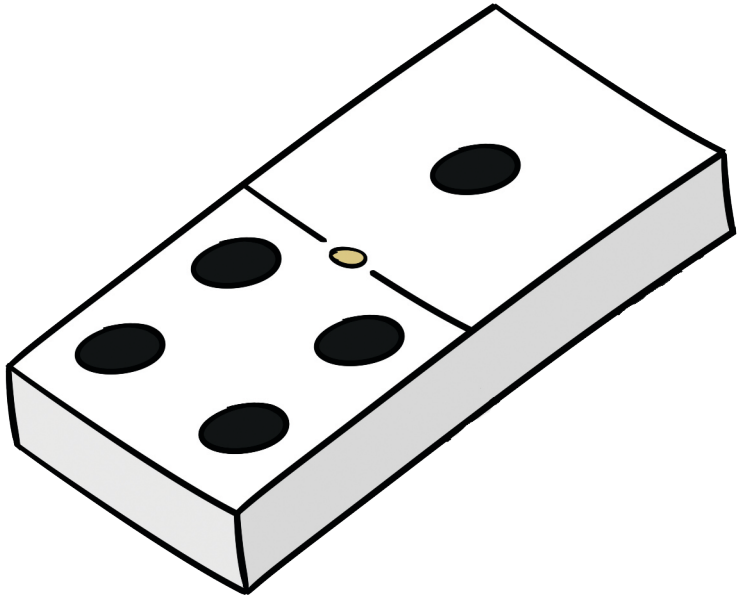
dentista

Dd



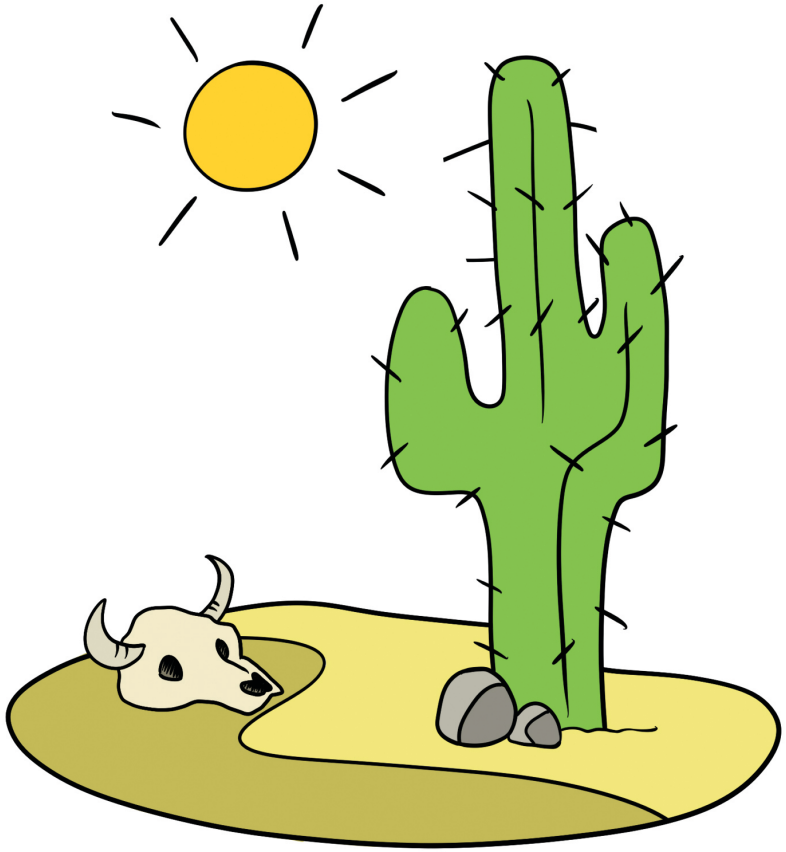
desert

Dd



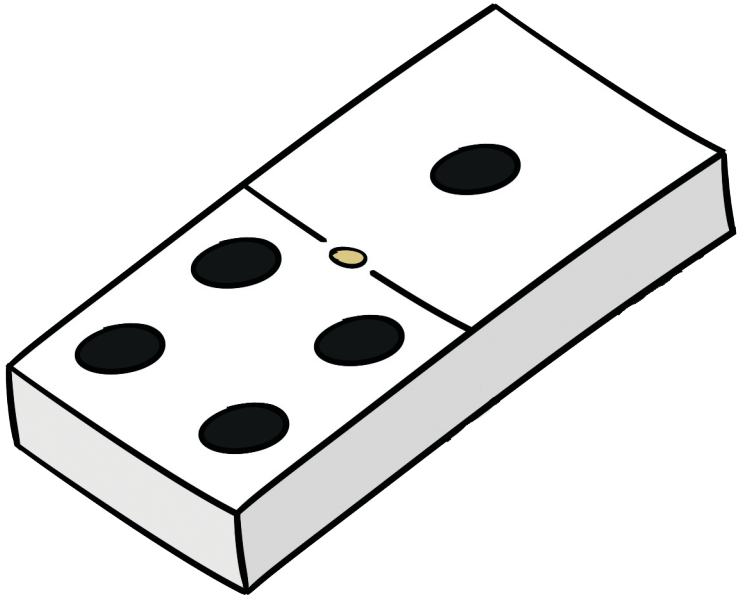
domino

Dd

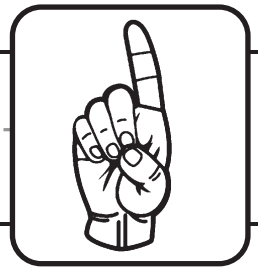


desierto

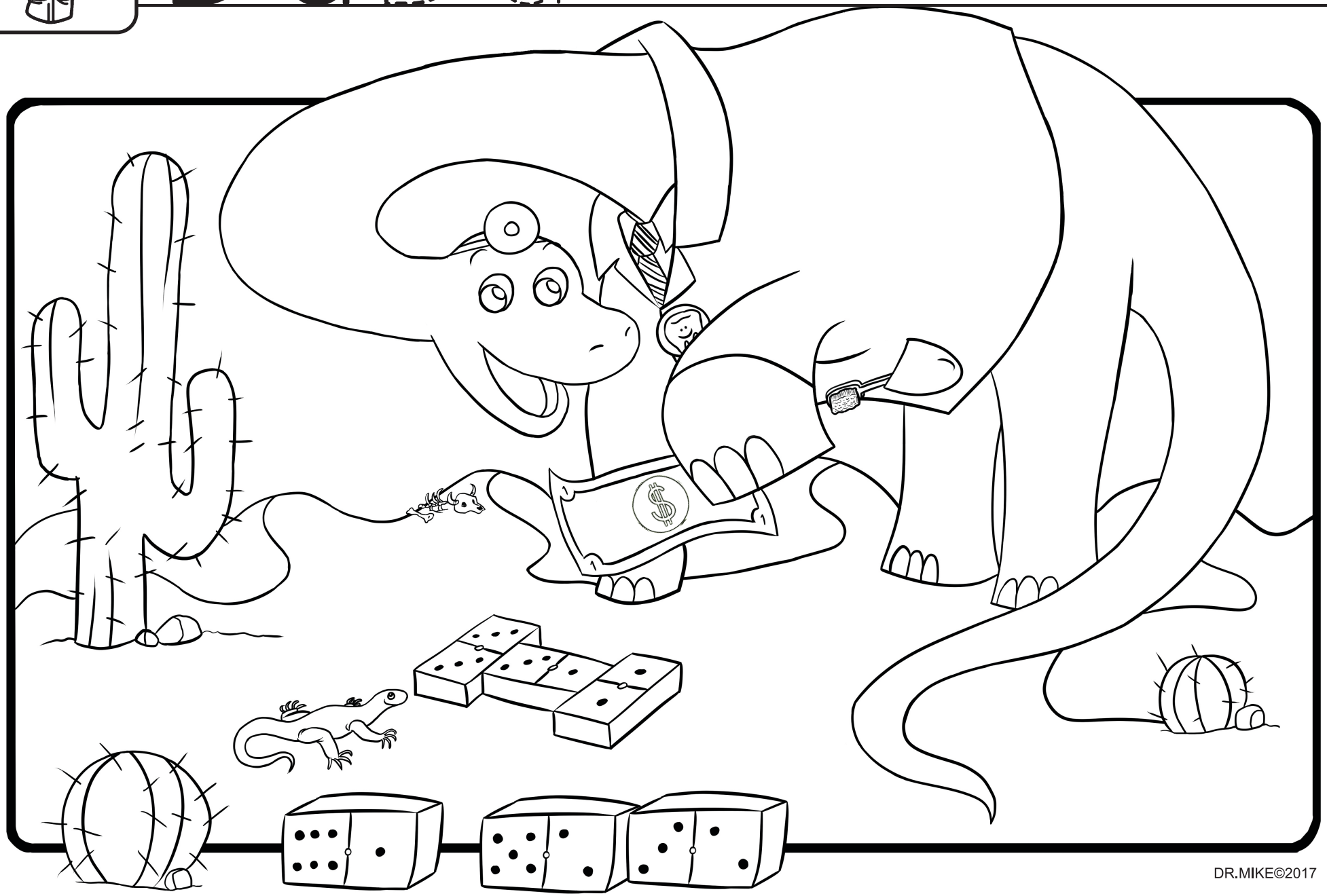
Dd



dominó



Dd Dd



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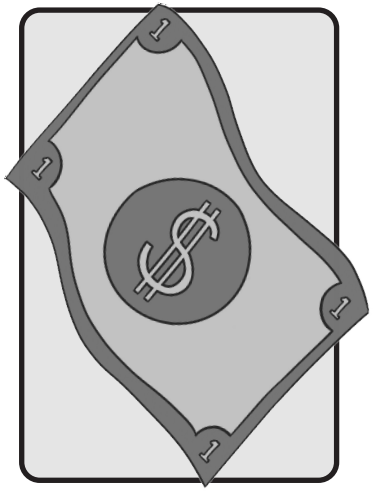
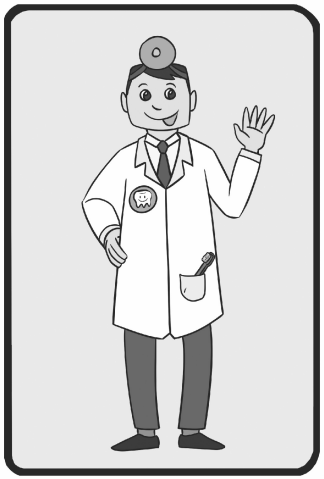
dollar



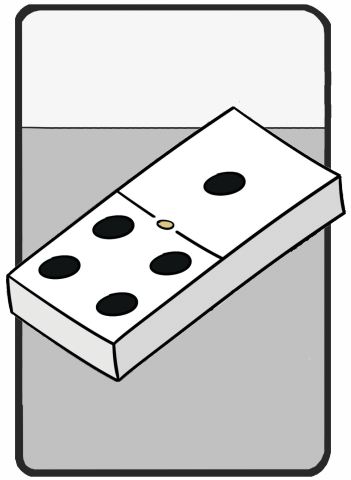
dólar

dentist



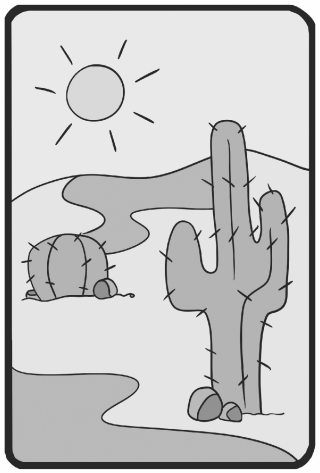
dentista

domino



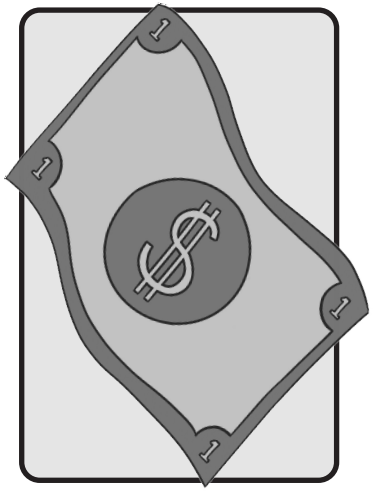
dominó

desert



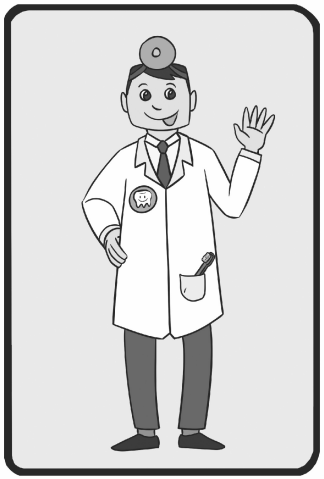
desierto

dollar



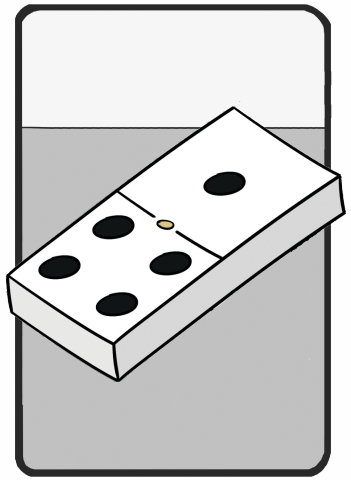
dólar

dentist



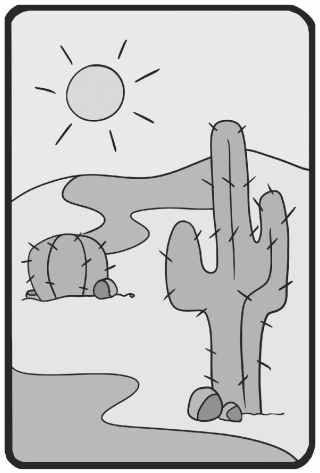
dentista

domino

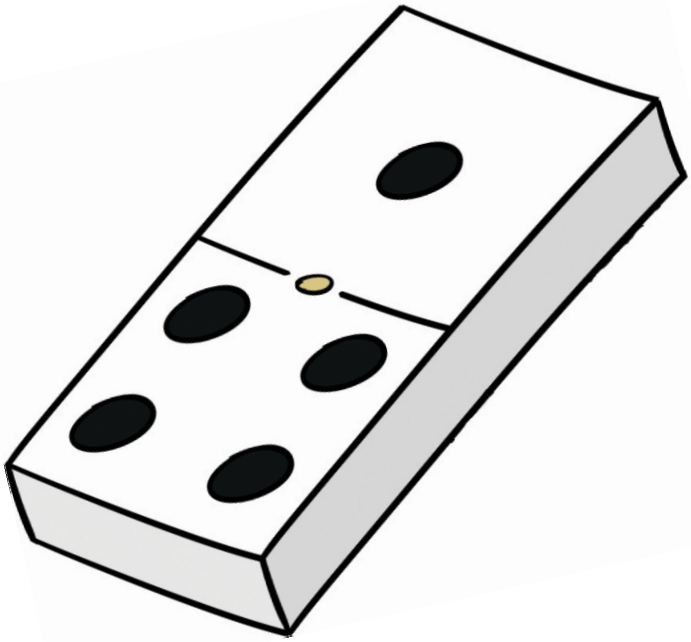


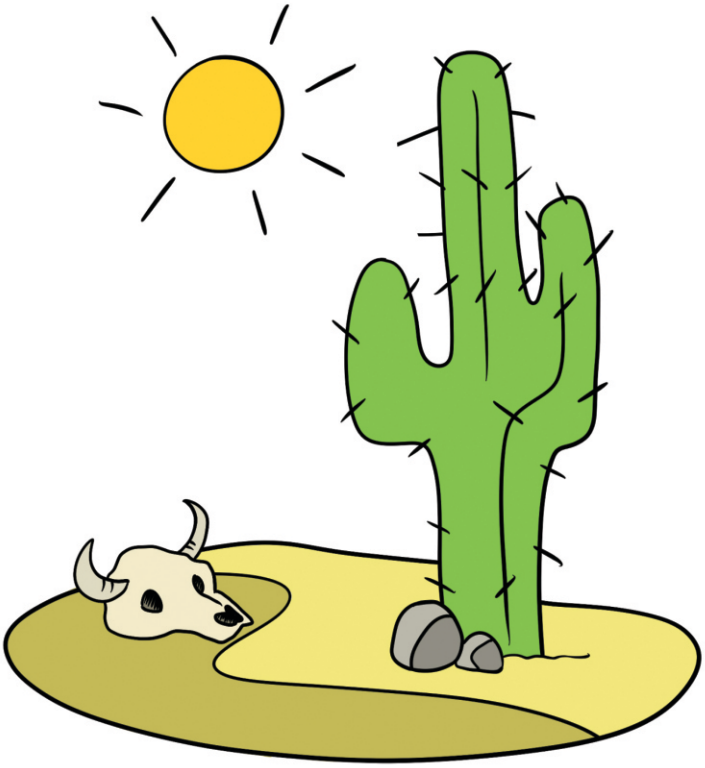
dominó

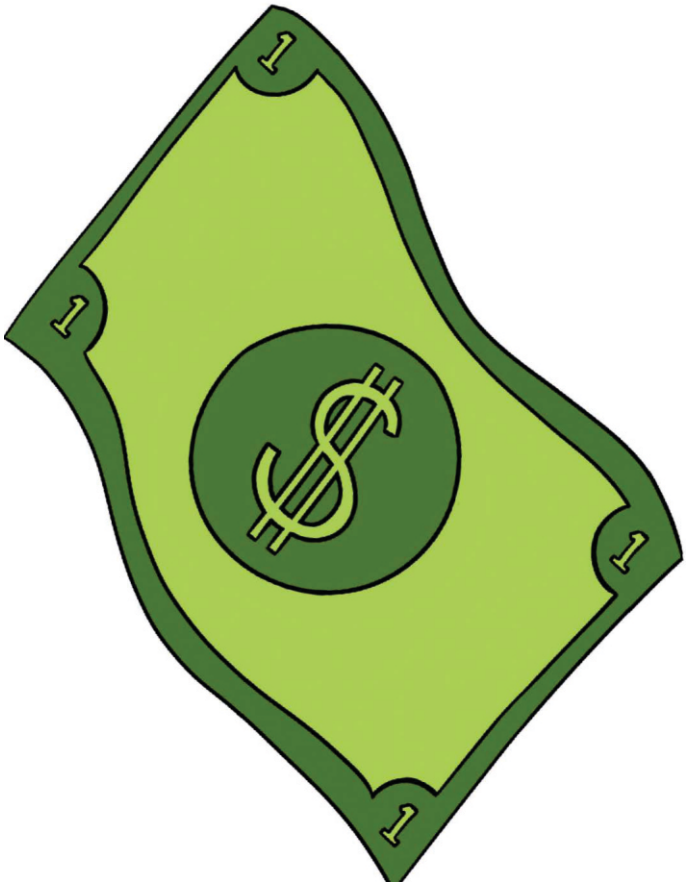
desert

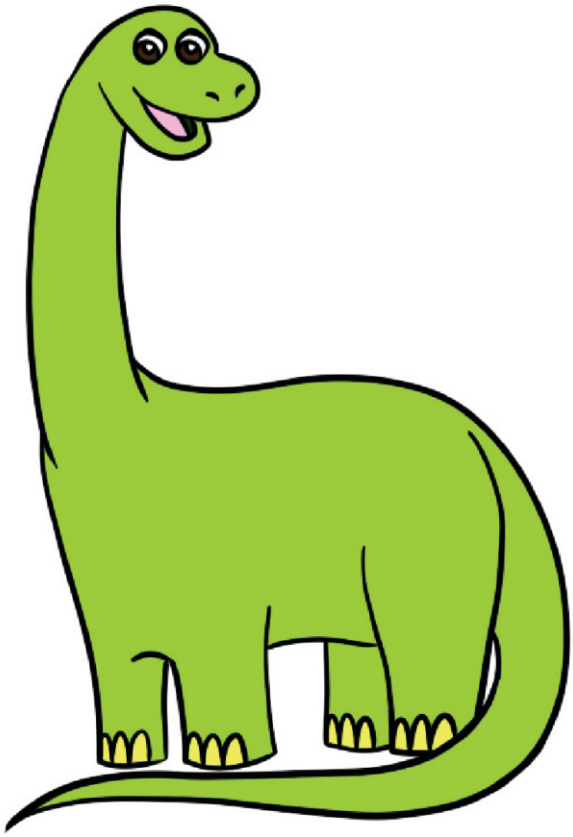


desierto









Implementation guide for “Sing and Sign” / “Cantar y hacer Señas”

* Introduce the letter of the week, letter ASL sign, and sound of the letter.

* With teacher guidance, students provide five names and words that start with that letter sound. Write the words on a chart tablet so students can see that what is said (spoken) can be written and what is written can be read. Go over the words and letters of each word

* Introduce the flash cards and have students repeat each word three times while signing the letter. Add various tones/expression when repeating the words to promote punctuation (!), (.) (?). Have students say each word in syllables while clapping their hands or patting their laps. Teacher says and clap each word in syllables and students say and clap the last syllable to complete the word.

Teacher: Di-no

Students: saur

<u>Additional flashcard activities:</u>

- Go over the letters in each word

- Find words within the word

- Compare the similarities of the English and Spanish words

- Say two words, one that starts with the letter "D" sound and the other one that does not and have students identify the word the starts with "D"

* Introduce the song /story illustration and with teacher's guidance students dictate a four sentence story based on the illustration
  - Ask students questions that prompt inference based on visual clues
  - Ask students questions from the back of the illustration story / song card

* Introduce the song card and recite the actual story/song and have students echo each phrase/sentence. Focus on expressive language when reciting.

* Recite the story/song again while students sign the alliteration letter and echo the teacher.

* Use the stick-puppets to teach students the ASL (American Sign Language) sign for each of the alliteration words. The ASL signs can be viewed on the following link: https://youtube.com/user/DrMikeEarlyLearning/videos

* Recite the song and have students' echo the phrase/sentence while integrating the ASL sign

* Play song recording and have students sing along while integrating the ASL sign. When the letter words are sung in the middle of the song the students sign the letter while repeating the word and on the second time the students sign the word while repeating the word.

Create stick-puppets from the images

Instructions: Teacher assigns each of the stick-puppets to a student

- *Receptive Language* : teacher recites story/song and when the word to each of the images is recited the student holds up the stick-puppet for that word while the rest of the class signs the word
- *Expressive Language* : each student takes a turn reciting their assigned phrase/sentence of the story/song and the rest of the class echoes the student's phrase or sentence while integrating the sign

(see example below)

- **Example**: student holds up stick-puppet of the dinosaur and recites, “Dino the dinosaur”, and the rest of the class echoes the student’s phrase while signing the correct ASL sign for dinosaur. The next student holds up the stick-puppet of the dentist and recites, “is a dentist.”, and the class echoes the student’s phrase while signing dentist…and so fourth.

* Go over family engagement activities (see instructions below). The two sheets can be copied into one double-sided sheet for a total of five activities.

List of activities: 1) trace and write uppercase and lowercase letter; 2) color the drawing; 3) share and recite story/song; 4) cut-out the eight images and play the matching game, once the matching pair is selected the player must say the word in both languages; then say the word while clapping out the syllables; and lastly, they must sign (ASL) the word; 5) from the eight cut-out pieces they can now complete the puzzle of the full image which they colored.