

Recommended Practices: Implementation of these activities do not have to follow this format. Implement these activities based on your scheduled time and students abilities.

DAY 1

FLASHCARDS: expressive and reception language, vocabulary, syllabication, and ASL.

- * Introduce the letter of the week and teach them ASL (sign) for that letter.
- * Introduce the key words (dentist, desert, dollar, domino) and have students repeat the word after you (focus on annunciation).
- * Create a word web by taping image on chart paper or on board and ask students for information on each word (build on their prior knowledge). Ask some leading questions based on their prior knowledge
- * Work on syllabication by saying the word while clapping, stomping or through cross lateral pattern movements (*video coming soon*). Say the first syllables (while clapping or patting lap) of each word and have the students say the last syllable. Once they master this, repeat the syllabication activity by alternating on syllable. **Example:** Dinosaur
Teacher: Di Student: no Teacher: saur. Clap hands, pat laps or stomp feet during this activity.
- * Teach them the ASL (sign) for each key word in the song. Model the ASL for each word, while using clearly explicit language. Here is what you should NOT do and what you should do. (*Not recommended - Teacher: Do this -versus- recommended - Teacher: Close your fingers and make a fist and bend your arm...*) (perfect opportunity for vocabulary development since you will be saying and modeling many new vocabulary words). This promotes focus and concentration.
- * Word study: Place the flash card out and say the letters while you write them on the chart tablet. Then count the letters for each word; name the letters; which letter appears the most. Identify students who have each letter in their name. - *For dual language programs* place the flashcards next to each other or write the words next to each other and compare the similarities and differences. Which word is longer? Do they look alike? Example: **Teacher:** If I remove letter “a” from *dentista* we have the word dentist.

DAY 2

POSTER: Print awareness, phonological awareness, and fluency

- * Introduce the upper case at the beginning of the sentence and the period at the end of the sentence. Look for additional uppercase letters. Locate other punctuations (.) (,) (?) (!). Identify the upper case letters
- * Locate upper case letter that represents a proper noun within the sentence and compare them to their name. (Dino the dinosaur)
- * Introduce and compare UPPER case and lower case letter
- * Read each sentence (song) while tracking with pointer.
- * Teacher (T) reads a phrase for each sentence and students (S) repeat the phrase while teacher tracks with pointer. During this time children are signing the letter “D” through the song.
Ex. (T): Dino the dinosaur (S): Dino the dinosaur (T): is a dentist (S): is a dentist (.) continue with rest of song
- * Repeat by reading the complete sentence
Ex. (T): Dino the dinosaur is a dentist (S): Dino the dinosaur is a dentist (.) continue with rest of song (*repeat the process reciting the entire sentence*)
- * Pat laps to keep steady beat while incorporating echo chanting. Teacher (T) says a phrase for each sentence and students (S) repeat the phrases.
Ex. (T): Dino the dinosaur (S): Dino the dinosaur (T): is a dentist (S): is a dentist (.) continue with rest of song. Repeat with sentence (S) repeat the phrases
Ex. (T): Dino the dinosaur is a dentist (S): Dino the dinosaur is a dentist (.) continue

DAY 3

LANGUAGE CARDS & STICK PUPPETS: expressive and receptive language, comprehension, fluency, critical thinking; science, math; wellness, and motor coordination

- * Review the ASL signs for each cognate / letter word (Ex. dinosaur, dentist, desert, dollar, and domino)
- * Recite the song using call and response (phrases first then sentence) while incorporating the ASL signing.
- * Play the song and have students sing along while signing
- * Partner with classmates and play hand-games while chanting the songs
- * Work on steady beat by integrating hand games in the chanting of the songs using various hand games (*video coming soon*).
- * Using stick-puppets have students develop receptive and expressive language
 - (1) Give five students a stick-puppet of song and teacher recites the song/poem and students hold up their puppet when the name of their image is called and the rest of the student watching the performance sign the image called (*video coming soon*).
 - (2) Have students recite the song and hold up their stick-puppet while the rest of the students sign the image called (*video coming soon*).

Once multiple songs have been learn you can begin to integrate different phrases within this practice. *For example: Dino the dinosaur (for letter d) lives on an island (for letter i).* This promotes creativity, ASL fluency, vocabulary, and attention skills.

- * Show the language card (picture of song) and ask students questions noted on the back of the card (use various strategies to engage students in listening and answering). Ask who, when, where, how and why questions. What is going to happen next? How do the characters feel? You can also make copies of the individual images, glue them on construction, laminate them and place them face down on the floor. Then play or sing the song and stop the music and have student stop on top of an image and call on students to show the class their picture and ask them questions (*who, what, when where or why, how many syllables in the word, questions from back of the language cards, sign the image, have them complete a sentence while incorporating signing, etc.*).

DAY 4

PHRASES: Print awareness, tracking, fluency, and sight words.

- * Place phrases in the pocket chart and practice shared and buddy reading while tracking with pointer.
- * Have students place the images next to the appropriate word.
- * Have students take turns tracking the phrases while students read along.
- * Frame words using precut color plastic dividers and place on certain words and read sentence and have student clap when they get to the highlighted word (*video coming soon*)

DAY 5

- * Re-visit all the activities that children want to redo.
- * Once multiple letters have been done, integrate two songs into one with the pocket chart phrases or through chanting and reciting while including signing. *For example: Dino the dinosaur (for letter d) lives on an island (for letter i).* This promotes creativity, ASL fluency, vocabulary, and attention skills.
- * Introduce the take home activity and go over objectives