

California State University, San Bernardino

CSUSB ScholarWorks

Theses Digitization Project

John M. Pfau Library

1984

Sensorimotor signing for the preschool moderately retarded child

Marcie Sweeney

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/etd-project>



Part of the [Special Education and Teaching Commons](#)

Recommended Citation

Sweeney, Marcie, "Sensorimotor signing for the preschool moderately retarded child" (1984). *Theses Digitization Project*. 297.

<https://scholarworks.lib.csusb.edu/etd-project/297>

This Project is brought to you for free and open access by the John M. Pfau Library at CSUSB ScholarWorks. It has been accepted for inclusion in Theses Digitization Project by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

California State College
San Bernardino

SENSORIMOTOR SIGNING
FOR THE
PRESCHOOL MODERATELY RETARDED CHILD

A Project Proposal Submitted to the
Faculty of the School of Education in Partial
Fulfillment of the Requirements of the
Degree of
Master of Arts
in
Education: Special Education Option

By

Marcie Sweeney, M.A.
San Bernardino, California
1984

APPROVED BY:


Advisor


Committee Member

SENSORIMOTOR SIGNING COMMUNICATION

A CURRICULUM FOR THE PRESCHOOL
MODERATELY MENTALLY RETARDED



SENSORIMOTOR SIGNING

for the

Preschool Moderately Retarded Child

Birth to 1 1/2 months: Learning Comes From Looking

1 1/2 to 3 1/2 months: Hands Get Into the Act

3 1/2 to 5 1/2 months: Reach and Grasp

5 1/2 to 8 months: Experimenting with Cause and Effect

8 to 14 months: Exploring Places and Examining Things

14 to 24 Months: Play - the Work of Toddlers

(Burtt, Kent Garland and Kalkstein, Karen, 1981)

Regardless of the method a person uses to communicate - the important fact is that they can indeed express themselves.

Two million people in the United States today are unable to speak.

(Sign at Casa Colina Diagnostic Center, 1984)

CURRICULUM TABLE OF CONTENTS

I	The Nuts and Bolts of the Sensorimotor Signing Curriculum:	
	or How Does One Use the Curriculum Forms in Sensorimotor Signing? . . .	7
II	Sensorimotor Signing Units	11
III	Necessary Information to Review Before Beginning Sensorimotor Signing	14
	A. The Shaping of a Signed Concept	15
	B. The Foundation of Communication Prerequisites	18
	C. Variations in Teaching the Same Sign: Apple	20
	D. Providing Sign Generalization: Apple	22
	E. Communication Training: Sign Reading Skills	25
	F. Possible Candidates for Signing	28
	G. Example of an Environmental Inventory	30
	H. Example of Programing for Signs	30-b
	I. A Suggested Introduction of New Signs by Month	31
	J. 50 Expressive Words Most Likely to Learn by End of the Year . . .	35
	K. Directions to the Sign Evaluation	36
	L. Sign Evaluation by Order of Words Introduced in the Curriculum Guide	37
	M. Tentative Activity Calendar	55
	N. Sample of Activity Form	56
IV	Preschool Sign and Activity Manual for the Moderately Retarded:	
	SENSORIMOTOR SIGNING	58
	"Hi!!!" from Tim, a Down's Syndrome child	60
	Table of Activities	61
	Sample of Activity Form	67
	108 Other Activities or Suggested Ideas Not Previously Mentioned . .	69

TABLE OF CONTENTS (Continued)

A. Colors

1) Pictures of Color Activities	76
2) American Sign Language Alphabet #1-12	80
3) Color Signs	83
4) Hints for Teaching Colors	85
5) Color Activities	86

B. Foods

1) Pictures of Food Activities	94
2) First Foods	96
3) First Foods Signs	97
4) Activities for First Foods	99
5) Breakfast Foods and Signs	100
6) Breakfast Food Activities	103
7) Fruits and Their Signs	104
8) Snacks and Their Signs	107
9) Lunch and Dinner Signs	110
10) Food and Sign Coloring Sheets	118
11) Food Activities.	155

C. Discipline and Directions

1) Using Discipline and Directions	161
2) Discipline and Direction Pictures	162
3) Using Discipline and Directions	163
4) Discipline and Direction Words	164
5) Examples of Discipline Signing	165
6) Discipline Index of Signs	164
7) Discipline and Directions Signs	168
8) Activities for Discipline and Directions	179

TABLE OF CONTENTS (Continued)

D. Emotions, Feelings and Senses

1) Pictures About How to Explore the Environment and Use Our Wonderful Senses	186
2) Index of Signs for Emotions, Feelings and Senses	187
3) Signs for Emotions, Feelings and Senses	189
4) Faces of Emotions and Feelings	192
5) Signs for Senses	202
6) Activities for Emotions, Feelings and Senses	204

E. Daily Needs/Living

1) Daily Living Pictures	219
2) Daily Needs/Living Index	220
3) Signs for Basic Needs	223
4) Signs for Daily Needs	224
5) Significant Other Signs	226
6) Pronouns	229
7) Coloring Pictures and Signs of Significant Others	230
8) Signs for Sample Commands	235
9) Body Parts and Their Signs	236
10) Activities for Involving Significant Others in Your Program . .	238
11) Activities: Learning Our Names	252

F. Simple Daily Activities

1) At the Table	261
2) At the Toilet	271
3) Grooming Activities (Dressing and Undressing)	275
4) Activities: Observing and Knowing Our Body Parts	283
5) Time to Leave School	288

TABLE OF CONTENTS (Continued)

6)	Holiday Signs are Fun	291
7)	Holiday and Season Coloring Pictures	304
G. Verbs and Movement		
1)	Verb and Movement Pictures	310
2)	Verb and Movement Index	313
3)	Signs for Verbs and Movement	314
4)	Be Verbs and Their Signs	321
5)	Animals	322
6)	Pictures Using the See and Say, Learning to Pull While Find- ing Out About Animals	323
7)	Animal Words to Use With the Verb: Pull	325
8)	Animal Coloring and Sign Pictures	329
9)	Verb and Movement Activities	352
H. Objects and Places		
1)	Object and Place Pictures	364
2)	Object and Place Index	366
3)	Object and Place Signs	368
4)	School Words	376
5)	Coloring and Sign Pictures of Objects and Places	378
6)	Activities for Objects and Places	435
7)	Sample Activity Sheets	456
I. More Fun Words		
1)	More Fun Words Index	461
2)	Direction Words	463
3)	Favorite Words	465
4)	Adjectives	466
5)	More Verbs	468
6)	Ins and Outs - Ups and Downs	469
7)	Yes, More Favorite Words	470

THE NUTS AND BOLTS OF THE SENSORIMOTOR SIGNING CURRICULUM;
OR HOW DOES ONE USE THE CURRICULUM FOUND IN SENSORIMOTOR SIGNING?

1. First, preview the shaping of a signed concept.
2. Choose 3-6 words/concepts to begin the teaching year with.
3. Learn and practice the sign.
4. Choose one activity for each sign and follow the steps found in "Shaping of a Signed Concept." Each activity will include a natural stimulus and consequence.
5. Do that activity daily for 3-6 weeks or until at least 1/2 of the students show behavioral signs of knowing what to do in the activity. The same type of activity can be transferred across different signs and concepts. Do at least 3 signs/concepts/activities daily.
6. Teach the same sign with a new or different activity. See sections, Variations of the Same Sign and Providing Sign Generalization.
7. Begin by spending 10-20 minutes with one sign, one concept, one activity. As children acquire signs, spend 20-30 minutes adding the number of concepts and signs introduced at one time segment.
8. Reintroduce signs at least twice weekly even after spontaneous signing occurs when the children are presented with the concept stimulus.
9. Teach the sign/word/concept across people, places and situations. Just changing the location of an activity and sign facilitates generalization.
10. In the first two months, teach only one word signs at a time. As the child spontaneously signs one word concepts, slowly shape the child's response to two word response (eat, eat please, want eat, me eat).

11. Provide success daily with each sign/activity.
12. Each sensorimotor activity will present a natural antecedent stimulus, (i.e., show an apple) presented simultaneously with the sign (apple) and the word (apple), mold the child's hand to the correct (or approximate) sign (apple sign), and again reinforce the verbal word/concept and sign (say apple, sign apple), then allow the child to manipulate the natural, inherent consequence (hold or taste the apple) in conjunction with social praise (good signing apple). This activity would be repeated until each child has had a turn.
13. Be creative and adapt the program to the needs of the students.
14. Each section includes signs, pictures, and activities. Some sections include coloring pictures.
15. The activities support the use of Piaget in conjunction with teaching a sign, thus creating Sensorimotor Signing.
16. The pictures are utilized to aid the reader in a visual presentation of preschool Down's Syndrome children signing and becoming active participants in their environment. Although perhaps not necessary, the author wanted to concretely portray the combination of a visual mode of communication and Piagetian active exploration activities visually. Hopefully, the pictures will facilitate the reader in understanding the curriculum design of Sensorimotor Signing.
17. Most signs were taken from the sign language book entitled Sign Language For Everybody by Jeanne Huffman & Clearest; Bobbi Hoffman; David Gansee and Anne Fox, 1976. (This sign manual is the easiest from which to make master dittos. Other signs were taken from grouped signed sheets prepared by Patty Chatfield Herrera with East Valley Special Education

Local Plan Area and the book entitled, Signing Exact English by Gerille Gutason; Donna Pretzing and Esther Zawolkoa, 1980. The sign coloring sheets are from four books by Frank Caccamise and Carolyn Norris: Animals in Signs, 1972; Community in Signs, 1975; Home in Signs; Places and People in Sign, 1975.

18. Most of the Piagetian/Developmental Concepts/Developmental ages came from The Brigance Inventory of Early Development, by Albert Brigance.
19. The art work on the cover sheets was done by Patty Chatfield Herrera, a program specialist with East Valley Special Education Local Plan area.
20. The activity pictures involving children included Tim Hall, three pictures of Tabatha Hernandez, and one picture of Francis Arvize.
21. The curriculum may only include "New Signs by Month" and "50 Expressive Words Most Likely to Learn" or be expanded to be a very versatile and advanced program. Therefore, an expanded sign vocabulary has been included within the curriculum. In this way, as daily events occur, there is within the curriculum a resource for signs/words spontaneously needed.
22. Remember that the program builds receptive language and a schema (a foundation) of experiences and interaction with the child's world. A signed concept may take 50-150 trials of repetition before a child spontaneously imitates the concept or spontaneously signs apple upon seeing an apple. The first signs and activities will take the longest period of acquisition. Approximately 50% of the children will give consistent expressive signing around the seventh month of the program.

From then on, concepts and signs will emerge at a faster rate and less trials. The child has learned that everything has a name and that signs are labels or symbols for that name. Most likely some vocalization will occur in the second year of programing.

23. The program implementor needs to start slowly. He/she can build and integrate signed concepts and their activities as he/she feels comfortable and according to how rapidly the students acquire the concepts. Hopefully, by the end of the first year, signed concepts and activities can be utilized in the total school day.

24. HAVE FUN!!! PERSEVERE!!!!

II

SENSORIMOTOR SIGNING UNITS

Since all daily activities need to be introduced with a sign and then followed with an active, participatory activity, the curriculum has been divided into several units which encompass a child's day. For assistance in deciding what words and experiences are found in a particular group's daily environment, see page 30, entitled Environmental Inventory, (Carlson, October, 1981). Each unit will include signs, activities and pictures. Additional information will be found under each unit.

A. Necessary Information to Review Before Beginning Sensorimotor Signing

- 1) Nuts and Bolts of Sensorimotor Signing
- 2) The Shaping of a Signed Concept
- 3) The Foundation of Communication prerequisites
- 4) Variations in Teaching the Same Sign: Apple
- 5) Providing Sign Generalization: Apple
- 6) Communication Training: Sign Reading Skills
- 7) Possible Candidates For Signing
- 8) Example of Programing For Signs
- 9) A Suggested Introduction of New Signs by Month
- 10) 50 Expressive Words Most Likely to Learn
- 11) Directions to Sign Evaluation
- 12) Sign Evaluation
- 13) Tentative Activity Calendar
- 14) Sample of Activity Form
- 15) Table of Activities

B. Colors (which develop environmental awareness and seriation).

- 1) This section includes the American Sign Language Alphabet and signed numbers
- 2) Hints for Teaching Colors
- 3) A variety of activities involving colors and perceptual building concepts.

C. Food (relevant, functional and tangible)

- 1) This section includes first foods
- 2) Breakfast
- 3) Snacks
- 4) Lunch and dinner
- 5) Coloring sheets
- 6) Activities around food

D. Discipline and Directions (necessary in developing classroom activities)

- 1) This section includes examples of Discipline Signing
- 2) Specific activities to further instill discipline concepts

E. Emotions, Feelings and Our Senses (imperative to sensorimotor development)

- 1) This section includes "emotional faces"
- 2) Activities involving the senses

F. Daily Needs/Living (necessary to basic survival)

- 1) This section has many areas of signs, including basic need signs, manners, daily needs, signs for significant others, sample commands, body parts, and simple daily activities.

- 2) Also included: How to Involve Significant Others in a Signing Program

3) Activities grouped in categories including: At the table, toilet, pool (dressing/undressing), grooming, nap time, observing and knowing our body parts, time to leave school, learning our names, and holiday signs for fun.

G. What We Do: Verbs and Movement (essential to the development of the child)

1) This section includes animal signs utilized with the activity and sign pull.

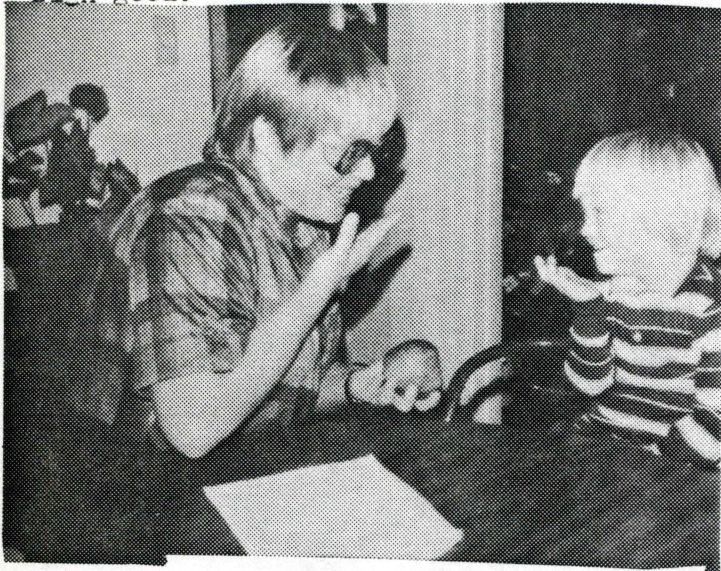
2) Movement activities that provide concept generalization and active movement interaction with the environment.

H. Objects and Places Found in the Daily Environment (to stimulate object grasp and labeling which are also vital to survival and communication).

1) This section includes several variations in training object recognition.

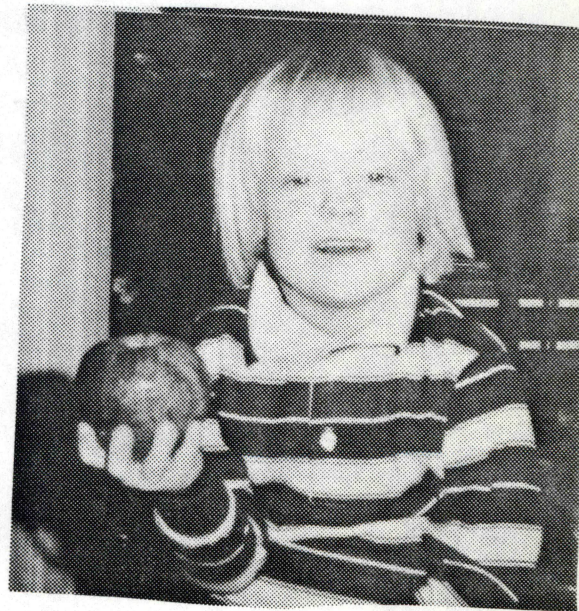
NECESSARY INFORMATION TO REVIEW
BEFORE BEGINNING SENSORIMOTOR SIGNING

Exclaim: Very Good! or
Good signing apple!
Sign good.



(For preschoolers good and
thank-you are used interchangeably;
but, within context.)

Allow the child to hold the
apple!!



Then go on to the next child; say their name.

Show the object or picture.

Say and Sign, This is an apple.

Ask, What is this? Respond and Say/Sign apple.

Mold the child's hand/s into apple. verbalize apple.

Say and Sign good signing apple. 16

Allow the second child to hold
the apple. Sign and Say, Give
the apple to the second child.
Gesture from the first child to
the second child.

Follow this procedure, until
everyone has had a turn.

The Shaping of a Signed Concept (Continued)

- A. After two months, wait 15/30/60 seconds before molding the child's hands into a particular sign. If the child does not initiate the sign, mold his hands. (This is a fading cue process).
- B. After 3-4 months, fade the response of apple after asking "what is this?" If no response, ask the question again and then sign/say apple.
- C. After 4-7 months, show the picture/object and wait 15/30/60 seconds before signing and saying apple. If the child does not spontaneously sign apple, ask "What is this?" Sign and say apple.
- D. A child who achieves Step C is ready for a delayed consequence fading. Wait 15/30/60 seconds before allowing child to hold object/picture.
- E. As concepts are introduced, put up the picture (Peabody pictures are excellent) at eye level of the children. Sometimes at playtime you, the teacher, practice the concepts. This will instill modeling and self-initiated practice. Concepts learned for only 5 minutes a day in a group do not lead to mastery. (Note: Cover pictures with acetate or vinyl, self-adhesive-clear. Otherwise, sticky hands and curious bodies could destroy).
- F. By the 8th or 9th month, some children will begin to verbalize while signing. Encourage both responses. Say and sign apple.
- G. As the child begins to say the word apple, fade the sign, allow them to only say the word.
- H. Do not despair! First signs take the most time to master. The children are learning that signs are names and concepts.

THE FOUNDATION OF COMMUNICATION PREREQUISITES

Beside teaching signs through experience, the instructor is laying a solid foundation of communication prerequisites. If few signs occur during the first six months, but these behaviors have become consistent in the child's repertoire of interactions, success has been achieved!

Interacts with environment.

- focuses on objects
- follows moving objects visually
- points or reaches for desired object
- grasps or holds objects
- actively retrieves objects
- manipulates objects
- explores environment
 - visually
 - physically

Shows a desire to communicate.

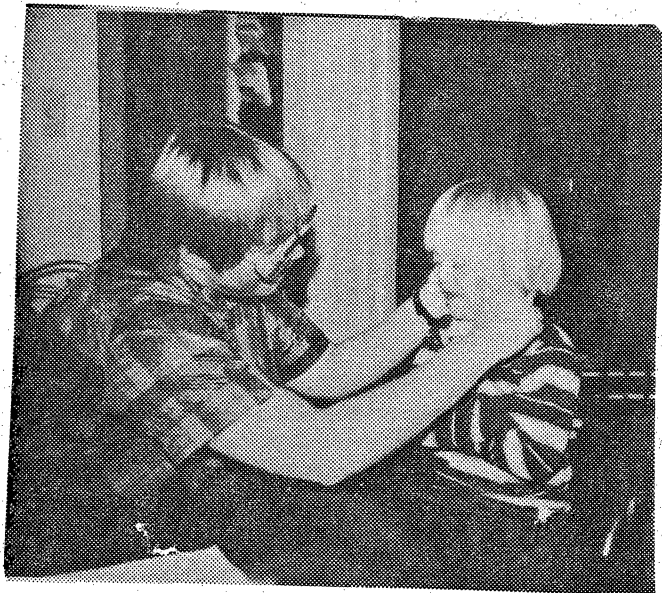
- attempts to get attention by
 - using eye contact
 - using voice
 - using touch
- attempts to express needs by
 - pointing or reaching
 - looking at
 - vocalizing for
 - random gesture

The Foundation of Communication Prerequisites (Continued)

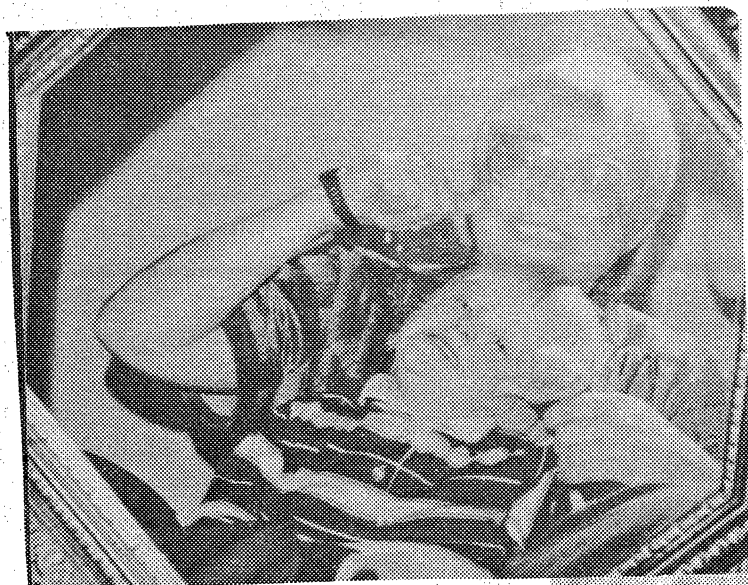
_____ attends to those attempting to communicate with him

_____ auditorily

_____ visually



Do the sign with your hands-on their body.

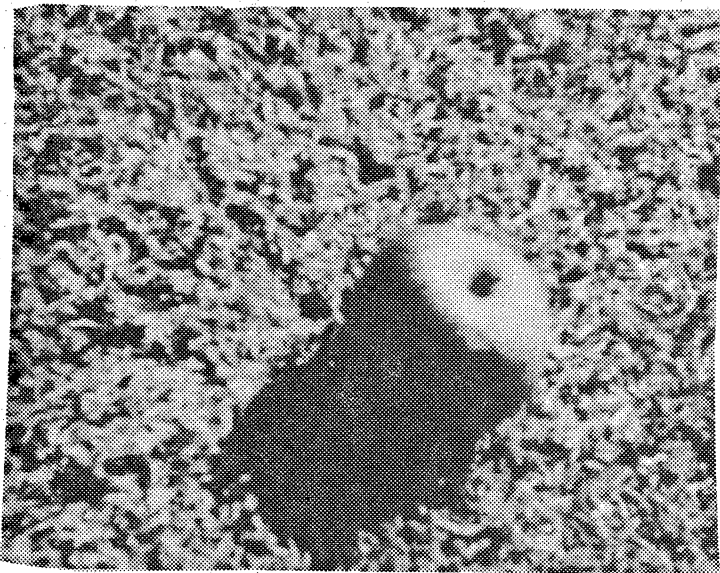


Sit with the child on your lap in front of a mirror. Show them the sign. Say apple. Mold their hand/s into apple. Say apple. Have the child look in the mirror.

Have the child teach Mom.



Outside on the lawn



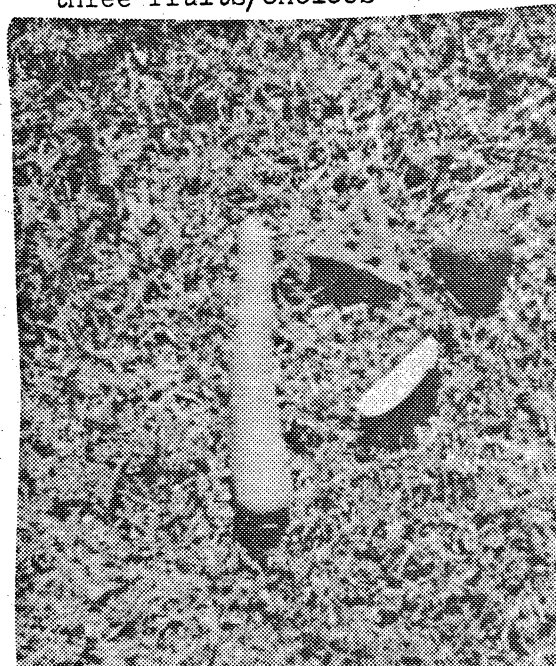
At play



With a parent, the bus driver, the
speech therapist or classroom attendant



Choosing between two or
three fruits/choices





Finding the object

Seeing the object in an
unexpected place.

Manipulating the object
in an unusual method.

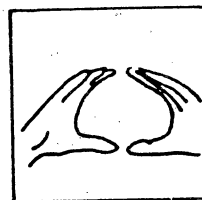
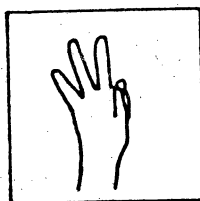
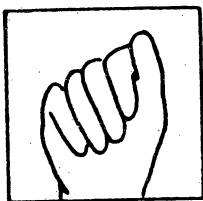
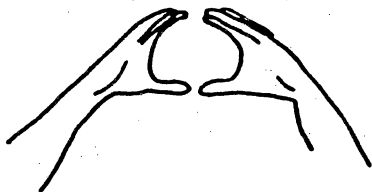


At home
At a restaurant
At a store
On the bus
In the car
Anywhere

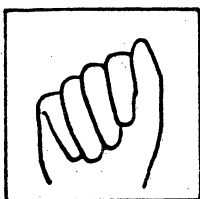
Communication Training

Sign Reading Skills

1. Given a demonstration of a sign, and several pictures of signs, the child selects the correct picture.



2. Given a picture of a sign, the child correctly imitates that sign.

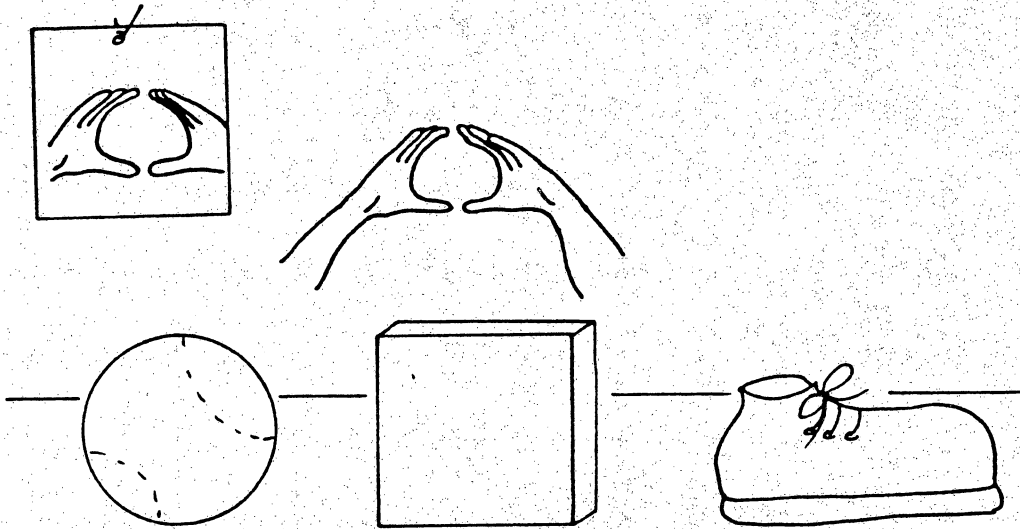


(Potocki, Patricia A.; Miller, Barbara L., 1980)

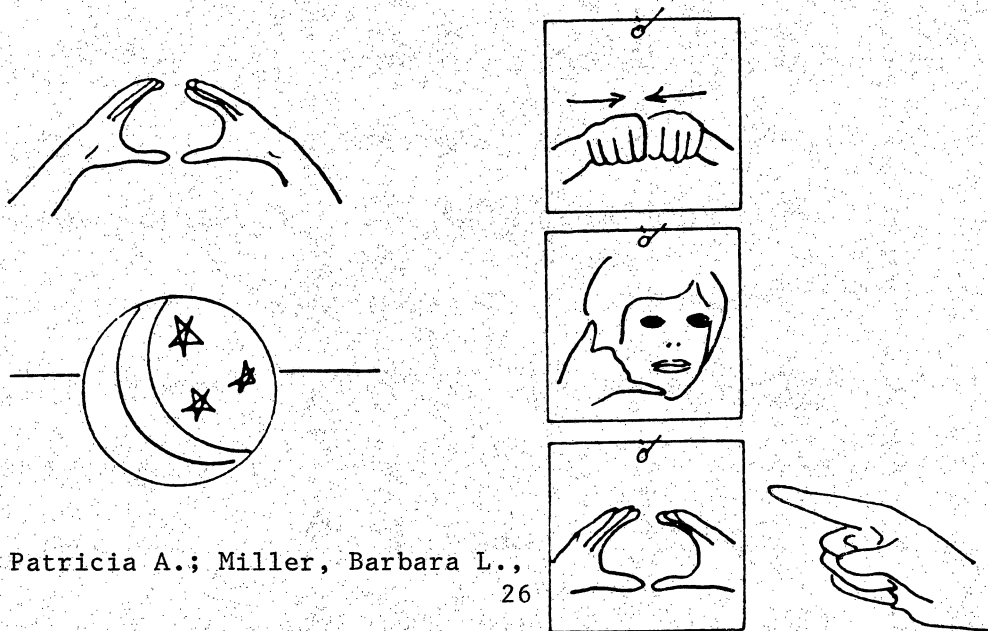
Communication Training

Sign Reading Skills

3. Given a demonstration of a sign, a picture of that sign, and a set of objects, the child selects the correct object.



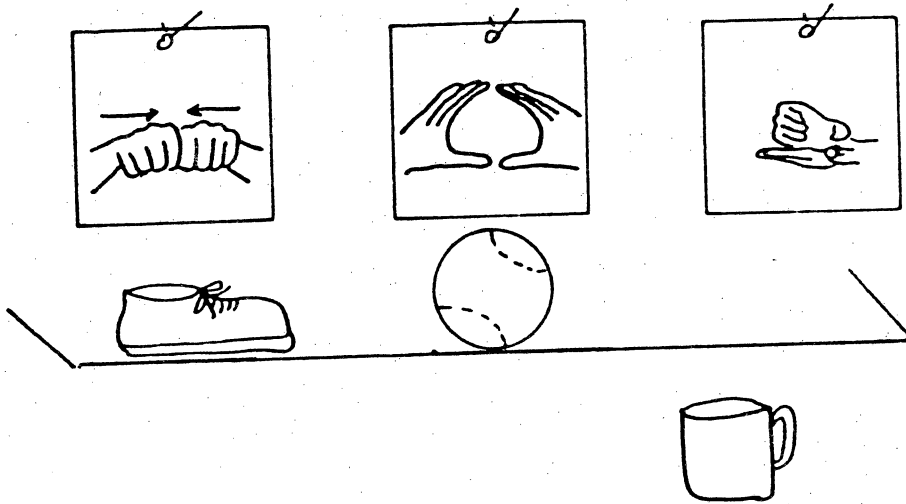
4. Given an object, a demonstration of its sign, and a set of pictures of signs, the child selects the correct picture.



Communication Training

Sign Reading Skills

5. Given a set of objects and a set of corresponding pictures of signs, the child matches them correctly.



6. Given a set of pictures of objects and a set of corresponding pictures of signs, the child matches them correctly.

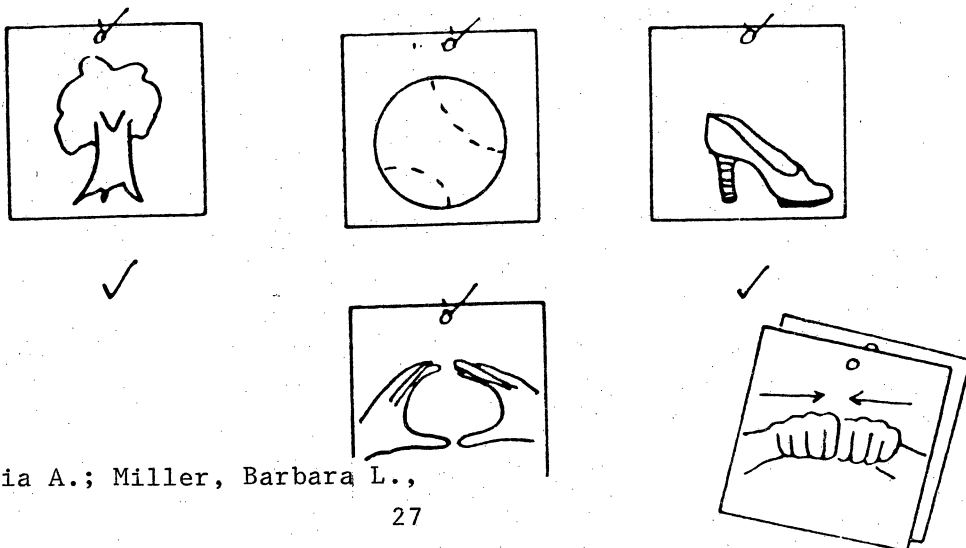


TABLE I

Possible Candidates for Signing

Needs Assessment	Strong Candidate	Questionable Candidate
Cognitive Level	Early Preoperational (Above 2 1/2 years)	Late sensori-motor (s/m) Stage VI (18-24 months) (Poor) Below s/m Stage VI (Below 18-month level)
Chronological Age	Generally above 2 1/3 years Decision not dependent on C.A.	(same)
Verbal Comprehension	At least 1 year above production	Less than 6-month discrepancy with expressive skills (Poor) Limited meaning associated with words
Intentional Communication	Varied, consistent means to express intent, needs, perceptions	Highly restricted gestural, vocal performatives (share/request/comment/inform/ask/protest)
Manual Dexterity	Independent, controlled finger, hand, arm movements	Labored, inconsistent, imprecise movements
Imitation/Retention of Signs	Attends well to model, self-corrects, consistent production, deferred imitation	Needs numerous presentations/prompts. Cannot produce after time delay
Interest in Signing	Seeks out new signs/prefers sign versus other mode	Does not focus on signer/resistive to sign training/learning rate better in alternative system
Speech Production	Unintelligible or highly restricted phonetic repertoire	Articulation patterns consistent with developmental level
Speech Intervention	Minimal vocal/verbal changes after 6 months therapy	Steady increase in vocal/verbal behaviors with therapy
Family Support/Training	Family wants sign program/family training available on weekly basis	Signs restricted to classroom/no family training commitment
Staff Knowledge of Language Development	Information recent in structural/content/pragmatic (functional) areas	Limited understanding of signing as a language system

TABLE I

Possible Candidates for Signing

Needs Assessment	Strong Candidate	Questionable Candidate
Staff Support/ Training	Staff committed to sign program/provides for regular training sessions	Responsibility for sign program assumed by single staff person
Staff Signing Ability	Fluency can meet child's signing objectives	Limited knowledge of sign systems or sign production

ENVIRONMENTAL INVENTORY

Child: John

Date: 1-4-80

Cataloger(s): Mother

Time Length	Setting	Area	Participatory activities	Observed activities
Frequent	Home	Bedroom	Sits;bats at toys; looks at books; sleeps	sis play guitar; Mom reads; Jim plays cars; room cleaned
Frequent	"	Kitchen	Eats; sits it special chair	Mom cooks: Sis does dishes; radio on
Occasional	"	Playroom	Lays on floor	Other children play; cleaning
Frequent	School	Ask the teacher; I don't know this information		
Rar	Grandmas	Livingroom	Lays on floor; sits on lap John can't go into any other rooms at are too many steps.	People talk; Grampa dances Grandma's; there
Never	Grocery Store	It's too hard to get him there so he's left at home.		

FORMAT 2: VOCABULARY LIST

Area: Playroom (NE corner)

Date: 1-6-80

Cataloger(s): Mom and Sis

Categories

	People	Actions	Places	Feelings	Silly words	Etc.
Concept or words	Jim*##+	hit##+	floor*+	sad*#	foeey##+	
	me*##+	kick##+	here*	mad*#	p-p-p-p *##+	
	Gramp	sit*#	outside*	angry*#	hic##+	
	you*+	bounce##+	wall#	bad#	looney##+	
	Mom*##+	run# lay*		happy*##+		

- * Concepts within the child's experience.
- # Concepts at the child's developmental level.
- + Concepts of interest to the child

(Carlson: Selecting Vocabulary; October, 1981)

PROGRAMMING FOR SIGNS

General Focus/ Degree of Structure	Classroom/Home Setting(s)	Goals
Acquisition Formal: Highly Structured	1:1 Sign instruction Snack Story	<ul style="list-style-type: none"> To learn how to form signs To gain confidence in forming signs. To acquire mnemonic devices, i.e., initialization and associations.^a To begin to form combinations of signs. To learn new signs. To learn and read signs, i.e., to understand other's signs. To establish a core of signs and to increase variety. To begin communicative use of signs. To begin to self-correct production with and without prompts.
Transfer & Maintenance Semi-Formal: Semi-Structured	Snack/Meals Story Music Child-directed play Walks Dressing Bathing Academic Instruction	<ul style="list-style-type: none"> To increase communicative use to communicate in familiar settings/situations. To practice for fluency (retrieval & formation). To self-correct production. To self-correct use of signs, i.e., to use the appropriate sign. To increase the use of sign combinations. To begin using signs as a language system.
Generalization Informal: Natural	Snack/Meals Story Music Child-directed play Riding in the car Trips to the zoo, beach, grocery store, shopping, movies Walks Gross Motor Skills/Games Outdoor Play Dressing Bathing	<ul style="list-style-type: none"> To spontaneously use signs to communicate. To demonstrate confidence in using signs to communicate in a variety of settings/situations, with a variety of people. To help other children/adults understand and learn signs.^b To teach children and other adults signs and how to read signs.

^a Adult goal.

^b Child goal.

A SUGGESTED INTRODUCTION OF NEW SIGNS BY MONTH

SEPTEMBER

Wake up Song

Red

Thank you

Milk please

Eat please

Apple

Popcorn

Wake up, red

Grace

Eat please, etc.

Sugar (dessert)

Water

No

I love you

Sit

Now

Please

Potty

Head

Color generalizing

Birds

Elephants

Come

Sleep

Find your cards

Which color

Yes

OCTOBER

Orange

More

Look

Pick up toys

Watermelon

Strawberry

Animal

Book

Cookies

Applesauce

Banana

Play

Crawl

Pay attention

Angry

Mouth

Walk

NOVEMBER

Brown

Jump

Milk

Cereal

Sleep

Orange juice

Soup

Crackers

Blue

Toast

Slide

Cone

Eggs

Skate

Pig

Ice cream

Apple pie

Butter

DECEMBER

Sandwich

Hamburger

Hot dog

Smell

Apple, orange, banana-differ-
entiation

Tree

Wait

Nose

Baby

Kiss

Green

Red

Stop and go

presents

JANUARY

Open please

Begin names and signs

Hands

Mommy

Daddy

Me

Sister

Body parts

Work

Cat, dog

Feet

Brother

Crackers

Cheese

Colors

Blue

JANUARY (Continued)

Color matching

My name is

FEBRUARY

Emotions, sad, happy, angry, sick

Soup

Touch

Tricycle

Soft

Taste

Fire truck

Hard

Monkey

Hot, cold

Swim

MARCH

How are you today?

Peanut butter

Bacon

Colors

Fine

Body parts

Sharing

Animal

Rain

Train

APRIL

Girl

Boy

I want to eat please

I want milk please

Shoes

Socks

Car

Vegetables

Carrots

Corn

I want a hug please

In, out

Wash table

Conversation

Hi

Will you be my friend

Squash

Beets

Body parts

MAY

Big

Little

Lettuce

Tomatoes

Up

Down

Fun

Funny

You

Time to go home

Beans

Potatoes

Cheese

Boat

While

Black

Purple

Grass

Flowers

ASSESSMENT GUIDE:

50 Expressive Words Most Likely to Learn By the End of the Year

Toilet	Father	Happy
Popcorn	Teacher	
Sit	Stand	
Red	Pay attention	
Drink	Look	
Please	Listen/hear	
Thank-you	Be quiet	
Eat	Milk	
Orange	Water	
Apple	Help	
Banana	Bus/car	
More please	Wash	
No	Dessert	
Yes	I love you #1 and #2	
Their name	Book	
Finished	Cookie	
Stop	Slide	
Go	Swing	
Me	Hot dog	
Baby	Kiss	
Play	Body parts	
Sleep	Ball	
Mother	Touch	

DIRECTIONS TO THE SIGN EVALUATION

1. Find the word/sign using. Mark the date introduced. If desired, insert activity # in this square.
2. Check receptive square (utilizing program implementer's judgment) when the child internally knows the concept apple. A matching activity can facilitate this assessment.
3. Check the imitation square when the child imitates the sign, i.e., apple, upon seeing the apple and the sign for apple. (The child no longer needs to be physically guided or have his hands molded by the instructor.)
4. Check the verbal clue when the child hears the word apple and signs apple with no prompting other than the verbal word.
5. Check the spontaneous square when the child signs apple upon seeing the picture or object apple without any verbal or sign clue.

Child's Name _____

SIGN EVALUATION

SIGNS I'M SURE THEY KNOW

Words	Date Introduced	Receptive	Imitation	Verbal Clue	Spontaneous
<u>COLORS</u>					
Color					
Red					
Orange					
Brown					
Green					
White					
Black					
Yellow					
Purple					
Blue					
<u>FOOD</u>					
First Foods					
Popcorn					
Salt					
Eat/food					
Drink					
Apple					
Milk					
Orange					
Sugar					
Banana					
Water					
Egg					
Toast					
<u>BREAKFAST</u>					
<u>FOODS</u>					
Coffee					
Tea					

Child's Name _____

SIGN EVALUATION

SIGNS I'M SURE THEY KNOW

Words	Date Introduced	Receptive	Imitation	Verbal Clue	Spontaneous
Bacon					
Egg					
Toast					
Cereal					
Milk					
Butter					
Jam					
Breakfast					
Bread					
Peanut Butter					
Pancake					
Tortilla					
Orange Juice					
<u>FRUITS</u>					
Apple					
Orange					
Banana					
Strawberries					
Watermelon					
Grapes					
Cantaloupe					
Peach					
Pear					
<u>SNACKS</u>					
Nuts					
Pop/soda					
Popcorn					
Gum					

Child's Name _____

SIGN EVALUATION

SIGNS I'M SURE THEY KNOW

Words	Date Introduced	Receptive	Imitation	Verbal Clue	Spontaneous
Crackers					
Ice Cream					
Candy					
Cookie					
Carrots					
Marsh- mallow					
Pie					
Cake					
<u>LUNCH & DINNER FOODS</u>					
Sandwich					
Hot dog					
Hamburger					
Soup					
Meat					
Corn					
Potato					
Vegetable					
Fruit					
Cheese					
Fish					
Dessert					
<u>LUNCH WORDS</u>					
Lunch					
Dinner					
Pizza					
McDonalds					
Cocoa					
Ice					

Child's Name _____

SIGN EVALUATION

SIGNS I'M SURE THEY KNOW

Words	Date Introduced	Receptive	Imitation	Verbal Clue	Spontaneous
<u>DINNER WORDS</u>					
Meat					
Ham					
Chicken					
Spaghetti					
Soup					
Potato					
Gravy					
Onion					
<u>FOOD WORDS</u>					
Hungry					
Thirsty					
Delicious					
Cook					
Bake					
Boil					
Restaurant					
Recipe					
Bite (see coloring sheets)					
<u>DISCIPLINE AND DIRECTIONS</u>					
Sit					
Pick up					
Line up					
Stand					
Be careful					
Look/watch					
Yes					

Child's Name _____

SIGN EVALUATION

SIGNS I'M SURE THEY KNOW

Words	Date Introduced	Receptive	Imitation	Verbal Clue	Spontaneous
No					
Good					
Bad					
Show					
Wait					
Be quiet					
Wipe your nose					
Now					
Mad					
Fast					
Doesn't matter					
Start/begin					
Finish					
What					
Where					
Find					
Use					
In					
Out					
Up					
Down					
Give					
Bring					
Get					
Understand					
Work					
Try					
In					
Off					
Over					
Under					

Child's Name _____

SIGN EVALUATION

SIGNS I'M SURE THEY KNOW

Words	Date Introduced	Receptive	Imitation	Verbal Clue	Spontaneous
Same					
Different					
Big					
Little					
Dirty					
Clean					
Fun					
Smart					
Again					
Later					
Here					
There					
Pay attention					
Stop					
Go					
Come					
<u>TEACHER SURVIVAL COMMANDS</u>					
Stop					
Wait					
Sit					
Pay attention					
Cooperate					
Stay					
Now					
Yes					
No					
How					
Why					
What color					

Child's Name _____

SIGN EVALUATION

SIGNS I'M SURE THEY KNOW

Words	Date Introduced	Receptive	Imitation	Verbal Clue	Spontaneous
Fine					
Today					
<u>EMOTIONS, FEELINGS & SENSES</u>					
Happy					
Sad					
Hurt/pain					
Sick					
Afraid					
Feel					
Cry					
Smile					
Laugh					
Love					
I love you #1					
Hug					
<u>MORE ADJECTIVES</u>					
Mean					
Excited					
Sad					
Disappointed					
Tired					
Calm					
Mad					
Happy					
Surprised					
To see					
To hear					
To taste					

Child's Name _____

SIGN EVALUATION

SIGNS I'M SURE THEY KNOW

Words	Date Introduced	Receptive	Imitation	Verbal Clue	Spontaneous
To smell					
To touch					
Hot					
Cold					
Dry					
Wet					
Hard					
Soft					
<u>DAILY NEEDS</u>					
<u>LIVING</u>					
Sick					
Hurt					
Help					
Play					
Toilet					
Want					
Water					
More					
Eat					
<u>MENNERS</u>					
Please					
Thank-you					
Sorry					
Help					
Excuse me					
Your welcome					
<u>DAILY NEEDS</u>					
Hungry					
Thirsty					

Child's Name _____

SIGN EVALUATION

SIGNS I'M SURE THEY KNOW

Words	Date Introduced	Receptive	Imitation	Verbal Clue	Spontaneous
Tired					
Sleepy					
Wake up					
Cold					
Toilet					
Kiss					
Go away					
Leave me alone					
<u>SIGNIFICANT OTHERS</u>					
Mother					
Father					
Teacher					
Family					
Baby					
I/me/my/mine					
Children					
Friend					
Girl					
Boy					
Sister					
Brother					
Name					
Pronouns					
<u>SAMPLE COMMANDS</u>					
Hang up your coat					
Brush your teeth					

Child's Name _____

SIGN EVALUATION

SIGNS I'M SURE THEY KNOW

Words	Date Introduced	Receptive	Imitation	Verbal Clue	Spontaneous
Zip your pants					
Eat your dinner					
Use your napkin					
Put on your shirt					
Wash your hands					
Whose coat?					
Close your eyes					
Wash your face					
<u>BODY PARTS</u>					
Head					
Face					
Mouth					
Eye					
Nose					
Ear					
Hand					
Foot					
Arm					
Leg					
Back					
Stomach					
Hair					
Tooth					
Finger					
Tongue					
Chin					
Neck					
Toe					

Child's Name _____

SIGN EVALUATION

SIGNS I'M SURE THEY KNOW

Words	Date Introduced	Receptive	Imitation	Verbal Clue	Spontaneous
<u>HOLIDAY SIGNS</u>					
Christmas signs					
Thanks-giving signs					
Halloween signs					
Pledge of Allegiance					
<u>VERBS & MOVEMENT</u>					
Stand					
Pull					
Walk					
Run					
Swing					
Dance					
See					
Crawl					
Want					
Open					
Pour					
Wash hands					
Wash face					
Brush hair					
Comb hair					
Brush teeth					
Wash					
Play					
Slide					
Climb					
Skate					
Swim					

Child's Name _____

SIGN EVALUATION

SIGNS I'M SURE THEY KNOW

Words	Date Introduced	Receptive	Imitation	Verbal Clue	Spontaneous
Jump					
Take off					
Hang up					
Put on					
Give					
Make					
Share					
Cut					
Take					
Zip					
Stay					
Button					
Throw					
Find					
Learn					
Meet					
Give					
Carry					
Wear					
Paint					
To be verbs					
<u>ANIMAL</u>					
<u>WORDS TO</u>					
<u>USE WITH</u>					
<u>THE VERB</u>					
<u>PULL</u>					
Duck					
Bird					
Cat					
Chicken					
Turkey					
Rabbit					

Child's Name _____

SIGN EVALUATION

SIGNS I'M SURE THEY KNOW

Words	Date Introduced	Receptive	Imitation	Verbal Clue	Spontaneous
Animal					
Elephant					
Turtle					
Dog					
Bear					
Lion					
Monkey					
Fish					
Sheep					
Cow					
Horse					
Pig					
<u>OBJECTS & PLACES</u>					
(Clothing)					
Clothes/ dress					
Socks					
Shoes					
Pants					
Shirt					
Coat					
Sweater					
Glasses					
(Around school & the house)					
Soap					
Book					
Telephone					
Door					
Table					

Child's Name _____

SIGN EVALUATION

SIGNS I'M SURE THEY KNOW

Words	Date Introduced	Receptive	Imitation	Verbal Clue	Spontaneous
Chair					
Bed					
Ball					
Crayon					
Toy					
T.V.					
Paper					
Spoon					
Knife					
Fork					
Plate					
Bowl					
Cup					
Car					
Bus					
To drive					
House					
Home					
School					
Store					
Sun					
Rain					
Flower					
Tree					
Fire					
Airplane					
Bicycle/ tricycle					
Boat					
Flag					
Lamplight					
Blanket					
Window					

Child's Name _____

SIGN EVALUATION

SIGNS I'M SURE THEY KNOW

Words	Date Introduced	Receptive	Imitation	Verbal Clue	Spontaneous
Flashlight					
Medicine					
Button					
Pan					
Pajama					
Slipper					
Bus					
Toothpaste					
Toothbrush					
Sofa					
(school words)					
Pencil					
Paper					
Erase					
Chalk					
Paste					
Crayon					
Paint					
Clay					
Book					
Clock					
Waste-basket					
Sink					
Ball					
Balloon					
Movie					
Soap					
Towel					
Light					

Child's Name _____

SIGN EVALUATION

SIGNS I'M SURE THEY KNOW

Words	Date Introduced	Receptive	Imitation	Verbal Clue	Spontaneous
<u>MORE FUN WORDS NOT INCLUDED</u>					
<u>ADDITIONAL WORDS OF CHOICE</u>					

Child's Name _____

SIGN EVALUATION

SIGNS I'M SURE THEY KNOW

Words	Date Introduced	Receptive	Imitation	Verbal Clue	Spontaneous

Child's Name _____

SIGN EVALUATION

SIGNS I'M SURE THEY KNOW

Words	Date Introduced	Receptive	Imitation	Verbal Clue	Spontaneous

TENTATIVE WEEKLY ACTIVITY CALENDAR (Example)

WEEK 1 Weekly Themes - Popcorn, red, apple, sit down, pull, toilet,
see, eat, walk

DAY 1

Enter and groom (hang up coat,
toilet)
Walking around classroom (walk)
Red everywhere in classroom (see/red)
Sit down at table (red, pull, apple)
(toilet and wash hands)
(out, to play)
Lunch (sit down, eat)
(toilet, wash hands, rest)
(out, play)
Sit down at table (review red, apple,
pull)

DAY 2

Enter (take off coat, toilet)
Walk around school (walk, see)
Make popcorn (popcorn)
Jump & walk to music (jump/walk)
Sit down at table (red, pull, apple)
(toilet, wash hands)
(out, to play)
Lunch (sit down, eat, toilet, wash hands)
Play and see outside (review red, popcorn,
apple, ball)

DAY 3

Do the same as Day 1

DAY 4

Do the same as Day 2

DAY 5

Review and reinforce weekly signs

Comments and Growth: Children's hands mold with resistance. Children enjoyed making popcorn. 4th day anticipated eating popcorn. No spontaneous ability to toilet, wash hands, recognize red or apple.

TENTATIVE WEEKLY ACTIVITY CALENDAR

WEEK 1

DAY 1

DAY 2

DAY 3

DAY 4

DAY 5

Comments and Growth: _____

TENTATIVE WEEKLY ACTIVITY CALENDAR

WEEK 1

DAY 1

DAY 2

DAY 3

DAY 4

DAY 5

Comments and Growth: _____

SENSORIMOTOR SIGNING

A PRESCHOOL SIGN AND ACTIVITY MANUAL
FOR MODERATELY RETARDED CHILDREN



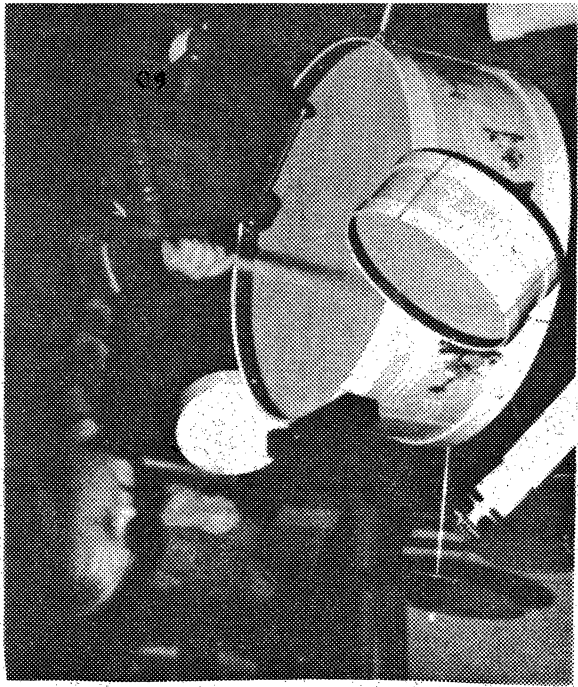
SENSORIMOTOR SIGNING

for the

Preschool Moderately Retarded Child

WORLD!!!!!!

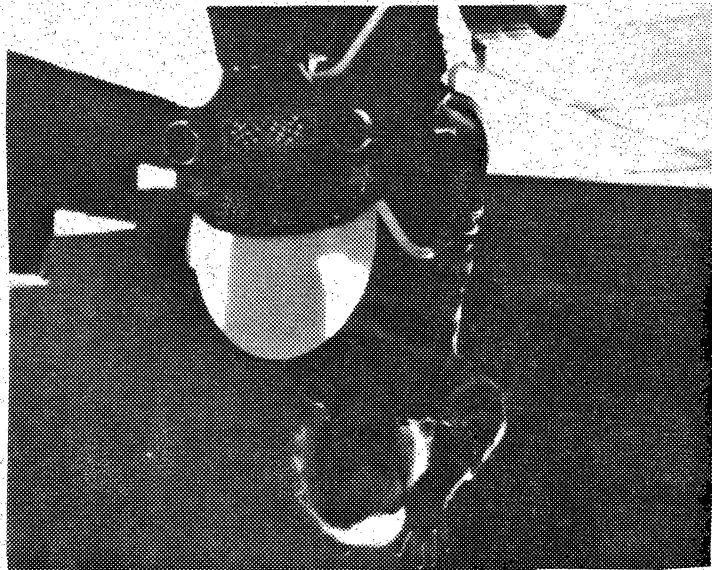
COME AND LEARN TO SIGN
AND TO BE AN ACTIVE
PARTICIPANT IN OUR



I CAN SIGN MUSIC. I CAN PLAY MUSIC.

WORLD!!!!!!

AND TO INTERACT
ACTIVELY
WITH
MY ENVIRONMENT AND



HI!!! FROM TIM!!! I AM A DOWN'S SYNDROME CHILD. I HAVE LEARNED TO
SIGN/
COMMUNICATE/

Table of Activities

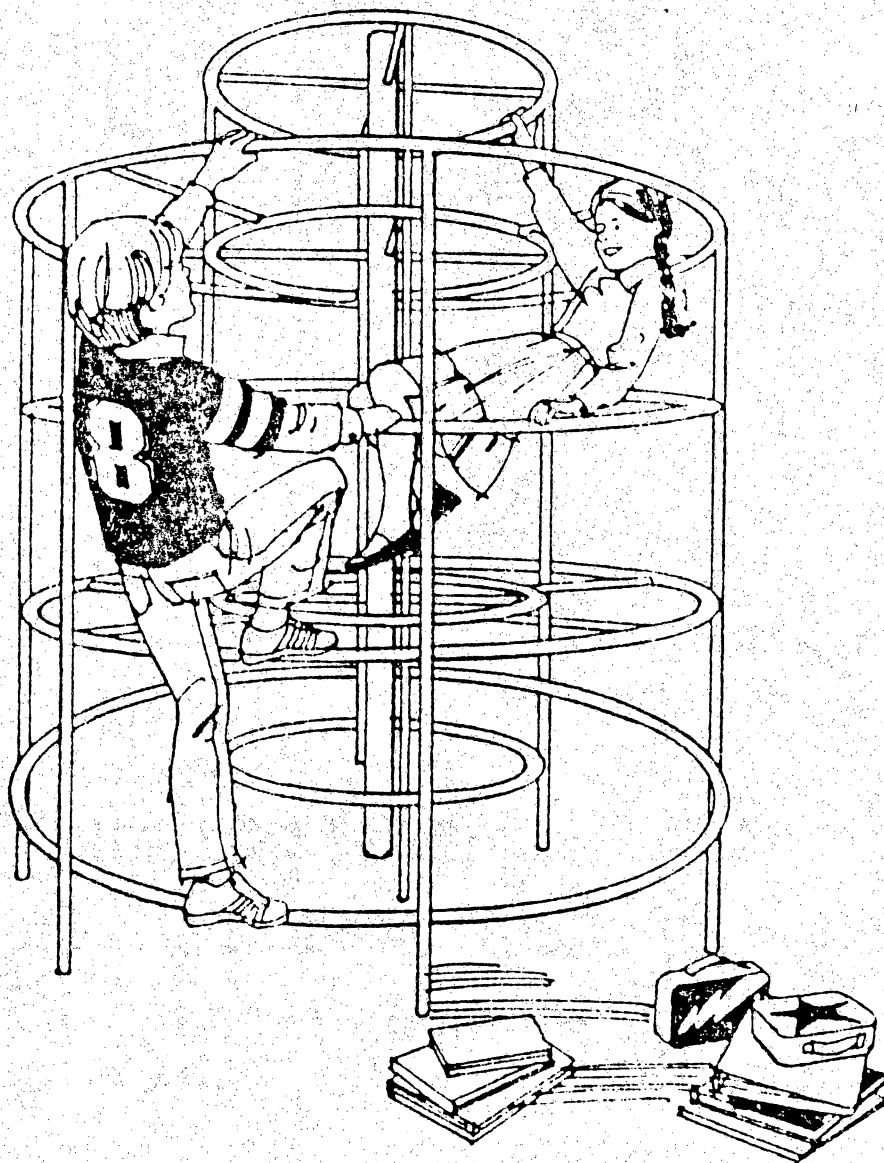


TABLE OF ACTIVITIES

COLORS

1. Colors, Colors, Colors Everywhere	87
2. Stacking	88
3. Pound This Color	89
4. Scribbling Orange	90
5. What Color Are You Wearing?	91
6. Matching Skills: Color Bingo	92

FOODS

7. Fruit Magnets: Durable Fruits	156
8. Eggs In a Carton	157
9. What Are We Having For Lunch Today?	158
10. Activity Sequence Puzzles	159
11. Ordering the Classroom Breakfast (Please see list of additional activities)	160

DISCIPLINE AND DIRECTIONS

12. In Go the Shapes	180
13. Pick Up Your Toys	181
14. Big and Little Box	182
15. Reverse Mainstreaming	183
16. What Does a Door Do For You?	184

EMOTIONS AND SENSES

17. What Is This Face Feeling?	205
18. If Your Happy and You Know It, Sign...	206
19. Popcorn and the Senses	207

TABLE OF ACTIVITIES (Continued)

20.	Playing With Water	208
21.	Mobile Flying Through the Air	209
22.	Taking a Walk and Seeing Nature	210
23.	A Ring of Pictures	211
24.	Follow the Light	212
25.	Shaving Cream	213
26.	Touching Animals	214
27.	Food Textures	215
28.	Movement and the Blindfold	216
29.	Dressing Bag	217

DAILY LIVING: INVOLVING SIGNIFICANT OTHERS

30.	The Bi-Weekly Newsletter to Parents or News From Marcie's Miracles	240
31.	Individual Parent Observation and Training	248
32.	Parent and Child Learning Together in the Classroom	249
33.	Parent Involvement Group	250
34.	Home Visits and Training	251

DAILY LIVING: WHAT IS YOUR NAME?

35.	Give This To...	253
36.	Whose Name	254
37.	Hap Palmer What Is Your Name?	255
38.	Name Conversation	256
39.	Printed Name Matching	257
40.	A Signed Name Picture	260

TABLE OF ACTIVITIES (Continued)

DAILY LIVING: AT THE TABLE

41. Put the Spoon on the Table	263
42. Who Sits Here?	264
43. Wait!	265
44. Eat Please/Milk Please	266
45. More Please	267
46. Clean the Table	268
47. Thank-You	269
48. Pick Up/Put Down Your Spoon	270

DAILY LIVING: TOILETING

49. Washing Hands	272
50. Is This Wet or Is This Dry?	273
51. Up and Down Go the Pants	274

DAILY LIVING: GROOMING

52. Putting on Your Socks	276
53. Matching Shoes	277
54. Show Me What the Doll is Wearing	278
55. Activity Board for Dressing	279
56. This is How We Get Up in the Morning or Grooming Movement.	280
57. Wipe Your Nose	281
58. Brushing Teeth	282

DAILY LIVING: BODY PARTS

59. You Can Do What I Can Do: Body Parts	286
--	-----

TABLE OF ACTIVITIES (Continued)

60.	Body Parts at Naptime	287
60-B	Make a Face Illustration	285
<u>DAILY LIVING: GOING HOME</u>		
61.	Day In Review and Teacher's Daily Diary	289
62.	Whose Coat?	290
63.	Pull an Animal	353
64.	Pull a Toy	354
65.	Pull a Wagon	355
66.	Crawling Everywhere	356
67.	What Pours is Fun	357
68.	Playing Outdoors and Using Sign Language	358
69.	Let's Have Fun on the Air Mattress	359
70.	Stop and Go	360
71.	Do You Want to Dance?	361
72.	Up and Down the Stairs	362
<u>OBJECTS AND PLACES: OBJECT RECOGNITION</u>		
73.	This is a Ball-Object. What is This?	436
74.	This is a Ball-Picture. What is This?	437
75.	One Ball, Two Pictures; Where is the Picture of the Ball?.	438
76.	Two or Three Different Objects. Give Me the Ball	439
77.	Find Me the Ball	440
78.	Given a Noun and Five Objects, the Child Selects the Correct Object.	441

TABLE OF ACTIVITIES (Continued)

79. Daily Activity and Movement: Pictures of the Children . . . .	.443
80. Which Car is the Orange Car? Which Car is the Big Car? . . .	.444
81. Three Objects, One Sign: What Am I Signing? . . . . .	.446
82. Go Get the Ball (Ball is Signed and Mouthed) . . . . .	.447
83. Pull an Object Out of the Bag . . . . .	.448
84. Sorting Like Objects: Balls, Shoes, Telephones . . . . .	.449
85. Put the Ball in Your Other Hand . . . . .	.450
86. Objects and Informal Play . . . . .	.451
87. Show Me the Object in This Book . . . . .	.452
88. The Telephone is for You . . . . .	.453
89. Object Hide and Seek . . . . .	.454
90. Balloon Fun: Feel the Wind . . . . .	.455

SAMPLE OF ACTIVITY FORM

NAME OF ACTIVITY:

ACTIVITY # SECTION:

SIGNED WORD/CONCEPT:

FORMAL/INFORMAL TEACHING STRATEGY
(Circle one)

WHY THIS CONCEPT:

SENSES UTILIZED:

MOTOR MOVEMENT INVOLVED:
(Other than sign)

PIAGETIAN/DEVELOPMENTAL CONCEPTS
UTILIZED:

NATURALISTIC CUE:

NATURALISTIC CONSEQUENCE/REINFORCE-
MENT:

CONCEPTS TAUGHT:

MATERIALS NEEDED:

PROCEDURES:

VARIATIONS:

COMMENTS:

SAMPLE OF ACTIVITY FORM

NAME OF ACTIVITY:

ACTIVITY # SECTION:

SIGNED WORD/CONCEPT:

FORMAL/INFORMAL TEACHING STRATEGY
(Circle one)

WHY THIS CONCEPT:

SENSES UTILIZED:

MOTOR MOVEMENT INVOLVED:
(Other than sign)

PIAGETIAN/DEVELOPMENTAL CONCEPTS
UTILIZED:

NATURALISTIC CUE:

NATURALISTIC CONSEQUENCE/REINFORCE-
MENT:

CONCEPTS TAUGHT:

MATERIALS NEEDED:

PROCEDURES:

VARIATIONS:

COMMENTS:

108 OTHER ACTIVITIES

OR

SUGGESTED IDEAS

NOT PREVIOUSLY MENTIONED

108 OTHER ACTIVITIES OR SUGGESTED IDEAS NOT PREVIOUSLY MENTIONED

1. Playing with Playdough colors
2. Musical colors

FOODS

3. Drink of (Water please)
4. Quesidillas. Mmm Good! (Melted cheese wrapped in tortillas). Use signs cheese and tortilla).
5. Peeling and munching carrots (many older retarded children have never used a potato peeler. An excellent way to develop independent skills and healthy nutritional habits).
6. Food Bingo
7. Rolling tortillas into binoculars and looking at the world (see)
8. Breakfast at McDonalds
9. Eating out
10. A picnic at the park
11. Naming and shopping for fruits; shopping for a meal
12. A fruit: Parts to whole, whole to part
13. Match the fruit to the picture
14. See, touch, taste the apple
15. Matching fruit colors to its color
16. Making and asking for scrambled eggs
17. Which box has the cookie under it?
18. Blending eggs, milk and bananas
19. Make a cookie face
20. Making lunch
21. Out of 5 fruits, give me the apple

108 Other Activities (Continued)

22. Fruit or vegetable
23. Making cold homemade ice cream
24. Choose a fruit
25. Peanut butter and jelly sandwiches
26. Water please/milk please
27. Making toast
28. Making ice cream cones
29. Making orange juice
30. Making hot chocolate
31. Potatoes, potatoes and more potatoes
32. Making cookie shapes
33. Making cookie faces
34. Opening soda pop
35. Find the picture on the wall
36. Practice the picture on the wall
37. Stand up/sit down
38. The people on the bus go up and down
39. Make this sign and shake the rattle
40. Find your circle
41. Yes/No
42. HELP! or Help me please!
43. Make a face. What does this face say?
44. Acting out and imitating emotions

108 Other Activities (Continued)

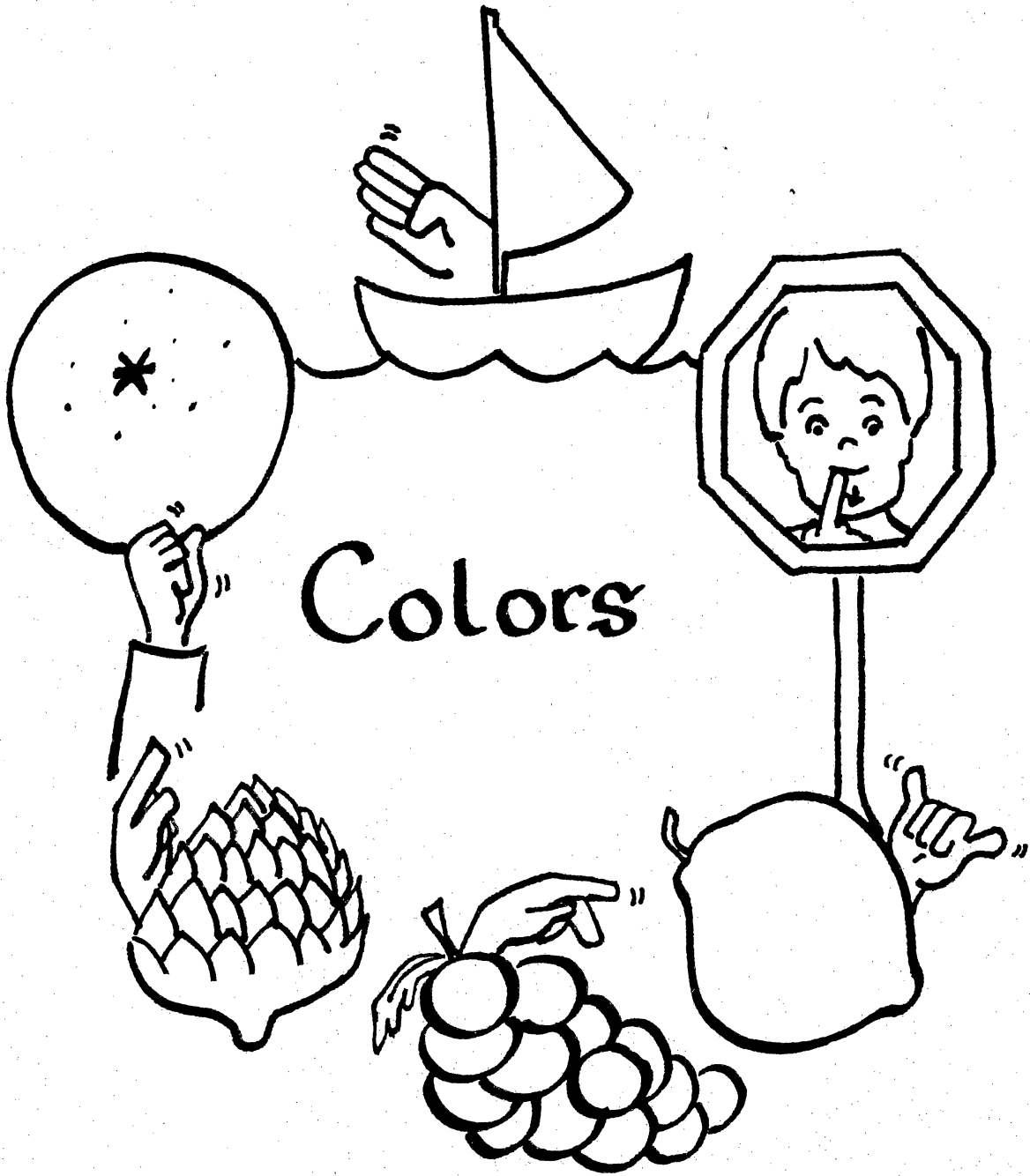
45. The seeing book
46. Smelling jars
47. The feeling book, board, cube; The feeling box
48. Sugar and salt: Are they the same or different?
49. Peek-A-Boo
50. Feeling with one's hair and feet
51. Noises, noises, noises
52. Noisemakers
53. Popcorn balls
54. Find the sound
55. Chocolate pudding finger painting
56. The blindfold and touching
57. The blindfold and hearing
58. Touching everything
59. Scratch and sniff stickers
60. A taste of this and a taste of that
61. Does it taste like it smells?
62. Mud! Mud is fun! (See picture)
63. Mr. Potato Head (A great way to teach and match body parts)
64. Mirror, mirror on the wall (Matching body parts)
65. Simon says
66. Body parts during the bath
67. Classroom scrapbook
68. Family album
69. The corner of significant other pictures

108 Other Activities (Continued)

70. The doll uses the toilet
71. Help each other get dressed
72. Books are to read, not tear
73. Trying out the toilets in the stores
74. Flush the toilet
75. Put your baby to sleep
76. Pin up a body part
77. Where is the doll's head?
78. Where is the toilet? Where is the sink?
79. Shampooing our hair
80. Washing with water. Washing everything
81. Warm water/cold water
82. Giving water to the Guinea Pig
83. Rain is water
84. What are you wearing?
85. Who is a girl? Who is a boy?
86. In and out go the arms
87. Dressing up the doll
88. Running errands around school
89. Catch the bubbles (Children love to chase magical bubbles)
90. Give, get, bring the ball
91. Roll the giant ball
92. Verbalize and sign child's movement
93. Building towers

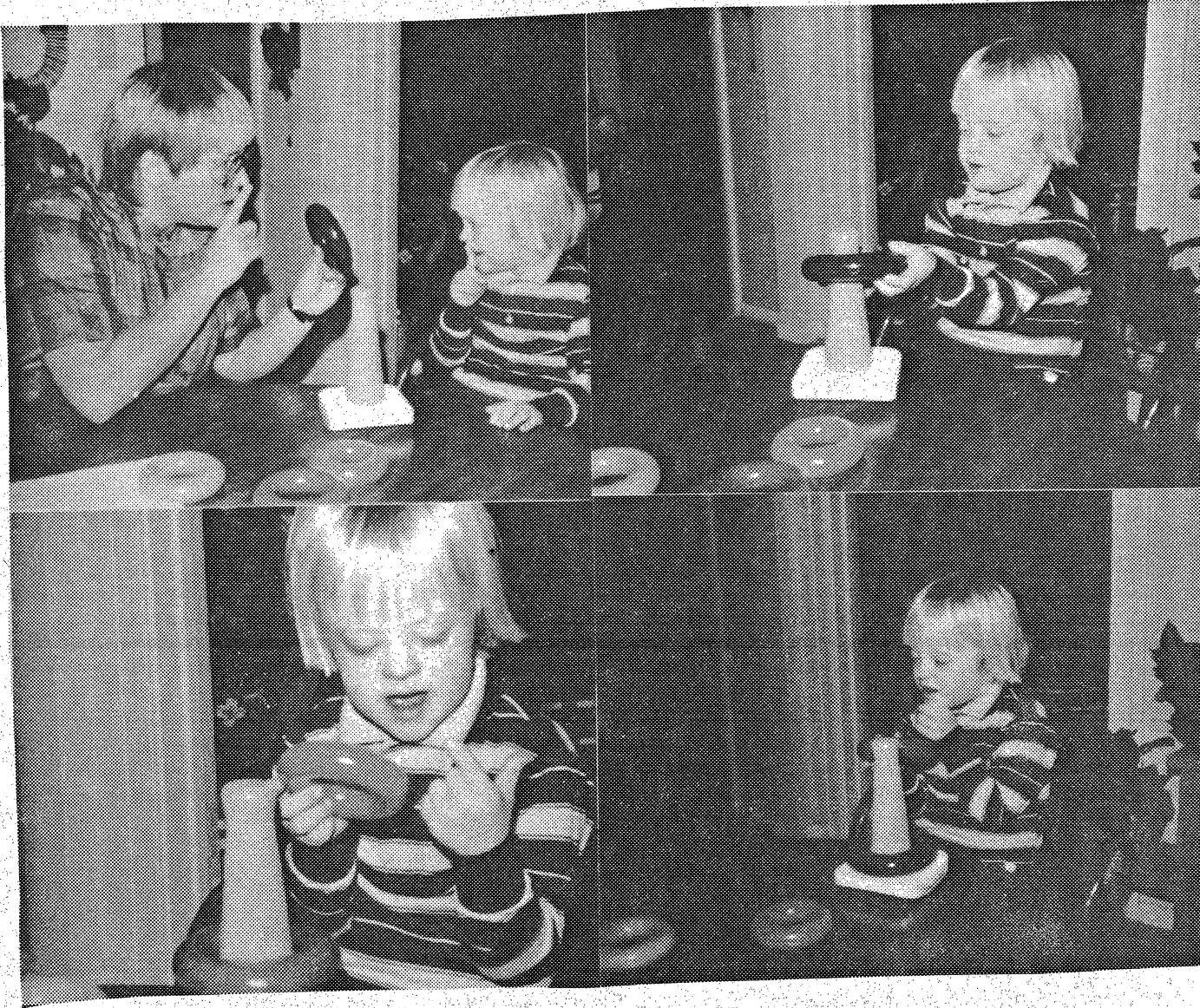
108 Other Activities (Continued)

94. In and out of the bucket go the blocks
95. Hide and seek
96. Playing at the park
97. Tight spaces
98. Obstacle course to lunch
99. Let's explore the balance beam
100. The hockey pokey
101. Reach for an object (6-9 months)
102. Put the ball on the picture of the ball
103. Given an object, the child signs it's name
104. Put down the ball, pick up the telephone
105. Make Snoopy (a puppet) pick up the picture of the ball
106. Sign labels on objects
107. Toys, toys, toys everywhere
108. Magical object bag



FUN WITH COLORS PICTURES

SIGNING RED AND PLACING THE RED RING ON THE POLE

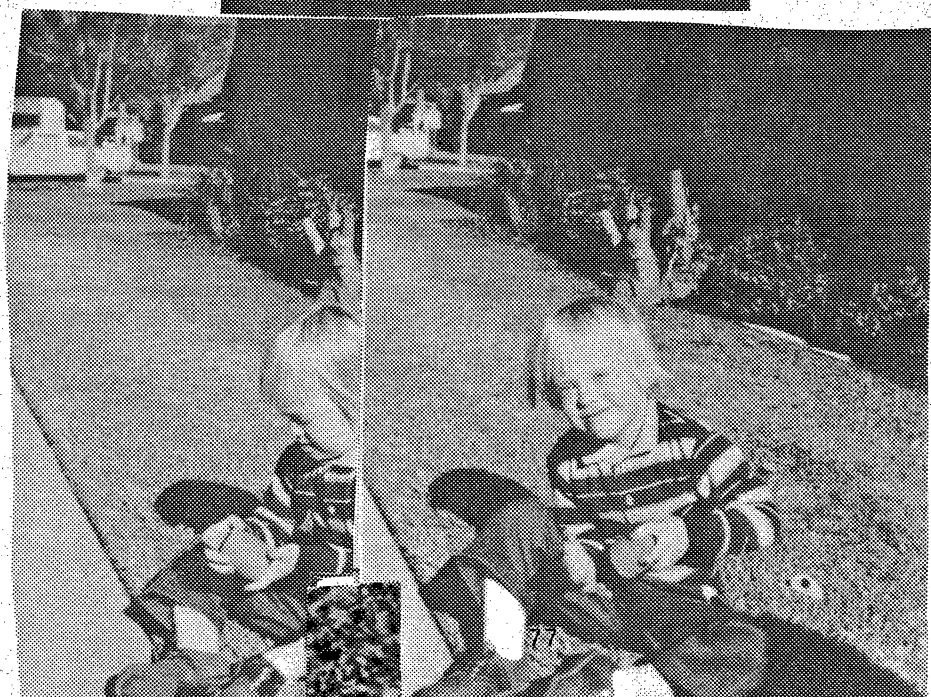
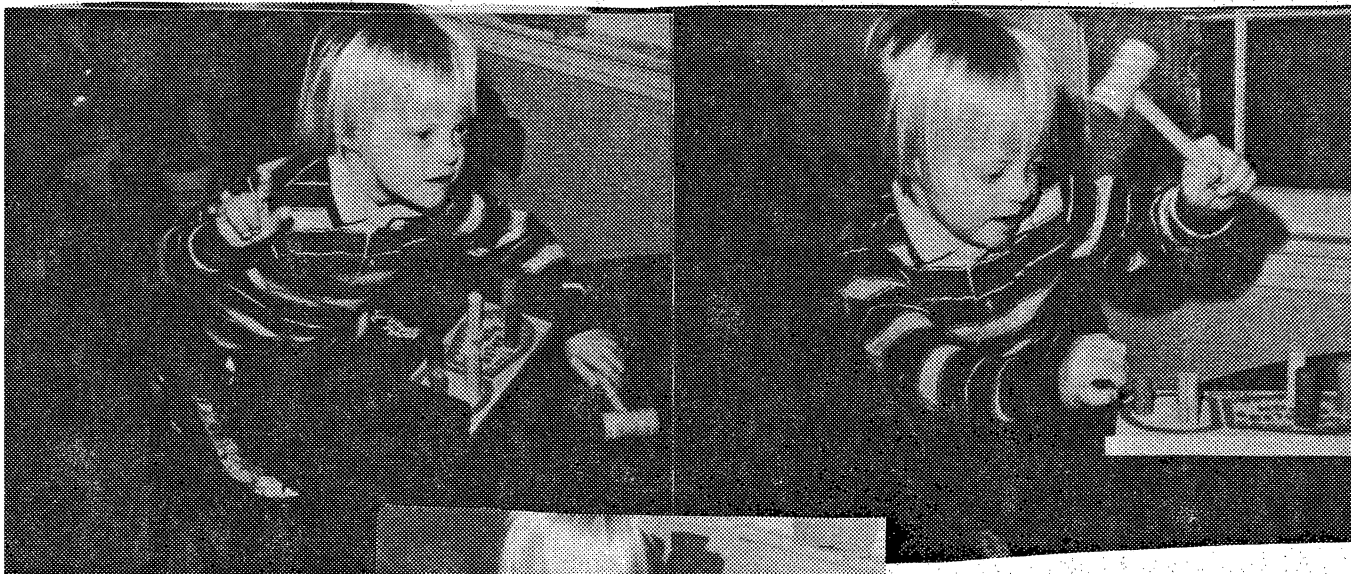


GREEN

ORANGE

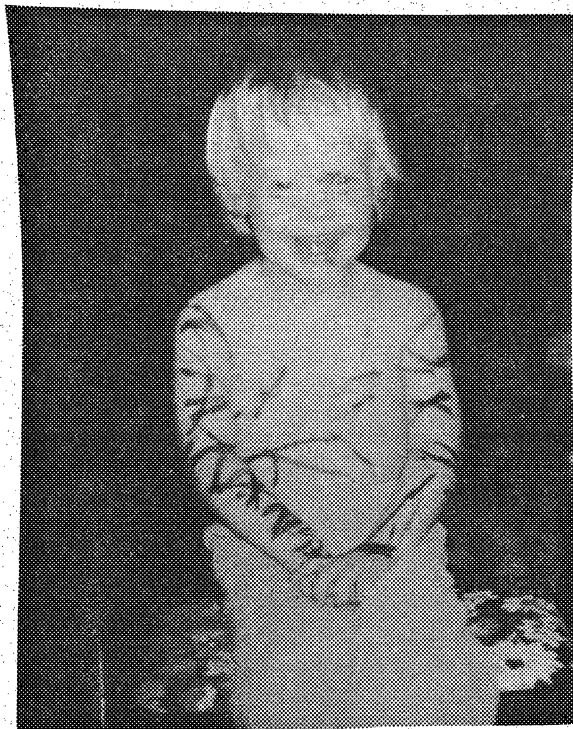
MORE COLOR FUN

SIGNING AND POUNDING GREEN



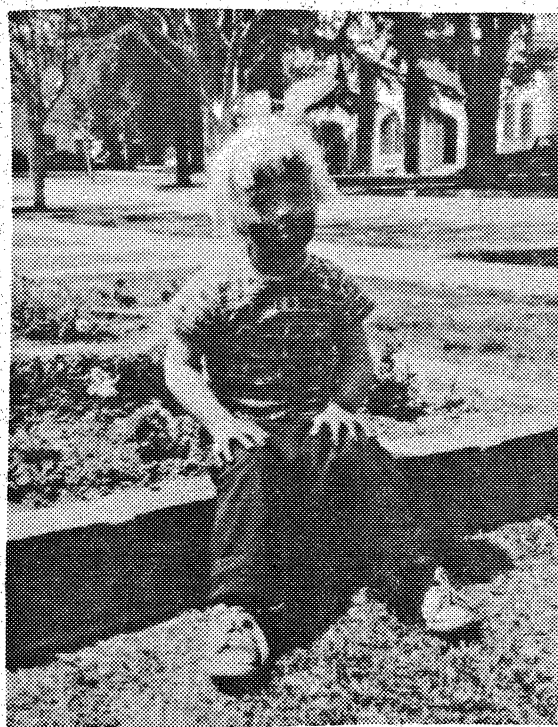
MOLDING THE
COLOR BLUE.
FUN WITH PLAY
DOUGH.

MORE COLOR FUN



LEARNING TO WRITE MY NAME IN BROWN

BROWN MUD HAS MANY CREATIVE USES! I WASH OFF!

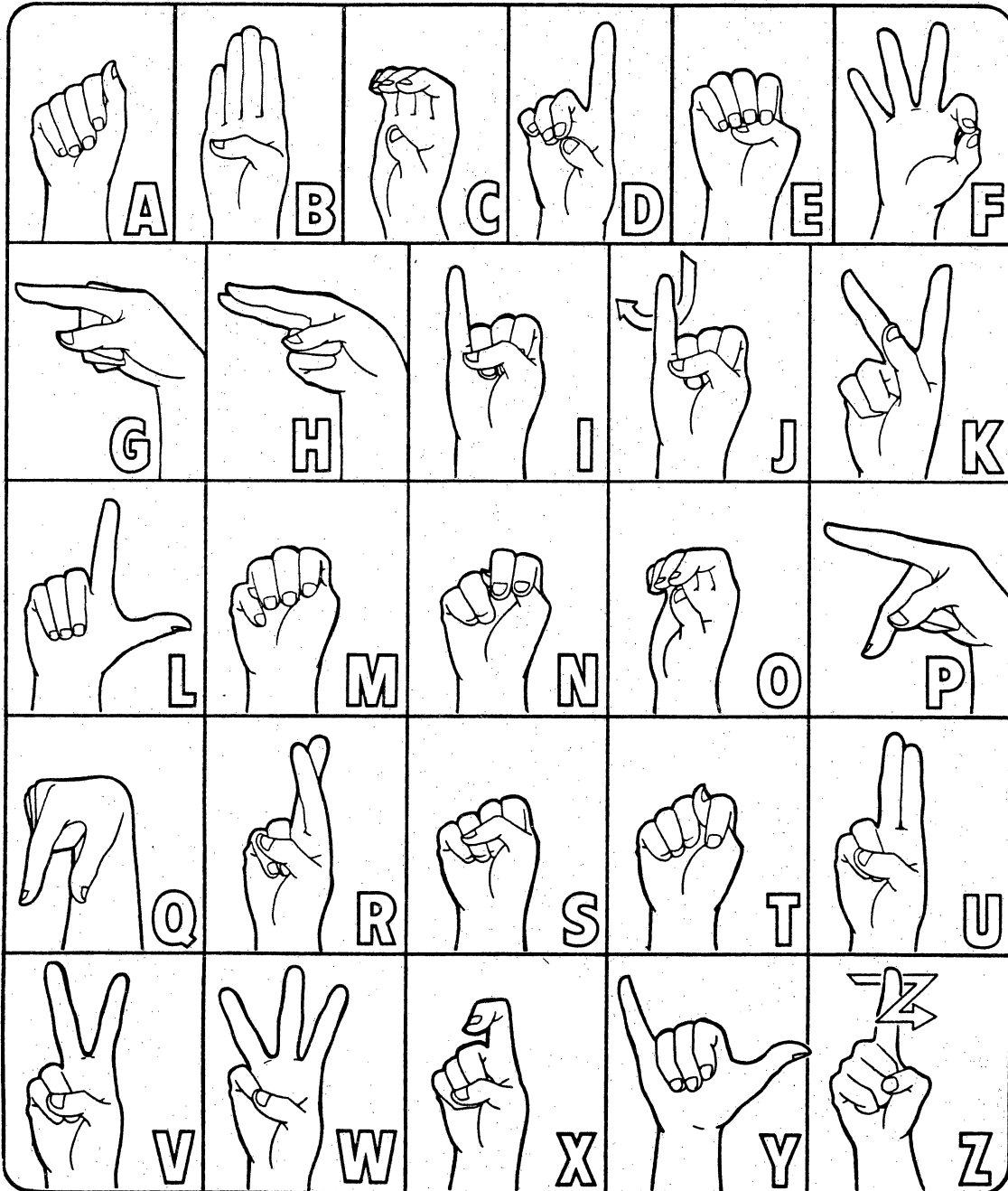


No sign language manual is complete without the sign language alphabet. Since many signs, including colors, use the alphabet, the alphabet has been included in the Color Section.

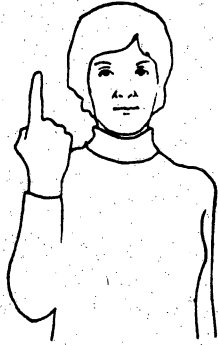
Nor is a sign language manual complete without the number shapes. Many signs are made from number shapes. Included are the numbers 1-12.

Most signs were taken from the sign language book entitled Sign Language For Everybody by Jeanne Huffman; Bobbi Hoffman; David Gansee and Anna Fox, California: Joyce Media, Inc., 1975.

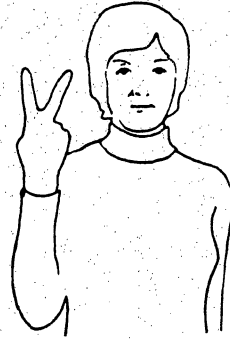
the American sign language alphabet



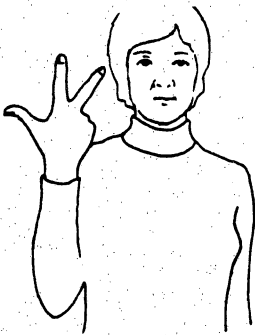
FAP



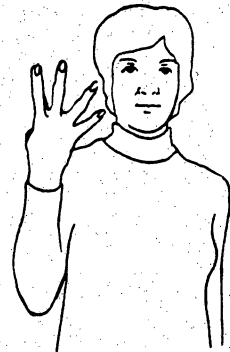
one finger
one



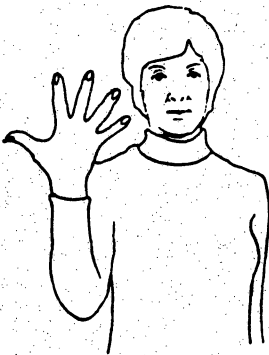
two fingers
two



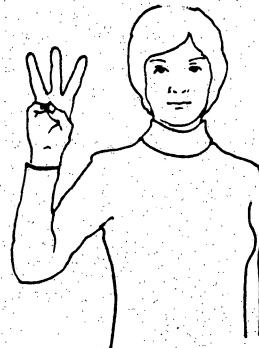
two fingers and thumb
three



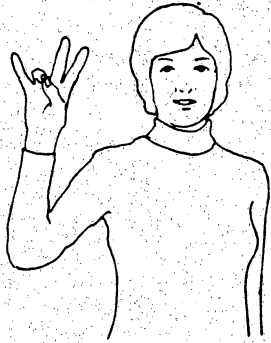
four fingers
four



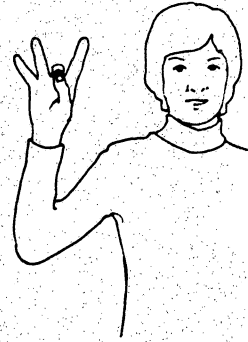
five fingers
five



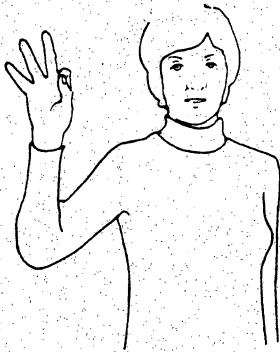
thumb and fourth finger
six



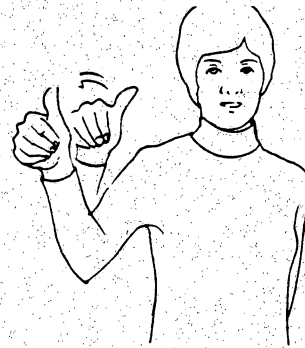
thumb and third finger
seven



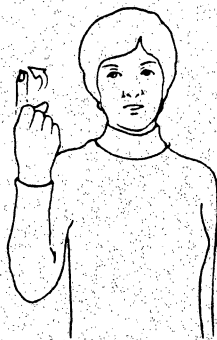
thumb and middle
eight



thumb and index finger
nine



fist, thumb up
ten



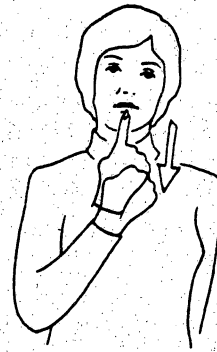
fist, index finger
eleven



fist, index and middle fingers
twelve



Represents color spectrum of rainbow.
color



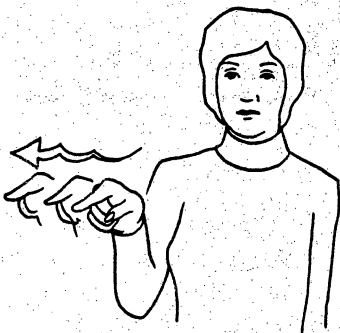
Lipstick on the lips.
red



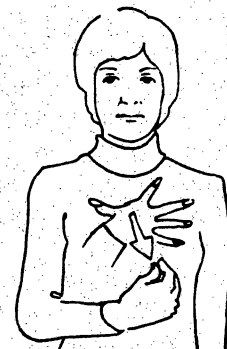
squeezing juice from an orange into
mouth
orange



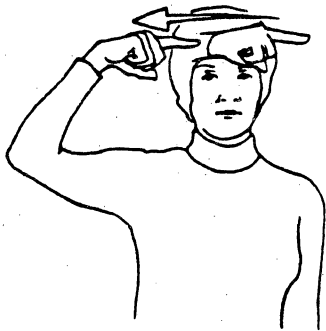
indicates dark skin.
brown



emphasis on the first letter of the
word
green

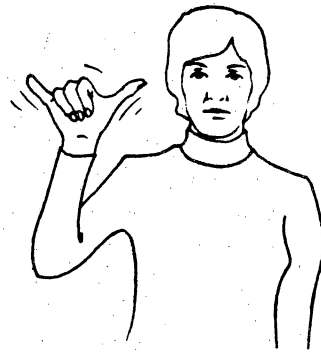


shows color of a white T-shirt
white



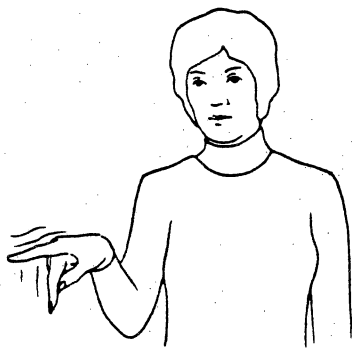
Indicates dark eyebrows.

black



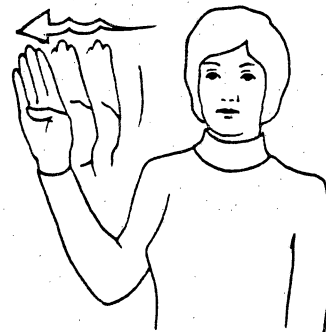
emphasis on the first letter of the word

yellow



emphasis on the first letter of the word

purple



emphasis on the first letter of the word

blue

HINTS FOR TEACHING COLORS

Colors are presented in recommended teaching order.

1. To ask "What color is this?", sign color and look at the child.
2. Red is vivid, easy to learn and a good color to begin teaching the concept that symbols are language, resulting in communication and understanding. Teach only red (to this population) the entire month of September. Emphasize matching skills.
3. Orange is taught in October and November (Halloween and Thanksgiving). Review red, integrate the two colors, begin the concept same color/ different color. Use orange in 3/4 of your art activities.
4. Introduce brown in November, reemphasize orange, emphasize recognition skills.
5. Introduce green in December, reemphasize red. Begin seriation skills. Filter white into art activities.
6. Introduce blue in January, incorporate white. Build seriation, same, different, matching, and recognition skills.
7. Introduce yellow in February, restress red. Show how red and yellow make orange (this concept won't be mastered, but can be fun).
8. March is a review and color recognition month.
9. Introduce purple in April.
10. Introduce black in May. The two colors of purple and black will most likely not gain success until year two.
11. Use spring to facilitate color mastery.
12. June is color assessment provided in many situations, objects and places.

**COLOR
ACTIVITIES**

NAME OF ACTIVITY: Colors, Colors,
Colors Everywhere.

ACTIVITY # 1 SECTION: Colors

SIGNED WORD/CONCEPT: Various colors

FORMAL/INFORMALxTEACHING STRATEGY
(Circle one)

WHY THIS CONCEPT: To learn to generalize colors. A color must be in more than one place.

SENSES UTILIZED: Sight, hearing, tactual, and kinesthetic.

MOTOR MOVEMENT INVOLVED:

(Other than sign)

Touching and walking and reaching.

PIAGETIAN/DEVELOPMENTAL CONCEPTS

UTILIZED: Sensorimotor phase of development 2 years, 6 months.

NATURALISTIC CUE:

Different places where red can be found.

NATURALISTIC CONSEQUENCE/REINFORCE-

MENT: Walking to different places with color social reinforcement.

CONCEPTS TAUGHT: The color red is red in many places, other colors, looking for color.

MATERIALS NEEDED: Three places where a red object or the color red is hung.

PROCEDURES: Seat the children in a row of chairs. Show a color red. Sign/say (red). Choose a child and say, "Let's find (red)." Take them to the first place where red is. Sign/say (red). Mold their hands into (red). Take them 10 feet further and sign/say (red). (Have something red there). Have them touch the red color. Mold their hands into (red), (good). Go to the third palce. Have them touch and see the red. Sign/say (red). Mold their hands into (red), (good). Return to seat. Hug. (Good, showing me red). Attention span is only 4-6 minutes. Do three times a day with only a third of the class at a time (or 4 times a day with a fourth of the class each time.

VARIATIONS:

Look for red outside. Look for red on people's clothes. Have a day where everyone wears only red (or a week). Make red jello.

COMMENTS: Introduce only red for the first month. Do this activitiy every day. The consistent, many, persistent trials will pay off. Patience, a concept and foundation is being developed. Color is a higher cognitive level, but can be readily found in the environment.

NAME OF ACTIVITY: Stacking colors.

ACTIVITY # 2 SECTION: Colors

SIGNED WORD/CONCEPT: Names of colors, on.

FORMAL/INFORMAL TEACHING STRATEGY
(Circle one)

WHY THIS CONCEPT: Builds seriation skills, large to small, color recognition, eye-hand coordination.

SENSES UTILIZED: Sight, hearing, kinesthetic, tactual

MOTOR MOVEMENT INVOLVED:
(Other than sign)
Grasp and release, eye-hand coordination, placing an object over a pole.

PIAGETIAN/DEVELOPMENTAL CONCEPTS UTILIZED: Seriation; 2-4 years old. Object grasp 7-12 months.

NATURALISTIC CUE:
Stacking rings

NATURALISTIC CONSEQUENCE/REINFORCEMENT: Placing a ring on the stack.

CONCEPTS TAUGHT: Colors, seriation, visual memory, taking turns, eye-hand coordination.

MATERIALS NEEDED: Stacking rings. Optional: color cards.

PROCEDURES: Seat children in a semi-circle. Show the rings. (Follow the shaping of a signed concept.) Remove the rings, signing/saying each color. Hold up the largest ring and sign/say (what color) is this? (red). Help each child sign (red). Pick a specific child and sign/say (what color) is this? (red). After this, child with help signs (red). Allow them to place a ring on the stack. Help if necessary. Go on to the next ring. Try to let this activity go on longer than 10 minutes.

VARIATIONS: Nesting rings. Give the child the rings and allow them to experiment without signing the colors.

COMMENTS: This is a shaping color, seriation and eye-hand coordination activity. Be patient and persistent. The activity has many built-in cognitive advantages.

NAME OF ACTIVITY: Pound the color

ACTIVITY # 3 SECTION: Colors

FORMAL/INFORMAL TEACHING STRATEGY
(Circle one)

SENSES UTILIZED: Auditory, sight,
kinesthetic, tactual.

MOTOR MOVEMENT INVOLVED:
(Other than sign)

Holding round peg, object grasp,
up and down hand coordination,
eye-hand coordination, hand-object
stabilization.

NATURALISTIC CUE:

The workbench, hammer and colors.

SIGNED WORD/CONCEPT: What color,
individual colors, in.

WHY THIS CONCEPT: Object grasp and acting
upon the environment motivates color
recognition.

PIAGETIAN/DEVELOPMENTAL CONCEPTS

UTILIZED: Active environment inter-
acting; 12-18 months.

NATURALISTIC CONSEQUENCE/REINFORCE-
MENT: The chance to pound down the
color used.

CONCEPTS TAUGHT: Colors, pounding, communicating consequences, active
participation upon the environment.

MATERIALS NEEDED: The workbench, optional color cards.

PROCEDURES: Follow the shaping of a signed concept. Hold up the round peg
and ask "What color is this?" Sign What color? "This is red." (Red).
"Do you want to pound this red block in?" (Red, in). Sign red. Child pounds
in red block (Red). "Good pounding the red block in." (Good red in).

VARIATIONS:

COMMENTS: Children love this activity. This activity fosters a traditional
boy activity for both girls and boys. Parents of boy students often comment
on the absence of traditional boy toys in the classroom.

NAME OF ACTIVITY: Scribbling orange.

ACTIVITY # 4 SECTION: Colors

FORMAL/INFORMAL_x TEACHING STRATEGY
(Circle one)

SENSES UTILIZED: Sight, tactual, kinesthetic, sound, sometimes taste.

MOTOR MOVEMENT INVOLVED:
(Other than sign)

Hand and finger grasping, hand-wrist coordination, eye-hand coordination, reaching for crayon.

NATURALISTIC CUE:

Paper and crayon

SIGNED WORD/CONCEPT: What color?

Individual colors.

WHY THIS CONCEPT: Pre-writing coloring skills, color generalization, fine motor development, active interaction with environmental objects.

PIAGETIAN/DEVELOPMENTAL CONCEPTS

UTILIZED: 2 years. Experimenting and interacting with objects within the environment.

NATURALISTIC CONSEQUENCE/REINFORCEMENT: Scribbling orange on a paper.

CONCEPTS TAUGHT: Individual colors, pre-coloring skills, fine and gross motor hand control.

MATERIALS NEEDED: Paper, crayons.

PROCEDURES: Follow the shaping of a signed concept.
Show the paper and the crayon orange.
"We are going to color this paper orange. Demonstrate.
Hold up the crayon and say, "This is orange."
"What color is this? Orange!"
After the child signs orange, he/she is allowed to scribble to their heart's content.

Sign

Orange
Orange

VARIATIONS: Murals, butcher paper on the floor, paint.

COMMENTS: Physical guiding may be necessary when first teaching this concept. Acetate covering the table surfaces is suggested since many children cannot stay within the boundaries of the paper.

NAME OF ACTIVITY: What color are you wearing?

ACTIVITY # 5 SECTION: Colors

SIGNED WORD/CONCEPT: What color and individual colors. Find.

FORMAL/INFORMALxTEACHING STRATEGY
(Circle one)

WHY THIS CONCEPT: Color generalization, self awareness, environmental awareness.

SENSES UTILIZED: Visual

MOTOR MOVEMENT INVOLVED:

(Other than sign)

Eye coordination, eye-hand coordination

PIAGETIAN/DEVELOPMENTAL CONCEPTS

UTILIZED: 2 years, 6 months. Visual environment exploration.

NATURALISTIC CUE:

Painting or touching the pieces of clothing.

NATURALISTIC CONSEQUENCE/REINFORCE-

MENT: Child touches clothing and color, signed.

CONCEPTS TAUGHT: Looking at colors and clothes, differentiating colors and specific clothing items, matching colors.

MATERIALS NEEDED: Color cards, children's clothing.

PROCEDURES: Follow the shaping of a signed concept.

"What color is Charlotte's shirt?" Point to the shirt.

"Barbara's shirt is red." Make the children sign red.

"Can you find red in another place?"

Again have the children sign red.

Sign

What color?

Red

Find red

Red

VARIATIONS: Change the locations and times when this activity is used. Use a doll. Show the child and their red shirt in a mirror. Have color days where the children all wear red. (Notes to parents will be needed.)

COMMENTS: This is a good waiting-to-go-home activity. Attention span for this activity is only 4-7 minutes.

NAME OF ACTIVITY: Matching skills-Color
Bingo.

SIGNED WORD/CONCEPT: Various colors.

WHY THIS CONCEPT: To match colors and
review colors in a fun way.

ACTIVITY # 6 SECTION: Colors

FORMAL/INFORMAL, TEACHING STRATEGY
(Circle one)

SENSES UTILIZED: Sight, tactual,
kinesthetic, hearing.

MOTOR MOVEMENT INVOLVED:
(Other than sign)
Eye-hand coordination

PIAGETIAN/DEVELOPMENTAL CONCEPTS
UTILIZED: 2 years, 6 months - 3 years.

NATURALISTIC CUE:
Bingo color card

NATURALISTIC CONSEQUENCE/REINFORCE-
MENT: Matching corresponding color
on own card.

CONCEPTS TAUGHT: Listening, looking, matching, color recognition, how to play
a game.

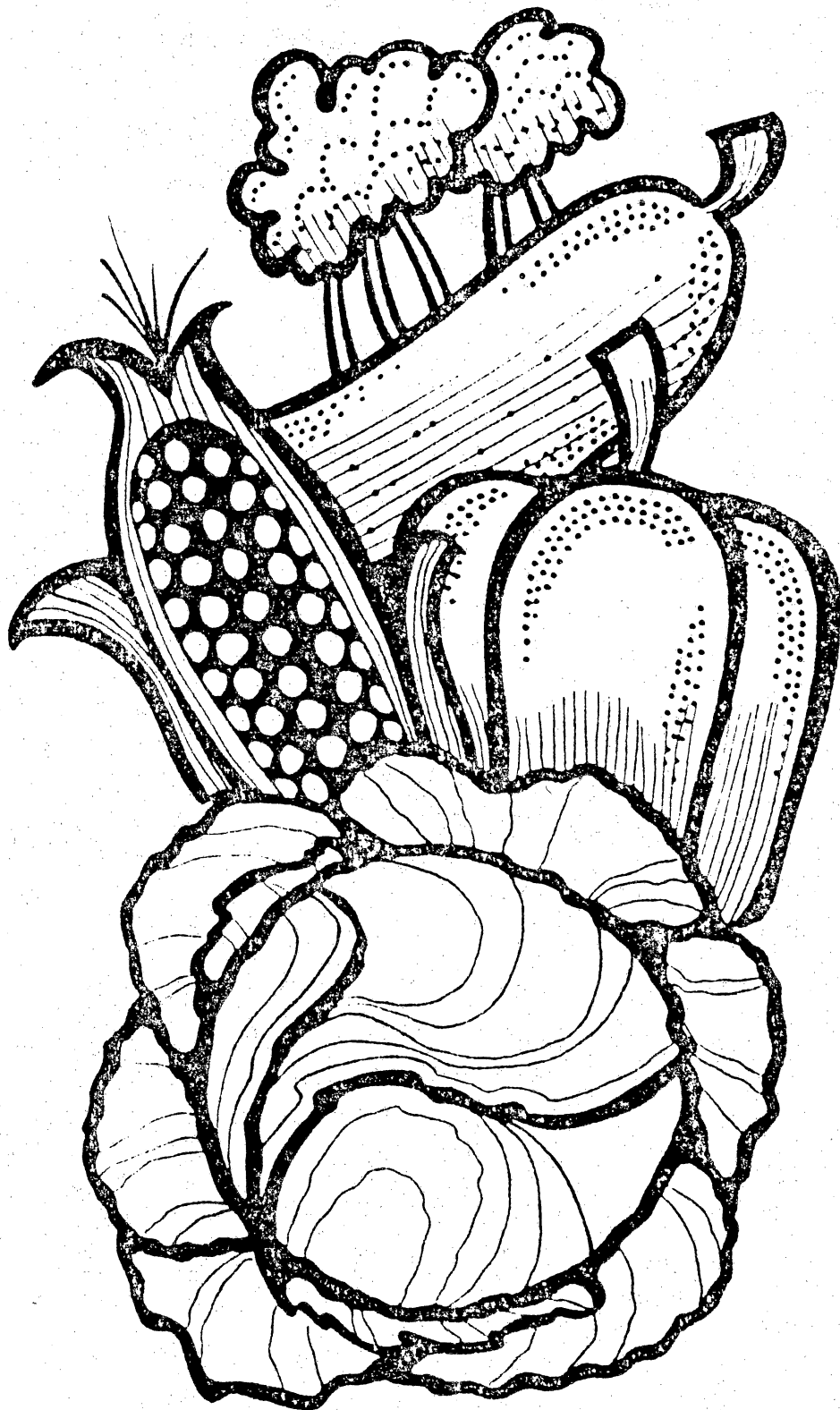
MATERIALS NEEDED: Color and shape bingo (found at Little Red School House)
or teacher made version of color bingo cards and playing and calling.

PROCEDURES: Have the children sit around in a semi-circle. (This game should
only be introduced after several colors have been introduced and practiced.)
Pass out cards. Review colors and signs found on each child's card. Call and
sign each color. Have the child sign the color before giving them the matching
color. According to the child's ability, either physically guide, mold model
or verbally prompt the child in the correct sign. 15-20 minutes is the maximum
time span for this activity. It works best with 4-6 children.

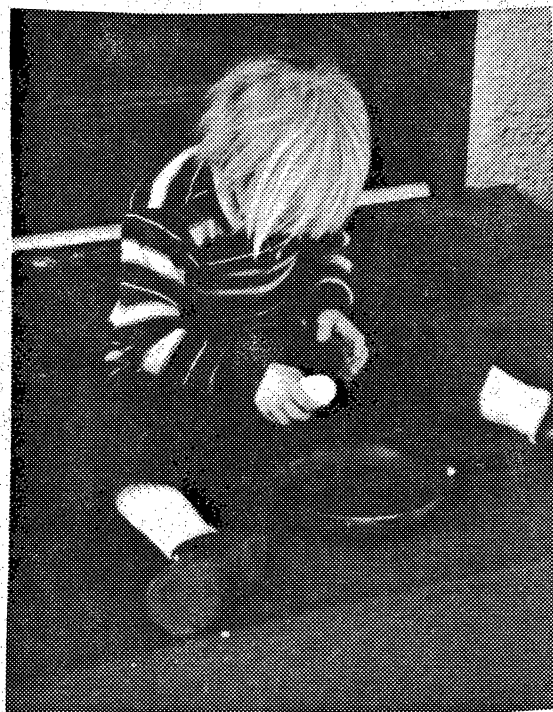
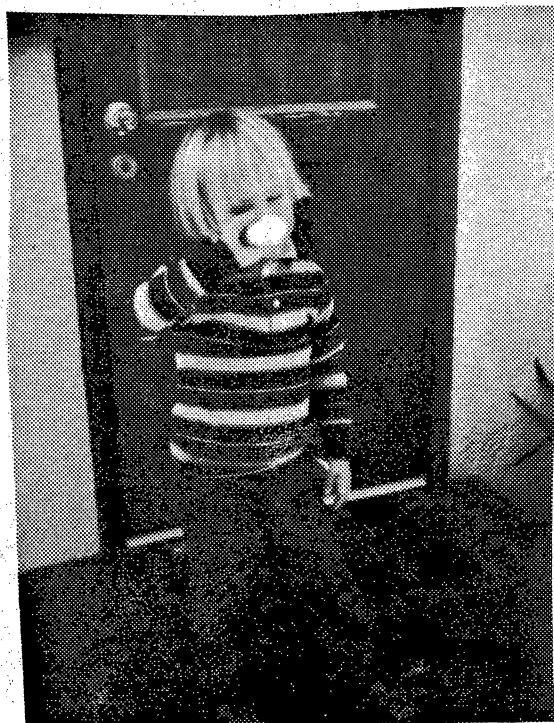
VARIATIONS: Toys, names, colors, pictures, foods.

COMMENTS: This activity take a lot of supervision and patience. It will not
be very successful until approximately the fifth month of signed color training.

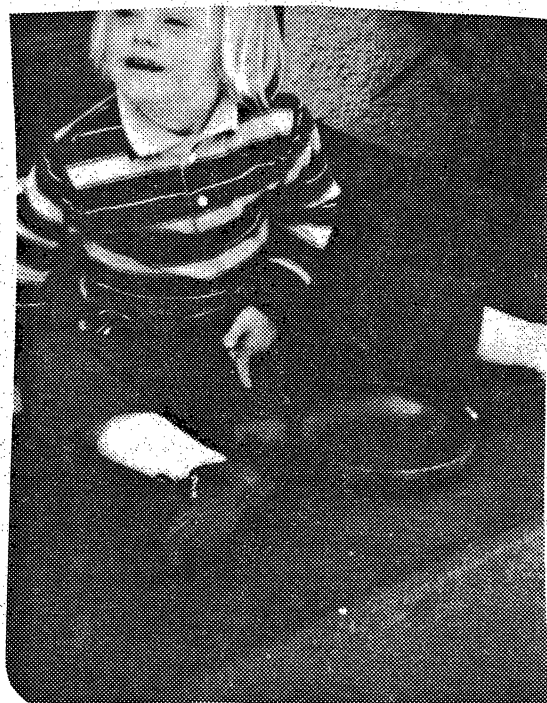
Food



PICTURES OF FOOD ACTIVITIES



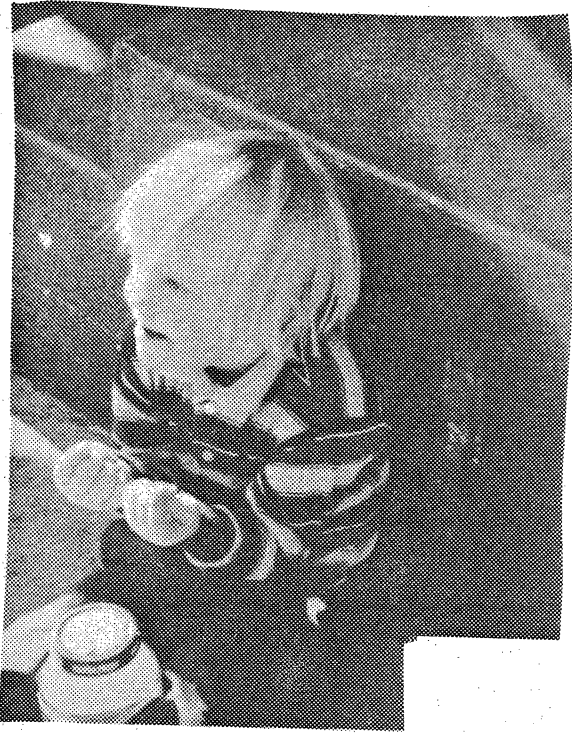
ACTIVE LEARNING ABOUT EGGS!



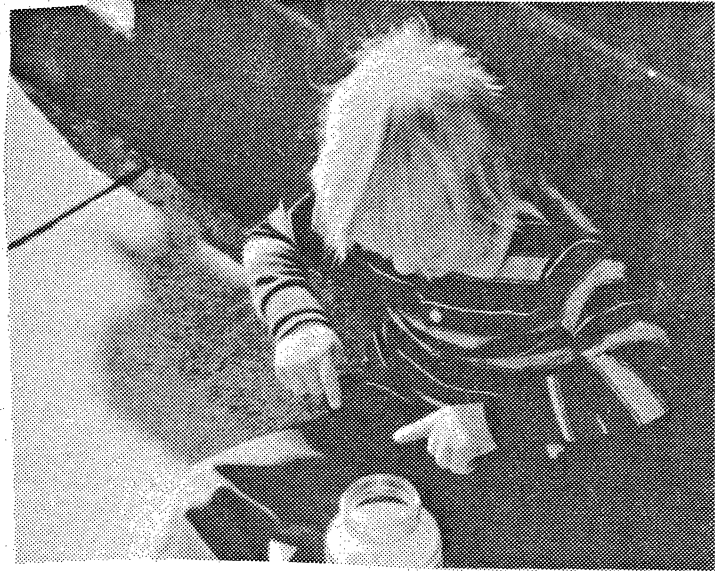
(Tim's sign for egg)



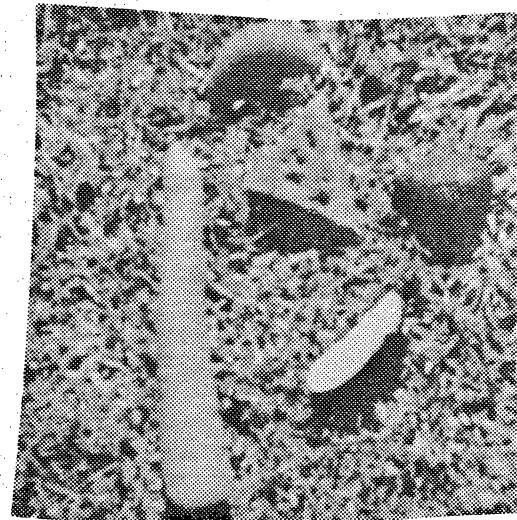
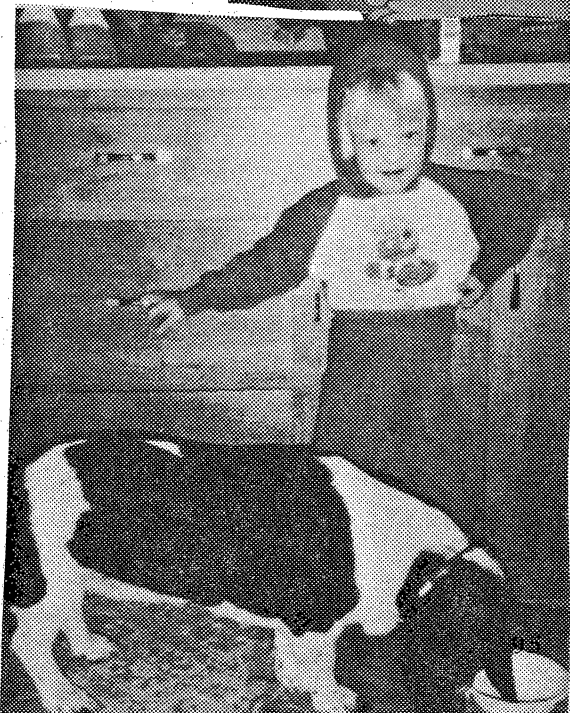
MORE FOOD PICTURES



POPCORN



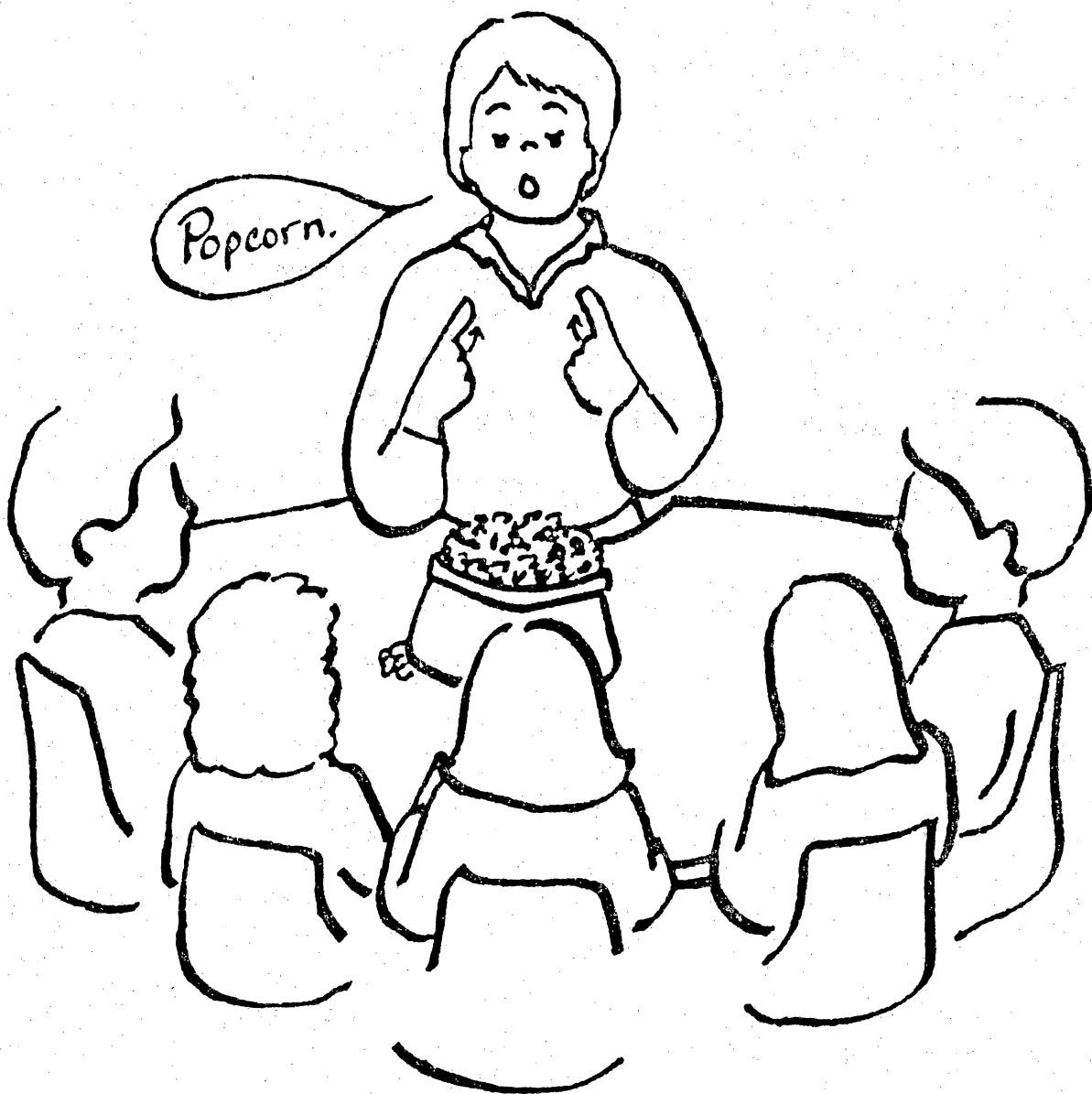
SERVING ICE CREAM



USING JAPANESE FRUIT MAGNETS

I EAT. MY DOG EATS.

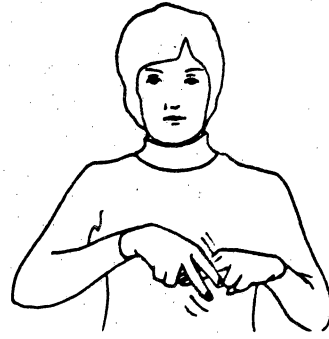
First Foods Introduction Sheet



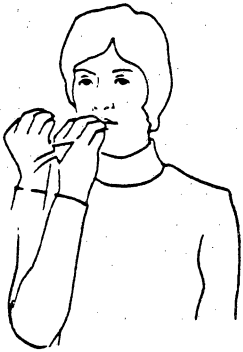
Most signs were taken from the sign language book entitled Sign Language For Everybody by Jeanne Huffman; Bobbi Hoffman; David Gansee and Anna Fox, California: Joyce Media, Inc., 1975.



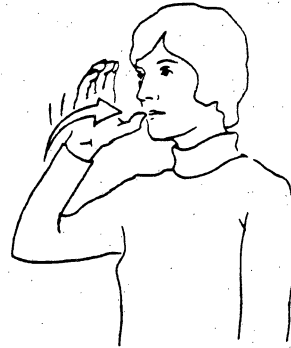
motion of corn popping
popcorn



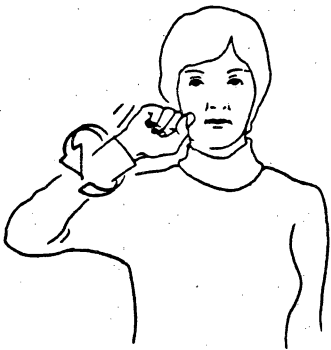
old fashioned method of sprinkling
salt on food
salt



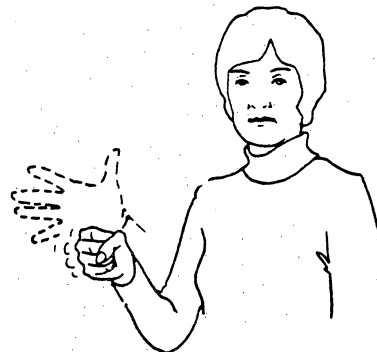
q something on end of finger
food



drinking from a glass
drink



ring an apple
pple



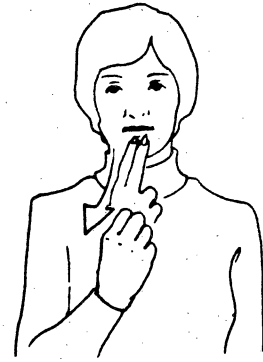
milking a cow
milk



orange

ORANGE

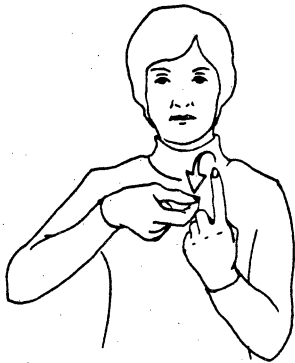
Squeeze an "O" hand in front of mouth.



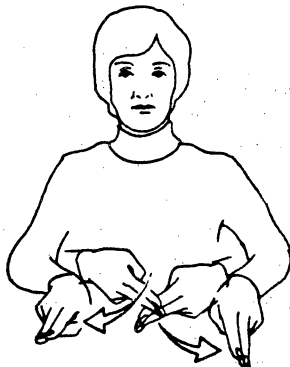
sweet tasting
sugar



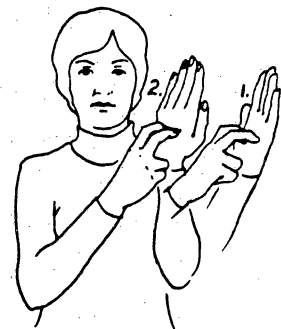
"W" indicates water for drinking
water



peeling a banana
banana



cracking an egg open
egg



old fashioned way of toasting bread
on a fork
toast

FIRST FOODS INTRODUCTION ACTIVITIES

Making popcorn

Asking for food at lunch

Asking for a drink

Apple pictures, objects

Apple - see, touch, and taste

Apple - part and whole

Asking for milk at lunch

Which is the apple? Which is the orange?

Tell me which fruit you want: the apple or the orange?

Eggs in the carton

Cooking and asking for eggs

Making toast

Sugar and salt - are they the same or different?

Exploring fruit

What color is the apple, orange, banana?

Choosing from 5 + 5 items

BREAKFAST FOODS

Coffee

Tea

Bacon

Egg

Toast

Cereal

Milk

Butter

Jam

Breakfast

Bread

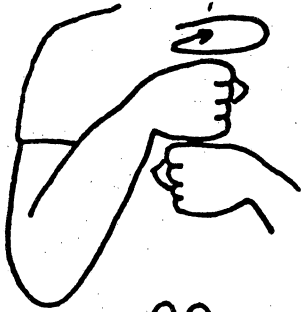
Peanut butter

Pancake

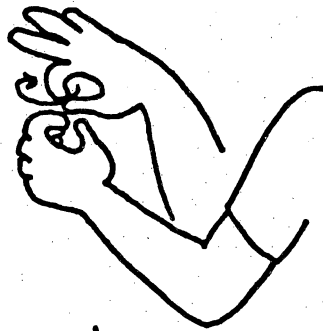
Tortilla

Orange juice

Breakfast Words



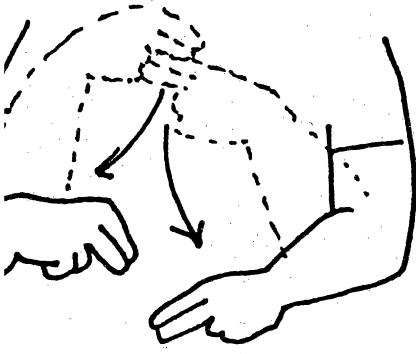
coffee



tea



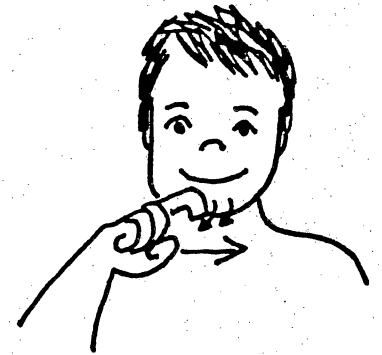
bacon



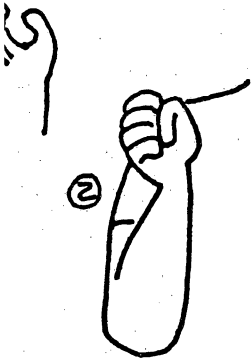
egg



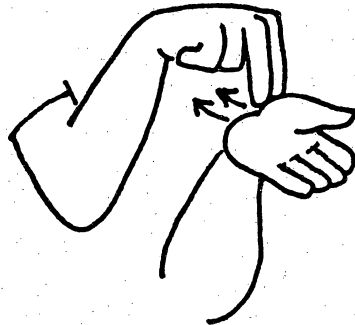
toast



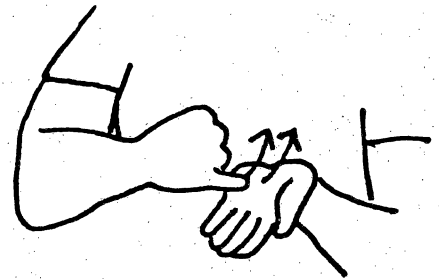
cereal



milk



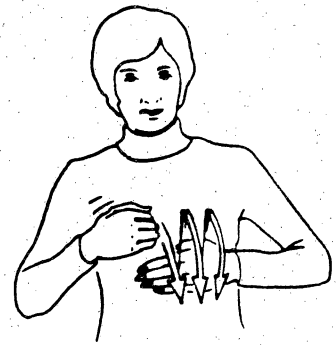
butter



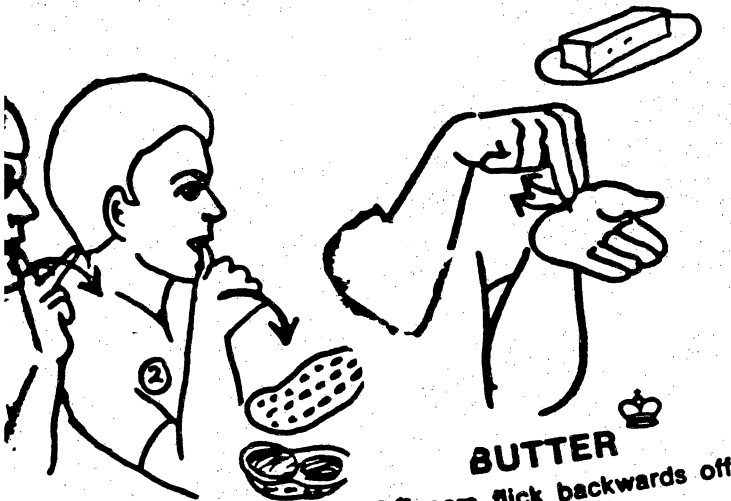
jam



motion of eating
breakfast



slicing a loaf of bread
bread

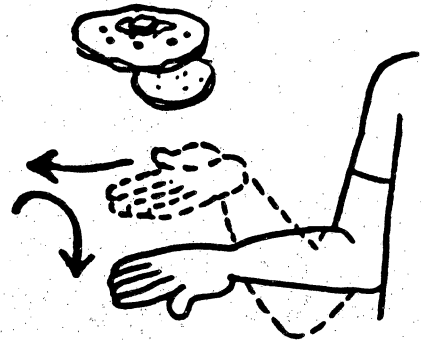


PEANUT

-index and then thumb of A
mark from under teeth
(See "NUT")

BUTTER

3 fingers flick backwards off
heel to N. twice



PANCAKE

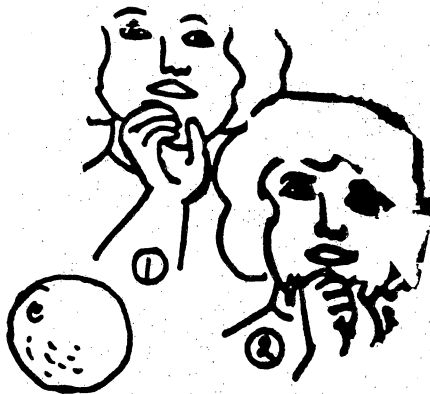
Flat hand moves out and
inverts

(See "FLAPJACK")



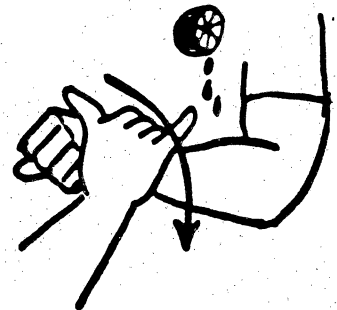
TORTILLA

Right hand on left, then left on
right hand, press a tortilla



ORANGE

S squeezes in front of
repeat



JUICE

Thumb-side of Y cuts down
back of S

BREAKFAST FOOD ACTIVITIES

Making orange juice

Blending eggs, milk and bananas

Making hot chocolate

Fixing breakfast and ordering in the classroom

Making pancakes and bacon

Going out to eat breakfast at McDonalds

Spreading butter, peanut butter, and jelly

Rolling tortillas into binoculars

FRUITS

Apple

Orange

Banana

Strawberries

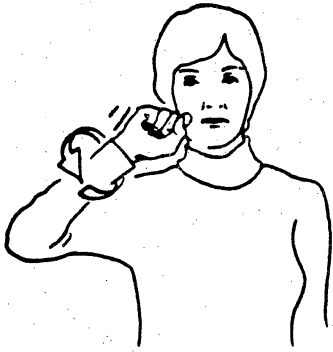
Watermelon

Grapes

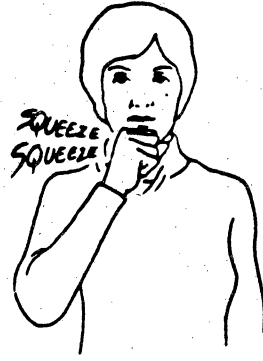
Cantaloupe

Peach

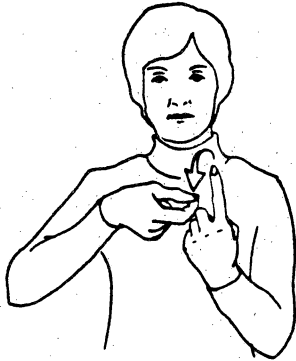
Pear



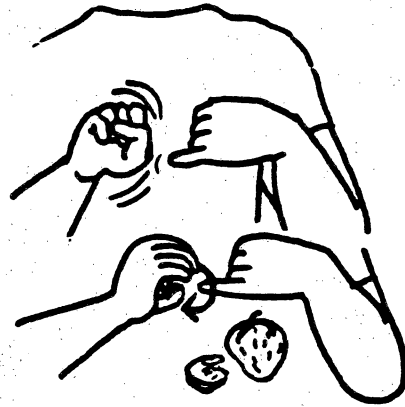
coring an apple
apple



squeezing juice from an orange into
mouth
orange



peeling a banana
banana



STRAWBERRY

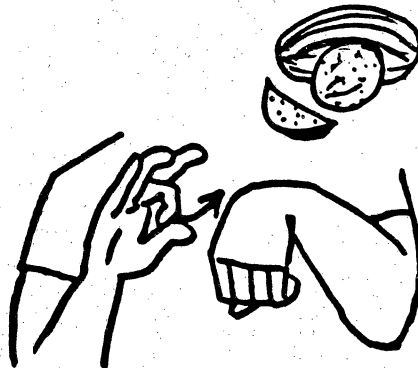
(Alt. 1)

S shakes by little finger of
palm-in horizontal left I; then
add "berry"



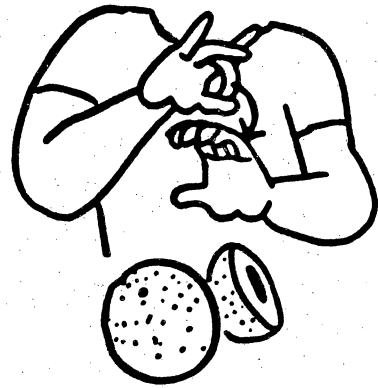
WATER

Index finger of palm-left W taps
chin



MELON

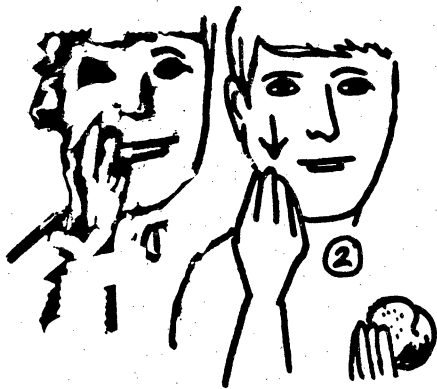
Middle finger snaps on back of
left S (as if testing ripeness)



CANTALOUPE

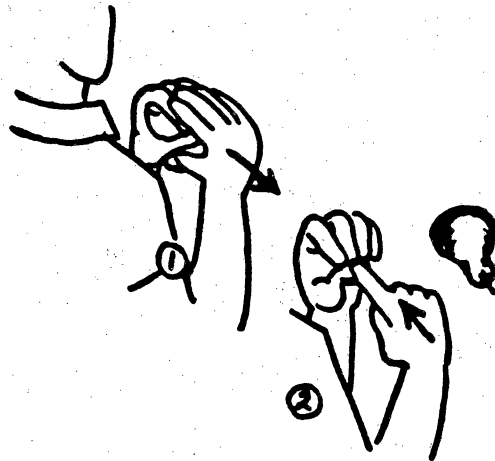
Middle finger thumps top of left C

(See "MELON")



PEACH

S to flat-O, palm-in, strokes cheek; repeat



PEAR

Grasp left flat-O; hand slides off into flat-O, changes to index and touches left fingers

SNACKS

Nuts

Pop

Popcorn

Gum

Crackers

Ice cream

Candy

Cookie

Carrot

Marshmallow

Pie

Cake

Snacks



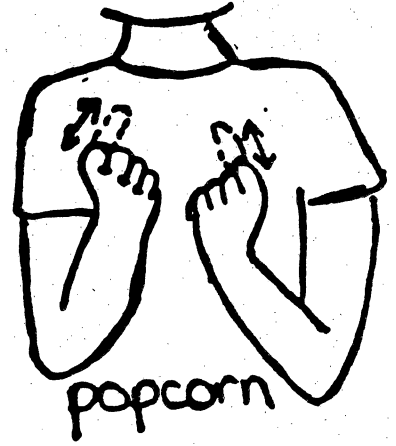
PEANUT

and then thumb of A
m under teeth
(See "NUT")

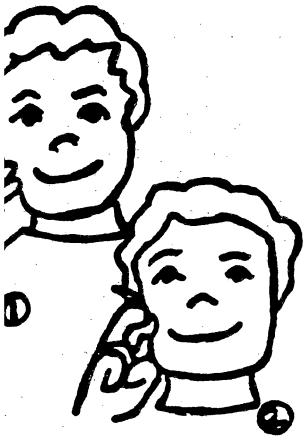


SODA

Fingers of palm-down hand
flutter up from palm-right left
S-hand



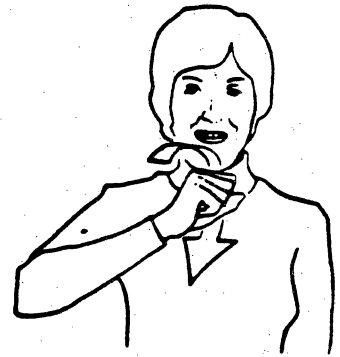
popcorn



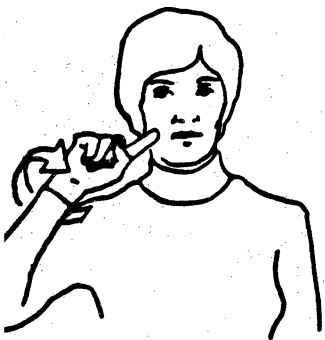
gum



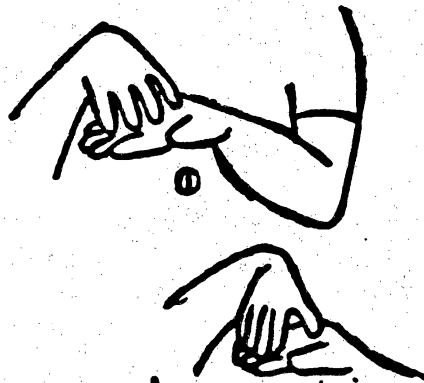
old European custom of hitting crackers
with elbow allowing crumbs to fall into
soup
crackers



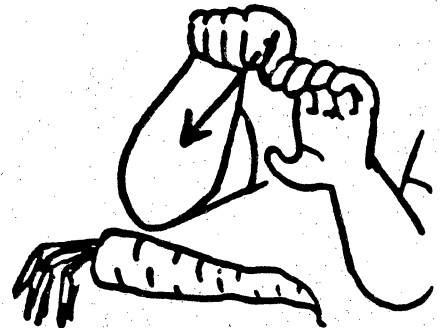
licking an ice cream cone
ice cream



a sweet tooth
ly



cookie



CARROT

Scrape top of left C with thumb
tended A
(See "BEAN")

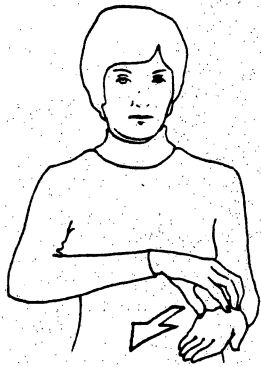


MARSHMALLOW

Right-hand touches top of horizontal left index, then bottom



cutting a piece of pie
pie



cutting a piece of cake
cake

LUNCH AND DINNER FOODS

Sandwich

Hot dog

Hamburger

Soup

Meat

Corn

Potato

Vegetable

Fruit

Cheese

Fish

Dessert

Lunch

Dinner

Pizza

McDonalds

Cocoa

Ice

LUNCH WORDS

Sandwich

Cheese

Pickle

Hamburger

Hot dog

Mayonnaise

Mustard

Ketchup

Tomato

DINNER WORDS

Meat

Ham

Chicken

Fish

Spaghetti

Soup

Potato

Gravy

Onion

FOOD WORDS

Food

Hungry

Thirsty

Delicious

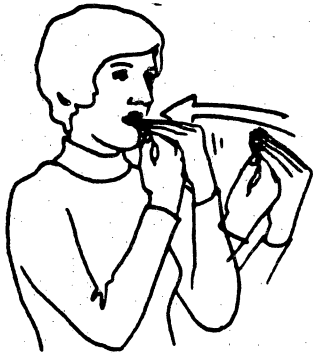
Cook

Bake

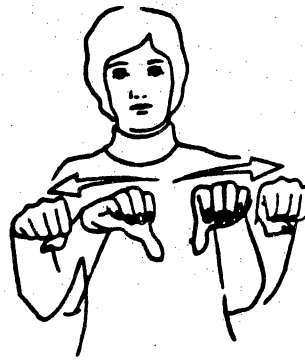
Boil

Restaurant

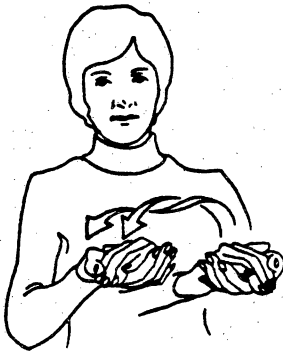
Recipe



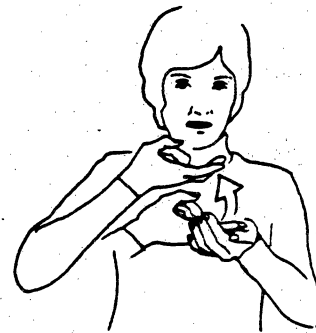
Two pieces of bread together
sandwich



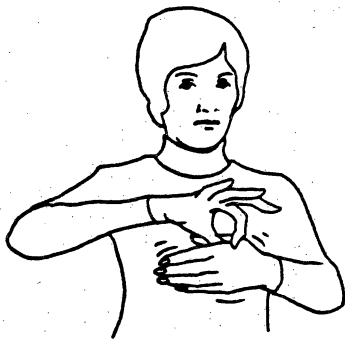
Links of weiners
hot dog



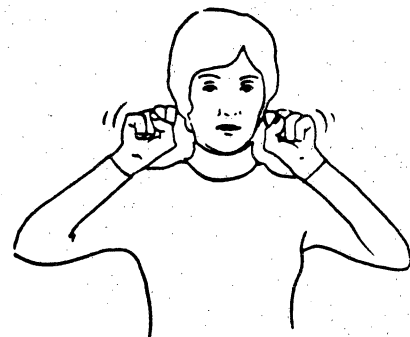
forming a hamburger patty
hamburger



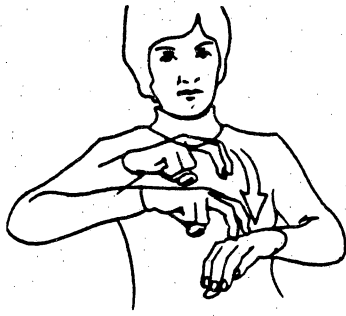
taking soup with a spoon
soup



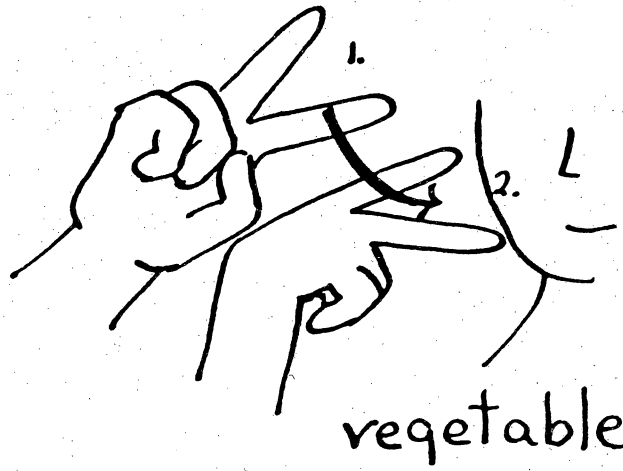
side of beef hanging on a meat hook
meat



eating corn on the cob
corn



piercing a potato with a fork
potato



VEGETABLE

Touch index finger of "V" to cheek, then turn and touch middle finger of "V" to cheek.



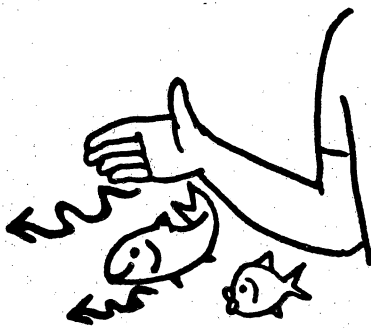
FRUIT

"F" hand back and forth at side of mouth.



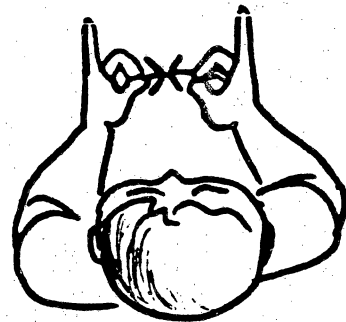
CHEESE

Right heel on left heel mashes and twists slightly



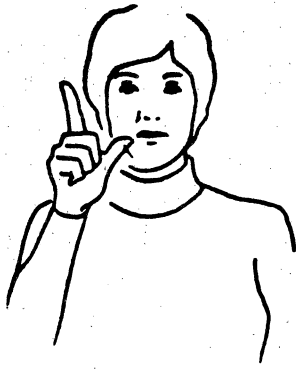
FISH

Hand flutters forward like swimming

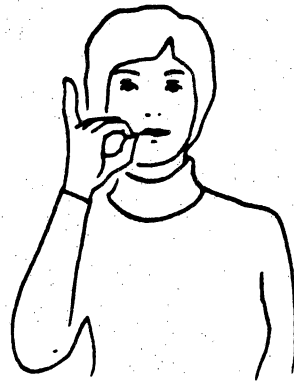


DESSERT

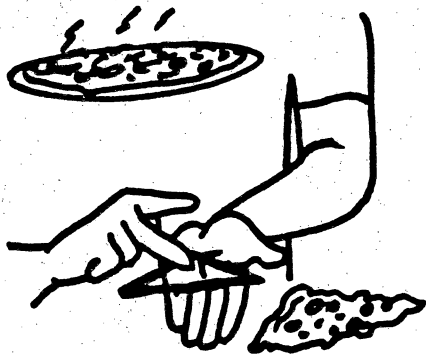
(Alt. 2)
Palms facing tap horizontal D's together



motion of eating
lunch

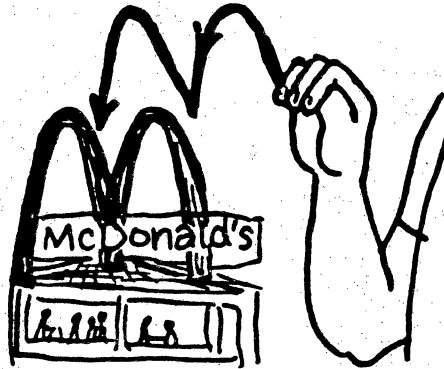


motion of eating
dinner



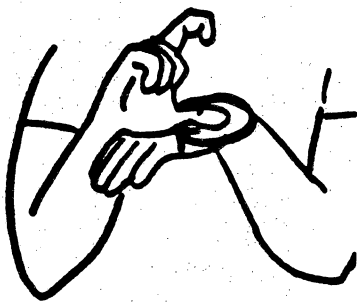
PIZZA

P draws a triangle above left palm



McDONALDS

M makes the arches



COCOA

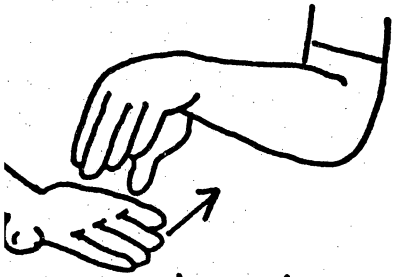
Index bent, thumb traces circle
on back of hand twice
(See "CHOCOLATE")



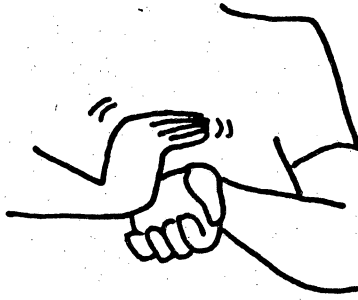
ICE

W on chin moves forward,
fingers bending (contracting)

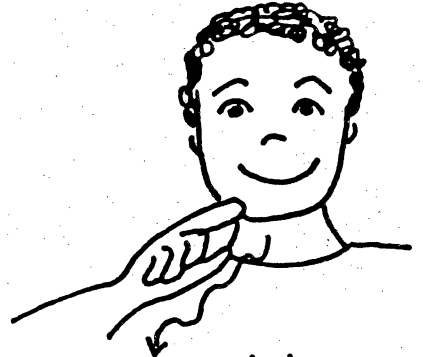
Lunch Words



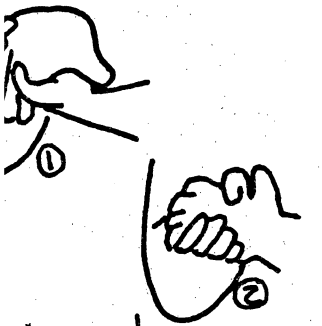
sandwich



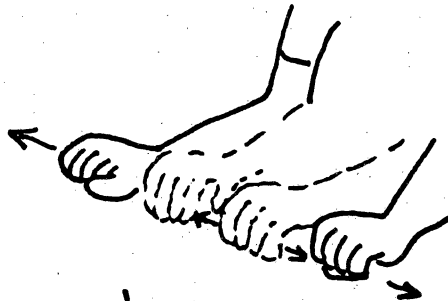
cheese



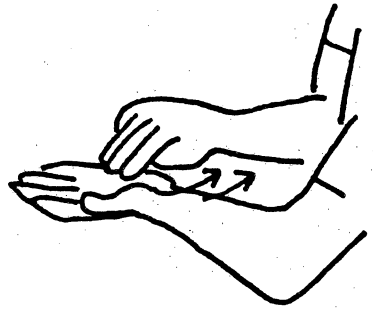
pickle



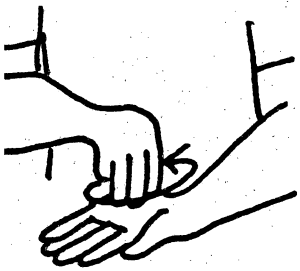
hamburger



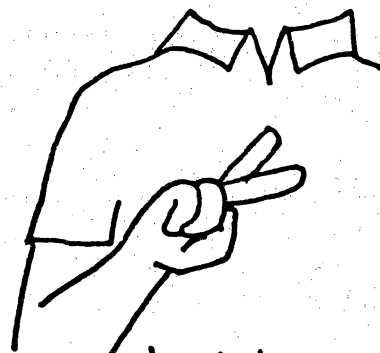
hotdog



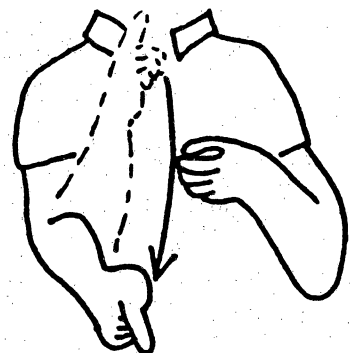
mayonnaise



mustard



ketchup

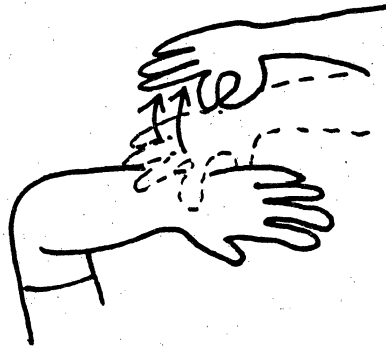


tomato

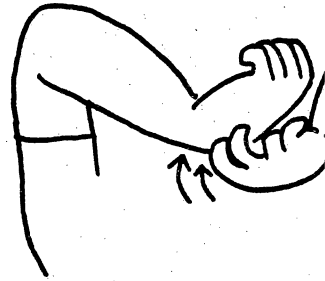
onion



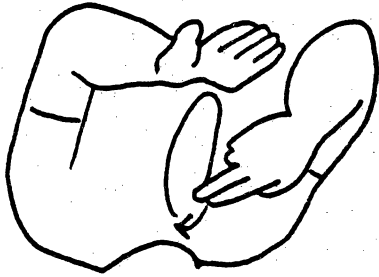
gravy



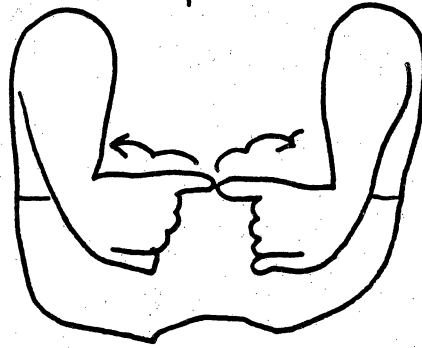
potato



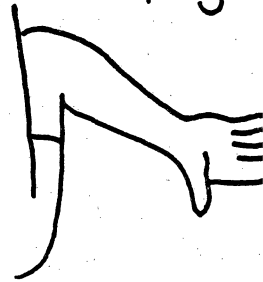
soup



spaghetti!



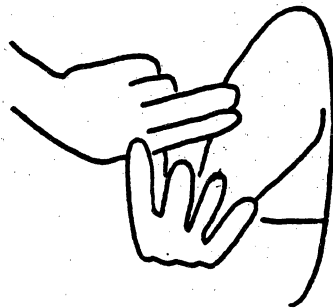
fish



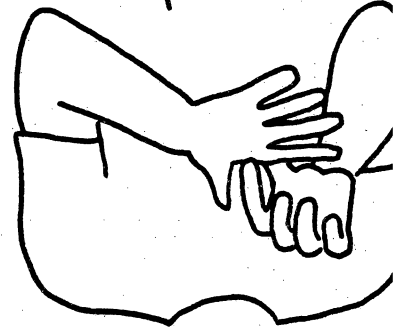
chicken



ham

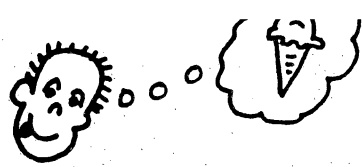


meat
(beef-"b")

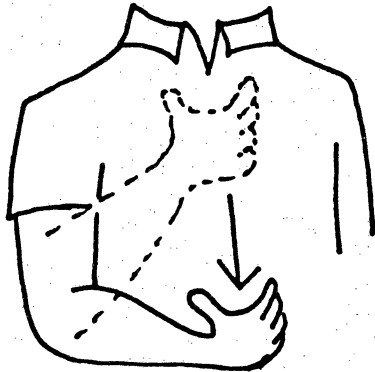


Dinner Words

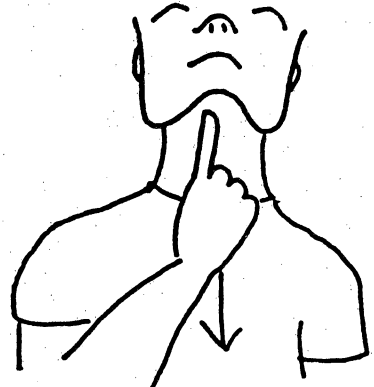
Food Words



food



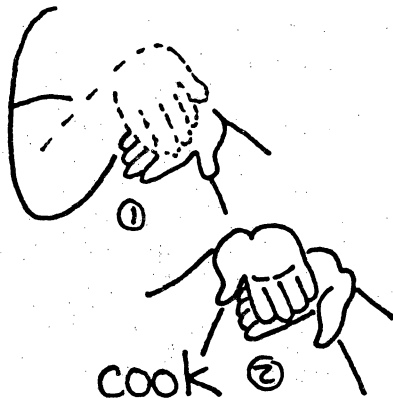
hungry



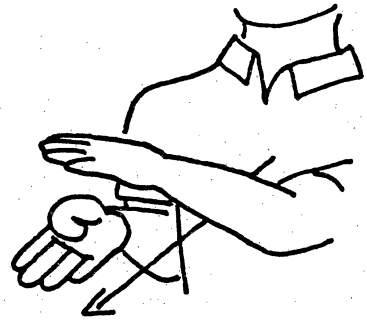
thirsty



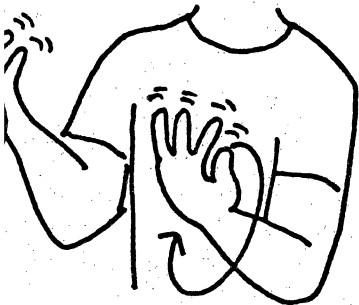
delicious



cook ②
(fry - "f")



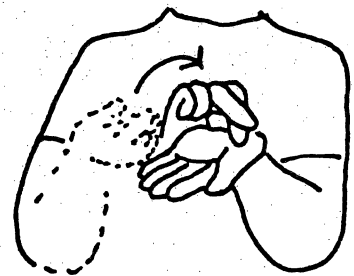
bake



boil



restaurant



recipe

FOOD AND SIGN

COLORING SHEETS

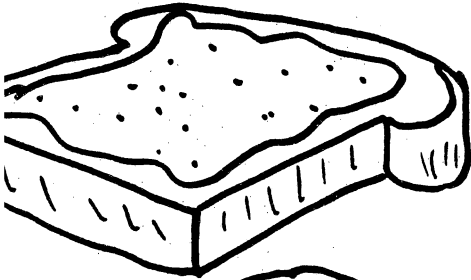
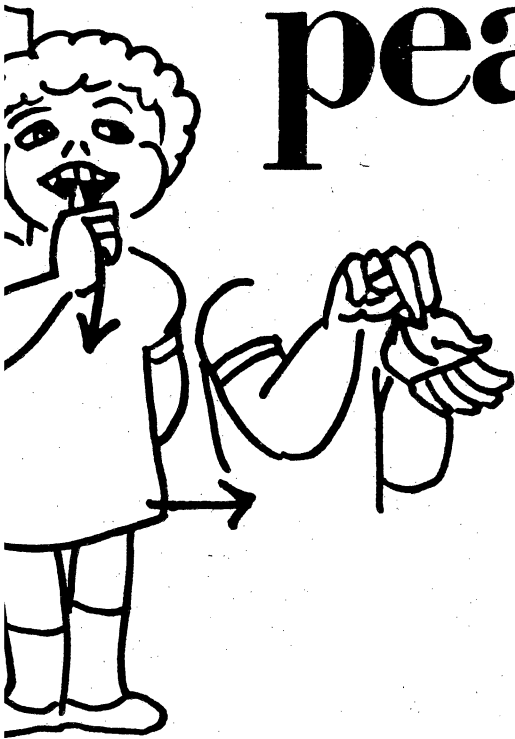
breakfast

Rotate B-hand at wrist up
to mouth



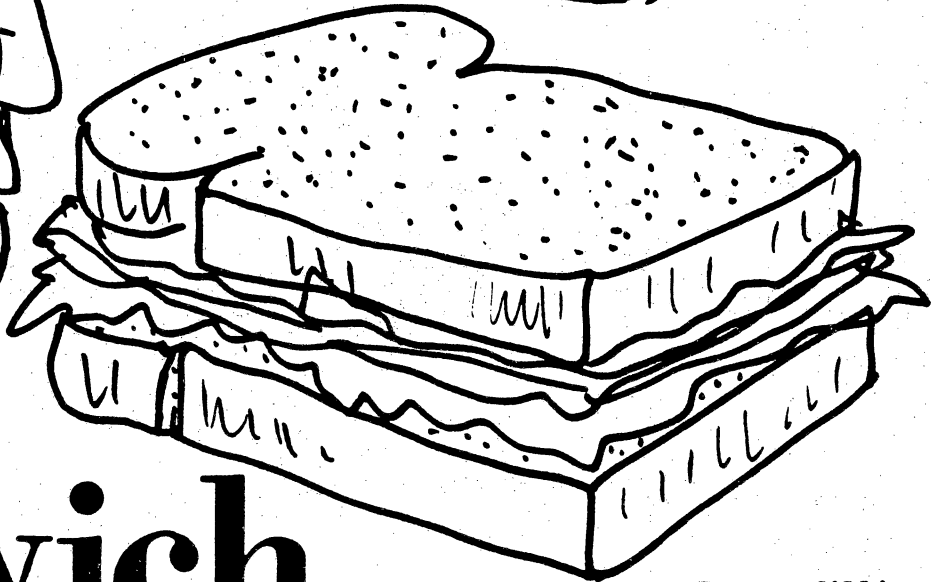
peanut butter

Flip thumb from under teeth, then flick N backwards off heel of hand twice



jelly

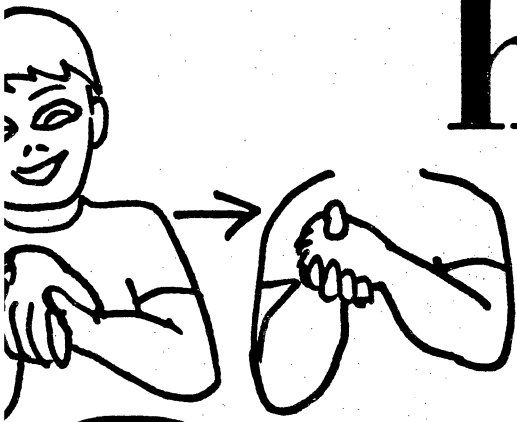
Shake bent 5 hand over palm up



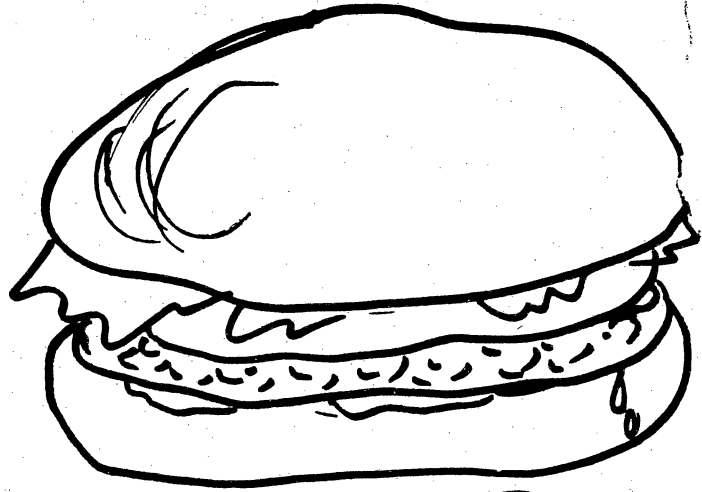
sandwich

Insert filling hand from side between thumb and fingers

hamburger

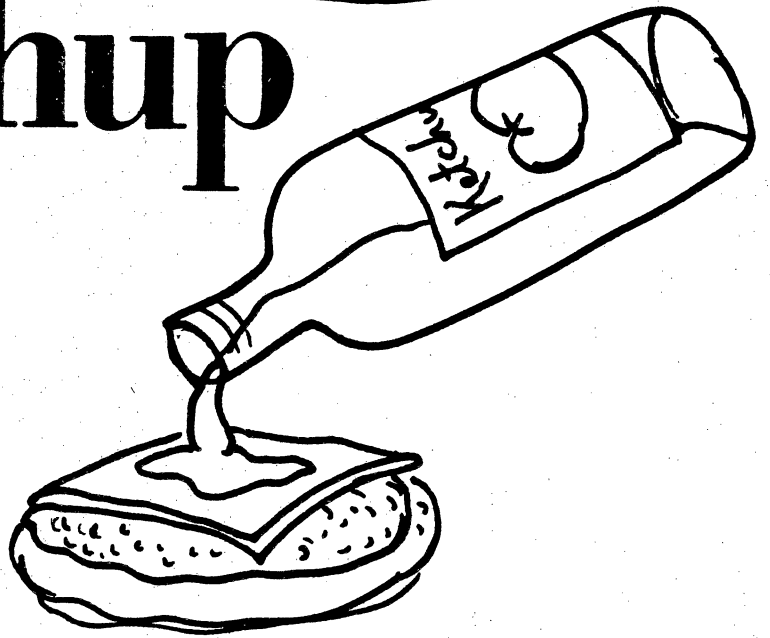


Clasp hands, right on left, separate, then left on right (make a patty)

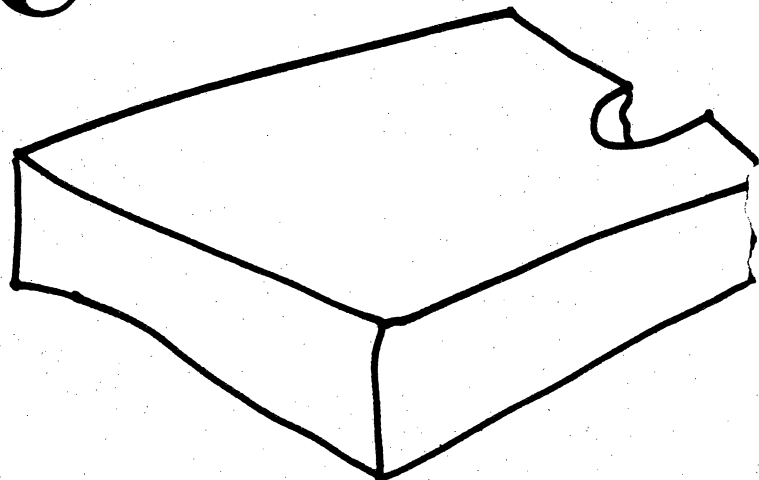


ketchup

ke side of K downward, like
ottle



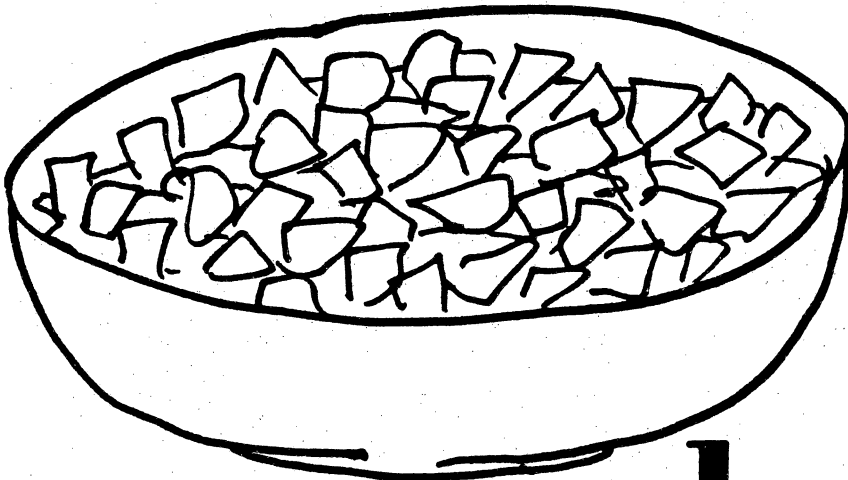
cheese



milk



queeze S-hand in a milking
:ion



cereal

Ladle C-hand up to mouth
twice

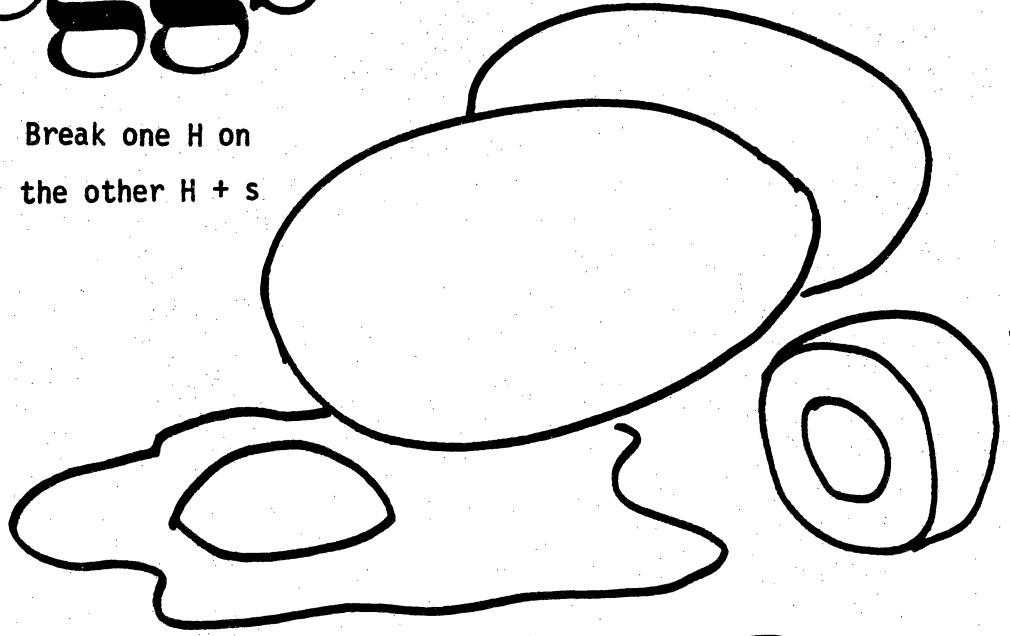


sugar

sh chin down with "U"
ertids

eggs

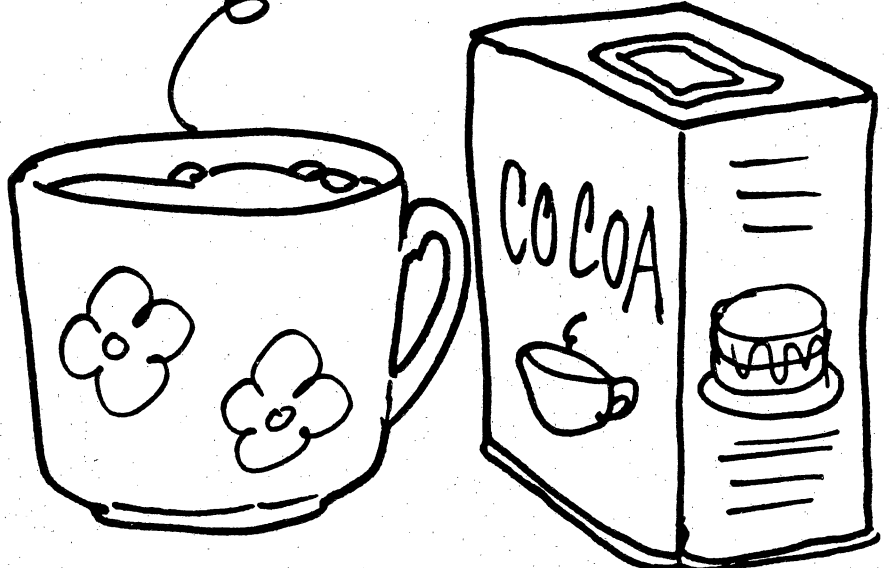
Break one H on
the other H + s



acon



H fingertips touch and
separate, waving first 2
fingers



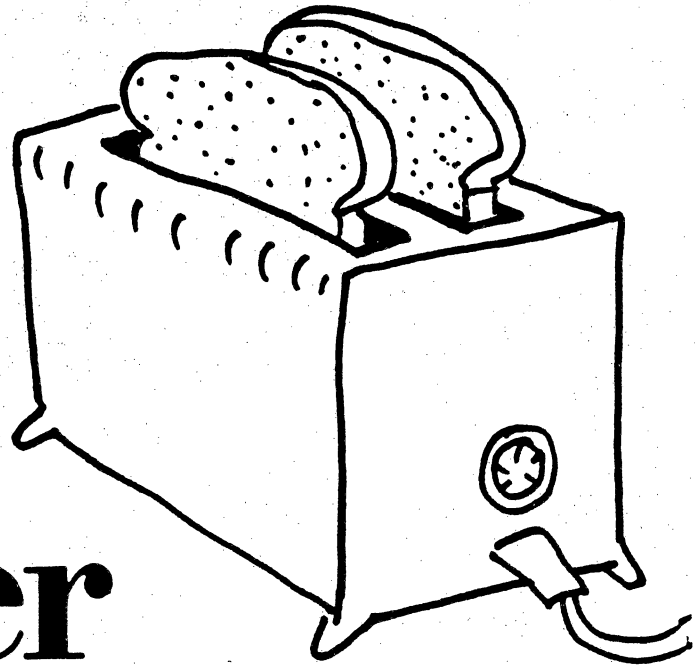
cocoa

-and-thumb C
e on back

toast



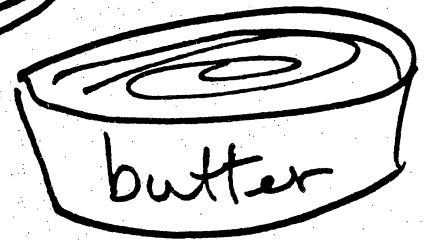
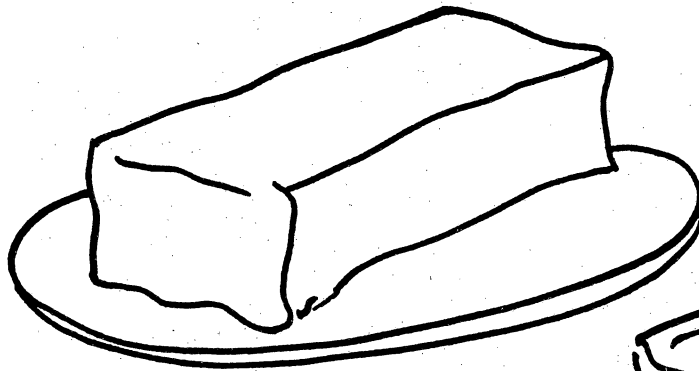
Stab V on palm and then on back of hand



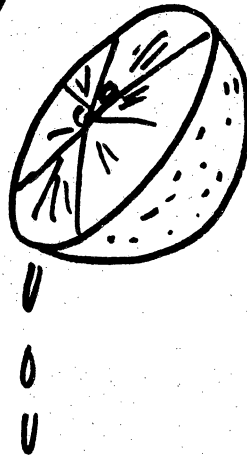
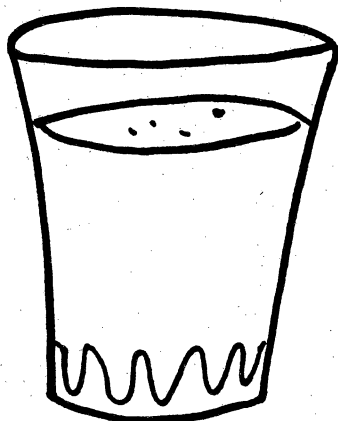
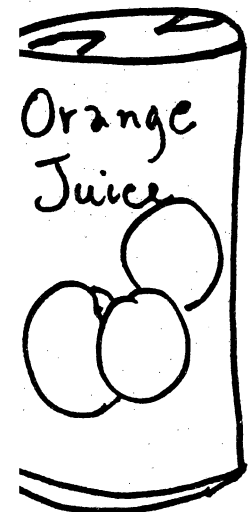
butter



Flick N backwards off heel of hand twice



juice



Thumb-side of Y cuts down back of S

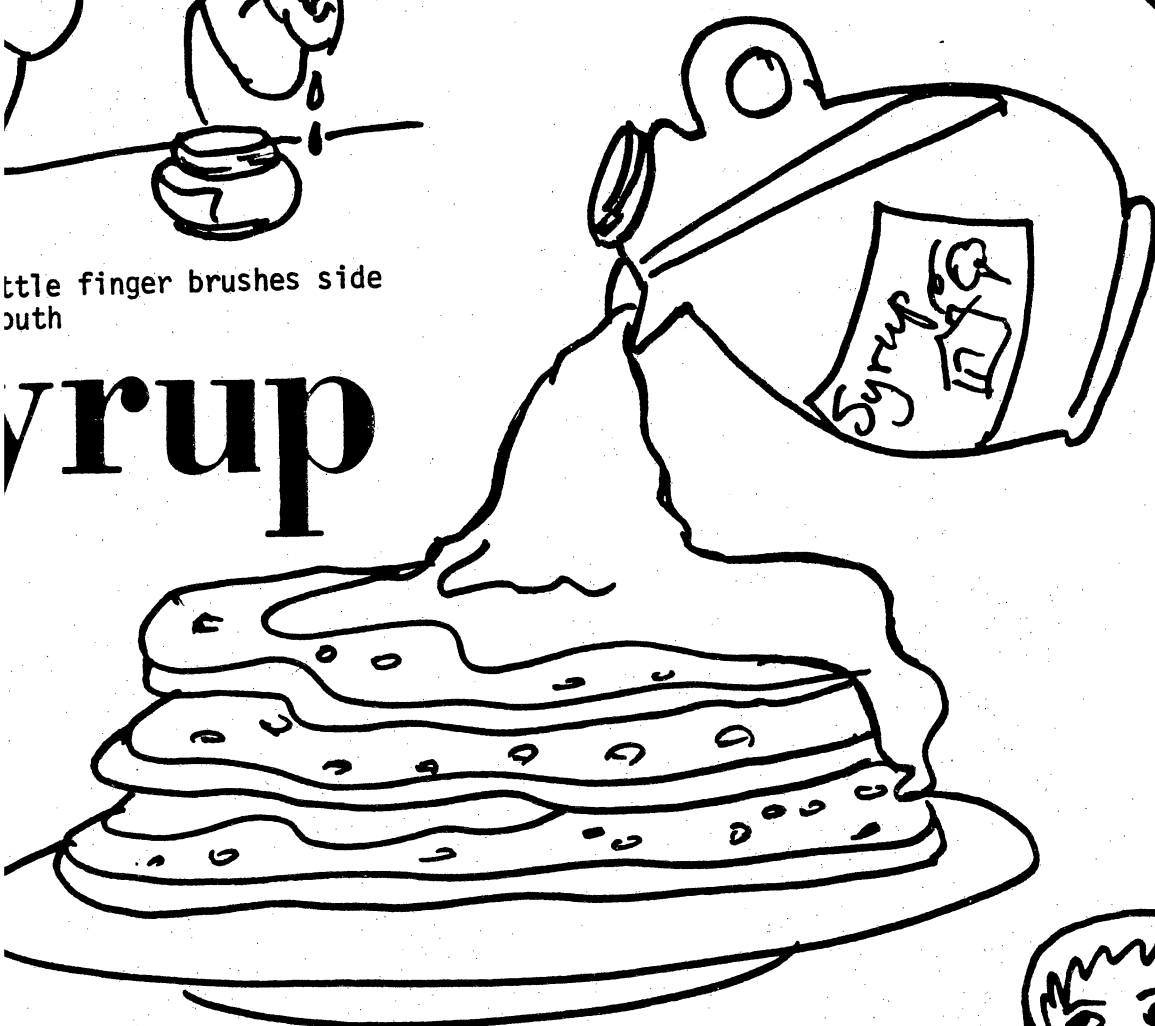
pour

"A" lifts and "pours" into side of C

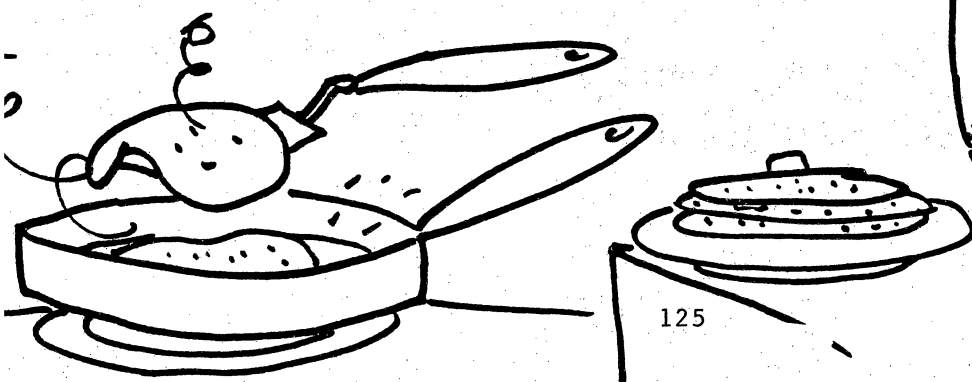


little finger brushes side
mouth

syrup

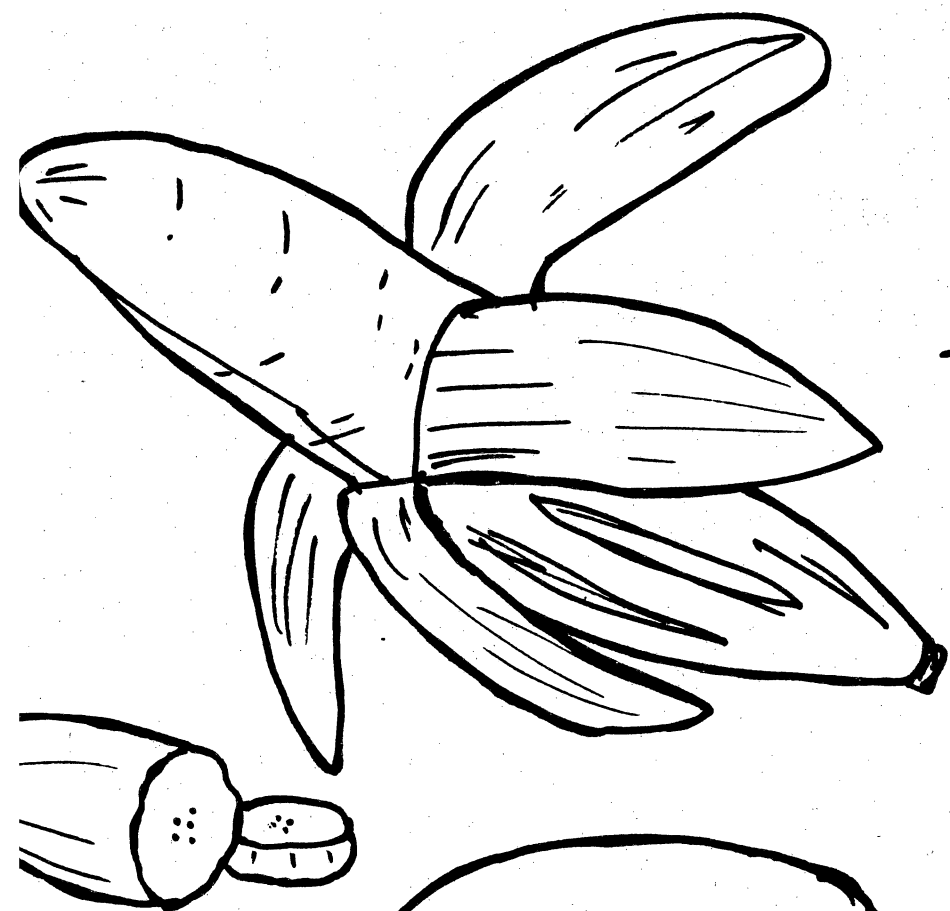


pancakes

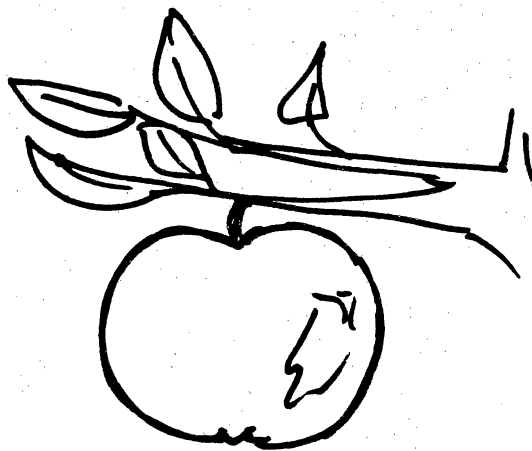


Palm down on palm up, flips
to up + s

Banana



Peel index finger with thumb-tip twice



bite

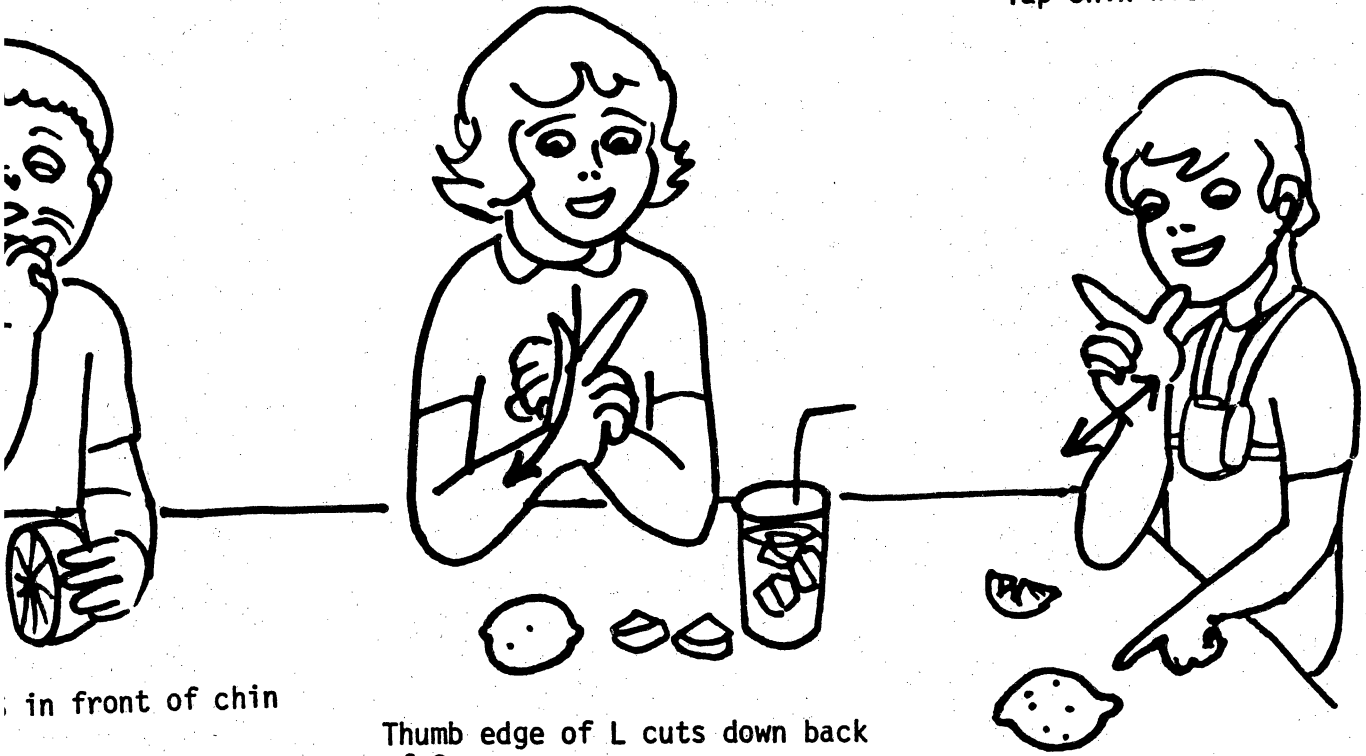
t x against
er of mouth



Apple

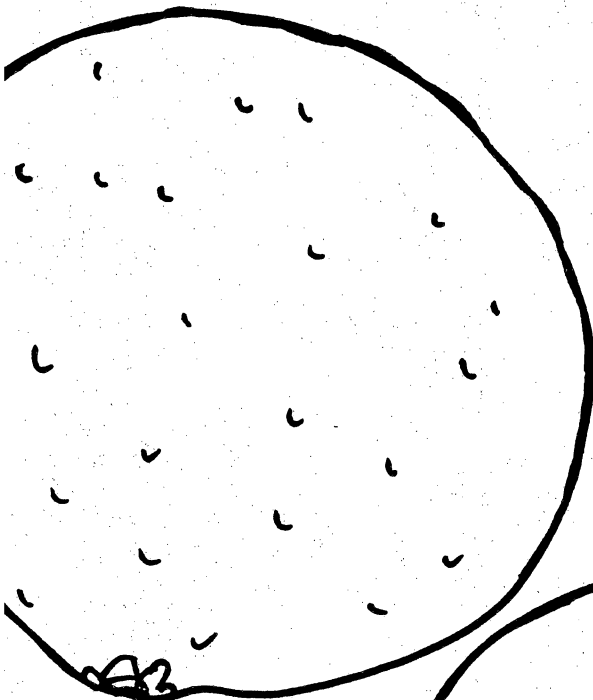


Claw hand "bites" index
finger of other hand



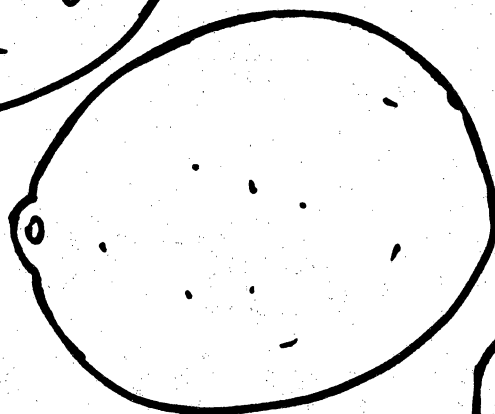
in front of chin

Thumb edge of L cuts down back of S

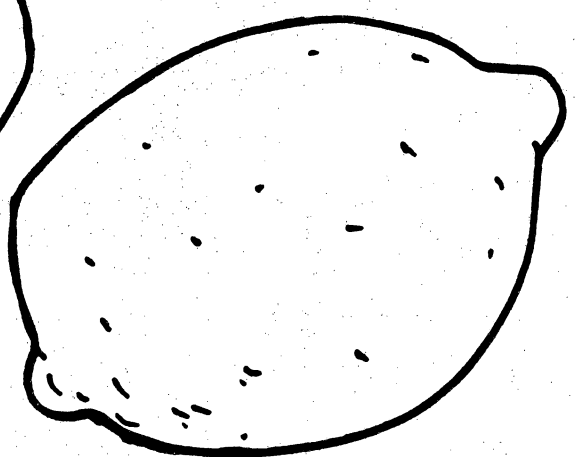


lime

orange

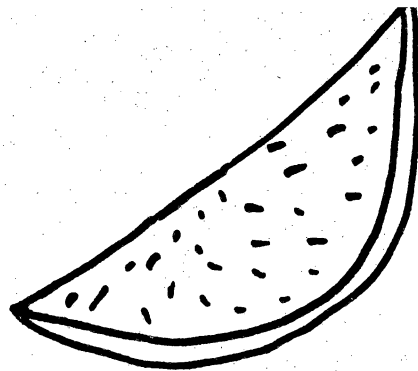


lemon

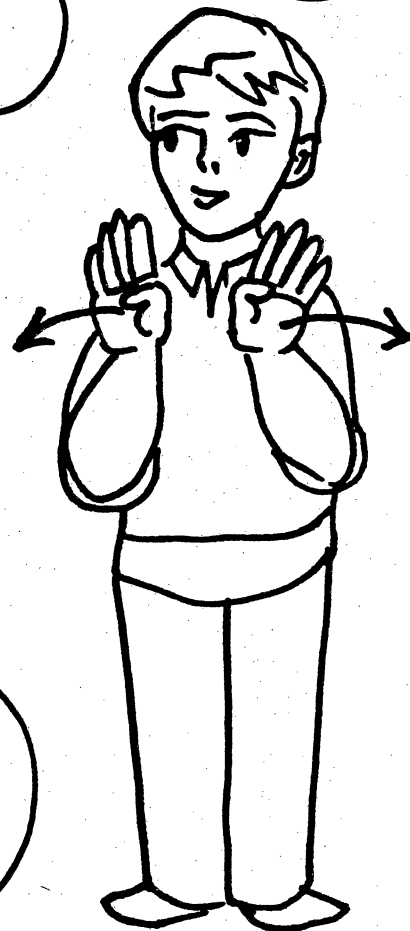
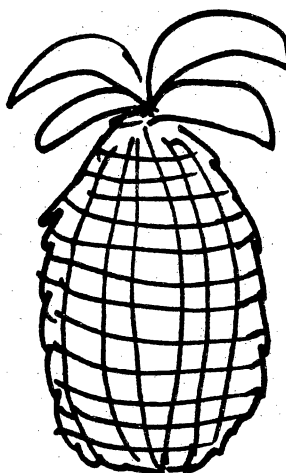
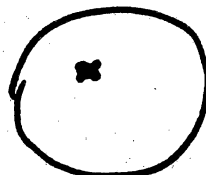
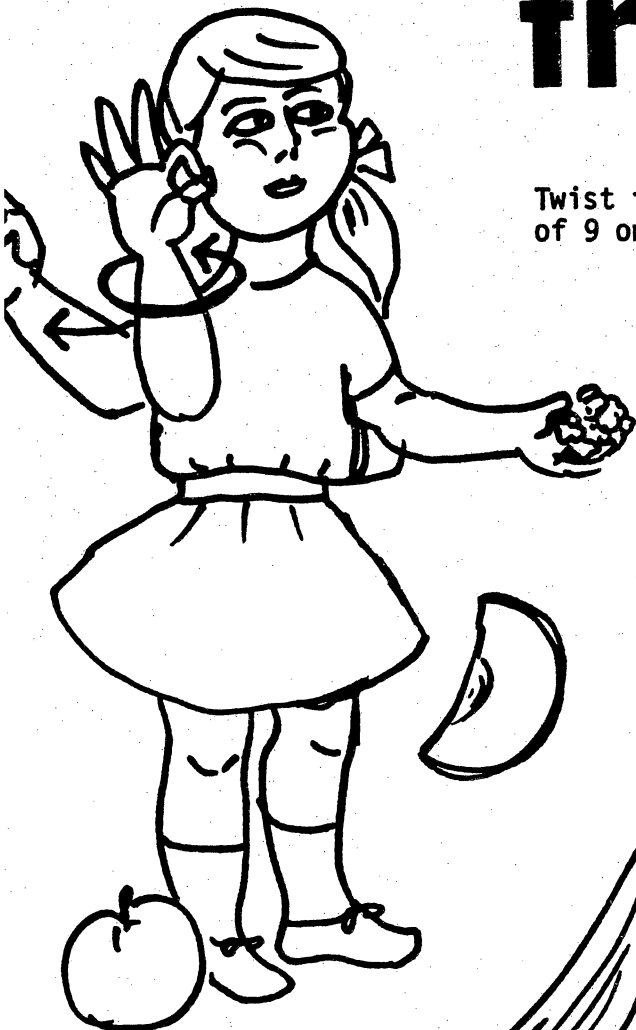


fruits

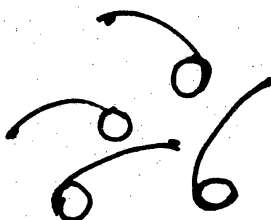
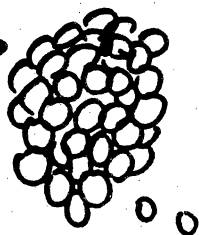
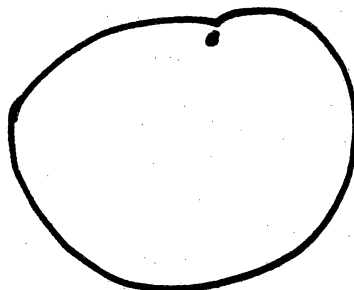
Twist finger - and thumbtip
of 9 on cheek + s



big



ittle

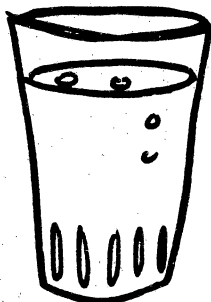
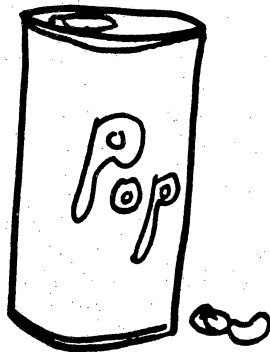
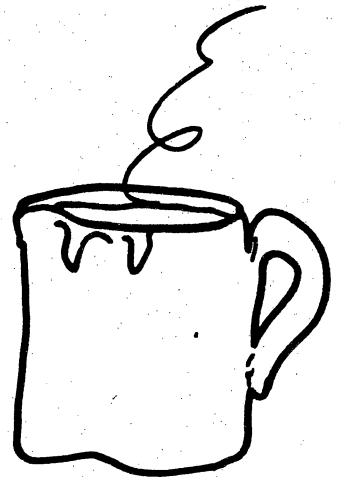
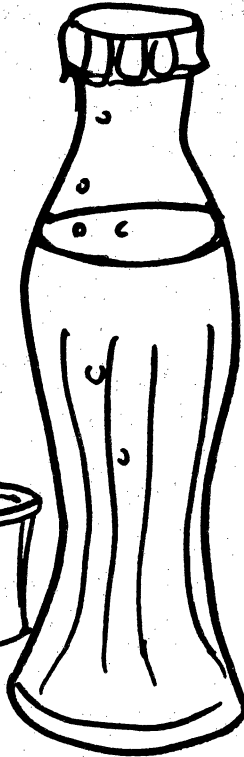
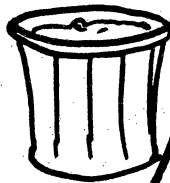
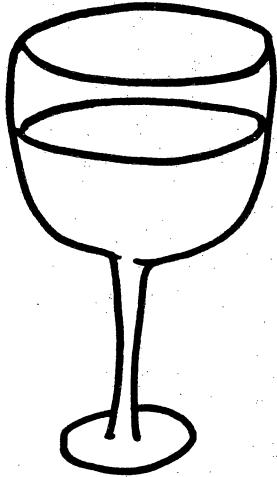
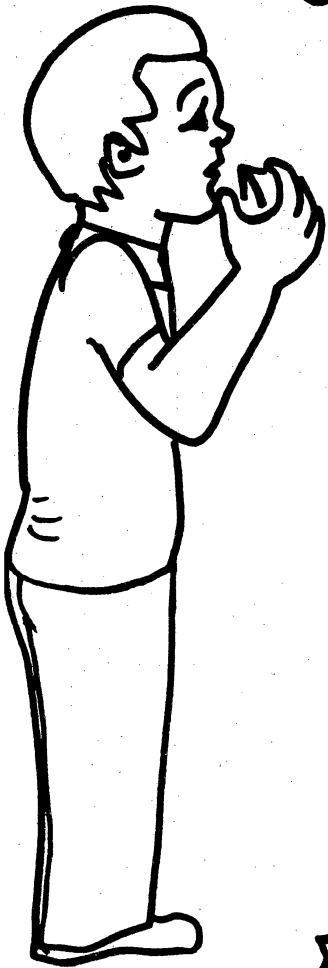


Palm-out B's arc sidewise

L-hands face each other, jerk
slightly toward each other;
repeat

drinks

Thumb on chin, drink from
C + s

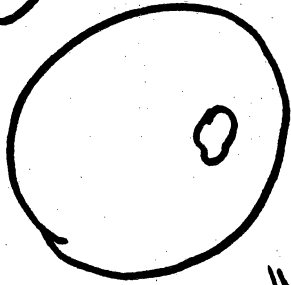
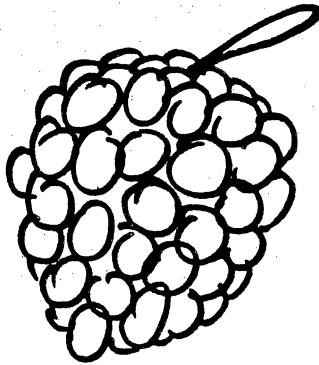
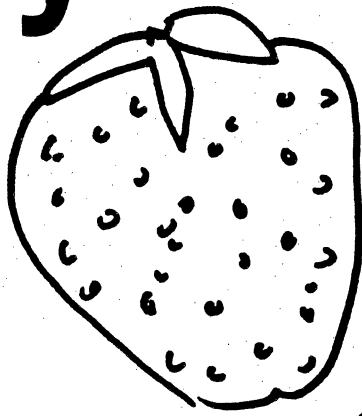


taste

Twist C around

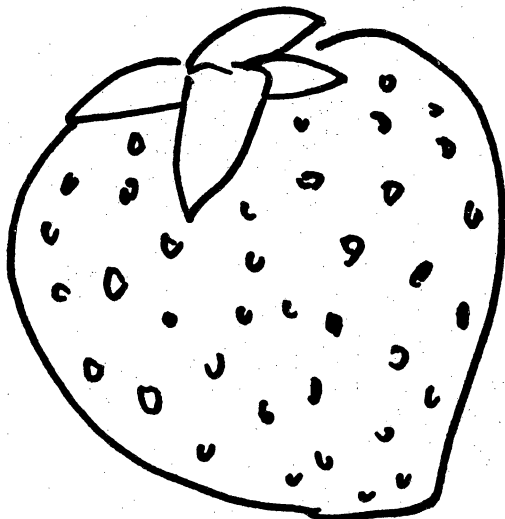
i-fingertip

erry



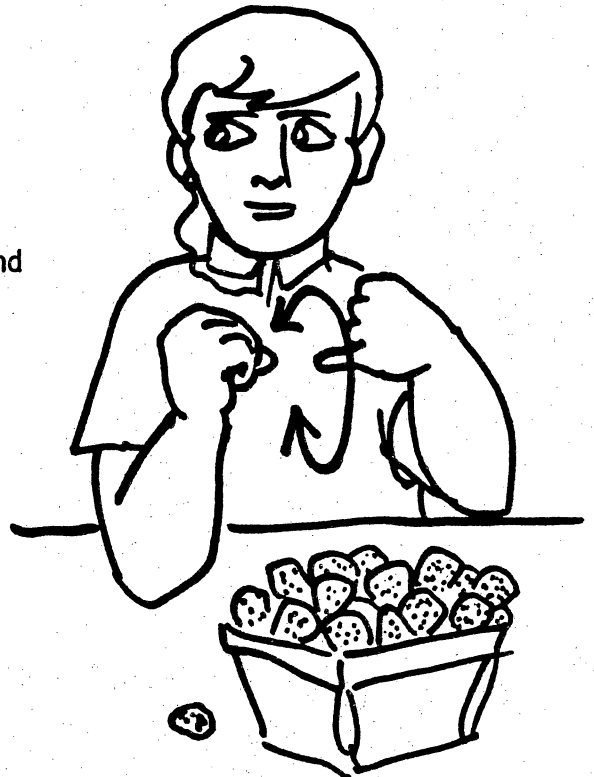
cherry

st C fist around upper V
ger, then around lower
ger



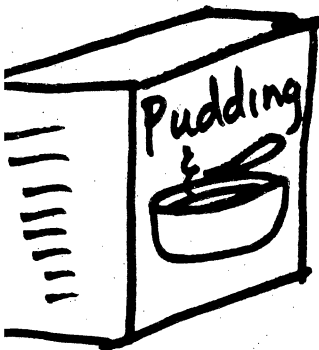
Twist S around

i fingertip

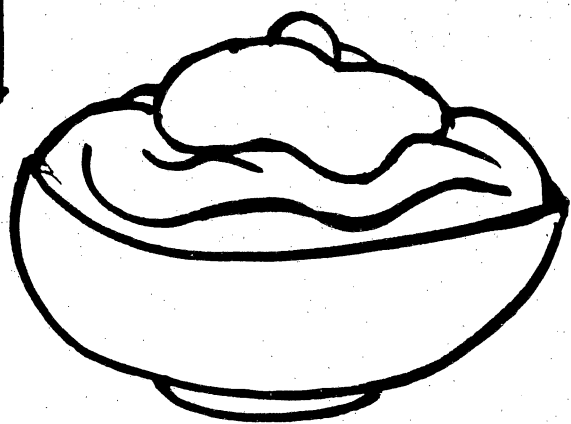


rawberry

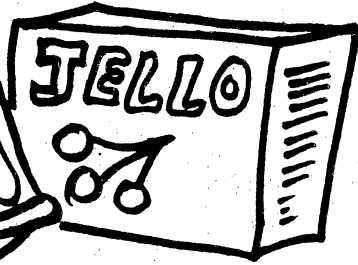
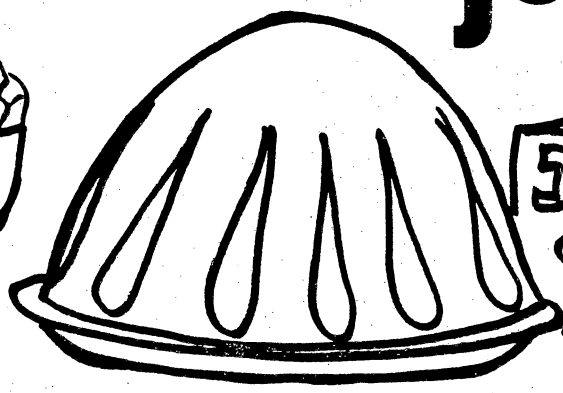
pudding



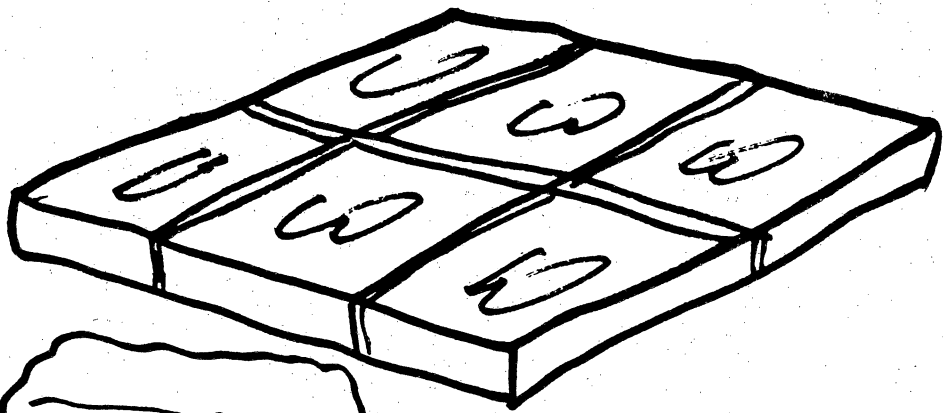
Ladle P-hand up to mouth twice



jello



Shake bent 5 hand over palm-up + 0

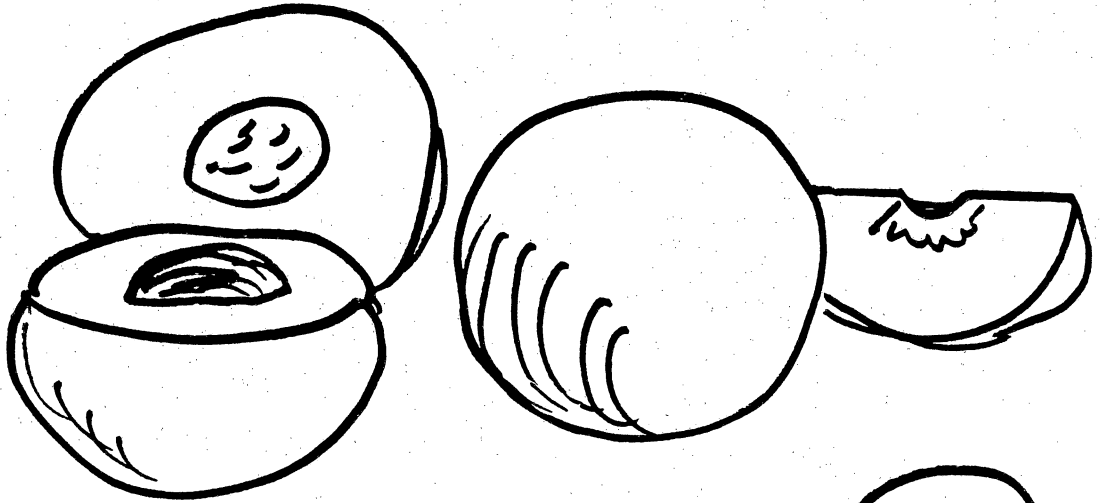


C - thumb circles twice on back of hand

chocol te

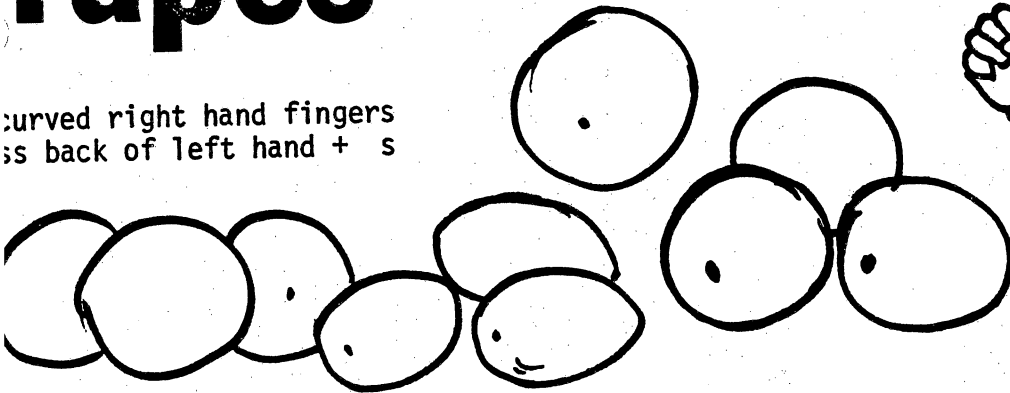
Stroke cheek, 5 to flat-o
twice

peach

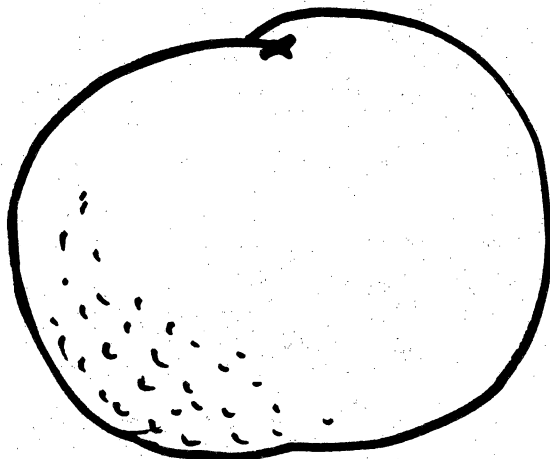


rapes

curved right hand fingers
press back of left hand + s

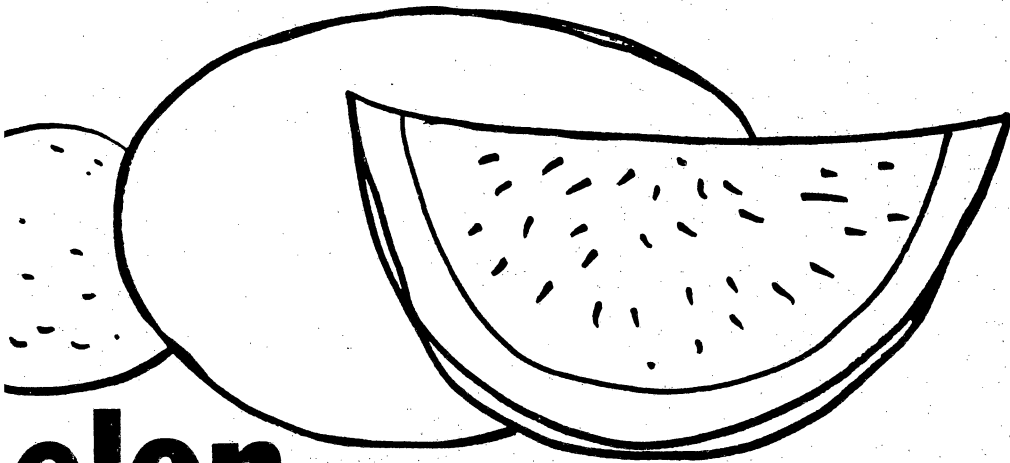
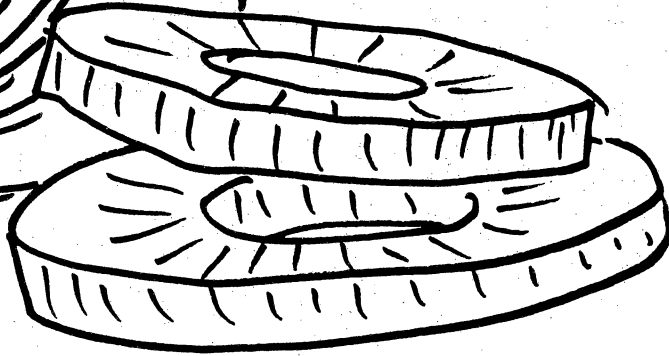
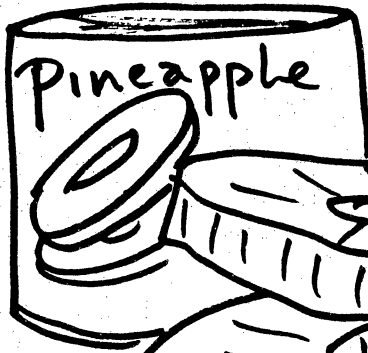


grapefruit



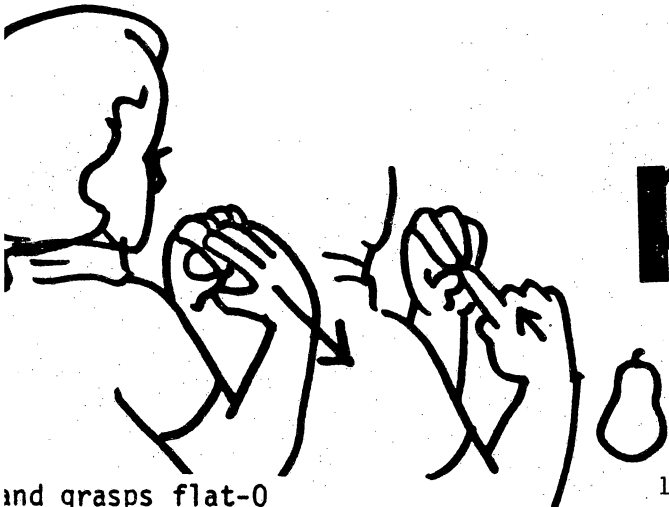
Twist middle finger of "P"
at corner of mouth

pineapple

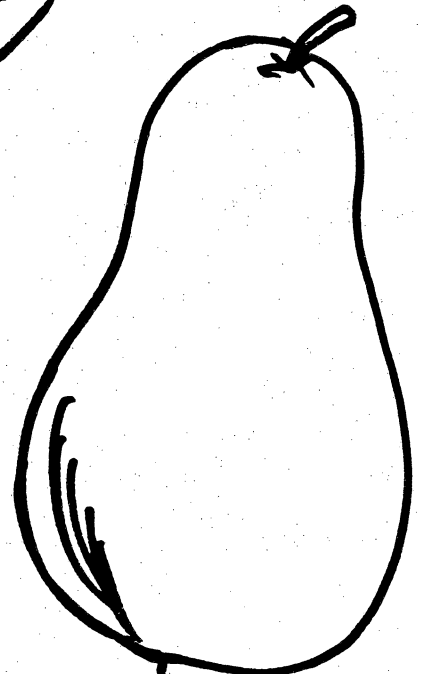


melon

Tap middle finger on back
of hand (as if testing ripeness)



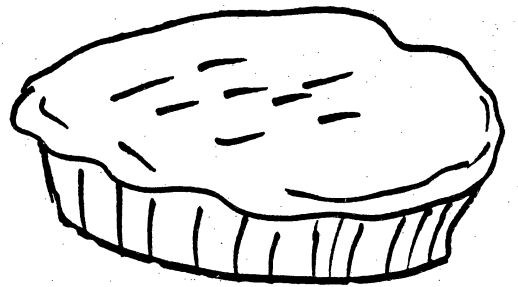
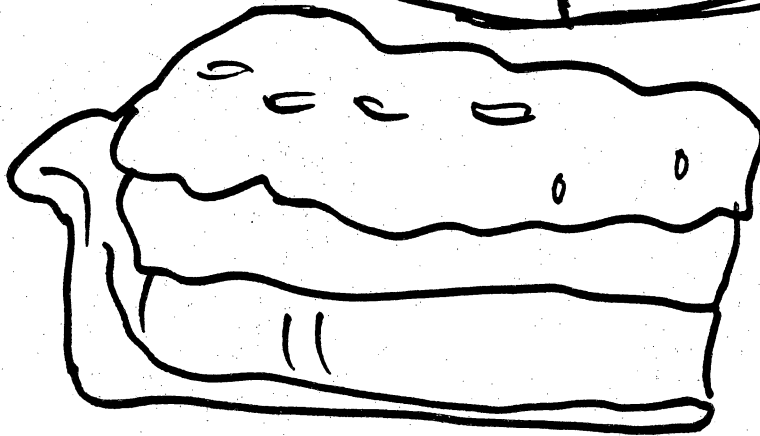
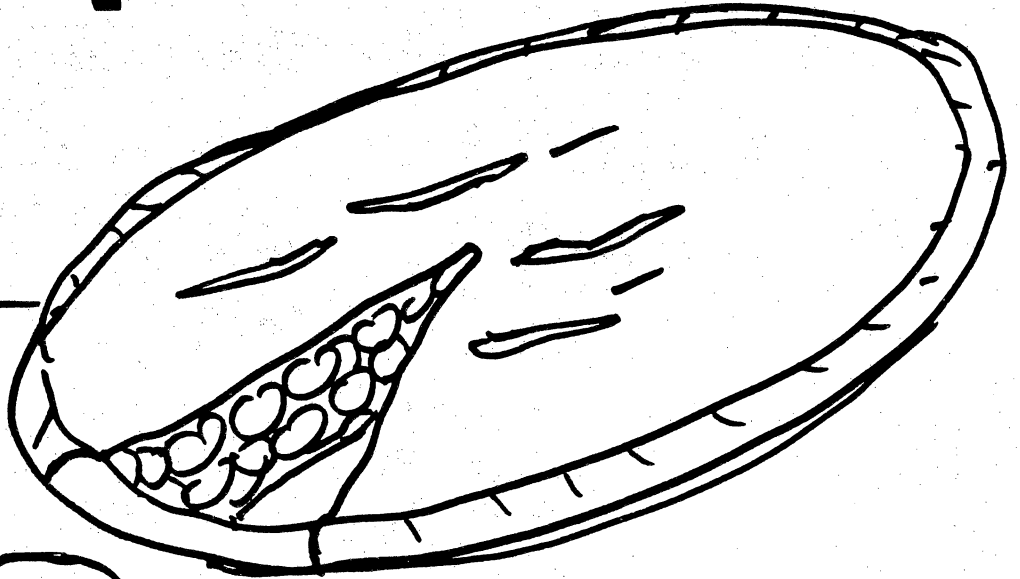
pear



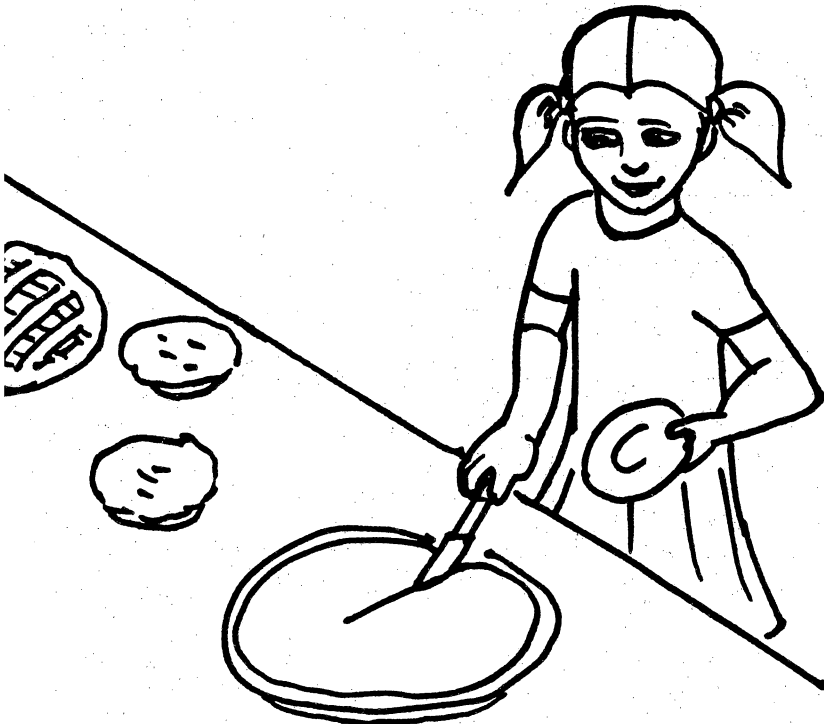
Hand grasps flat-0
finger, then slides up to index
finger, touching 0 fingertip

pie

with middle finger of P
draw an X on the palm

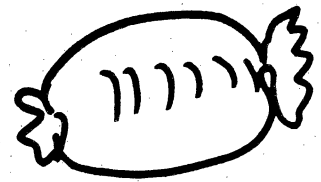
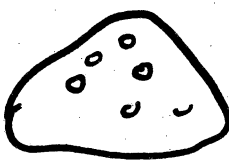
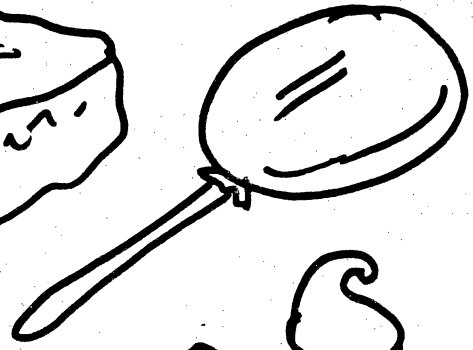
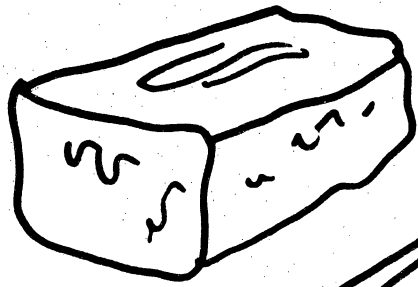


cut

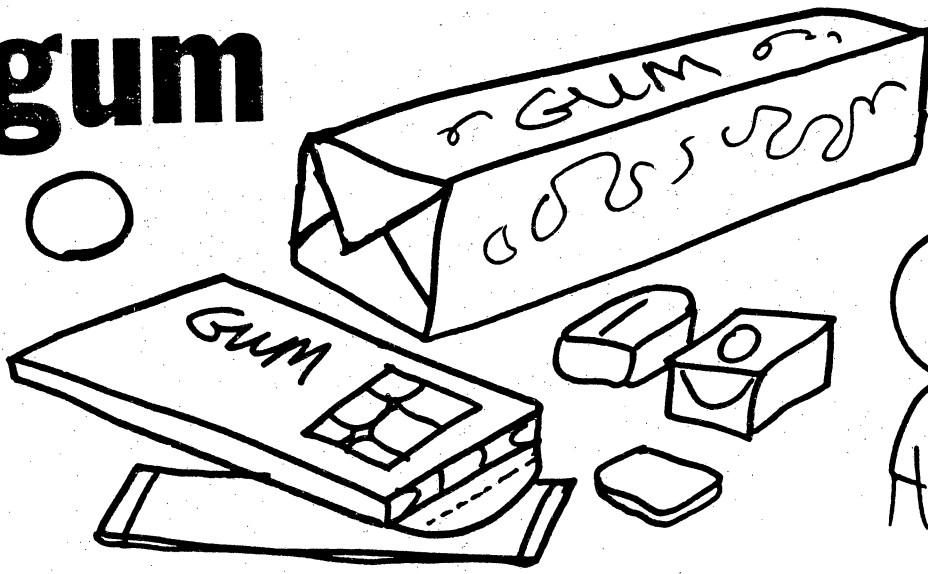
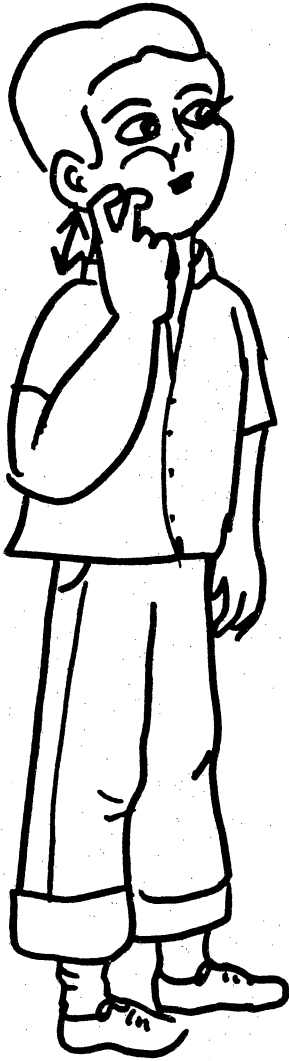


candy

Twist hand, index finger
in cheek



gum



Fingertips of V stay on cheek,
bend and straighten them

chew

A-hand circles
on other A-hand up



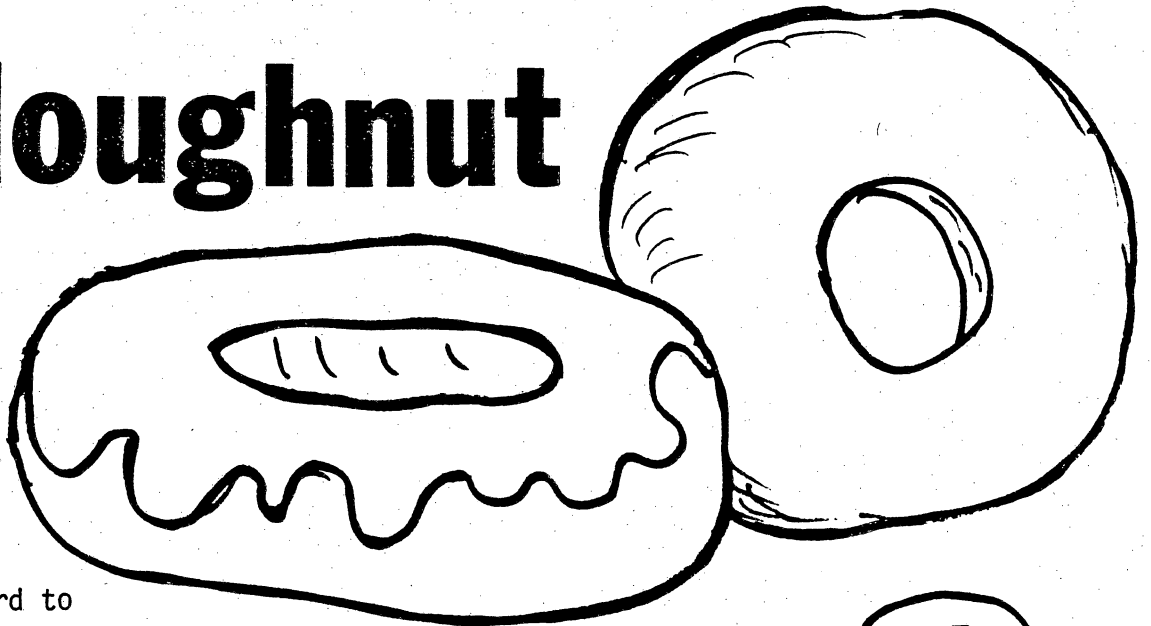
cookie



Bent "5" hand
twists in palm-up

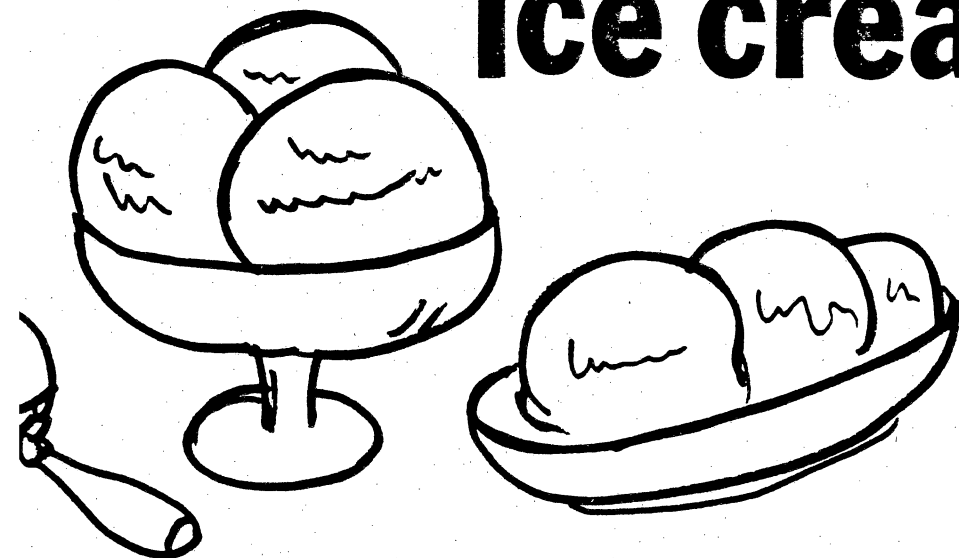


doughnut



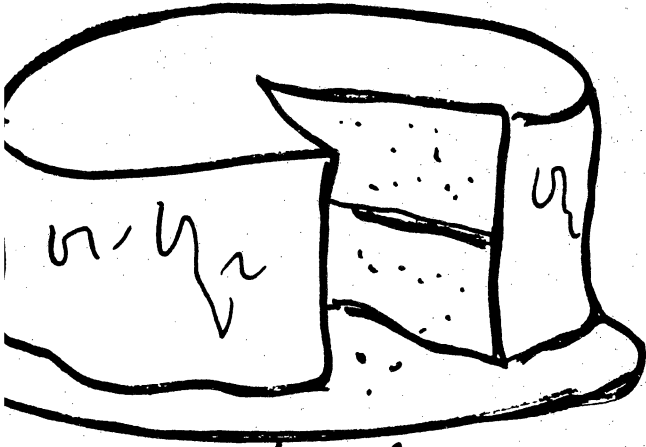
ring, circle downward to
and touching

ice cream

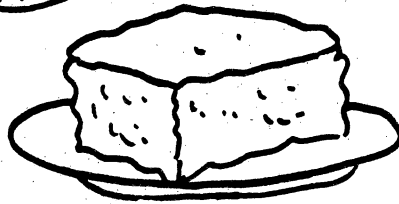
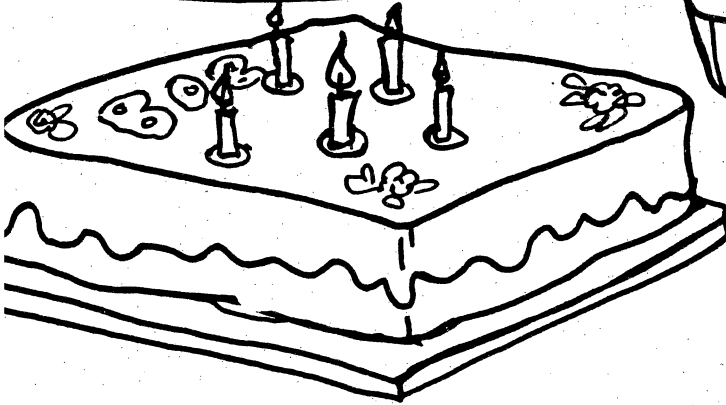


id moves up and down near

cake



Fingertips bounce
on back of other
hand



bake

B hand slides
under
palm down



mix

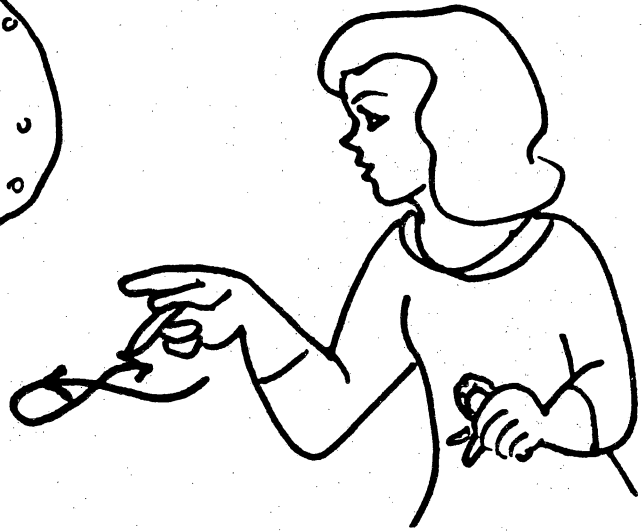
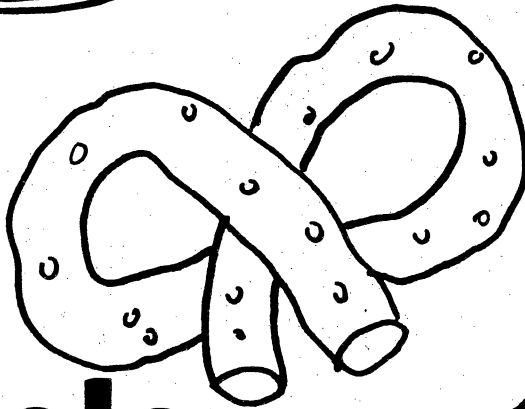
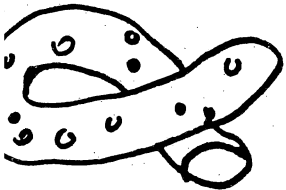
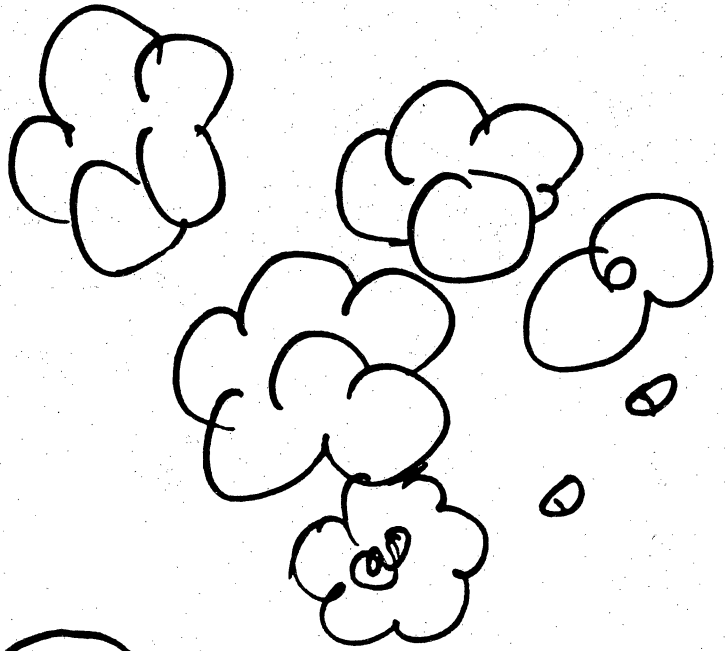


Circle hands, right above
left



popcorn

Index fingers flutter
up and down alternately



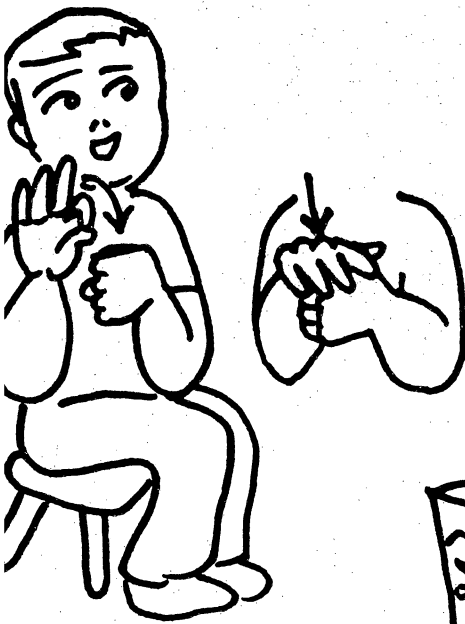
Make horizontal "8"
with P hand

pretzels



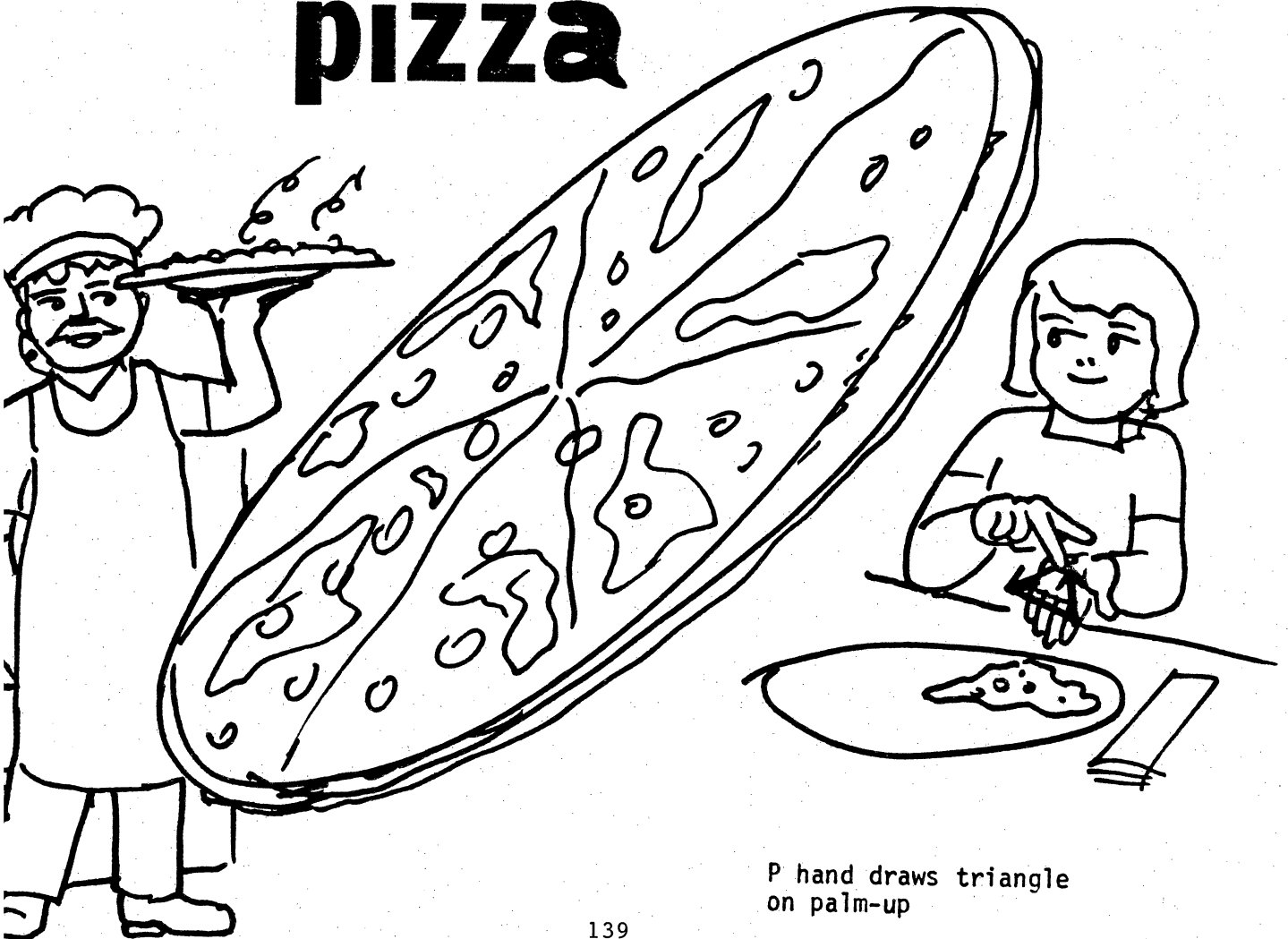
B hand circles
on cheek

pop



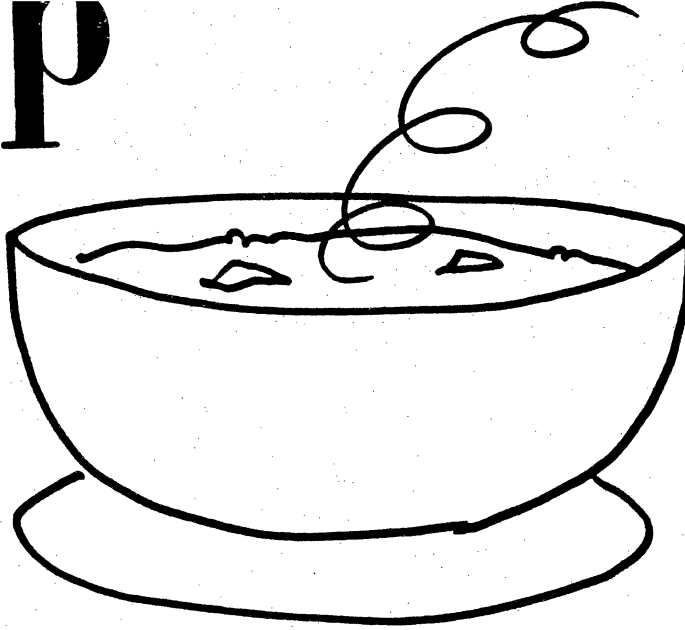
inside of S, then

pizza



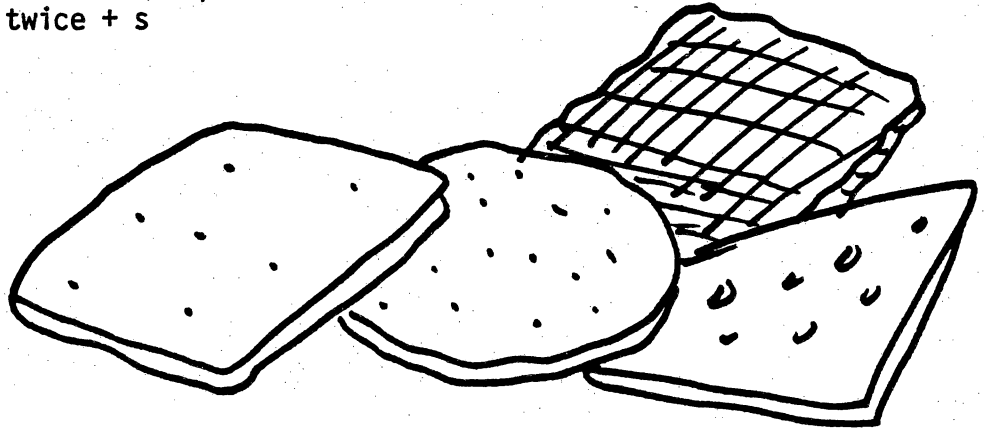
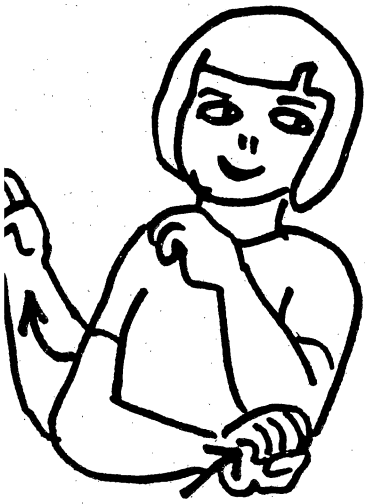
P hand draws triangle
on palm-up

oup



Ladle thumb-out H-hand up to mouth twice

Side of S taps arm near elbow twice + s



rackers

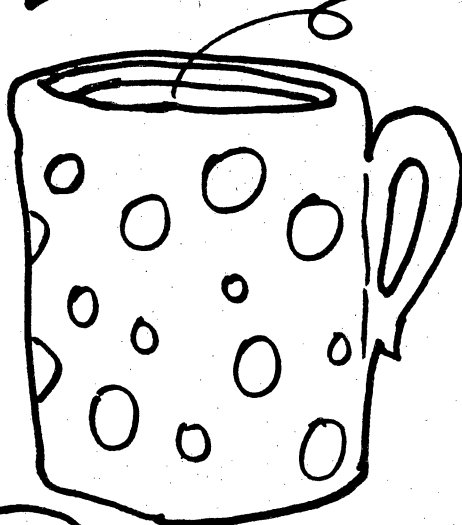
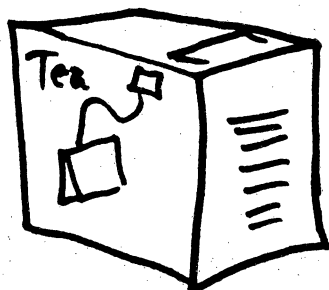
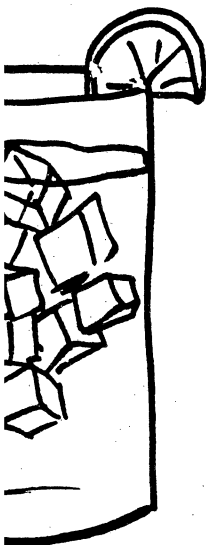


napkin

and brushes
oss mouth twice

tea

Circle 9 above 0 as
if swishing a tea bag



coffee

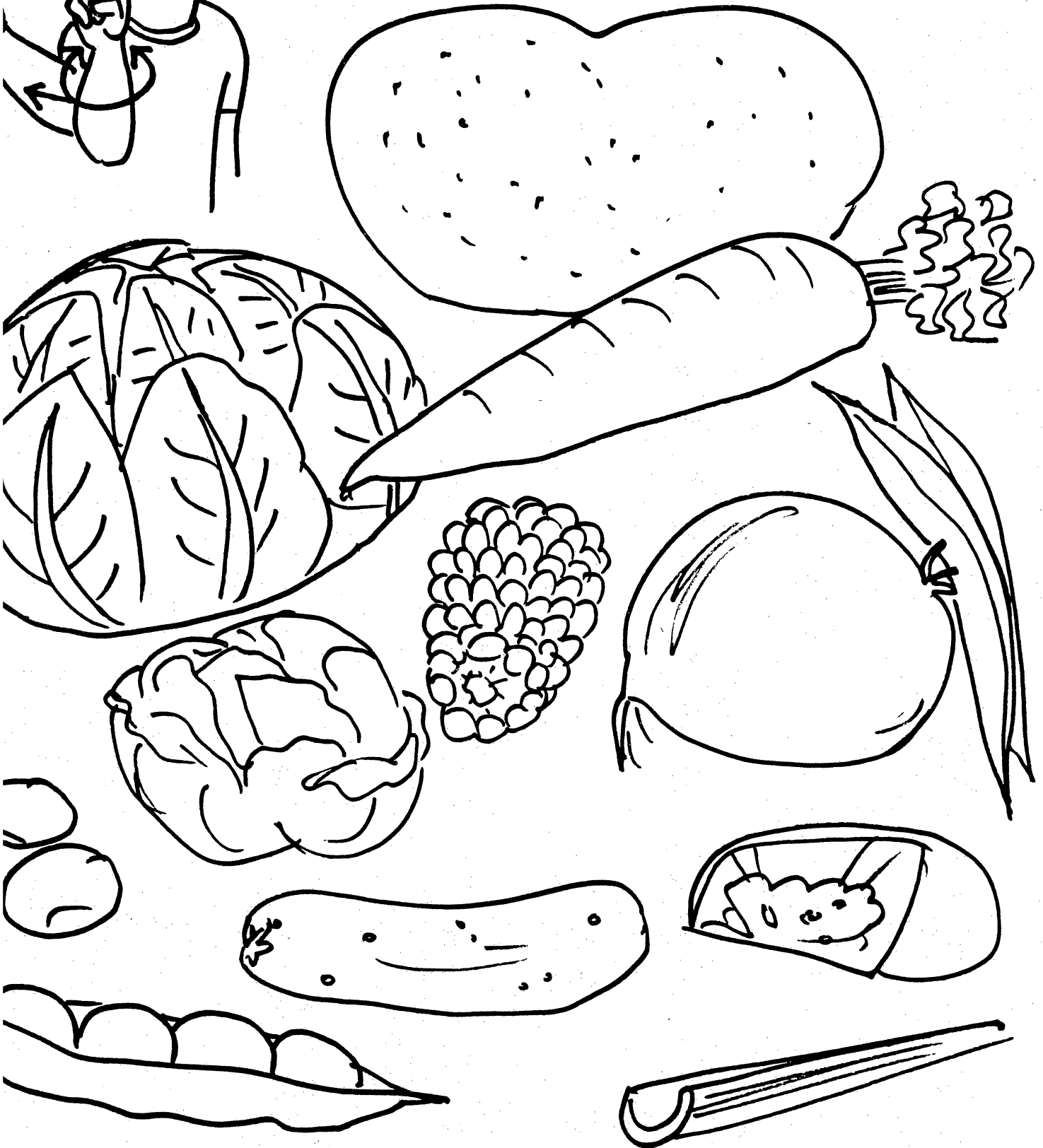
top-S on other-S,
rubbing



cream

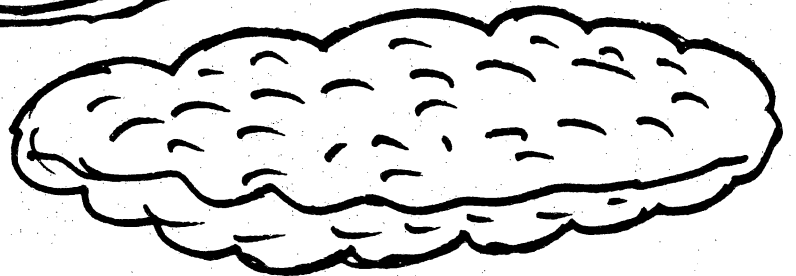
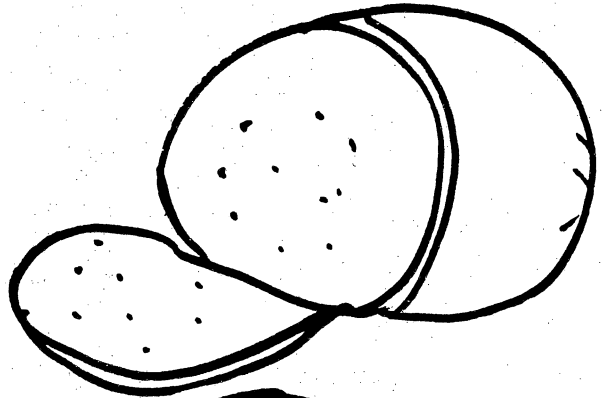
Vegetables

Index fingertip of V on
cheek; twist + S



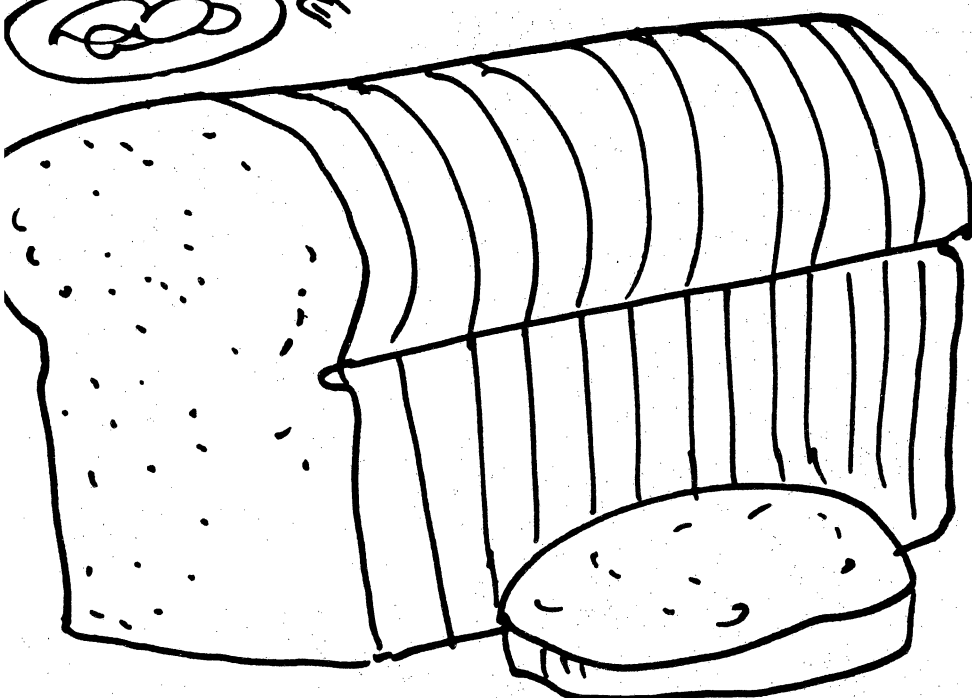
meats

pinch flesh and shake hands up
and down slightly + s



A hand passes
other A hand

pass

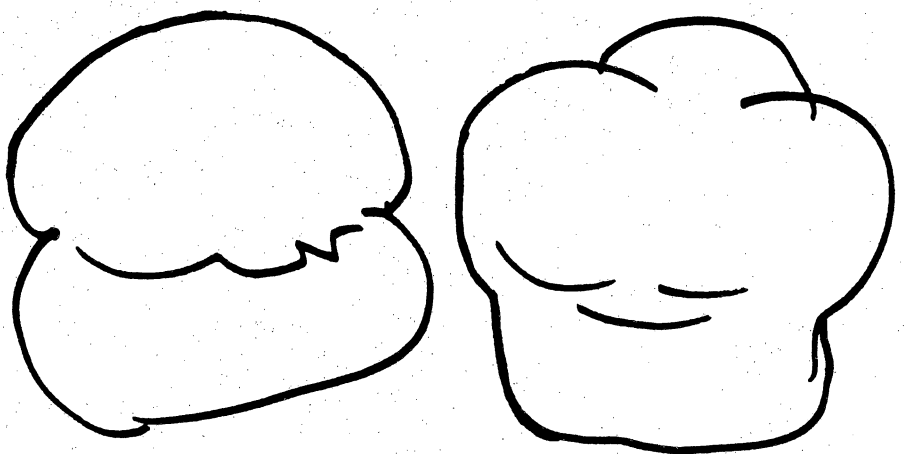


bread

slice back of hand
three times with side
of other hand



Roll R-hands over and forward
to palm over

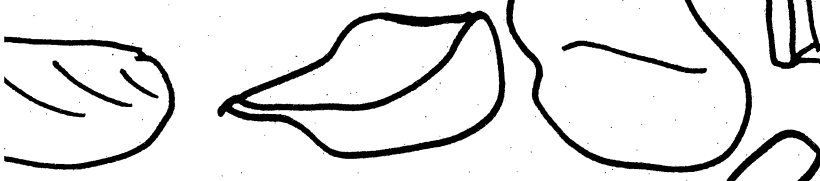
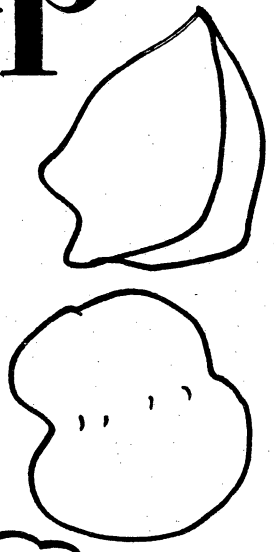
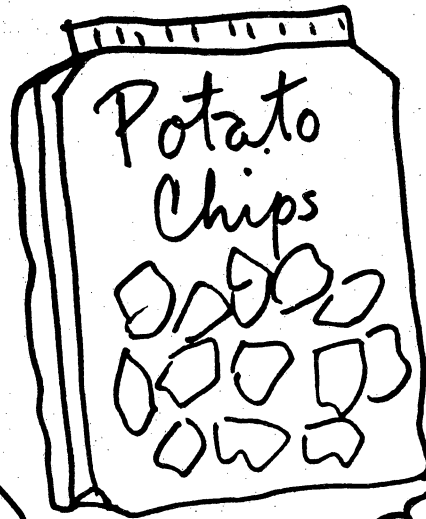


roll

potato chip



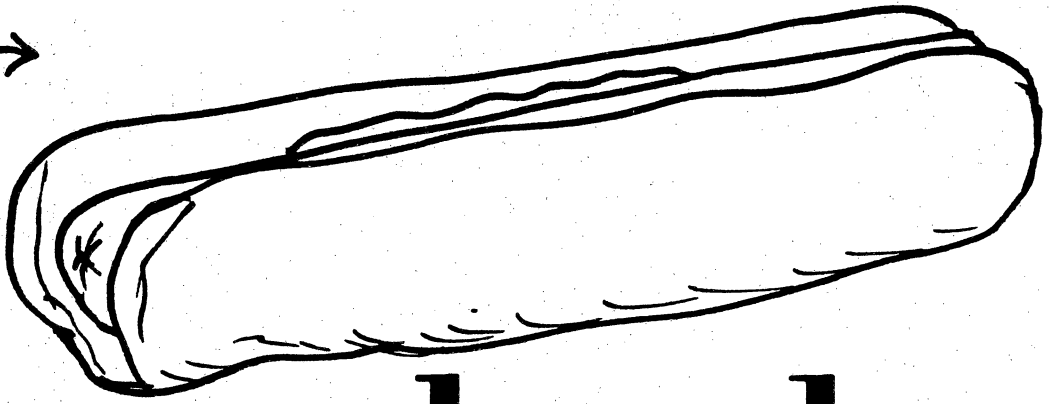
V taps on back
C, then C strikes
ward on index



ertips circle several
on palm



mustard



hot dog

nds, draw apart to S
twice

sh

Flutter hand forward like swimming



y

F on palm, palm-down to -up

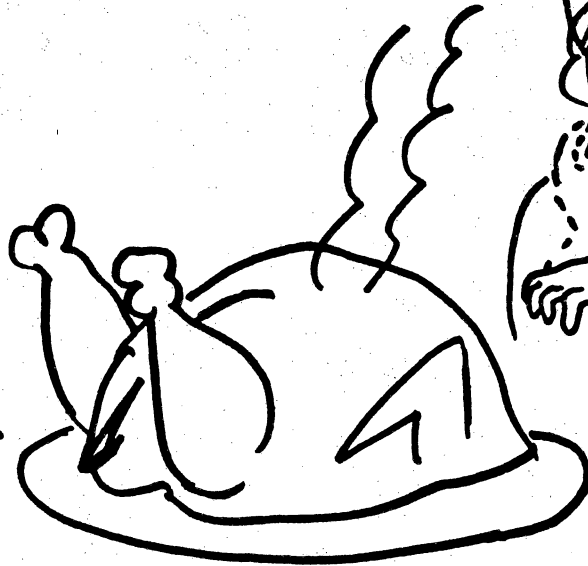
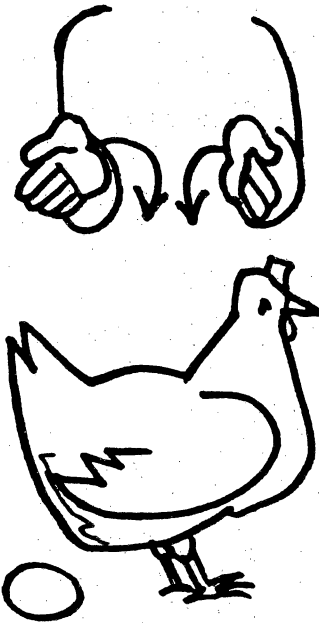
at

Extended thumb of A circles in and up near mouth, spooning food in

chicken



twice with
d + -en

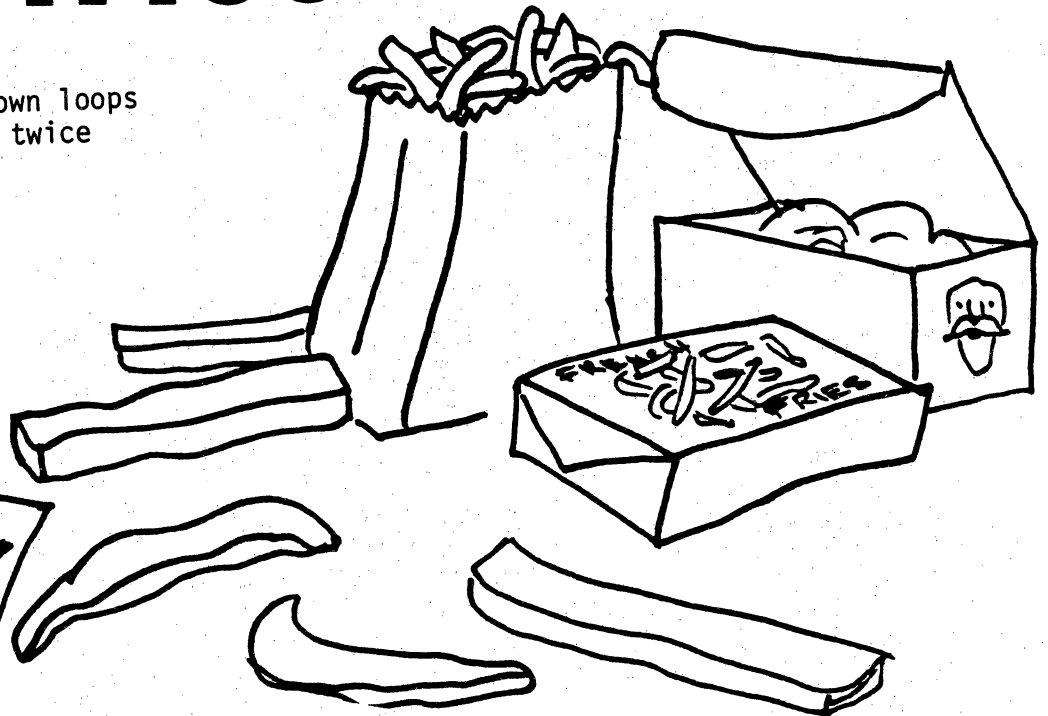


hot

Palm in claw at mouth twists
downward and to side

rench fries

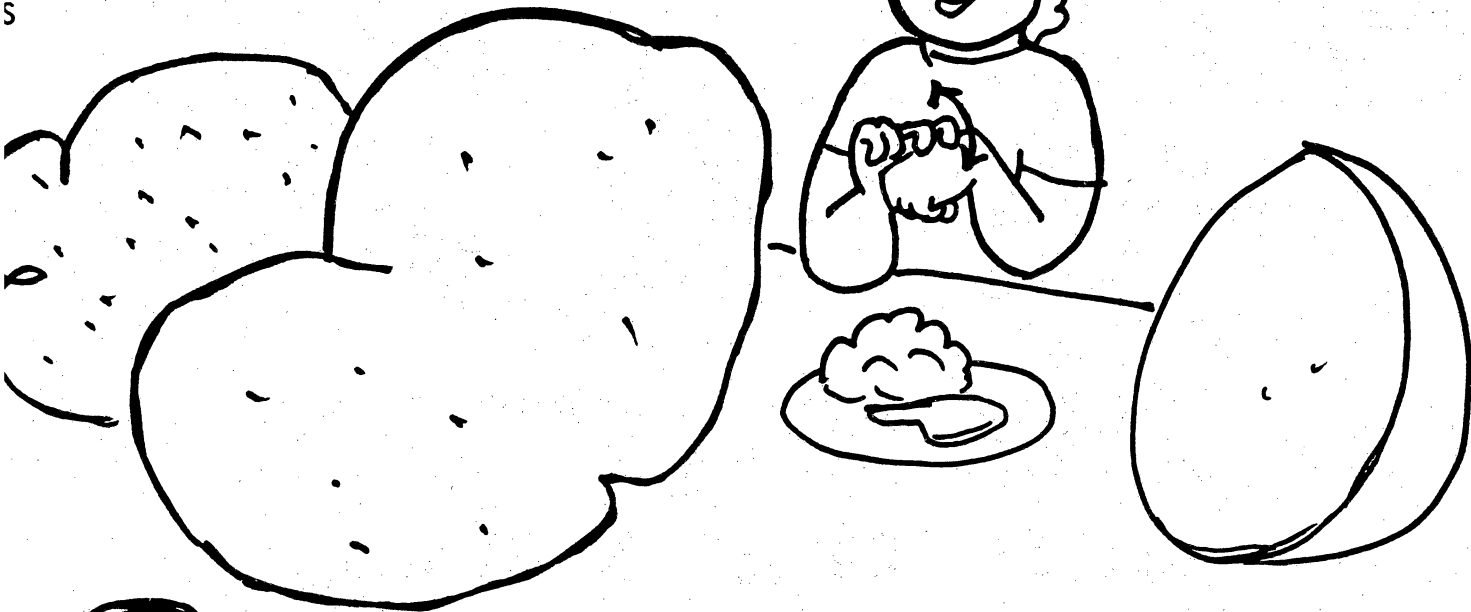
F-hand down loops
to right twice



potato

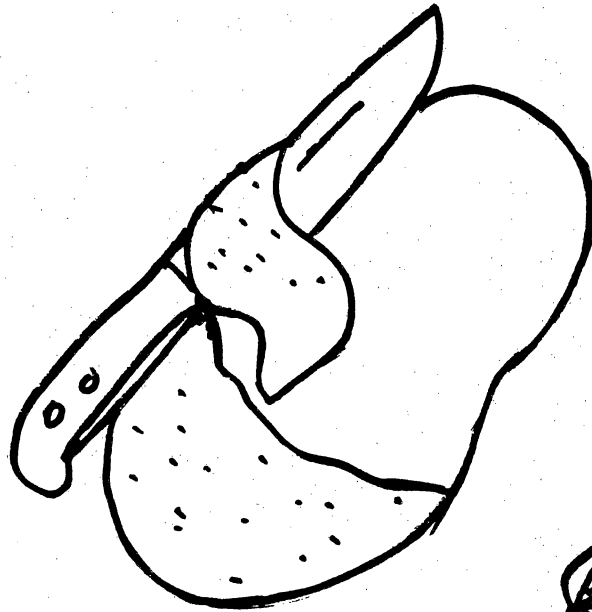
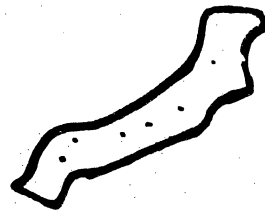
2 bent fingers on back

S



peel

A peels top of S



Flutter "5" hands up and down alternately

boil



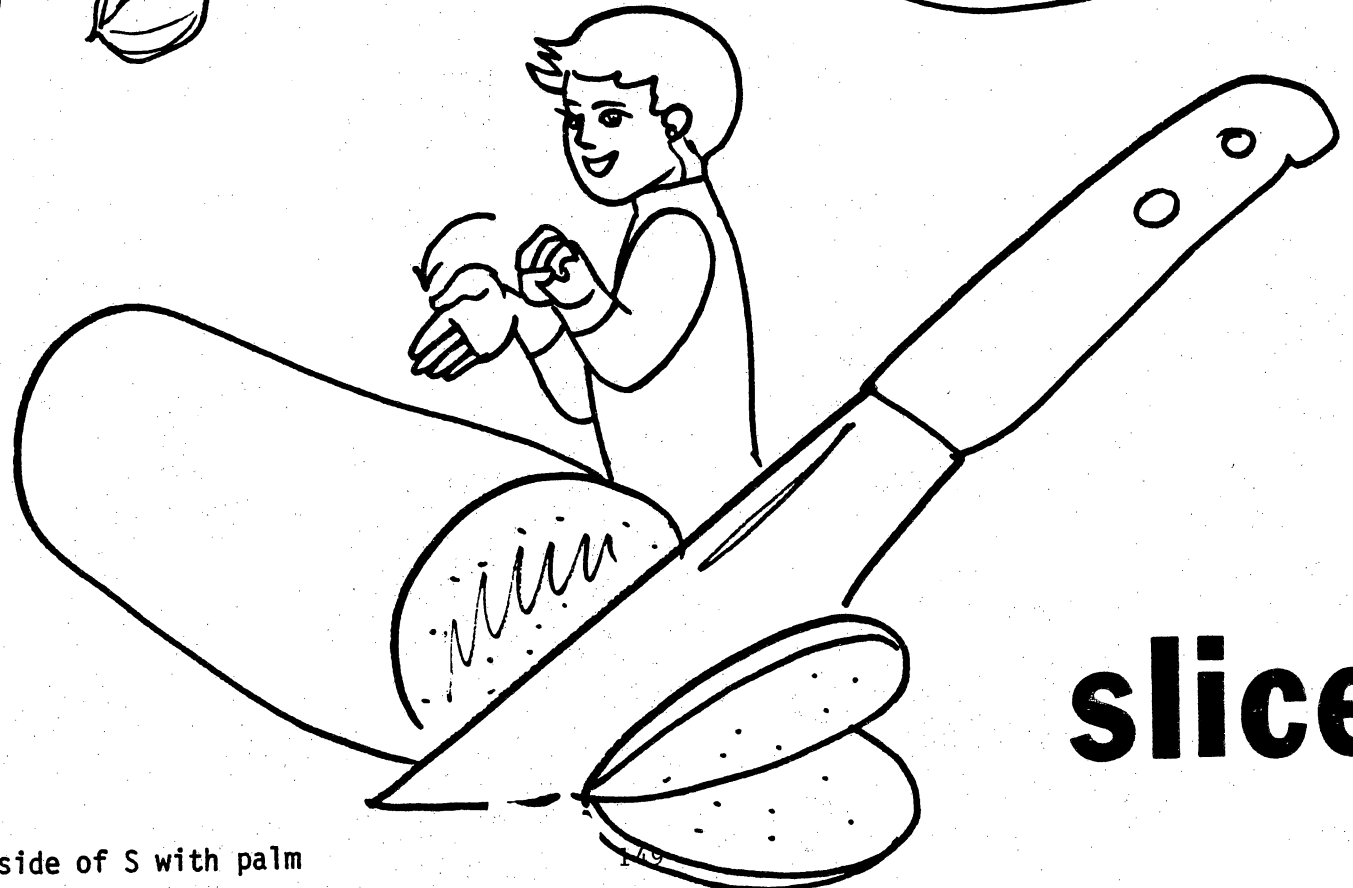
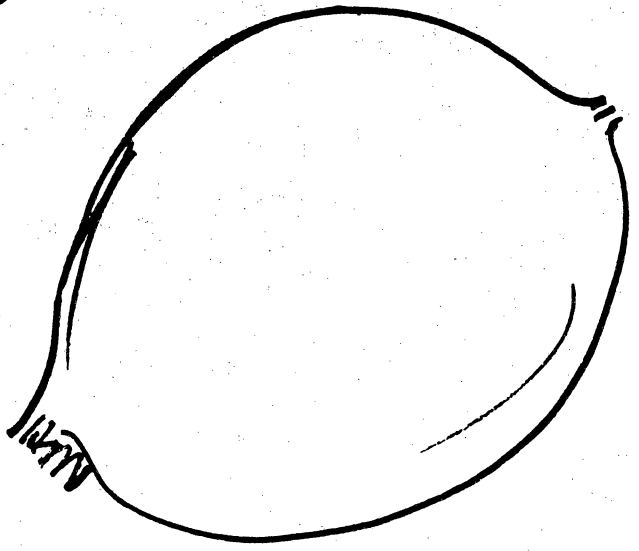
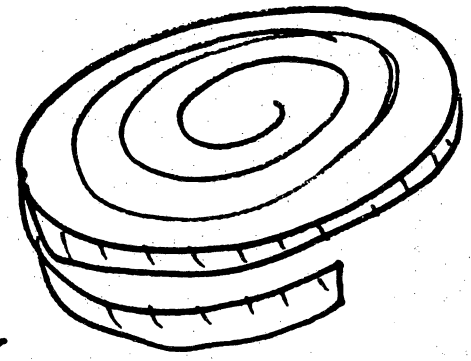
ry

onion

Twist X at corner of eye



Index fingers alternately
twists, marking tear-tracks



slice

Use side of S with palm

unch



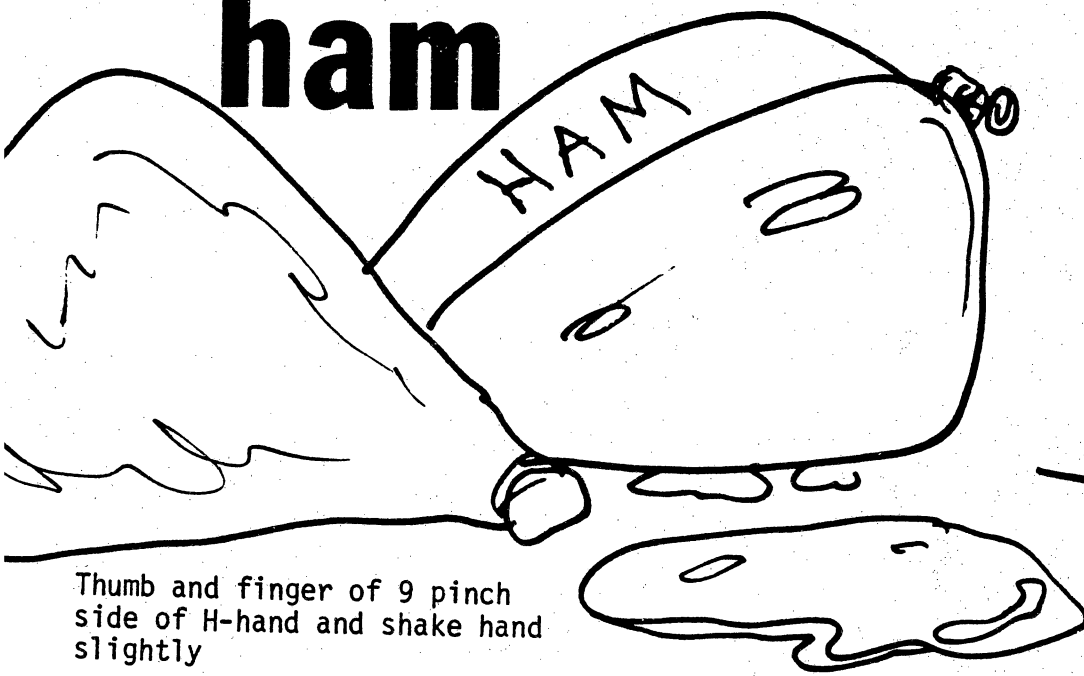
Thumb of L circles in and up near mouth

dinner

D circles in and out near mouth

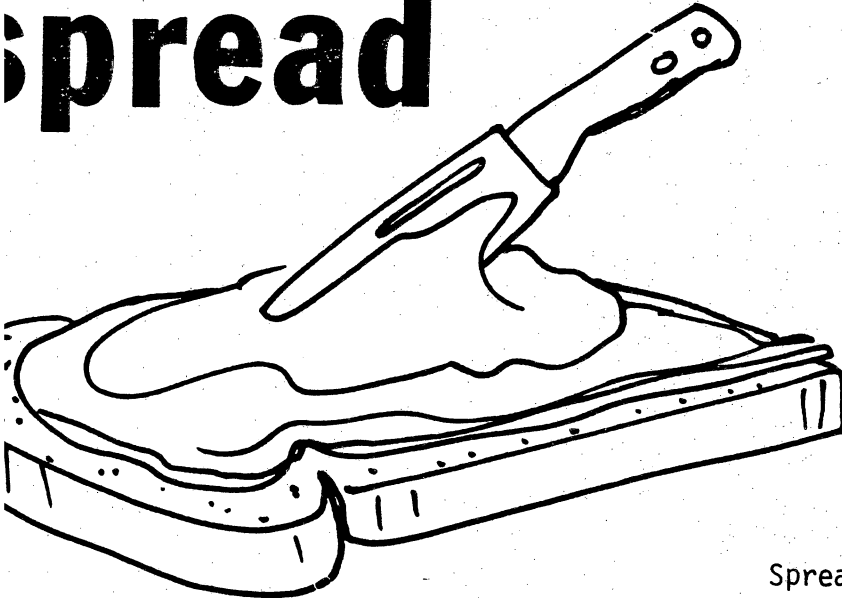


ham



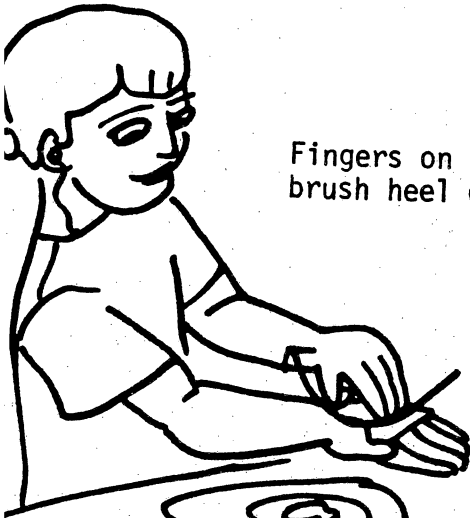
Thumb and finger of 9 pinch side of H-hand and shake hand slightly

spread



Spread "0" to "5" on palm

mayonnaise



Fingers on palm down right M brush heel of left palm

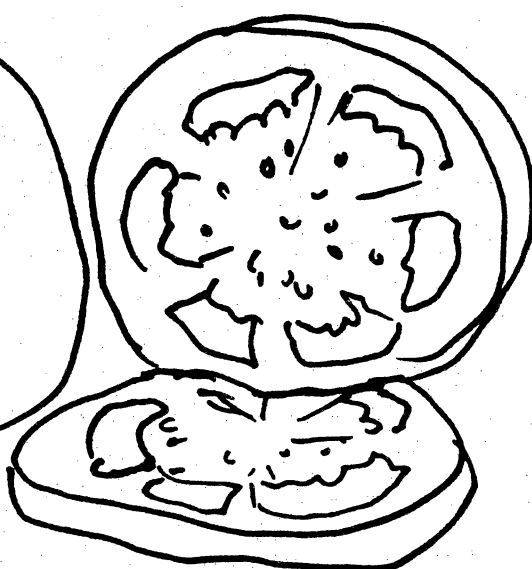
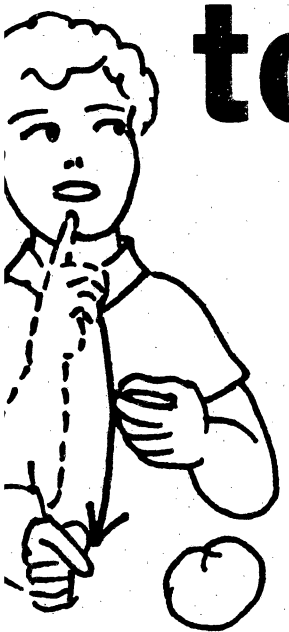


lettuce

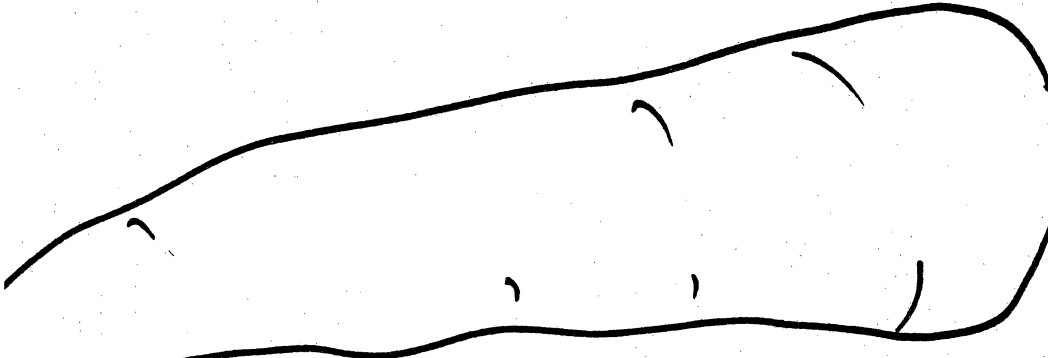


it heel of L upwards on head

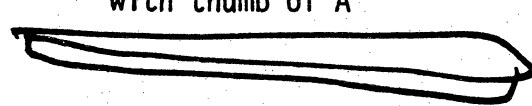
tomato



Index finger from lips, strike fingertips of flat-0



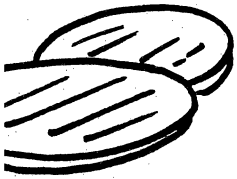
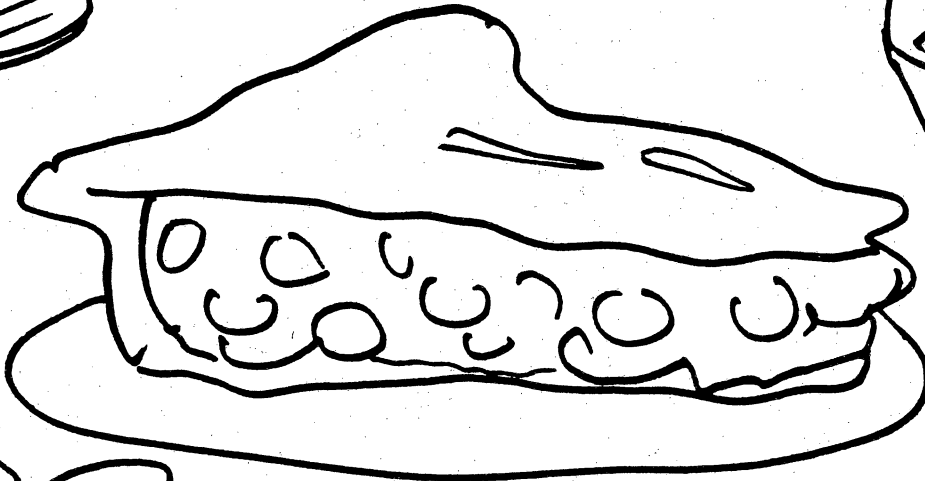
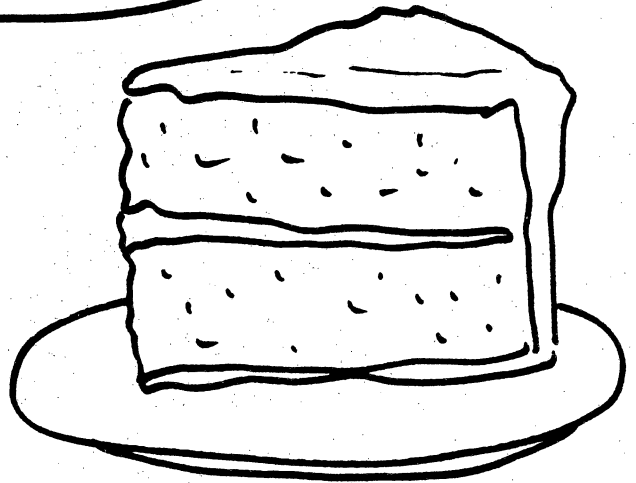
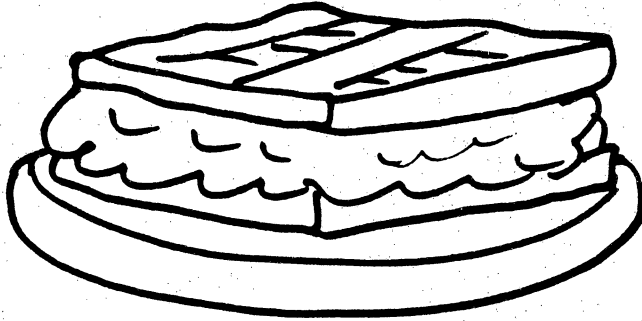
Scrape top of C with with thumb of A



carrot

desserts

Ladle D-hand up to mouth
twice + s



FOOD ACTIVITIES

NAME OF ACTIVITY: Fruit magnets - Durable
Fruits

ACTIVITY # 7 SECTION: Foods

SIGNED WORD/CONCEPT: Various fruits

FORMAL/INFORMAL TEACHING STRATEGY
(Circle one)

WHY THIS CONCEPT: Fruits are easy signs
and common food served. To learn, one
must manipulate the object. Japanese
magnets look and feel real, but last
over 2 years with constant, daily use.

SENSES UTILIZED: Sight, hearing,
tactual, taste, smell.

PIAGETIAN/DEVELOPMENTAL CONCEPTS

MOTOR MOVEMENT INVOLVED:

(Other than sign)

Hand-grasp and texture feeling

UTILIZED: 7-12 months, object concept
and manipulation.

NATURALISTIC CUE:

Sight of specific fruit magnet

NATURALISTIC CONSEQUENCE/REINFORCE-

MENT: Holding the fruit magnet and
social approval.

CONCEPTS TAUGHT: Fruits, their names and how they feel. Learning how to learn
and sign a symbol for an object's name.

MATERIALS NEEDED: Fruit or vegetable magnets found in specialty cooking shops,
wholesale arts and crafts material stores, novelty shops or Little Red School
House. Some companies put out plastic fruit, life-size kits.

PROCEDURES: See the shaping of a signed concept or object recognition #1 and
#2. Follow please! Introduce one fruit magnet at a time and review that concept
twice a day for two weeks. During this time also show samples, both whole and
in parts of the same fruit. Provide tasting, feeling and smelling samples.
Then introduce the next fruit/magnet. Then teach both together, practicing
choosing the correct one. Increase to three fruit. This is a (banana). Help
them sign (banana). Praise and let them hold the banana.

VARIATIONS: Scratch and sniff stickers of apple, strawberries, bananas, etc.
Review magnets and then cook with the same fruits. Find pictures of fruits.
Go on a shopping expedition for fruits.

COMMENTS: These often end up in their mouths and will need frequent washings.
Hang on a refrigerator or metal surface in view of the children, not necessarily
within reach! This reinforces the learned concept and are easily located for
teaching activity.

NAME OF ACTIVITY: Eggs in a carton

ACTIVITY # 8 SECTION: Foods

SIGNED WORD/CONCEPT: Eggs

FORMAL/INFORMAL TEACHING STRATEGY
(Circle one)

WHY THIS CONCEPT: Teaches the name "egg",
how eggs break and manual dexterity.

SENSES UTILIZED: Tactual, sight,
hearing.

MOTOR MOVEMENT INVOLVED:
(Other than sign)

Fine motor hand movement, pulling
apart and putting together,
eye-hand coordination

PIAGETIAN/DEVELOPMENTAL CONCEPTS

UTILIZED: 7-12 months, object concept
and manipulation 12-18 months.

NATURALISTIC CUE:

Carton of eggs

NATURALISTIC CONSEQUENCE/REINFORCE-

MENT: Holding and breaking apart an
egg.

CONCEPTS TAUGHT: Manual dexterity, eggs, return, how eggs break, take.

MATERIALS NEEDED: Eggs in a carton is an educational tool/toy found at Little Red School House. There are 12 eggs which come apart and go back together. Inside each egg is a number with a corresponding amount of holes on one side and a corresponding number of pegs on the other side. Five pegs will not fit into four holes. The two sides must match.

PROCEDURES: Show the carton of eggs. Say/sign (eggs). Mold the first child's hands into the sign egg. (Good). (Take one) (Egg). Help the child take the egg from the box. Allow them to break apart and put the egg back together as all the children get a turn. Return to the first child and say/sign (Give back or Return the Egg) to the carton. Help them return the egg to the carton. Proceed to the second child who earned an egg. Make sure all eggs are returned. Children love to mix up or hide eggs. Put eggs in the refrigerator. (Sometimes curious hands quite upset the parents.) If this happens, generalizing is occurring!

VARIATIONS: Experiment with real eggs.

COMMENTS: This is a favorite sign and activity. The eggs are plastic and durable.

NAME OF ACTIVITY: What are we having for lunch today?

ACTIVITY # 9 SECTION: Foods

SIGNED WORD/CONCEPT: Daily lunch foods.

FORMAL/INFORMAL, TEACHING STRATEGY
(Circle one)

WHY THIS CONCEPT: Teach concretely where and what the child is experiencing that day.

SENSES UTILIZED: Sight, hearing, taste, smell, tactual.

MOTOR MOVEMENT INVOLVED:
(Other than sign)
Eating movements.

PIAGETIAN/DEVELOPMENTAL CONCEPTS UTILIZED: Environment awareness 12-24 months, active environment participator.

NATURALISTIC CUE:
Pictures of food or lunch.

NATURALISTIC CONSEQUENCE/REINFORCEMENT: Eating.

CONCEPTS TAUGHT: Names of food eating today, sign food or don't eat, review and preview food eating today.

MATERIALS NEEDED: Pictures of common foods served on the lunch menu, daily lunch.

PROCEDURES: Before lunch show some pictures of the food being served that day. Say/sign each picture. Have children sign each picture. At lunch time take two minutes to show hot dogs. Sign/say hot dogs. Choose three children and mold their hands into (hot dog). Verbalize hot dog. Show/sign/say potato. Mold three other children's hands into potato. Do the same with milk or one other food. Serve lunch, having the children sign (eat, please) (milk, please) before being served. Review and practice after lunch, before going home, with pictures.

VARIATIONS:

COMMENTS: This is hard to accomplish at the beginning of the year, but becomes easier as the expected routine is followed and more children spontaneously sign food names. Hot dog, milk and cookie tend to be learned first.

NAME OF ACTIVITY: Activity sequence puzzles.

ACTIVITY # 10 SECTION: Foods

SIGNED WORD/CONCEPT: Pudding, what next?

FORMAL/INFORMAL_x TEACHING STRATEGY
(Circle one)

WHY THIS CONCEPT: Sequencing is a daily living skill and a beginning vocational training preskill.

SENSES UTILIZED: Sight, tactual, hearing.

MOTOR MOVEMENT INVOLVED:

(Other than sign)
Eye-hand coordination, fine motor finger and hand movements.

PIAGETIAN/DEVELOPMENTAL CONCEPTS

UTILIZED: 2 years plus puzzles, time and order sequencing.

NATURALISTIC CUE:

Picture and verbal reminder of making pudding.

NATURALISTIC CONSEQUENCE/REINFORCE-

MENT: Puzzle sequencing and social reinforcement.

CONCEPTS TAUGHT: Review of cooking activity, sequencing, time sequencing.

MATERIALS NEEDED: Pudding and pudding box, drawing or pictures of children making pudding.

PROCEDURES: Have just made pudding within the last 24 hours. Show the pictures (unopened box, bowl, spoon, milk), (opening box, pouring box), (pouring milk), (mixing pudding), (putting pudding in refrigerator), (eating pudding), or just make three sequences (before, during and after making pudding). Have a master sequence puzzle and several individual puzzles. Say/sign (How do we make pudding?) First we get the ingredients. Show picture and place in front of you. Help the children do the same. Then (what's next?) Show the picture of mixing the pudding. Place next to first picture. Help them do theirs. (What happened next?) Eating the pudding. Show the picture. Place and help them place theirs.

VARIATIONS: Jello; using the slide, swimming; getting ready for school, the school routine.

COMMENTS: This is a very advanced activity, worthwhile, but probably no child will be able to do it independently the first year of the program.

NAME OF ACTIVITY: Ordering the classroom breakfast.

ACTIVITY # 11 SECTION: Foods

SIGNED WORD/CONCEPT: Known breakfast foods.

FORMAL/INFORMAL TEACHING STRATEGY
(Circle one)

WHY THIS CONCEPT: Solidly reinforces breakfast foods and makes the child make choices and communicate those choices. Concrete interaction with the environment.

SENSES UTILIZED: Sight, hearing, tactual, kinesthetic, smell, taste.

PIAGETIAN/DEVELOPMENTAL CONCEPTS

MOTOR MOVEMENT INVOLVED:
(Other than sign)
Making and preparing food

UTILIZED: 12-24 months, active participator in the environment.

NATURALISTIC CUE:

NATURALISTIC CONSEQUENCE/REINFORCEMENT: Choosing and eating foods.

Picture menus, making breakfast.

CONCEPTS TAUGHT: Very advanced and time consuming review of breakfast foods, preparing breakfast foods, choosing food, communicating food, waiting turn, cleaning up after self.

MATERIALS NEEDED: Picture menus of each of the foods listed below:
Bread, toaster, butter, peanut butter, jelly, cereal, milk, bowls, spoons, pancake batter, butter, syrup, eggs, bacon, orange juice, pitcher, water, fruits already learned.

PROCEDURES: Before students come, have all ingredients ready to use. Precut fruit. Mix the pancake batter. Plan to take all morning and don't order lunch. Have children sit around the lunch table. Sign/say each item as preparation is occurring. Have their plastic covered picture menus in front of them. Have everyone stir the orange juice, put a strip of bacon into the pan, stir the pancake batter, put a slice of toast in the toaster, spread butter, pour cereal, crack and mix the eggs. Sign/say each food's name often. Prepare food. Show all the food, including the fruit.

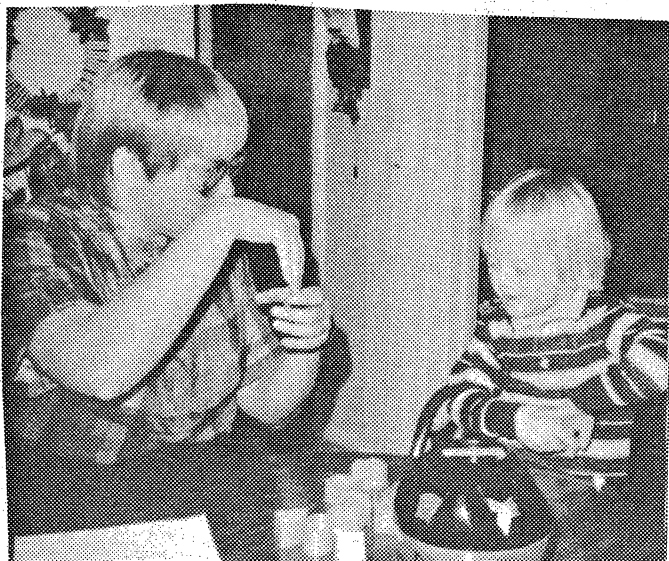
VARIATIONS: Point to their menus (have food out of grabbing distance). Sign/say (What do you want to eat?) Do you want (banana)? If the answer is "yes", have the child sign (banana). Give them a small portion. Proceed next child. Proceed to next food. If possible, place the chosen food on its corresponding picture.

COMMENTS: Extra helpers are almost a necessity. Less choices are also possible. The children will not notice the cold food. Reheat if necessary. Have them help clean up the mess. Be patient and full of joy. Your students are becoming active communicators and active, independent participators of their environment. What is a mess when opening up the doors of their potential! Next, go to McDonalds and make them each order breakfast off their picture menu.

Discipline and Directions

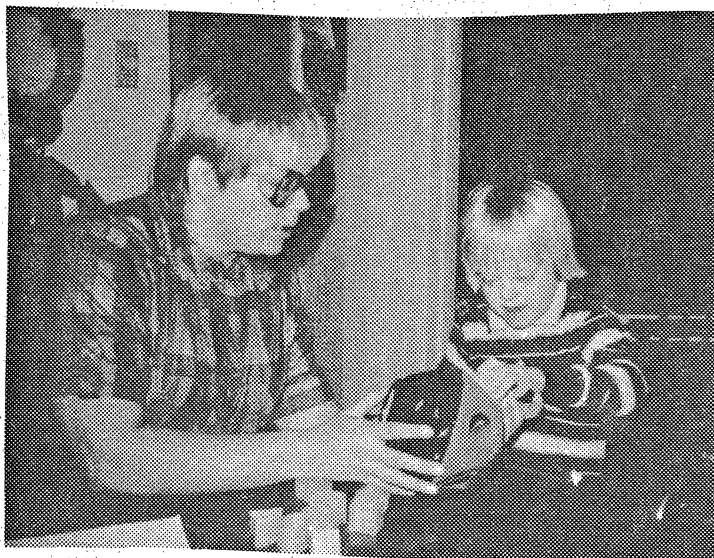


PICTURES SHOWING DIRECTIONS



IN
IN
IN
IN
IN
IN

A FAVORITE ACTIVITY THAT
TEACHES IN AND PERCEPTUAL
HAND DEVELOPMENT. ALSO
INTRODUCES SHAPES.



USING DISCIPLINE AND DIRECTIONS

The effective, visual, quiet and fun alternative to classroom control!

Visually focus your auditory directives! Send that message home!

Use these concepts as often as needed in the daily routine of conducting the classroom environment. Make sure your hands, face and body posture tell the same message!

These signs are not used or taught for expressive output by the child. These are receptive signs which, when used, should be understood and followed by the child. (Receptive acquisition will be accomplished in the majority of the children by Christmas). These signs are signed and spoken simultaneously. By June, most children will have receptive mastery. This mastery will occur with only sign language, only spoken language, or total communication.

DISCIPLINE AND DIRECTION WORDS

			<u>TEACHER SURVIVAL SIGNS</u>
* Sit down	*In	There	
Pick up	*Out	Pay attention	
Line up	*Up	*Stop	Stop
Be careful	*Down	*Go	Wait
Listen	*Give	Come	Sit
Look	*Bring		Pay attention
Stand	*Get	* These words will be utilized in the sample activity lessons	Cooperate
Yes	Understand		Stay
No	Work		Now
Good	Try	1. In, out	Yes
Bad	On	2. Up, down	Find
Show	Off	3. Give, bring, get	How
Wait	*Over		Why
Be quiet	*Under	4. Over, under	What color
* Wipe your nose	Same	5. Big, little	Fine
Now	Different	6. Stop, go	Today
Mad	*Big	7. Stand up, sit down	
Fast	*Little		
Doesn't matter	Dirty	8. Wipe your nose	
Start/begin	Clear		
Finish	Fun		
What	Smart		
Where	Again		
Find	Later		
Use	Here		

EXAMPLES OF DISCIPLINE SIGNING

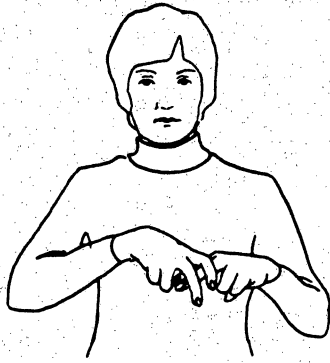
Sign one appropriate sign and verbalize the sentence. Use the signed word that best fits the conveyed concept of the sentence.

1. Sit down in your chair.
2. Pick up your toys.
3. Line up at the door.
4. Listen to the music.
5. Look at this apple.
6. Be careful on the slide.
7. Yes, you may get a drink.
8. No, it is not your turn.
9. Good try/work.
10. To hit John is bad.
11. Show me your crayon.
12. Wait until everyone comes here.
13. Be quiet.
14. Please wipe your nose (blow).
15. Now! I want you here right now.
16. Sit down, listen, look, be quiet, or I'll get angry (mad).
17. Hurry up (fast)!
18. You may have water or milk. It doesn't matter.
19. Begin to color your picture.
20. Finish cleaning up.
21. What is this color/object?
22. Where is your coat?

23. Find your chairs.
24. Use the scissors to cut.
25. Put the block in the shape ball.
26. Take the block out of your mouth.
27. Point your hand up.
28. Put the baby doll down.
29. Give me your lunch tray.
30. Bring me the box of kleenex.
31. Get the ball that rolled away.
32. Do you understand? I don't want you running out the door.
33. Do your work. Stop playing.
34. Please try to use both hands.
35. Put the napkin on the table.
36. Take your hands off the stove.
37. Crawl under the table.
38. Climb over the box.
39. Is this the same color?
40. Which picture is not a car, but different?
41. Pick up the big ball.
42. Put the little shoe in the box.
43. Your hands are dirty!
44. Good! Now your hands are clean.
45. We are going to have fun. Let's listen to music and dance.
46. Good work! You are smart.
47. Jump again.
48. Bring the soap here.

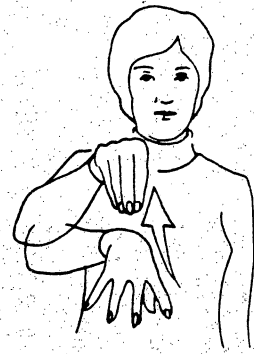
49. Look over there at the flowers.
50. Pay attention now!
51. Stop! There is a car coming.
52. Go to the door.
53. Come to me with your hurt finger.

Most signs were taken from the sign language book entitled Sign Language For Everybody by Jeanne Huffman; Bobbi Hoffman; David Gansee and Anna Fox, California: Joyce Media, Inc., 1975.



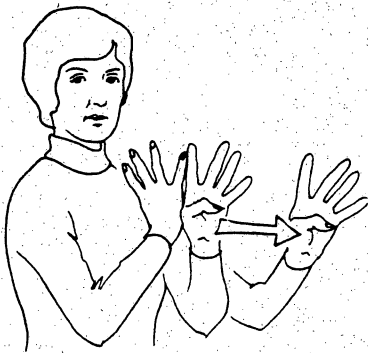
fingers represent legs hanging over edge of chair

sit



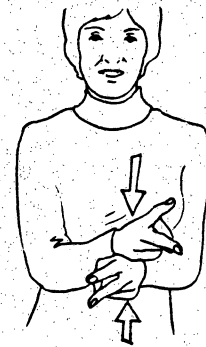
picking up something with hand

pick up



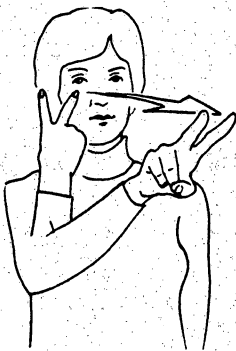
people standing in a line

line up



fingers represent eyes watching for hazards

be careful



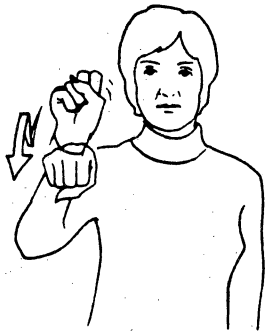
two fingertips represent eyes looking from place to place

look/watch



STAND

V-fingertips stand on left palm
STOOD = STAND + P. T.



hand represents nodding head
yes



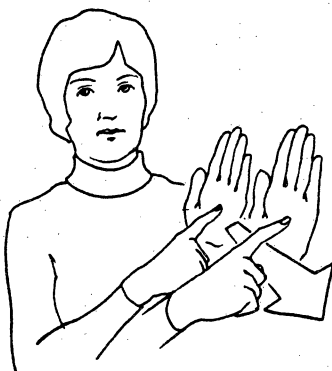
abbreviated NO
no



original idea - food was tasted, smelled
and offered as acceptable
good



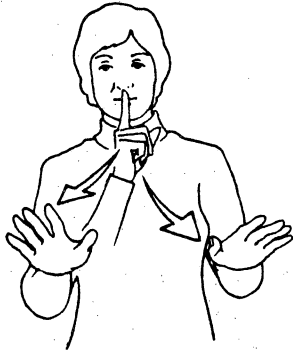
original idea - food was tasted, smelled
and turned down
bad



pointing out something
show



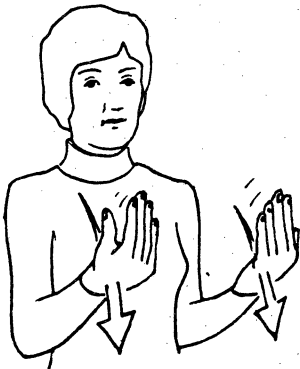
motion in place until ready to
move forward
wait



stop talking
be quiet



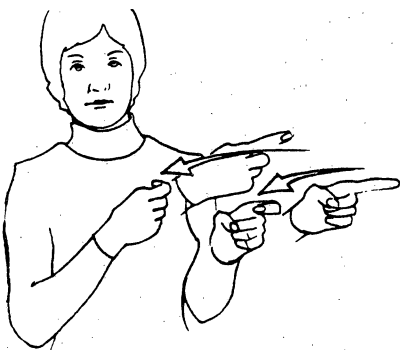
blowing your nose
cold (illness)



at the immediate time
now



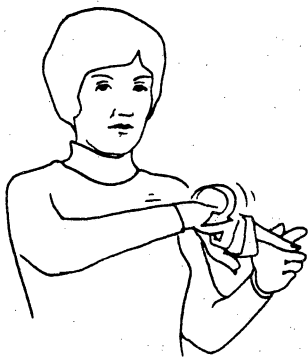
facial expression shows anger
mad



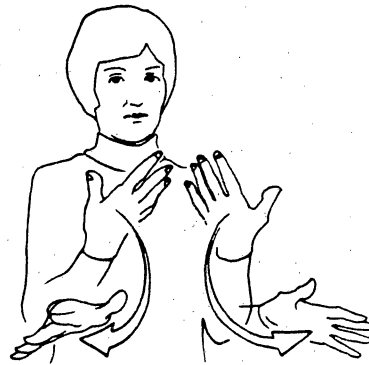
gun recoiling when bullet leaves
fast



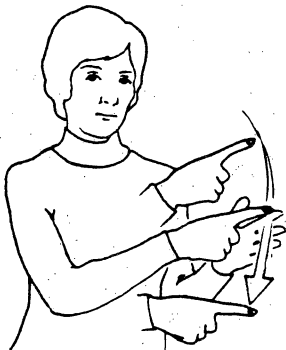
able to go either way
doesn't matter



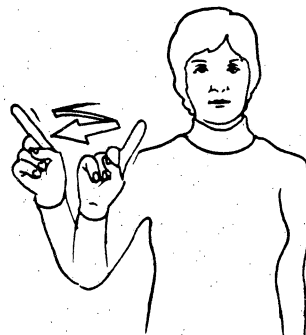
key being turned
start/begin



motion indicates being completed
or ended
finish



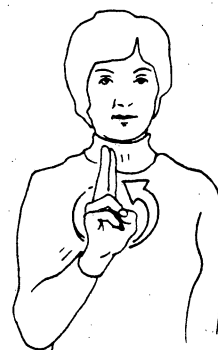
fingers represent several ideas from
which to choose
what



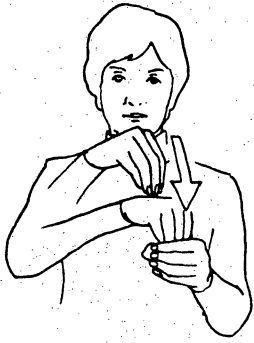
point from one area to another
where



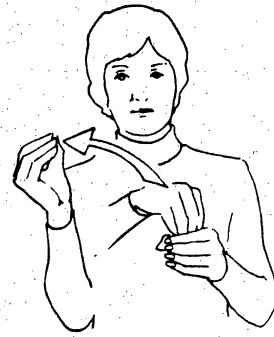
picking up an object
find



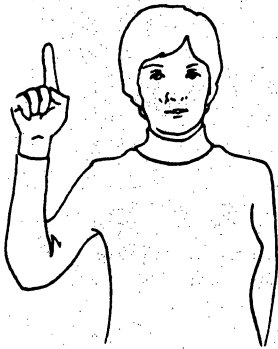
continuing motion to represent
frequent use
use



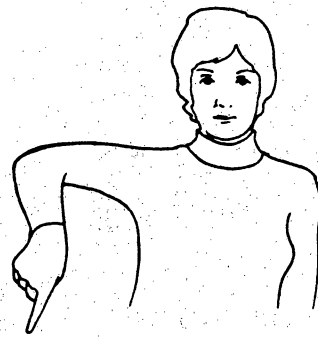
putting something into the hand
in



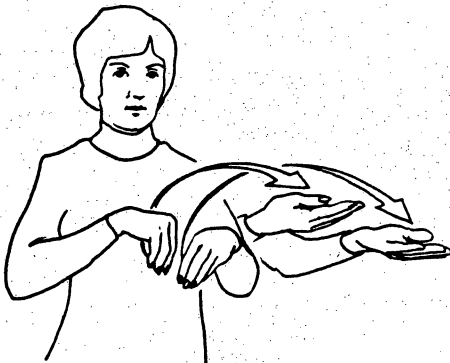
taking something out of the hand
out



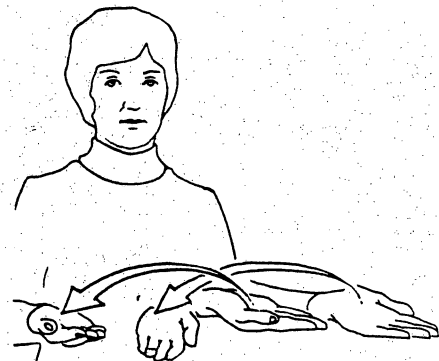
showing direction up



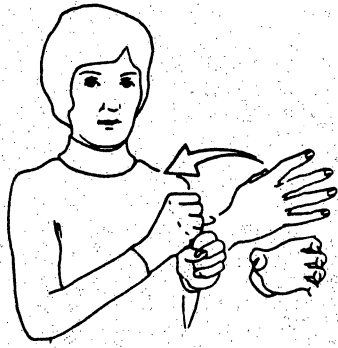
showing direction down
down



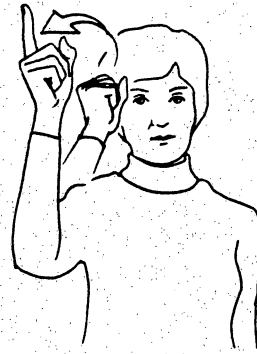
handing something to someone
give



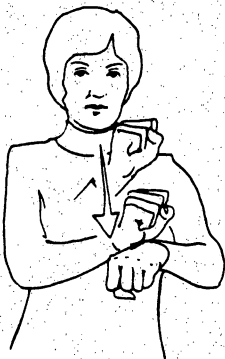
bringing an object toward self
bring



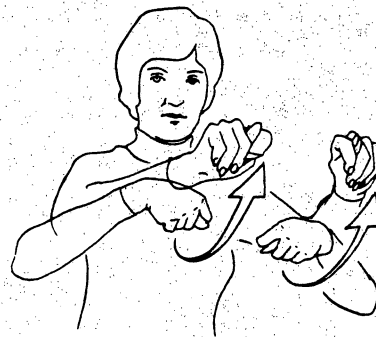
grasp and hold object
get



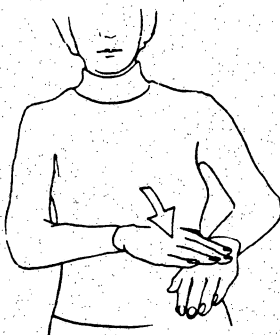
the "light bulb" in head turning on
understand



slaves being cuffed together
work



forward motion indicates effort
try



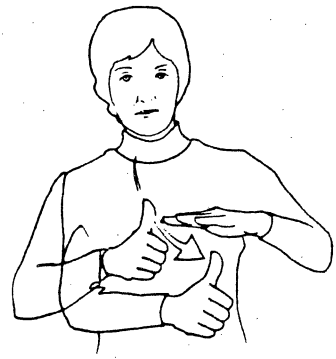
one thing on top of another
on



removing something from the top of
another
off



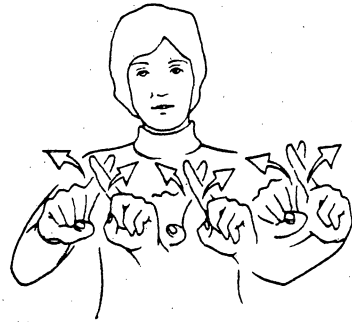
to go across something
over



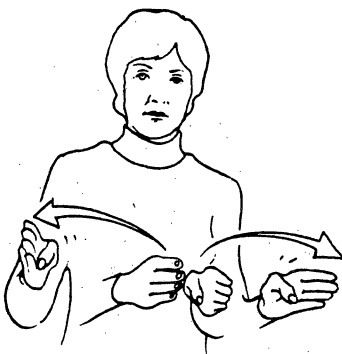
to go below something
under



two identical objects
same



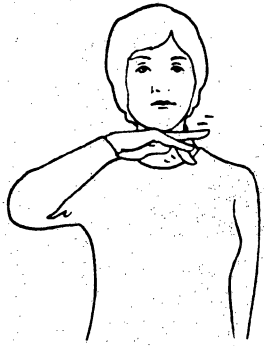
two objects that are not alike
different



showing size of object
big



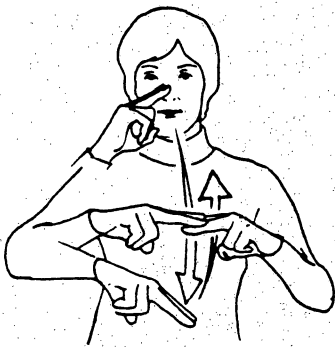
showing size of object
little



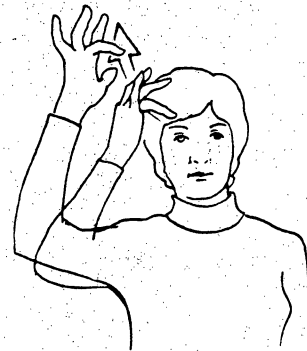
food dripping from chin
dirty



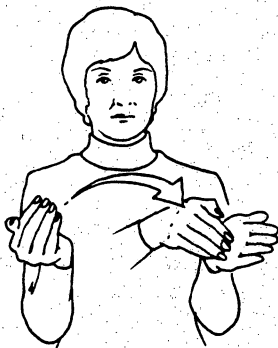
wiping something clean
clean



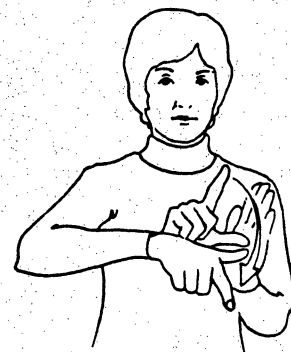
my nose of clown being given
another
in



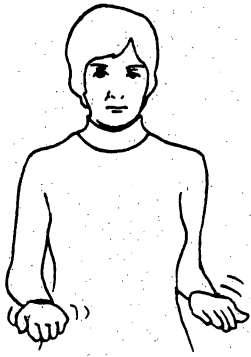
good ideas from the head
smart



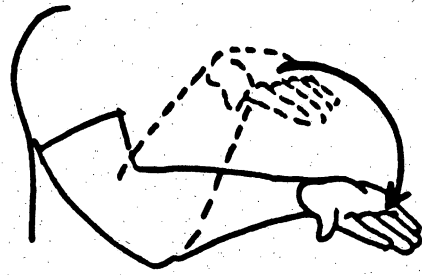
repeat it once more
again



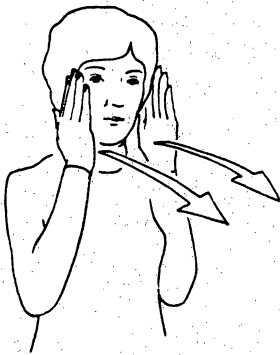
when hands of clock have moved ahead
later



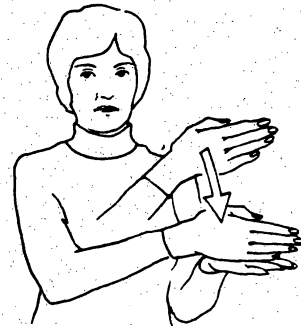
immediate area
here



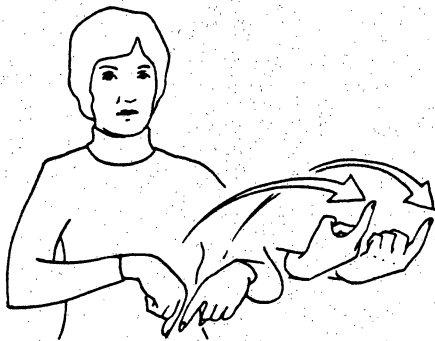
THERE
Palm-up hand arcs forward



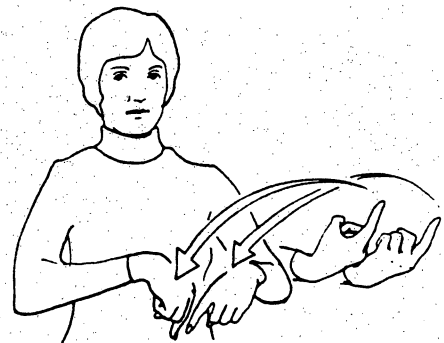
all attention is focused on one object
like blinders on a horse
attention



lowering railroad crossing gate
stop



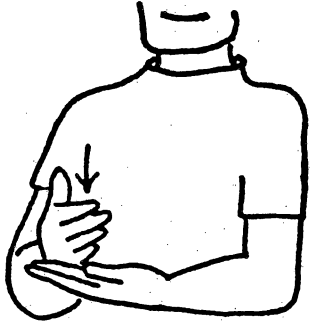
moving from one place to another
go



beckoning a person
come

Teacher's Survival Commands

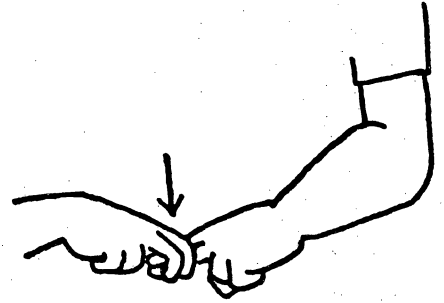
(Or how to survive without pulling out your hair!)



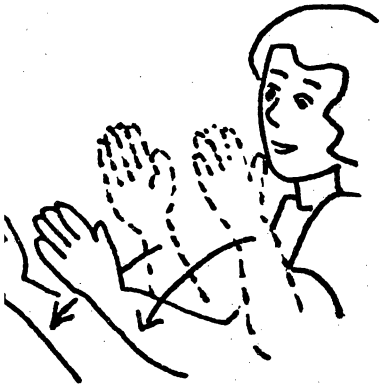
STOP



WAIT



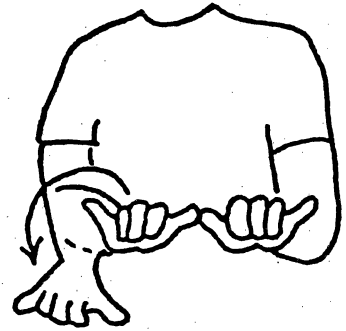
SIT



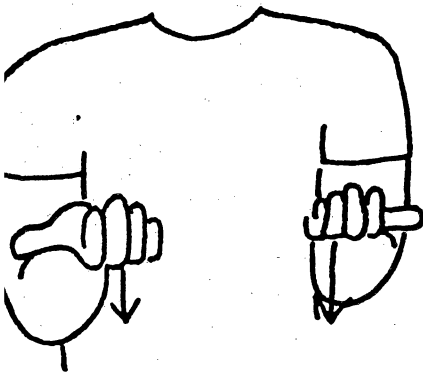
PAY ATTENTION



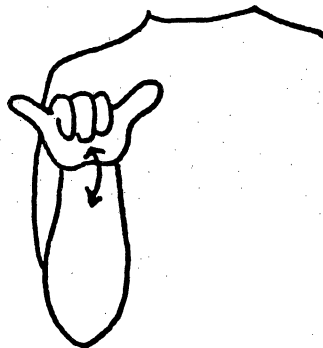
COOPERATE



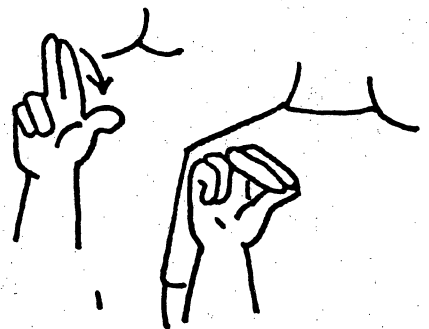
STAY



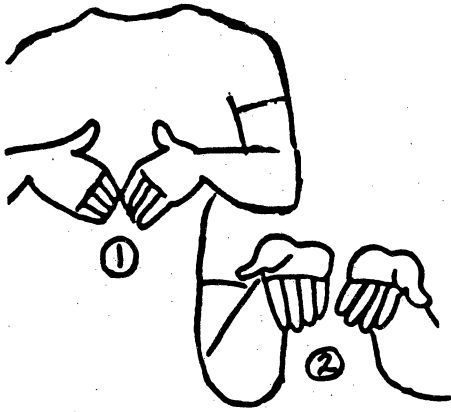
NOW



YES

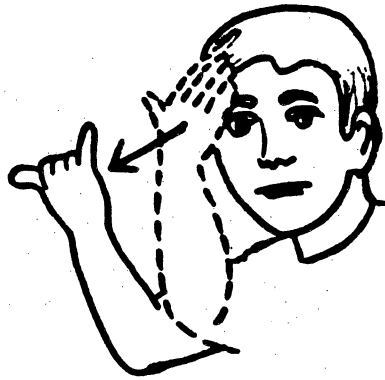


NO



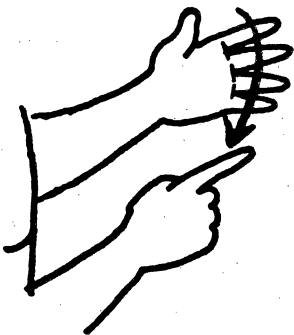
HOW

Backs of palm-down bent hands touching, roll hands from inward to outward



WHY

Open hand, palm-in fingers on forehead, moves out to palm-in Y



WHAT

Index fingertip brushes down across left fingers



COLOR

Fingers flutter in front of chin



FINE 

Thumb of palm-left 5-hand on chest, move hand forward.
(May be done sharply with F-hand)



TODAY

Right index to left index
Rightly drop right arm on

ACTIVITIES FOR
DISCIPLINE AND DIRECTION

NAME OF ACTIVITY: In go the shapes

ACTIVITY # 12 SECTION: Discipline &
Directions

SIGNED WORD/CONCEPT: In

FORMAL/INFORMAL TEACHING STRATEGY
(Circle one)

WHY THIS CONCEPT: Teaches manual
dexterity, shapes and in. Great
reinforcement tool.

SENSES UTILIZED: Tactual, visual

MOTOR MOVEMENT INVOLVED:
(Other than sign)

Grasp and release, eye-hand
coordination.

PIAGETIAN/DEVELOPMENTAL CONCEPTS

UTILIZED: 7-12 months plus, active
object manipulator.

NATURALISTIC CUE:

Shape Ball or Cookie Monster,
who eats shapes.

NATURALISTIC CONSEQUENCE/REINFORCE-
MENT: Pushing in a shape, social
reinforcement.

CONCEPTS TAUGHT: Object manipulation, manual dexterity, turn taking, in,
grasp and release.

MATERIALS NEEDED: Tupperware Shape-O Ball or Cookie Monster Shape Muncher
and shapes.

PROCEDURES: Seat children around the table and show the Shape-O-Ball. Follow
the shaping of a signed concept for the word (in). Say/sign (in). After the
child with or without help signs (in), hold a shape over the correct hole and
allow the child to push the object/shape in. Say/sign (Good, pushing the object
in). Proceed to the next child. At the end of the year, many children will
be able to find the correct space on their own.

VARIATIONS: Take a sand bucket and drop small colored blocks into the bucket.

COMMENTS: This is a good reinforcer for signs like "mommy", which may not
have a natural, immediate consequence. Children are fascinated with this toy.

NAME OF ACTIVITY: Pick up your toys

ACTIVITY # 13 SECTION: Discipline & Directions

SIGNED WORD/CONCEPT: Pick up toys

FORMAL/INFORMAL_xTEACHING STRATEGY
(Circle one)

WHY THIS CONCEPT: Part of daily independent discipline and living, environmental manipulation.

SENSES UTILIZED: Sight, hearing, kinesthetic, tactual.

MOTOR MOVEMENT INVOLVED:

(Other than sign)
Bending, standing, kneeling, and grasp and release.

PIAGETIAN/DEVELOPMENTAL CONCEPTS

UTILIZED: 1 year, 6 months - 3 years, active object manipulation.

NATURALISTIC CUE:

Command, modeling, and toys.

NATURALISTIC CONSEQUENCE/REINFORCEMENT: Social praise and toys off the floor.

CONCEPTS TAUGHT: Cleaning up after oneself, picking up toys. Following directions, proper places or homes for objects/toys.

MATERIALS NEEDED: A play area with toys, a container to place the toys into.

PROCEDURES: Clap hands three times. Sign/say (Pick up your toys). Model action and repeat command. Physically guide various children's hands to pick up the toys and put them away. Keep reinforcing with sign and verbal reminder that "we" are picking up our toys. As each toy goes in the container, say/sign (Good) putting the toy away, Timothy. Proceed to a new area and activity upon the toys being all picked up. The more fun the activities after toy pickup are, the more quickly the chore is finished.

VARIATIONS: Play a specific song that auditorilly cues the children that they are to pick up toys.

COMMENTS: Be patient. Make this a successful activity. Children do not need to be berated, even while picking up toys. Be funny. Practice ugly faces while everyone picks up the toys. Modeling and teacher guiding/involvement go a long way.

NAME OF ACTIVITY: Big and little box

ACTIVITY # 14 SECTION: Discipline & Directions

SIGNED WORD/CONCEPT: Big/little, put

FORMAL/INFORMAL TEACHING STRATEGY
(Circle one)

WHY THIS CONCEPT: Everyday size differentiation is needed. Concrete and fun.

SENSES UTILIZED: Sight, hearing, tactual, kinesthetic.

MOTOR MOVEMENT INVOLVED:
(Other than sign)
Arm movements, grasp and release, eye-hand coordination.

PIAGETIAN/DEVELOPMENTAL CONCEPTS UTILIZED: 3 years, active environment exploration and manipulation.

NATURALISTIC CUE:
Big/little objects, big/little box/board, big/little voice.

NATURALISTIC CONSEQUENCE/REINFORCEMENT: Moving big and little objects.

CONCEPTS TAUGHT: Big/little, following directions.

MATERIALS NEEDED: Big box, plastic covered big and little board, 10 big objects and 10 little matching objects, big and little voice.

PROCEDURES: Seat children around the table. Pull out box. Lay out big side/little side board. Take out a big pencil. Sign/say (big) in a very deep voice. (Big or big pencil is acceptable). Place the big pencil on the big side. Then take out the little pencil and say/sign in a squeaky little voice and movement (little pencil). Place on the little side. Do this with all 20 objects. Put all but the pencils in the box. Take out the big hat. Ask/sign to the first child in a very deep voice (what) am I? (Big). Help the child sign (big). Let the child hold the big hat. Say/sign (Put the big hat) on the (big) side. Use your deep voice. Assist child in putting the big object on the big side. Say/sign in a deep voice (thank-you). Proceed to the next child with the little hat. Use of big and little voices facilitate the child understanding big and little.

COMMENTS: A favorite activity, but many, many trials are needed before this can be done without assistance.

NAME OF ACTIVITY: Reverse mainstreaming

ACTIVITY # 15 SECTION: Discipline & Directions

SIGNED WORD/CONCEPT: Signs learned that day.

FORMAL/INFORMAL TEACHING STRATEGY
(Circle one)

WHY THIS CONCEPT: Bringing in a normal child improves own students' skills and encourages empathy or a lack of fear in the unhandicapped population.

SENSES UTILIZED: Sight, hearing, possibly others.

MOTOR MOVEMENT INVOLVED:
(Other than sign)
N/A

PIAGETIAN/DEVELOPMENTAL CONCEPTS

UTILIZED: 4-24 months plus, bridging sensorimotor activities to pre-operational interaction.

NATURALISTIC CUE:
A child slightly more advanced.

NATURALISTIC CONSEQUENCE/REINFORCEMENT: Peer friendship and interaction.

CONCEPTS TAUGHT: The day in a handicapped child's life, fun, a role model to imitate and learn from.

MATERIALS NEEDED: A non-handicapped 2-3-4-year old child.

PROCEDURES: In the sixth or seventh month of the program, enlist a non-handicapped child to come to the class for two days a week. Do the same program, but include the non-handicapped child. Make them sign for each earned consequence, then have them sign/say the concept. Give reinforcement. Encourage the children to interact and play with each other. Keep notes on the interaction.

VARIATIONS: Have non-handicapped high schoolers help 2-3 days a week and at the same time have an adolescent handicapped student also help. Have the small children in the class visit a senior center. Send the more advanced students for an hour to a kindergarden or preschool. Encourage parents to take child out in public, to parks. Help parents understand normal development vs. handicapped development. As a teacher, if a child is not able to blend or mix in the mainstream of society, we aid in their isolation and social unacceptability. Bringing the non-handicapped person into their environment, their successful environment, allows the handicapped child to interact on more equal, successful terms. Non-handicapped students often have great fun coming to a new environment and learning the new language of signs or hand talk!

NAME OF ACTIVITY: What does a door do for you?

ACTIVITY # 16 SECTION: Discipline & Directions

SIGNED WORD/CONCEPT: Open/shut, please

FORMAL/INFORMAL, TEACHING STRATEGY
(Circle one)

WHY THIS CONCEPT: Doors are part of the environment that need to be acted upon in order to move from one place to another.

SENSES UTILIZED: Sight, hearing, tactual, kinesthetic.

PIAGETIAN/DEVELOPMENTAL CONCEPTS

MOTOR MOVEMENT INVOLVED:

UTILIZED: 2 years, active communicator and participator with the environment.

(Other than sign)

Walking through the door, opening (grasp and release) and shutting the door, pushing.

NATURALISTIC CUE:

Sight of the door.

NATURALISTIC CONSEQUENCE/REINFORCE-

MENT: Movement through door or movement stopped by door.

CONCEPTS TAUGHT: Open/shut, door, environmental manipulation, movement is aided or stopped because of doors. Requesting to go outside with manners.

MATERIALS NEEDED: A working door.

PROCEDURES: Have children stand around the door to go outside. Make sure noone can get hit with moving door. Say/sign (open, please) and model the door opening. Take a child at random and say/sign (open, please) and then physically guide the child's hands to do the same. As soon as the child finishes signing (open, please), open the door and let them out to play. This activity takes two adults, one inside and one outside. Proceed to the next child. After the children learn open, repeat procedure in pushing shut the door (but not at recess time!)

VARIATIONS: Ask who wants to go out and then make them sign (open, please). Do this with containers or toys that open and shut. Opening and shutting the refrigerator is fun but may have consequences the teacher does not want to encourage. Opening and shutting drawers is fun, also.

COMMENTS: Children seem to learn open, please, very quickly when the door leads out to playtime. Shutting is a concept that appears to emerge at a much later time.

Emotions, Feelings & Our Senses



PICTURES ABOUT HOW TO EXPLORE THE ENVIRONMENT AND USE OUR WONDERFUL SENSES

A NATURE WALK AND STOP. FEEL!!!!!!

WATER! FEEL AND SEE!!!

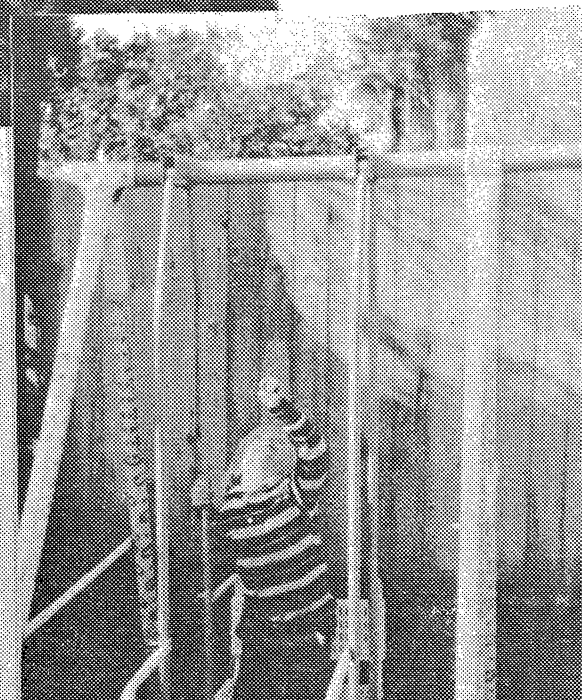


SEE THE FIRE!
DON'T FEEL!!!!



SEE!!!!!!
(airplane)
HEAR!!!!!!

FEEL AND SEE
MY DOG!!!!



EMOTIONS, FEELINGS AND SENSES

Happy	<u>More adjectives and emotional faces</u>	To see
Sad		To hear
Hurt	Mean	To taste
Sick	Excited	To smell
Afraid	Sad	To touch
Feel	Disappointed	Hot
Cry	Tired	Cold
Smile	Calm	Dry
Laugh	Mad	Wet
Love	Happy	Hard
I love you	Surprised	Soft
Hug	Sick	

To a child the world is
filled with wonder and awe.

The child begins his exploration with
Mother's expressive face, her emotional mirror.

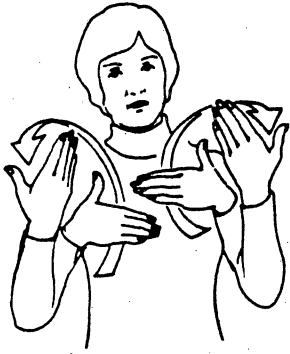
His excited discovery of the world beyond the crib
comes from touching, seeing, tasting, smelling, and hearing
the magical, wonderous, elements of life.

The retarded need to be taught to search, explore, and bloom
out of their inner world. Once taught and guided,
the retarded express the same joy and exploratory
anticipation as the unretarded child.

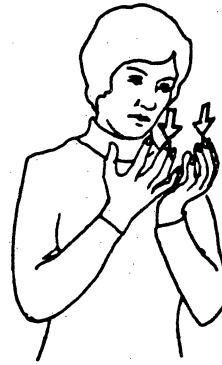
"Please help me to unlock my doors
and open my windows to the world beyond."

(An unspoken dream of the retarded child)

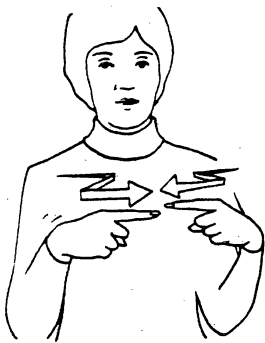
Most signs were taken from the sign language book entitled Sign Language For Everybody by Jeanne Huffman; Bobbi Hoffman; David Gansee and Anna Fox, California: Joyce Media, Inc., 1975.



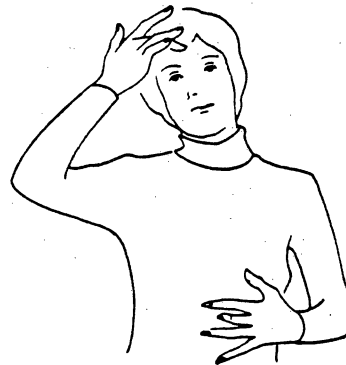
feeling from the heart
happy



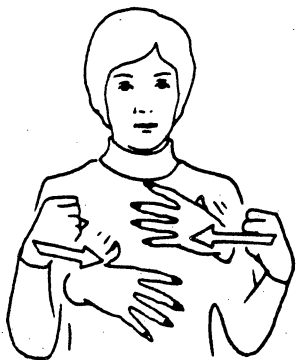
having a long face
sad



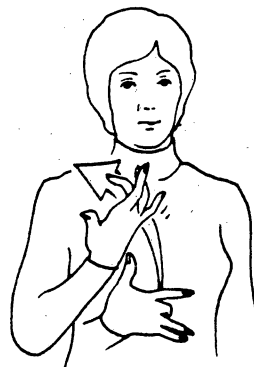
throbbing sensation
hurt/pain



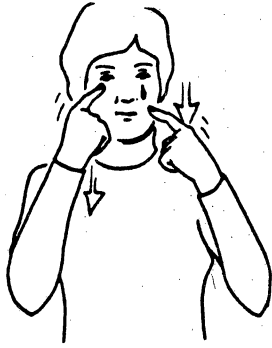
showing areas of discomfort
sick/ill



back in fear
aid

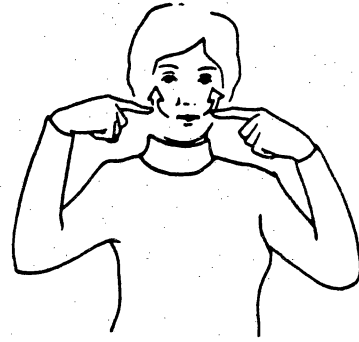


emotions from the heart
feel



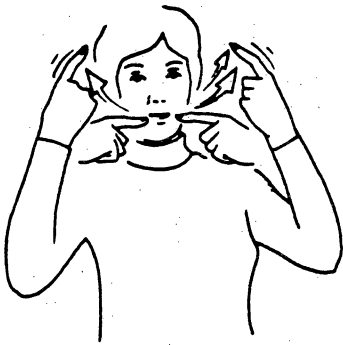
tears running down face

cry



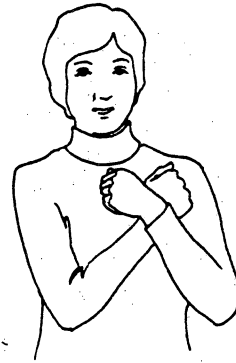
outline a smile

smile



lines to mouth movements when laughing

ugh



close to one's heart

love



2. I love you.



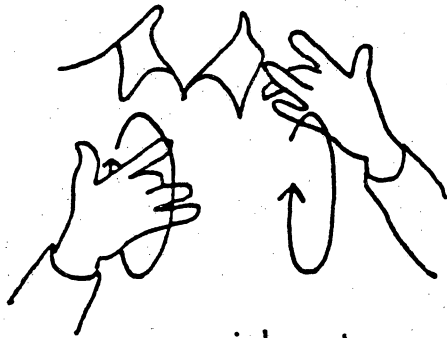
HUG

Hug self with H's
(See "LOVE")

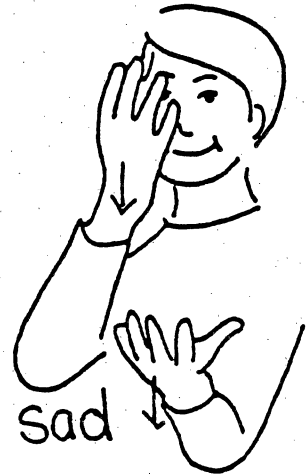
More Adjectives



mean



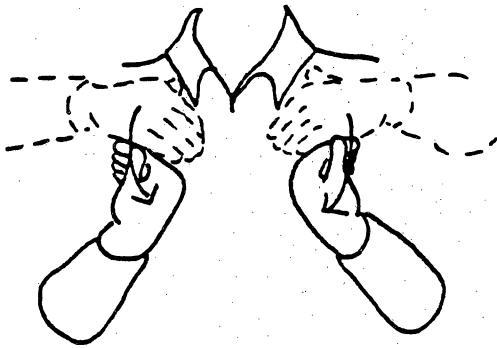
excited



sad



disappointed



tired



calm



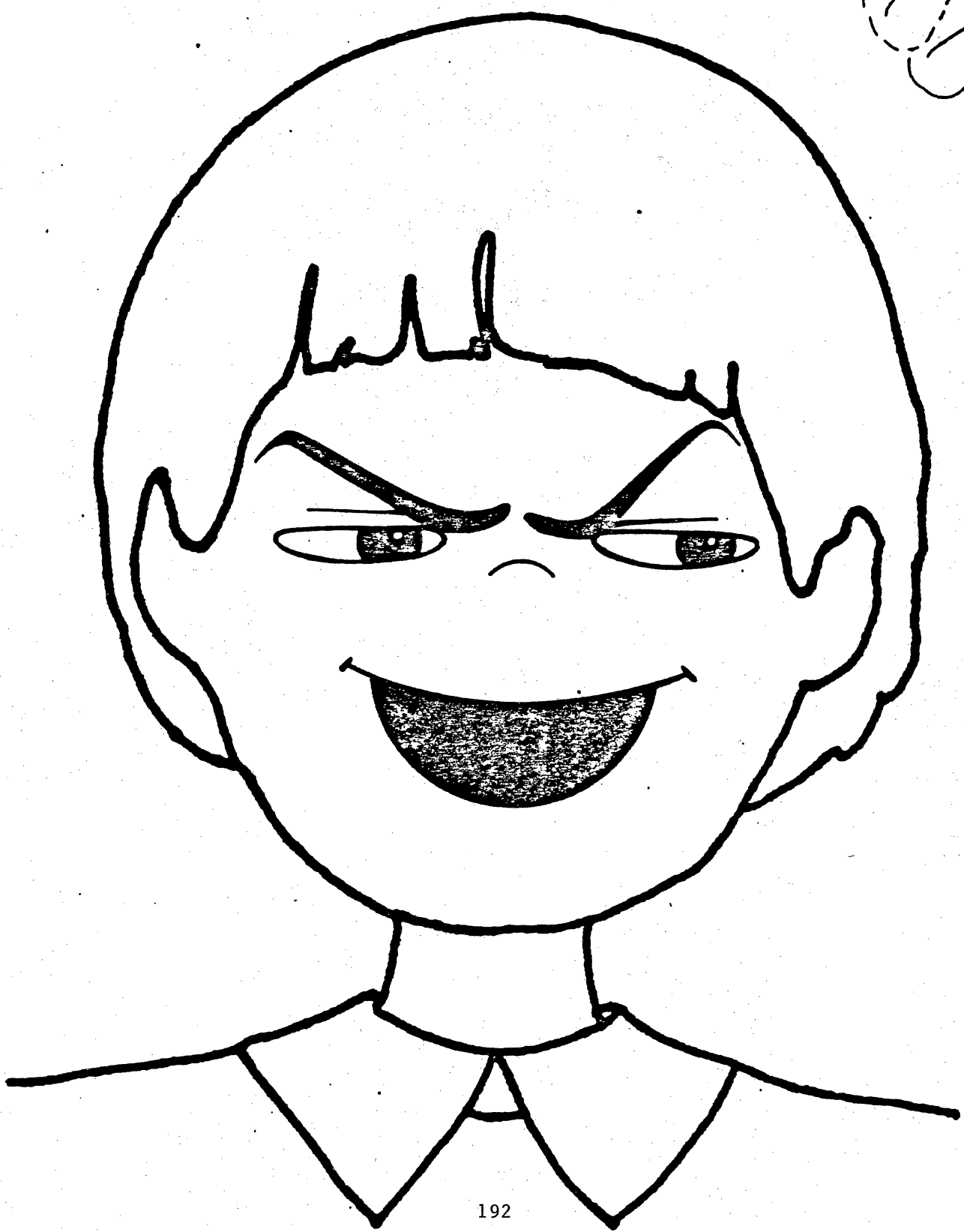
mad

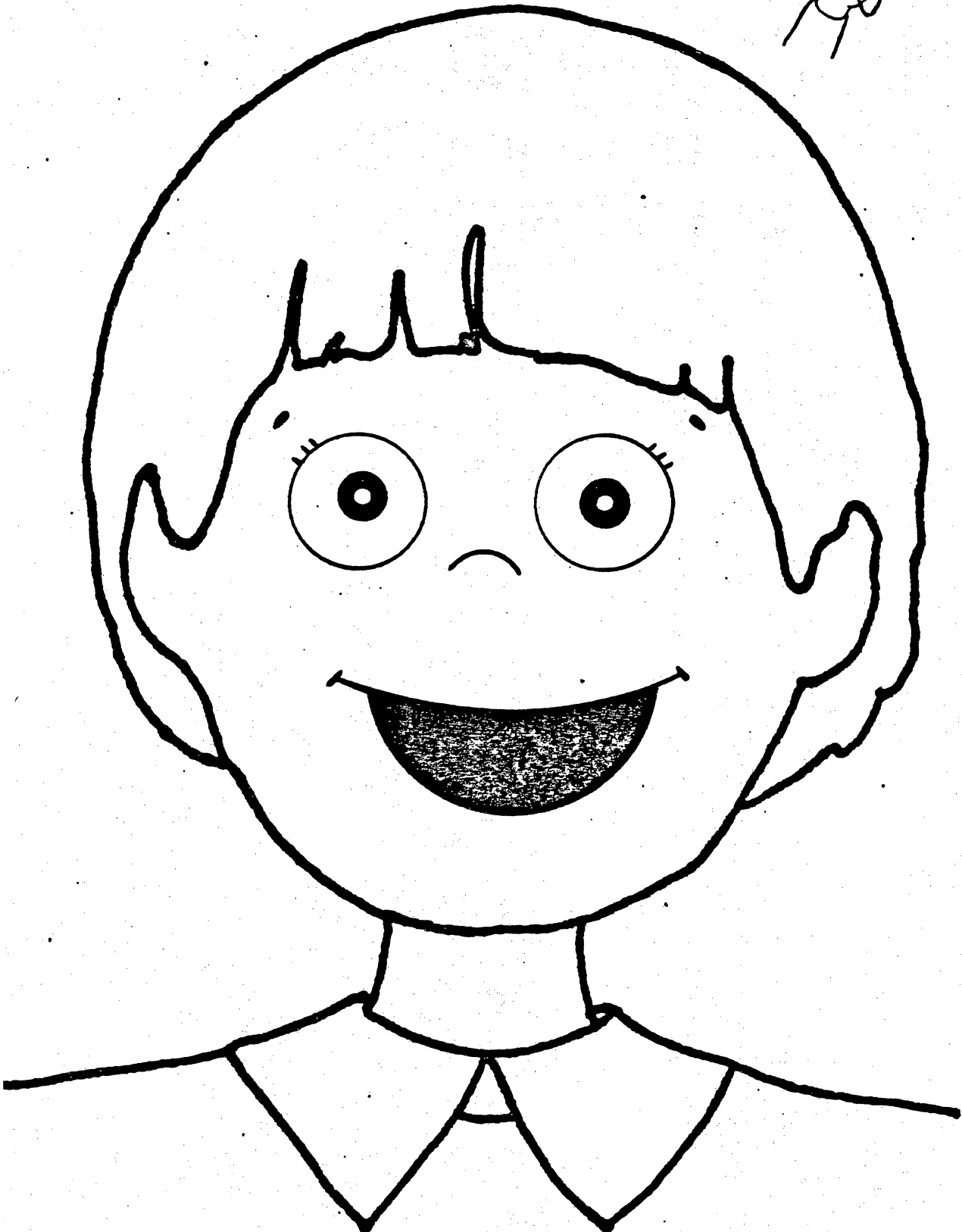
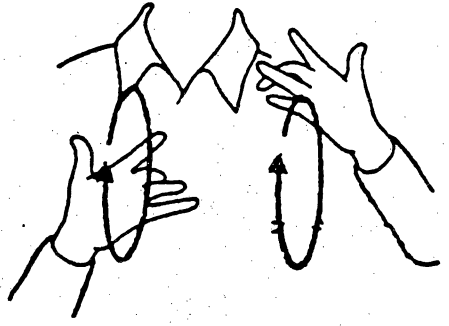


happy

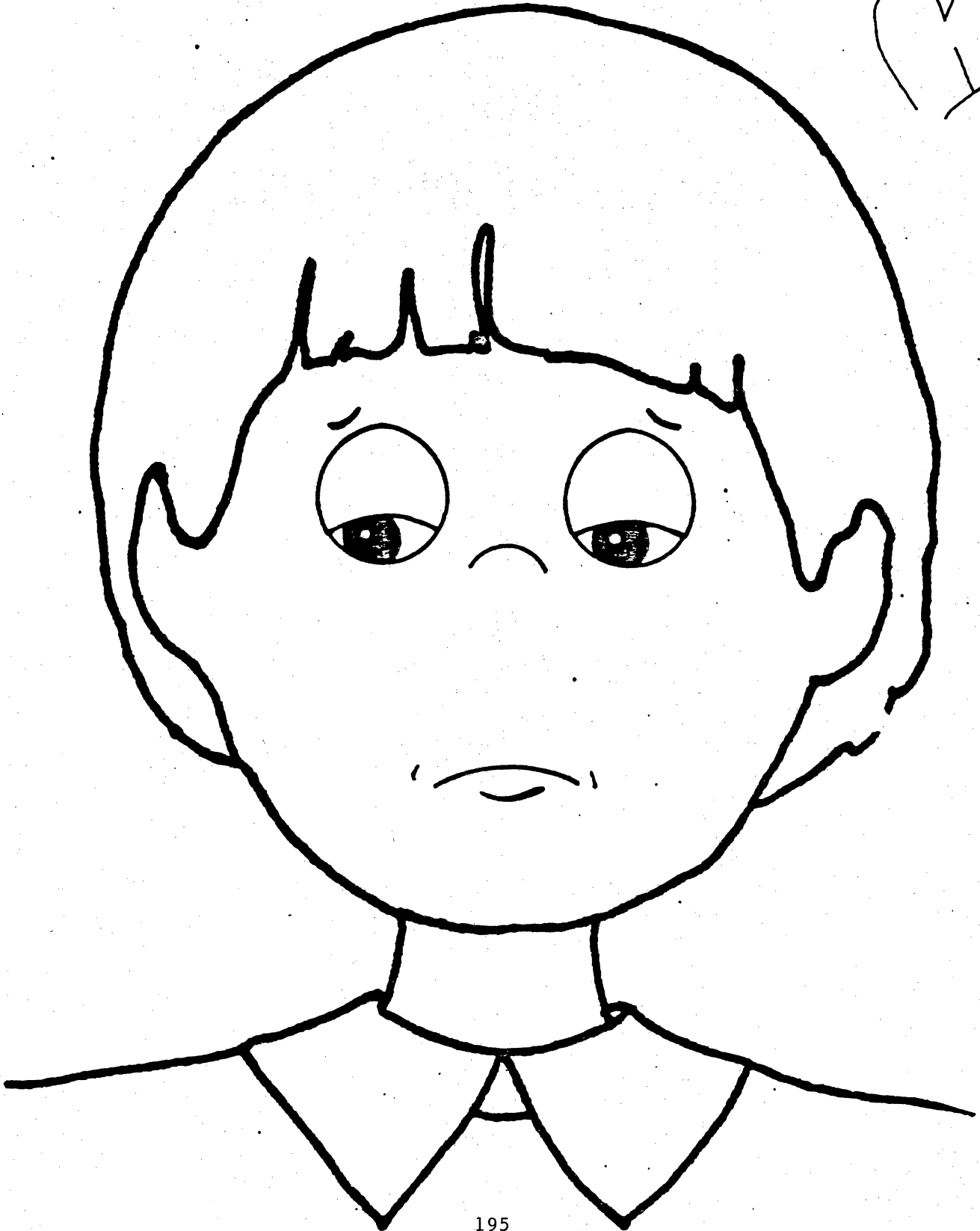
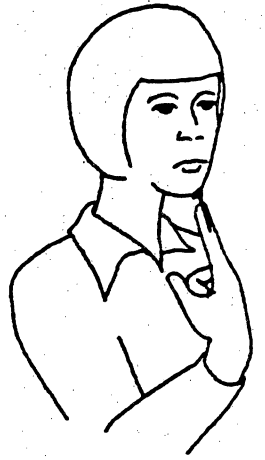


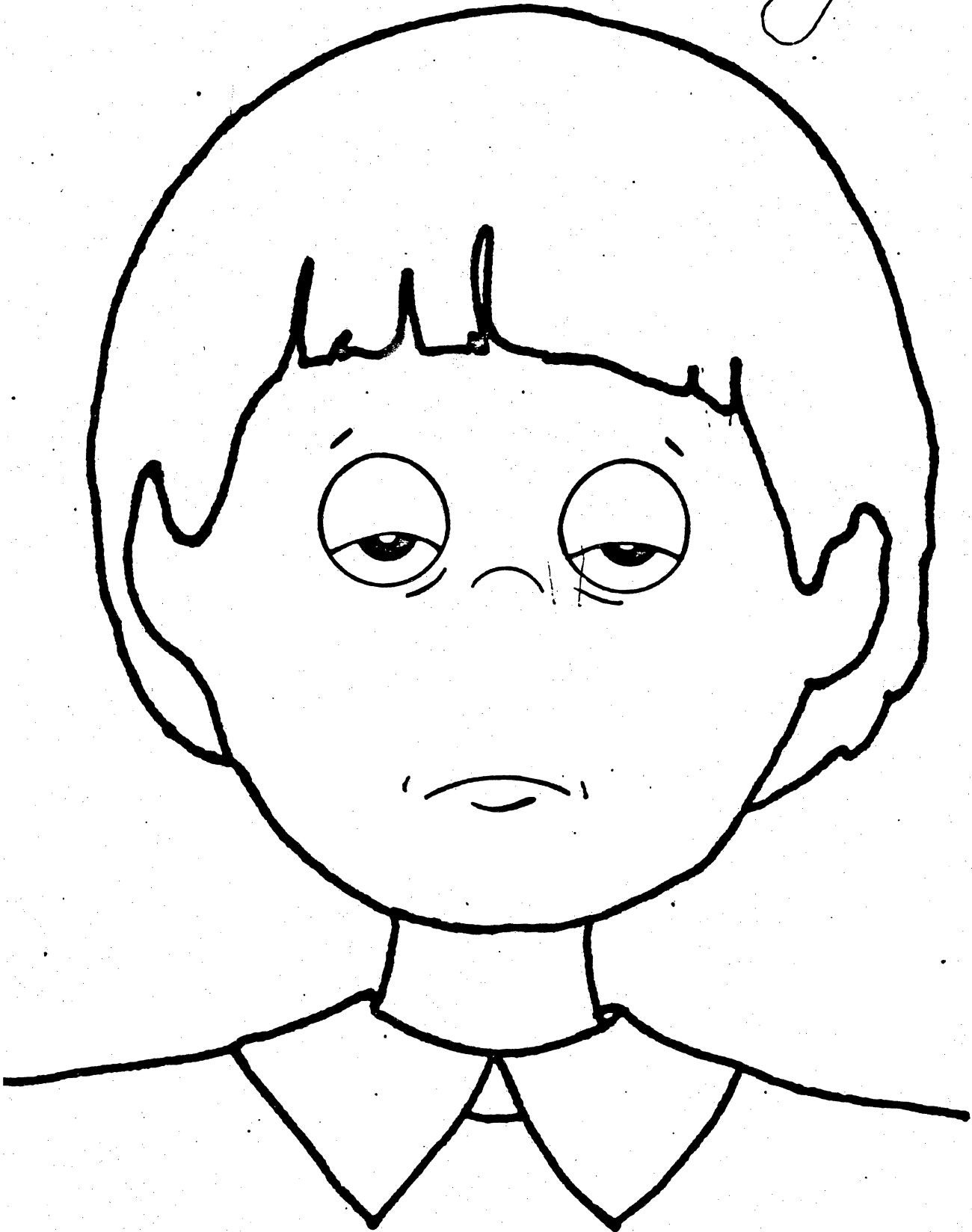
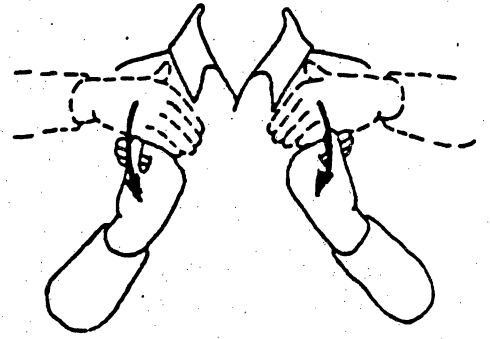
surprised

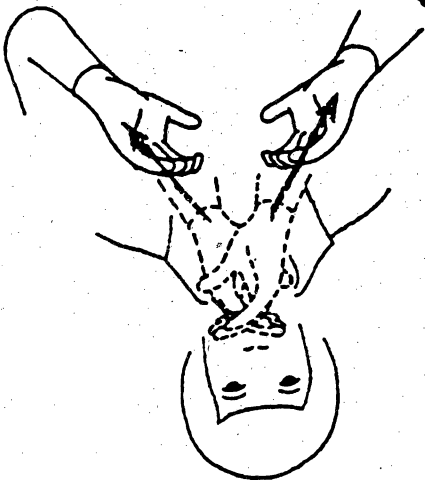
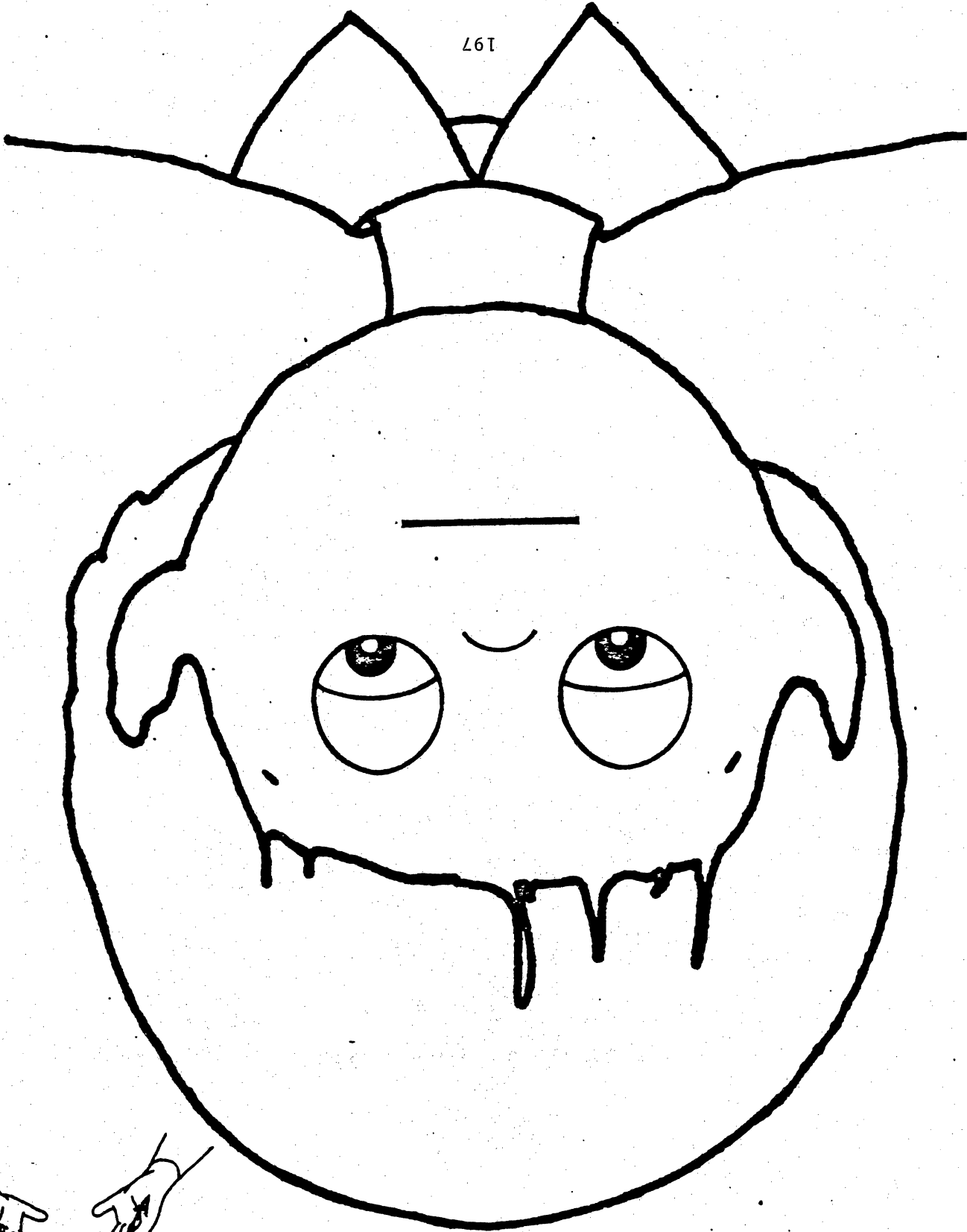


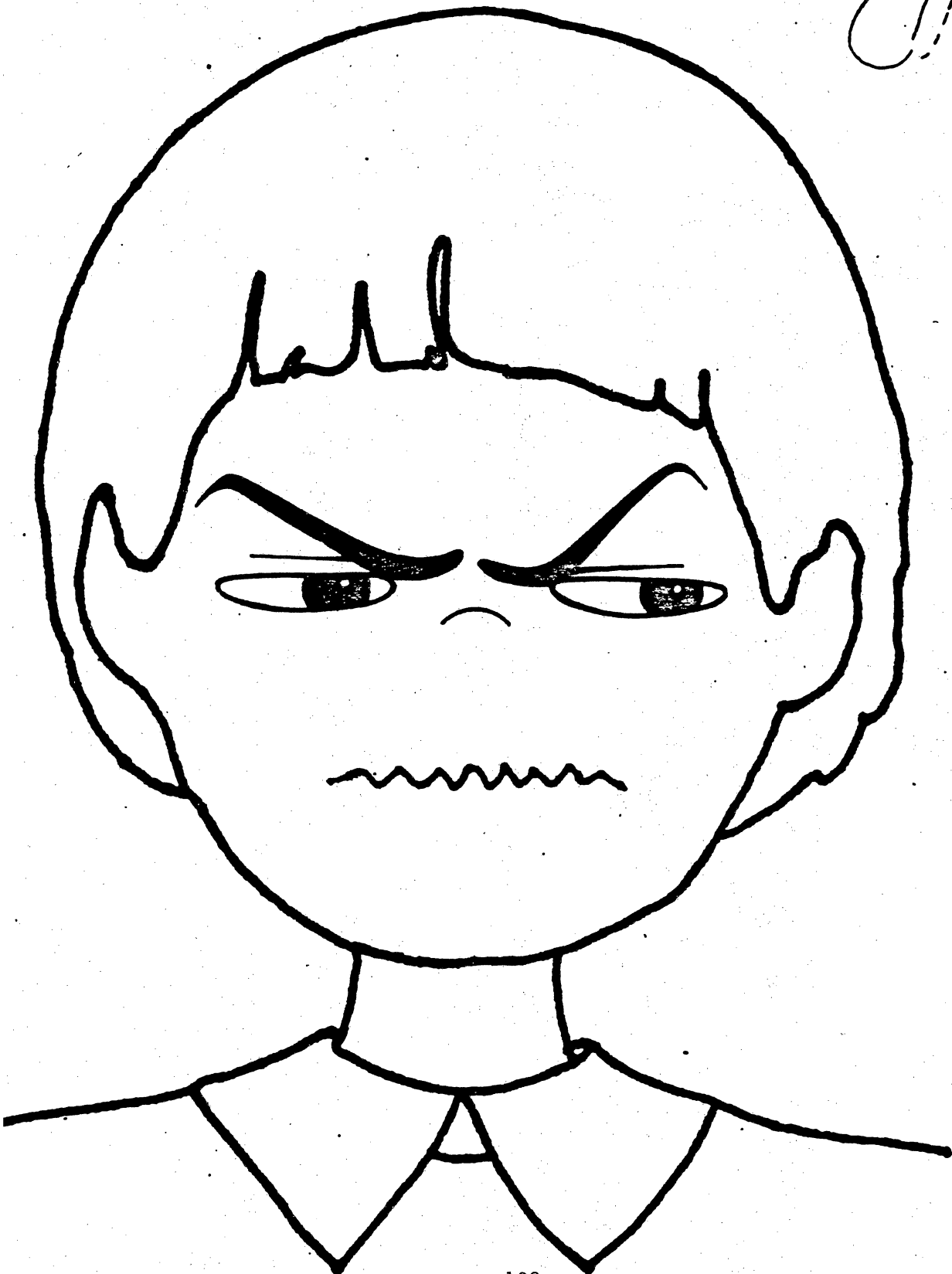


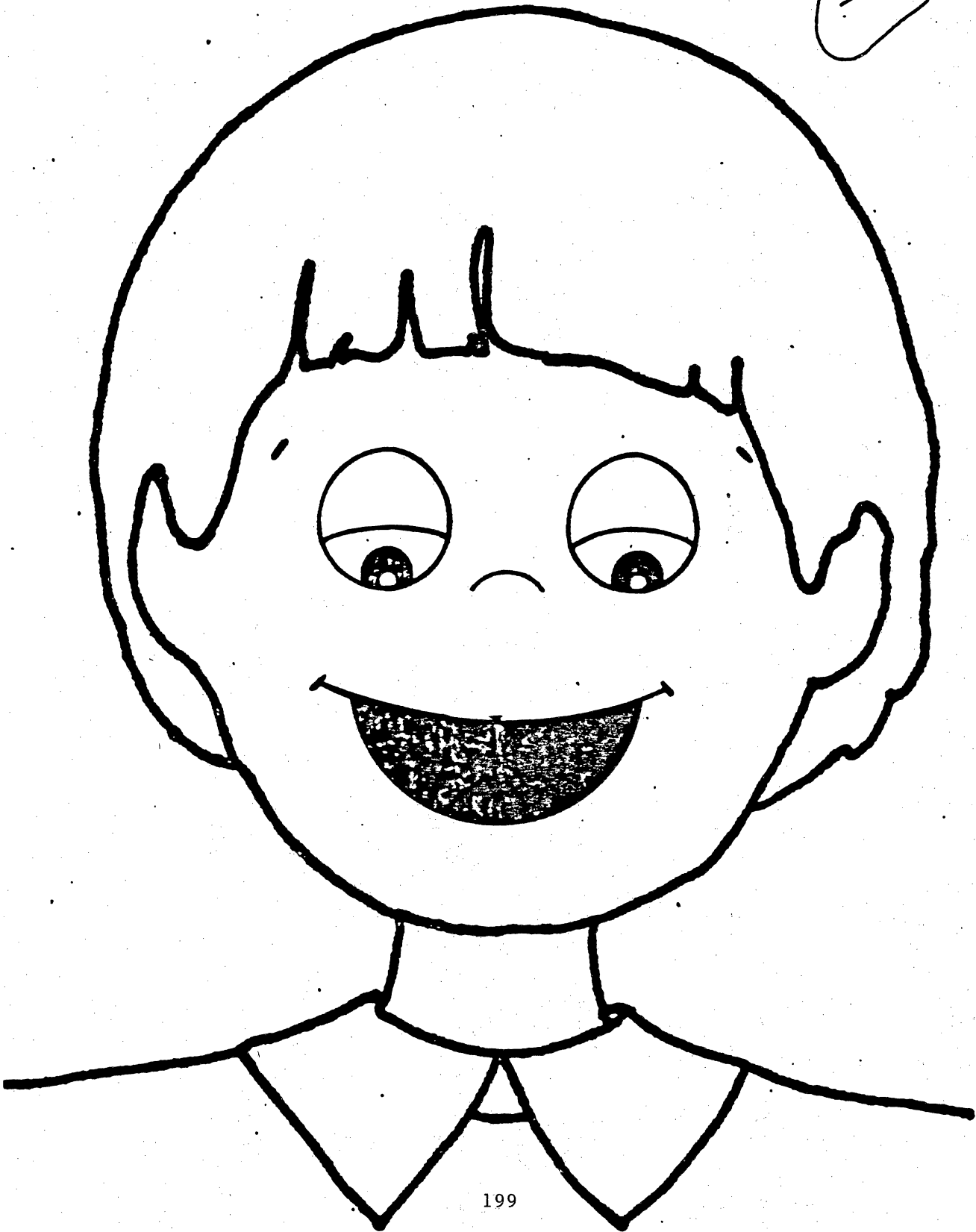


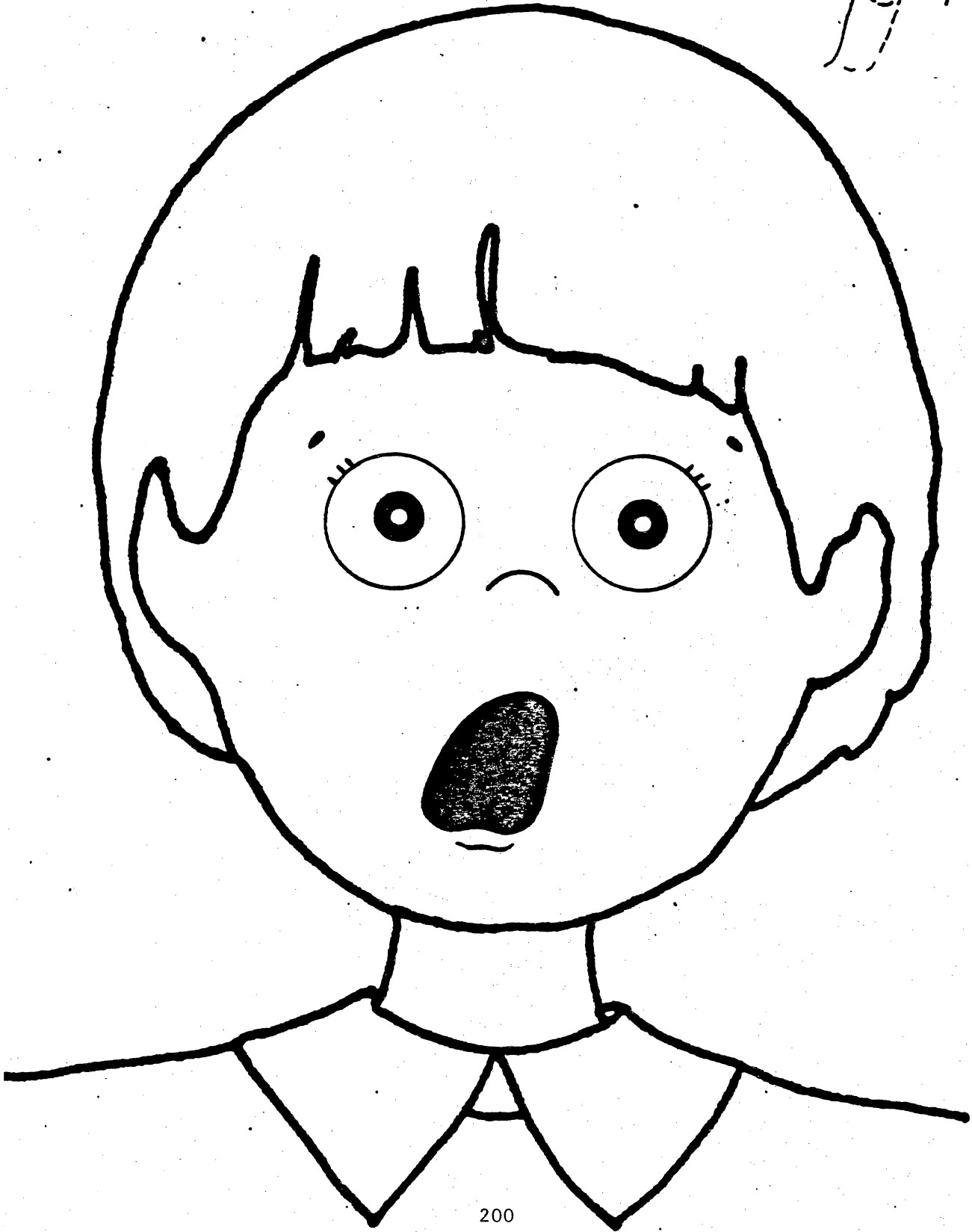


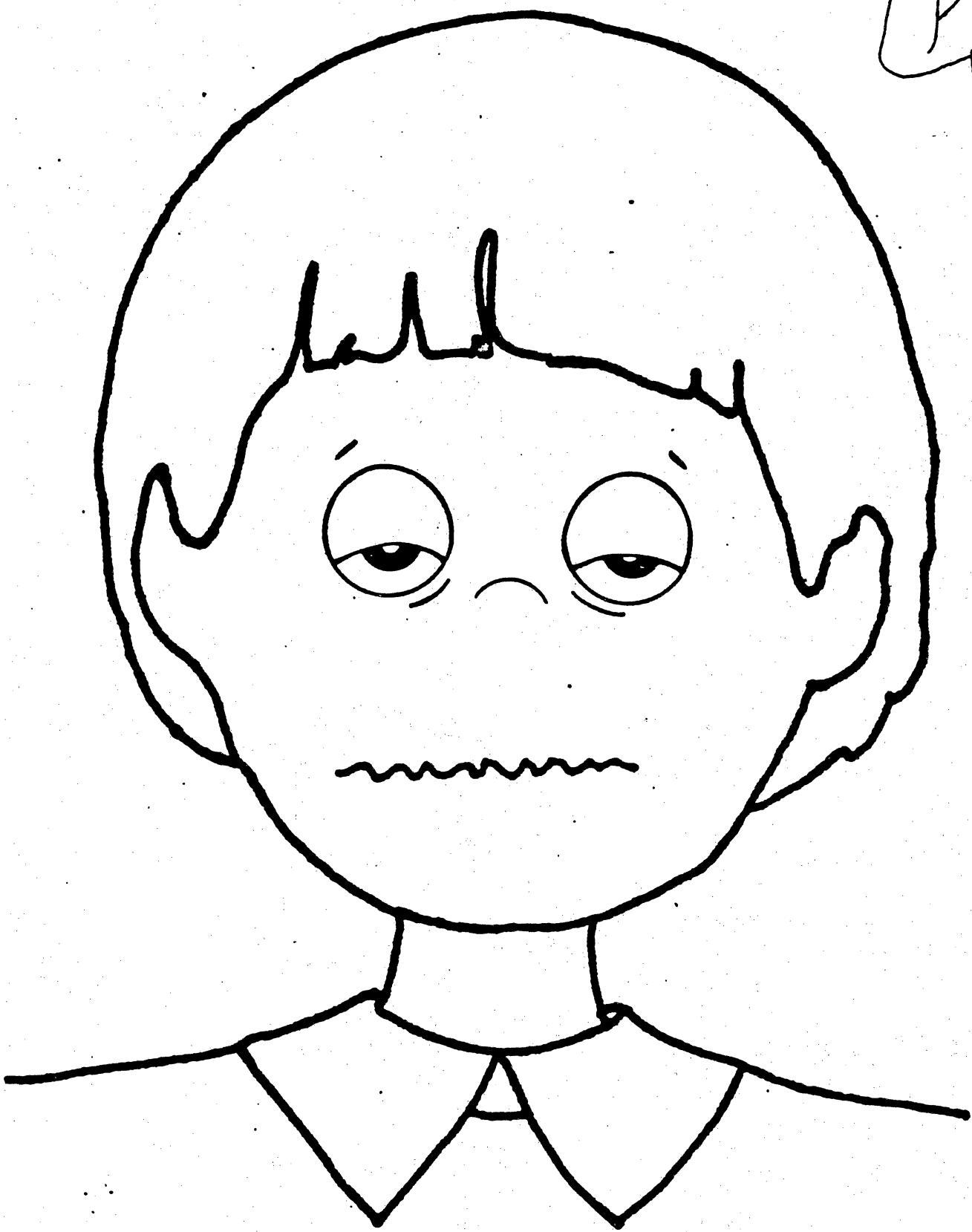
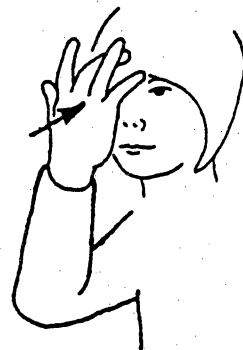












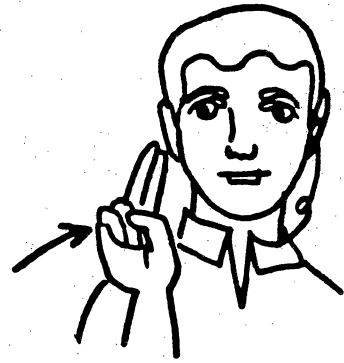


SEE

Palm-in V from eye outward

SAW = SEE + P. T.

SEEN = SEE + P. P.



HEAR

H-hand rises to ear

HEARD = HEAR + P. T.

(See "SOUND")



putting food in mouth

taste



smelling something

smell

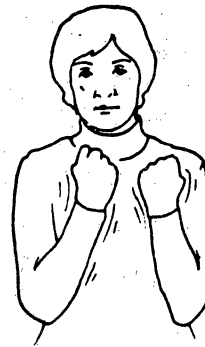


touching something

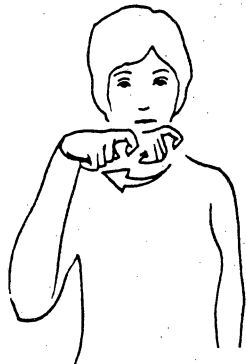
touch



something hot out of mouth



motion of shivering
cold (weather)

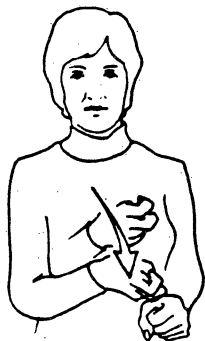


moisture from body

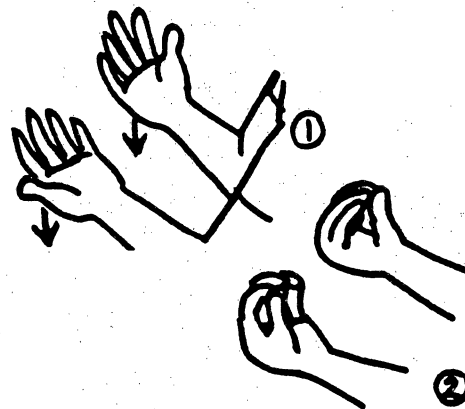


WET

Drop palm-in flat hand off chin,
then open and close both flat-
O's



cutting something hard



SOFT

Palm-up open hands drop
slightly, closing to flat-O's;
repeat

ACTIVITIES FOR
EMOTIONS, FEELINGS AND SENSES

NAME OF ACTIVITY: What is this face feeling?

ACTIVITY # 17 SECTION: Emotions

SIGNED WORD/CONCEPT: Facial expressions

FORMAL/INFORMAL TEACHING STRATEGY
(Circle one)

WHY THIS CONCEPT: Facial expressions are part of all communication, but especially necessary in sign language. Retarded children need training in eye gaze focusing.

SENSES UTILIZED: Sight, tactual, hearing.

MOTOR MOVEMENT INVOLVED:
(Other than sign)
Facial expressions, hand exploring.

PIAGETIAN/DEVELOPMENTAL CONCEPTS UTILIZED: 0-12 months plus, environment awareness and exploration.

NATURALISTIC CUE:
Picture of a facial expression and that of the teachers.

NATURALISTIC CONSEQUENCE/REINFORCEMENT: Facial imitation and tactual expression.

CONCEPTS TAUGHT: Faces show emotions, I have emotions, how do emotions feel?

MATERIALS NEEDED: Facial expressions found in the emotions section, a mirror, an expressive face, protective coverings over faces.

PROCEDURES: Show the happy face. Sign/say (what) is this face saying or feeling? (Happy). Make a happy face on own face. Sign/say (Happy). Show happy face in the mirror. Ask the children to come feel your happy face. Again sign/say (Happy). Let them feel your facial expression, while maintaining a happy expression. Have them imitate, feel and look at their faces in the mirror. Introduce only one emotion at a time and review for two or three weeks before introducing another emotion. Sign/say emotions on the faces of the children as they occur. Have them look in the mirror. Encourage their faces to show appropriate emotions. Exaggerate own faces so that they are easier for the children to imitate.

VARIATIONS: Mix up faces. Which is the sad face? Play at acting out and making emotions in the mirror. Move out emotions. Practice in unusual locations (the grass), take pictures of significant others in the various emotions. Practice identifying.

COMMENTS: No way is the only way. This is a vital concept if the children are going to be able to interact effectively with their environment and significant others. Use your imagination to train, induce and review emotional expressions.

NAME OF ACTIVITY: If you're happy and you know it, sign.

ACTIVITY # 18 SECTION: Emotions & Movements

FORMAL/INFORMALxTEACHING STRATEGY
(Circle one)

SIGNED WORD/CONCEPT: Sign review

WHY THIS CONCEPT: Relaxed way to review signs to music.

SENSES UTILIZED: Hearing, sight, kinesthetic.

MOTOR MOVEMENT INVOLVED:
(Other than sign)

Smiles and rhythmic body swaying.

PIAGETIAN/DEVELOPMENTAL CONCEPTS

UTILIZED: 1 year, moving to learn and learning to move.

NATURALISTIC CUE:

Teacher's smile and the song
"If you're happy and you know it"

NATURALISTIC CONSEQUENCE/REINFORCEMENT: Signing/signing togetherness, laughter.

CONCEPTS TAUGHT: Music, happy, sign review.

MATERIALS NEEDED: Hands, smile.

PROCEDURES: When there is a lull in the day or the children are tiring from learning or becoming fidgety, say "Let's sing!" Sing only happy except for the sign being reviewed. The words to the song are: "If you're happy and you know it (clap your hands), if you're happy and you know it (clap your hands), if you're happy and you know it, you really ought to show it, if you're happy and you know it (clap your hands)."

VARIATIONS: If you're happy and you know it (sign mommy)....

If you're happy and you know it, (sign/show me your nose)...

Objects, emotions, body parts, significant others, fruits, other body movements, march around the room, singing and signing the song.

COMMENTS: Have fun. Take 3-5 minutes to enjoy each other and review. The children will be ready to return to a harder task.

NAME OF ACTIVITY: Popcorn and the senses

ACTIVITY # 19 SECTION: First day and first foods activity

FORMAL/INFORMAL TEACHING STRATEGY
(Circle one)

SENSES UTILIZED: Sight, hearing, smell, taste, tactual, kinesthetic.

MOTOR MOVEMENT INVOLVED:
(Other than sign)
Jumping up and down

NATURALISTIC CUE:
Sight, smell, sound of popcorn.

CONCEPTS TAUGHT: Sense stimulation, involvement and awareness of environment, cooking popcorn.

MATERIALS NEEDED: Pan, oil, popcorn, lid, salt, container, napkins and a wet washcloth.

PROCEDURES: Have the children sit around a table away from the stove. Sign/say "We are going to make (popcorn)." Be excited. Let the children feel the uncooked popcorn and cold oil. Wash hands. Show the oil being put in the pan. Talk about turning on the (hot) (stove). Heat oil with lid on. Meanwhile, model, mold and practice the sign (popcorn). Put the popcorn in the pan, add lid. Make the children be very quiet and put their hands to their ear. When the first kernel pops, show the sign (popcorn). As each popcorn pops, jump up and down. (The first time just demonstrate, later having the children jump up and down to the beat of the popcorn). As the smell permeates, sign/say (smell). Exaggerate the intaking of a breath. When the popcorn finishes, remove from the stove and sign/say (hot popcorn). Remove lid. Show popped corn. Be careful to not get it too close to grabbing hands. Put popcorn in a container to cool. Pass out napkins and practice signing, molding (popcorn, please). Allow each child to add some salt. Sign/say (salt) before adding. Sprinkle some in their hands and allow them to taste. Sign/say (popcorn, please). Sign/say (eat) the (popcorn). Proceed to the next child. Wash hands, table and pan. (More, please) is readily learned when used with making popcorn. Use popcorn in later daily and weekly reinforcement for compliant behavior. Popcorn stays fairly fresh for a week.

SIGNED WORD/CONCEPT: See, feel, taste, listen, smell, popcorn.

WHY THIS CONCEPT: Making popcorn uses every sense and one kernel of popcorn makes excellent reinforcement.

PIAGETIAN/DEVELOPMENTAL CONCEPTS

UTILIZED: 4-12-18 months, environmental awareness, exploration through the senses.

NATURALISTIC CONSEQUENCE/REINFORCEMENT: Eating popcorn.

NAME OF ACTIVITY: Playing with water

ACTIVITY # 20 SECTION: Senses

SIGNED WORD/CONCEPT: Water fun

FORMAL/INFORMAL, TEACHING STRATEGY
(Circle one)

WHY THIS CONCEPT: Water has many uses, teaches children how to play and enjoy water, environmental interaction.

SENSES UTILIZED: Sight, hearing, tactual, kinesthetic, taste.

MOTOR MOVEMENT INVOLVED:

(Other than sign)
Active running, jumping, splashing.

PIAGETIAN/DEVELOPMENTAL CONCEPTS

UTILIZED: 8-14 months, active environment interaction

NATURALISTIC CUE:

Water hose or wading pool.

NATURALISTIC CONSEQUENCE/REINFORCE-

MENT: Feel of water.

CONCEPTS TAUGHT: Water is fun, feel-see-hear the water.

MATERIALS NEEDED: A hose, wading pools, a faucet, water, towels, hot weather.

PROCEDURES: Undress the students and put their bathing suits on. Training pants work well with the 3-4 year olds. Take them outside. Show them the hose and pools. Say/sign (water). Show them how the water turns on and squirts. Show them the water going in the pool. Begin squirting children as the pools are being filled. Allow someone to squirt you. Demonstrate screaming, running, laughing (having fun playing with water). When this activity needs a break, have children sit in the pools and splash water with their feet and hands. Dry them off and dump the pools or take a walk in the grass and air dry. Sign/say (water) as often as possible. Go into classroom, seat children. Sign/say (water), then give them a drink of water. Before giving each child their water, mold their hands into (water).

VARIATIONS: Introduce other uses of water and display their pictures (drinks, fun, washing bodies, clothes, tables, cars, brushing teeth, flushing, swimming). Teach the class to (swim in water).

COMMENTS:

NAME OF ACTIVITY: Mobiles flying through the air

ACTIVITY # 21 SECTION: Senses, sight, nap time

FORMAL/INFORMAL, TEACHING STRATEGY
(Circle one)

SENSES UTILIZED: Sight, hearing, tactual.

MOTOR MOVEMENT INVOLVED:
(Other than sign)

Sense stimulation and object reaching.

NATURALISTIC CUE:

Mobiles flying through the air.

SIGNED WORD/CONCEPT: Colors and object names.

WHY THIS CONCEPT: Babies are given mobiles over their cribs to stimulate their senses: eyes, hand, and ears. Why not do the same from the ceiling?

PIAGETIAN/DEVELOPMENTAL CONCEPTS

UTILIZED: 0-12 months plus.

NATURALISTIC CONSEQUENCE/REINFORCEMENT: Seeing, feeling, hearing, stimulating mobiles.

CONCEPTS TAUGHT: Environment awareness and sense stimulation.

MATERIALS NEEDED: Pictures, objects, colors, sounds, feeling shapes, string and hangers, imagination, ideas or idea books.

PROCEDURES: Make your room an environment to explore through the senses. Place mobiles everywhere, especially over the nap time area. Use colors, cutouts of materials or animals, bells, kitchen utensils, objects learning about, fantasy characters. Take pictures of the children and significant others and hang them at the children's eye level. A stagnate environment fosters passive, uninvolved students. A room that stimulates the senses wherever one looks will activate curiosity. Explore. Do a sound mobile, a feeling one. Take time out of each day to look, watch and discuss one of the mobiles (of course, during this time sign/say the colors and names).

VARIATIONS: Help children to make own mobiles, petition ideas and materials from the parents.

COMMENTS: Watch out for moving objects. The children's eye level is shorter than most teacher's height!

NAME OF ACTIVITY: Taking a walk and seeing nature

ACTIVITY # 22 SECTION: Senses

SIGNED WORD/CONCEPT: See

FORMAL/INFORMAL, TEACHING STRATEGY
(Circle one)

WHY THIS CONCEPT: Children first exploring their environment use the communicative gesture of pointing out the world of awe around them. Retarded children often do not spontaneously do this action.

SENSES UTILIZED: Sight, hearing, kinesthetic, tactual.

PIAGETIAN/DEVELOPMENTAL CONCEPTS

MOTOR MOVEMENT INVOLVED:

(Other than sign)
Pointing up, down, left and right, eye-hand coordination.

UTILIZED: Environment awareness, exploration and interaction, 1 year, 6 months.

NATURALISTIC CUE:

Something in the environment to look at.

NATURALISTIC CONSEQUENCE/REINFORCE-

MENT: Fun, enthusiastic social praise, everyone looking at what was pointed to.

CONCEPTS TAUGHT: To see, to communicate to another, to look at something that interests one, possibly colors and sounds, visual focusing.

MATERIALS NEEDED: An environment outdoors to look at, hands and eyes.

PROCEDURES: Take a leisurely stroll with the class. Stop often to look at small or big or colorful items. Each time, stop and say/sign (see). Do this sign/say (see) several times very excitedly! Help the children to see and to sign (see) or at least point to what is seen. Be sure to react with great approval and enthusiasm if a child initiates their own (see). In order to explore the environment, one must first become aware of it.

VARIATIONS: Take a stroll through the school, or the classroom, or down the road. Watch for specific colors. Listen for sounds. Feel textures.

COMMENTS: This is a fun activity for adults and children. The world is a place of wonder. Help open the child's eyes to wonder and awe. This activity encourages spontaneous communication and alleviates frustration from formal learning for both the children and the teacher.

NAME OF ACTIVITY: A ring of pictures

ACTIVITY #23 SECTION: Senses: Sight

SIGNED WORD/CONCEPT: Object and activity signs

FORMAL/INFORMAL TEACHING STRATEGY
(Circle one)

WHY THIS CONCEPT: Some children can't learn to sign or talk or need concrete pictures to communicate with others.

SENSES UTILIZED:

Tactual

MOTOR MOVEMENT INVOLVED:

(Other than sign)

Picture flipping.

PIAGETIAN/DEVELOPMENTAL CONCEPTS

UTILIZED: 1 year, beginning control of environment.

NATURALISTIC CUE:

Ring of pictures.

NATURALISTIC CONSEQUENCE/REINFORCE-

MENT: Communicating basic desires.

CONCEPTS TAUGHT: Communication intent, object and activity pictures and signs.

MATERIALS NEEDED: A large binder or key ring, protective covering over the pictures, pictures glued to index cards, a catalogue or polaroid to take child's pictures, hole puncher.

PROCEDURES: Obtain pictures of foods, common objects, activities and places that the child is familiar with. Take pictures of the child doing things and people in their life. Place the pictures on either index cards or cardboard from shirt boxes or cut pieces of cardboard boxes. Cover with protective acetate or plastic. Punch out a hole in each picture and put through ring. (Start with only one to three pictures). Put a leash on the ring. Show the child one picture. Sign/say the picture (Mommy). Mold the child's hands into (Mommy). Verbalize Mommy. Picture of food for eat and a picture of milk or a drink of water for drink. Repeat two to three times a day, until one sign/picture is used to communicate need. Send back and forth from school and home. As picture is learned and used, add a new picture.

COMMENTS: Too many pictures confuse the issue and keep the child from beginning to communicate needs. At first, many, many, many trials are needed. Teach parents first three signs and way of reviewing the pictures and signs. Stress the need for a child to have a reason to want to communicate. A child given food without having to ask for it will not learn to communicate to ask for food.

NAME OF ACTIVITY: Follow the light

ACTIVITY # 24 SECTION: Senses

SIGNED WORD/CONCEPT: Watch, see

FORMAL/INFORMALxTEACHING STRATEGY
(Circle one)

WHY THIS CONCEPT: Visual tracking is important in training visual focusing. Increasing environmental awareness through the senses.

SENSES UTILIZED: Sight, hearing.

MOTOR MOVEMENT INVOLVED:

(Other than sign)

Visual tracking and focusing coordination.

PIAGETIAN/DEVELOPMENTAL CONCEPTS

UTILIZED: 7 months.

NATURALISTIC CUE:

Moving light.

NATURALISTIC CONSEQUENCE/REINFORCE-

MENT: Seeing and finding the moving light.

CONCEPTS TAUGHT: See, watch, light, visual tracking and focusing, increased attention span, environmental awareness.

MATERIALS NEEDED: Flashlight, several flashlights, colored tissue paper and rubber bands, soft soothing music.

PROCEDURES: Have the children sit or lie down on the floor. Turn the lights out and turn the flashlight on. Say/sign (watch, see). Move the light around in a dancing motion on the ceiling. Say/sign (watch, see). Move the light to the wall or upon different children. Attention span is 5-10 minutes. After the children are used to this activity, wrap colored tissue paper over the lights, giving each child a flashlight. Turn off the lights. Sign/say (watch, see). Children become delighted with dancing colors.

VARIATIONS: Use simple light and train tracking skills with a smaller light and directly in front of the child.

COMMENTS: Make this fun, sensual and stimulating. Do not do it too often, but offer it as a special treat.

NAME OF ACTIVITY: Shaving cream

ACTIVITY # 25 SECTION: Senses-Touch

SIGNED WORD/CONCEPT: Feel, touch, clean

FORMAL/INFORMAL, TEACHING STRATEGY
(Circle one)

WHY THIS CONCEPT: Active interaction with the environment and sense stimulation.

SENSES UTILIZED: Sight, hearing, tactual, kinesthetic, sometimes taste.

MOTOR MOVEMENT INVOLVED:
(Other than sign)
Circular hand movements.

PIAGETIAN/DEVELOPMENTAL CONCEPTS

UTILIZED: 1 year, 6 months, sensory stimulation.

NATURALISTIC CUE:

Shaving cream on table.

NATURALISTIC CONSEQUENCE/REINFORCE-

MENT: Feeling and playing with the shaving cream.

CONCEPTS TAUGHT: Touch, fun, cleaning, environment and sense interaction, feel.

MATERIALS NEEDED: Shaving cream, water, table, towels.

PROCEDURES: Seat children around table. Spray shaving cream all over the table. Say/sign (touch with your hands). Demonstrate playing, touching and spreading the shaving cream. Encourage children to do the same. Allow to go on for 5-8-10 minutes (or until mess is over your tolerance). Give the children towels and sign/say (clean/dry). Assist. Rinse out towels. Rewipe tables and, if possible, have children hang them out to dry.

VARIATIONS: Whipping cream, pudding, painting walls with water.

COMMENTS: Shaving cream is a great way to clean a dirty table. Although tasted, children are not known to consume lethal quantities of the shaving cream.

NAME OF ACTIVITY: Touching animals

ACTIVITY # 26 SECTION: Senses

SIGNED WORD/CONCEPT: Touch

FORMAL/INFORMAL_xTEACHING STRATEGY
(Circle one)

WHY THIS CONCEPT: Animals are alive and provide tactual stimulation. Animals are part of life and awaken awareness in children.

SENSES UTILIZED: Sight, tactual, kinesthetic, smell.

MOTOR MOVEMENT INVOLVED:
(Other than sign)
Petting, stretching to see around the other children.

PIAGETIAN/DEVELOPMENTAL CONCEPTS UTILIZED: Sensory stimulator, 18-36 months.

NATURALISTIC CUE:
Sight of the animal.

NATURALISTIC CONSEQUENCE/REINFORCEMENT: Petting the animal, softly.

CONCEPTS TAUGHT: Animal care, gentle touching, taking turns.

MATERIALS NEEDED: A small animal. Guinea Pigs work very well. Hamsters tend to bite. Bunnys are good but tend to be too big to hold comfortably. Chicks tend to be held too tightly. A cage, animal food and water.

PROCEDURES: Have the children sit quietly on the floor. Say/sign "We are going to (touch) the Guinea Pig, Sugar. (Who) wants to be first?" At the first gestural attempt, allow the child to touch and pet the Guinea Pig. Model gentle touching as the Guinea Pig is removed from the cage. "(Who) wants to be next?" Proceed until every child has had a turn.

VARIATIONS: Feed the animal, water the animal, clean the animal's cage, hold the animal.

COMMENTS: Children will spend hours watching an animal. Feeding, watering and cleaning an animal allows for informal generalization of these concepts to occur, thus building a firmer experiential foundation. Animals facilitate active involvement within the environment.

NAME OF ACTIVITY: Food textures

ACTIVITY # 27 SECTION: Senses

FORMAL/INFORMAL TEACHING STRATEGY
(Circle one)

SENSES UTILIZED: Taste, smell,
tactual, sight, hearing.

MOTOR MOVEMENT INVOLVED:
(Other than sign)
Hand-mouth coordination, mouth chewing
and swallowing.

NATURALISTIC CUE:
Sight of various foods.

CONCEPTS TAUGHT: Foods feel and taste different.

MATERIALS NEEDED: Popcorn, orange, carrot, bread, ice cream or pudding, cheese,
honey, small containers and spoons, wet washcloth.

PROCEDURES: The teacher may sign/say the various foods and textures or just talk
about them. A few signs during the lesson are encouraged so that sensorimotor
signing is consistent. This is a receptive lesson. Do not have the children
repeat signs. Place small containers on the table in easy reach of the children.
Name popcorn, have each child take some popcorn on their spoon. Everyone feel
it with their hands and then with their mouth. Go on to the next food.
Exaggerate the textures and the experience. Have the children help clean up.

VARIATIONS: Match a food texture with its picture. Vary foods and textures.
Rug textures. Crawling over textures. Combing and brushing through textures.
Food smells. Feel with feet. Make texture pictures.

COMMENTS: Yes, it will be messy, but fun. This activity works better if the
children are not starved or full. For every 5 children, 1 or more adults are
recommended.

SIGNED WORD/CONCEPT: Soft, rough, hard,
smooth, different food names.

WHY THIS CONCEPT: Sense stimulation and
interaction with the environment.

PIAGETIAN/DEVELOPMENTAL CONCEPTS

UTILIZED: Children first learn about
their world through their mouth,
1 year, 6 months.

NATURALISTIC CONSEQUENCE/REINFORCE-
MENT: Feel and taste of various foods.

NAME OF ACTIVITY: Movement and the blindfold

ACTIVITY # 28 SECTION: Senses and Movement

SIGNED WORD/CONCEPT: Cover your eyes.

FORMAL/INFORMAL, TEACHING STRATEGY
(Circle one)

WHY THIS CONCEPT: Awareness of senses and body image.

SENSES UTILIZED: Sight, hearing, tactual, kinesthetic.

MOTOR MOVEMENT INVOLVED:
(Other than sign)
Hand searching, activity and body movement.

PIAGETIAN/DEVELOPMENTAL CONCEPTS UTILIZED: 8-18 months, sensory awareness, exploration, stimulation.

NATURALISTIC CUE:
Teacher's voice and blindfold.

NATURALISTIC CONSEQUENCE/REINFORCEMENT: Blindfold experience and removal of blindfold.

CONCEPTS TAUGHT: We see with our eyes. Without eyes, exploring the environment is harder and takes using other senses and our body.

MATERIALS NEEDED: Blindfold or soft scarf big enough to be used around a child's head.

PROCEDURES: Seat the children on the floor by a balance beam, stairs and a large, soft pillow. Say/sign "I am going to (cover your eyes) and help you move." Cover own eyes and move over or on the balance beam, pillow and stairs. Praise self. Choose a child least likely to start crying. Sign/say "I am going (to cover your eyes)." Gently blindfold the child's eyes and slowly guide him over the objects. Do half the class the same way. Do the other half the next time you do this activity. If a child is extremely fearful, only put the blindfold on for 20 second and don't try to make them move.

VARIATIONS: Use the blindfold and feel things. Use the blindfold and listen to things.

COMMENTS: This is beneficial but can cause anxiety. Be careful. Positioning the child in your lap and holding them close to you can overcome their fear and apprehension.

NAME OF ACTIVITY: Dressing bag

ACTIVITY # 29 SECTION: Senses or
Daily Living

FORMAL/INFORMAL TEACHING STRATEGY
(Circle one)

SENSES UTILIZED: Tactual, sight,
hearing.

MOTOR MOVEMENT INVOLVED:
(Other than sign)
Grasp and reflex, pulling,
shaking.

NATURALISTIC CUE:
Bag of unknown objects.

CONCEPTS TAUGHT: Feeling, seeing and recognizing clothing, clothing names.

MATERIALS NEEDED: Large bag half full of children's clothing.

PROCEDURES: Seat the children around the table. Show them the bag. Sign/say "(What) is in the bag?" The first child to display a gestural response gets to reach in the bag and pull out a garment. After it is held up for everyone to see, sign/say "(What) is this?" Wait. Sign/say, "It is a dress (sock, shoe, pants, etc.)." Help the child sign the article of clothing and go on to the next child. Allow the dress to remain with the first child. After everyone has an article of clothing, ask "(Who) has the (dress)?" "You have the (dress)." "(Put the dress) back in the bag." "Good putting the dress back in the bag." Rehelp them say/sign (dress). Go on to the next item, shoe.

VARIATIONS: Use table utensils, toys, fruits, other items the children have learned about.

COMMENTS: Groups should be no more than 4-6. If necessary, divide the class into two groups. This is not an introductory activity, but a review activity. This activity works better with older or more cognitively developed children.

SIGNED WORD/CONCEPT: Specific items of clothing.

WHY THIS CONCEPT: Attention focusing, reinforcing names of clothing, element of surprise and thinking.

PIAGETIAN/DEVELOPMENTAL CONCEPTS UTILIZED: 1-2 years, object manipulation and exploration.

NATURALISTIC CONSEQUENCE/REINFORCEMENT: Holding an article of clothing.