

# **Teaching: Sign Language for the Early Childhood Environment TIME TO SIGN IN THE CLASSROOM**

## **Our Mission**

Time to Sign, Inc. is dedicated to supporting effective and meaningful communication for children, families, caregivers, and businesses by teaching American Sign Language in a fun and educational way.

## **Our Workshop Agenda**

Fun Song...

Discussion: How to Incorporate Sign Language into the Classroom with 12 Lessons

Discussion: Benefits of Sign Language

Lesson 1: Greetings and Morning Routines, Rules, Expectations

Lesson 2: Emotions and Calming Down

Lesson 3: Animals (Pets, Ocean)

Lesson 4: Manners – Social Time

Lesson 5: Social-Emotional Learning (asking questions)

Lesson 6: Making Friends, Family, Sharing and Caring

Lesson 7: Colors and Shapes

Lesson 8: Numbers and Transportation Activities

Lesson 9: Weather

Lesson 10: More Animals (Ducks, Frogs, Farm, Zoo)

Lesson 11: Mealtime (Foods, Classification, Health and Nutrition)

Lesson 12: Transition Songs (5 to start)

Discussion: Easy Incorporation of Sign Language for EC

Wrap up and Q&A

# Why Sign with Children?

## Benefits of Signing with Children

- ✎ 2-sided brain activity that increases brain functioning
  - Visual right brain usage
  - Cognitive second language left brain usage
  - Creates additional connections or synapses in the brain
  - Creates an average IQ increase of 12 points per child
- ✎ Enhances fine motor coordination
- ✎ Accelerated speech and emotional development
- ✎ Visual activity, as 80% of signs are pictorial representations of the represented concept, it is easier for children to learn than the spoken word
- ✎ Enables children to communicate effectively
- ✎ Enhances children's vocabulary, concept understanding, pre-literacy and reading skills
- ✎ Babies can communicate their pre-verbal wants and needs and be understood to reduce frustrations for parents and children
- ✎ A fun activity for child and parent/caregiver that reduces frustration and enhances bond between child and parent/caregiver
- ✎ Enhances children's confidence and self-esteem, any children can learn how to sign
- ✎ Effectively reinforces the instruction of the positive expression of emotions, self-regulation, problem-solving abilities, and social skills
- ✎ Enhances memory retention, with increased muscle memory and more senses involved in learning
- ✎ Better grades in school and score 17% higher on standardized tests

## Classroom Instructional Benefits

- ✎ Enhances children's vocabulary, provides a secondary way to memorization (a back-up that enables children to learn concepts faster and recall them better)
- ✎ Enhances children's confidence and self-esteem, all children can sign
- ✎ Enables children to control their hyperactive tendencies
- ✎ Reinforces the learning of educational concepts

## Classroom Environment Benefits

- ✎ Lowers children's noise levels in the classroom
- ✎ Reduces need for teachers to raise their voice
- ✎ Enables class to support special needs children
- ✎ Children pay better attention, they have to look directly at you
- ✎ In a short time sign language gets children's attention better than the spoken word
- ✎ Increased ability to express emotions reduces instances of misbehavior
- ✎ Increases children's use of manners

According to Dr. Marilyn Daniels, the authority on the benefits of sign language use with young children, in Hubler (2003), sign language is both a visual and kinetic language and provides unique benefits. The brain creates individual memory stores for each language a person learns. In sign language you intake sign with your eyes, which uses the right side of your brain. Then as with any other language, sign is processed and stored in the brain's left hemisphere close to the ear. The process of visual communication creates additional synapses in the brain, furthering its growth and development. Also, it helps to establish two memory stores in the left side of the brain, one for English and one for sign language. This process develops a built-in redundancy of memory, storing the same word or concept in two formats in two places (p. 7).

Most signs are iconic, visually representing the word or concept. Visual associations are easier for children with autism to learn than spoken language. Sign language can act as a bridge to spoken language by “turning on” areas of the brain necessary for speech (Babies and Sign Language).

Other research findings support the many benefits inherent in the use of sign language for young children. According to Larson and Chang (2007), “Sign language has been shown to promote language development, improve reading skills, maintain behavior control, foster self-esteem, increase enthusiasm, cause children to be more actively involved in play, and increase ease of classroom management” (p. 239). Further, Capirci and Cattani (1998) hypothesized that “learning a visual-gestural language such as LIS (Italian Sign Language) may improve children’s attentional abilities, visual discrimination and spatial memory” (p.135). These enhancements benefit the child individually and the classroom as a whole.

The resulting academic boost for young children is tremendous. Dean (2008) wrote that children who have learned American Sign Language at a young age exhibit an average IQ that is eight to thirteen points above average. According to Acredolo and Goodwyn (2000), “a National Institute of Health study also showed hearing 8-year-olds who had been signing at an early age had higher IQs, greater self-esteem, higher frustration tolerance, enriched parent-child bonding, and more sophisticated play experiences.”

Teachers who use signing report fewer acts of violence, such as biting, hitting, and screaming, because the children are happier and less frustrated because they are better able to communicate (Sign2me.com, n.d.). Vallotton (2009) states that educators of young children are more responsive to preverbal children when children are using signs. Teachers made better eye contact with them, talked to them more individually, were warm and affectionate, and responded to their needs.

Sign language has been utilized to improve communication in special education classrooms for decades. Carrow (2003) writes that many abnormal behaviors related to autism and other developmental disabilities, such as aggression, tantrums, self-injury, anxiety, and depression, are actually negative effects of their inability to communicate to others. Sign language increases the child’s ability to communicate, lessening these undesirable outcomes. These benefits are transferrable to the general population. Improving communication improves social, emotional and academic learning (SEAL). Further, it reduces instances of misbehavior by providing a frustrated or angry child a positive outlet for expression.







































“It has been shown that through extensive therapy with a speech language pathologist, some children with Apraxia can, in fact, resolve some of their problems with talking” (Babies and Sign Language). “ADD and ADHD children learn better when information is presented visually (create a mental picture) and kinesthetically (through movement). Using sign language signs with these students can give them that visual and kinesthetic representation that will help them to learn successfully” (Orfano & Gromisch, 2012).

“Studies show that foreign language learning increases critical thinking skills, creativity, and flexibility of mind in young children. Students who are learning a foreign language out-score their non-foreign language learning peers in the verbal and, surprisingly to some, the math sections of standardized tests (Caccavale, 2008).

The aforementioned research demonstrates the amazing benefits of sign language for children, class instruction, and the children’s environment. To learn more contact Time to Sign at (321) 726-9466.

# “ABC’s”

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<b>A</b> –	<b>B</b> –	<b>C</b> –	<b>D</b> –	<b>E</b> –	<b>F</b> –	<b>G</b> ,
						
						
<b>O</b> –	<b>P</b> ,					
						
<b>Q</b> –	<b>R</b> –	<b>S</b> ,	<b>T</b> –	<b>U</b> –	<b>V</b> ,	
						
<b>W</b> –	<b>X</b> ,	<b>Y</b> and	<b>Z</b> .			
						
<b>Now</b>	<b>I</b>	<b>know</b>	<b>my</b>	<b>A</b> –	<b>B</b> –	<b>C</b> 's.
						
<b>Next</b>	<b>time</b>	<b>won't</b>	<b>you</b>	<b>with</b>	<b>me</b> .	

# “Please and Thank You”

(Original Author Unknown, Illustrations Copyright©2002 Time to Sign, Inc.)



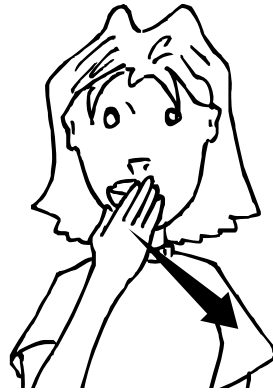
*Por Favor* and



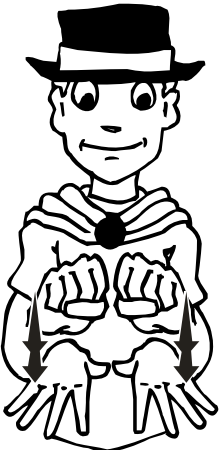
*gracias*



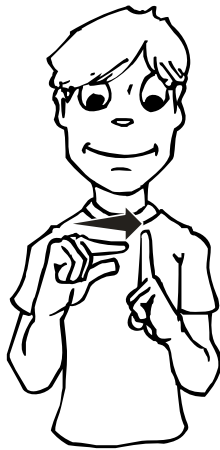
*Please* and



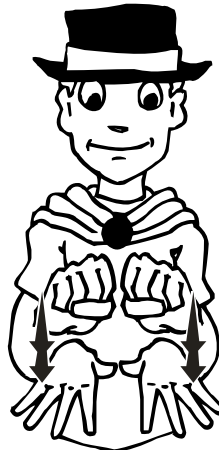
*thank you*



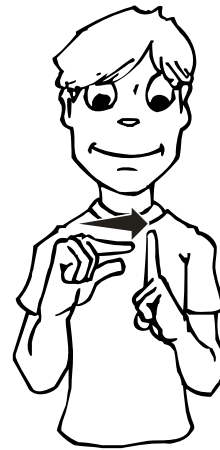
*magic*



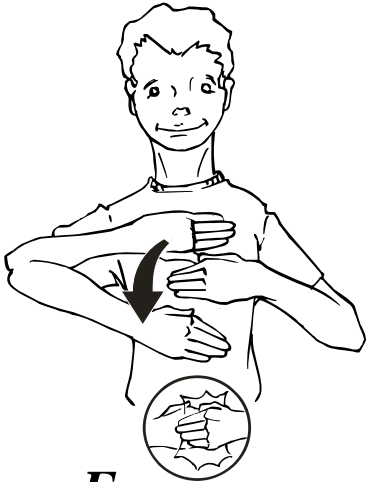
*words*



*magic*



*words.*



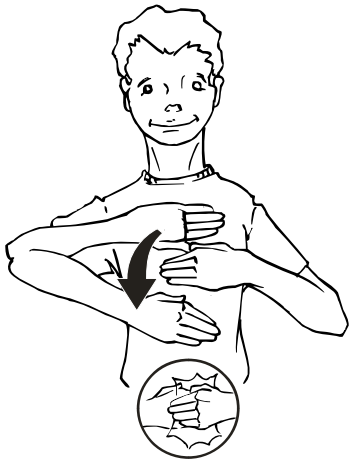
**Everyone**

should



**use**

them.



**Everyone**

should



**use**

them



**Everyday**



**everyday.**

Everyday -  
swipe hand  
across the cheek  
3 times.

# “Apples and Bananas”

(Original Author Unknown, Illustrations Copyright©2002 Time to Sign, Inc.)



*I*



*like*

to



*eat,*



*eat,*



*eat*



*apples*

and



*bananas.*



*I*



*like*

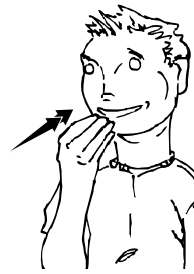
to



*eat,*



*eat,*



*eat*



*apples*

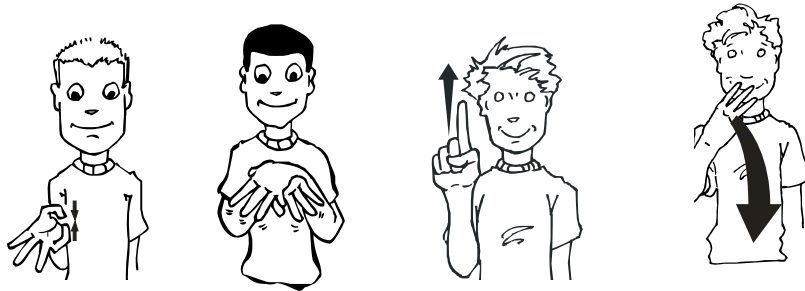
and



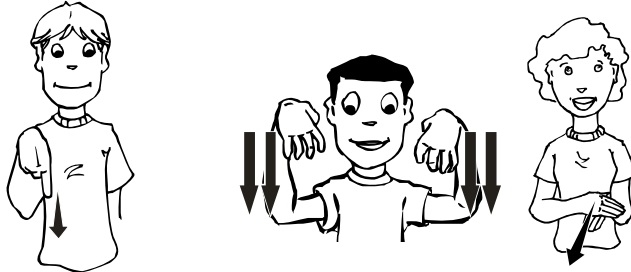
*bananas.*

Repeat with other vowels (e, i, o, u)

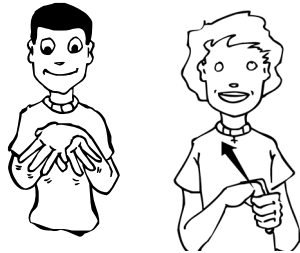
# Itsy Bitsy Spider



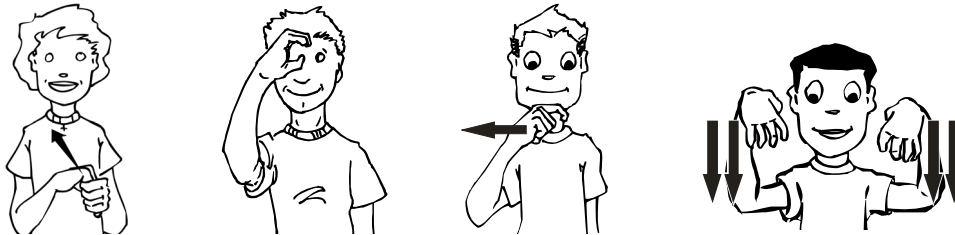
The *itsy, bitsy spider* went *up* the *water spout*.



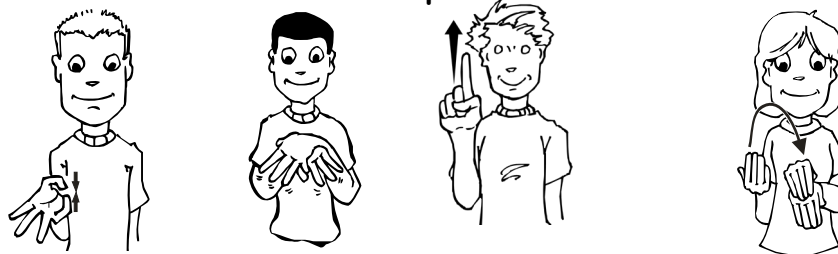
*Down* came the *rain*, and *washed* the



*spider* *out*.



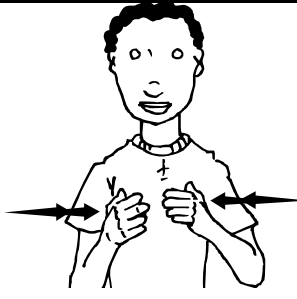
*Out* came the *sun* and *dried up* all the *rain*.



And the *itsy, bitsy spider* went *up* the *spout* *again*.



# Twinkle Twinkle Little Star

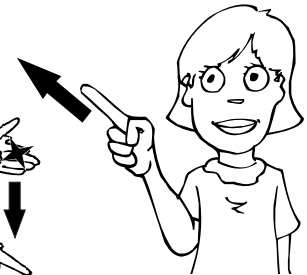
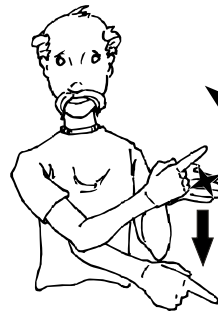
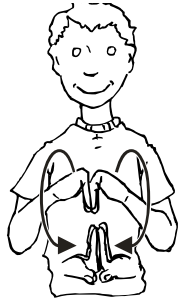


*Twinkle,*

*twinkle,*

*little*

*star,*



*how*

*I*

*wonder*

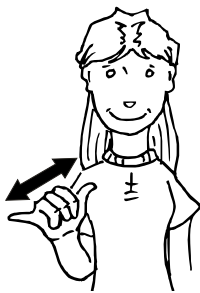
*what*

*you are.*



*Up*

*above the world so high,*



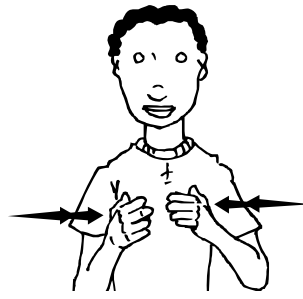
*like a diamond in the sky.*



*Twinkle,*



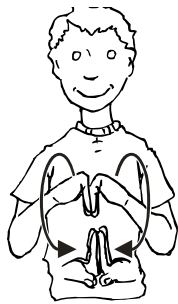
*twinkle,*



*little*



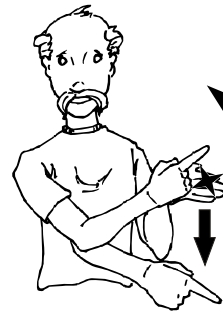
*star,*



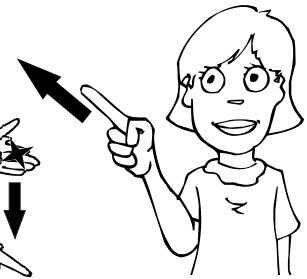
*how*



*I*



*wonder*



*what*

*you are.*

# Animal Alphabet



 <b>Aa</b>	 <b>Bb</b>	 <b>Cc</b>	 <b>Dd</b>	 <b>Ee</b>	 <b>Ff</b>	 <b>Gg</b>
 <b>Hh</b>	 <b>Ii</b>	 <b>Jj</b>	 <b>Kk</b>	 <b>Ll</b>	 <b>Mm</b>	 <b>Nn</b>
 <b>Oo</b>	 <b>Pp</b>	 <b>Qq</b>	 <b>Rr</b>	 <b>Ss</b>	 <b>Tt</b>	 <b>Uu</b>
 <b>Vv</b>	 <b>Ww</b>	 <b>Xx</b>	 <b>Yy</b>	 <b>Zz</b>		

# My Family Tree



I ♥ My Family! ¡Adoro mi familia!



# Puppy Play & Care



puppy



care



feed



water



bath



brush



pet



talk

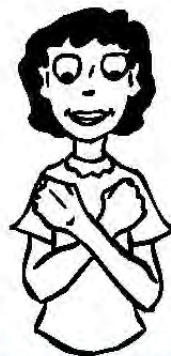
# Puppy Activities for Young Children



Animal Care provides immeasurable benefits to young children's social and emotional development. Participating in the process of caring for another, whether it is an animal or person, teaches so many of the character qualities that culminates in social/emotional maturity; namely: responsibility, cooperation, diligence, patience, caring, creativity, and determination. Having a puppy caring center accessible to children in early childhood programs invites them to engage in process of learning to love and take care of that animal. Children greatly enjoy learning through play how to feed, water, bath, brush, pet, talk with, teach tricks to (roll over, sit, lie down, etc.), and otherwise care for their puppy. The puppy care center also furnishes built-in lessons in the scholastic areas of: Concepts—colors, recognition and selection; math—counting, measuring, sequencing and order; and science—life-cycles (1 to 7 years). Puppy care experiences offer a special delight to the senses – seeing (what size, shape, and color are different dogs), hearing (barking and other dog sounds), touching (petting, hugging, and grooming), smelling (60% of a dog's brain is dedicated to smell), and tasting (pretend sharing food).



play



love



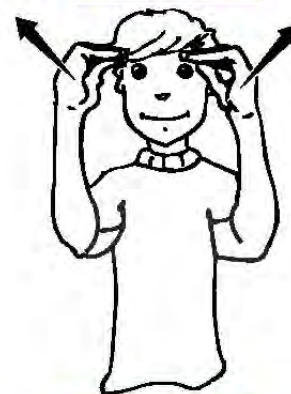
walk



run



sit



teach

**TAKE THIS PROGRAM WITH YOU!**  
**CONFERENCE SPECIAL \$199.00 kit**  
**or \$499.00 w/staff training videos**





**WANT MORE OF THIS TRAINING?**

**PRE-RECORDED LEARNING AT YOUR OWN PACE WITH  
DROPBOX LINK:**

## **Sign Language for the Early Childhood Environment (w/ Lillian & Dr. Michael Hubler)**

This program teaches American Sign Language (ASL) to parents and/or caregivers of young children ages birth to 5 years to be used in the home or classroom. This interactive learning experience promotes all 5 Central Learning Domains for young children. Journey into sign language by joining us to learn how to enhance our youngest children's communication, language and literacy skills, social-emotional learning, as well as cognitive and physical development.

Participants will learn:

- over 125 ASL developmentally age appropriate signs
- use of sign language to improve word recognition, phonetic awareness, and ABC signs and numbers
- signs and strategies to promote social-emotional learning in the classroom
- to use sign words to compliment and reinforce new concepts for quicker learning and better recall
- how sign language benefits young children's learning and development
- to help bridge the gap for English second language learning children Includes age appropriate signs for language development through the use of songs, stories, and activities.

Signs Include: ABCs ~ Basic Signs ~ Animals ~ Manners ~ Emotions ~ Home ~ Family ~ Food ~ Numbers ~ Transportation ~ and more

### **DropBox Link includes:**

Printable Resources – activities, video links for continued learning and support of program implementation, card sets for basic signs (family, emotions, numbers, manners, colors and shapes, weather, farm animals, signs for stories and more)



## **LOTS MORE - PRE-RECORDED LEARNING FROM TIMETOSIGN**

Parents and teachers want the best educational advantages provided for their children and students. Often we receive requests for more information and material on the use of American Sign Language to promote communication with all children. In response, Time to Sign, Inc. has prepared video classes available in the convenience of your own home. Caring for Young Children was designed to teach 150 signs on topics such as emotions, directions, foods, activities, discipline and more using songs and games. It is available to register for this class and others at: <http://www.timetosign.com/services/online-webinar-training/>