

# Sign and Sing for Preschool - Kindergarten Learners

This fully reproducible package includes:

- Happy Birthday
- London Bridge
- Grace (Thank you for the world so sweet)
- The ABC Song
- 7 Days in a week
- The Man in the Moon

How can sign language help your preschooler? Research confirms that association between movement and language leads to vocabulary development and concept understanding. For years, educators have realized the importance of multisensory stimulation. In other words, the more senses that the child uses in a learning experience, the better the chance that the information will be retained. No longer is it considered the best teaching practice to merely "tell" the information. Students are encouraged to "say it," "hear it," "see it," "move it," and even "taste it" when it is applicable. Sign language facilitates the "movement" of language. Many signs actually look like the concept they represent, creating a picture in the air. Because the neuropathways through which language develops in the brain are the same pathways that the brain uses for movement, the use of signs with young children augments cognitive language development. In fact, research done by the Pennsylvania State University indicates that pre-kindergarten children who did receive sign instruction tested significantly higher on the Peabody Picture Vocabulary Test than students in pre-kindergarten classes that did not receive sign instruction. The conclusion drawn from this study is that when words are introduced using visual, kinesthetic, and verbal stimuli simultaneously, a child's vocabulary development is significantly enhanced. So, in the words of Lloyd and Kangas, (quoting from the title of their work): "What are we waiting for?" Besides, not only is sign language educationally beneficial, but it is tons of fun!

Resources:

**Allott, R.. (1994) Gestural Equivalents of Language.**

**Buckley, S., Paul, R. Why Do We Encourage Parents To Use Signing With Their Babies?, (1997) Facilitating Transitions in Language Development for Children Using AAC. Augmentative and Alternative Communication, volume 13, number 3, September.**

**Daniels, M. (1994). The Effects of Sign Language on Hearing Children's Language Development. Communication Education, October, v43 n4, p291(8).**

**Daniels, M. (1996). Seeing Language: The Effect Over Time of Sign Language on Vocabulary Development in Early Childhood Education. Child Study Journal, 26, 193-208.**

**Kangas, K. & Lloyd, F. (1988). Early cognitive skills as prerequisites to augmentative and alternative communication use: What are we waiting for? Augmentative and Alternative Communication, 4, 211-221.**

**Reilly, R.G. (1997). Brocas area and the development of object assembly and language production skills. Proceedings of AI-97, University of Ulster, Magee College, September.**

**Reilly, R.G. (1997). Cortical software re-use: A neural basis for creative cognition. Proceedings of Mind 2, Dublin City University, September.**

**Romski, Sevcik, & Adamson (1997). Framework for Studying How Children with Developmental Disabilities Develop Language through Augmented Means. Augmentative and Alternative Communication, volume 13, number 3, September.**

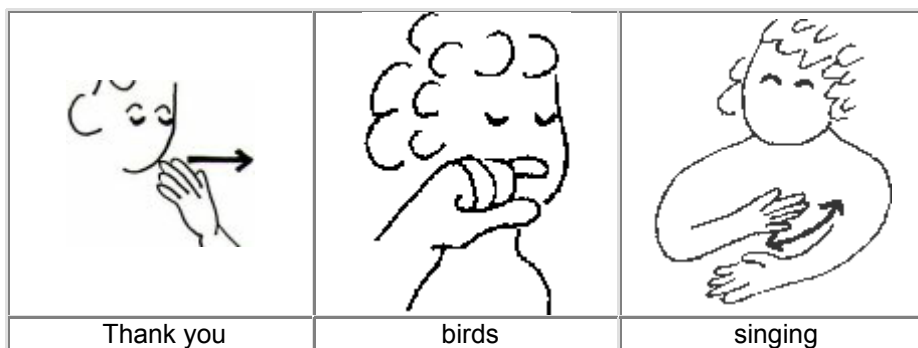
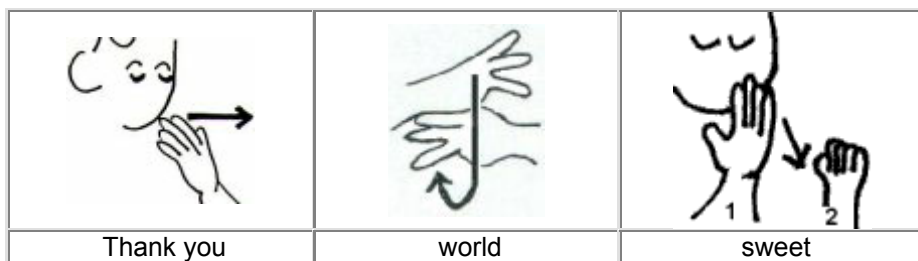
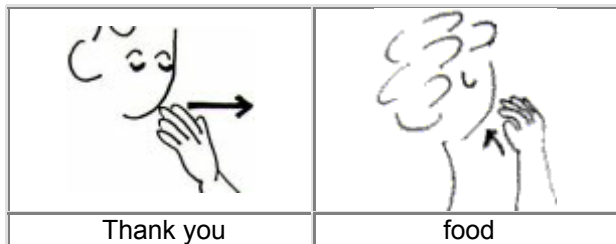
### Grace: Thank You For the World So Sweet

#### Words

Thank you for the food we eat  
Thank you for the world so sweet  
Thank you for the birds that sing  
Thank you, God, for everything.

#### Signs

Thank you food  
Thank you world sweet  
Thank you birds singing  
Thank you, God, everything.



Cheat Sheet for **Happy Birthday**

Sign	Description of Action
birth	Hold left hand, palm up, in front of stomach. Touch stomach with right hand, then move the right hand outward, placing the back of the right hand in palm of left hand, indicating that a baby has come from the womb into hands that will carry it.
day	Point the left arm and index finger to the right, palm down. Rest the elbow of the right arm on the left index finger of the left hand. Move a right "d" hand and arm in an arc across the body from right to left, as if the sun is moving across the sky and then setting just above the horizon.
happy	Touch chest with closed fingers of both hands in a forward circular motion, as if "stirring" emotions of joy.
my	Place the right palm (fingers pressed together) against the chest, as if holding something you own close to you.
love	Cross both arms across the chest while making "s" hands.
you	Point in the direction of where someone is located. If no one is there, point to an "imaginary" person.

## About the Author

**Elaine Ernst Schneider** entered the classroom as a special education teacher in the 1970's. Since then, she has taught mainstream English Grammar, Literature, music K-12, deaf education, psychology, Algebra, creative writing, social studies, psychology, law, and science in both public and private schools. Today, she writes curriculum for several companies, as well as freelance articles on education and is the co-founder and Managing Editor for the educational website [www.lesstutor.com](http://www.lesstutor.com).

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