

# STORYTIME WITH SIGN: Enrich Your Storytimes with Sign Language

Presented by Elizabeth Barrett & Marilyn Feliciano  
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# Storytime with Sign!

- ✧ How Sign Language supports Early Literacy
- ✧ Observe a “Storytime with Sign”
- ✧ Learn 16 starter signs
- ✧ Tips for incorporating sign language in *your* storytime

# Why Sign Language?



- ✧ Reduces frustration and builds trust
- ✧ Allows babies to share their worlds
- ✧ Strengthens the parent-infant bond
- ✧ Reveals how smart babies really are

# Evidence-based



## Sign Language boosts language and brain development

- At 2 yrs, babies who sign are 3-4 months ahead.
- At 3 yrs, babies who sign are a year ahead.
- At 8 yrs, children who signed as infants have higher IQs.

# More good reasons



- ✧ Promotes positive emotional development
- ✧ Boosts babies' self-confidence
- ✧ Helps babies learn to talk
- ✧ Jumpstarts intellectual development



# Storytime with Sign

Demonstration

# Your Time to Sign and Shine!

- ✧ Starter Signs: Eat, Drink, More, All Done
- ✧ More Starter Signs: Cat, Dog, Turtle, Bunny
- ✧ Even More: Hat, Ball, Hot, Hurt
- ✧ And More: Please, Thank You, Mommy, Daddy



# Your Time to Sign and Shine!

- ✧ Songs to sign and sing
- ✧ Stories to sign and share
- ✧ Rhymes to sign and say



# Keep it simple

- ✧ Start small and build on your list each week
- ✧ Choose signs you can repeat during the program
- ✧ Choose signs that are meaningful to your audience
- ✧ Adapt songs and rhymes that you already use to include signs

# Provide Follow-Up

- ✧ Handouts showing signs
- ✧ Handouts on research-based results
- ✧ Lists of stories, songs & rhymes that are fun & easy to sign
- ✧ Build your signing vocabulary week to week and repeat/reinforce past weeks' signs

# Inspiration to Share

- ✧ Adds a multicultural aspect
- ✧ Popular with all age groups
- ✧ It makes for instant participation

# More “Storytime with Sign” Resources for you!

## ✧ Online resources

✧ [www.aslpro.com/](http://www.aslpro.com/)

✧ [www.SigningSavvy.com/](http://www.SigningSavvy.com/)

✧ [www.babysignlanguage.com/dictionary/](http://www.babysignlanguage.com/dictionary/)

✧ YouTube

✧ Kathy MacMillan: [www.storytimestuff.net](http://www.storytimestuff.net)

✧ American Sign Language Dictionary  
<http://www.handspeak.com/word/>

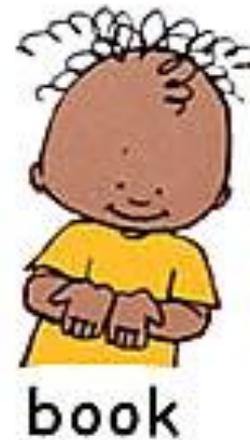
✧ <https://jbrary.com/>

# STORYTIME WITH SIGN:

## How to Animate Your Storytimes with Sign Language



© Baby Signs, Inc. [www.babysigns.com](http://www.babysigns.com)



book

love



happy

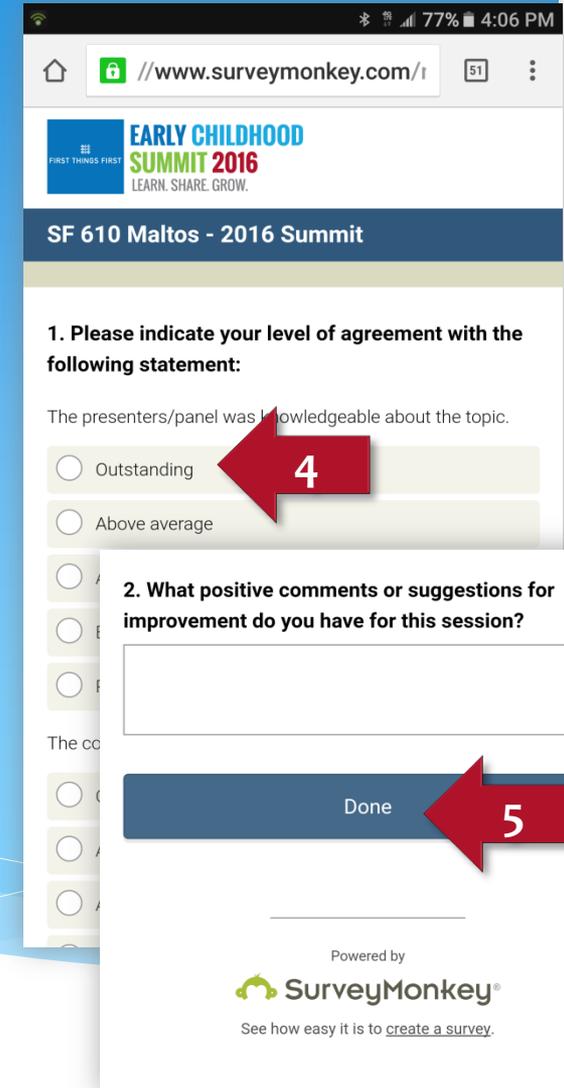
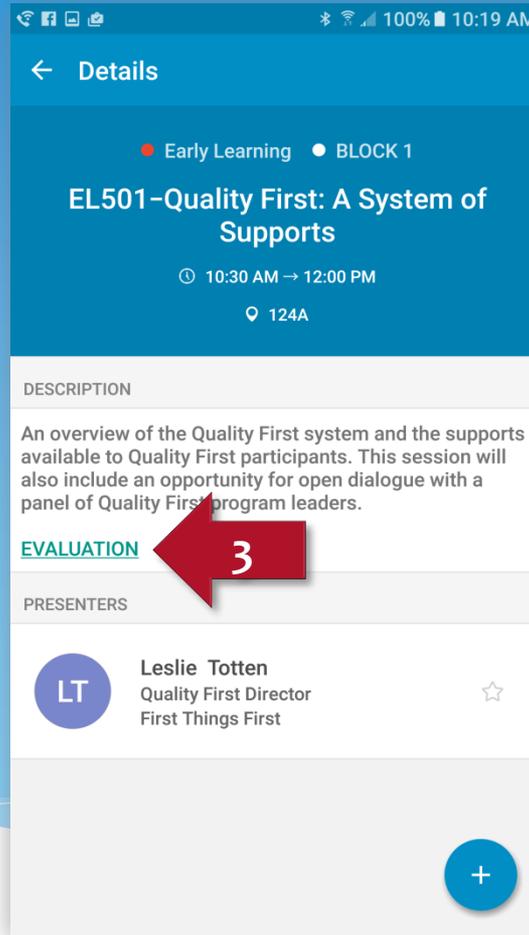
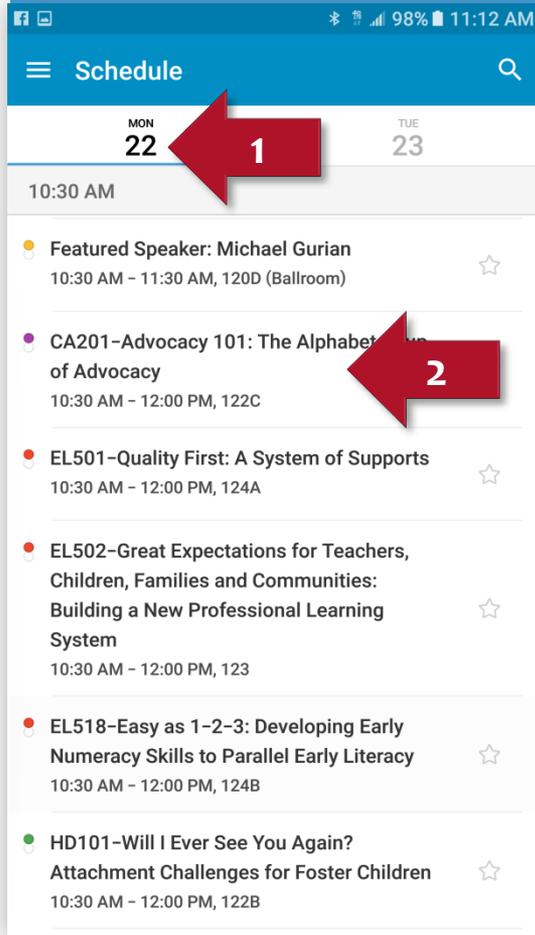
# Questions



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# Complete the Breakout Session Evaluation on the Mobile App



## Typical Language Development and Strategies for Supporting Children's Language Development

age	Typical Child Behavior	Strategies for Supporting Language	
0-to 3	<ul style="list-style-type: none"> <li>Majority of communication consists of crying, as larynx has not yet descended</li> <li>Turns head to the direction of the family's voices</li> <li>Is startled by loud or surprising sounds</li> </ul>	<ul style="list-style-type: none"> <li>Use "parentese" intentionally to stimulate and extend infant's attention span.</li> <li>Describe actions and objects that are encountered in the daily routine (while dressing, changing, feeding, ect.</li> <li>Read to infant selecting books with brightly colored, simple illustrations</li> <li>Introduce songs and music at different times throughout the day and sing simple songs</li> </ul>	<ul style="list-style-type: none"> <li>Talk frequently at close proximity to the infant's face. At about three to four months the child will begin to babble back. Engage in these two-way conversations!</li> <li>Modulate voice and vary intonation to match levels of enthusiasm, emotion, meaning.</li> <li>Use a second language naturalistically if parent is bilingual.</li> </ul>
3 to 6	<ul style="list-style-type: none"> <li>Begins to make cooing sounds to solicit attention from caregiver</li> <li>Makes "raspberry" sounds</li> <li>Begins to play with voice</li> <li>Observes caregiver's face when being spoken to; often shapes mouth in a similar manner</li> </ul>	<ul style="list-style-type: none"> <li>Use words to describe your feeling(s). <i>Mom is so happy!</i></li> <li>Talk face-to-face at a distance where child can clearly see the adult's mouth and facial expressions as he or she speaks.</li> </ul>	<ul style="list-style-type: none"> <li>Use a second language naturalistically if parent is bilingual.</li> <li>Continue to sing songs and engage in finger plays</li> <li>Hold child and read plastic, board, or cloth books on a daily basis to share new words and/or to repeat reading familiar books that the child enjoys.</li> <li>Continue to talk frequently all day long, describing actions and objects that are encountered in daily routines</li> </ul>
6 to 12	<ul style="list-style-type: none"> <li>Vocalization with intonation</li> <li>Responds to his or her name</li> <li>Responds appropriately to friendly and angry tones</li> <li>Begins to say and repeat word-like sounds called echolalia.</li> <li>Exhibits vocables, conversation-like tones and behaviors, such as turn-taking, eye contact, and recognizable gestures.</li> <li>Uses holophrastic words, where one word carried the semantic burden for a whole sentence or phrase.</li> </ul>		<ul style="list-style-type: none"> <li>Use a second language naturalistically if parent is bilingual.</li> <li>Continue to sing songs and engage in finger plays</li> <li>Hold child and read plastic, board, or cloth books on a daily basis to share new words and/or to repeat reading familiar books that the child enjoys.</li> <li>Continue to talk frequently all day long, describing actions and objects that are encountered in daily routines</li> </ul>
12 to 18	<ul style="list-style-type: none"> <li>Understands simple instructions, especially if vocal or physical cues are given</li> <li>Is aware of the social value of speech</li> <li>Has the ability to relate new words to preexisting internalized concepts, then remember and use them after only one exposure (fast mapping).</li> <li>Uses two- and three-word sentences that contain only the most necessary of words to convey meaning (telegraphic speech)</li> </ul>	<ul style="list-style-type: none"> <li>Talk frequently all day long, but now ask the child questions and wait for the child to respond. Engage in two-way conversations as often as possible.</li> <li>Use words to describe your feelings and ask child to use words to describe his or her feelings.</li> <li>Talk face-to-face at a distance where the child can clearly see the adult's mouth and facial expressions as he or she speaks.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to sing songs by singing with them.</li> <li>Parent and child may co-hold the books several times a daily (five to ten minutes only). Child may begin to "read" along. Use your finger to point to the words as you read in order to share new words and/or to repeat reading familiar books that the child enjoys.</li> <li>Ask the child to describe the attributes of objects. Reinforce his or her descriptions and add to the descriptions. Ask the child to tell you how objects are the same or different.</li> </ul>
18 to 36	<ul style="list-style-type: none"> <li>Vocabulary will grow from 5–300 words, initially nouns</li> <li>Is able to follow simple commands</li> <li>Is able to use at least two prepositions, such as <i>in, on, under</i></li> <li>Creates short sentence—largely noun-verb combinations</li> <li>Approximately 2/3 of what child says should be understandable</li> <li>Rhythm, fluency often poor and volume, pitch of voice not yet well controlled</li> <li>Can use pronouns such as <i>I, me, you, my</i> and <i>mine</i> are beginning to emerge</li> </ul>	<ul style="list-style-type: none"> <li>Talk frequently all day long, but now ask the child questions and wait for the child to respond. Engage in two-way conversations as often as possible.</li> <li>Use words to describe your feelings and ask child to use words to describe his or her feelings.</li> <li>Talk face-to-face at a distance where the child can clearly see the adult's mouth and facial expressions as he or she speaks.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to sing songs by singing with them.</li> <li>Parent and child may co-hold the books several times a daily (five to ten minutes only). Child may begin to "read" along. Use your finger to point to the words as you read in order to share new words and/or to repeat reading familiar books that the child enjoys.</li> <li>Ask the child to describe the attributes of objects. Reinforce his or her descriptions and add to the descriptions. Ask the child to tell you how objects are the same or different.</li> </ul>

36 to 48	<ul style="list-style-type: none"> <li>• Handles three-word sentences easily—"I want candy"</li> <li>• Has approximately 900–1,000 words in vocabulary</li> <li>• About 90% of what child says can be understood</li> <li>• Verbs begin to predominate, such as "let's go, let's run, let's climb, let's play"</li> <li>• Understands most simple questions dealing with his or her environment and activities</li> <li>• Relates his or her experiences so that they can be followed with reason</li> <li>• Able to reason out such questions as "What do you do when you are hungry?"</li> <li>• Should be able to give his or her gender, name, age</li> <li>• Knows names of familiar animals</li> <li>• Names common objects in picture books or magazines</li> <li>• Knows one or more colors and common shapes</li> <li>• Can usually repeat words of four syllables</li> <li>• Demonstrates understanding of <i>over</i> and <i>under</i></li> <li>• Often engages in make-believe</li> <li>• Extensive verbalization as he or she carries out activities</li> <li>• Understands such concepts as <i>longer</i> and <i>larger</i> when a contrast is presented</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberately point out and label simple attributes of objects (smooth, rough, hot, big, square, round, blue, red, striped, wet, etc.).</li> <li>• Deliberately point out objects that are the same, or different (e.g., smooth/round, hot/cold, big/little, up/down, over/under, open/shut, wet/dry).</li> <li>• Read rhyming stories, songs, or finger plays with rhyming words with the child frequently.</li> <li>• Offer functional cues to build concepts, for example, We eat cereal with? (milk or spoon or bananas)</li> <li>• Support category vocabulary, for example, words related to farms, words related to zoos, words related to school or church or family.</li> <li>• Build semantic connections, for instance, when you child says "It's cold outside" you can reply "Yes, it is freezing or chilly or icy or artic!</li> </ul>	<ul style="list-style-type: none"> <li>• Read rhyming stories or plays with rhyming words with the child frequently, pointing out how/where words sound alike and sound different.</li> <li>• Play simple word games (e.g., the opposites game, complete the rhyme/complete the song phrase, etc.).</li> <li>• Help your child better understand prepositions by asking her to put the box <i>under</i> the table, <i>next to</i> the spoon, <i>beside</i> the bed, etc.</li> <li>• Introduce relationships (e.g., first, last, right, left, up, down).</li> <li>• Name items in a category and see if your child can identify the category label.</li> <li>• Engage in conversations during storybook reading. Ask your child to predict what will happen next, talk about their favorite character, and the villain. Talk about new or unusual words.</li> <li>• Reading informational texts to your child. Describe new vocabulary.</li> </ul>
48-72	<ul style="list-style-type: none"> <li>• Can use many descriptive words spontaneously—both adjectives and adverbs</li> <li>• Knows common opposites: <i>big-little</i>, <i>hard-soft</i>, <i>heavy-light</i>, and the like</li> <li>• Should be able to define common objects in terms of use (hat, shoe, chair)</li> <li>• Should be able to follow three commands given without interruptions</li> <li>• Can use simple time concepts: morning, night, etc,</li> <li>• Speech on the whole should be grammatically correct</li> <li>• Speech should be completely intelligible and socially useful</li> <li>• Can recall a story or a favorite video</li> <li>• Can describe favorite pastimes, meals, books, friends</li> <li>• Should use fairly long sentences and some compound and some complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>• As children put away their toys have them sort the toys into categories. First you demonstrate, "Here you can put all the round toys together in this box". Then allow them to sort on their own. Next, ask them to describe the logic behind their categorization. Your child's logic will fascinate you – encourage their thinking and talk about how you organize you things in the kitchen or closet. Teaching your preschooler how to sort and categorize will help their logical thinking and build their vocabulary.</li> <li>• Read rhyming books, then practice saying/hearing the rhyme, for example, "The fat cat sat on the mat."</li> </ul>	<ul style="list-style-type: none"> <li>• Viewing appropriate science shows with your children, taking them to the farm and the zoo gives them opportunities to build new nouns and adjectives. New experiences give children a lot to talk about.</li> <li>• Have your children cook with you, have them use adjectives to describe the color, texture, and feeling as they make and eat food.</li> <li>• Set up a space and props for dramatic play, include <ul style="list-style-type: none"> <li>• Play telephones</li> <li>• Puppets</li> <li>• Flannel board stories</li> <li>• Dolls and other dramatic play props</li> <li>• Costumes</li> <li>• Literacy materials and props</li> </ul> </li> </ul>