

Discover The Magic of Signing Songs: *Enhancing All Children's Language, Literacy, Engagement, and Joy!*



Sample e-Book Pages from *The Magic of Signing Songs* Literacy Manual
by Nellie Edge, updated 2009.

See  Video Clips with Diane Larson at www.nellieedge.com

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Discover the Magic of Signing Songs In Your Classroom



Signing songs helps build an active, joyful community of learners. These children are performing signed songs at a multicultural school assembly.



Multisensory ABC and phonics immersion with sign language accelerates knowledge of the alphabetic system. These children are singing and signing *b*, “*b*” bear from *ABC Phonics, Sing, Sign, and Read* picture book, by Nellie Edge.

The brain is uniquely designed to learn through music. Within the context of a song, the brain is able to “chunk” the entire alphabet with corresponding sound, key phonics object, fingerspelling, and sign language in one efficient memory space.

Mastery of the alphabetic principle is key to reading success.

Build Enthusiasm and Motivation for Learning



When children are singing and signing, they are focused and engaged – the optimum state for language learning. These children are signing *t*, “*t*” turtle from *ABC Phonics and Sign* picture book/CD, by Nellie Edge, 2009. (www.sign2me.com)



Children are so proud of themselves when they can sign. They love to sign applause (bravo) in Sign Language: hands moving excitedly to the side of the forehead. Teachers enjoy how quiet the applause is.

Parents delight in seeing the confidence and enthusiasm for learning that children bring home. They love watching their children perform beautiful and meaningful language: The Pledge of Allegiance in ASL, 📺 (See video clip) performed to the Lee Greenwood musical version in emotionally powerful. (See American Patriot CD.)



Enhance All Children's Language and Literacy



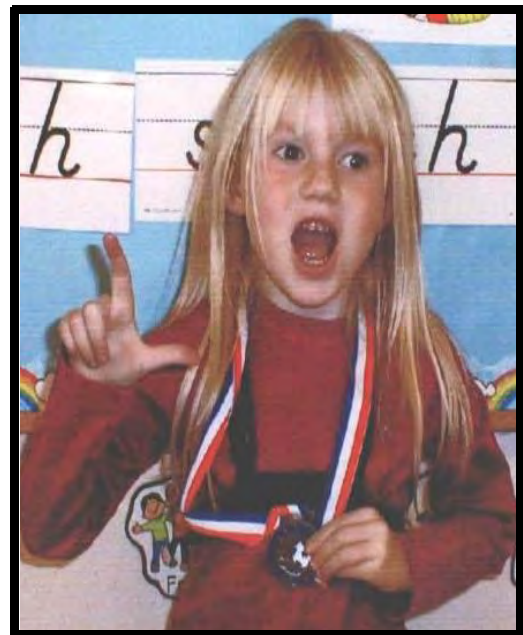
Children love to practice the sign language ABC's during transition times and while lining up for lunch, recess or the end of the day. They proudly practice at home. (For ABC cards, see *Favorite Sign Language Resources*)

After children have learned the sign language for a song or rhyme, they can also read the words. This boy is reading the *Yo Tengo Un Gato/ I Have A Cat* Little Book. Sign language provides a powerful bridge between English and Spanish.



Children's memory for the spelling sequence of words is dramatically improved through singing, signing and fingerspelling. Kinesthetically forming letters using fingerspelling improves recall especially for English language learners and the hardest-to-reach children.

Fingerspelling helps with sounding out words: Children can feel rhyming in their hand even if they can't hear it. (c-a-t, h-a-t, f-a-t)



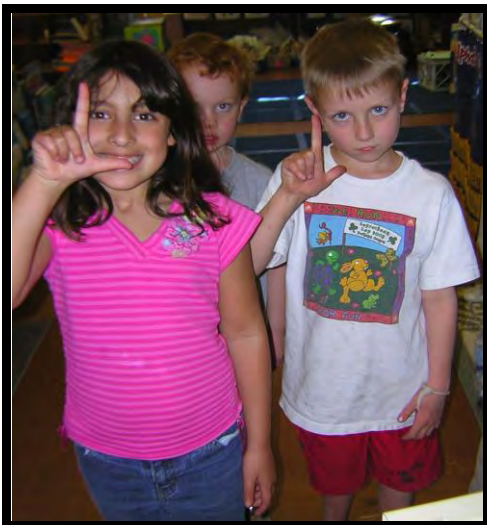
Keep Children Engaged and Focused




Fingerspelling builds kinesthetic memory connections for letters and sounds and develops the small muscles necessary for writing. Here children are signing the word “l-o-v-e.”



Sign language builds comprehension by creating internal images of language. These children are signing “cat” by tracing the cat’s whiskers.



Using American Sign Language makes class management easier: transition times become learning times. Children fingerspell the *L-O-V-E Spells Love* song as they go quietly down the hall. (See  ASL video clip *L-O-V-E Spells Love* from The Magic of Signing Songs DVD, at www.nellieedge.com.)



Singing and signing enhances speaking skills: Young children who are fortunate enough to learn ASL through the accelerated language medium of songs have an early and life-long advantage in developing expressive, dynamic speaking skills. Children are signing “rain” from *ABC Phonics: Sing, Sign, and Read* picture book by Nellie Edge.

Sing and Sign With Parents as Partners: Take Advantage of How the Brain Learns Best

When parents ask, “Why are you signing songs?”

Signing Songs and Fingerspelling Builds Early Literacy Skills.

Signing songs and manually fingerspelling engages the whole child in joyful learning. **It adds a kinesthetic memory connection for acquiring new skills and develops the small muscles necessary for writing. Singing and signing is multisensory – it combines “saying and doing,” which increases retention of new information and understanding of language concepts up to 90 percent.** Research shows that learning sign language builds confidence and enthusiasm for learning. Reading the three-dimensional language of sign also develops visual skills for reading printed language. Enriching children’s literacy experiences by signing familiar songs encourages teachers and parents to become learners right along with their children. As an added bonus, children usually learn to sign songs more easily than adults – much to their delight!

Learning Sign Language is a Life Skill.

Learning American Sign Language (ASL) not only gives children enhanced literacy skills, but an important life skill. **ASL is the third most commonly used language in the United States.** Proficiency in a second language is a requirement for high school and college graduation, and the optimum age to acquire a new language is during early childhood. **Additional language acquired while the child is young enhances their communication skills throughout life.** This is especially true of learning the emotionally rich American Sign Language. New language connections in their brain develop much more quickly through song as the child communicates whole sentences and phrases rather than isolated words.

Singing and Signing Enhances Speaking Skills.

Young children who are fortunate enough to learn ASL through the accelerated language medium of songs in preschool and kindergarten have an early advantage in developing expressive, dynamic speaking skills.

Singing and Signing Makes Learning to Spell Easier.

Early literacy teachers have learned that singing and signing creates spelling success for all young children – by making it auditory, kinesthetic, social and fun! **Most young children are first auditory spellers; they become visual spellers later.** Children, by nature, love to move their bodies. **Children’s memory for the spelling sequence of words is dramatically improved through singing, signing and fingerspelling.**

They can use fingerspelling easier and quicker than they can print letters. Kinesthetically forming letters with their fingers dramatically improves recall of the letter – especially for the hardest-to-reach children.

Signing Songs Accelerates ABC and Phonics Skills.

ABC and phonics immersion through sign language and song has been shown to greatly accelerate learning the alphabetic principal, especially for the hardest-to-reach children. Singing and signing allows us to provide multisensory instruction that is simply more memorable and joyful for young learners – it is “kid friendly.” **The kinesthetic motion of fingerspelling a letter and then signing the key word triggers a response that helps children recall the corresponding sound.** It places explicit, systematic phonics instruction within a rich language learning experience that simultaneously enhances fluency, comprehension skills, and vocabulary.

Group Singing and Signing is a Satisfying Social Experience.

Choral singing, signing and reading are satisfying social experiences where every child belongs and perceives themselves as successful. **When children are singing and signing, they are joyful, focused and engaged – the optimum state for language learning.** They acquire language fluency while having the magical “I can read” experience. Skill instruction is accelerated because it is multisensory and placed in a meaningful context.

Children’s Experience in Learning to Read Generalizes to Their Whole Self-Concept.

Bruno Bettelheim’s research reminds us that how children perceive themselves in the act of learning to read generalizes to their whole self-concept. When teachers engage their students in multisensory literacy learning through signing familiar songs, the **pleasure and success they feel will support them in not only learning to read, but in seeing themselves as successful individuals who can learn and care about learning.**

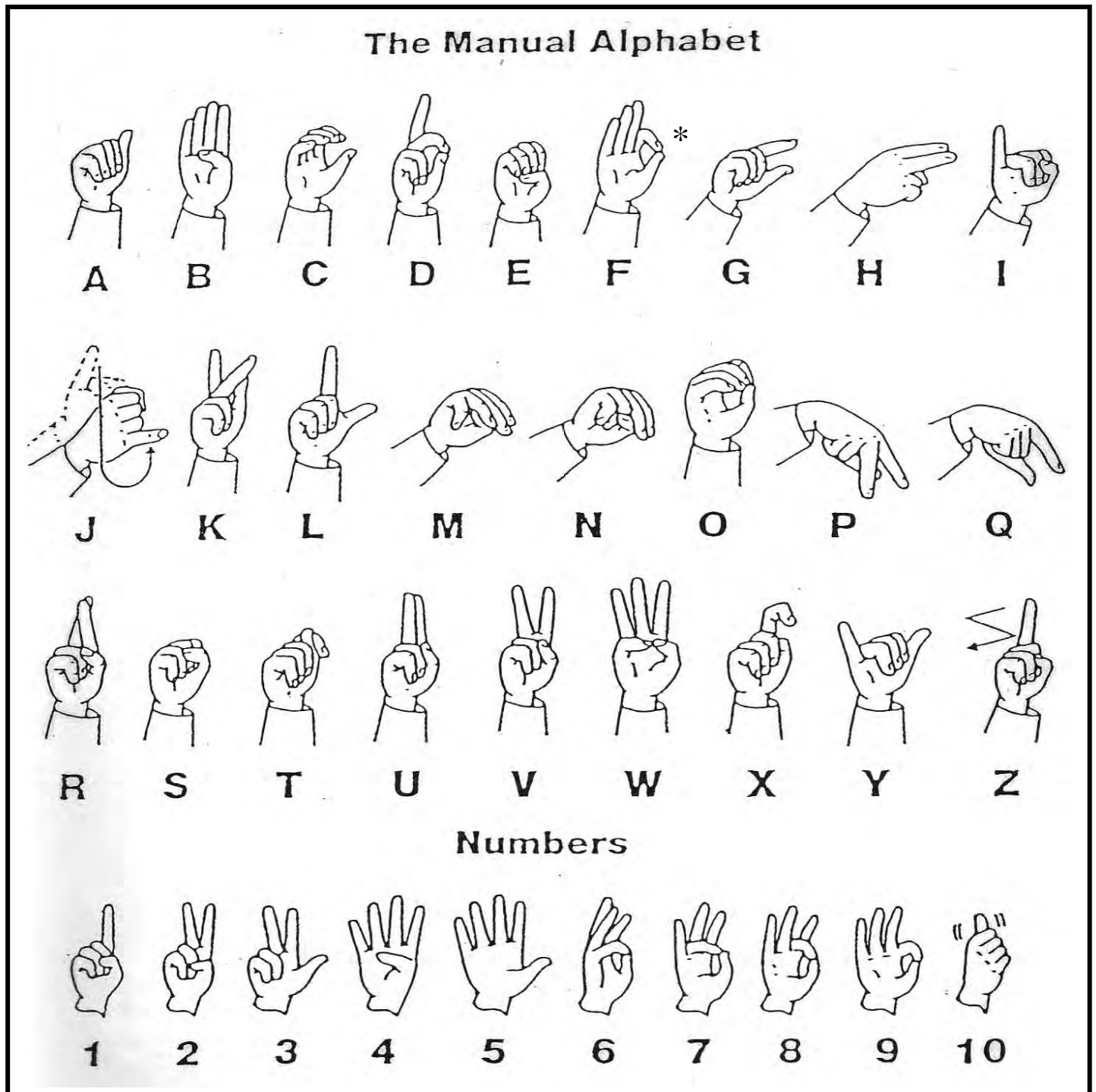
For additional information see [www.nellieedge.com/articles and resources.htm](http://www.nellieedge.com/articles_and_resources.htm)

- Parents: Using the ABC Sign Language and Phonics Flashcards
- Sing and Sign for Powerful ABC and Phonics Immersion
- The Magic of Signing Songs – Some Favorite Resources
- Parents as Partners: Taking the ABC and Phonics Challenge
- Signing Songs is a Powerful Language and Literacy Strategy
- Accelerate English and Spanish Learning
- Excerpts from Research and Excerpts from **Dancing with Words** by Marilyn Daniels
- Parent Letters and Articles from **Parents as Partners in Kindergarten and Early Literacy** by Nellie Edge



Use One, Consistent, Multisensory ABC and Phonics Program

For powerful ABC and Phonics Immersion, add American Sign Language (ASL), fingerspelling, and a signed ABC and Phonics book and chart to your classroom. Children more easily access memory for letters and sounds when they fingerspell. Send a copy of your ABC song chart and CD home. Children love sharing this new language with family. **Adding the kinesthetic element of ASL for the ABC's and key phonics symbols creates powerful hooks to long-term memory** with any ABC and phonics program. **Singing allows the brain to chunk all 26 letters, sounds and key phonics symbols into one memory space.** We use the **ABC Phonics: Sing, Sign and Read book, CD, and DVD, by Nellie Edge.** (Enhanced version available May 2009, from Sign2Me.)



* F is signed both with the three fingers spread and with them closed. Used with permission.
For free manual alphabet chart see www.Sign2Me.com.

Send Your ABC and Phonics Chart and Song CD Home for Daily Review

ABC Phonics: Sing, Sign, and Read Song Chart by Nellie Edge

Special thanks to Susie Hass, Sally Rudnick, Diane Larson, and Julie Lay for inspiration.

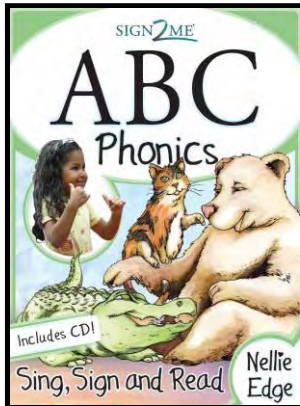
a <p>alligator</p>	b <p>bear</p>	c <p>cat</p>	d <p>dog</p>
e <p>elephant</p>	f <p>fox</p>	g <p>goat</p>	h <p>hat</p>
i <p>insect</p>	j <p>jump</p>	k <p>kangaroo</p>	l <p>lion</p>
m <p>monkey</p>	n <p>nest</p>	o <p>octopus</p>	p <p>piano</p>
q <p>queen</p>	r <p>rainbow</p>	s <p>sunshine</p>	t <p>turtle</p>
u <p>umbrella</p>	v <p>volcano</p>	w <p>world</p>	x <p>x-ray</p>
y <p>yo-yo</p>	z <p>zebra</p>	<p>th the</p> <p>sh </p>	<p>wh </p> <p>ch </p>

Rough draft from *ABC Phonics: Sing, Sign, and Read Song* picture book and program by Nellie Edge. Published by Sign2Me (available late June, 2009). Demonstrated on *The Magic of Signing Songs DVD Vol. II*, and as free video download from www.sign2me.com.

♪ The *Twinkle, Twinkle* melody begins on a, m, and y.

Make Your Multisensory ABC and Phonics Immersion Program Be the Best it Can Be!

(With special appreciation to my ABC and Phonics Immersion Pilot Team)



- **♫ Sing and Sign: Add ASL fingerspelling** for each letter and **sign** the key phonics word.
- **Teach for instant letter/sound association in the brain.** “A-ă-alligator” (accompanied with the emotionally engaging ASL) is a more efficient mnemonic device than “a-alligator-ă.”
- **Dramatically explore** each key phonics word (e.g., alligator, bear, cat, dog, etc.). Let children dramatize the animals or objects to heighten comprehension and emotional involvement. **Have puppets and/or stuffed animals available** for additional small group letter/sound instruction for those children who need it.
- **Sing, sign, and read your ABC Phonics picture book or language chart several times a day.** Provide explicit large group instruction for four to eight sounds/symbols at a time. Then **provide several 15-second reviews** during the day (e.g., on the way to the library, out to recess, transitioning to story time, etc.).
- **Send it home:** ♫ **Communicate, educate and engage “parents as partners”** in ABC and phonics immersion. Send home copies of the CD, the wall chart, and flashcards that accompany the *ABC Phonics: Sing, Sign, and Read* book. Invite parents to have fun practicing with their child – several times every day. **Ask each child, “Where did you hang your chart up?” “Who did you sing and sign for?”** Expect nightly review.
- **Have high expectations:** provide emotionally engaging, multisensory instruction that motivates and accelerates learning! **You will be amazed** at the progress.
- **Have one consistent ABC and phonics book with key symbols and sign language charts available throughout the room:** keep miniature versions in children’s writing notebook, on the walls, in the art center, as mini-books in the home literacy center, etc.
- **Personalize your sign language ABC and phonics songbook** and wall charts with children’s art and photos of children signing. Let every child become an expert at one letter, sound and symbol – especially the most challenged learners.
- **Teach fingerspelling for children’s names.** Fingerspell as you quietly go down the hall. Fingerspell the *L-O-V-E Spells Love* and *M-O-M Spells Mom* songs. See 📺 video clips at www.nellieedge.com.
- **Engage children in “kid writing”** from the first day of school. Keep miniature versions of your ABC/phonics charts available throughout the room to support children’s writing. Keep one copy in their drawing and writing notebook.
- **Give children real words and sentences to sign, spell, write and read.** Teach “I love you” and “the” through auditory and kinesthetic channels.



How will you make your ABC and phonics instruction more memorable?

Kathy Magoun Makes Learning Relevant: Multisensory ABC and Phonics Immersion Across the Curriculum



Kathy Magoun, former teacher of the year from Connecticut, is a long-time advocate of using sign language for joyful, multisensory learning so she was excited to discover our *ABC Sign Language and Phonics Song*. She integrates ABC/phonics skills throughout her child-centered kindergarten program. Learning ABC skills is rarely an isolated literacy event.

- I asked Kathy, “When and how she introduced other ABC books?”

“After most children have a memorable sense of *The ABC Sign Language and Phonics Song* (which we sing all the

way through often the first few weeks of school), we use the pattern to introduce each new page in other ABC books (e.g., A “a” alligator and A “a” apple). This keeps the learning new and interesting.”

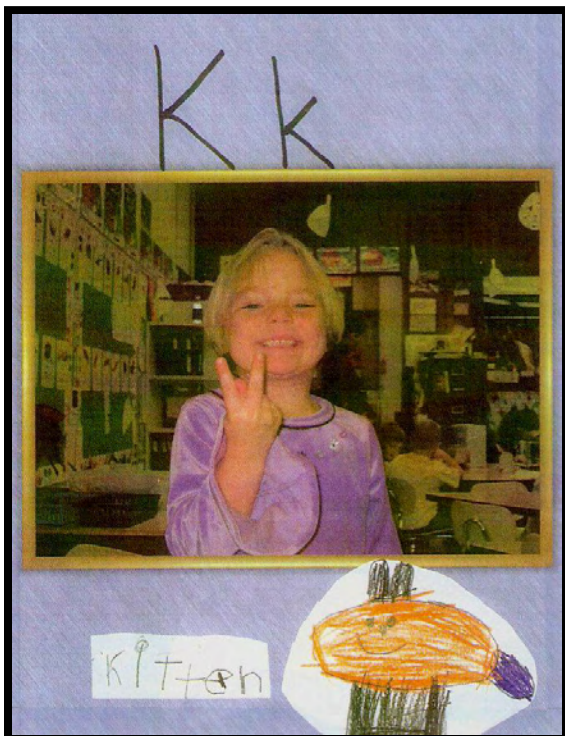
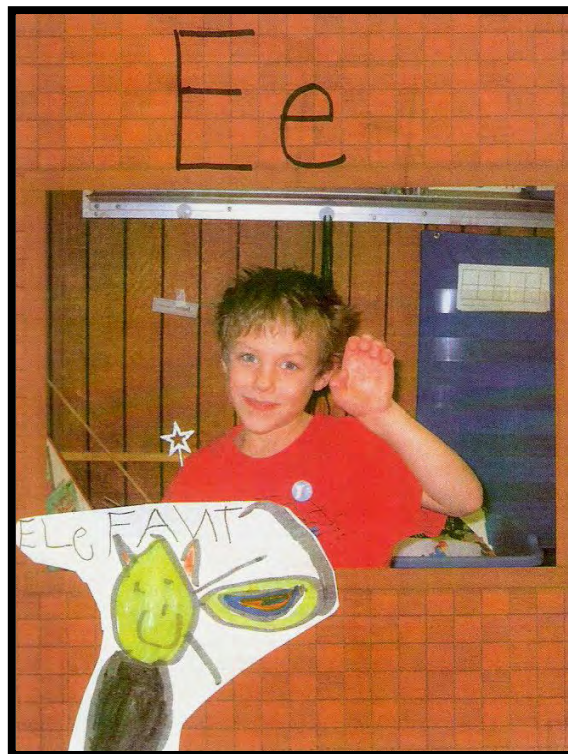
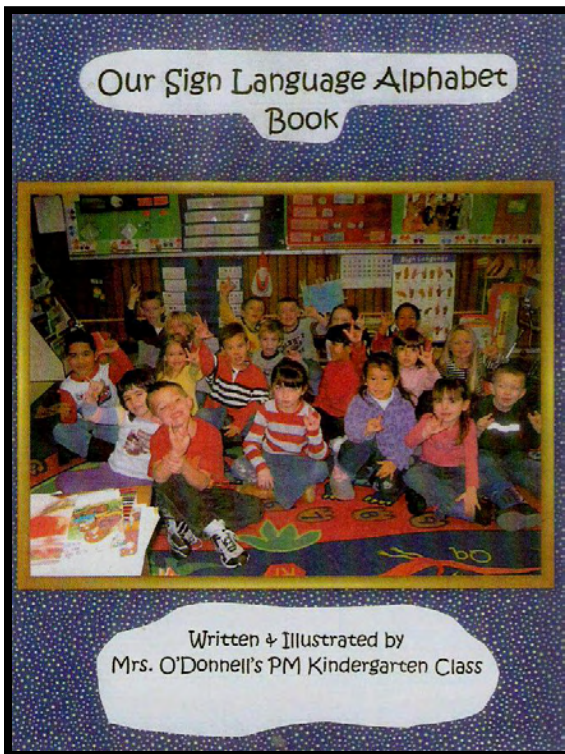
- Kathy elaborated, “We review the letter/sound/sign language throughout the day and across the curriculum whenever it’s relevant rather than singing the whole song repeatedly. When we talk about families I say, “F “f” fox and F “f” family...” This way connecting letter/sound/sign language becomes a part of all of our discussions and everything we do – and children learn naturally and almost effortlessly.”

Consider connecting our ABC Sign Language and Phonics Songs with the names of your kinders: A “a” alligator and A “a” Allison, B “b” bear and B “b” Bryon... N.E.



“When the theater for the deaf visited our school, we sang and signed for them. They were so impressed and my kids were so proud!”

Personalize Your ABC and Phonics Program: Create a Classroom of Signing Experts



What a wonderful ABC memory book: each child's photo, name, writing and art. *Special thanks to Jill O'Donnell for sharing.*

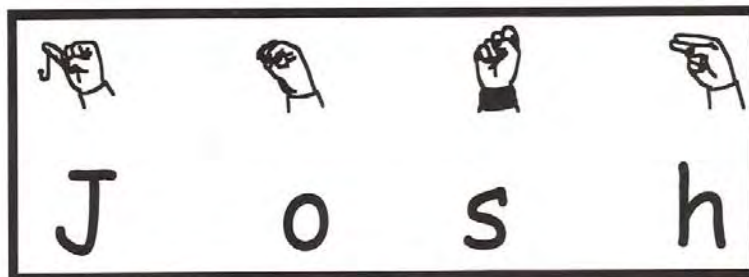
Send Your Students a Welcoming Letter: Fingerspell Your Name!

August 2008

Dear Josh,

Soon it will be time for school to start. We will laugh and play and talk and dance together. Learning to read and write will be a grand adventure. Everyday we will sing and sign our ABC's and learn about animals and fascinating things in the real world - from alligators to volcanoes. We will learn to draw and we will memorize many poems and Mother Goose rhymes.

You will learn to fingerspell all of the letters of the alphabet. Here is how we fingerspell your name:



You may enjoy practicing these letters with your family before school starts.

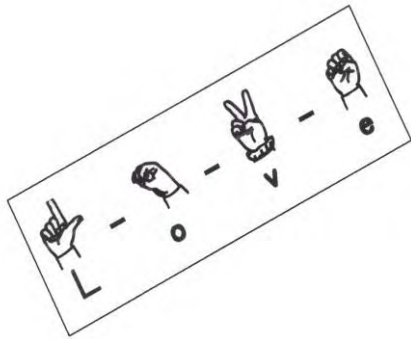
I love to sing and write, ride bikes, study birds, and look at the stars. I look forward to hearing your stories about family fun and what you did this summer.

Smiles from your kindergarten teacher,
Nellie Edge

Build Fluency and Accelerate Literacy: Sing, Sign and Spell L-O-V-E

L-O-V-E Spells Love

by Nellie Edge



L-o-v-e spells love.
L-o-v-e spells love.
L-o-v-e spells love.
L-o-v-e, l-o-v-e,
L-o-v-e spells love.



ABC fluency practice.

Love: Cross hands (closed in fists) at wrist and place over heart.

Spells: Fingers of one hand make a motion of pushing keys on a typewriter/keyboard, starting with index finger and going to little finger. Hand moves from center, outward as you do this.

L-O-V-E Spells Love

Words and music by Nellie Edge

Sing with a full voice (forté). Sing with a soft voice (pianissimo). **Sing with no voice at all:** mouth the words and use ASL.

This simple melody and rhythm also works for spelling the important friendship word "like"!



Like: The thumb and forefinger pinch together by the chest and move outward as if drawing the heart towards something to show an interest (liking) in something.

See ASL Browser: Michigan State University ASL (American Sign Language) Browser
<http://commtechlab.msu.edu/sites/aslweb/browser.htm>

Make your own language chart of this song and teach it to the children early in the year. Practice writing "love" efficiently. **Watch the children's joy as they sing, sign, spell and write "love" over and over again.** Soon they will be able to read "love" in any context.

Available on *Music is Magic* CD with Nellie Edge and Tom Hunter.

See video clip at www.nellieedge.com from **The Magic of Signing Songs** seminar literacy manual and DVD II.

Sing, Sign and Spell to Accelerate Literacy

M-O-M Spells Mom

Mom: Touch thumb of '5' hand to chin once or twice.

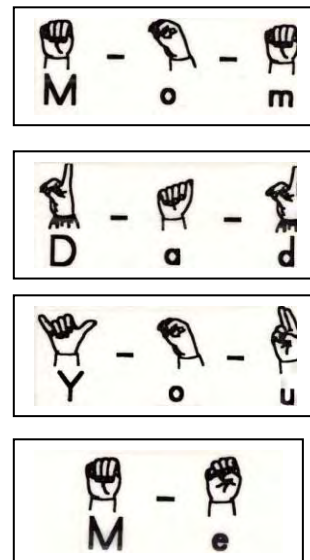
Dad: Touch thumb of '5' hand to center of forehead once or twice.

You: Index finger points outward to other person.

Me: Index finger points to self (in chest area).

M-o-m spells mom.
 D-a-d spells dad.
 Y-o-u spells you.
 And m-e spells me.*

by Nellie Edge



*Some teachers substitute or add "and m-y spells my."

M-O-M Spells Mom
 Words and music by Nellie Edge

M - O - M spells "Mom" and D - A - D spells "Dad"
 Y - O - U spells "you" and M - E spells "Me".



Phonemic Awareness: Build Success Segmenting and Blending

This is a perfect song to develop phonemic awareness. After the children have a memorable sense of the song, sing it in phonemes (no fingerspelling) and then invite the children to join you. "M-o-m is mom...and y-ou is you." This gives children instant success with the concept of stretching out the sounds (phonemes) in words and blending them together.

Available on *Music is Magic* CD with Nellie Edge and Tom Hunter.
 See video clip at www.nellieedge.com from **The Magic of Signing Songs** seminar literacy manual and DVD II.

Add Sign Language to Your “Heart” Word Wall



The main word wall in the room should **only focus on high-frequency words**. By focusing only on these high utility words, space is maximized for environmental or theme related print in other locations in the room, while minimizing the space needed for one permanent word wall. Resist the temptation to display children’s names on this board.

Some teachers call high-frequency words “Star Words” because the words are special—like stars. Others call them “Popcorn Words” because the children need to know they are always popping up. **I prefer the term “Heart Words” because the children want to know these words instantly—by heart!**



Fingerspelling

To help make connections between a written letter and its corresponding sign, I have combined two different alphabets: the heart alphabet and the sign language alphabet. **These are displayed at the children’s height so the large sign language hand shapes are easy for them to form.** Children practice by holding their hand on top of the picture.

The *Sign Language Alphabet Line* by TS Denison is available at www.frankshafferpublications.com

High-Frequency (“Heart”) Words That Kindergartners Actually Write and Read


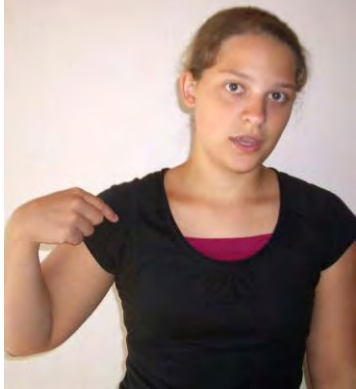
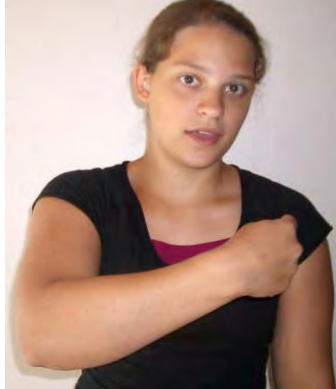


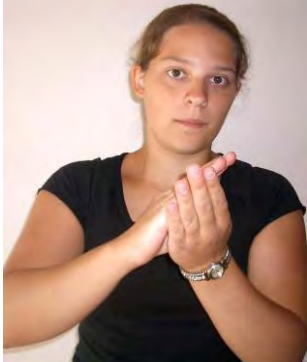



*These 52 words comprise more than 50% of the actual words young children initially write and read. We also sing and spell “because” and “friend” to the “*Twinkle, Twinkle Little Star*” melody.

I	me/we/be	is/it	and	book	dear	for	with	girl
love	the	cat	go/no	look	today	was	his	boy
you	see	dog	stop	to	he/she	are	her	today
Mom	a/A	like	yes	from	get	on	they	said
Dad	this	can	my/by	have	thank	am	at/as	in

An ongoing fluency action-research project, with Nellie Edge and colleagues 2008-2009.

From *Writing to Read in Kindergarten: Explore the Power of “Kid Writing*, by Julie Lay and Nellie Edge.

Sing, Sign and Read: *The More We Get Together/Entre Mas Nos Reunimos*
 From *The Magic of Signing Songs* seminar, ASL song book supplement.
 See accompanying instructional DVD.

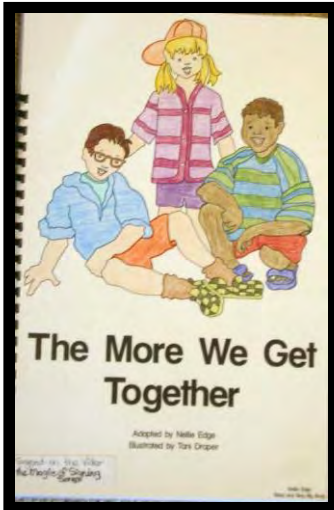
		
<p>More Two "O" hands tap in front of you two times.</p>	<p>We (ASL) Index finger points to shoulder on your dominant side and comes around to touch the other shoulder. We (Signed English) - same motion with a "W" hand.</p>	
		
<p>Get together Two fists, touching (palms towards each other) move in a circular motion in front of you.</p>	<p>Happy Two flat hands (palms in) come upwards from chest area twice (with happy facial expression).</p>	<p>Be (become) Two "B" hands (palms facing each other) turn hands, so they reverse positions.</p>
		
<p>Your Open hand (palm out) moves out towards other person.</p>	<p>Friends Hook slightly bent index fingers together, then reverse positions, so that the other hand is on top.</p>	<p>My Flat hand on chest in natural gesture.</p>

See *The More We Get Together/Entre Mas Nos Reunimos*, A Nellie Edge Read and Sing Big Book™.

Signed by **Kimbria Ulshafer**. ASL Consultant **Diane Larson**.

Bridge English to Spanish and Spanish to English. *Entre Mas Nos Reunimos* is available on the Spanish teaching cassette *Teaching Spanish Folk Songs*, performed by Hector Pichardo, noted Hispanic linguist and recording artist.

Sing Songs That Build Friendships and Literacy

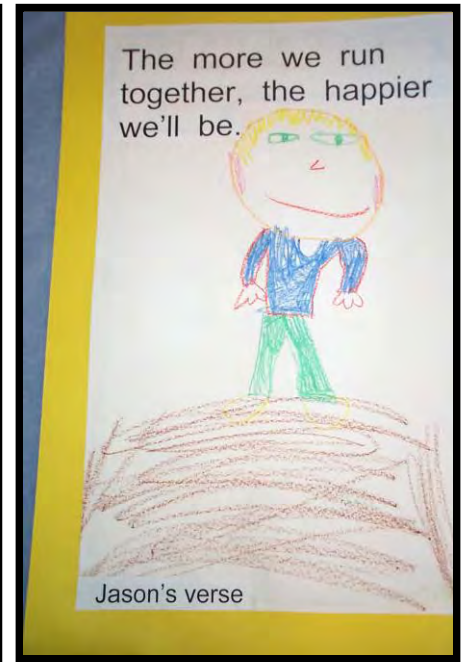


The More We Get Together
 The more we get together,
 together, together,
 The more we get together,
 The happier we'll be.
 For your friends are my friends,
 And my friends are your friends.
 The more we get together,
 The happier we'll be.
The end

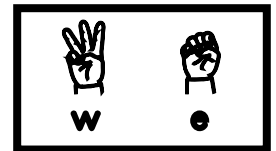
Entre Más Nos Reunimos
 Entre más nos reunimos,
 reunimos, reunimos,
 Entre más nos reunimos,
 Más felices tú y yo.
 Mi amigo es el tuyo,
 y el tuyo es el mío,
 Entre más nos reunimos,
 Más felices tú y yo.
El fin

The Spelling Chant

You can say thē
 and
 You can say thē
 But it's always spelled
 t-h-e



- Study and fingerspell the high-frequency word **we**, “w-e spells we”.
- Invite the children to look for “the” as they do a shared reading of the Big Book. Highlight “**the**” with yellow tape.
- Sing and learn to sign the language.
- Do a jazzy “**t-h-e e-n-d, the end!**” chant with cha-cha-cha body movements when the children stand and read “The end.”
- Invite the children to sing and sign this song and create new verses. Their ideas can be illustrated for a class book.



See video: *The Magic of Signing Songs, Volume II* and supplemental ASL signing guide by Nellie Edge and Diane Larson.

Visual Images for Key Signs – American Sign Language

Happier – Happiness flows upward from your heart.

Friends – This is a linking together of fingers or “finger hugs.”

The More We Get Together (available in English and Spanish), A Nellie Edge Read and Sing Big Book™, 1996.

Recorded in English on *Music is Magic* CD and in Spanish on *Music is Magic in Teaching Spanish* cassette.

Sing, Sign & Read: *I Love the Mountains/Amo Los Montes*

		
<p>Love Cross hands over the heart with palms facing in.</p>	<p>Mountains Strike closed right hand on back of closed left hand, then move both upward to the front with a wavy motion.</p>	<p>Rolling Hills Both hands parallel outlining the rise and fall of hills.</p>
		
<p>Fountains/Water Touch the side of the mouth several times with the index finger of the "W" hand. Follow with the spraying up with both hands in gesture of water.</p>	<p>Daffodils/Flowers The flattened "O" hand shape moves from one side of the nose to the other - represents smelling flowers.</p>	<p>Fireside Wiggling fingers of right hand represents fire, which move through the cupped "C" hand moving down the side of the body.</p>
		
<p><i>This becomes a 2-part sign</i></p>		
<p>Lights Left index finger touches right inner palm.</p>	<p>Low Two open hands close slowly facing outward.</p>	<p>Boom-de Bring fist of dominant hand down to open palm of non-dominant hand.</p>

See *I Love the Mountains/Amo Los Montes*, A Nellie Edge Read and Sing Big Book™. Signing by **Kimbria Ulshafer**. ASL Consultant **Diane Larson**.

Bridge English to Spanish and Spanish to English. *Amo Los Montes* is available on the Spanish teaching cassette, *Teaching Spanish Folk Songs*, performed by Hector Pichardo, noted Hispanic linguist and recording artist.

I Love the Mountains: Differentiated Literacy Guide

Sing and sign this joyful song repeatedly until the children have memorized it. When you come to the ending, invite the children to “get your boomers ready!” Model fists gently touching alternate hands.

Shared Reading:

Introduce this traditional folk song in a joyful way as you sing and sign. Connect the oral language to print. Track the print as you read and sing. Look at the print in the title. What words do you instantly recognize? Rebuild the song in a pocket chart.

I Love The Mountains

I love the mountains, I love the rolling hills,
I love the fountains, I love the daffodils,
I love the fireside when all the lights are low
boom-dee-ah-da, boom-dee-ah-da,
boom-dee-ah-da, boom-dee-ah-da,
boom-dee-ah-da, boom-dee-ah-da,
boom-dee-ah-da, boom-dee-ah-da, boom!

Literacy Lessons: Words and Sentences

- Read these familiar words: I love the ____.
- Use letter/sound knowledge to predict the new word.
- **Look at the period at the end of each of the first four lines.** Talk about periods at the end of sentences. Have the children move their hand left to right while they say the line and then gesture and say “period at the end of a sentence.”
- **Highlight the exclamation mark with yellow.** Explain that the mark is used to show excitement or a command! Invite the children to make up sentences that would end with an exclamation mark rather than a period.

Language Play:

Invite the children to make up new verses. Ask – “What else do you love?” Sing the sentence, “I love the _____ (pause)” and ask the children one at a time to finish the line. Thank them for creating a new verse to the song. They will build adaptations, substituting nouns for nouns. Use self-adhesive notes to cover up the original words and write in the child’s new ideas. The child may later want to write and illustrate their own “I Love” book.

Hand-jive:

Teach the children a simple hand-jive pattern and let them connect with a partner to sing and experience the rhythm. Each pair can create different movements for Boom-dee-ah-da.

Auditory Spelling:

Review the *L-O-V-E Spells Love* song and *T-H-E E-N-D, The End!* chant. With a strong writing to read emphasis, many children will be able to independently write **I love the...**

Give children authentic reading experiences with real language that they will carry in their hearts and minds forever.

I Love the Mountains

I love the mountains.
I love the rolling hills.
I love the fountain.
I love the daffodils.
I love the fireside,
When all the lights are low.
Boom-dee-ah-da, boom-dee-ah-da,
Boom-dee-ah-da, Boom-dee-ah-da.
Boom!

Traditional

Amo Los Montes

Amo los montes.
Amo las colinas.
Amo las fuentes.
Amo las flores.
Amo la hoguera,
Cuando anochece.
Tra-la-la-la, tra-la-la-la,
Tra-la-la-la, tra-la-la-la,
La!

Materials:

- *Music is Magic* cassette or CD
- *Magic of Signing Songs* video
- Nellie Edge Read and Sing Big Book™ *I Love the Mountains*
- Copies of the Little Book for each child
- Pointers
- “I can read” stamp
- High-frequency bookmarks and word list
- Cow hand puppet (optional)
- Yellow highlighter tape
- Pocket chart and word cards

Phonemic Awareness and Multilevel Literacy Objectives:

- Identifying endings “s” and “ing”
- Responding to the rhythms of sound
- Segmenting and blending words
- Noticing punctuation at end of sentences
- Reading the powerful sentence pattern: “I love the...”
- Fluency and articulation
- Exclamation mark!

Reflective Teaching:

What strategies am I using to move children from “memory reading” to paying focused attention to print and sound/symbol relationships?

Accelerate English and Spanish Learning Through the Magic of Signing Songs: *All Children Deserve the Gift of Many Languages*

Signing Songs Enhances Language Acquisition.

One of the most accelerated language learning strategies we have experienced is signing songs. Our bilingual colleague, Marissa Zamora-Pearson, first demonstrated this powerful teaching strategy to us 15 years ago and we have been incorporating American Sign Language (ASL) into our professional development seminars ever since. **Creating meaning through body, facial expression and hand gestures boosts the brain's connection for learning and enhances language comprehension.** When children combine singing and signing, they experience “Total Emotional Body Response” to language and the levels of learning soar – especially for the harder-to-accelerate children. This kinesthetic engagement builds enthusiasm for learning and personalizes meaning while keeping the children actively focused and engaged in joyful language learning.

Sign Language Bridges Comprehension Between English and Spanish.

Once children can effortlessly sing and sign a favorite song in their first language, teachers provide a shared reading experience using a Big Book or language chart to demonstrate how the spoken word connects to print. **Then when teachers sing the same lyrics and melody pattern in the second language, children hold the meaning of the words in sign as they develop the sounds of English or Spanish.** Our bilingual and ESL colleagues have used this strategy successfully with the predictable language patterns of the following well-loved children's songs and rhymes: *Teddy Bear, Teddy Bear (Osito, Osito)*; *Goodnight Irene (Buenas Noches Irene)*; *The Opposite Song (La Canción de Opuestos)*; *The More We Get Together (Entre Más Nos Reunimos)*; *I Love the Mountains (Amo Los Montes)*; *I Can Read Colors (Se Leer Colores)*; *I Have A Cat (Yo Tengo Un Gato)*. They are highly rhythmic, repetitive, and engaging. The concepts are easily comprehended through sign language.

Teachers who are not native Spanish speakers need to provide children with authentic Spanish language models when using songs to bridge Spanish and English. The CD, *Music is Magic for Teaching Spanish*, with noted Hispanic linguist and recording artist Hector Pichardo, was developed with feedback from bilingual and ESL teachers for this purpose. It helps all learners develop the syntax and beauty of these songs in Spanish.

Experienced bilingual and ESL teachers are enthusiastic about the powerful language gains seen when they engage learners in singing and signing songs. Both the English and Spanish speaking children benefit from enhanced vocabulary development, comprehension, reading fluency, and enthusiasm for learning. This is a promising strategy that deserves more extensive research.

“Signing songs is a natural and joyful way for my second-language learners to make the bridge to English.” Marissa Zamora-Pearson. She is currently

teaching in a Spanish immersion program at the award-winning Government Hill Elementary School, Anchorage, Alaska.

Sing, Sign and Read: *I Have a Cat / Yo Tengo Un Gato*

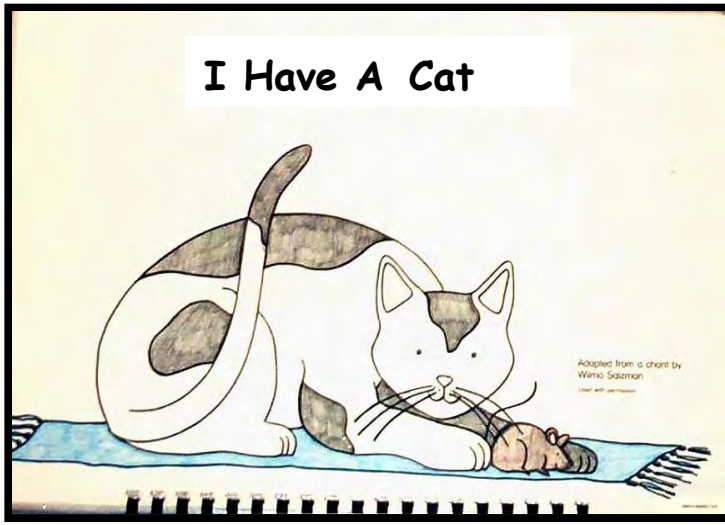
		
<p>I / Yo Right "I" hand with palm facing left and thumb touching chest.</p>	<p>Have / Tengo Place the fingertips of both bent hands on the chest.</p>	<p>Cat / Gato "F" hands under nose with palms facing outward then move out sideways (trace whiskers).</p>
		
<p>My Palm of dominant hand is placed on chest.</p>	<p>Hat / Sombrero Pat the top of the head with the right flat hand.</p>	<p>Fat / Gordo Place both curved open hands by cheeks and move outward (show fat cheeks).</p>
		
<p>Meow (cat talk) / Mi-au Move both index fingers back and forth from the lips alternately.</p>	<p>Love / Quiero Cross hands over the heart with palms facing in and a loving facial expression.</p>	<p>The End / El Fin Dominant hand moves down from ends of the non-dominant fingers.</p>

See *I Have A Cat/Yo Tengo Un Gato*, A Nellie Edge Read and Sing Big Book™.

Signed by **Kimbria Ulshafer**. ASL Consultant **Diane Larson**.

Bridge English to Spanish and Spanish to English with this catchy echo chant. *Yo Tengo Un Gato* is available on the Spanish teaching cassette *Teaching Spanish Folk Songs*, performed by Hector Pichardo, noted Hispanic linguists and recording artist.

Use Literature and Sign Language to Build Literacy: I Have A Cat



I Have A Cat

I have a cat.
My cat wears a hat.
My cat is fat.
My cat says "mee-ow."
I love my cat.

*From a chant by Wilma Salzman
Adapted by Nellie Edge*

Yo Tengo Un Gato

Yo tengo un gato.
Mi gato usa en sombrero.
Mi gato esta gordo.
Mi gato dice "Miau."
Yo quiero a mi gato.

Translated by Marissa Zamora-Pearson



Chant this rhyme as an echo, signing the key language concepts. Encourage your students to “play with voices:” recite dramatically as a happy giant or sad elf. Explore volume dynamics (loud and soft), tempo (fast and slow), and different emotional contexts (scared, angry and excited). **Teach it in the child’s native language; then in English or Spanish, holding the American Sign Language constant.** This becomes a powerful bridge for language acquisition.

American Sign Language:

Cat: The fingers indicate a cat’s whiskers.

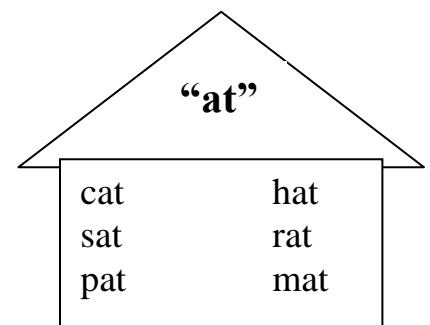
Hat: The hand touches the top of the head to indicate the hat.

Fat: Both open hands move away from cheeks indicating “fat.”

Meow (cat talk): The upright index fingers alternately move back and forth from the mouth to represent two people talking to one another.



- Locate high-frequency words: I, love, a, my, cat, is, the.
- Brainstorm and list words that belong in the house of “at.”
- Track the words in the Big Book keeping the pronounced rhythm of the language as the children recite this chant.
- Give children the little books for guided reading practice.
- Use this pattern for a word matching activity.



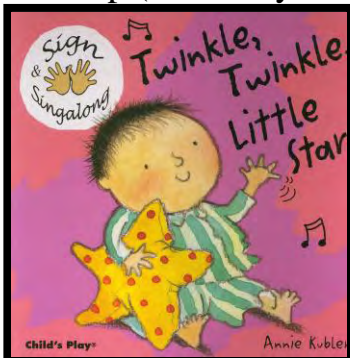
Taken from *Celebrate Language and Accelerate Literacy* by Nellie Edge, © 2006. *I Have A Cat* and *Yo Tengo Un Gato* are Nellie Edge Read and Sing Big Books™, © 1996, Nellie Edge Resources, Inc. *I Have A Cat* is recorded on the *Music is Magic* CD and *Yo Tengo Un Gato* is recorded on the *Music is Magic for Teaching Spanish* cassette.

Children and Their Families Learn About the Stars

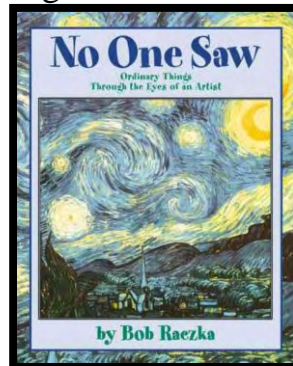


Awaken the child's love of nature and sense of wonder. "Learning About Our Earth and Solar System" is part of a year-long study in Joanie Cutler's kindergarten in Eugene, Oregon. **The children even learn Greek myths about the stars** and learn to locate familiar constellations. **Throughout the year families are encouraged to**

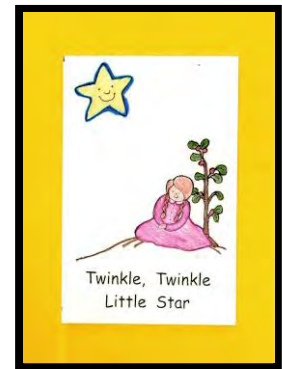
take night walks and observe the changing stars. After learning about the stars, children draw their pictures of stars spinning in space. They create a star mural in the style of van Gogh and develop (what may become) a life-long interest in astronomy.



After children have learned to sign the song, they enjoy reading the *Twinkle, Twinkle Little Star*, sign and sing-along board book, by Annie Kubler, Child's Play, 2004.



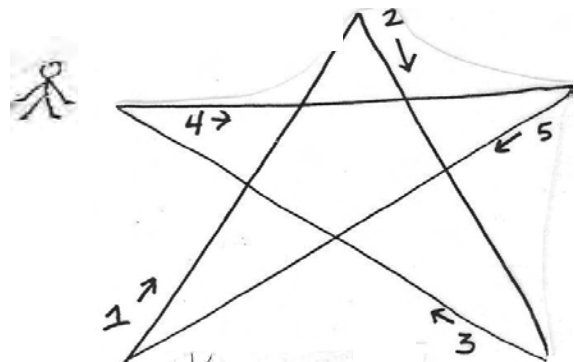
We love the beautiful book *No One Saw: Ordinary Things Through the Eyes of an Artist*, by Bob Raezka, Millbrook Press, 2002.



Download complementary little books at www.nellieedge.com. They can be enlarged, colored, backed, laminated, and taped together for guided reading.

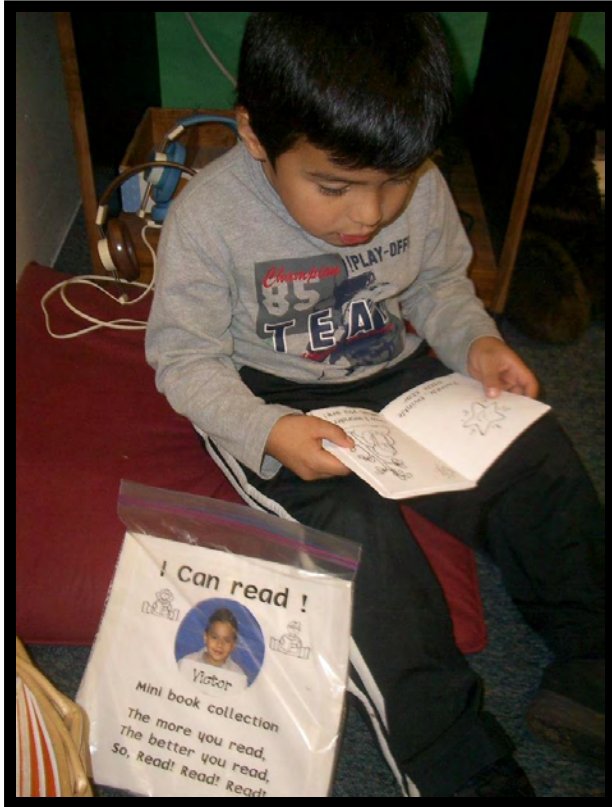
Celeste Starr Teaches Children How to Draw a Star: Body Movement and Language Builds Brain Connections

- 1 & 2 = Make an "A" (A=^) (with body also)
- 3 = Kick up your foot
- 4 = Cross your heart
- 5 = Touch your toe



Children also learn to draw spiral  and twinkling  stars. One child exclaimed to Dad, "This is my van Gogh like star." (📺 See ASL video clip, ASL guide, and curriculum connections at www.nellieedge.com)

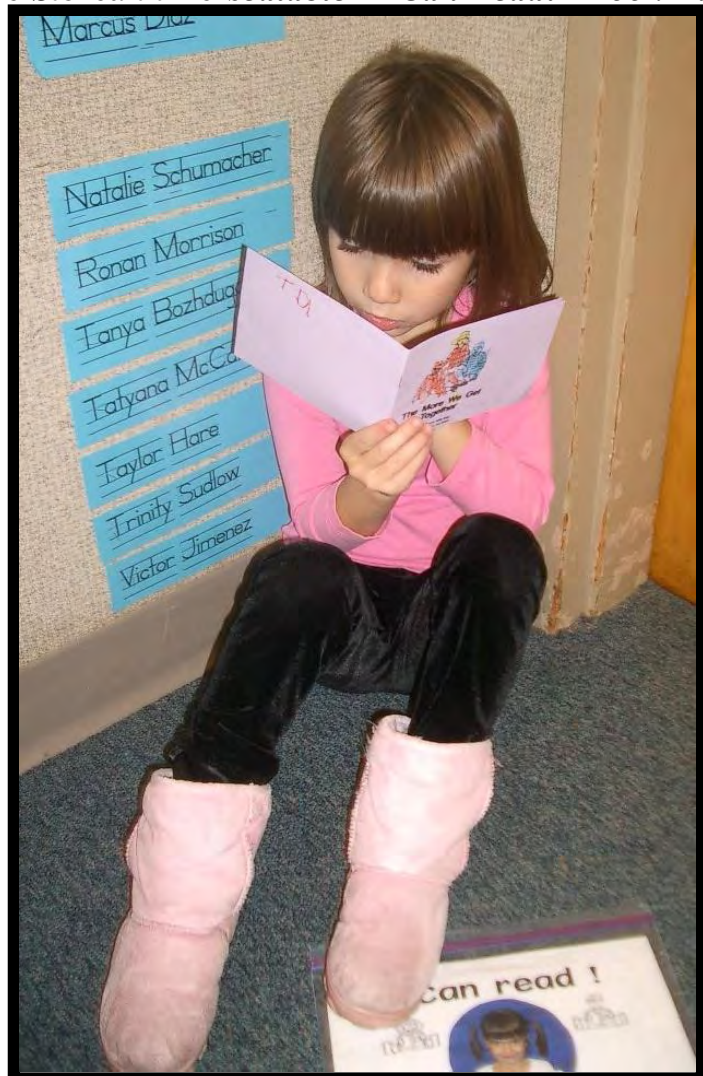
Give Children Good-Fit Books and a Framework for Building Reading Independence and Stamina



Kindergartners “Read to Self” Early in the School Year with “Just-Right: I Can Read” Books.

This boy is memory reading *Twinkle, Twinkle Little Star*, while his classmate is fluently reading the Little Book, *The More We Get Together*. These books represent language that these kindergarten children have been joyfully singing and signing from Nellie Edge Read and Sing Big Books™ and language charts from the first day of school.

Mother Goose Rhymes and Read and Sing Little Books are Stored in Re-sealable “I Can Read!” Book Bags



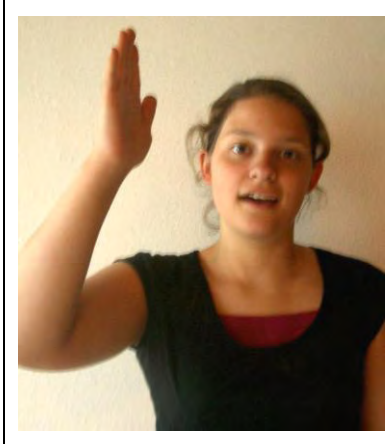
See www.thedailycafe.com for information about *The Daily 5* book & DVD, by Gail Boushey and Joan Moser. Stenhouse. 2006.

In Becky Leber’s kindergarten, the children chant the *Reading is Fun* rhyme daily and review their reading “I chart” (“I” is for Independence). They think about why they are learning to read, and what their responsibility is during independent “Read to Self” time. **Daily review helps build positive reading behaviors.** Children love building stamina!

The Pledge of Allegiance

		
<p>I (ASL)/ me Index finger (with other fingers closed) points to self at center of chest.</p> <p>I (Signed English) Same as ASL except hand shape is the letter "I".</p>	<p>Pledge/ promise Non-dominant "S" hand (palm to side); dominant index finger to lips (fingertip up) and then moves to open hand (fingers together) on top of other "S" hand (image = seal a promise).</p>	<p>Allegiance (Sign "support") two "S" hands (dominant one on bottom), bottom "S" pushes top "S" slightly.</p>
		
<p>Flag Dominant hand's elbow rests on back of other hand; drop dominant hand at wrist and wave hand back and forth (image = flag waving on flagpole).</p>	<p>United States Make a small circle with a "U" in front of you and then change it to an "S" and circle.</p>	<p>America Two "5" hands (fingers interlocked) circle in front of you from right to left.</p>
		
<p>Republic (Sign "country") "Y" hand rubs in a circular motion on opposite elbow.</p>	<p>Stands (Sign "represents") index finger touches open palm of other hand and both hands move forward.</p>	<p>One Index finger points up (palm out, rest of hand is in a fist).</p>

The Pledge of Allegiance



Nation

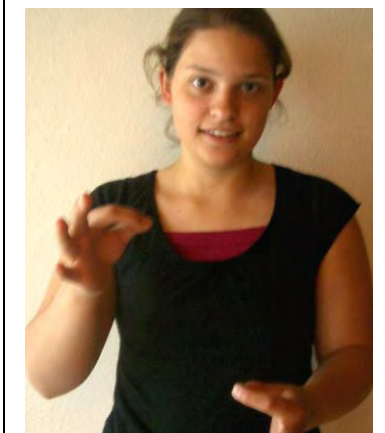
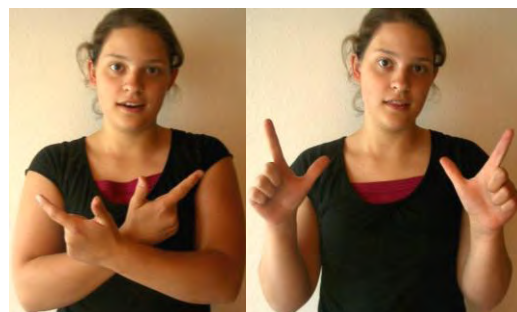
Non-dominant "S" hand (palm down); dominant "N" hand makes a small circle over the back of the "S" hand and then touches it.

Under

Non-dominant hand (palm down); dominant "A" hand (thumb extended) passes under other hand's palm.

God

"B" hand (tips pointing out) arcs up and back down with tips pointing up.



Indivisible

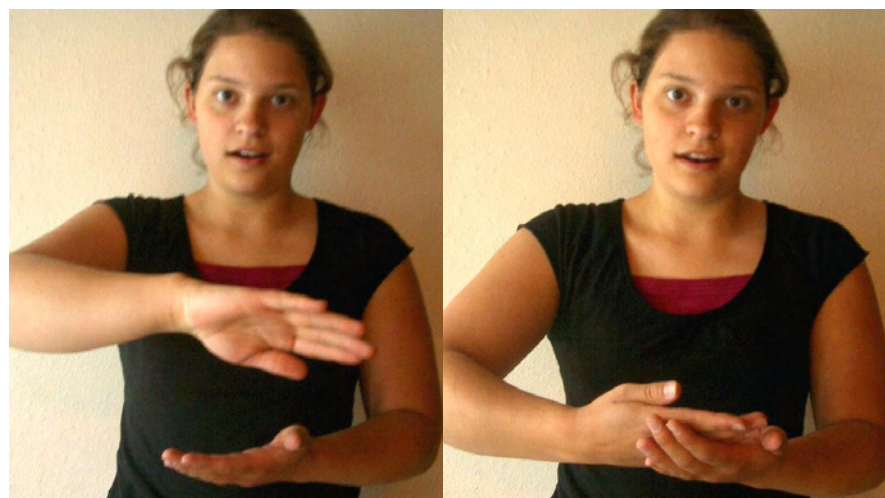
(Sign "united") interlock thumbs and index fingers of two "F" hands, circle in front of you, counterclockwise.

Liberty

Two "L" hands cross in front of you (palms in), uncross and turn outward to palms out.

Justice

Two "F" hands (palms facing each other) alternate going up and down in front of you (image = scales of justice).



All

Two flat hands, palms facing each other, one over the other; top hand circles out and around, landing on bottom hand with palm up.

Bridge Oral Language to Print:

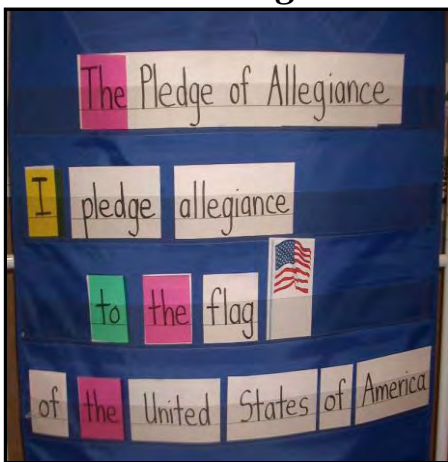
Use a Systematic Approach for Joyful Accelerated Literacy

Oral language is still the vital foundation needed for a successful literacy program. However, in order to connect oral language to print and accelerate reading development, we **need** a systematic plan of differentiated instruction. With the support of repeated readings, children build fluency and confidence.

Give children meaningful and memorable language as an invitation to read. Teach them to sign and perform the language with confidence. Then plan the environment to systematically support reading behavior until mastery is obtained. Transition from the support of shared and guided reading to individual practice using helpers trained in the Neurological Impress Method (a gradual release of responsibility model). When we teach children to recite, perform and read language with confidence, fluency, and joy these positive beginnings build motivation and reading independence.

1. **Use a Big Book, language chart or pocket chart** with enlarged text to model the strategies that successful readers use. Teach new literacy skills and high-frequency words within the context of the whole piece of language. Focus on one part of the text for explicit instruction and then return to reading/singing/signing the entire text in unison, while tracking the words.
2. **Consider making class books or “poem boards”** for songs and rhymes that are not already available in book format (and easily accessible for classroom reading). 10" x 12" poem boards can be laminated and stored in a “poetry board” box. These can be selected for daily “read to self” time throughout the year by the children, even after newer poems, songs, chants and pledges have replaced earlier language charts in key positions on classroom walls. (Alas, there is never enough wall space!)
3. **Give every child a growing collection of personal Little Books and/or “I Can Read” Notebook** pages of the new language for further reading practice. (**Buddy reading** with a fluent, trained 4th grader is helpful.) Little Books and “I Can Read” Notebooks go home for **family reading**.

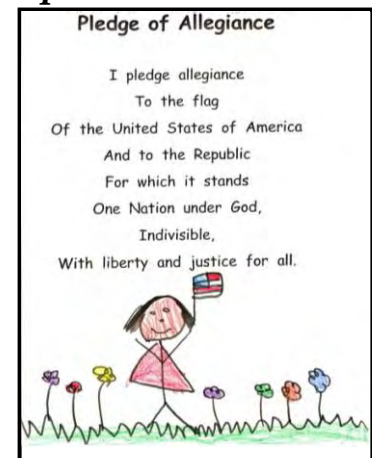
Shared Reading → Guided Reading Practice → Independent Rehearsal



Language is printed on individual word cards that can be manipulated in a pocket chart. Colored acetate overlays high-frequency words. Children recite words in unison. Skills are taught in context.



A class book is made featuring children signing The Pledge of Allegiance. (Notice the spacing between words.) This book is available in the library or the child's book boxes for guided and independent reading.



The same lyrics are also placed in each child's "I Can Read" or "Read Together" Notebook as an anthology page or Little Book so they can be read over and over again with fluency and delight.








What organized system have you developed to accelerate literacy with predictable and memorable print?

These are the ASL Signs Teachers Use Most often for Class Management

 <p>Yes (si) The “S” handshape shakes up and down. The “S” handshape represents the head nodding.</p>		
	<p>Please (por favor) The open hand circles over the heart to indicate pleasure.</p>	<p>Thank you (gracias) The hand moves out and down. This sign is similar to the gesture of kissing ones hand and extending the hand towards someone else in order to show ones gratitude.</p>
		
<p>Walk (camina) Hold both flat hands in front with palms down; then imitate walking by moving each hand forward alternately.</p>	<p>Don't (no corra) The hands are crossed and then move outward forcefully as if indicating that something should stop.</p>	<p>Run (correr) Point both “L” hands forward and hook the right index finger of the dominant hand around the left thumb. Wiggle the thumbs and index fingers as both hands move forward quickly.</p>
		
<p>Stop (para) The edge of one hand comes down on the palm to represent something coming to a quick stop. And think: Index finger touches forehead.</p>	<p>Toilet / Restroom (baño) The “T” handshape is shook. If that sign is offensive in your community use an “R” handshape.</p>	<p>Quiet (silencio) – 2-part sign Touch the lips with the right index finger and move both flat hands down and to the sides with palm facing down in a gesture telling others to be silent (quiet).</p>

These are the ASL Signs Teachers Use Most often for Class Management

 <p>(Exact Signed English)</p>		
<p>Applause (aplauzo) Hands moving excitedly to the side of the forehead is the quietest sign for applause.</p>	<p>Careful (con cuidado) Make the sign for “KEEP” (“K” hands) and strike together two times at the wrist.</p>	<p>Focus (pay attention) (atención) Two “B” hands at each side of the forehead move forward together.</p>
		
<p>Stand (up) (ponte de pie) The “V” handshape represents a person. The location of the “V” handshape shows someone standing on a surface.</p>	<p>Sit (down) (sentarse) The upper “U” handshape represents the legs of a person while the other “U” handshape represents a chair. The motion shows a person sitting down. Sit right. Point both index fingers forward. Bring right hand down onto left thumb.</p>	<p>Children (niños) With palms facing down, one hand “pats” the head of more than one child.</p>
		
<p>Teacher (professor) (2-part sign) The flattened “O” hands move out from the forehead to show that a person is taking what she knows and is passing it on to others. Closed “5” hands move down the sides of the body for “person.”</p>	<p>Work (trabajar) With the palms facing down, tap the wrist of the right “S” hand on the wrist of the left “S” hand in a hammering motion. Good: The hand moves forth from the mouth to the palm of the other hand.</p>	<p>Line up (línea por favor) The “4” hands are often used to represent a line of people. The two “4” hands are pulled apart and fingers spread to show a line of people.</p>

Teachers Share Excitement About Using Sign Language

“At Open House the children signed *What a Wonderful World* and the audience was mesmerized watching the children. At the school assembly, I sign “please sit down” so I don’t have to call a child’s name. They are so good at following visual signal now.”

Irene Wing (K – CA)

“Our whole primary school has a flag raising every Monday morning. My first graders take turns standing up in front of the group and signing the pledge. The other classes are learning it just by watching and my students are so proud of themselves.”

Vicki Santos (1st – CA)

“My children just love to sign. I teach them songs in English, Spanish and American Sign Language. At the end of the year, they put on a performance for parents – it’s really special.”

Susanne Livingston (Head Start, WA)

“I do sign with my students and have not had a single parent complain that their TAG child is not being “stretched.” They love it!”

Dorothy Lemons (K – OR)

“Our performance was great. The kids were wonderful. And they were so proud of themselves! We invited the parents back to our classroom and we basked in the praise of the grownups about their performance. It was a great way to end the quarter and begin spring break.”

Glenda Cutright (K – OR)

“The children are much more involved now that I’m using sign language. It is easier to capture their attention – especially the boys. We are a multicultural school. It is just awesome to see how involved our African American students are and expressive in doing songs in sign.”

Nancy Caudell (K – OR)

“I love to use sign language in my classroom. There are so many advantages. I was asked to give a workshop to all the kindergarten teachers in my Glendale District. I told the teachers, ‘If you don’t use it for phonics or anything else, be sure to use it for your classroom management.’”

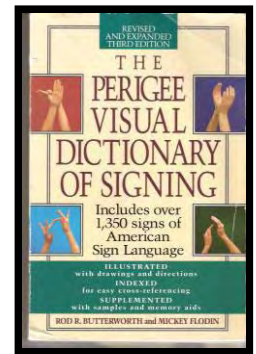
Chris Simmons (K – CA)

The Magic of Signing Songs – Our Favorite Resources

The Perigee Visual Dictionary of Signing

Book by Rod Butterworth and Mickey Flodin

Your class needs at least one sign language dictionary. **This affordable paperback is our choice.**



Lift Up Your Hands

Book by Donna C. Gadling, Pastor Daniel H. Pokorny, and Dr. Lottie L. Riekehof (1992). Produced by: The National Grange, 1616 H Street NW, Washington, D.C. 2006. (202) 628-3507; www.nationalgrange.org

Favorite patriotic songs with illustrations for sign language interpretation are featured. They use a combination of American Sign Language signs and English word order.

Beginning Sign Language Books and Free ASL Alphabet Poster

Book series by S. Harold Collins. Produced by: Garlic Press, 1312 Jeppesen Ave., Eugene, OR, 97401; (541) 345-0063; www.garlicpress.com

Our two favorites are: *Signing at School*, which presents especially common signs, sentences and vocabulary for use in the early childhood classroom, and *Signs for Animals and Pets* (a board book).

Dancing with Words: Signing for Hearing Children's Literacy

Book by Marilyn Daniels. Westport, CT: Bergin & Garvey, 2001.

This fascinating book presents the research underlying the recommendation of teaching sign language to all children to “improve hearing children’s English vocabulary, reading ability, spelling proficiency, self-esteem and comfort expressing emotions.”

Seminar and Distance Learning Materials

(Email info@nelliedge.com for details.)

The Original Video (Now DVD): *The Magic of Signing Songs, Volume I*

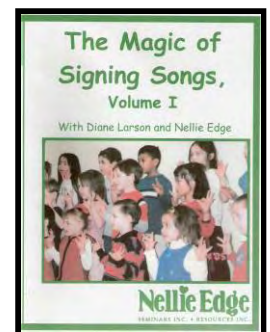
Instructional DVD: How to sign 21 songs, from Nellie Edge Seminars. Signed by Diane Larson. Nellie Edge Resources, Inc. www.nellieedge.com

Includes *ABC Song*; *Twinkle, Twinkle Little Star*; *You Are My Sunshine*; *May There Always Be Sunshine*; *Sing Your Way Home*; *Five Little Monkeys*; *Happy Birthday*; *Rainbow 'Round Me*; *Magic Penny*; *I Think You're Wonderful*; *Sign to Me*; *We Wish You a Merry Christmas*.

Also includes Nellie Edge Read and Sing Big Books™:

I Can Read Colors (Se Leer Colores); *I Have A Cat (Yo Tengo Un Gato)*; *The Opposite Song (La Cancion de Opuestos)*; *Goodnight Irene (Buenos Noches Irene)*; *Teddy Bear, Teddy Bear (Osito, Osito)*; *I Love the Mountains (Amos Los Montes)*.

- Comes with ASL Instruction Book and “I Can Read” anthology set.



Maximizing Language and Literacy Through the Magic of Signing Songs

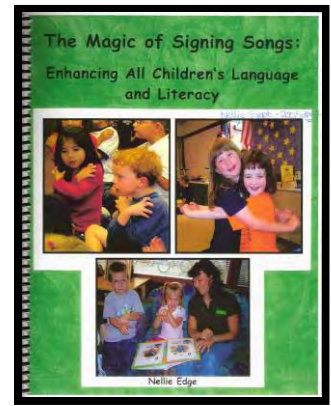
Literacy Manual by Nellie Edge, Revised 2008.

This book combines research and “best practices” for incorporating 21 well-loved songs in sign language into the preK-3 curriculum. It contains the words, music, and chords for all signed songs and is designed to accompany the original instructional DVD *The Magic of Signing Songs*. You will find concise summaries of informative articles, Brain-Friendly Literacy™ strategies, classroom rituals and traditions that build joyful learning communities, the rationale for signing songs with all children, and resources for additional study. Includes a separate “I Can Read” Anthology packet of 10 songs, poems, and rhymes (blackline masters).

The Magic of Signing Songs: Enhancing All Children's Language and Literacy

Literacy Manual by Nellie Edge, revised 2008.

The next best thing to attending the engaging signing seminar, *The Magic of Signing Songs*, is to study this book and the accompanying seminar video. This practical book is designed to introduce all educators to the joyful art of signing songs. Engage your children in signing songs for powerful ABC and phonics immersion, to enhance spelling, reading and speaking skills, build a cooperative learning community, and utilize their multiple intelligences in learning and expressing language. Includes words and extensive curriculum connections for all songs, Brain-Friendly Literacy™ strategies, sample parent letters, phonemic awareness and differentiated literacy guides, information on using sign language for class management, classroom rituals and celebrations, literacy research, and resources. Book comes with ASL instructional book and “I Can Read” Anthology and Little Book collection (blackline masters).



DVD: *The Magic of Signing Songs, Volume II*

(Includes song book with pictorial American Sign Language (ASL) interpretation)

Instructional DVD of 10 songs from Nellie Edge Seminars. Signed by Diane Larson.

Nellie Edge Resources, Inc. www.nellieedge.com

Includes: *The Sign Language ABC and Phonics Song, What a Wonderful World, Pledge of Allegiance, America the Beautiful, This Land is Your Land, See Me Beautiful, The More We Get Together (with variations), L-O-V-E Spells Love, M-O-M Spells Mom, English and Spanish Greeting and Farewell Song*. These songs have accelerated literacy, engaged children in joyful learning, and brought audiences to tears.

Teachers, parents and their children love how easy it is to learn to sign memorable songs with our new video. Each song is sung and signed in its entirety; the signs are slowly demonstrated and explained and the song is repeated. Take this video and the songs with the accompanying visual ASL guide into your classroom (or living room) and learn to sign along with your students.

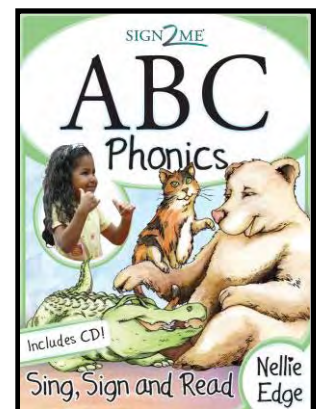
- Comes with ASL Instruction Book and “I Can Read” anthology set.

***ABC Phonics: Sing, Sign and Read* (Picture Book/CD and Program) by Nellie Edge**

©2001, revised 2006, 2009. Seattle, WA: Sign2Me®/Northlight Communications.

This new Sing, Sign and Read Book™ by Nellie Edge provides powerful, multisensory ABC and phonics immersion. Each engaging page features one letter with its manual, American Sign Language (ASL) alphabet hand shape, a prominent picture of the key phonics symbol associated with that letter and a child demonstrating the appropriate ASL sign. (An instructional video with several versions of the song will be available as a free download from Sign2Me.)

Email Sign2Me to receive information for the additional Training Resource Packet, including ABC charts, flashcards, Accelerated Literacy Guide, and parent letters for home-school collaboration. (Product Publishing Date—May 2009)



Come Sign With Us

Book by Jan C. Hafer and Robert M. Wilson; illustrated by Paul Setzer. Washington, D.C.: Clerc Books, 1996.

Here is a fully illustrated activities manual for teaching children sign language. It features more than 300 line drawings of adults and children signing familiar words, phrases, and sentences using American Sign Language (ASL) signs in English word order. All signs have equivalent words listed in

English and Spanish as well. The *Come Sign With Us* video is also available.

Sign with Your Baby

Book and Video/DVD by Joseph Garcia

Seattle, WA: Northlight Communications, 1999.

www.sign2me.com

We love this timeless book and DVD – it makes a wonderful gift for new parents! The how-to DVD shows Dr. Joseph Garcia and wise, responsive parents empowering early, two-way communication with their babies and toddlers while supporting English language development, all through the use of American Sign Language signs.

Sign Language Rubber Stamps

Harris Communication, 1-800-825-6758, www.harriscomm.com (To locate, go to the homepage, click on “novelties,” “rubber stamps,” then “next page.”)

These stamps are our favorites for the writing center: Fingerspell “LOVE,” “friend” and the ABC’s with manual sign and capital letter.

Fingerletter font (Signed letters)

Help children learn to fingerspell each other’s names by creating name tags with this specialty computer font using the signed fingerspelling that can be made very large.

Available at Educational Fontware, Inc., 6396 NE Ralston Rd, Bainbridge Island, WA, 98110.

(800) 806-2155; efi@educationalfontware.com



Sign Language Alphabet Line by TS Denison available at <http://www.frankschaffer.com/>

These child-size handshapes are perfect to display in the classroom at kid level. Simply cut the alphabet line apart and add your hand-made laminated heart letters, or use a die cut machine. (See page 118.)



Practice American Sign Language on the Internet

Michigan State University ASL (American Sign Language) Browser *

<http://commtechlab.msu.edu/sites/aslweb/title>



For a comprehensive catalog of sign language resources:

Gallaudet University Bookstore, 800 Florida Avenue NE, Washington, D.C., 2002.

(800) 451-1073; <http://www.gallaudet.edu/>.

To order a Signing Bear

A cuddly signing bear adds to the emotionally engaging experience of signing songs for children of all ages! Your arms fit into his arms so the bear can “come alive” in the classroom.

See <http://www.signingsmart.com/store/customer/home.php?cat=268>



The Kinder Stars Year-End Celebration: Children Share Sign Language and Learning and Love



With high expectations, we reach for the stars with the lives of our children.



The Kinder Stars classroom is set up for the last performance and party of the year.



The Kinder Stars are in their places and waiting to shine for their proud parents.



The children begin with a moving American Sign Language performance of *I Pledge Allegiance* to the music by Lee Greenwood. They are focused on their teacher as they sing and sign.

Thank you to Celeste Starr for sharing this performance with us. See complete photo essay at www.nellieedge.com.

Hola Mis Amigos/Hello My Friends

These short greeting and farewell songs introduce familiar cultural phrases in Spanish and English; American Sign Language provides the bridge of comprehension between languages. Teachers enjoy using these lyrics as a part of their beginning and ending the day ceremonies.

Hola Mis Amigos/Hello My Friends

Hola, mis amigos,
Hello, my friends,
Buenos dias ¿Como estan?
Good morning! How are you?

Estoy Bien/ I Am Fine

Estoy bien,
I am fine,
Son mis buenos amigos,
You are my good friends.

by Nellie Edge, Gina Edge, and Susan Rodriguez ©2001



Adios Amigos/Goodbye My Friends

Adios amigos,
Goodbye my friends,
Hasta la vista,
Until we meet again.

author unknown

*Shared by an awesome Arizona
bilingual kindergarten teacher*

Related Articles and Curriculum Connections:

- Accelerate English and Spanish Through the Magic of Signing Songs
- Your “Opening the Day” Ceremony: The Transition Between Daily Life and School
- Sing, Sign, and Read: Accelerate English and Spanish
- Download anthology page for children to illustrate
- ASL Instructional Guide Pages
- Our Favorite Signing Songs Resources: Where to find them
- A Signing Bear adds to the Emotionally-Engaging Experience of Signing Songs for Children of All Ages!
- Information about Nellie Edge Read and Sing Big Books™

This video clip is from *The Magic of Signing Songs, Volume II*, DVD and seminar literacy manual. See [seminar page](#) for upcoming professional development seminars and distance learning opportunities.