



ENHANCE LITERACY INSTRUCTION USING SIGNING TIME®

Sign language is an extremely valuable tool for hearing children as they learn to read. Studies have shown that children who are taught sign language as a part of their reading instruction score higher on standardized reading tests.¹ Studies have also shown that babies who learned and used signs scored an average of 12 points higher on IQ tests than their non-signing peers, when tested after second grade.²

One of the most basic literacy skills is the ability to recognize letters. Children can learn to sign the alphabet as they learn their letters. In addition to the signed alphabet, an American Sign Language (ASL) word can then be associated with each letter. This becomes a tool that can be used by the child at home, school or on the go. In turn, this tool increases their memory and retention of the alphabet, its sounds and word associations.

Perhaps the greatest benefit of including Signing Time in a child's literacy education, is the amount of explicit vocabulary instruction included within the program. Every Signing Time product includes several representations of each word. These include the signed word, written word, spoken word, photographs, illustrations, and video. The vocabulary is also reinforced through song on the DVDs and CDs.

One of the main reasons Signing Time is effective in supporting literacy is because it is fun for the child.

Through Signing Time, children see the word, hear the word, say the word, and feel the word, creating a multi-sensory experience for each child!

A child watching a Signing Time DVD enjoys the singing and signing so much that they are unaware that they are learning!

HOW SIGNING TIME!® CAN HELP

AS A PARENT: Watch Signing Time DVDs together as part of your daily routine. Encourage family members and friends to learn and use basic ASL signs with your child so that signing becomes a part of your everyday life.

Take a class from a local Signing Time Academy Instructor. Classes provide valuable face-to-face interaction with a knowledgeable and trained instructor. It is also a wonderful bonding time between parent and child. Networking with other parents and children who have a desire to learn ASL is equally beneficial. Visit www.signingtimeacademy.com to find a class today.



AS AN EDUCATOR: Incorporate sign language into your daily classroom routine. Use the Signing Time Classroom Edition to teach yourself and your students ASL signs. There are original songs, poems, games and activities to help teach and reinforce new signs.

Teach the ASL alphabet to your students so they can sign each letter. Watch the Signing Time DVDs ABC Signs and Practice Time ABCs with your students to help with this process.

Play the CDs, sing the songs, read the board books and practice with the flash cards. All of these valuable tools help enhance your students' literacy and learning.

AS A LIBRARIAN: Have DVDs and CDs available for library patrons to check out. Incorporate sign language vocabulary into stories read aloud during story time.

USING SIGNING TIME!® TO ENHANCE LITERACY

Signing Time fits seamlessly into any type of educational program and can support and enhance a child's learning experience. For suggestions on how to incorporate Signing Time into a child's literacy program, a lesson plan, as well as valuable tips on teaching and using signs everyday, see the complete literacy guide at www.SigningTime.com/Early-Literacy

SUCCESS STORIES

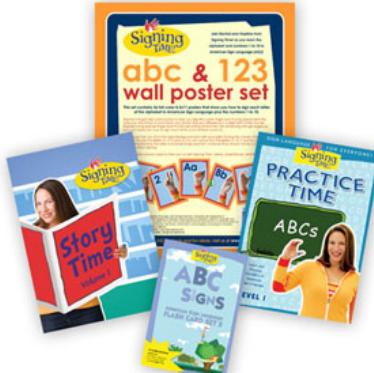
Viewers of NBC's Today Show watched in awe as 17-month-old Elizabeth Barrett read to them.

Elizabeth's parents attribute her early reading in part to Signing Time. Elizabeth started reading shortly after her first birthday, while most children do not learn to read until they are four to six years old.

According to the Today Show, "Katy Barrett and her husband, Michael, are speech pathologists, and when Elizabeth was born they started teaching her sign language along with spoken language. They read to her often, and her favorite television program — the only one her parents let her watch — was a PBS show called 'Signing Time,' which teaches kids sign language."

Thousands of parents like the Barretts are seeing that children can accelerate their language and reading development through the unique blend of sign language, written word, song and video modeling used in Signing Time.

Watch an interview with Katy and Elizabeth Barrett at www.SigningTime.com/baby-learns-to-read/



Early Literacy Jump Start Bundle
www.SigningTime.com/Early-Literacy

ABOUT THE AUTHORS

Virginia Brown, MA

holds a Masters Degree in Reading and Language Arts and a Remedial Reading Certification from Central Connecticut State University as well as an elementary education certification from Sweet Briar College. Virginia taught Pre-K through grade 1 for eight years. She currently serves on the board and was a past director for Mothers' Connection of the Farmington Valley. Virginia is certified as a Baby Signing Time instructor, teaching classes at The Little Green Tambourine in Canton, CT. Virginia began using Signing Time with her oldest son three years ago.

Robin L. Williams, MA holds a Masters Degree in Teaching with a Reading Specialization from National University, and has a Clear Multiple Subject California Teaching Credential. After interpreting in Utah for a year, she taught in public elementary schools for eight years. She has been using American Sign Language for the past 13 years after studying ASL at Brigham Young University and earning her Bachelor's of Science in Elementary Education. Robin is a Thinking Maps Trainer of Trainers, and is a UCI Fellow with the Writing Project. Robin is a Master Signing Time Instructor certified through the Signing Time Academy. She currently is a stay-at-home mom with an infant and toddler who love to sign.

¹ Daniels, Marilyn, *Dancing with Words: Signing for Hearing Children's Literacy*. Bergin & Garvey, Westport, CT, 2001.

² Acerdolo, L.P., & Goodwyn, S.W. "The long-term impact of symbolic gesturing during infancy on IQ at age 8." Paper presented at the meetings of the International Society for Infant Studies, Brighton, UK. July 2000.