I. Activities for Students who are Hearing Impaired

I-A. Cognitive and Language Development

Cognitive Development: *What Am I Thinking?* (Preschool – Grade 5)

Materials: string about 7ft long (or masking tape or chalk), collection of everyday objects that have at least one attribute in common (paper, pencil, paper clips, pen, newspaper, cardboard box, spoon, stapler, and book – this collection contains both objects made of paper and of metal)

Tie the ends of the string together and arrange it on the floor or table in the shape of a circle. You can substitute a circular piece of paper or draw a circle on the floor with chalk, or tape. Place the collection of objects around the outside of the circle. Pick one student who is “it” to decide on an attribute that is shared by at least three of the objects. For example, the child could select red, wooden, or something we eat, depending on the objects you are using. The child puts one object that has the attribute into the center of the circle as an example, but doesn’t say which attribute she selected to the other students. The other students choose an object from outside the circle that they feel shares a similar attribute and place their selection inside the circle. The child who selected the attribute decides if the students’ choice fits the chosen attribute. If it fits the attribute, she leaves the new object in the circle, but if it doesn’t fit, she takes it out. Once a student successfully places an object in the circle that fits the attribute, the student may guess that attribute. If the student is correct, that student gets to be “it” and chooses a new attribute.

Game Modifications: You can make the game easier or more difficult by adjusting the number of attributes the objects share. To make it more difficult, choose a variety of objects that share many attributes and to make it easier, provide objects that share only a few attributes, like size, color, and shape.
To help get the children ready for the game, as a class, you can look at the collection of objects and list all of the attributes they notice, and refer to the list while playing the game.


**Cognitive Development: Going Shopping (Grades: 1-4)**

Every child is asked in turn to put more items on the end of a shopping list: “I went to the store and bought eggs;” “I went to the store and bought eggs and milk;” “I went to the store and bought eggs, milk, and bread.” This continues around the room as each student repeats what was said before and adds a new item to the list. You can use this same technique with different topics, such as “I went on a trip and brought...” or you can play this game to learn everyone’s name. The first person says, “Hi, my name is John.” The second person says, “This is John, and I’m Bill.” The third person says, “This is John and Bill and I’m...” For this activity, the teacher should use an FM system so that the children will be able to understand the instructions. The teacher can also type out “I went to the store and bought...” or use a picture of a store and some examples of items you buy there, to make sure the children understand how to play. The children should sit in a semi-circle while they play this game so that the hearing impaired children will know who’s turn it is. This will also allow them to look at each child when it is his turn to talk in the game.


**Verbal Receptive Language: Draw Me (Kindergarten – Grade 3)**

The teacher gives a sequence of instructions telling the students what to draw. She can start giving simple instructions and get more difficult. Start with: “Draw a box with a red ball inside,” or “Draw a square with a triangle inside.” Then, the teacher says, “Draw a house with 3 windows and a brown door with a number 8.” Later, the teacher can say, “Draw a ladder against a tree with a dog at the bottom, put a yellow cross to the right of the dog, and a red apple in the tree.” Depending on the ability of the children, you can make this task as easy or as hard as you want and check for their understanding of your instructions. During this activity, the teacher should use an FM system so that the children will be able to hear the instructions. The teacher could also give the children written instructions for what they are supposed to draw if they are still having trouble hearing the instructions.

I-B. Reading and Writing

Reading Comprehension:  *Acting Out Stories* (Preschool – Grade 2)

Materials: story for students to act out

Read a story to your students several times so that they are familiar with the story line. Then, ask for volunteers to be different characters in the story. While you read the story, encourage the children to bring the story to life by doing what their character does in the story and saying what their character says (they can repeat what you say while you’re reading). You can read the story several times to allow each student the opportunity to act. Acting out the stories will ensure that the students comprehend what is happening (acting it out makes the story real) and will help them be more familiar with how a story works (how a story is sequenced). Once the students are familiar with acting out the stories, the students can either dictate stories to the teacher or write stories themselves, and then choose classmates to help the writer act out his or her own story.


**Reading Comprehension: Understanding Story Elements in Comic Books (Grades: 1-7)**

Materials: copies of comics out of comic books or comic strips from the newspaper, cardboard to mount comics on

Before doing this activity, you will want to share several comic strips/books with your class so they understand how comics work. Mount several frames of the comics so that you can cover up part of the comic and only reveal a few frames at a time. First, show the students several of the frames of the comic strips and discuss what they see happening. Ask them to predict what action they think will come next in the story. After the discussion, show them the final frame of the comic and discuss how their prediction differed and/or was similar to the actual comic.

The students can also create a possible title for the comic after seeing all the frames and compare their titles to the actual title of the comic. The students can discuss the relevancy of the titles to the story line as well as how effectively their titles describe the story.

Finally, ask the students to summarize the plot of the comic in a few sentences and state the comic’s main idea in one sentence. The students can also discuss the characters and talk about the clues that bring the characters to life, defining their personalities. Do the characters change throughout the story?


**Written Expression: Writing Dialogue (Grades: 2-7)**

Materials: copies of comics out of a comic book in which you have covered up the dialogue

Begin this activity by discussing how comic books differ from other kinds of printed material and talk about how cartoons and comics use balloon dialogue to show the thoughts of the characters. Also, take some time to read several comics so that the students have an idea how they portray a story. Then, give the students the copies of the comic and allow the students to write their own dialogue that corresponds to the comic book pictures you’ve given them. Have the students share their comic books with each other.

I-C. Arithmetic

*Estimating and Measuring Pumpkin Problems* (Preschool and Kindergarten)

Materials – real pumpkins, string for students to estimate the circumference, scissors

Choose a large pumpkin and ask each student to cut a piece of string that he thinks will go around the widest part of the pumpkin. After testing the strings on the pumpkins, the students attach their strings to the appropriate sections on the wall chart marked “just right,” “too long,” and “too short.”

For an estimating activity, have the children guess how many seeds are in a pumpkin. They can also ask adults in the school. To find the winner, the students have to open the pumpkin, scoop the seeds, and count them. They can use tally marks to record the number of seeds as they count them.


*Growing Up With Graphs* (Grades: Preschool – Grade 2)

Materials – worksheet with a blank graph, crayons or colored pencils

Have students create graphs answering questions like: What color are your eyes? In what season is your birthday? What is your favorite color? What foods do you like best? In what state were you born? First, have the students conduct a small survey to collect answers to the question. Then, arrange the data in graph form as a class. When the graph is completed, the class can discuss concepts of more and less, and they can compare the numbers of items in the sections of the graph. The class can also survey another class and compare that graph with their own.


*Playing with Patterns* (Preschool – Grade 1)

Materials: labeled pattern sorting box, magazines, crayons or colored pencils, pattern blocks
Here are some examples of creating and sorting patterns. You can have the students draw the patterns of the clothes they are wearing. The students can also sort patterns in a sorting box that is labeled with words and sample patterns like stripes, plain, polka-dots, checks, prints, and plaids. The children can put their drawings of patterns in the box. They can also cut out pictures of clothing items from catalogues and magazines to put them in the sorting box.

The children can also explore patterns with pattern blocks. The children can start with two colors and the teacher can work with the children to explore the different repetitive patterns they can create.

Once the children have mastered working with two colors, a third color can be introduced. The children can even recreate their patterns on strips of paper if you cut out the various shapes in the colors that match the pattern blocks.


**Celebrating 100 (Kindergarten – Grade 2)**

Materials: tiles, straws, mini-marshmallows, clothespins, pinto beans, soil

For a 100th Day of School Celebration, the students can do a variety of activities that involve counting to 100. They can create tiles in 100 different patterns, collect 100 drinking straws and 100 mini-marshmallows, hang 100 pictures by 100 clothespins, and plant 100 pinto beans in soil to create a mini-forest.