

Teaching Students with Sensory Impairments
Activities

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C-II-1. Word File Cards

Materials: reading materials, stack of 5 x 8 inch blank file cards

The card should look like this:

(Front of Card)

New Word: _____ Source of Word: _____

Record the sentences where you found the word:

(Back of Card)

What do you think the word means?

Use the word in a sentence:

Teacher's Comment:

To begin a card, students should write any new word they encounter in their reading. Allow student to select the words they want to record and learn. Then, the students write the source of the word, which is the book, magazine, or newspaper where they found the word. The students should be encouraged to find words in all kinds of reading materials. The student then will copy the sentence in which the word appears. On the back of the card, the student should create a simple definition of the word based on how it was used in the text (beginning readers can dictate their definitions to the teacher). Now, the students use the word in a sentence to show its meaning. Finally, the teacher

decides if the student understands the definition of the word. If the student understands, he can file it in the word bank and try to use the word regularly when speaking and writing. If the student doesn't understand, encourage him to continue looking for sentences containing the word to develop a different definition.

Activity Adapted From: Hallau, M.G. (1982) *Sharing and Learning in Language Arts. Perspectives for Teachers of the Hearing Impaired* 1 (2), 4. By Brown, K. (2004) San Antonio, TX, USA – Trinity University

C-II-2. Show & Tell

Show and Tell is one of the tools used to develop language with the preschool child. The main purpose of Show –n-tell is conversation!

(Handout home to parents)

1. Help your child pick out an item for show-n-tell...this can be an item that goes with the theme of the week, or anything your child wants to bring.
2. Put the item in a separate bag...in the backpack so no one can see what it is! (We play guessing games to increase language and cognitive skills...to guess what each child brings.)
3. Help your child be able to say two to three clues about his or her show-n-tell...we will be describing out items and answering our friends' questions about it.

(Handout home to parents)

Show-n-Tell Ideas

Categorical Language

This is a _____. This is _____. This is a _____ that has _____.

Furniture, transportation, clothes, food, drink, tool, toy, game, animal, sport, book, dish

Categorizing by Function

This is something that can _____. This is something that you can _____.

Move, walk, run, get hot, ride, hop, sting, read, sit on, travel in, bark, meow, see through, pet, get cold

Giving Descriptions/ Labeling

This has _____. It lives _____. This is _____. It eats _____. It can _____.

This has two arms; This has two legs; This is an animal; It lives in the zoo; It can jump: It can jump

By Meyers, B. & Croghan, J. (2005) St. Louis, MO, USA - St. Joseph Institute for the Deaf.

C-II-3. Language Experiences / Experience Stories

Mini language experiences are done on a daily basis for the first few months. Then a weekly experience is done along with an experience story. See handout and sample stories.

A large group experience is done on Mondays, then, parts of that experience are reenacted throughout the week in mini language experiences.

EXPERIENCE STORIES (GUIDE FOR TEACHERS)

Experience stories are a direct result of a language experience. The children participate as a group in an activity involving initiation, as well as imitation of language revolving around an activity or topic. The teacher formulates the information and creates a story, using written language and pictures. For very young children, this is done on individual cards in order to meet the specific needs of every child. The content of the story should be based on the goals of the teacher, along with feedback, from the children; this would include their interests, as well as,

individual syntax goals. The initial experience may last anywhere from 40 minutes to 2 hours, depending upon the activity. (Obviously field trips involve more time.)

Day 1-The experience

Day 2-Introduce each picture/sentence card auditorily. Then talk about each picture.

Day 3-Select 3 sentence cards varying in length. Have the child auditorily discriminate, speechread and imitate/initiate from the set of 3. Then add additional sentences-one by one.

Day 4-Auditorily introduce 3-5 sentence cards. Have the children initiate/imitate the sentences. Begin question work. Ask simple questions such as: Where's _____?

Who-verb-what?
What color is _____?
How many?
What happened?

Day 5-Work, on everything. Question work,, audition, and speechreading.

The ultimate goal would be by the end of the week:

1. The child would be able to auditorily discriminate all of the sentences.
2. The child would be able to answer appropriate questions about the content of the story.
3. The child would be able to speechread all of the sentences.
4. The child would be able to initiate or imitate all of the sentences.

Experience stories are excellent examples of reading readiness on the preschool level and have assisted in nurturing a love for reading with many of our children.

By Meyers, B. & Croghan, J. (2005) St. Louis, MO, USA - St. Joseph Institute for the Deaf.

C-II-4. Word Rings

History of the word rings use in the classroom...

In the past, we used the word rings or vocabulary boxes with children who weren't learning vocabulary at a normal rate. For the past two years, we have been using word rings with all of our hearing impaired students in the preschool. Word rings are used for structured vocabulary development, as well as a means of providing families with pictures of targeted vocabulary. Parents are instructed on a variety of "games" to play at home with the word ring. We have found that the children (and parents) seem to enjoy watching their word rings grow and see their "known" pictures get a star. We are constantly adding new and removing old vocabulary.

(Handout home to parents)

Some of your children will have a word ring. This is one tool used to improve your child's vocabulary. I will pick specific words each week that your child doesn't know, or cannot say with good speech and put them on a ring. Please send this back to school everyday!

Ideas for using the word ring at home:

*Keep it simple... only do for about 2-3 minutes!

Pick the strategy that works best for you... maybe change it from day to day... see what, your child likes!

1. Use it as flash cards, flip words on ring and your child has to say, them quickly with good speech. Help by modeling correct words and good speech for your child to repeat.
2. Help your child receptively understand the word when it is spoken. Lay out 2-3 word cards and say one of the words, your child has to pick up the card you said and repeat saying the word. As they get improve, keep adding cards... up to 4, 5 or 6 at a time!
3. You can make copies of the cards and play a concentration or memory game, by putting 2 of every card face down and then

flipping to find matches, saying the words of the cards each time.

4. If you have toys of the items on the cards or real items at home, go around the house finding the new words and labeling them verbally. If the new word is an action word (verb), you could have your child do the action after he/she picks the card.

By Meyers, B. & Croghan, J. (2005) St. Louis, MO, USA - St. Joseph Institute for the Deaf.

C-II-5. Play

Play is a huge part of our language development. For example: when working on PETS, there would be a vet's office set up in the block area, complete with an operating room. Also, a spot for the groomers, complete with a dog bath. Each center would relate to the theme of choice.

By Meyers, B. & Croghan, J. (2005) St. Louis, MO, USA - St. Joseph Institute for the Deaf.

C-II-6. Reading Comprehension-Inferencing

Materials: many household items (kids should be familiar with some but not all; small enough to fit in a sack lunch bag, need about ten), 10 sack lunch bags, inference worksheet

Step1: Place one item in each bag. Staple each bag shut so that students cannot see through. Number each bag 1-10.

Step 2: Hold up one bag. Have students guess what is in the bag or eliminate what is not in the bag. For instance, obviously, a car or animal would not be in the bag. Write their observations on the overhead or on board. After a few minutes of discussion, introduce this as prior knowledge. Everything that they have said is prior knowledge. I have not given them any clues, but they did know some things.

Step 3: Pass out numbered bags to individual students. Explain that they are not to see what is in the bag. They can feel, smell, and even hear what is in the bag. They will write down their observations on the left column under the CLUES heading from their inferences worksheet.

Step 4: After writing all of their observations, they are ready to make an educated guess about the contents of the bag. Emphasize that the point of the exercise is not to guess correctly but to make very astute observations.

Step 5: After every student has received a chance to observe each bag and write down those observations, the class will go over what is in each bag. Before opening the bag, students will give suggestions about the contents of the bag by describing their observations.

Step 6: Explain to students that these observations that they have made are like the observations that they read in literature. They have to feel the author's clues with their eyes. Their prior knowledge plus the clues equals their inferences.

Sutherland, L. & Patel, N (2004) San Antonio, TX, USA – Trinity University