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Ann M. Holmes

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Developing Materials for Teaching
Early Elementary Fundamental Skills
to Hearing-Impaired Children

Ann M. Holmes
5-1-95
Independent Study
Karen Kupper

Purpose

The purpose of this independent study is to develop materials for teaching some basic early elementary skills that do not fall into one specific curricula (e.g.: social studies, language), to hearing-impaired children. The activity packets are to be used on a regular basis in the Elementary Department language classes at Central Institute for the Deaf. The packets concentrate on a variety of skills which are covered with normally hearing children from kindergarten through the second grade. The packets will be used to help the Elementary Department children master these skills prior to leaving the department.

When it came time to begin my independent study, I knew that I wanted to work on a project that allowed me to be creative and that allowed me to contribute in some way to the children's curricula. I met with Karen Kupper, Coordinator of the Elementary Department, to determine if there was an area in the curricula that I could improve. She referred me to a general list of Elementary Department skills that had been developed by her teachers, and had been added to over the years. She informed me that there was a need for a variety of materials which worked on these skills.

Next, I met with some of the teachers in the Elementary Department to determine more specifically what types of skills I should address. I found that they were most interested in those fundamental skills that are learned by normally hearing children from the kindergarten level to grade two, but are not covered sufficiently in any of the hearing-impaired children's content classes.

I also referred to several regular English language and math textbooks from the kindergarten to second grade level. Many of the skills that the teachers had listed were covered in the texts, but insufficiently for hearing-impaired children.

Finally, I interviewed a kindergarten and first grade teacher in a regular school. I wanted to confirm that the children there do have repeated exposure to these fundamental skills during their school day. These teachers also gave me some creative and enjoyable ideas for activities to include in the packets.

It was decided that I would develop six activity packets. The packets that I put together contain a wide variety of materials for individual and/or small group work. They include both textbook and teacher-made activities ranging from paper and pencil skillwork to hands-on game-like activities.

Since the focus of the activity packets is to develop basic early elementary skills in hearing-impaired children, it was essential to keep the language used in the activities at a simple level. I did not want the language to interfere with the purpose of the activities. All language used in the activities is based on the Teacher Assessment of Grammatical Structures-Simple Level (TAGS-S).

Following is a list of the general topics and the specific skills relevant to each, for which I made activity packets:

Early Elementary Fundamental Skills

- | | | |
|-----------------------|---|----------------------------------|
| 1. Alphabet | says and writes all the letters
puts 5 letters in correct sequence
alphabetizes 5 words by first letter | _____

_____ |
| 2. Addresses | says address
writes address | _____
_____ |
| 3. Phone number | says phone number
writes phone number | _____
_____ |
| 4. Seasons | names the 4 seasons in correct order
tells the weather typically associated with the season
(e.g. winter is cold)
categorizes months typically associated with the season | _____

_____ |
| 5. Days of the Week | names the days of the week in order
identifies days of the week on a calendar
tells what day "today is," "tomorrow will be,"
and "yesterday was"
writes the days of the week | _____

_____ |
| 6. Months of the Year | names the months of the year in order
tells what month "this month is," "next month will be,"
and "last month was"
writes the months of the year | _____

_____ |
| 7. Holidays | knows what month associates with each holiday
understands what the holiday celebrates
knows how to spell and say names of the holidays
knows what colors and adornments associate with
each holiday | _____

_____ |

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