



### About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 637

#### Book Summary

*Sign Language and Hand Talk* introduces readers to the ways people—and even a gorilla—communicate with their hands. Students learn about the history of sign language and about famous people who have used sign language. Photographs and illustrations support the text.

### About the Lesson

#### Targeted Reading Strategy

- Ask and answer questions

#### Objectives

- Use the strategy of asking and answering questions to understand text
- Identify the main idea and details in text
- Identify vowel digraph ay
- Understand and use commas in a series
- Identify and understand antonyms in text

#### Materials

Green text indicates resources available on the website

- Book—*Sign Language and Hand Talk* (copy for each student)
- Chalkboard or dry erase board
- [KWL/ask and answer questions, main idea and details, antonyms worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- Content words:

Story critical: **communicate** (v.), **deaf** (adj.), **inspiration** (n.), **sense** (n.), **sign language** (n.), **signing** (n.)

### Before Reading

#### Build Background

- Encourage students to share ways people communicate with their hands (waving hello, signaling thumbs-up, giving the okay sign, and so on). Discuss instances in which sign language might be a useful and even necessary way to communicate. Ask students to tell the difference between sign language and hand talk. (Accept all answers that students can justify.)
- Give each student a copy of the [KWL/ask-and-answer-questions worksheet](#). Have them fill in the first section (K) with information they already know about sign language and hand talk.

## Preview the Book

### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Have students preview the table of contents. After reading it, have them share what they think the book might tell about sign language and hand talk.

### Introduce the Reading Strategy: **Ask and answer questions**

- Use the table of contents to generate questions that students can add to the center section (W) of their ask-and-answer-questions worksheet.
- Model using the table of contents to ask a question.  
*Think-aloud: The second section in the book is called Learning Sign Language. I want to know how people learn sign language. In the W column of my KWL chart, I am going to write: Do people need special training to learn sign language?*
- Invite students to look at the other section headings in the table of contents as well as the photographs, drawings, and glossary to help them think of questions to add to their ask-and-answer-questions worksheet. Encourage students to share their questions with the group.
- Allow time for students to record all of their questions on their worksheet.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Preview the book, asking students to talk about what they see in the photographs and illustrations. Reinforce the vocabulary words they will encounter in the text. For example, while looking at the photographs on page 4, you might engage students in a conversation in which they use the vocabulary word *communicate*.
- Remind students that they can help themselves when they come to a tricky word by looking for words within words. For example, have students find the word *communication* on page 5. Show them how to use a word they already know to read the unfamiliar word. Say: *I know that part of this word is communicate. I can use what I know about the word communicate to help me figure out the rest of the word.* Have students put the whole word together and read it in the sentence to be sure it makes sense.

### Set the Purpose

- Have students read the book to find answers to their questions about sign language and hand talk.

## **During Reading**

### Student Reading

- **Guide the reading:** Give students their copy of the book. Have them read to the end of page 9. Encourage students who finish before everyone else to reread the text.
- Model answering a question on the KWL chart.  
*Think-aloud: While I was reading, I found information to help answer my question about how sign language is taught. I found out that sign language is taught to deaf people when they are very young. They learn signs for whole words and for each letter of the alphabet. I was able to use the information in the book to answer my question and learn more about sign language. I will write the answer to my question in the final (L) column of my KWL chart. (Write the answer on the chart.)*

- Invite volunteers to share any questions they were able to find the answers to while reading. Record their responses on the KWL chart on the board and have them do the same on their worksheet. Encourage them to add new questions they might have to their worksheet, and add these to the chart on the board as well.
- Have students read the remainder of the book. Remind them to look for answers to their worksheet questions or to think of new questions to add to it as they read.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

## Reflect on the Reading Strategy

- Have students share answers to the questions they posed on their KWL/ask-and-answer-questions worksheet. Remind them that asking and answering questions while reading is a good way to remember and stay focused on the reading material.

## Teach the Comprehension Skill: **Main idea and details**

- **Discussion:** Discuss how identifying the main idea in a book or a section of the book helps readers understand and remember important information in the text.
- **Introduce and model:** Tell students that each section of the book contains a main idea and details that tell more about the main idea. Ask students to reread pages 10 and 11. Remind them that the main idea is what the section is mostly about. Have students share what they think this section is about (teaching animals to sign). Remind students that the details in the section tell more about the main idea. Have students share some of the details in the section (animals can understand hand signs, dogs can follow commands by sign, a famous gorilla learned more than 1,000 signs).
- **Check for understanding:** Introduce, explain, and have students complete the [main-idea-and-details worksheet](#). Have them reread page 6. Ask them to tell the main idea of the section (learning sign language). Have students record the main idea on their main-idea-and-details chart.
- Ask students to provide details about learning sign language (deaf children learn when very young, they learn whole words and letters, they make up ABC stories to practice). Have students record the details on their main-idea-and-details chart.
- **Independent practice:** Have students complete the main-idea-and-details chart by identifying the main ideas for the other sections in the book and the details that support them.
- **Enduring understanding:** In this book you read about special ways people and gorillas use signs to communicate. Deaf and other hearing-impaired people are able to overcome obstacles to talk with other people. Now that you know this, how are the lives of non-deaf people enriched by knowing and understanding sign language?

## Build Skills

### Phonics: **Vowel digraph ay**

- Write the word *say* on the board and say it aloud with students.
- Ask students how many sounds the word *say* contains. Ask students which two letters combine to make one sound. Point out that the *a* and *y* combine to make one sound—the long /a/ sound. Run your finger under the word *say* and have students read the word with you.
- **Check for understanding:** Write the following words on the board and ask students to read them to you: *day, always, today, stay, way, lay, away*.

## Lesson Plan *(continued)*

## Sign Language and Hand Talk



**Independent practice:** Have students underline words in their book that contain the ay digraph. Ask students to read the words aloud as they underline them.

### Grammar and Mechanics: **Commas in a series**

- Explain that when writers list a series of items in a sentence, the words need to be separated by commas. Without the commas, the sentence would be difficult to read and understand. Write the following sentence on the board: *Babies animals and people who can hear can also learn to understand hand signals.* Ask students to explain why this sentence doesn't make sense. (The words *Babies animals* is confusing.) Direct students to the last sentence on page 15. Ask them to identify the location of the commas in the sentence.
- Reinforce the concept by directing students to page 5 and asking them to find the sentence in which a series of words is separated by commas. Explain that a comma is always placed between the items in the list as well as before the words *and* and *or*.



**Check for understanding:** Have students work with a partner to find three other examples of a series of items in the book that use commas. Have them underline or highlight the examples they find in the text. When finished, discuss students' responses.

### Word Work: **Antonyms**

- Write the word *large* on the board. Ask students to suggest a word that means the opposite (*tiny, small*). Review or explain that a word that means the opposite of another word is called an *antonym*.
- **Check for understanding:** Have students turn to page 4 and reread the page to find a pair of antonyms on the page (*hello* and *goodbye*). Ask them to find the sentence about the police officer holding up a hand to stop a car. Ask them to suggest an antonym for *stop* (*start*).
- **Independent practice:** Introduce, explain, and have students complete the [antonyms worksheet](#). Discuss their answers after everyone has finished.

## **Build Fluency**

### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students practice identifying the main idea and details of each section as they read.

## **Extend the Reading**

### Informational Writing and Art Connection

Have students create an ABC story to practice signing letters. Have them reread page 7 and discuss the method described. Review and use the illustrations of sign language on the title page as a guide. Encourage students to illustrate and label their ABC story. Have students share their story with the class.

Visit [Writing A-Z](#) for a lesson and leveled materials on expository report writing.

### Social Studies Connection

Provide print and Internet resources for students to research one of the famous people in the book who used sign language or to find another famous sign-language user. Have them write a one-page report about the person's life.

**Skill Review**

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

**Assessment****Monitor students to determine if they can:**

- consistently ask and answer questions on a KWL chart to understand and remember information in the book
- correctly identify the main idea and details in each section of the book during discussion and on a worksheet
- recognize vowel digraph ay in discussion and in the text
- correctly identify and use commas in a series during discussion
- accurately identify and understand antonyms in text during discussion and on a worksheet

**Comprehension Checks**

- **Book Quiz**
- **Retelling Rubric**