



<b>Grade:</b>	Adapatable K-2	<b>Subject:</b>	Reading	<b>Prepared by:</b>	Celeste Miller, MFA, Jacob's Pillow Curriculum in Motion® Trainer
<b>Lesson</b>	<b>ABC Song: Moving our way through the Alphabet</b>				

**SUMMARY:**

This arts enhanced lesson for Deaf and hearing students is part of the *You, Too!* web series featuring educational arts content geared toward K – 2 students. This lesson integrates dance and an innovative bilingual approach—featuring both ASL (American Sign Language) and English. In this lesson students work with letter recognition and letter writing.

**OBJECTIVE:**

To enhance letter recognition, and writing of letters. Students will use ASL sign, their full bodies, and interpretative dance to make the upper and lowercase letters of the alphabet.

**COMMON CORE STANDARD**

CCSS.ELA-LITERACY.RF.K.1.D  
Recognize and name all upper- and lowercase letters of the alphabet.





## Teacher Resources

### Creative Movement Work Book

This free resources is an introduction to basic Creative Movement teaching strategies for Arts Integrated lessons.

No previous dance experience needed to use these teaching ideas.

Every Enhance Arts lesson plan by Celeste Miller uses strategies from this mini-workbook.

They are highlighted in the lesson plan.



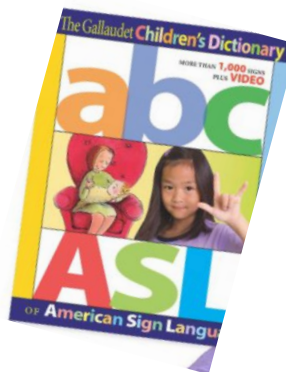
Use this QR code to download your free copy  
Use this QR code to download your free copy

### The Gallaudet Children's Dictionary of American Sign Language

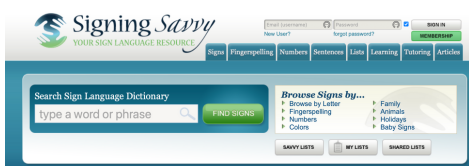
An ASL English Dictionary available in two formats: Hardcover and Online video.



Use this QR code to take you to this free online resource, or to order a hardcover version.



### Signing Savvy: Sign Language Resource



Use this QR code to take you to the Signing Savvy site.





**Lesson**

**ABC Song: Moving our way through the Alphabet**

**Introduction:**

Let's dance our way through the letters of the alphabet! We will learn how to say, sign and write our way through the alphabet! We will also **create our own Creative Movement Dances** using the letters of the alphabet as our inspiration.



**Materials:**

- You, Too! ABC Song - youtube



ABC Song Letters/Words Flash Cards (Use this QR code)  
Print out and separate the Letter cards from the Word Cards





**Lesson**

## ABC Song: Moving our way through the Alphabet

**ENGAGE:**

1. Watch the video You, Too! ABC Song

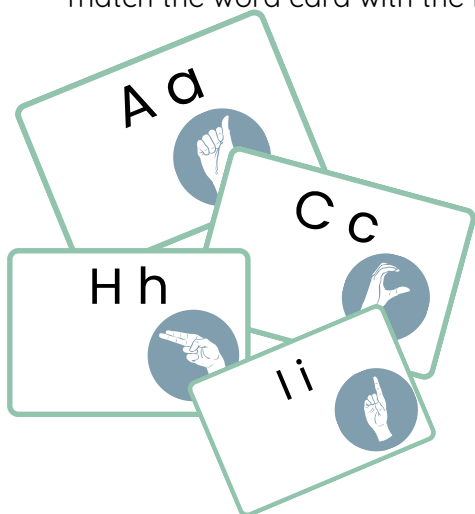
- As children watch the video, encourage them to sing and sign along. By making the viewing participatory, students engage more actively in the learning.
- On repeated viewings, students will be able to increase their participatory skills.

Participatory suggestions

- They can clap along, or sway along, with the rhythm
- They can sing/hum along, learning as they go
- They can pronounce the initial word sounds (ex: a-a-a-; b-b-b)
- They can sign the letter as it is demonstrated by Dominic
- They can sign the word as it is demonstrated by Marlee
- They can sing and sign their way through the entire video

**EXPERIENCE:**

- After viewing the video, set up ABC Song Letters/Words Flash Cards.
- Place the letter cards and the word cards in two piles.
- As a collective activity, have students put the alphabet cards in order and match the word card with the letter card.





## EDUCATE 1.0



### Instruction:

- “Let’s see if we can put the letters of the alphabet into **shapes** with our whole bodies.
- We know how to make **shapes and actions** with our bodies. Today we will see if we can “body spell” our way through the alphabet.
- What is the first letter of the alphabet? Let’s start by signing the letter “A”.
- Now let’s make an “A” **creative movement shape** with our whole body. Remember there is no right or wrong. It is our attempt that counts.”

Students are guided to make their own **BODY SHAPE** interpretation of making an upper case letter “A” with their body.

**BODY SHAPES** for the letters of the alphabet might involve moving, and also might involve static shapes.

- Example: start with arms overhead, fingers touching, bring the arms down in a wide-upside down “v”, then bend the elbows and lay arm over arm to make the “cross bar” of the A.
  - Can we make that letter A on a very **high** level?
  - How about on a **low** level?
  - How about on a **middle** level?
- Let’s try the letter “B”. Start with the ASL sign for B,
- Can you make a **BODY SHAPE** for the letter “B” with your whole body?

This activity can be spread out over several days, or do the entire alphabet as one lesson.

NOTE: This is an excellent warm-up to start the day, or as a transition between activities. This can be done with both upper and lower case letters.



Source: Behance Human Letter Forms



## ENHANCE 1



### IMAGINARY PAINT LETTERS

Instruction:

- “Pretend there is a giant screen in front of you. It goes from the floor to above your head.
- Imagine you have a paint brush in your hand.
- Paint an upper case “A” with an imaginary paint brush.
- Remind students how to write the letter “A” - start at the top, make a slanting line all the way down to the left. Go back to the top, make a slanting line all the down to the right. Then draw a straight line across the middle.
- Can you do that with different **body parts**?
  - Try it with your shoulder.
  - Try it with your head.
  - Try it with your elbow.
  - Try it with your knee. (Hold onto a chair or desk so you don’t fall over).
- Let’s try the next letter in the alphabet? What comes next?

Move through all letters, or divide this activity over several days, and return to when needed. This activity is a great one for a concentration/focus break, a movement break, or a transition between other activities.





**ENHANCE 2**

**ANSWER ME IN MOVEMENT: Matching the alphabet and words**

Instruction:

- Ask “What are some words that start with “A” - we want to collect just three for today.” (Examples)
  - What was the word used in the song? “Actor”
  - What is another “A” word?: “Apple”
  - What is one more “A” word? ”Ant”

**Answer me in movement!** (Remember there are no sounds when we do “answer in movement”)

Show me a **shape** or an **action** for each word:

- “Actor”
- “Apple” (Encourage “Don’t pretend to eat an apple, BE an apple. What kind of shape is it? Round. Does it have a stem? Maybe a leaf coming out of the stem?”)
- “Ant”

What are some words that start with “B” - just three for now. (Examples)

- What was the word used in the song? “Blue”.
- “Ball”
- “Bee”

Answer me in movement! Show me a shape or an action for “Blue”, “Ball”, “Bee”

- “Blue” Encourage “That’s a hard one! How can you pretend to be the color blue? Show me with your body. Use your imagination.
- “Ball”
- “Bee”

(Continue, working through the alphabet)

For each word first do the ASL sign for the letter, then make a creative movement shape for the LETTER, or imaginary paint the letter before doing the shape or action for the word.





**EVALUATE:**

**EXIT TICKET**

Instruct: "When you leave class today, choose whether you will SIGN, make a BODY SHAPE, or IMAGINARY PAINT the first letter of your name."

Students choose, "BODY SHAPE" or "IMAGINARY PAINT" or "SIGN"; and then they show the first letter of their name as their exit ticket for the day.

**ENHANCE:**

Students make a **Movement String** of **BODY SHAPES, IMAGINARY PAINT**, or ASL sign for each letter of their name, and memorize the sequence to perform for their classmates.

Example: For name Anaya, the Movement String sequence is:

- Body shape for A
- Imaginary paint N
- ASL sign for A
- Body shape for Y
- Imaginary paint for A

