

TUCKER SIGNING STRATEGIES AT WINFIELD ELEMENTARY

▶▶ **Sarah Johnson, Winfield Elementary School, Crown Point, Indiana**

My first year of teaching full-day kindergarten (at-risk students) in 2007–2008, I had not been trained in Tucker Signing. I just taught phonic sounds by saying them with no sign/movement. My second year of teaching kindergarten, I had been trained in Tucker Signing and implemented it daily. You can see by the data from the 2007–2008 school year, when I was not trained and did not teach the Tucker Signs, my classroom letter sound average was 32% correct. My data for 2008–2009, when I was implementing Tucker Signing, drastically improved my student scores with a class average of 91%. In my data, when I say “with Tucker Sign cue,” that means the child got the sound after I did the motion.

▶▶ **Tucker Signing Strategies – Kindergarten**
Letter Sounds

% Correct Without Tucker Signing 2007–2008		% Correct Implementing Tucker Signing 2008–2009		
1	3%	1	73%	w/Tucker Sign cue 100%
2	11%	2	61%	w/Tucker Sign cue 80%
3	7%	3	100%	
4	19%	4	96%	
5	53%	5	100%	
6	3%	6	100%	
7	65%	7	96%	
8	57%	8	92%	w/Tucker Sign cue 100%
9	46%	9	100%	
10	42%	10	92%	w/Tucker Sign cue 100%
11	69%	11	92%	
12	42%	12	100%	
13	69%	13	85%	w/Tucker Sign cue 92%
14	3%	14	88%	w/Tucker Sign cue 96%
		15	96%	w/Tucker Sign cue 100%
As of end of October Average of class: 32%		As of 10/10/09 Average of class: 91%		

WINFIELD ELEMENTARY SCHOOL, CROWN POINT, INDIANA