*From Head to Toe* by Eric Carl

Below is an example of a daily session that would occur over 1 hour. Once the daily routine is established, the content of the books and activities can be changed.

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| Time | Schedule | Activity | | Goals |
| 9:00-9:15 | Circle Time  Greeting/ Attendance | Name recognition: *Clinician hold up name card and kids find the student.*  **Clinician: Who’s name is on the card?**  **Students: Jacob!**  **Clinician: Where is Jacob?**  **Students: Over there**  **Clinician: That’s right, he is next to Keith**  **Ok, Keith, where do I put you name, Under the boy or under the girl?** | | 1. Phoneme identification 2. Who question 3. Where questions 4. Joint attention 5. Spatial concepts |
| 9:15-9:20 | Calendar | 1. Go over months in a year and then dance the Macarena to the songs (January, February, etc.). 2. Review Days of the weeks, snap the Days of the week song. 3. Review the date. **Today is X**. **Yesterday was X. Tomorrow will be X.** | | 1. sequences 2. numbers 3. categories 4. verb tense |
| 9:20-9:23 | Language goal | **Clinician: Today we are going to learn about our body parts and why we need them. We use our nose to smell, eyes to see, etc.**  Draw a word map and ask the kids to label their body parts.  **Clinician: What do we do with our eyes?** | | 1. Object-action 2. Category generation |
| 9:23-9:25 | Phonological goal | **Clinician: We are also going to learn about the letter /s/. It makes a sound like a snake.** | | 1. final /s/ |
| 9:25-9:40 | Literacy Center | Read the book: *From Head to Toe,* By Eric Carle.  Use scaffolding techniques while reading the book with the students.  Focus on language target. | | 1. Object actions 2. Final /s/ |
| 9:40-9:55 | Literacy Activity | Group activity- Roll action block. State body part and action. Act out action to the music for 1 minute. Each kid takes a turn rolling the action cube | 1. object-action 2. final /s/ | |
| 9:55-10:00 | End of the day | Review the language target and phonological target. **Today we learned what our body parts can do. We also learned that some of the words end in /s/ because there are two of them.**  Play end of the day music. Students gather their back packs and form a line at the door |  | |