*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
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| 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
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| 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
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| 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/
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| 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/
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| 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 |  |