*From Head to Toe* by Eric Carl

Below is an example of a daily session. Each session will include circle time, literacy center, station rotation, snack time, group activity and end of the day routine. To promote leadership and responsibility, children will have a daily job, as well as a responsibility to complete all activities using a classroom chart. For example, after finishing the auditory bombardment station, the students will place a sticker under the job to indicate they completed the task.

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| Time | Schedule | Activity | | | Goals | |
| 8:50-9:00 | Arrival |  | | |  | |
| 9:00-9:15 | Circle Time  Greeting/ Attendance  Clinician A | 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 | Jobs  Clinician A | Six jobs: Capitan Energy (lights), Super sponge (clean-up), Fantastic furniture (tables and chairs are put up), Time machine man (calendar helper), Line leader, Snack helper. Give out badges for each job. | | | 1. Who questions 2. Responsibility 3. Object-action | |
| 9:20-9:30 | Calendar  Clinician A | 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 | |
| 9:30-9:35 | Music  Clinician A | Children choose two songs to dance to  **Clinician: Which songs do you want to hear? Pick two songs.**  **Student: I want the animal song and the Hokey Pokey song.**  Provide visual choices. After student picks the songs, place the pictures on a board that say **First, then.** | | | 1. Increase sentence length 2. Which questions 3. sequence | |
| 9:35-9:40 | Language goal  Clinician A | **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 | |
| 9:40-9:45 | Phonological goal  Clinician A | **Clinician: We are also going to learn about the letter /s/. It makes a sound like a snake.** | | | 1. final /s/ | |
| 9:45-9:55 | Literacy Center  Clinician B | 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/ | |
| 9:55-10:25 | Stations: Each children rotates 10 minutes at each station | **Station 1 (Undergrad)** :Auditory bombardment/Phonological awareness with student clinician | **Station 2**: (Clinician B) language station with SLP | | | **Station 3 (Clinician A)**: speech station with SLP |
|  |  | 1. Words with final /s/. Students will have materials to color while listening to the words. 2. The phonological awareness activity is a matching game with words that rhyme (eyes, ties; nose, toes; hand, sand) | Ball game: **Do you want to throw the ball with your hands or kick the ball with your feet?** | | | Trace the student’s body on butcher paper. Draw the parts of the body and practice the final /s/. |
| 10:25-10:40 | Snack time  Clinician A | Cheese sandwiches. Students make sandwich. Place two raisins for eyes, one for a nose. Lettuce for hair, tomato for lips. | | 1. sequence 2. body parts 3. object-action | | |
| 10:40-10:50 | Literacy Center  Clinician B | Group activity- Read the book again and act out the actions. Stomp with my feet, etc. | | 1. object-action 2. final /s/ | | |
| 10:50-11:00 | End of the day  Clinician A | 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 | |  | | |