

Speech and Language Lesson Plans

Pre-K / Kindergarten



This document is an example of how to structure your own therapy plans to work with students in preschool programs with disabilities. Included is an explanation of the structure, a lesson plan template, and an example of a plan.

Enjoy!

Note: These plans are not for sale, but are an example of how to create your own materials.

SAMPLE

Getting Started

1. Find out the teacher's schedule and discuss running circle time once per week . Explain the purpose of aligning with the curriculum.
2. Identify goals of all of the students in the group and their needs (including attention and ability)
3. Create a basic lesson plan to fit the length of your session, using the lesson plan template
4. Create a visual schedule to use for each lesson
5. Ask the teacher what themes they will be focusing on each week

Preparation for each lesson plan

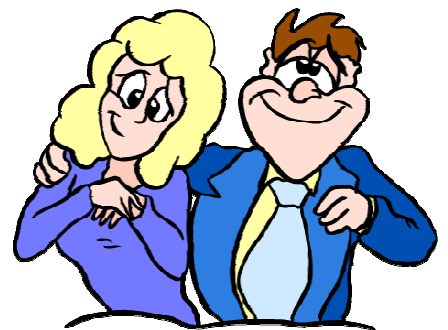
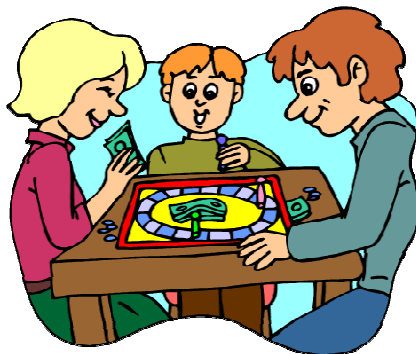
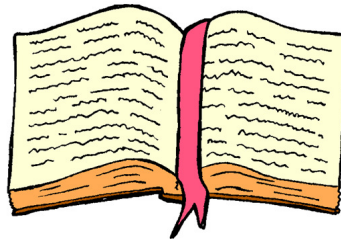
After you have created your lesson plan structure, minimal preparation time is needed for each plan.

- Make a copy of the lesson plan template for each lesson, and fill it in with the book, song and activity you choose. List goals you will target for each activity. Refer to the sample lesson plan
- Prepare the lesson by making copies of activity pages and homework sheets. Collect materials if applicable.
- Pick up the book from the library
- Have audio files ready for the song and auditory bombardment

SAMPLE

Visual Schedule Pictures

Cut out, laminate and put on vertical Velcro strip



SAMPLE

Lesson Plan Components

The first two activities (attendance/greeting and calendar) will be the same for every lesson, and will not be changed according to theme. The other activities vary according to theme. Activities may be chosen according to the needs of the students and desired length of the lesson. The first four activities are suggested to be done with all of the students in the class. For the following activities, it is optional to split the class into two to four small groups, to rotate through the other activities. This is ideal when the teacher and/or aide is able to participate in running the activities.

Lesson Plan Components

1. Attendance/Greeting
2. Calendar
3. Song
4. Surprise Bag

5. Literacy Center
6. Articulation Station
7. Phonology Practice
8. Mini Books
9. Table Activities
10. Craft
11. Recipe
12. Game

These activities can be done while the students are in small groups

13. Homework Sheet



Attendance/Greeting (10-20 min)

This activity will be completed in the same way for every lesson.

Select the activities and/or prompts based on your students goals. This can be done with all students in the circle time area. Visuals for this activity are not included in the chapter. Show the name of each student, one by one to the group of students, and have them identify the name.



The chart below shows examples of how you can target goals during this activity.

Materials: (1) Pictures and/or written names of each student (2) Attendance board


SLP Dialog	Students' Dialog	Targeted Goal
<i>Who's name is this?</i>	<i>David!</i>	Who questions, literacy
<i>Where is David</i>	<i>Next to Anna</i>	Where questions
<i>What sound does "David" start with?</i>	<i>/d/</i>	Phonological awareness
<i>Lets clap out the syllables</i>	<i>Da—vid</i>	Phonological awareness
<i>Hi David, how are you</i>	<i>Fine, thanks (shakes hand)</i>	Greetings
<i>Are you a girl or a boy?</i>	<i>Boy (sticks name under boy in attendance board)</i>	Personal information
<i>Put your name next to/under/over the boy</i>	<i>(puts name on attendance board)</i>	Following directions, spatial concepts
<i>What would you like me to draw for your face? (draw face by name on attendance board)</i>	<i>I want eyes, nose...</i>	Requesting, sentence expansion, labeling body parts, plurals



Calendar (10 minutes)

This activity will be completed with all students in the same way for every lesson. You can review the day, month, year, day of the week, and current weather. This is not included in the chapter.

Materials: Classroom calendar, weather visual



Song (5 minutes)

This can be done with the whole group of students as well. If your group of students require more repetition, it is recommended that you sing the same song for every lesson. Songs about greetings, days of the week, or songs that have gestures are great choices. This activity is great to break up the seated activities, and to wake students up. Encourage participation with hand movements. Provide visual choices. After student picks the songs, place the pictures on a board that say First, then.

Examples of songs are found on the first page of the sample chapter. Find more songs and visuals that go with the songs, visit <http://bilinguistics.com/music-for-speech-therapy/>

Materials: music player, song



Surprise Bag (10-15 minutes)

The purpose of this activity is to introduce the theme. Have all of the student sit on the floor, and take turns pulling a surprise out of the "surprise bag". Have students take turns pulling a surprise out of the bag. Surprise items vary according to theme. Each chapter includes picture cards (section A of each chapter) that may be printed and cut apart for quick lesson preparation. There are also suggestions for real object to be used with each theme. The following is a sample script with suggested goals:

SLP	Students	Targeted Goal
<i>Close your eyes, put your hand in, and pull out a surprise</i>	(pulls out a surprise)	3-step directions
<i>Who's turn is it?</i>	<i>My turn</i>	Requesting, turn taking, who questions
<i>What would you like?</i>	<i>I want to grab a surprise</i>	Requesting, sentence expansion
<i>What do you have?</i>	<i>A fish</i>	Labeling
<i>What can a bird do?</i>	<i>swim</i>	Object function
<i>Please put the bird on the board</i>	(puts the bird on the	1-step directions



Literacy Center *(10-15 minutes)*

This activity may be done with all students, or during small group rotation. The sample chapter includes book suggestions in English and Spanish that go along with the theme, as well as the Dewey decimal system range, for a quick library stop. Read the book to the students, using scaffolding techniques. If applicable, use surprise bag items during the reading for more interaction.

Optional activity:

Gather both fiction and non-fiction books to provide vast numbers of pictures, references, and situations. Place a large number of books on the topic around the table. Encourage students to freely pick any book, look through it, comment, trade, and show friends what they see. Tell them they have 2 minutes and at the end let them choose one book that you look through (non-fiction) or read (fiction).



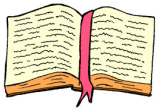
Articulation Station *(5-10 minutes)*

Review and practice targets from thematic articulation words in each chapter. You may prerecord the words for auditory bombardment to use as a station during small group rotation. During auditory bombardment, students may color the mini book or other table activity worksheets. You may rely heavily on successful students to demonstrate to friends how to say a sound.



Phonology Station *(5-10 minutes)*

Have children identify the number of syllables in each word, and practice segmenting syllables by clapping or pointing to the circles under each word. Students may also work on identifying initial sounds. This can be done with the whole class or in small groups.



Mini Books (10 min)

While sitting at a table in a small group, students can make their own mini book about the theme. Students can work on sequencing the story, following directions to put the book together, and labeling or describing the book. There are two examples of mini books included in the sample chapter.



Table Activities (10 min)

While sitting at a table in a small group, students can complete worksheets related to the theme. Teachers often already have worksheets that relate to the theme. Collaborate with the teacher to find out what kind of materials she has, and work with the students in small groups to complete the worksheets, using language scaffolding. Hone in on specific communication goals by working together and then targeting individual students while the others are finishing minor tasks. Rely heavily on successful students to demonstrate to friends how to follow instructions, or complete a task. There are two examples of table activities included in this sample chapter.



Crafts (15 min)

Crafts are great for students who benefit from hands-on activities. Gather the materials listed at the beginning of each session and make the minimal preparations. Empower and challenge students by having them set up for the activity. Explain what they will be doing, show an example, and then ask for helpers to gather colors, paper, glue, etc. Increase the level of difficulty by including numbers, an order, or descriptions of the materials. This activity is great for requesting materials, following directions, sequencing, and discussing what they did using past tense verbs.

Ask the initial helpers to gather and return the materials they brought. Have each student stand, present his work, say something about it, and carry it to their backpack, folder, or cubbie.



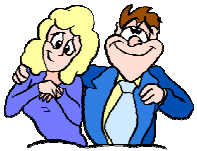
Recipe *(20 min)*

This is another great activity for more active students who benefit from hands-on activities. Use sequence cards and visuals to help students request materials, describe what they are doing and finally tell how they created the end product.



Game *(5-10 min)*

Games are a great way for students to be exposed again to theme-based vocabulary. A file folder game is included in the chapter example. Another great game is to go 'fishing', by tying a magnet to a piece of string tied to a stick, and use it to pick up vocabulary cards that have a paperclip on them. You can also make multiple copies of vocabulary words and play a matching game.



Parent Note

Communication growth is stimulated by carryover into the classroom, reviewing of vocabulary, and shared participation by a student's teacher and parents. Write a note on a theme-based coloring sheet about what you are discussing in class, and what the parents can do to work on their child's communication goals at home. Reward a student for returning a signed parent letter to encourage communication and interaction with the family.

Note: To condense your lesson plan, you may choose either a mini book, table activity, craft, recipe or game to use for the lesson plan that day. You can then use the same lesson plan several times (or have the teacher implement it) using a different activity for each day.

Lesson Plan Template (pg. 1 of 2)

Theme: _____

Date: _____

Below is an example of a lesson plan for a 2-hour class. Please modify this lesson plan as needed to fit your individual needs including time in the classroom and student goals.

Time	Schedule	Activity	Goals
20 min. 8:30- 8:50	Circle Time Greeting/ Attendance	Name recognition: Clinician hold up name card and kids find the student. Clap syllables of each name and focus on initial sounds. 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, Jacob, where do I put your name, Under the boy or under the girl? Clinician: Ok, Jacob, What face parts do you want me to draw? Jacob: I want two eyes, I want a nose	Phoneme identification Syllables Who question Where questions Joint attention Spatial concepts Final /s/ Body parts SVO sentences
10 min. 8:50- 9:00	Calendar	Go over months in a year and then dance the Macarena while singing the months. Review Days of the weeks, snap the Days of the week song. Review the date. Today is X. Yesterday was X. Tomorrow will be X.	Sequences Numbers Categories Verb tense
5 min. 9:00- 9:05	Language goal	Today we are going to learn about _____.	1. Label: _____ 2. Verb: _____ 3. Target questions: _____
5 min. 9:05- 9:10	Music	Have the students choose between the following songs: Have the students dance the song, pairing gestures with key concepts	Expanding utterances: "I want + to sing + _____"
15 min. 9:10- 9:25	Surprise bag	Place _____ in a bag. Have the students guess what kind of animals are in the bag. Today we are talking about _____. What do you think is in the bag? Pass the bag around and use the same sequence instruction for each student. Close your eyes. Put your hand in the bag. Take out your surprise. Clinician: What do you have? Student: _____ Clinician: Yes it is a _____. (follow up question)	Naming/labeling _____ Following directions

SAMPLE

Lesson Plan Template (pg. 2 of 2)

Theme: _____

Date: _____

<p>10 min. 9:25-9:35</p>	<p>Phonology</p>	<p>Clinician: <i>We are also going to learn about saying sounds</i> _____.</p> <p>Review picture cards with vocabulary from book that include phonology target _____.</p>	<p>1. Producing words that contain the sounds: _____</p> <p>—</p> <p>2. Clapping syllables of vocabulary words</p>
<p>15 min. 9:35-9:50</p>	<p>Literacy Center</p>	<p>Read the book _____</p> <p>Use scaffolding techniques while interactive read with pictures with the book with the students.</p>	<p>Label _____</p> <p>Answer WH questions</p> <p>SVO sentence structures</p>
<p>30 min. 9:50-10:20</p>	<p>Centers: Each group spends 15 minutes at each station (Have teacher manage one station)</p>	<p>Station 1: Articulation & Auditory Bombardment Station</p> <p>Review articulation cards and discuss correct articulatory placement for bilabial sounds. (10 min). Target sounds in phrases to describe the vocabulary. Children will then listen to auditory bombardment of _____ while coloring _____.</p>	<p>1. Sounds: _____</p>
		<p>Station 2: Language Activity</p> <p>(Choose a mini book, table activity, craft, recipe or game. You may follow the same lesson plan but vary this activity each day)</p>	<p>1. Labeling</p> <p>2. Requesting</p> <p>2. Utterance expansion</p> <p>3. Following directions</p>
<p>10 min. 10:20-10:30</p>	<p>Wrap it up and clean up</p>	<p>Review the language target and phonological target. Have students put the parent note in their backpacks. Today we learned about _____ . We also talked about sounds we make _____.</p>	

SAMPLE

Unit 1

Animals

los animales



SAMPLE



ANIMALS

Animals / los animales

SONGS



English

Spanish

The Farm

La Granja

Octopus

Un Pulpito

Five Little Monkeys

Cinco Monitos Pequeños

Color Farm

Colores en la Granja

La Granja del Viejo McDonald

Old McDonald

Book and Song Resources

BOOK LOCATOR



NON-FICTION

590
Zoological Sciences/
Animals

Title

Author

Language

Brown Bear, Brown Bear,
What Do You See?

Bill Martin Jr. & Eric
Carle

English

Oso pardo, oso pardo, que
ves ahí?

Bill Martin & Eric
Carle

Spanish

Animals/Los Animales

Clare Beaton

Bilingual

I went Walking

Sue Williams

English

Salí de paseo

Sue Williams

Spanish

Animals/Animales

Eric Carl

Bilingual

Let's Go to the Farm/
Vamos a la Granja

Ellen Weiss & Lori C.
Froeb

Bilingual

From Head to Toe

Eric Carle

English

De la Cabeza a los Piez

Eric Carle



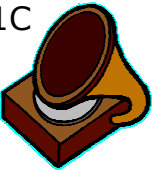
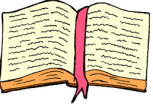
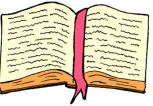

Spanish

SAMPLE

Content









ANIMALS

Section	Schedule	Activity	Goals
1A 	Surprise bag	<p>Cut out animal picture cards</p> <p>Other options:</p> <ul style="list-style-type: none"> • Plastic toy animals • Stuffed animals • Animal puppets 	<ul style="list-style-type: none"> • Following directions • Utterance expansion • Who/What questions • Turn taking
1B 	Articulation Station	<p>Animal related words organized by sound for articulation targets</p> <p>Record target sounds for auditory bombardment</p>	<ul style="list-style-type: none"> • Production of correct sounds in words and phrases
1C 	Phonology Syllable Strips	Animal picture cards in English and Spanish for 1-5 syllable words	<ul style="list-style-type: none"> • Syllable segmentation
1D 	Mini book #1	<p>Where Animals Live</p> <p>Donde viven los animales</p>	<ul style="list-style-type: none"> • Answer 'Where' questions • Following directions • Sequencing • Utterance expansion
1 E 	Mini book #2	<p>All about Animals!</p> <p>¡Todo acerca de los animales!</p>	<ul style="list-style-type: none"> • Following directions • Sequencing • Utterance expansion • Part-whole relationships
1F 	Table Activity #1	Part and Whole Relationships	<ul style="list-style-type: none"> • Part-whole relationships • Labeling animals and parts • Utterance expansion

Content



Section	Schedule	Activity	Goals
1G 	Table Activity #2	Who's the Biggest One of All?	<ul style="list-style-type: none"> • Size concepts • Describing • Labeling
1H 	Craft #1	Africa Mobile	<ul style="list-style-type: none"> • Following directions • Labeling animals • Requesting materials
1I 	Craft #2	Paper Plate Masks	<ul style="list-style-type: none"> • Following directions • Basic concepts: part-whole, colors, number, shapes • Plurals (ear vs. ears)
1J 	Recipe	Animal Sponge Capsules	<ul style="list-style-type: none"> • Following directions • Requesting • Sequencing • Utterance expansion
1K 	Game	File folder game: Animal Homes	<ul style="list-style-type: none"> • Answering questions • Categorizing • Labeling • Utterance expansion
1J 	Parent Note	Animal Coloring Page	<ul style="list-style-type: none"> • Demonstrate learning • Give parents visual cues to understand and converse with their child

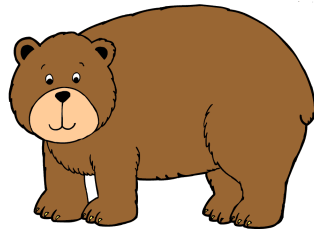


Surprise bag:

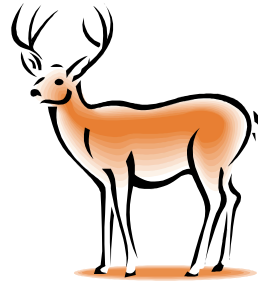
Animal Picture Cards



Bat/Murcielago



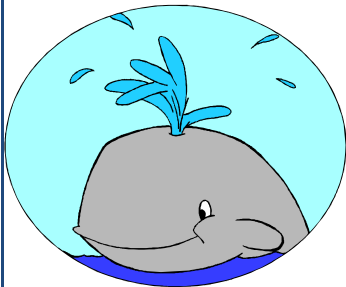
Bear/Oso



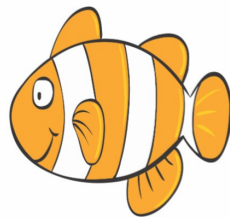
Deer/Venado



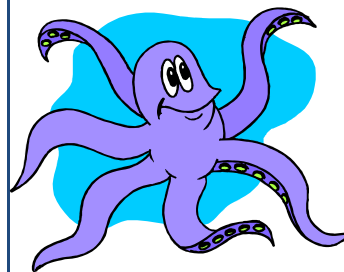
Crab/Cangrejo



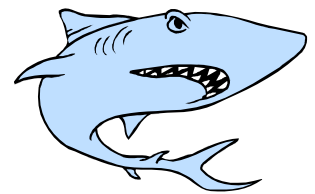
Whale/Ballena



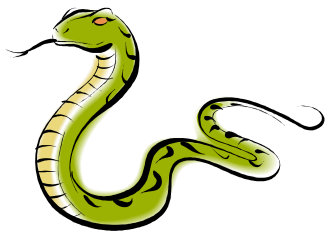
Fish/Pez



Octopus/Pulpo



Shark/Tiburón



Snake/Vibora



Frog/Rana



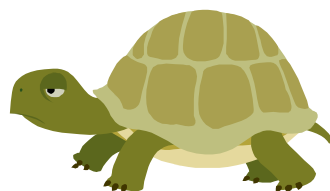
Fox/Zorro



Raccoon/Mapache



Bird/Pájaro



Turtle/Tortuga



Squirrel/Ardilla



Owl/Búho

SAMPLE



Articulation Station



English

M **monkey, mouse, mammal, moose, animal, flamingo, lama**

P **pig, penguin, platypus, panda, chimpanzee, leopard, sheep**

B **bear, bird, bat, bison, baboon, lobster, rabbit, zebra, crab**

K **cat, cow, kangaroo, turkey, raccoon, toucan, duck, snake**

G **goat, gazelle, goose, kangaroo, dragon, tiger, dog, frog**

T **turtle, tiger, turkey, platypus, alligator, octopus, cat, bat, rat**

D **dog, duck, deer, dolphin, panda, lizard, bird, leopard, squid**

F **fish, frog, fox, flamingo, buffalo, dolphin, elephant, giraffe**

S **snake, seal, sloth, skink, rooster, bison, horse, walrus, goose**

L **lizard, lion, turtle, leopard, lemur, squirrel, eel, camel, eagle**

R **rabbit, raccoon, rat, reptile, gorilla, squirrel bear, deer, alligator**

SAMPLE



Articulation Station



Spanish

M **mono**, **murciélago** , **mapache**, **animal**, **calamar**, **caimán**, **llama**

P **pulpo**, **perro**, **pato**, **pez**, **pollo**, **pájaro**, **mapache**, **serpiente**

B **ballena**, **búfalo**, **búho**, **burro**, **abeja**, **caballo**, **cebra**, **cabra**

K **koala**, **canguro**, **caballo**, **castor**, **camello**, **caracol**, **vaca**, **tucán**

G **gato**, **ganso**, **gacela**, **gorila**, **tigre**, **tortuga**, **águila**, **murciélago**

T **tigre**, **tortuga**, **gato**, **castor**, **coyote**, **lagarto**, **elefante**, **ratón**

D **delfín**, **dingo**, **ardilla**, **panda**, **armadillo**, **cocodrilo**, **cerdo**, **venado**

F **foca**, **flamenco**, **elefante**, **jirafa**, **mofeta**, **delfín**, **búfalo**

S **cebra**, **cerdo**, **ciervo**, **gacela**, **mosca**, **alce**, **oso**, **pez**, **avestruz**

L **lobo**, **loro**, **lagarto**, **león**, **alce**, **elefante**, **águila**, **búfalo**, **caracol**

R **ratón**, **rata**, **rana**, **burro**, **ardilla**, **tortuga**, **loro**, **pájaro**, **hámster**

SAMPLE

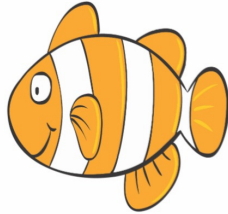


Phonology:

Syllable Strips in English



Bear



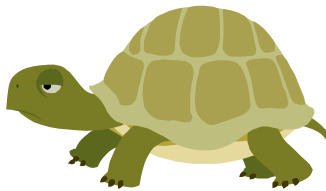
Fish



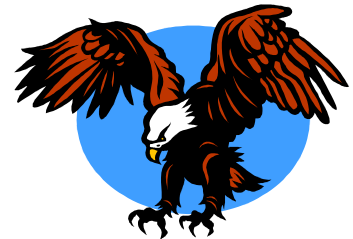
Bat



Monkey



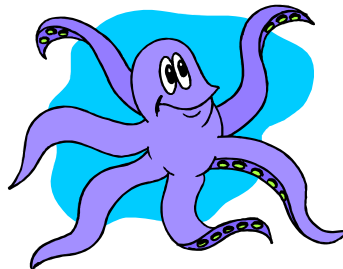
Turtle



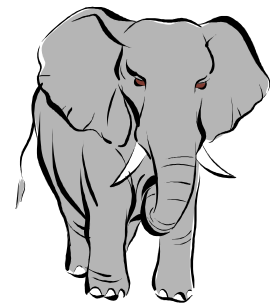
Eagle



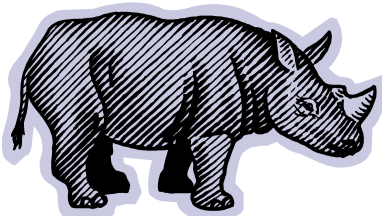
Kangaroo



Octopus



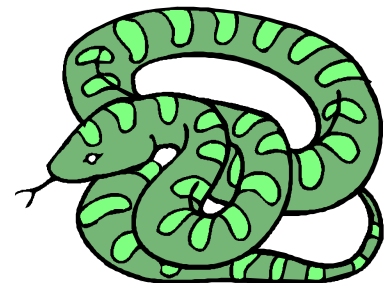
Elephant



Rhinoceros



Hippopotamus



Anaconda

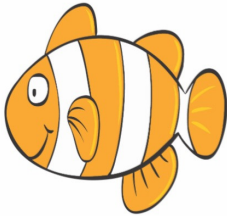


SAMPLE

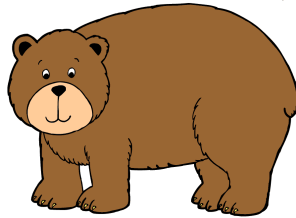


Phonology:

Syllable Strips in Spanish



Pez



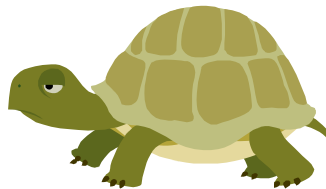
Oso



Castor



Mono



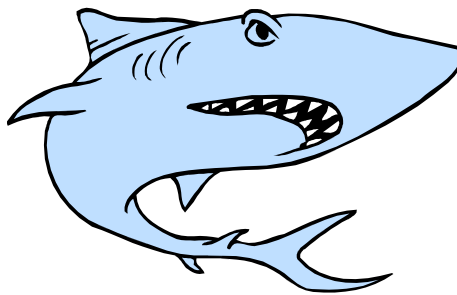
Tortuga



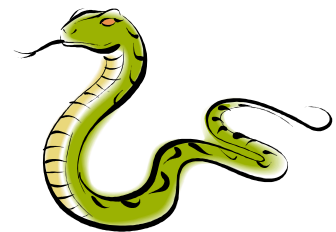
Pajaro



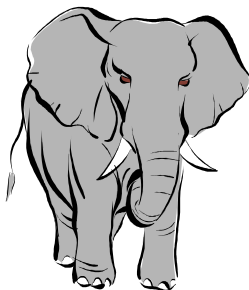
Mapache



Tiboron



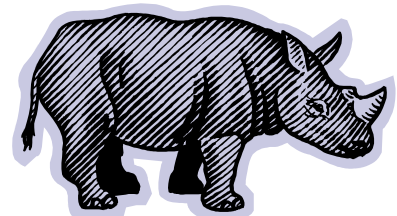
Vibora



Elefante



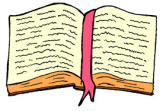
Murcielago



Rinocerante



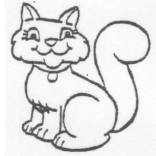
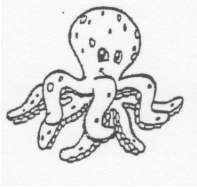
SAMPLE



Mini Book:

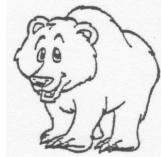


Cut, color, and create a
WHERE book about animals.



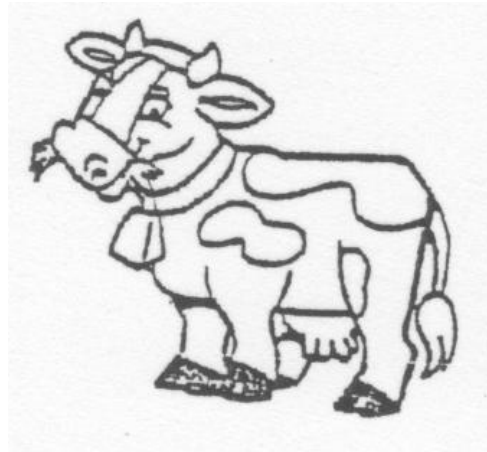
Where Animals Live

*Donde viven los
animales*



Cows live on a farm.

Las vacas viven en una granja.



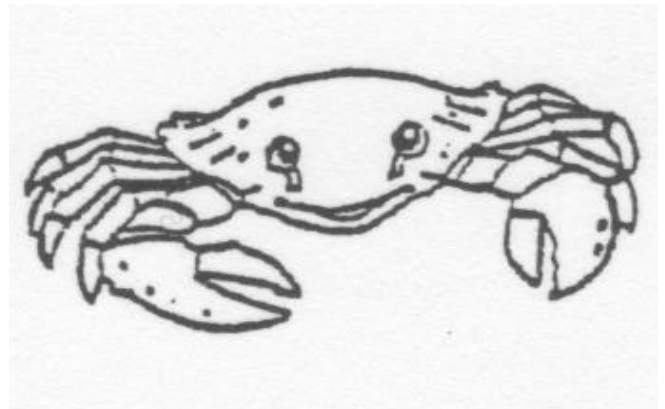
Raccoons live in the forest.

*Los mapaches vive en el
bosque.*

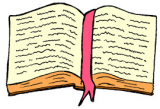


Crabs live in the sea.

Los cangrejos viven en el mar.



SAMPLE



Mini Book:

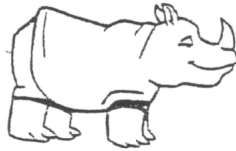


Cut, color, and create a book about animals.



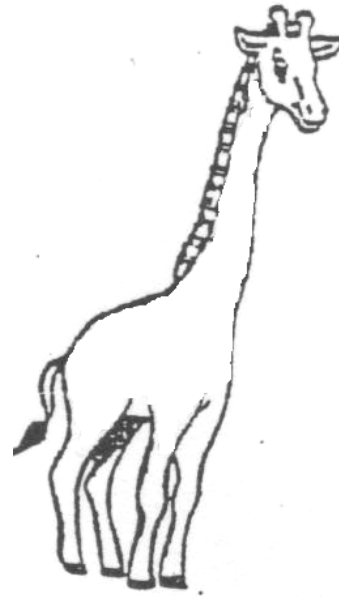
All about Animals!

¡Todo acerca de los animales!



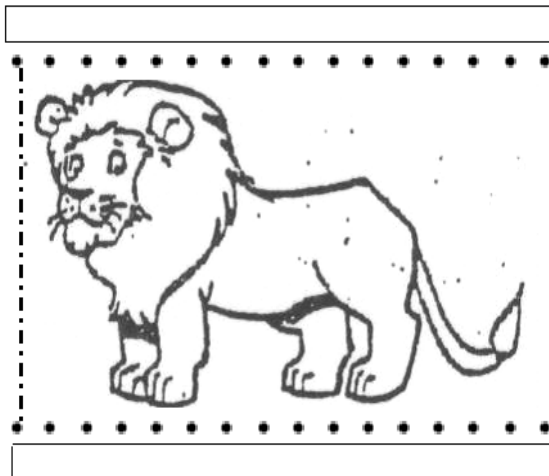
Paint my Spots!

Pinte mis manchas!



Connect the points to make my cage.

Une los puntos para hacer mi jaula con una linea.



Draw my wings. I want to fly!

Dibuje mis alas. ¡Quiero volar!



SAMPLE



Table Activity: Part-Whole Relationships



Match the animal to the body part and color if time permits

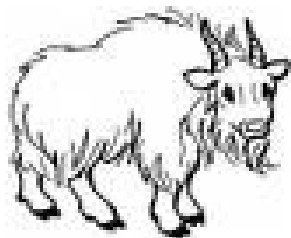
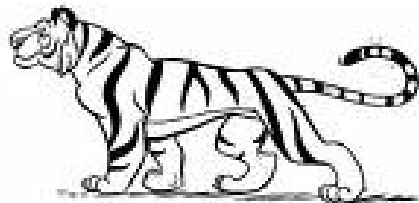


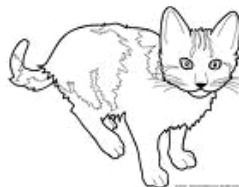
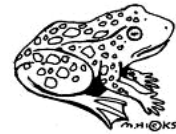
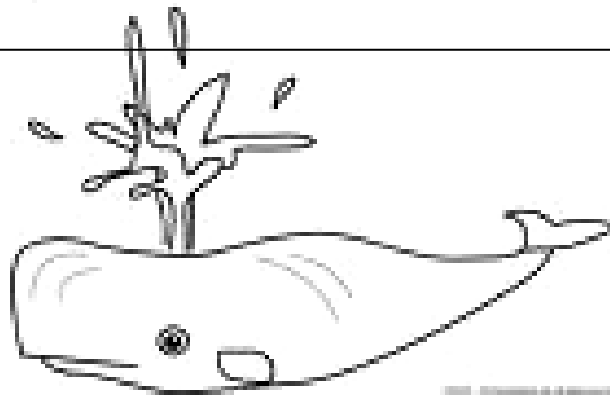
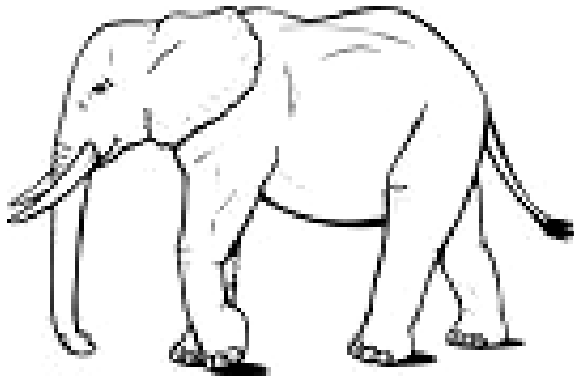


Table Activity:



Who's the biggest one of all?

Circle the animal in each line that is the biggest



SAMPLE

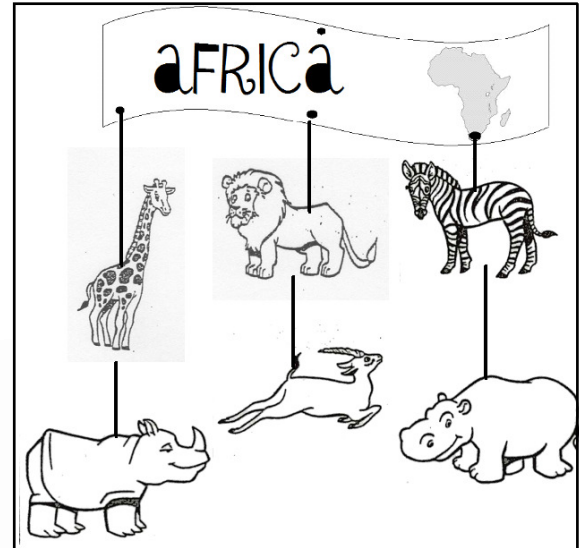


Craft:

African Mobile

Cut, color, and connect these animals into an African mobile. The easiest way is to tape the string to the back of each animal.

Materials: Scissors, 7 pieces of string, tape, and crayons



SAMPLE



Craft:

African Mobile



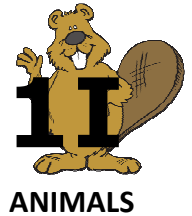
AFRICA





Craft:

Animal Mask Making

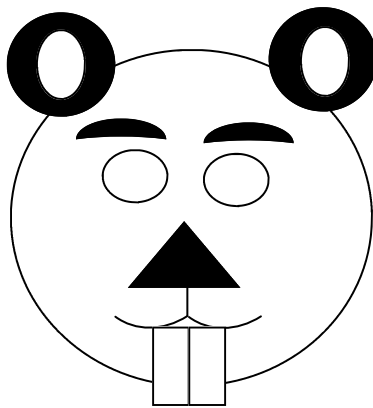


We have given you several design ideas but be as creative as you want! Cut out the body parts from colored construction paper, and glue onto paper plates. Cut out circles for the eyes, and draw any additional lines.

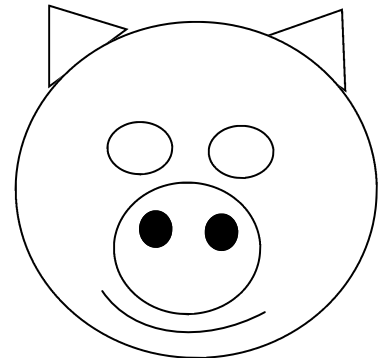
Materials: paper plates, popsicle sticks or string, construction paper, and markers.



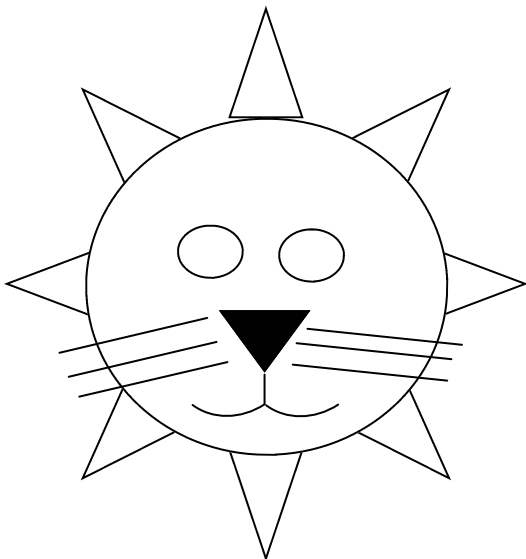
4 black circles and 1 black triangle



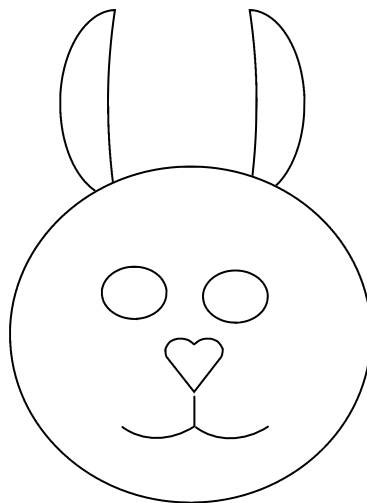
2 brown circles, 2 smaller white circles, 1 brown triangle, 2 white rectangles, optional plate size brown circle



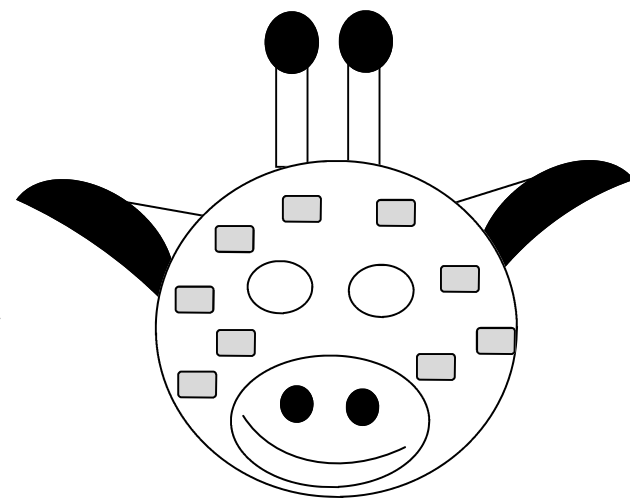
2 small black circles, one pink large circle, 2 pink triangles, optional plate size pink circle



8 orange triangles, 1 black triangle, optional plate size yellow circle



2 white half ovals, and 1 pink heart



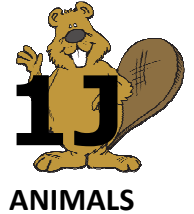
4 small black circles, 2 black half ovals, 2 yellow triangles, 1 yellow oval, 9 brown squares/spots, optional plate size yellow circle

SAMPLE



Recipe:

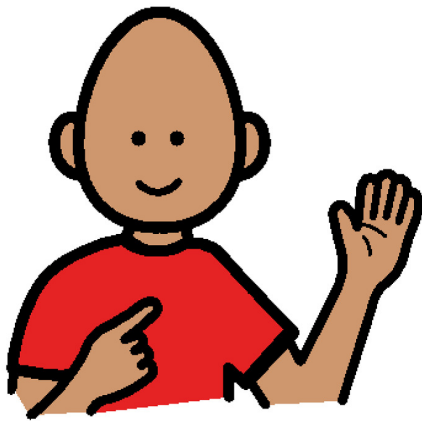
Animal Sponge Capsules



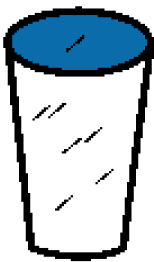
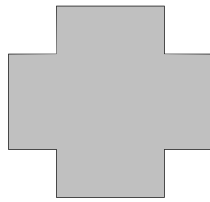
Demonstrate a sponge growing in water or show an expanded sponge to increase your students' interest. Then use the activity to take turns, identify colors, follow directions, and describe outcomes.

Note* Warm or hot water makes sponges grow faster.

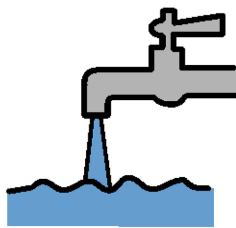
Materials: Animal Sponge Capsules, water, and a cup.



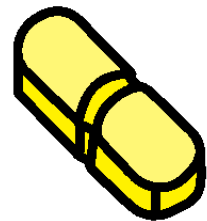
I want / *Quiero*



A cup / *un vaso*



Water / *agua*



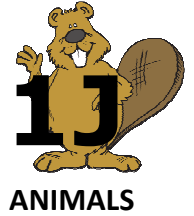
A capsule /
una pastilla

SAMPLE

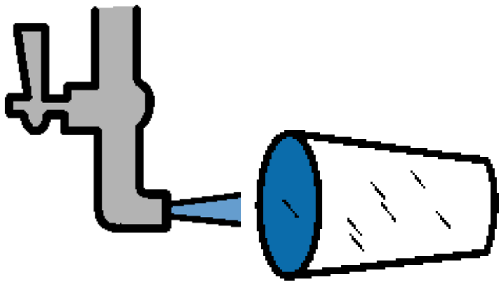


Recipe:

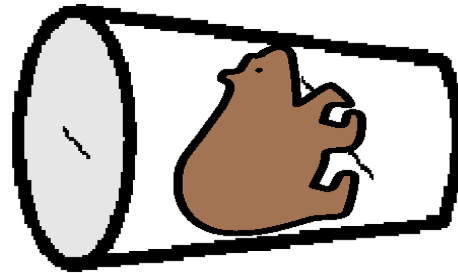
Animal Sponge Sequencing



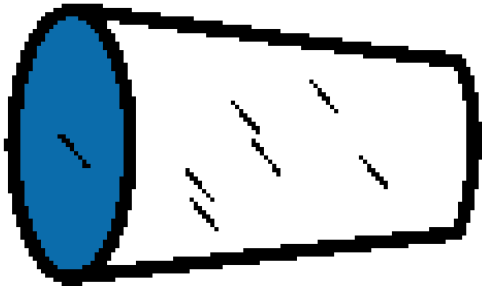
Demonstrate learning or pre-teach the activity with a sequencing activity.



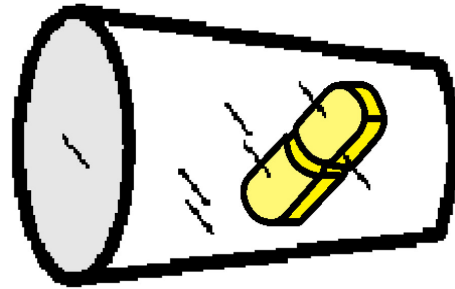
Put water in the cup.
Pon el agua en el vaso.



Watch the animal appear!
¡Mira como el animal crece!



Get a cup. / *Agarra un vaso*



Put the capsule in the cup
Pon la pastille en el vaso

SAMPLE



Game:

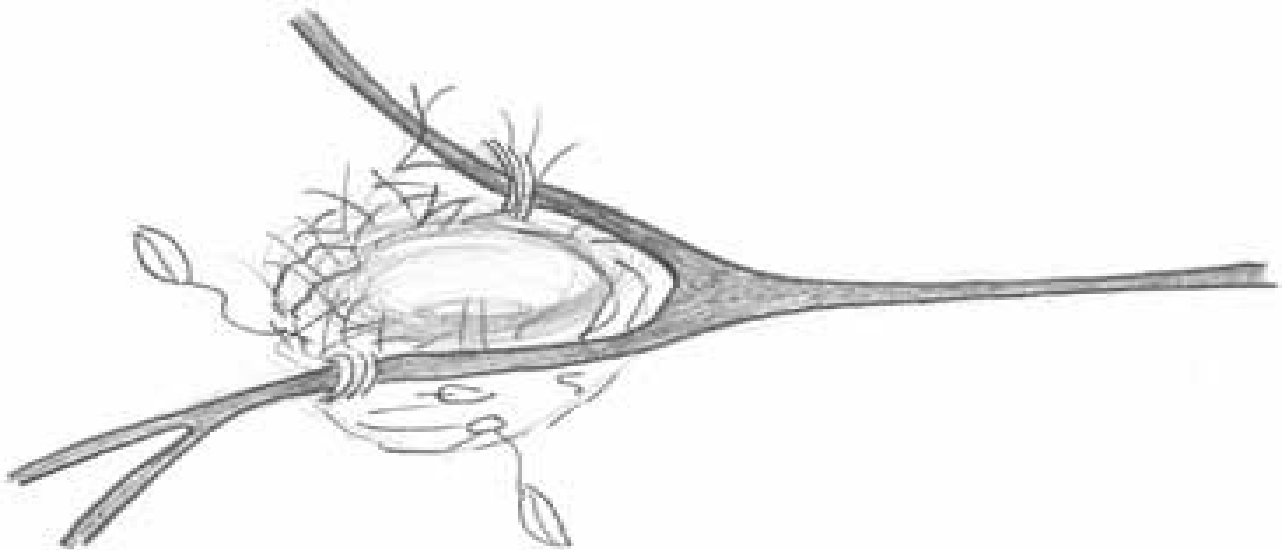


File folder game: Animal Homes

Cut out and paste pictures on the inside of a file folder. Use Velcro or putty to stick animal pictures from grab bag activity to their correct home (sky, land or water).

Note* Pictures will cover one and a half pages of the inside of the file folder. Use the extra room on the half page to mount the animals on Velcro or tape a baggie to keep the animals inside.

Materials: Two file folders, glue and Velcro or a baggie.

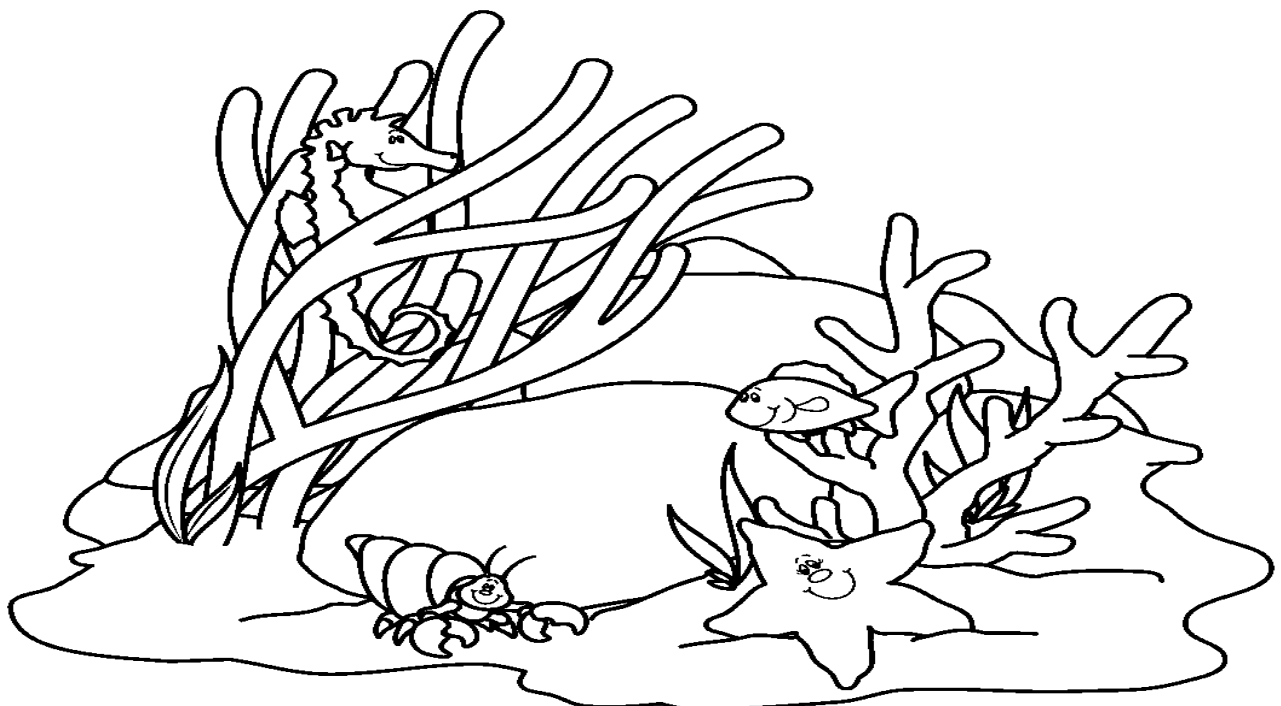
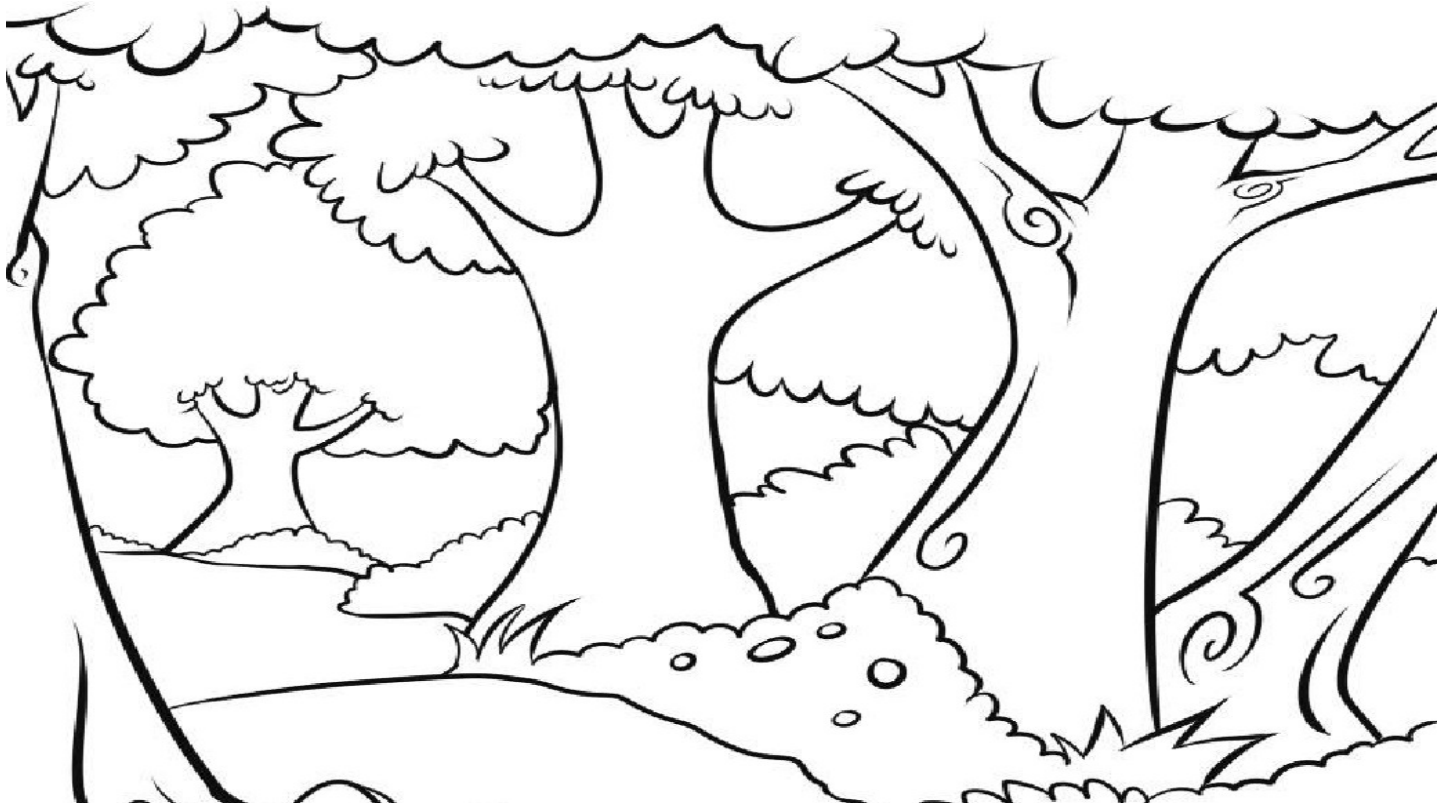


SAMPLE



Game:

File folder game: Animal Homes

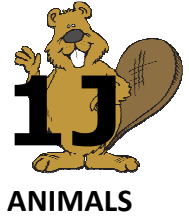


SAMPLE



Parent Note:

Animal Coloring Page

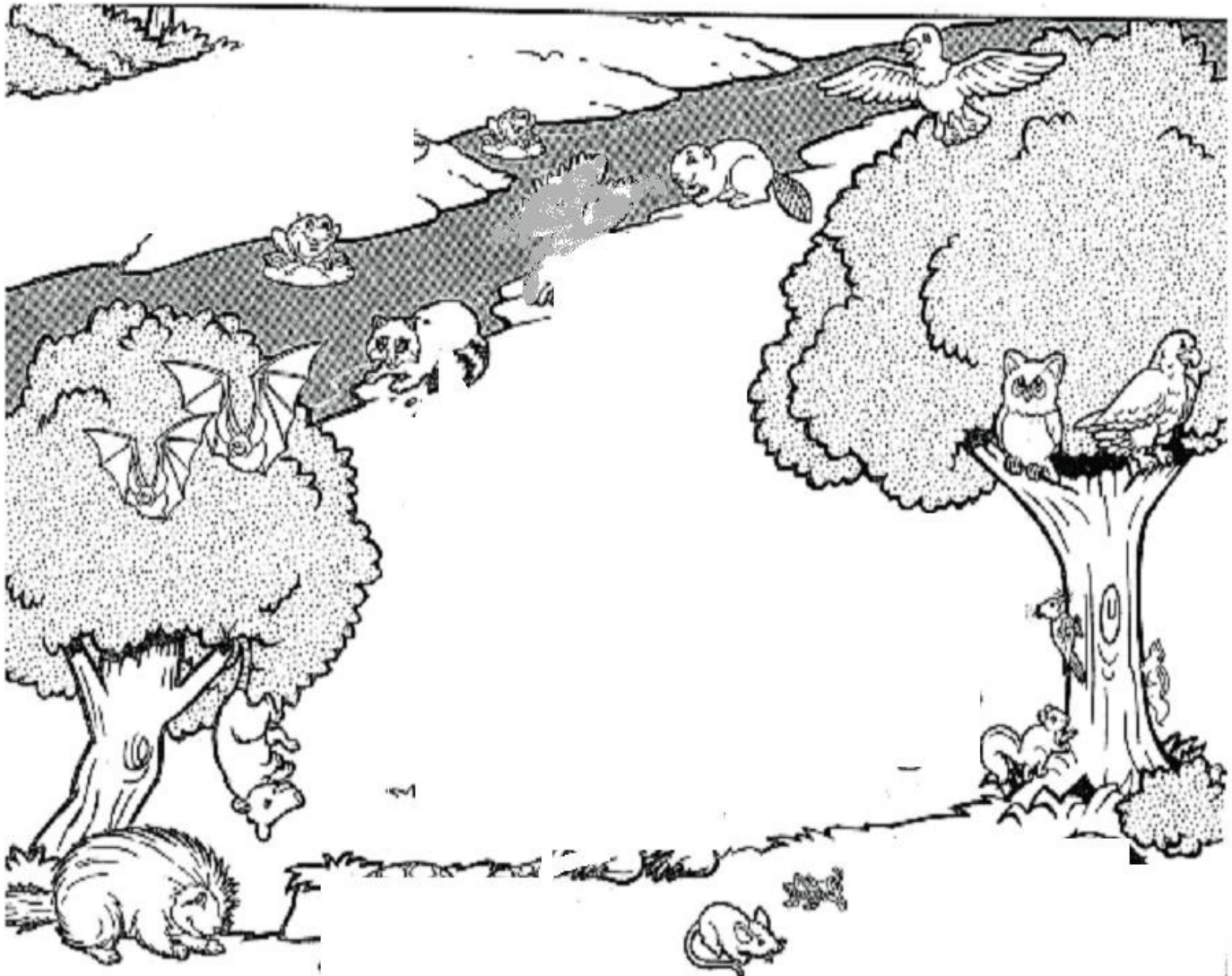


Hi Parents!

This week we are talking about animals. Ask your child to share what he knows about the animals in these scenes and practice his communication.

¡Hola Padres!

Esta semana estamos hablando de animales. platicuen con su hijo sobre cómo se llaman los animales y dónde viven para practicar como está hablando.



SAMPLE

Preschool Lesson Plan (pg. 1 of 2)

Theme: Animals

Date: _____

Below is an example of a lesson plan for a 2-hour class. Please modify this lesson plan as needed to fit your individual needs including time in the classroom and student goals.

Time	Schedule	Activity	Goals
20 min. 8:30-8:50	Circle Time Greeting/Attendance	Name recognition: Clinician hold up name card and kids find the student. Clap syllables of each name and focus on initial sounds. 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, Jacob, where do I put your name, Under the boy or under the girl? Clinician: Ok, Jacob, What face parts do you want me to draw? Jacob: I want two eyes, I want a nose	Phoneme identification Syllables Who question Where questions Joint attention Spatial concepts Final /s/ Body parts SVO sentences
10 min. 8:50-9:00	Calendar	Go over months in a year and then dance the Macarena while singing the months. Review Days of the weeks, snap the Days of the week song. Review the date. Today is X. Yesterday was X. Tomorrow will be X.	Sequences Numbers Categories Verb tense
5 min. 9:00-9:05	Language goal	Today we are going to learn about animals. Have the children try to name as many animals as they can and talk about where different animals live, and if they swim, fly or crawl.	1. Label clothing 2. Verb: live, swim, fly, crawl 3. Answering 'where' questions
5 min. 9:05-9:10	Music	Have the students make a familiar song choice. Have the students dance the song, pairing gestures with key concepts OR sing Five Little Monkeys, using visuals.	Expanding utterances: "I want + to sing + ____" Counting
15 min. 9:10-9:25	Surprise bag	Place animal pictures animal manipulatives in a bag. Have the students guess what kind of animals are in the bag. Today we are talking about animals . What kind of animals do you think are in the bag? Pass the bag around and use the same sequence instruction for each student. Close your eyes. Put your hand in the bag. Take out your surprise. Clinician: What do you have? Student: A fish! Clinician: Yes it is a fish. Where do fish live? Student: In the water.	Naming/labeling animals Following directions 'Where' questions – where different animals live or where can we see them (ocean, farm, forest, jungle, zoo) 'Who' questions – Who has ever had a pet fish?

SAMPLE

Preschool Lesson Plan (pg. 2 of 2)

Theme: Animals

Date: _____

<p>10 min. 9:25-9:35</p>	<p>Phonology</p>	<p>Clinician: <i>We are also going to learn about saying sounds with our lips.</i></p> <p>Review picture cards with vocabulary from book that include phonology target (i.e. bilabial stop sounds)</p>	<ol style="list-style-type: none"> 1. Producing words that begin with /p/ and /b/ 2. Clapping syllables of vocabulary words
<p>15 min. 9:35-9:50</p>	<p>Literacy Center</p>	<p>Read the book <i>From Head to Toe</i></p> <p>Use scaffolding techniques while interactive read with pictures with the book with the students. Have the students label the animals and act out the actions in the book. Talk about what body parts they are using for each action.</p>	<p>Label animals and body parts</p> <p>Use action verbs</p> <p>SVO sentence structures</p> <p>Following directions</p>
<p>30 min. 9:50-10:20</p>	<p>Centers: Each group spends 10 minutes at each station (Have teacher manage one station)</p>	<p>Station 1: Articulation & Auditory Bombardment Station</p> <p>Review articulation cards and discuss correct articulatory placement for bilabial sounds. (5 min) Children will then listen to auditory bombardment of initial /b/ or /p/ while coloring a mini</p>	<ol style="list-style-type: none"> 1. Initial bilabial stops
		<p>Station 2: Language Activity</p> <p>Animal Mask Making Craft</p> <p>Show the students a pre-made mask and explain how they will make their own. Introduce the different colors and shapes of animal parts. Have the students request parts to create their mask.</p>	<ol style="list-style-type: none"> 1. Label colors, shapes and animal parts 2. Requesting 2. Utterance expansion 3. Use sequence words to talk about what to do first, second, etc. 4. Follow 1- and 2-step directions 5. Part-whole relationships
<p>10 min. 10:20-10:30</p>	<p>Wrap it up and clean up</p>	<p>Review the language target and phonological target. Have students put the parent note in their backpacks.</p> <p><i>Today we learned about animals. We also talked about sounds we make with the our lips.</i></p>	

SAMPLE