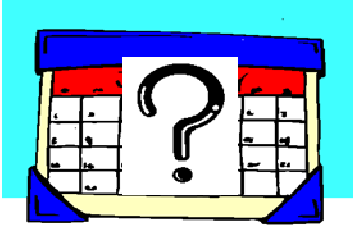

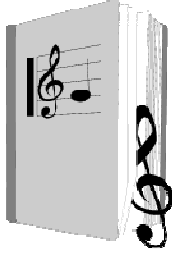
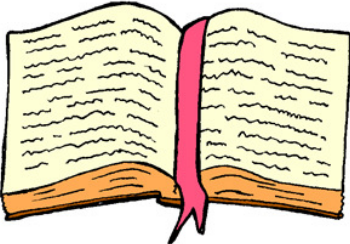
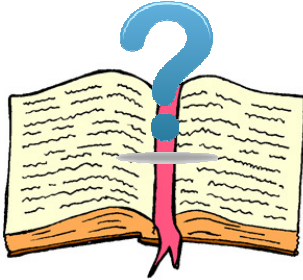
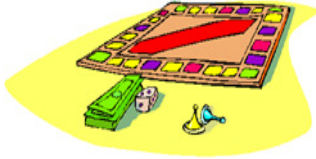


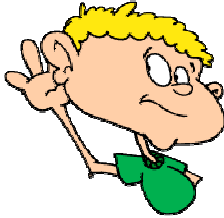




Visual Schedule Pictures

Cut out, laminate and put on vertical Velcro strip*

<p>question of the day</p>  <p><i>pregunta del día</i></p>	<p>surprise bag</p>  <p><i>bolsa de sorpresa</i></p>	<p>Song</p>  <p><i>canción</i></p>
<p>story</p>  <p><i>cuento</i></p>	<p>story questions</p>  <p><i>preguntas del cuento</i></p>	<p>game</p>  <p><i>juego</i></p>
<p>craft</p>  <p><i>arte</i></p>	<p>recipe</p>  <p><i>receta</i></p>	<p>listen</p>  <p><i>escucha</i></p>
<p>work</p>  <p><i>trabajar</i></p>	<p>group</p>  <p><i>grupo</i></p>	<p>Individual</p>  <p><i>Individual</i></p>

Question of the Day *(10-15 minutes)*

This activity will be completed the same way for every lesson. Select the question and/or prompts based on your students' goals. This activity can be modified and done with all students in the circle time area. Visuals for the suggested questions are included in the lesson. It is recommended that students' pictures or names be used to place under their answer to the question. The chart below shows examples of how a variety of goals can be targeted during this activity.



- Materials:**
- (1) Pictures and/or written names of each student
 - (2) Board

SLP Dialog	Students' Dialog	Targeted Goal
<i>Who's picture/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>Let's clap out the syllables</i>	<i>Da—vid</i>	Phonological awareness
<i>Hi David, how are you?</i>	<i>Fine, thanks</i> (shakes hand)	Greetings
<i>Are you a girl or a boy?</i>	<i>"Boy" or "I am a boy."</i> (sticks name under boy as a non verbal answer)	Personal information
<i>How many boys/girls are in your class?</i>	3 boys, 1 girl	Quantitative concepts,
<i>Are there more boys or more girls?</i>	More boys	plurals

Articulation Chart *(optional in place of surprise bag)*

The articulation chart is a list of suggested words that are part of the story in the lesson. The words are separated by target sounds and place of articulation. They are also listed in order of linguistic complexity beginning with one syllable words and increasing in length. Students who are working on specific sounds may require individual therapy to have more repetitive practice producing target sounds, or the speech therapist may use the suggested target words to plan ahead and provide students an opportunity for practice within the context of a group lesson.

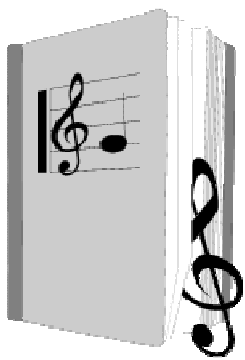
Surprise Bag (10-15 minutes)



The purpose of this activity is to introduce vocabulary used in the lesson. Have all of the students sit in a circle and take turns pulling items out of the “surprise bag.” Surprise items vary according to the theme. Each chapter includes picture cards that may be printed and cut apart for quick lesson preparation. There are also suggestions for real objects to be used with each theme in the modifications table. The following is a sample script with suggested goals.

SLP Dialog	Students' Dialog	Targeted Goal
<i>Close your eyes, put your hand in, and pull out a surprise.</i>	<i>(Pulls out a surprise)</i>	3-step directions
<i>Who's turn is it?</i>	<i>My turn/David's 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 fish do?</i>	<i>Swim</i>	Object function
<i>Please put the fish on the board</i>	<i>(Puts the fish on the board)</i>	1-step directions

Song (5 minutes)

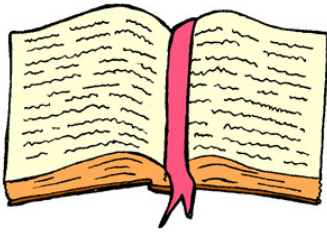


The song activity can be done with the whole group of students as well. This activity can be used to break up the seated activities and re-energize the students. Provide visuals and allow students to pick the song. After students pick a song, place the picture on a board. If there is time for more than one song, place both pictures on the board under the titles “first/then” or “primero/después.” If the group of students requires more repetition, the same song can be sung for every lesson. Songs about greetings, days of the week, or songs that have gestures are great choices. Encourage participation with hand movements and/or the use of visuals.

Each lesson has a recommended song with printable visuals to use before, during, and/or after singing.

Materials: Music player, song, printable visuals

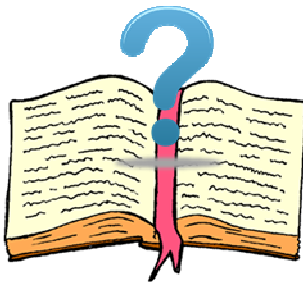
Story book (10-15 minutes)



improve syntactic structures.

Each unit includes two stories. These stories can be read to a large group or a small group depending on the students' attentional, behavioral, and cognitive abilities. A *story board* is also included as an accompaniment to each story. *Story boards* can be used to increase attention during story reading and also to encourage participation for students who are nonverbal. *Story boards* can also be used to help students increase their mean length of utterance and/or

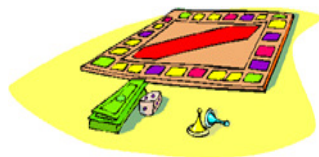
Comprehension Questions (5-10 minutes)



While sitting at a table in a small group, students can complete a worksheet with questions about the story recently read. There are worksheets with multiple choice answers and worksheets that are open-ended. These worksheets are modified to meet the students' linguistic needs. Use language

scaffolding techniques to improve language when reviewing the answers to the questions. Rely heavily on successful students to demonstrate to peers how to follow instructions or complete a task. Each worksheet includes five basic wh-questions. Increase the number of questions and/or include more complex wh-questions as part of this activity depending on student needs. The speech-language pathologist (SLP) can add to or take away from these questions.

Game (10-15 minutes)



Games are an interactive way for students to get exposure to theme-based vocabulary. Included in each unit is a printable matching or bingo game. The SLP can also create a game of 'fishing' by tying a magnet on the end of a string that is attached to a stick and using it to pick up vocabulary cards that are attached to paperclips. In addition to targeting speech and language goals, games are a "real world" way to teach appropriate pragmatic skills (i.e. turn-taking, establishing eye-contact, etc.).

Crafts *(15-20 minutes)*

Crafts are beneficial for students who respond best to tactile input. Gather the materials listed at the beginning of each unit and make the minimal preparations. Empower and challenge students by having them set up for the activity. Explain what the students will be doing, show an example of the finished product and ask for helpers to gather colors, paper, glue, etc. Increase the level of difficulty by including a sequence of materials to gather, quantitative concepts or descriptions of the materials. Students can practice requesting materials, following directions, sequencing, and discussing what they did using past tense verbs.



Ask the initial helpers to gather and return the materials after completing the craft. Have students stand, present their work, comment or describe their work, and carry it to their backpack, folder, or cubbie.

Recipe *(20-25 minutes)*

The recipe activity is an extremely functional, “real world” application of the curriculum. Students can target multiple communication goals during this activity. More active students who benefit from hands-on activities may enjoy the freedom to move around while still engaging with the group and completing a specific task. Each unit includes a printable recipe. The steps of the recipe are sequenced with pictures and words to help students request materials, describe what they are doing and review how they created the end product.



Discrete Trial Training *(15 minutes)*

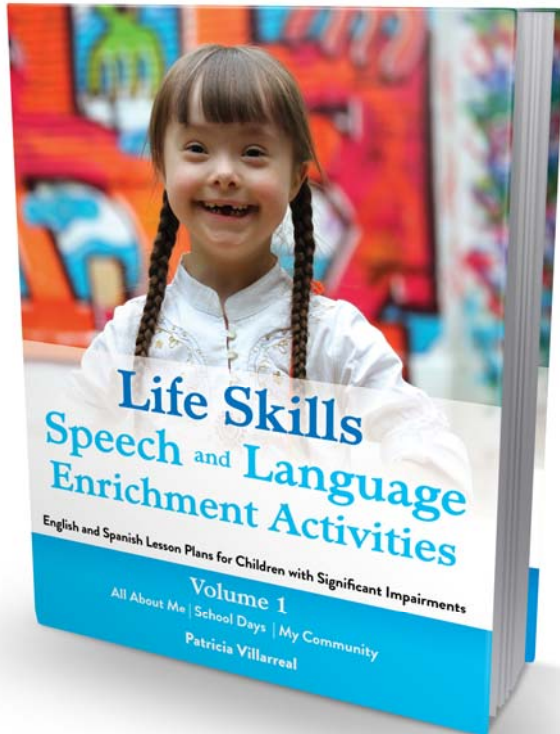
Some students may benefit from individual therapy to target pre-linguistic goals related to communication or may need structured and repetitive tasks to master a specific communication goal. The introduction to this book includes a joint attention protocol that may be used to target pre-linguistic skills necessary for successful communication. A list of recommended objects that are related to each lesson is also provided so that discrete trials can be implemented while the students are engaged in the curriculum.



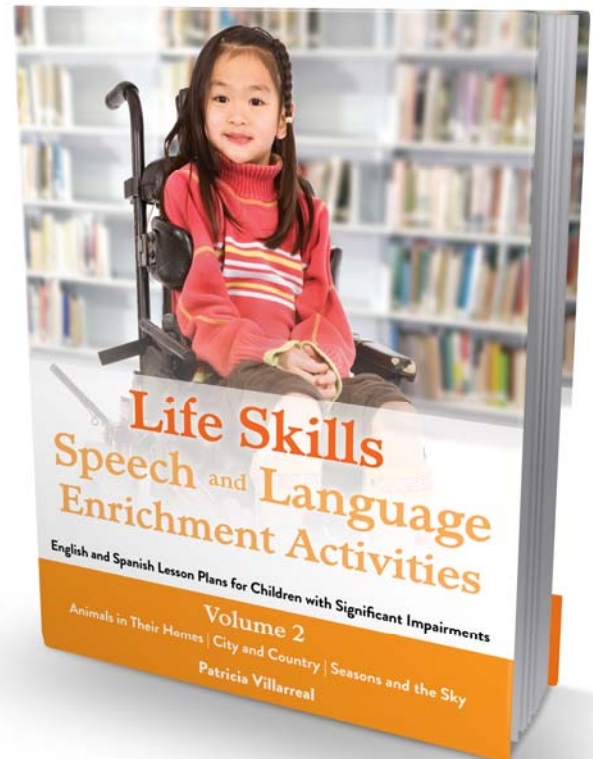
Note: To condense the lesson plan, choose either a game, craft or recipe to use for the lesson plan that day. The same lesson plan can be used several times (by either the SLP or the teacher) using a different activity for each day.

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