

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.

Time	Schedule	Activity	Goals
8:50-9:00	Arrival		
9:00-9:15	Circle Time Greeting/ Attendance Clinician A	Name recognition: <i>Clinician hold up name card and kids find the student.</i> 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: <i>From Head to Toe</i> , 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

		<ol style="list-style-type: none"> 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) 	<p>Ball game: Do you want to throw the ball with your hands or kick the ball with your feet?</p>	<p>Trace the student's body on butcher paper. Draw the parts of the body and practice the final /s/.</p>
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.		<ol style="list-style-type: none"> 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.		<ol style="list-style-type: none"> 1. object-action 2. final /s/
10:50-11:00	End of the day Clinician A	<p>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.</p> <p>Play end of the day music. Students gather their back packs and form a line at the door</p>		

General Schedule Example

Time	Schedule	Activity			
8:00-8:10	free time				
8:10-8:45	circle time	greetings	calendar	language goals	phonological goal
8:45-9:15	stations	circle station	triangle station-Phonology	square station-language	
		auditory bombardment	direct therapy with Mary	direct therapy with Kara	
		syllable segmentation			
		rhyme			
9:15-9:30	snack time				
9:30-9:50	read a book				
9:50-10:00	end of the day				

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8:00-8:10	free time				
8:10-8:45	Circle time	greetings	calendar	language goals	phonology goals
8:45-9:05	read a book				
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9:20-9:50	stations	circle station	triangle station-Phonology	square station-language	
		auditory bombardment	direct therapy with Mary	direct therapy with Kara	
		syllable segmentation			
9:50-10:00	end of day routine				

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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.

Time	Schedule	Activity	Goals
9:00-9:15	Circle Time Greeting/ Attendance	Name recognition: <i>Clinician hold up name card and kids find the student.</i> 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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9:20-9:23	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: <i>From Head to Toe</i> , 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	

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