

Lesson Plan 7

Initials: XX Age: 10 Grade level: 6th Grade Clinician: Audrey White

Date: 11/4/2020 Time: 4:00-5:00 pm Supervisor: T. Gonzalez

1. XX will discriminate between long and short vowels when presented with monosyllabic words in a set of three flashcards with the printed words with a 67% degree of accuracy rating.

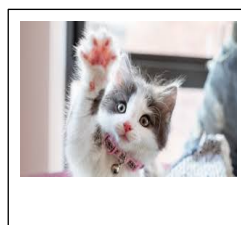
Prompt	Tactile-Visual Strategies	Picture	Spontaneous (+/-)
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cat

— Tactile: place client's hand on the clinician's throat to feel the vibration for voicing.

ă

— Visual: use the mirror to compare the lip shape and jaw opening.



-

— Tactile: Direct student's attention to breath explosion by placing the hand under the bottom lip.

t

— Visual: Demonstrate air release using a paper under the bottom lip.

- ät

— Tactile: Have student hold down the front of their tongue and ask them to produce /tu/. The resulting sound should be /ku/.

c (k)

— Visual: Use hand analogies, models, or diagrams.

cat cat cat

Mary has a pet **cat**.

bike

- Tactile: place client's hand on the clinician's throat to feel the vibration for voicing.
- ī — Visual: use the mirror to compare the lip shape and jaw opening.



+

- Tactile: Have student hold down the front of their tongue and ask them to produce /tu/. The resulting sound should be /ku/.

- k — Visual: Use hand analogies, models, or diagrams.

-ike

- Tactile: Place client's hand on the clinician's throat to feel the vibration for voicing.
- b — Visual: Use the mirror to demonstrate proper lip and jaw placement.

bike bike bike
I love to ride my **bike**.

bet



+

ẽ Tactile: Have student feel vibrations for voicing by placing fingers lightly on the speaker's throat.

Visual: Use a mirror for imitation. Compare lip shape and mouth opening of /e/ with vowels that have contrasting lip and jaw configurations

t Tactile: Direct student's attention to breath explosion by placing the hand under the bottom lip.

Visual: Demonstrate air release using a paper under the bottom lip.

-et

b Tactile: Place client's hand on the clinician's throat to feel the vibration for voicing.

Visual: Use the mirror to demonstrate proper lip and jaw placement.

bet bet bet

I **bet** money on horse #3.

Degree of Accuracy Rating: 67%

2. XX will articulate the initial /**th**/ phoneme when presented with monosyllabic and disyllabic words in a set of three flashcards with the printed words with a 67% degree of accuracy rating.

think

Tactile: call attention to the feel of the tongue tip



resting on base of lower front teeth, while sides of tongue rest against upper molars

+

i (ē)

Visual: use a mirror for imitation. Compare lip shape and mouth opening of /i/ with vowels that have contrasting lip and jaw configurations.

n

Tactile: Have the student place a finger in the side of the nose to feel a nasal vibration.

Visual: Elevated tongue may be seen through slightly separated teeth.

k

Tactile: Have student hold down the front of their tongue and ask them to produce /tu/. The resulting sound should be /ku/.

Visual: Use hand analogies, models, or diagrams.

- i(ē)nk

th

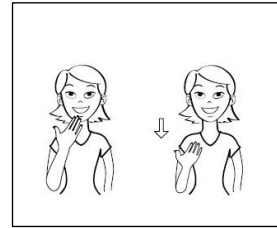
Tactile: Have the student hold a hand in front of mouth to feel the oral emission of the breath stream during the production of /th/. Have the student feel the air flow.

Visual: Have student imitate production of /th/ placing tip of tongue between front teeth. This may be done face to face or with a mirror.

think think think
I **think** that's right.

thanks

- $\bar{a}$ Tactile: Place client's hand on the clinician's throat to feel the vibration for voicing.
- Visual: Use a mirror to demonstrate movement of the lips and jaw.



+

- n Tactile: Have the student place a finger in the side of the nose to feel a nasal vibration.
- Visual: Elevated tongue may be seen through slightly separated teeth.

- k Tactile: Have student hold down the front of their tongue and ask them to produce /tu/. The resulting sound should be /ku/.
- Visual: Use hand analogies, models, or diagrams.

- s Tactile: Direct student's attention to breath explosion by placing the hand under the bottom lip.
- Visual: Use the mirror to compare the lip shape and jaw opening.

-anks

- th Tactile: Have the student hold a hand in front of mouth to feel the oral emission of the breath stream during the production of /th/. Have the student feel the air flow.
- Visual: Have student imitate production of /th/

placing tip of tongue between front teeth. This may be done face to face or with a mirror.

thanks thanks thanks
Thanks for helping.

thread

ē(a) — Tactile: Have student feel vibrations for voicing by placing fingers lightly on the speaker's throat.
Visual: Use a mirror for imitation. Compare lip shape and mouth opening of /e/ with vowels that have contrasting lip and jaw configurations.



+

d — Tactile: Direct student's attention to breath explosion by placing the hand under the bottom lip.
Visual: Demonstrate air release using a paper under the bottom lip.
Tactile: Have the student press their tongue tip up and back as they produce the prolonged /l/.
r — Visual: Use hand analogies, models, or diagrams.

- rē(a)d

th — Tactile: Have the student hold a hand in front of mouth to feel the oral emission of the breath stream during the production of /th/. Have the student feel the air flow.
Visual: Have student imitate production of /th/ placing tip of tongue between front teeth. This may be done face to face or with a mirror.

thread thread thread
She uses **thread** to sew.

Degree of Accuracy Rating: 100%

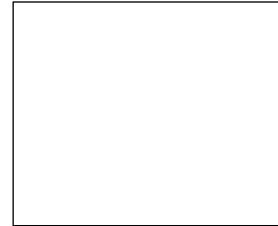
3. XX will articulate the medial /zh/ phoneme when presented with disyllabic words in a set of three flashcards with the printed words with a 67% degree of accuracy rating.

Persia

Tactile: Direct student's attention to breath explosion by placing the hand under the bottom lip.

p

Visual: Demonstrate air release using a paper under the bottom lip.



+

Tactile: Have the student press their tongue tip up and back as they produce the prolonged /l/.

(e)r

Visual: Use hand analogies, models, or diagrams.

per

Tactile: Demonstrate oral breath flow against the student's hand. The student should notice that the breath stream is dispersed, not narrowly directed over the front teeth.

si (zh)

Visual: Place a strip of tissue paper in front of the mouth to demonstrate oral breath flow. /sh/ has more oral breath flow than /zh/.

Tactile: have student feel vibrations for voicing by placing fingers lightly on the speaker's throat.

ũ

Visual: use tongue placement, hand analogies, models and diagrams to help the student see / ʌ / production.

-si(zh)ŭ

Persia Persia Persia

I am going to **Persia** next Summer.

seizure

Tactile: Direct student's attention to breath explosion by placing the hand under the bottom lip.

s

Visual: Use the mirror to compare the lip shape and jaw opening.



+

Tactile: call attention to the feel of the tongue tip resting on base of lower front teeth, while sides of tongue rest against upper molars

ei (ē)

Visual: use a mirror for imitation. Compare lip shape and mouth opening of /i/ with vowels that have contrasting lip and jaw configurations.

-sei(ē)

Tactile: Demonstrate oral breath flow against the student's hand. The student should notice that the breath stream is dispersed, not narrowly directed over the front teeth.

z (zh)

Visual: Place a strip of tissue paper in front of the mouth to demonstrate oral breath flow. /sh/ has more oral breath flow than /zh/.

Tactile: Have the student press their tongue tip up

and back as they produce the prolonged /l/.

(u)r

Visual: Use hand analogies, models, or diagrams.

z(zh)ure

Seizure seizure seizure

She went to the hospital after having a **seizure**.

closure

Tactile: Have student hold down the front of their tongue and ask them to produce /tu/. The resulting sound should be /ku/.



+

c (k)

Visual: Use hand analogies, models, or diagrams.

Tactile: To demonstrate that the pressure exerted on the alveolar ridge is gentle, press your finger against the student's hand.

l

Visual: Use a mirror to show the tongue placement.

Tactile: have the student form rounded lip configuration by placing lips on the tip of a finger or pencil.

ō

Visual: Use a mirror for imitation. Compare lip shape and mouth opening of /o/ with vowels that have contrasting lip and jaw configurations.

c(k)lō

Tactile: Demonstrate oral breath flow against the student's hand. The student should notice that the breath stream is dispersed, not narrowly directed

over the front teeth.

s (zh)

Visual: Place a strip of tissue paper in front of the mouth to demonstrate oral breath flow. /sh/ has more oral breath flow than /zh/.

Tactile: Have the student press their tongue tip up and back as they produce the prolonged /l/.

(u)r

Visual: Use hand analogies, models, or diagrams.

s(zh)ure

closure closure closure

The door came to **closure**.

Degree of Accuracy Rating: 100%

Methodology:

- The clinician will present instructions in Total Communication as needed.
- The clinician will go through a set of three vocab cards for long versus short vowels, the initial /**th**/ phoneme, and the medial /**zh**/ phoneme.
- The clinician will ask the client to read the printed words on the flashcards.
- The clinician will place the known words for each phoneme on the right side of the table.
The unknown words for each phoneme will be placed on the left side of the table.
- The clinician will record the results.

Speech Reading

XX will auditorily and visually discriminate between five sets of three sentences by answering two comprehensive questions per set with an 80% degree of accuracy rating

Prompt	Questions	Spontaneous (+/-)
Maddie loves swimming . She practices every day.	What does Maddie love?	
She wants to be a professional swimmer one day.	What does she want to be one day?	
John wanted burgers for dinner. Hailey wanted pizza .	What did Hailey want for dinner?	
Their parents chose sushi .	What did their parents choose instead?	
Alex is the soccer team captain. He is the strongest on the team.	Who is the soccer team captain?	
The team got 2nd place at the last tournament.	What place did they get at the last tournament?	
Pasta is Jessica's favorite food. She eats it every night.	What is Jessica's favorite food?	
He always eats it with garlic bread .	What does she always eat it with?	
Ryan went to dinner last night. He went with his two friends .	Who did Ryan go to dinner with?	
They all ordered steak .	What did they all order?	

Degree of Accuracy Rating		
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Methodology:

- The clinician will present instructions in Total Communication, as needed.
- The clinician will sit directly across from the client, ensuring that the client has full visibility of the clinician's face, and read off three sentences followed by two comprehension questions.
- The clinician will wait for the client's response and repeat the prompts when requested by the client.
- The clinician will repeat these steps for all five sets of sentences and questions.
- The clinician will record the results.

Auditory Listening

XX will auditorily discriminate between five sets of two sentences by answering two comprehensive questions per set with a 70% degree of accuracy rating.

Prompt	Questions	Spontaneous (+/-)
Bridgit has three cats.	How many cats does Bridgit have?	-
They are two years old .	How old are they?	+

Thomas' birthday is next week.	Whose birthday is next week?	+
He is having a superhero party.	What kind of party is he going to have?	+
Bryan has an English test tomorrow.	What test does Bryan have tomorrow?	+
He has to study all night.	What does he have to do all night?	+
Jesus wants a new bike for Christmas.	What does Jesus want for Christmas?	+
He wants it to be blue .	What color does he want it to be?	+
Audrey loves dogs.	What does Audrey love?	+
She wants to get a puppy soon.	What does she want to get soon?	+
Degree of Accuracy Rating		90%

Methodology:

- The clinician will present instructions in Total Communication as needed.
- The clinician will stand behind the client's better ear and orally read two sentences followed by two comprehension questions.

- The clinician will wait for the client's response and will repeat the prompts when requested by the client.
- The clinician will repeat these steps for all five sets of sentences and questions.
- The clinician will record the results.

Language

1. XX will write categorize words by discriminating between -ar, -ur, -ir, -er, and -or spellings from a worksheet on ies.ed.gov with an 80% degree of accuracy rating.

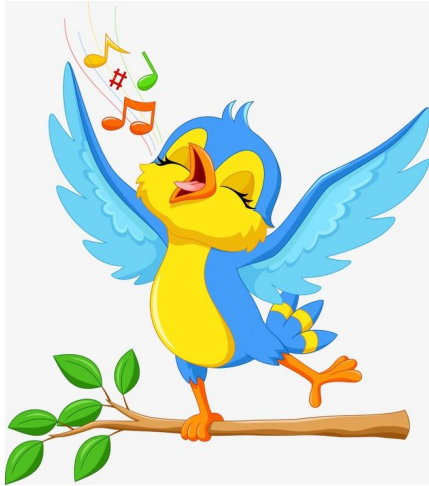
Prompt	Spontaneous (+/-)
park	
farm	
shark	
her	
serve	
herd	
bird	
shirt	
dirt	
fork	
sport	
born	
hurt	
burn	
nurse	
Degree of Accuracy Rating	

Methodology:

- The clinician will begin by giving a short lesson on the different r-influenced vowel patterns. The clinician will also provide examples.
- The clinician will then present the client with a worksheet from [ies.ed.gov](https://www.ies.ed.gov) with five different categories, ar, -ur, -ir, -er, and -or, written across the top. The clinician will also provide the client with 15 words printed on flashcards.
- The client will place each word under the correct category.
- The clinician will review the client's work and explain if any changes need to be made.

2. XX will write five subject-verb agreement sentences when presented with five sets of pictures with an 80% degree of accuracy rating.

Prompt	Spontaneous (+/-)
	+ <i>The farm is cool.</i>



-

The bird flies.

(2nd try)



+

The nurse says hi.



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+

The fork is cool.

	- <i>The shark scares people.</i> (2nd try)
Degree of Accuracy Rating	60%

Methodology:

- The clinician will start by reviewing the parts of speech.
- The clinician will then explain the difference between the present and present progressive tenses reminding the client that the present tense does not include the “ing”.
- The clinician will then present an example picture and sentence. The clinician will ask probing questions about each word’s part of speech and then highlight them correspondingly. Red for verbs, yellow for the subject, and black for the articles.
- The clinician will then present the client with a worksheet containing five pictures and five sets of corresponding lines for the client to write.
- The clinician will give the client time to complete their sentences in present tense.
- The clinician will then ask the client to highlight their sentences correspondingly and make corrections as needed.
- Once reviewed, the client will rewrite the edited sentences.

- The clinician will record the results.

Reading Comprehension

1. XX will match three vocabulary words to their definitions when presented with a worksheet inclusive of a word bank with a 67% degree of accuracy rating.

Vocab word	Definition	Spontaneous (+/-)
unique	Unlike anything else.	+
common	Found often.	+
flexible	Easy to bend without breaking.	+
Degree of Accuracy Rating		100%

Methodology:

- The clinician will first ask a few review questions about the last few weeks' vocabulary words (collect, container, example, shelter, source, resume, reflex, invade, and bother) referring to the example pictures if needed.
- The clinician will then prompt the client to come up with his own definitions for this week's words and correct him if necessary.
- Next, the clinician will provide the client with a worksheet to complete involving three vocab words in a word bank and three definitions.
- The clinician will give the client time to complete the worksheet.
- The clinician will record the results.

2. XX will place three vocabulary words in context when presented with a worksheet containing a word bank and fill-in-the-blank sentences with a 67% degree of accuracy rating.

- The clinician will provide the client with a worksheet including one short story and three comprehensive questions.
- The clinician will give the client time to read the story and answer the questions.
- The clinician will record the results.

4. XX will write the answer to two inference questions when presented with a short story with a 50% degree of accuracy rating.

Prompt	Spontaneous (+/-)
What would you do if you saw a shark?	
Why do you think sharks have so many teeth?	
Degree of Accuracy Rating	Didn't have time for the story.

Methodology:

- The clinician will provide the client with a worksheet including two inference questions.
- The clinician will give the client time to answer the two questions which are based on the same story as the other three questions.
- The clinician will record the results.

Writing

XX will write three subject-verb agreement sentences when presented with a prompt with a 67% degree of accuracy rating.

Prompt	Spontaneous (+/-)
SpongeBob goes to buy a dirt bike.	<i>SpongeBob buys a dirt bike. SpongeBob wants to go to the dirt bike tracks. He has fun!</i>
Degree of Accuracy Rating	100%

Methodology:

- The clinician will start by reviewing the client's homework from last week and together they will make any necessary corrections.
- The clinician will then present the client with a new prompt and a piece of lined paper.
- The clinician will give the client time to write his three sentences and then ask the client to read it aloud.
- The clinician will then analyze the client's sentences and make note of any mistakes.
- The clinician will explain to the client what needs to be corrected and together they will make the corrections.
- The clinician will then ask the client to rewrite the sentences with necessary corrections and read the corrected version aloud.

- Over the next few weeks, the client will receive related prompts. After a few weeks, he will have created his own short story about two of his favorite things: SpongeBob and dirt bikes.
- The clinician will record the results.

Homework:



The client will receive a take home worksheet including this image and a piece of lined paper.

The client will be told to write three sentences in present tense and asked to bring his work back the following Wednesday.