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| **Lesson Plan: Part I Karen Natoci – Push-In whole class St. Pat’s Day Speech Lesson**  |
| **Objective**Students will work on expressing CORE and FRINGE vocabulary to engage with objects and students will use their individualized communication means to access the vocabulary.   | **Materials**Objects: Pot at the end of a rainbow, green objects, labels. devices: big macs, yes/no board, symbols, head nods. | **Communication methods practiced and modeled*** Direct selection of a symbol array of 2-4,
* eye gaze,
* Partner Assisted Scanning,
* PODD, want-> toys-> label
 | **Pragmatic Branch**Label,  | **Sensory Input/Receptive**Real objects,Enhance with flashlight,Music,Exaggerated affect from SLP,  | **Therapist: Creates a scenario:** 1. Play hello song (Irish music?)
2. Engage in greetings with students using individual means (switch, “hi”, touch hand, eye contact, script)
3. Read the tarheel reader book, “In my Pot of Gold”
4. SLP offers the Pot of Green objects to each child, pulls out similar item,
	1. TELLS others what they found by Labeling object pulled from pot.
	2. Sharing NEW information!
 | **Vocabulary Targeted:***Fringe Vocabulary:**Shorts, shamrock, cup, stick, bell, bowl, fan, socks, car, crayons, clapper, block, spoon, pot of gold**Core Vocabulary:**See, like, more, look, you, get, it, out, what? Who? Turn, help*  |
| Sequence of Activity--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------🡪 |
| **First: READ BOOK ON TARHEEL READER OR Pre-prepared: DOWNLOADED WITH NARRATION RECORDED- HAVE A STUDENT READ THE BOOK BY USING A WIRELESS SWITCH TO TURN THE PAGES.** |
| Bring “pot at the end of the rainbow” to student who requests a turn (by calling attention with their VOCA) | **Child grabs looks/touches an object in the pot, object will be very similar to the one used in the story. May need HELP.** | **Provide language/symbols for labeling:** using an array 1-4+ (i.e., target = cup).   | Student “tells” everyone what she saw in the “pot” | We all look at it, Consider writing it on a predictable chart: ***Sam found a green spoon.******Kim found a green fan.******John found a green cup.*** | Move on to next student.  |
| To increase difficulty if needed 🡪 | Child grabs an item independently | Increase the array | Add a VOCA | Child shares it with neighbor. | Wait for student to ask for a turn |
| To decrease difficulty if needed 🡪 | Label what they found by using the symbol receptively without expectations that the child will select it (bring to their visual field.) | Keep language input very simple and multi-modal.Go slowly, linger, give child more time. | Provide assistance to use switch to “say” what he/she saw.  | Give child more interactive time with the object. | **Summarize and recap along the way:** Review sequence of activities in choral speech with the staff. |

Step 1: Read “In my Pot of Gold” on the tarheelreader.org website: <http://tarheelreader.org/2015/03/02/in-my-pot-of-gold/>

CORE WORDS within REACH to use RECEPTIVELY (to child): look, you, get, it, out, what?, who?, turn, help,