

Speech and Language Pathology AAC Lesson Plan:		Karen Natoci –Senses Shared Writing & Science Lab Activity				
<p>Objective RECEPTIVE LANGUAGE: Students will use targeted “SENSES” vocabulary (SEE, HEAR, TASTE, SMELL, TOUCH) to engage with objects through CENTERS and/or LAB experiences. EXPRESSIVE LANGUAGE: Students will use their individualized communication means to access the vocabulary: like/don’t like, to EXPRESS THEIR OPINION about the object that they interacted with as part of their “lab report”.</p>	<p>Materials <u>Objects:</u> examples: SMELL: soap, lotion, coffee grounds, cinnamon, bath salts, candle, vicks, vanilla extract, and other items with strong sensory impact to communicate about. <u>devices:</u> big macs, yes/no board, symbols, head nods, All AAC devices, ipad devices if used for AAC, paper with picture of item printed on it, magic marker, communication symbols: like/don’t like symbols, body part symbols. <u>On the Promethean Board (per browser) Spinning Wheel</u> with names of students.</p>	<p>Communication methods practiced and modeled Direct selection of a symbol set within their AAC devices or within a limited array of 2-4. Accessed via eye gaze, OR: assign symbol based on behavior (receptive only) through symbol modeling.</p>	<p>Pragmatic Branch Give opinion (reaction, level I-V on the Matrix).</p>	<p>Sensory Input/Receptive Today’s lesson focuses on the words “nose”, “smell”, (as planned by teacher & instructional assistants.) Point to nose, here’s my nose. Where’s your nose. (Students point to nose.) Teacher demonstrate what noses are for. Teacher demonstrates smelling a flower (or another appropriate object.) The students all experience this prior to the book being read to build a strong sensory recent experience and heighten awareness of the meaning of the text.</p>	<p>Therapist: Creates a scenario:</p> <ol style="list-style-type: none"> Provide background information to students teacher or SLP will review the book for shared reading: The Five Senses, Smelling by Rebecca Rissman. Read story: We all have five senses. We use our senses every day. Smelling and seeing are senses. Tasting, touching, and hearing are also senses. How do you Smell? Etc... Students will experience a lab and will be chosen by the spinning wheel: Ipad (or promethean board browser) wheel will select item for them to experience and symbols will be used for students to communicate how to interact with the item and to express an opinion. Bring object to student. Student gets their turn Student write a LAB report with a “fill in the blank” format to share their experience This can be a great small or large group activity- if staff support is available. (Today we will do in a large group format but next week break up to small lab groups with full staffing with each table presenting a sensory focus on one of the five senses.) 	<p>Vocabulary Targeted: <u>Core words:</u> MORE LIKE DON’T LIKE Yucky, funny, yummy, awesome, bad, etc. <u>Fringe words:</u> NOSE SMELL</p>
<p>Overall flow of Activity-----></p>						
<p>Bring object to student</p>	<p>Present item input to the SENSE chosen (i.e., if student chose nose, they will smell the item) Note how they respond and interact with the object (smell) & (okay to use most comfortable means as the purpose of activity is not about pushing sensations but to <i>communicate about it</i> and to receptively provide language for what they are doing.)</p>	<p>Provide worksheet for the lab report. The first part will contain the words (ex) I smell_____. fill in the blank with the name of the item. Model writing. Continue interaction if child is interested.</p>	<p>Therapist writes what they did on the pre-prepared page: I smell coffee.</p>	<p>Ask student (using communication means) if he/she liked or did not like (or, I don’t know) the item by providing this choice array (limited).</p>	<p>Write it on the page as follows: Fill in the blanks on the sheet as follows: I smell <u>coffee</u>. I like <u>coffee</u>. It was <u>awesome</u>. The student will use their devices, PODD books, or choice array to select what word to write in the blank.</p>	<p>Add to classroom or student’s science book or display their work! Summarize and recap along the way to promote whole class cohesiveness and unity if needed.</p>

To increase difficulty if needed →	Use larger array such as whole PODD book or device.	Have child choose how to interact with object before presenting object.	Use longer more grammatical sentence.	Expand upon opinion using more vocabulary. (i.e., state “why” they did or did not like the item)	Include the present progressive form of the verb in the next sentence to expose student to more verb forms receptively.	General education students can write much more information about the item. Depending on what grade, they can classify the items, write more detail, rank the items available to smell by different features, think of more words and look up a synonym to increase the specificity of their language.
To decrease difficulty if needed →	Decrease array, assign symbol to their behavior (i.e., if child is smelling, use the smell symbol receptively) and bring to their visual field.	Keep language input very simple and multi-modal. Go slowly, linger, give child more time.	Use flashlight, bright color marker, go slowly, read to child what you are writing.	Assign opinion based on their behavior, i.e., if child is smiling, choose LIKE for them and show symbol to child.	Have child “hop on” while writing.	Summarize and recap along the way: Review sequence of activities in choral speech with the staff.

DLM Essential Elements to Consider:

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(High School) Biology: Domain: Life; Core Idea: SL1: From Molecules to Organisms: Structures and Processes; TOPIC: LS1.A: Structure and Function
State Standard for General Education: HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multi-cellular organisms.

Essential Element: EE.HS-LS1-2 TARGET LEVEL: Use a model to illustrate the organization and interaction of major organs into systems (circulatory, respiratory, digestive, sensory) in the body to provide specific functions.) PRECURSOR LEVEL: Identify which organs work for a specific function. INITIAL LEVEL: Recognize that different organs have different functions.

ELA Essential Elements: EE.SL.11=12.5: Use digital media strategically (i.e., textual, graphical, audio, visual and interactive elements) in presentations to support understanding and add interest.

(Middle School) Domain: Life; Core Idea: LS1: From Molecules to Organisms: Structures and Processes; TOPIC: ls1.a: Structure and Function
State Standard for General Education: MS-LS1-3: Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

Essential Element: EE.MS-LS1-3 TARGET LEVEL: Make a claim about how a structure and its related function supports survival of animals (circulatory, digestive and respiratory systems.) PRECURSOR LEVEL: Use a model to demonstrate how organs are connected in major organ systems. INITIAL LEVEL: Recognize major organs of animals.

(Elementary School) Domain: Life; Core Idea: LS2: Ecosystems: Interactions, Energy, and Dynamics; TOPIC: LS2.A: Interdependent Relationships in Ecosystems

State Standard for General Education: 5-LS2-1: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Essential Element: EE.5-LS2-1 TARGET LEVEL: Create a model that shows the movement of matter (i.e., plant growth, eating, composting) through living things. PRECURSOR LEVEL: Identify a model that shows the movement of matter from plants to animals (i.e., food chain/food web.) INITIAL LEVEL: Identify common human foods.

CONNECTION TO ELA ESSENTIAL ELEMENTS: EE.RI.5.7: Locate information in print or digital sources. EE.SL.5.5: Select or create audio recordings and visual tactile displays to enhance a presentation.

KINDERGARTEN: Research to Build and Present Knowledge W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). EE.W.K.7 With guidance and support, participate in shared research and writing objects. W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. EE.W.K.8 With guidance and support from adults, identify

English Language Arts Standards: Some examples of Grade-Level Standards and the DLM Essential Elements that are addressed with this Shared Reading Activity of the senses:

WRITING (K):

Research to Build and Present Knowledge

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

EE.W.K.7 With guidance and support, participate in shared research and writing objects.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

EE.W.K.8 With guidance and support from adults, identify information, obj

SPEAKING AND LISTENING (K):

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

EE.SL.K.6 With guidance and support, communicate thoughts, feelings, and ideas.

WRITING: (1ST GRADE)

Research to Build and Present Knowledge

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

EE.W.1.8 With guidance and support from adults, identify information related to personal experiences a

SPEAKING AND LISTENING:

Presentation of Knowledge and Ideas

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

EE.SL.1.5 Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.