

Shared reading of: I eat Thanksgiving Dinner presented in multiple formats: (1) on the tarheelreader.org website: <http://tarheelreader.org/2015/11/04/i-eat-thanksgiving-dinner/?voice=silent&pageColor=fff&textColor=000> or, (2) use a powerpoint book presentation, (3) a printed version, (4) high contrast version, (5) tangible version.

Lesson Plan: Part I		Karen Natoci –				Practice using language during Thanksgiving Dinner- Speech Lesson	
<p>Objective Students will use their individualized communication means to express CORE and FRINGE vocabulary while engaged in the classroom celebration of Thanksgiving dinner, presented through shared reading.</p>	<p>Materials Objects: Samples of each of the food items: turkey, mashed potatoes, beans, carrots, sweet potatoes, pumpkin pie, apple pie, whipped cream, turkey, stuffing, cranberry sauce. devices: big macs, yes/no board, Go Talk, PODD, Maestro, tobii, eye gaze board, symbols.</p>	<p>Communication methods practiced and modeled</p> <ul style="list-style-type: none"> • Direct selection of a symbol array of 2-4, • eye gaze, • Partner Assisted Scanning, • PODD, want-> eat -> food. 	<p>Pragmatic Branch Label, request, reject, comment,</p>	<p>Sensory Input/Receptive Real objects, Enhance with flashlight, Music, Exaggerated affect from SLP,</p>	<p>Therapist: Creates a scenario:</p> <ol style="list-style-type: none"> Play hello song (Bach Partita 2, piano, first movement while tapping with the wooden frog.) Engage in greetings with students using individual means (switch, "hi", touch hand, eye contact, script). Therapist asks, "How are you?" Student responds, Say, today we are going to talk about Thanksgiving Dinner. Read the tarheel reader book, I eat Thanksgiving Dinner. Provide a printed copy for each student. SLP reads it once without interruptions, SLP reads a second time, models the use of core to comment on each of the food items on the page, also allowing classroom staff to assist to give students samples to taste the food that corresponds with each page, Pause, allow student to use their communication system to talk while enjoying the food sample! During the third read, students will use their communication devices to say whether or not they liked the food sample. Print the symbol and tape on that page in the printed book. 	<p>Vocabulary Targeted: <i>Fringe Vocabulary:</i> <i>turkey, mashed potatoes, beans, carrots, sweet potatoes, pumpkin pie, apple pie, whipped cream, turkey, stuffing, cranberry sauce.</i> <i>Core Vocabulary:</i> <i>See, like, more, look, you, get, it, out, what? Who? Turn, help, MORE, STOP, uh-oh, some, all, want.</i></p>	
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.							