



Speech Pathology and Educational Services

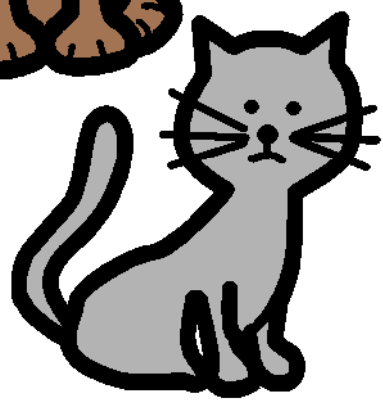
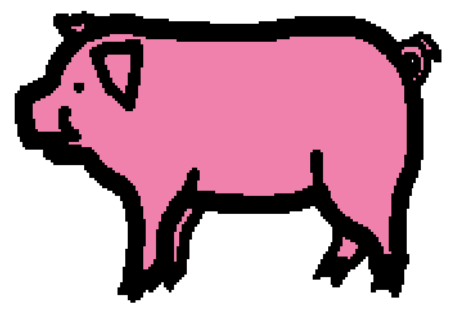
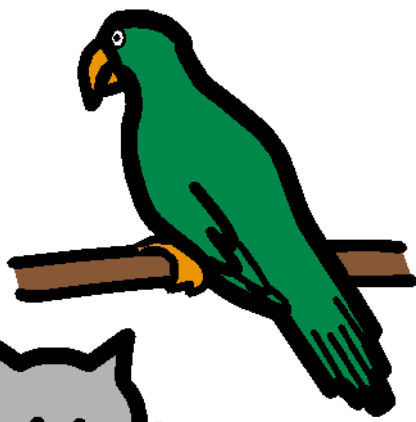
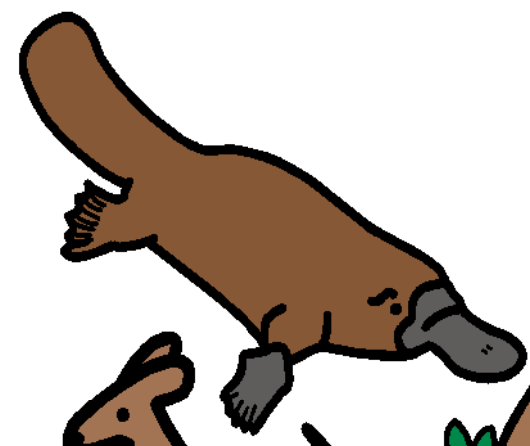
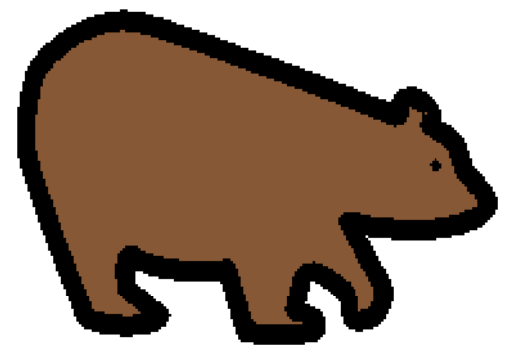
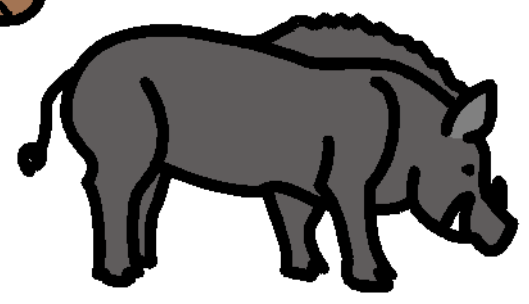
Speech Pathology Classroom Based Language Therapy

WHOLE CLASS PROGRAM: "Animals"

This plan is based on a 40 minute lesson- however the time may differ depending on the students involved.

GOAL	TASK & INSTRUCTION	MATERIALS
Book orientation and awareness Answering Questions	<ol style="list-style-type: none"> 1. Show the children the cover and title of the book. 2. Discuss what topic may be 3. During book reading, ask children some simple who, when, where and what questions. 	<u>Resources</u> Book- I went walking (or other animal story) 1a: Topic Board- Animals
Following Instructions Sequencing	<ol style="list-style-type: none"> 1. Show children the example of the paper plate lady bird. 2. Give them verbal instructions showing them the ladybird as you do as a prompt. E.g. colour your plate, Take 2 eyes, Glue eyes on plate, Take 4 stickers... 3. Using scaffold, children take turns explaining what they did. 	<u>Resources</u> Paper plates 2a: Picture of mask 2b: Instruction sheet 2c: Scaffold for retell- first, next, then.
Understanding and use of Position concepts	<ol style="list-style-type: none"> 1. Using picture cards and animals in boxes- pre-teach the concepts: In, on, under, beside, between. 2. Hand out animals. 3. Have each child follow an instruction with the concept e.g. 'put in cup'...etc. 	<u>Resources</u> Baskets/ Boxes Animals 3a-c: Concept Cards
Expressive Vocabulary	<ol style="list-style-type: none"> 1. Have children draw pictures of water, grass, sand, trees...etc. on a page. 2. Hand out animals and have them name the animals. 3. Have them glue the animals where they think they belong. 	<u>Resources</u> 4a: Animal Pictures
DESCRIPTIVE CONCEPTS	<ol style="list-style-type: none"> 1. Give children 3 feely bags of texture items (E.g. feather, sequins). 2. Have the children feel the items. 3. Name a texture word for each item (E.g. soft/smooth) and have each child say the word while holding the item. 	<u>Resources</u> Material Swatches
VOCABULARY Loud/ quiet REQUESTING/ CHOICEMAKING	<ol style="list-style-type: none"> 1. Each child chooses an instrument (maraca or castanet). Depending on their ability, you may require their choice to be verbal, preceded by 'I want', made by pointing at the item or using pictures (attached in resource section). 2. Discuss that we are practicing the words 'loud' and 'quiet'. Model playing the instruments loudly and have the children imitate. Model playing the instruments quietly and have the children imitate. 3. Handout out an animal picture (attached) to each child. Have those who are able to name the animals. Then discuss whether that is a loud or a quiet animal. 4. Once an animal is identified as 'loud' or 'quiet', have the children play their instruments either loudly or quietly to match. 	Instruments- Maracas and Castanets <u>Resources</u> 5a: 'I want' instrument visual 5b: Animal cards

ANIMALS



2a





Making a ladybird



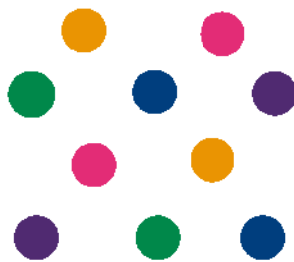
Colour the ladybird whatever colour you would like



Glue an oval at the top of the plate



Add some coloured dots to the ladybirds back



glue two eyes on the ladybird





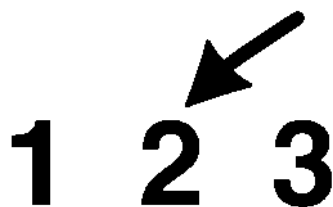
Making a ladybird



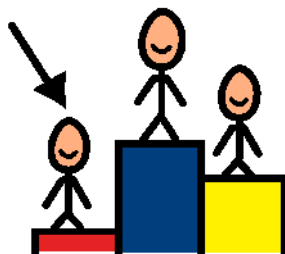
first



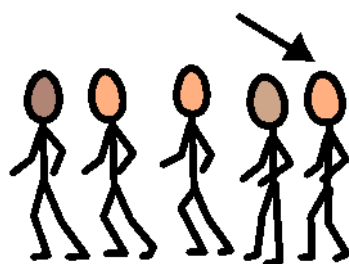
next



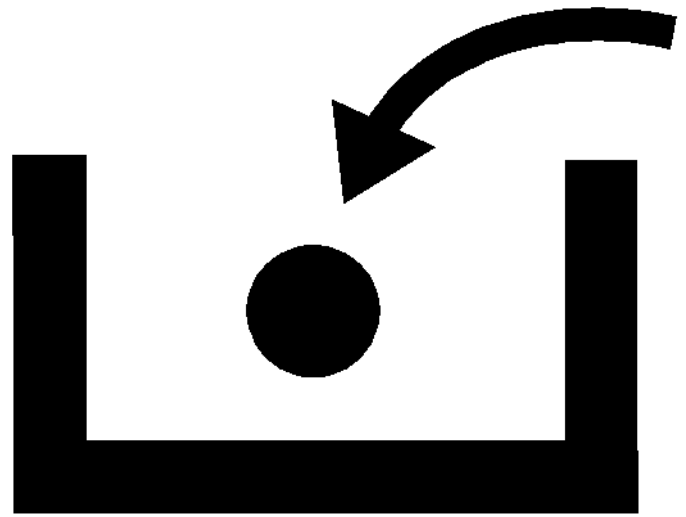
then



and finally



in



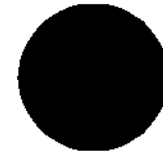
on



under



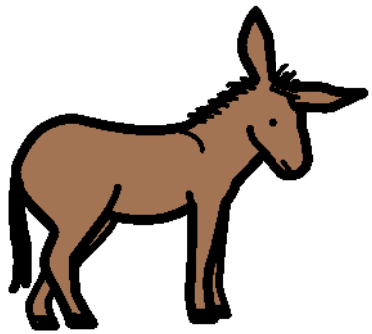
beside



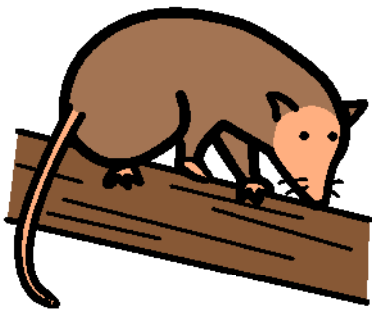
between



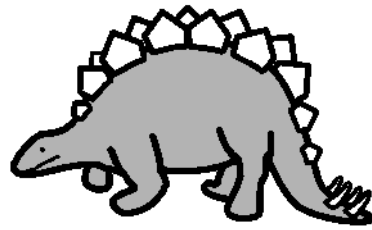
donkey



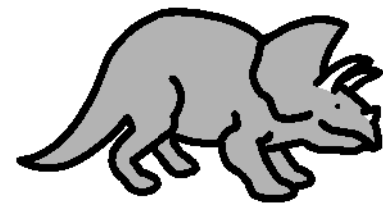
possum



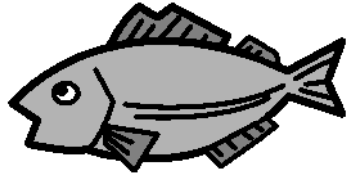
Stegosaurus



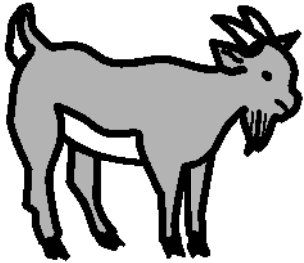
Triceratops



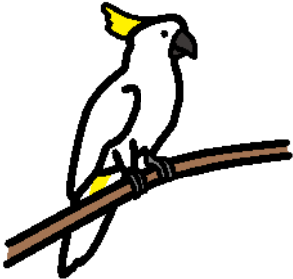
fish



goat



cockatoo



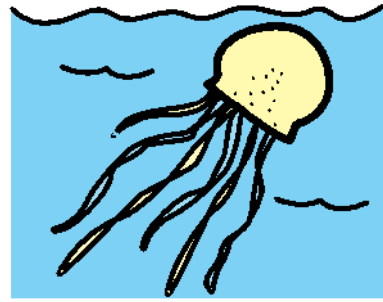
dingo



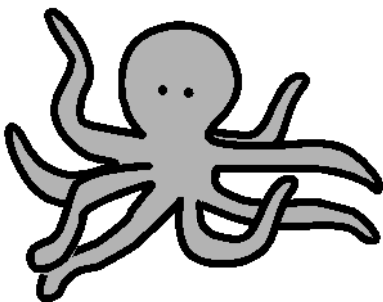
grasshopper



jellyfish



octopus



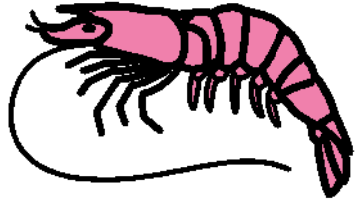
platypus



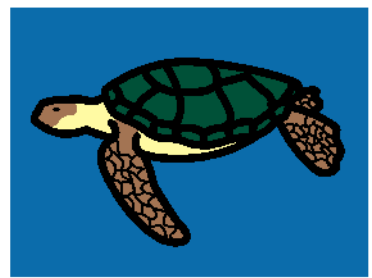
I want



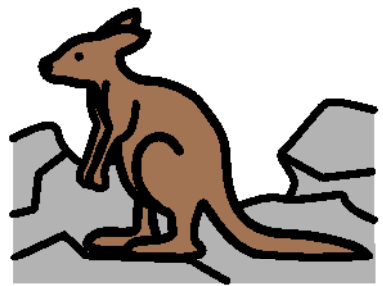
prawn



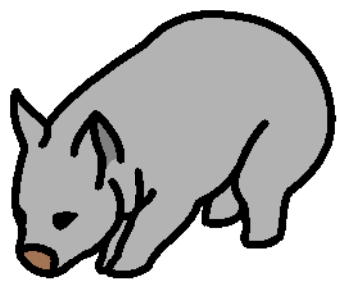
turtle



wallaby



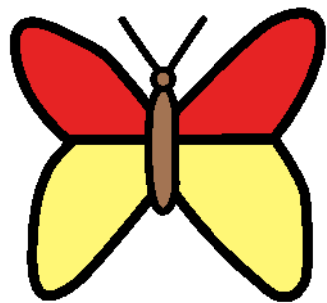
wombat



bat



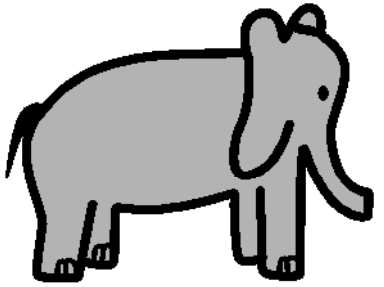
butterfly



caterpillar



elephant



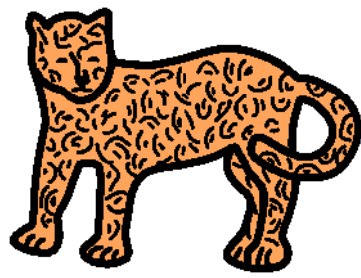
bee



camel



cheetah



rhinoceros

