

**The University of Akron**

Lesson Plan

11/25/08

**Auditory Objectives:**

1. Objective: Client will identify Ling Six sounds at a distance of 6 feet.  
Method: Client will identify by dropping an object into a container when the Ling Six sounds are presented by clinician.

<b>Sound</b>	<b>s</b>	<b>m</b>	<b>ee</b>	<b>oo</b>	<b>sh</b>	<b>ah</b>
<b>6 feet</b>						

2. Objective: Client will identify by pointing to 2/3 Learn to Listen sounds.  
Method: Client will identify Learn to Listen sounds after given verbal and visual cues.  
Activity: Clinician will tape pictures of the Learn to Listen sounds on the chalkboard. The client will place a magnet on the sound she hears after the stimulus is presented.

<b>Sound</b>	<b>Up Up Up</b>	<b>Mmmm</b>	<b>Quack</b>
<b>T1</b>			
<b>T2</b>			

3. Objective: Client will discriminate between 2 stimuli consisting of a sentence and a word by pointing to the presented stimulus in 3/5 opportunities.  
 (SPICE Suprasegmental Goal A-3).  
Method: Client will discriminate between 2 stimuli consisting of a sentence and a word after given verbal and visual cues by the clinician.  
Activity: Clinician will laminate the pictures of the sentences and words. The client will circle the stimulus after it is presented.

<b>Sound</b>	<b>It's time to brush your teeth</b>	<b>Sit</b>
<b>T1</b>		
<b>T2</b>		
<b>T3</b>		
<b>T4</b>		
<b>T5</b>		

<b>Sound</b>	<b>Put your socks and shoes on</b>	<b>Boo</b>
<b>T1</b>		
<b>T2</b>		
<b>T3</b>		
<b>T4</b>		
<b>T5</b>		

4. Objective: Client will discriminate between 2 stimuli consisting of varying number of syllables by pointing the presented stimulus in 3/5 opportunities.  
 (SPICE Suprasegmental Goal A-4)

Method: Client will discriminate between 2 stimuli consisting of varying number of syllables after give verbal and visual cues by the clinician.

Activity: Clinician will glue pictures of the syllables onto articles of clothing for a scarecrow. After the stimulus is presented, the client will choose the picture she heard and then glue the clothing onto the scarecrow.

<b>Sound</b>	<b>Ice cream cone</b>	<b>Ball</b>
<b>T1</b>		
<b>T2</b>		
<b>T3</b>		
<b>T4</b>		
<b>T5</b>		

5. Objective: Client will discriminate 2/6 Ling Six sounds in 3/5 opportunities.

Method: Client will discriminate 2/6 Ling Six sounds with maximal visual and verbal prompts by the clinician.

Activity: Clinician will tape pictures of the Ling Six sounds on a box. After the stimulus is presented, the client will point at the correct picture before she can open the box to get a sticker for her sticker chart.

<b>Sound</b>	<b>ah</b>	<b>ee</b>
<b>T1</b>		
<b>T2</b>		
<b>T3</b>		
<b>T4</b>		
<b>T5</b>		

### **Speech Objectives:**

1. Objective: Client will imitate 2/3 Learn to Listen sounds after the sound is presented by the clinician.

Method: Client will imitate Learn to Listen sounds after given verbal and visual cues by the clinician.

Activity: Clinician will tape pictures of the Learn to Listen sounds over the openings on a muffin tin. Client will imitate the sound presented by the clinician before she can look underneath the picture of the object to get her prize.

<b>Sound</b>	<b>Up Up Up</b>	<b>Mmm</b>	<b>Quack</b>
<b>Imitation</b>			

2. Objective: Client will imitate CVC syllables after presented by the clinician in 3/5 opportunities.

Method: Client will imitate CVC syllables after given verbal and visual cues by the clinician.

Activity: Clinician will present a paper bag book with the targeted sounds. The client will imitate the clinician before she can reach into the bag and get the object that goes with the sound.

<b>Syllable</b>	<b>Hat</b>	<b>Bed</b>	<b>Pig</b>	<b>Man</b>	<b>Light</b>
<b>Imitate</b>					

**Language Objectives:**

1. Objective: Client will identify 3 items from Good Night Moon.  
Method: The clinician will ask the client to identify 3 items after given verbal and visual cues.  
Activity: The clinician will read a book with the client and ask her to identify 3 items from the book.

<b>Bed</b>	<b>Moon</b>	<b>Light</b>

2. Objective: Client will imitate motions of a nursery rhyme to demonstrate an understanding that language has meaning.  
Method: Clinician will sing the song using prosody and gestures to demonstrate concepts in the song.  
Activity: Clinician will sing the song with the accompanying motions multiple times and ask the client to join in the activity.

Itsy Bitsy Spider, Jack and Jill, Twinkle Twinkle

3. Objective: Client will demonstrate knowledge of the prepositions *under* and *on* by pointing or placing the object as verbally directed by the clinician in 3/5 trials.  
Method: Clinician will use verbal and visual cues to describe the meaning of the prepositions *under* and *on*.  
Activity: The clinician will give the client objects to put under the table or on blanket.

	<b>Under</b>	<b>On</b>
<b>T1</b>		
<b>T2</b>		
<b>T3</b>		
<b>T4</b>		
<b>T5</b>		

**Home Program:**

1. A book with winter vocabulary will be sent home to introduce the client to the concepts.
2. A preposition activity will be sent home to reinforce *under* and *on*.