

## LESSON PLAN FOR 12/1/08

### AUDITORY GOALS

**GOAL:** Client will discriminate all of the Ling 6 sounds at 15, 18 feet with both implants and at 3 feet while wearing left implant alone.

**Activity 1:** The Ling 6 sounds will be presented at 3, 15, 18 feet. Can client imitate the sounds?

**Materials:** record sheet

	/u/	/a/	/i/	/sh/	/s/	/m/
15 feet						
18 feet						
3 feet						

**Activity 2:** Client will be given the WASP I-A for her left ear and WASP II-B while wearing both.

**GOAL:** Client will discriminate minimal pair contrasts involving vowel contrasts with 80% accuracy with her left implant alone.

**Activity 3:** Clinician will visually present a minimal pair to client and then say one. Client will circle the one given.

Shorts vs. shirt    noon vs. none    beg vs. bug    walk vs. work    many vs. money

--	--	--	--	--

Spoon vs. spun    lawn vs. learn    left vs. laughed    net vs. nut    better vs. butter

--	--	--	--	--

**GOAL:** JS will demonstrate comprehension of spatial prepositional words in a context of sentences over 80% of trials by using audition alone. (behind, next to, in front of, besides, on the right side, on the left side, etc.) This will be advanced to 2 prepositional words when appropriate.

**Activity 4:** Clinician and client will play Dave Sindrey's Bumpy Bus' "Who's Away Today?" Client and clinician will take turns describing where the children on their own game card are sitting. When done describing, there should be one child left that is not on the bus. Clinician and client will turn over the answer card to see "who's away today."

Sample sentences:

The blond boy with the freckles is sitting **behind** the girl with the ponytail. (1 preposition)

The girl with the pigtails is **in front of** the girl with the ponytail.  
The boy with the cap is **next** to the seat **behind** the bus driver. (2 prepositions)  
The orange-haired boy is **in** the last seat **on** the right.

**Materials:** Bus, game cards.

---

## LANGUAGE GOALS:

**GOAL:** Client will demonstrate comprehension of the word synonym by matching up the correct pair of synonyms.

**Activity 5:** Client will match up synonyms on poster board, and then have a “synonym” word-search race with sister/clinician., and find the sealed solution envelope in the room.

Careful-cautious	infant-baby	fortunate-lucky	enemy-foe
Buy-purchase	furious-angry	solution-answer	summit-top
Impolite – rude	locate- find	hurt-harm	wealthy-rich

**Materials:** flash cards, poster board, word search puzzles, and hidden solution card

---

**GOAL:** Client will read verses of a poem with fluency. (stopping at commas, periods, rising voice at exclamation marks, emphasize on *italicized* words)

**Activity 6:** Clinician and client will take turns reading “I am the Dog, I am the Cat” by Donald Hall and Barry Moser. Each will take a role and take turns reading their part. Clinician will model with lots of emphasis and intonations.

---

**GOAL:** Client will appropriately apply an idiom to a given situation using a closed set of 5.

**Activity 7:** Clinician will explain the meaning of 2 new idioms and give examples. After client has listened to both, the clinician will verbally give a scenario to client (visual cue of a picture describing the scene), and client will apply the correct idiom to the scene choosing from a set of 5 (the 3 from last week, and 2 new ones from today.) “Listen to the story, and circle the phrase you think would go with the story.”

1. Beggars can’t be choosers.
2. Go Fly a Kite
3. Have your cake and eat it too!
4. Spill the Beans.
5. Have cold feet.

---

TAKE HOME: set of synonym cards and wordsearch puzzles to do with sister