



Hunter Model - Sample 5

Created by Kate Boesch for Wilson's Section of ED381 - posted to thesecondprinciple.com 9/2019

Area of Concentration: : Communicative disorders, or initial sounds focusing on consonants and consonant blends.

Grade level: Pre-Kindergarten- Kindergarten (This exercise can be done with a single client or in an inclusive setting as a whole class.)

Aim: The client will increase his/her conversational speech intelligibility with unfamiliar listeners in an unknown context.

Goal: The client will produce the long sounds in the initial position of words.

Materials needed: Picture cards having objects beginning with the long sounds. A big mixing bowl and spoon is also essential

Anticipatory Set:

*Note: (Many students choosing to use this model fail to realize that any scripted dialogue must be accompanied by an activity! In the sample below the author states that prior to the main activity students and teacher will be reviewing and discussing prior knowledge. Please make sure your lesson includes an activity that gets the learners set for the body of the lesson. That is the intent of the "*anticipatory set*," to get the learner to anticipate the lesson.)

Speech pathologist or teacher will ask students what kinds of soup they like. They will look at pictures of soups and discuss some of the ingredients in real soups before they go into the creation of silly soup. This discussion gets the client ready to receive instruction.

Dialogue: "Today we are going to use our picture cards to create a silly soup. We will name the objects that we see on them and put them into our big bowl. All the words will begin with the long sounds that we have been working on. Remember the [sh], [ch], [j], [s] and [f] sounds. When we say these sounds correctly, then we will get to put them into the bowl to make silly soup."

Stated Objectives:

- a. The client will imitatively use the long sounds in the initial position of words.
- b. The client will use the long sounds in the initial word position following visual or verbal prompts.

Modeled Practice:

The clinician will pick up a picture card and identify the object beginning with a long sound. He/she will speak in a slow, clear voice emphasizing the initial sound. Once, the word is pronounced correctly, he/she will place the card into the bowl.

Guided Practice:

The client is informed to pick up the next picture card. He/she is prompted to state the object on the card. When a correct response is made, the client is instructed to put the card into the bowl and is then verbally praised. When an incorrect response is made, the client is corrected and asked to repeat it again.

Independent Practice:

The child is encouraged to continue on with the activity by himself/herself. He/she will be given a set of duplicate cards to take home or to use with friends during free time. Adults responsible for the child's care or in daycare or kindergarten will be appraised of the activity and encouraged to offer praise for the correct responses and offer help if incorrect responses are given.

Closure:

For this session, when all of the object cards are in the bowl, the client can then stir up the cards and give the clinician some of the silly soup that he/she made. The child is then rewarded with stickers for doing such a good job and for the effort he/she put forth throughout the activity and instructed to practice the exercise independently.

At the beginning of the next therapy session the same initial sounds will be reviewed - [sh], [ch], [j], [s] and [f] sounds.

Note: If this activity is done with the whole class, reading the story "stone Soup" would be a great way to end the activity.

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