

TuNed In to LeARNING™



Volume 7

Emerging Speech &
Oral Motor Skills

Lesson Plans

Movements & Sign Language for Songs
Adaptations for Varying Ability Levels
Fun Ways to Expand Each Skill
Use of the "Adapt-a-Song" Versions
Activities for Group & 1 to 1 Teaching

1 FUNNY FACES



Song Movements

tap hands on cheeks or make different silly faces for students to imitate



Funny faces, funny faces.

tap wrist or watch to depict the word "time"



Now it's time for funny faces.

1 FUNNY FACES



Photo Flashcards

- Laminate and hold up corresponding oral motor movement photos from the CD-ROM along with each verse.



Adapt-a-Song Version

- Use the Adapt-a-Song Version, track #11 after students have mastered the initial oral motor movements. During this version, you can sing a new oral motor movement such as “blow like the wind” or “click your tongue”.



Funny Face Game

- After the song have students make up new funny faces. Give the children cues such as “let’s make a tired face” or “let’s make a surprised face”.



Funny Face Art Activity

- Have students draw a face on construction paper and cut out the eyes, nose, and mouth to make a mask. Have students practice some of their oral motor movements with their funny face masks on such as sticking their tongues out or blowing a kiss.



Adaptations for Students at Varying Functioning Levels

- Record corresponding sound effects or words for each oral motor movement in succession on a “Step by Step” switch (available at www.ablenetinc.com). This type of switch allows you to record different messages that will play one after another as the student continues to hit the switch. For example, record “Ahh” for “Open your mouth.”, “Smile” for “Show me your teeth.”, and a kissing sound for “Blow me a kiss.” Assist the student as needed to hit the switch during each verse.

2 MOVE YOUR MOUTH



Song Movements

with extended right index finger, draw a circle around the mouth. (the sign for "mouth")



Show me how you move your mouth.

swing the open right hand up and down the bent left arm. (the sign for "sing")



Your mouth is a funny thing. You can bend it stretch it, make it sing!

2 MOVE YOUR MOUTH



1 to 1 and Group Use

- After each song verse, which sings “Show me how you move your mouth.”, demonstrate an oral motor movement for students to imitate such as blowing a kiss or clicking your tongue. The song can also be used to teach students how to imitate vocal sounds or words.



Moving Mouth Art Activity

- Have students draw, trace and cut out giant mouth pictures. Work on identifying parts of the mouth such as the lips, tongue, and teeth.
- As a fun adjunct activity, have students move the mouths they have made along with the song. They can move their mouth art slow, fast, up, down, or to the beat based on teacher instruction.



Oral Motor Props

- Have students look in a mirror while attempting each oral motor movement, sound, or word imitation.
- Use other oral motor props such as a whistle, bubbles, lollipop, or straw, and provide models along with the song of ways each item can be used. For example, after the cue “Show me how you move your mouth.”, show the student how to blow a cotton ball across the table with a straw and have the student imitate.



Adaptations for Students with Physical Impairments

- Pair the student with a peer who can model the oral motor movements and engage the student in eye contact and interaction.

3 SOUNDS ALL AROUND



Song Movements



I can hear sounds all around, all around.



I can make sounds with my mouth.



BABY- turn fists on cheeks as if crying



CAR- press hand forward as if beeping horn



DRUM- alternate hands as if hitting a drum



CAT- pull fingers out to side like whiskers



TRAIN- pull fist down mimicking train whistle



POPCORN- starting with closed fists, pop fingers open

3 SOUNDS ALL AROUND



Photo Flashcards

- Print and laminate the corresponding photo flashcards from the song to increase comprehension of each target sound.



Adapt-a-Song Version

- Use the Adapt-a-Song Version (track #12) after students have mastered the initial sound effects. During this version, you can ask the students to say new sounds such as “Can you make a clock sound?” or “Can you make a snake sound?”, modeling the desired sound effect.



Name that Sound Game

- Similar to “Name That Tune”, play the “Name That Sound” game before or after the song, as a fun way to test students’ auditory discrimination and sound ID. Present an array of photos on a Velcro board or on a tabletop for students to reference. Vocally mimic a sound effect corresponding to one of the photos and ask students “What makes this sound?” Students can take turns selecting the correct photo.
- Play the “Name That Sound” game using a variety of music instruments. Play the instrument behind a sheet or other divider so that students are not able to view it while it is being played. Students must guess what instrument was played and try to replicate the sound vocally (i.e. “boom boom” for drum, “ring, ring” for bell, “chicka chicka” for shakers, etc.)



Adaptations for Students with Physical Challenges

- Record corresponding sounds (“Wah”, “Beep”, “Boom”, etc.) in succession on a “Step by Step” switch (available at www.ablenetinc.com). This type of switch allows you to record different messages that will play one after another as the student continues to hit the switch. Assist the student as needed to hit the switch during each verse.

4 WHISTLE ALONG



Song Movements

- Instead of song movements, students should prepare to play their whistles during the chorus. Teach students to hold their whistles quietly until they hear “1,2,3, let’s go!”



Different Types of Whistles

- A variety of whistles are available with varying levels of breath support needed to produce a sound and different types of mouthpieces that require different lip and tongue placements. Inexpensive whistles can be purchased through www.superduperinc.com



Follow the Leader Whistle Game

- Once students can reliably produce a sound, play a follow the leader game in which students try to imitate different rhythm patterns. The instructor can begin by demonstrating a rhythm (i.e. short, long, short, short) on the whistle and having students imitate. Once ready, students can take turns being the leader.



Adaptations for Students with Physical Challenges

- Record a whistle sound onto a voice output device. During the song, encourage the student to hit the switch in order to produce the sound.
- Provide the student with an adapted music instrument such as an egg shaker or bell with a Velcro wrist strap in order to make their own instrument sound along with the song. These types of instruments are available through www.westmusic.com or www.musicselementary.com

5 THE SILLIEST SONG



Song Movements

*clap hands to
the beat*

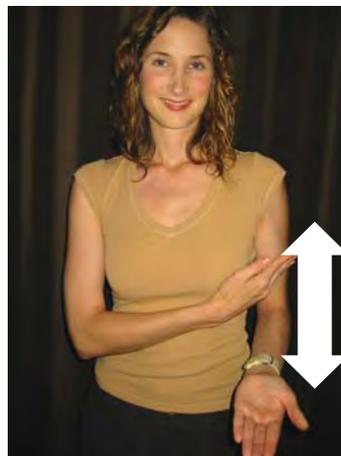


This is the silliest song
I have ever sung.



Listen close

*swing the open
right hand up
and down the
bent left arm
(the sign for
"sing")*



Get ready to sing along.

5 THE SILLIEST SONG



Musical Microphone

- Use a plastic “Echo Microphone” (available through www.superduperinc.com) for a fun way to practice each target sound. You can also use the microphone as a turn-taking activity in the group setting along with the song.



Adapt-a-Song Version

- Use the Adapt-a-Song Version, track #13 after students have mastered the initial vocal sounds. During this version, the instructor can sing new sounds or words for the student to imitate such as “Say POP”, “Say UH OH”, “Say UP”.



Adaptations for Students with Physical Challenges

- Record corresponding vocal sounds (“ahh”, “mmm”, “ooo”, “wee”) in succession on a “Step by Step” switch (available at www.ablenetinc.com). This type of switch allows you to record different messages that will play one after another as the student continues to hit the switch. Assist the student as needed to hit the switch during each verse.



Adaptations for Students who are Nonverbal

- Encourage the student to imitate an oral motor movement that approximates each sound. For example, encourage the student to open his or her mouth during the “ahh” sound; pucker the lips for “ooo”; and smile for “wee”.

6 ANIMAL SONG



Song Movements

- The instructor can engage students in clapping along with the song or model sign language for each animal in conjunction with the photo flashcards from the CD-ROM.



Photo Flashcards

- During the song chorus hold up the corresponding animal photos from the CD-ROM to assist in comprehension.



Pretend Play Activity

- Provide the students with play animals to manipulate during the song. Children can even sit on the floor with a play barn set while interacting during the song. Afterward, make up new verses to sing on your own with different animals (i.e. "The duck says QUACK"). This will help the students generalize the activity to pretend play and new animals.



Icon Matching Activity

- For nonverbal students who are unable to imitate the target animal sounds, provide an icon choice board with a miniature picture of a cow, dog, and sheep. During each verse, instruct the student to give the appropriate animal picture. You may also laminate the large photos from the CD-ROM and place an extra Velcro strip at the bottom of the photo. The student can match his or her icon to the photo by placing it on the Velcro strip.



Adaptations for Students with Physical Challenges

- Record the designated animal sound (MOO, WOOF, BAA) on a voice output device. Encourage the student to hit the switch along with each verse to access the target sound.
- Provide the student toy animals to manipulate during each verse.

7 WHAT'S THE WORD?



Song Movements



What's the word?



Have you heard?

*bring pointed finger
across body*



Here a word, there a word.



Everywhere a word, word, word.

7 WHAT'S THE WORD?



Photo Flashcards

- Print out the photo flashcards from the CD-ROM. Laminate and hold up the corresponding photo with each song verse to provide cues for sign language imitation.



Adapt-a-Song Version

- Use the Adapt-a-Song Version, track #14 after students have mastered the initial song version. During this version, the instructor can sing new target words or phrases for students to imitate. For example "Say my turn.", "Say help please.", "Say bathroom."
- To work on sight word identification use the Adapt-a-Song version along with target sight words written onto index cards. During each verse the instructor can cue the student to "Find ____" naming one of the words on the flashcards. The student can find the designated word from the array provided on the table.



Adaptations for Students with Physical Challenges

- Record the corresponding words from the song ("hi", "more", "want", "help", etc.) in succession on a "Step by Step" switch (available at www.ablenetinc.com). This type of switch allows you to record different messages that will play one after another as the student continues to hit the switch. Assist the student as needed to hit the switch during each verse.
- Hold up 2 photo flashcards (one being the target word) during each song verse. Have the student select via eye gaze the photo that depicts the correct word.

8 YES OR NO



Song Movements



Yes or No is the way to go.



Use your words
Yes or No.



I'll ask a question
listen up close.



Use your words



Yes or No.

**Note: If students have the fine motor ability to use the ASL signs for "yes" and "no", those can be used along with the song instead of thumbs up and thumbs down.*

8 **YES OR NO**



Photo Flashcards

- Print out the photo flashcards from the CD-ROM. This includes 1 set of “yes” responses and 1 set of “no” responses. For each song verse, hold up either the correct answer or one of the “no” response flashcards. If needed, pause the CD for additional time to gather the photo you’d like to use.



Adapt-a-Song Version

- Use the Adapt-a-Song Version, track #15 after students have mastered the initial Yes & No questions. This version allows you to sing new Yes & No questions during each verse such as “Is this ball red?”, “Is this a dog?”, “Is this a crayon?” Have objects or photos on hand to use with this version.



Yes & No Art Activity

- Create an outline on white construction paper which contains 1 box with the word “yes” and 1 box with the word “no” written in it, each approximately half a page in size. Have students color the “yes” box green and the “no” box red. Students should then cut out each box and glue or tape a popsicle stick to each of the 2 cut-outs. Once completed, students can hold up their Yes or No card in response to each question in the song.



Adaptations for Students with Physical Challenges

- Display a “yes” and “no” icon in the student’s view and have him or her select the correct response via eye gaze during each verse.



Adaptations for Students who are Nonverbal

- Students who are nonverbal can respond to each question by selecting a Yes/No picture icon, shaking head yes or no, using sign language, or using a voice output device (2 voice output devices could be used, one with a recorded “yes” and one with “no” to the left and right of the student).

9 WHAT DO YOU SEE?



Song Movements

bring index finger side of the right hand to the mouth several times (the sign for "talk")



Tell me, tell me

move the fingers of the right "v" hand forward from pointing toward the eyes (the sign for "see")



what do you see?



I see a _____



in front of me.

9 WHAT DO YOU SEE?



Photo Flashcards

- Laminate and cut out photo flashcards from the CD-ROM to use along with the song. Make sure to have the photos in order before starting.



Adapt-a-Song Version

- Use the Adapt-a-Song Version, track #16 after students have mastered the initial objects in the song. During this version, the answers (“I see a _____ in front of me.”) are left out, allowing the instructor to introduce new objects or photos. After the phrase “Tell me, tell me, what do you see?”, hold up the object or photo you wish to use and model the response (i.e. “I see a BOOK in front of me.”) Fade this model once students can independently respond.



What Do You See Game

- Using binoculars, funny eye glasses, or a large magnifying glass find objects around the room to identify. You can sing the “Tell me, tell me, what do you see?” phrase on your own without the CD and have students take turns labeling the object.



Adaptations for Students with Physical Challenges

- Hold the photo flashcard for each verse in varying locations around the student’s proximity. Have the student locate the item using visual tracking.



Adaptations for Students who are Nonverbal

- Have the student respond to each question using sign language, an augmentative device, or by providing a matching picture symbol from a choice board.

10 WHEN I WANT



Song Movements

bring both "claw" hands back towards the waist, palms facing up (the sign for "want").



Use this sign in conjunction with the "snack", "drink", "more" and "help" signs below.

When I want....



SNACK- bring fingers of right hand toward the mouth.



DRINK- making a cup shape, tip fingers up toward the nose



MORE- tap fingertips together



HELP- place left fist on palm of open right hand facing in. Raise both hands up in front of chest.

10 WHEN I WANT



Photo Flashcards

- Print and laminate the photo pages from the CD-ROM and hold up during each corresponding verse. In order to have your hands free to model the sign language for each verse, you may choose to set the photo card on an easel or chalkboard.



Adapt-a-Song Version

- Use the Adapt-a-Song Version, track #17 after students have mastered the initial song version. This version contains the same song melody but no lyrics. One way to use this version is to sing the same cues from the original song (“When I want a drink/ snack/ etc. I say _____”) and have the student fill in the answer independently (“I want _____.”) As another option, you can sing new scripts for the student to learn, such as “When I want a turn, I say I want a turn.” or “When I want some juice, I say I want some juice.”



Generalization Activity

- Use the same script “When I want _____ I say _____” in spoken language to cue the child to request items in a variety of environments. The adult can begin the script (i.e. “When I want a snack, I say...”) and wait for the student to complete the missing words “I want snack.”



Adaptations for Students with Physical Challenges

- Record the desired phrase (“I want a drink.”, “I want a snack.”, “I want some more.”, etc.) onto a voice output device for the student to access during the song.



Icon Matching Activity

- Provide an icon choice board with symbols of “more”, “help”, “snack”, and “drink”. During each verse, instruct the student to give the appropriate picture symbol. You may also laminate the large photos from the CD-ROM and place an extra Velcro strip at the bottom of the photo. The student can match his or her icon to the photo by placing it on the Velcro strip.