

Whole-Class Language Lessons

Whole-class lessons are a great way to introduce and expand language concepts. Young children provided with whole-class lessons are able to benefit from their peers' contributions and are often more comfortable participating than in small-group or individual lessons. Also, whole-class lessons are often longer than small-group or individual lessons and can more thoroughly explore language concepts.

In order for whole-class language lessons to succeed, everyone in the classroom must be actively involved. The speech therapist, teacher, and instructional assistant(s) must work together to help children accomplish their language goals. Below are some guidelines that can ensure that whole-class language lessons are satisfactory to all involved.

The Speech Therapist Will:

1. Plan whole-language lessons that meet the IEP goals of the students in the classroom.
2. Prepare materials necessary for the lesson, unless otherwise arranged with the classroom teacher.
3. Provide the classroom teacher with an overview of the anticipated lesson in advance.
4. Implement all or part of the lesson (as pre-arranged with classroom teacher), focusing on language skills and concepts identified in the students' IEPs.
5. Provide follow-up activities when appropriate.

The Classroom Teacher Will:

1. Remain in the classroom for the duration of the lesson.
2. Complete introductory activities (such as reading a book or singing a song) before the lesson when appropriate.
5. Assist individual students or small groups of students in completing the activities.
4. Reinforce the language skills and concepts addressed by the lesson.
5. Complete follow-up activities when appropriate.

The Classroom Instructional Assistant(s) Will:

1. Remain in the classroom for the duration of the lesson.
2. Assist individual students or small groups of students in completing the activities.
3. Assist in maintaining classroom order during the lesson.
4. Complete follow-up activities when appropriate.

By working together, the language goals of the students will be achieved or surpassed during the school year!

Literacy Lessons

GRADING RUBRIC

3 – *Skill Mastered:* Student is able to perform skill independently without prompting or cueing from teacher. Skill is performed with no imperfections or with minor imperfections.

2 – *Making Progress:* Student is able to perform skill independently with some prompting or cueing from teacher. Teacher may repeat directions, rephrase directions, or give more specific directions to elicit skill. Skill may be preformed imperfectly, but is close to the targeted behavior.

1 – *Needs More Time:* Student is able to perform skill with help and/or cueing from teacher. Student may copy/repeat skill as demonstrated by teacher, or teacher may provide physical (hand over hand) or verbal assistance with skill. Skill is performed imperfectly.

0 – *Did Not Demonstrate:* Student made no attempt to complete or demonstrate the skill.

Individual Speech/Literacy Lesson Grading Record

Student: _____

Teacher: _____

Date	Activity	Listen attentively to story	Respond to questions by pointing	Respond to questions orally	Demonstrate knowledge of new vocabulary	Identify Colors	Follow one-step directions	Follow multiple-step directions	Show pride in work		

Key: 0-Did Not Demonstrate 1-Needs More Time 2-Making Progress 3-Skill Mastered

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Teacher:

Key: 0-Did Not Demonstrate 1-Needs More Time 2-Making Progress 3-Skill Mastered

Class Speech/Literacy Lesson Grading Record

Activity: _____ Date: _____

Teacher: _____

Student	Listen attentively to story	Respond to questions by pointing	Respond to questions orally	Demonstrate knowledge of new vocabulary	Identify Colors	Follow one-step directions	Follow multiple-step directions	Show pride in work		

Key: 0-Did Not Demonstrate 1-Needs More Time 2-Making Progress 3-Skill Mastered

1. 2. 3.

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1. 2. 3.

3-Skill Mastered