

SPEECH LESSON: LILLY'S PURPLE PLASTIC PURSE

OBJECTIVE	PROCEDURE	EVALUATION	DATE
• Students will attend to auditory stimuli	Therapist will read aloud the story <i>Lilly's Purple Plastic Purse</i> .	Student participation, therapist observation.	
• Students will tell a story in appropriate sequence according to age.	Students will act out the story of <i>Lilly's Purple Plastic Purse</i> using props provided by therapist.	Student participation, therapist observation	
• Students will retrieve verbal information.	Students will play "Mr. Slinger's Tie" game by remembering what color tie Mr. Slinger wore each day of the week.	Student participation, completion of game with 80% or better accuracy.	
• Students will demonstrate sequencing skills.	Students will complete "Sequencing" worksheet orally with therapist.	Student participation, completion of worksheet with 80% or better accuracy.	
• Students will respond to or answer questions from oral stimuli.	Students will complete "Answering Questions" worksheet orally with therapist.	Student participation, completion of worksheet with 80% or better success.	
• Students will understand multiple meanings of synonyms.	Students will complete "Synonyms" worksheet orally with therapist.	Student participation, completion of worksheet with 80% or better accuracy.	
• Students will categorize objects.	Students will complete "Categories" worksheet orally with therapist.	Student participation, completion of worksheet with 80% or better accuracy.	
• Students will increase vocabulary.	Students will complete "Vocabulary" worksheet orally with therapist.	Student participation, completion of worksheet with 80% or better accuracy.	
• Students retrieve verbal information after a delay that is longer than the immediate past.	Students will complete "Retrieve Information" worksheet independently for homework or classwork.	Student participation, completion of worksheet with 80% or better accuracy.	
• Students will use appropriate articulation in words and sentences.	Students will use target sounds correctly throughout oral activities.	Student participation, therapist observation.	

Kristin Maas, MS CCC-SLP

Lilly's Purple Plastic Purse

Tell a story in appropriate sequence. Select one student to hold Lilly and one to hold Mr. Slinger. Student holding Lilly will be the narrator and tell the story with therapist prompts.

Therapist: In the very beginning of the story, how did Lilly feel about her teacher?

Student: She loved him.

Therapist: Yes, and Lilly was happy because she was bringing three things to school. What three things was she bringing?

Student: A purple plastic purse, glittery sunglasses, and three shiny quarters. *Student shows these items.*

Therapist: When she got to school, what did Lilly want to do with her new things?

Student: Show her friends. *Student holds up props and says, "Look at this!"*

Therapist: And how did her teacher feel about that? What did he say?

Student: He was mad; he said "Not now Lilly."

Therapist: Did Lilly put her things away?

Student: No.

Therapist: So what did Mr. Slinger do?

Student: He took them away. *Mr. Slinger takes Lilly's things.*

Therapist: At first, how did that make Lilly feel?

Student: Sad. *Student shows sad Lilly.*

Therapist: Then how did she feel?

Student: Mad. *Student shows mad Lilly.*

Therapist: Then how did she feel?

Student: Furious! *Student shows furious Lilly.*

Therapist: So what did she do?

Student: She drew a picture of her teacher. *Student shows mean picture.*

Therapist: After school, what did Mr. Slinger do?

Student: He gave Lilly back her things. *Mr. Slinger gives Lilly's things back.*

Therapist: Then how did Lilly feel?

Student: Sad.

Therapist: So what did she do when she got home?

Student: Drew another picture of Mr. Slinger. *Student shows nice picture.*

Therapist: And how did everyone feel in the end?

Student: Happy!

To make the props:

Using the templates provided, cut Mr. Slinger out of white construction paper.

Cut Lilly out of gray construction paper four times; make one each: happy, sad, mad, and furious.

Cut the remaining elements out of colored construction paper:

Purse – purple

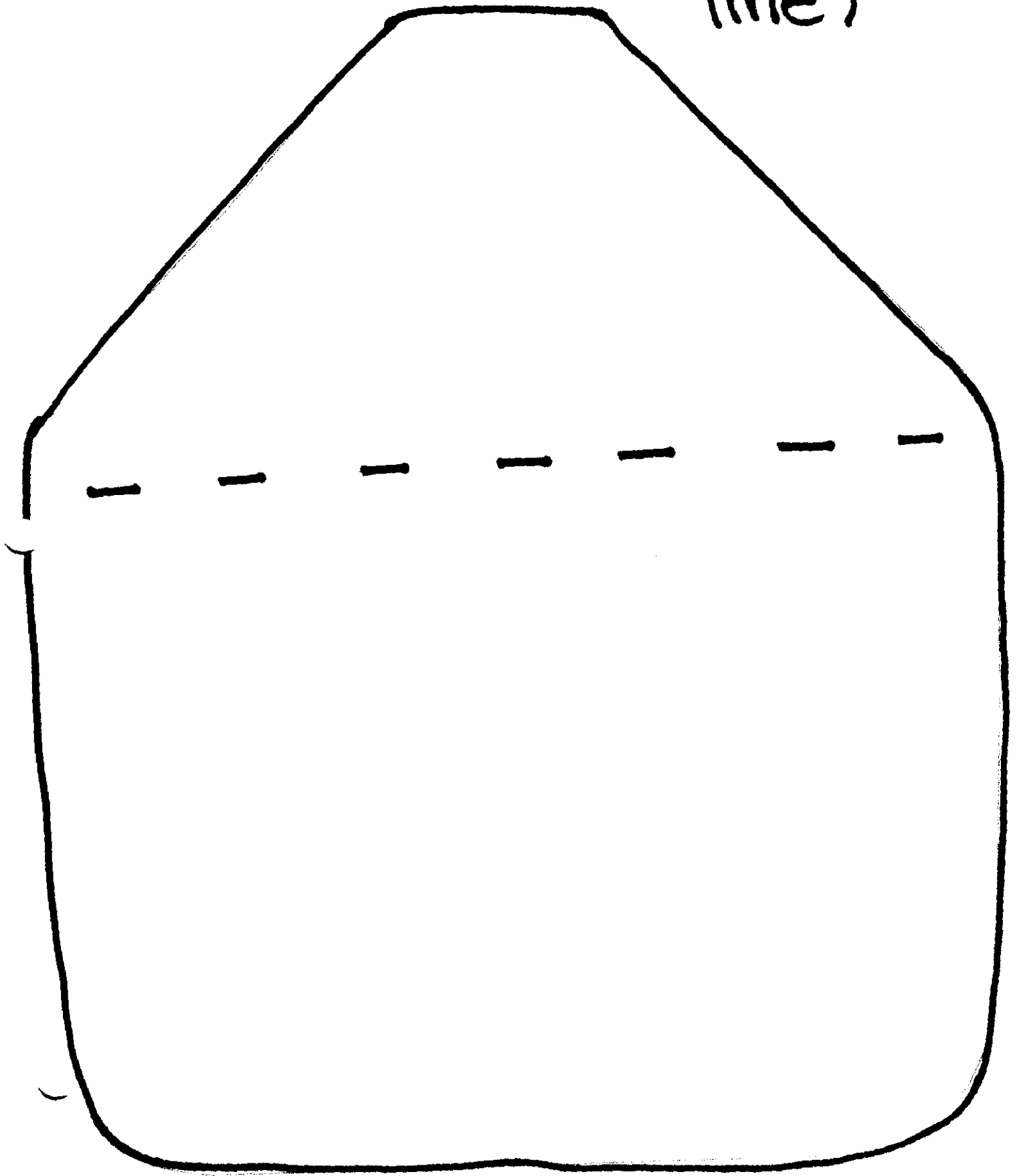
Quarters – gray

Sunglasses – green (add glitter, if desired)



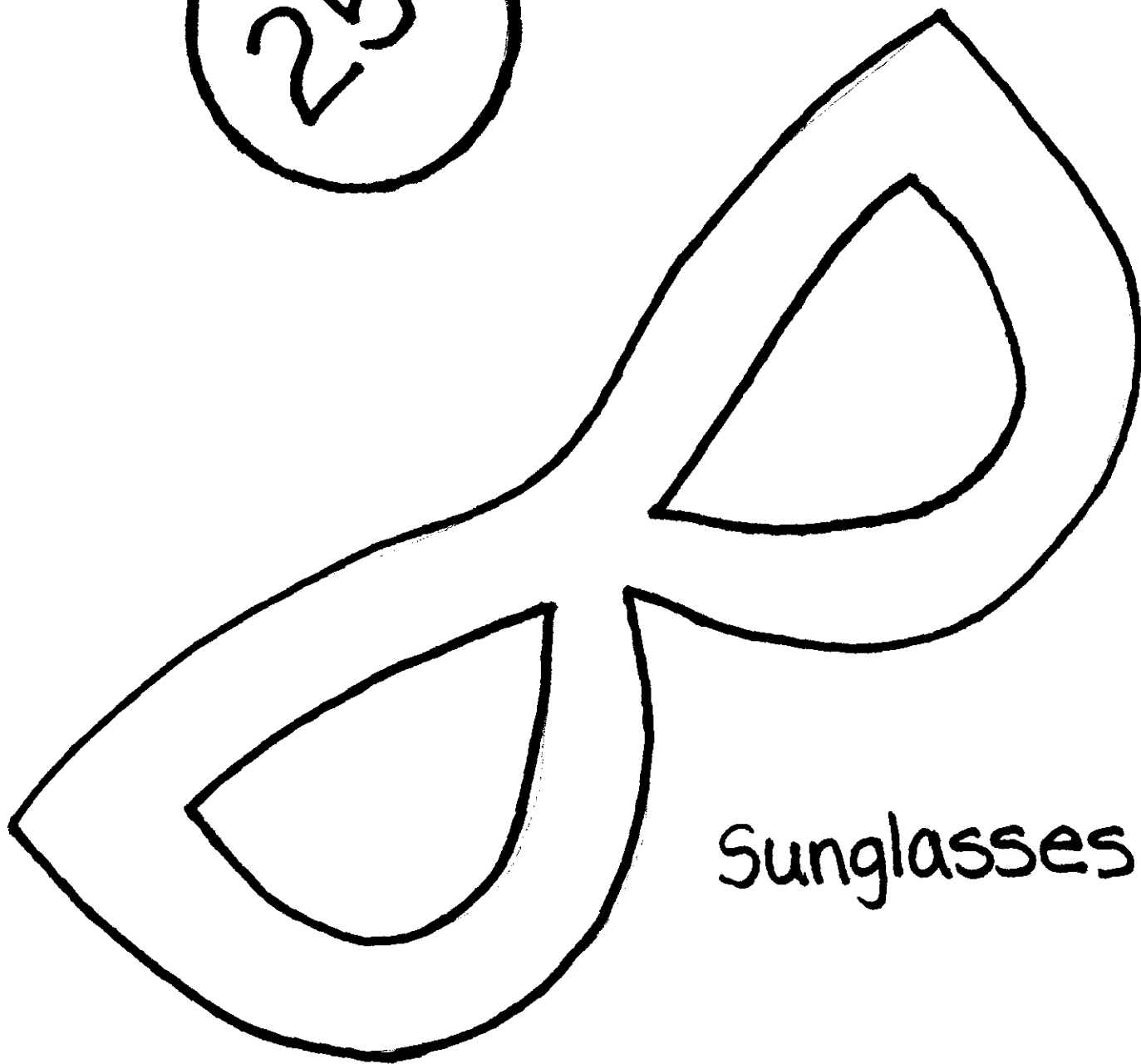
Lilly /
Mr. Slinger

Purse
(Fold on dotted
line)





Quarter



Sunglasses

Mr. Slinger's Tie Game

Sequencing, retrieving verbal information, following directions.

The teacher should use the tie template to cut seven ties of different colors out of construction paper. The teacher should print and cut out the days of the week, or write the days of the week on the chalk board.

The teacher puts the days of the week on the board and reviews them with students. Teachers with lower level students may wish to start the game using three days; mid-level students may start with five days; higher level students may use all seven days.

The teacher then tells the class what color tie Mr. Slinger wore on each day of the week. Then teacher selects a student to go to the board and attempt to put the ties under the correct day.

Sunday	Thursday
Monday	Friday
Tuesday	Saturday
Wednesday	

Mr. Slinger's
Tie



Name: _____

Date: _____

Directions: Cut out the pictures. Glue them to the next page in the order that they happened in the story *Lilly's Purple Plastic Purse*.



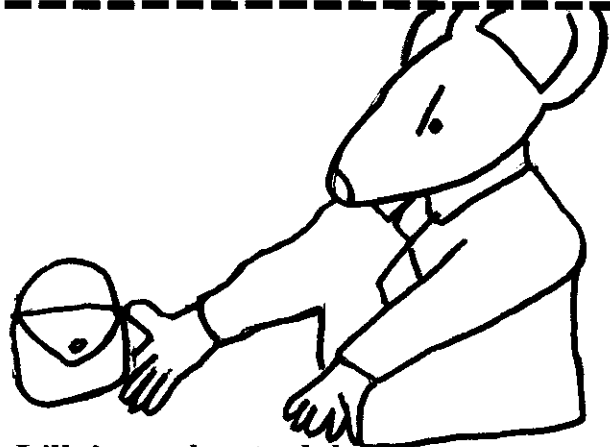
Lilly brought her purple plastic purse to school.



Lilly drew a mean picture of her teacher



Lilly told her teacher that she was sorry.



Lilly's teacher took her purse away.



Lilly disturbed the class by showing her purse.



Lilly's teacher gave her the purse back.

Name: _____

Date: _____

Directions: Cut out the pictures. Glue them to this page in the order that they happened in the story *Lilly's Purple Plastic Purse*.

1	2
3	4
5	6

Name: _____

Date: _____

Directions: Mark the correct answer for each question.

1. Who bought Lilly a purple plastic purse and movie-star sunglasses?

- ☐ Her mom
- ☐ Her Grammy
- ☐ Her stepfather

2. Why did Mr. Slinger take away Lilly's things?

- ☐ Because he doesn't like Lilly
- ☐ Because he thought that she stole them
- ☐ Because Lilly was disturbing the class

3. What did Mr. Slinger wear every day?

- ☐ A different colored tie
- ☐ Unusual shoes
- ☐ A funny hat

4. When did Lilly get her things back from Mr. Slinger?

- ☐ The next day
- ☐ On Friday
- ☐ At the end of the day









5. Where did Lilly sit when she got home?

- ☐ On the couch
- ☐ In the uncooperative chair
- ☐ At the kitchen table

Name: _____

Date: _____

Directions: Cut out the pictures at the bottom of the page. Decide whether each item belongs in school or does not belong in school. Glue the pictures into the correct column.

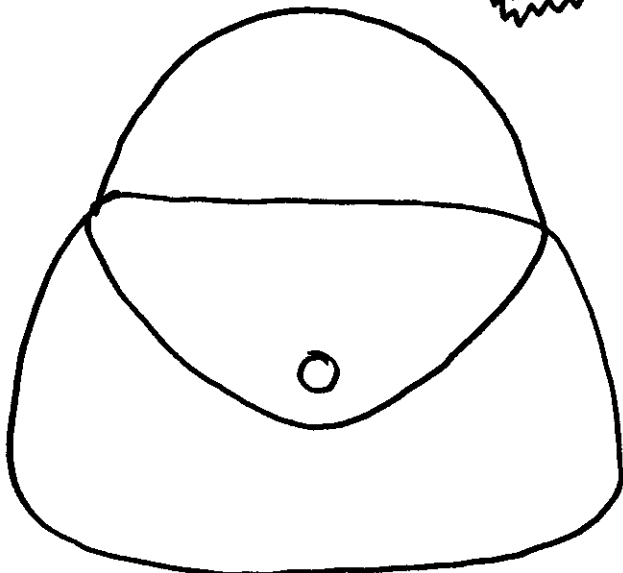
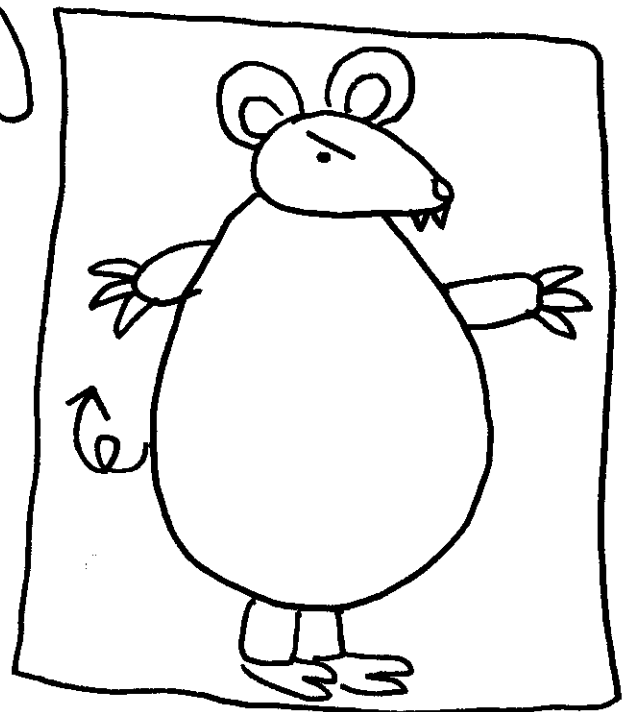
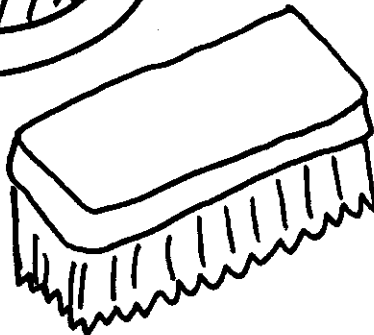
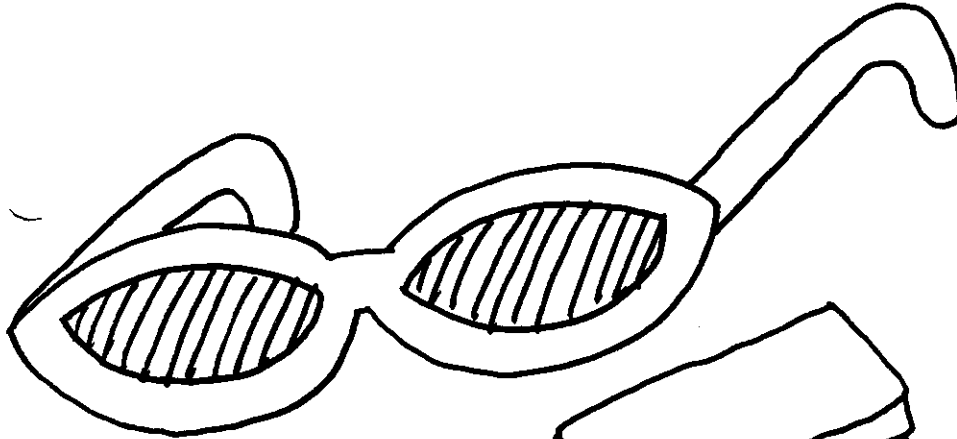
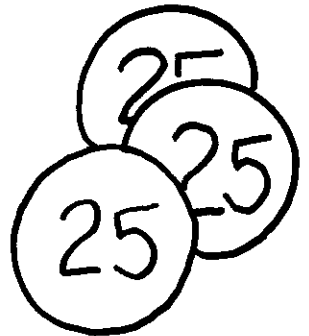
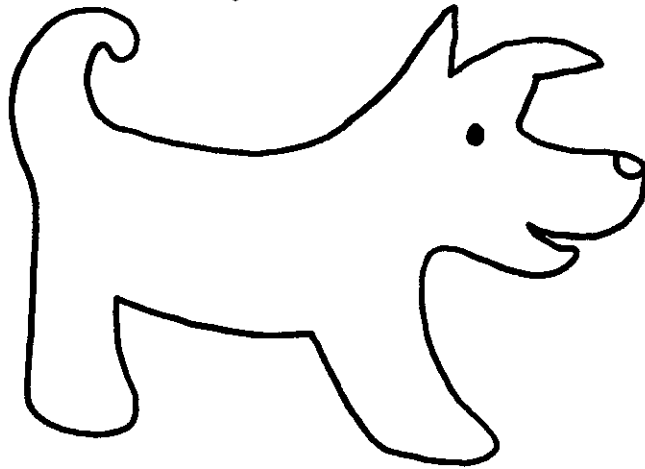
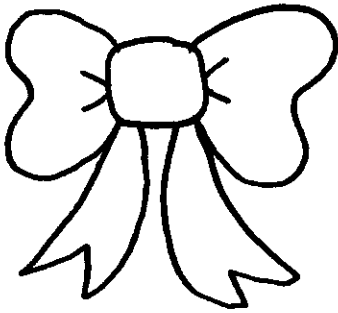
Belongs In School		Does Not Belong In School	
 Pencil	 Ball	 Calendar	 Crayons
 Book	 Purple Plastic Purse	 Sunglasses	 Dog

Follow Directions
Increase Vocabulary
Categorize Objects

Name: _____

Date: _____

Directions: Circle the things that were in the story *Lilly's Purple Plastic Purse*. Cross out the things that were not in the story.



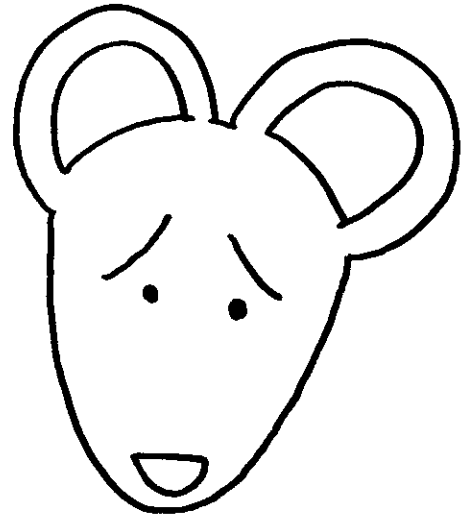
Follow Directions
Label Nouns
Categorize Objects
Retrieve Verbal Information

Name: _____

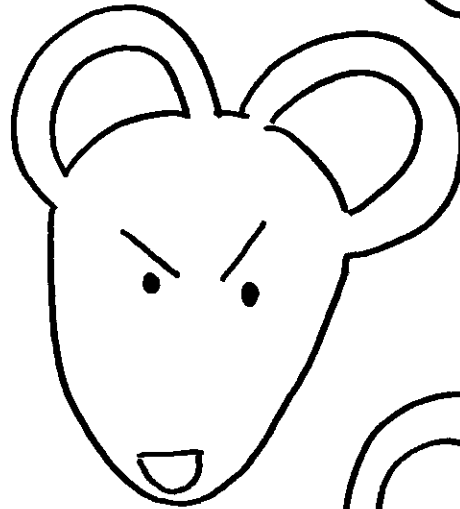
Date: _____

Directions: Draw a line from each word to the picture that shows that emotion.

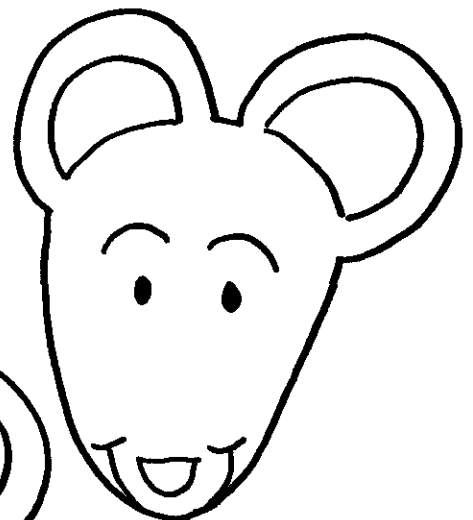
1. Delighted



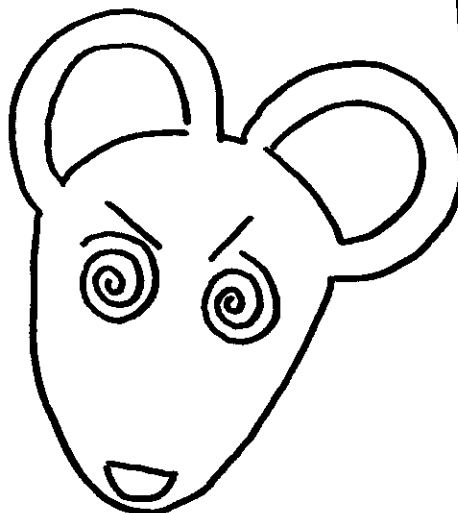
2. Melancholy



3. Angry



4. Furious



Name: _____

Date: _____

Directions: Mark the correct answer for each question.

1. Lilly's sunglasses were glittery in the light.

- ☐ Shiny
- ☐ Hot
- ☐ Dark

2. Lilly adored her favorite teacher, Mr. Slinger.

- ☐ Liked
- ☐ Knew
- ☐ Loved

3. Lilly's purse played a jaunty tune when it was opened.

- ☐ Happy
- ☐ Slow
- ☐ Musical

4. Lilly was furious when the teacher took away her purse.

- ☐ Angry
- ☐ Embarrassed
- ☐ Lonely

5. Lilly longed for her purse all morning.

- ☐ Cried
- ☐ Looked
- ☐ Wanted