

LESSON PLAN TEMPLATE

<p>S.M.A.R.T. Weekly Objectives</p>	<p>Method/Approach with Rationale <i>(include independent and EB information in discussion; cite literature, if applicable)</i></p>	<p>Materials Rationale</p>	<p>Results <i>(Objective data with accuracy levels)</i></p>	<p>Next week's Plan <i>(S.M.A.R.T. therapy objectives Discuss cueing hierarchy & appropriate levels of complexity demonstrating your task analysis)</i></p>	<p>Self-Reflection <i>(Be sure to answer: [a] What I did well? and [b] What area(s) to improve along with my strategy for implementation)</i></p>
<p>Given moderate visual and verbal cues, client will decode written single syllable words of up to 4 graphemes containing 4 common rimes with 80% accuracy over two consecutive therapy sessions.</p>	<p>Expose the client to rime and onsets in order to increase her ability to decode words containing these units rapidly and automatically. Extension activities may include increasing the difficulty of decoding activities by adding a fourth grapheme to target words (e.g. adding /t/ to "can" = "can't") and highlighting the word family within the word.</p>	<p>Use letter tiles, onset/rime cards, and word family cards, to help client blend onsets with rimes in words of up to 4 graphemes. BOB Books as this series is right at her level and provides illustrations that correspond to each word read.</p>	<p>Client blended onsets and rimes in words of up to 4 graphemes with 80% accuracy when given moderate verbal phonemic cues over two consecutive therapy sessions.</p>	<p>Given moderate visual and verbal cues, client will decode written single syllable words of up to 4 graphemes containing 6 common rimes with 80% accuracy over two consecutive therapy sessions.</p>	<p>Consistent verbal encouragement is judged to positively impact this client's increased willingness to engage in reading activities. Intermittent physical activities and the inclusion of games continues to provide an outlet for her high level of energy. As I increase the complexity of the reading tasks, I need to make sure I am scaffolding the strategies I use to support her continued success. For example, I need to attempt to decrease the level of phonemic cuing I am giving.</p>