

Janni Silber, MS-CCC-SLP. Lesson Plans  
**June 8, 2020-June 11, 2020**

**Monday June 8 and Wednesday June 10, 2020**

Ms. Truncale and Ms. Spruell's class

Social Skills- Which is better?

Find the effects

Jellyfish Comprehension

The day the color went away-wh questions

**Tuesday June 9**

Ms. Roman's class and general education students

Pairing Before and After

Social Skills -Fill ins

Multi meaning words wave

Drawing Conclusions 47-48

**Thursday June 11, 2020**

Superintendent's Conference Day

**Friday June, 2020**

School Closed

Lesson Plans

**June 15, 2020-June 19, 2020**

**Monday June 15, 2020 and Wednesday June 17, 2020**

Ms. Truncale and Ms. Spruell's class

Reading Comprehension 41

Social Skills -Question time

Auditory Processing Super Pack Page

See the Seahorse

Wh- questions- My dog talks to me

**Tuesday June 16, 2020 and Thursday June 18, 2020**

Ms. Roman's class and general education students

Inference Practice- Where Am I

Drawing Conclusions unit 49-50

Appropriate phone Skills

Friday June 19, 2020

Call any students who had not had contact with all week and whose parents gave permission to call a third time a week.

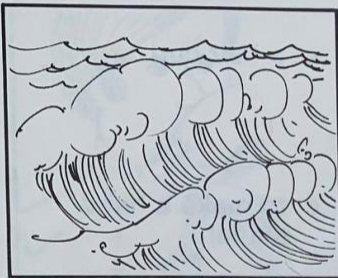
Read.

The word **wave** has many meanings. Here are three meanings:

water moving back and forth

a hair curl

to make a hand signal



A



B

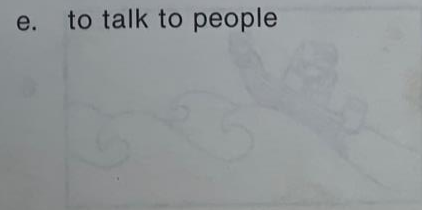
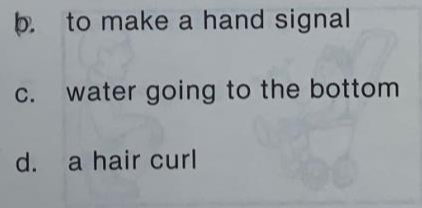
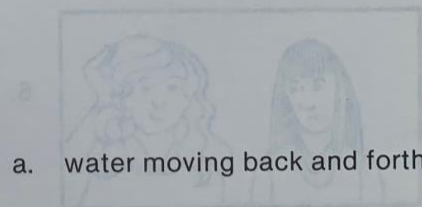
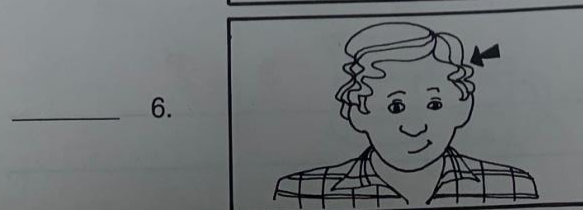
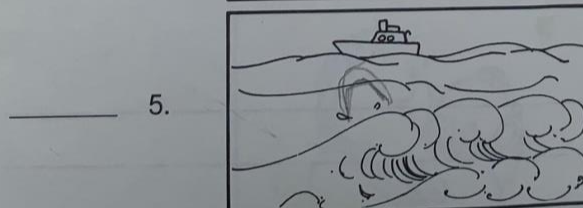


C

Match the picture letters (A, B, C) to the sentences.

- \_\_\_\_\_ 1. I will **wave** to my friends.
- \_\_\_\_\_ 2. Her hair has a **wave**.
- \_\_\_\_\_ 3. The ocean **wave** was tall.

Match the pictures and phrases for the word **wave**.



- a. water moving back and forth
- b. to make a hand signal
- c. water going to the bottom
- d. a hair curl
- e. to talk to people

Read the sentence. Circle the best meaning for the word **wave**.

1. Wendy will **wave** to her brother.

a. a hair curl

b. to make a hand signal

c. water moving back and forth

2. The swimmer moved with the **wave**.

a. to make a hand signal

b. water moving back and forth

c. a hair curl

3. The **wave** came onto the beach.

a. water moving back and forth

b. a hair curl

c. to make a hand signal

4. There is a **wave** in her hair.

a. a hair curl

b. to make a hand signal

c. water moving back and forth

5. The firefighters **wave** hello.

a. water moving back and forth

b. a hair curl

c. to make a hand signal

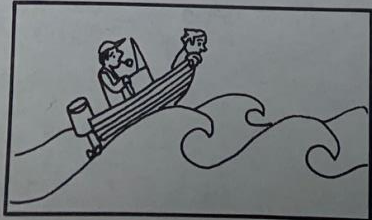
Write a sentence for the picture. Use **wave** in the sentence.



6. \_\_\_\_\_  
\_\_\_\_\_



7. \_\_\_\_\_  
\_\_\_\_\_



8. \_\_\_\_\_  
\_\_\_\_\_

# Inference Practice: Where Am I?

Name: \_\_\_\_\_

Read each passage below. Write where you think the passage is happening and explain your answer.

1. As I walked in the door, I was amazed at the beautiful colors and smells. I knew it would be hard to decide what I would buy with my \$3. The chocolate truffles looked delicious, but they were expensive. The jelly beans were not only cheaper, but so colorful! With so much to choose from, I knew I would be here a long time.

---

---

---

2. The water felt so good on such a hot day. I heard the other children laughing and yelling across the way. The concrete was wet from a group of teenagers splashing each other in the corner. The lifeguard watched closely to keep children from running.

---

---

---

3. I was allowed to push the cart. The front left wheel was broken, so the cart wobbled down each aisle. Mother put various packages and boxes in the cart, but I didn't notice. I was trying to keep the cart going straight as it got heavier and heavier.

---

---

---

4. As we entered, a large blast of water hit the windshield. Huge flopping sponges began to slap at the hood as we slowly moved forward. Soon, there were suds spilling over the sides. I was glad the windows were rolled up.

---

---

---

5. It felt wonderful to be outside, even if only for a little while! All the swings were already taken, and a group was playing softball on the diamond. Casey and I decided use the monkey bars until the teacher called us.

---

---

---

# KID

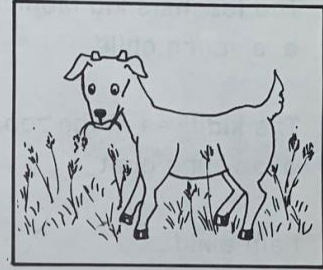
Read.

The word **kid** has many meanings. Here are three meanings:

a young child

to joke with someone

a young goat



A

B

C

Match the picture letters (A, B, C) to the sentences.

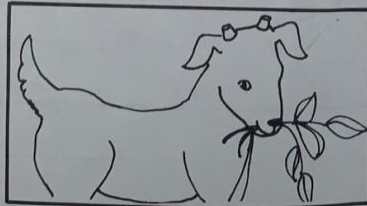
- \_\_\_\_\_ 1. Jack likes to **kid** Dave.
- \_\_\_\_\_ 2. Jimmy is a **kid**.
- \_\_\_\_\_ 3. The **kid** eats grass and leaves.

Match the pictures and phrases for the word **kid**.

\_\_\_\_\_ 4.



\_\_\_\_\_ 5.



\_\_\_\_\_ 6.



- a. a young child
- b. a young goat
- c. to hit someone
- d. a young cow
- e. to joke with someone

Read the sentence. Circle the best meaning for the word **kid**.

1. The teachers **kid** Monica about many things.

- a. a young child
- b. a young goat
- c. to joke with someone

2. The **kid** lives at the zoo.

- a. a young goat
- b. to joke with someone
- c. a young child

3. I am a **kid** .

- a. a young child
- b. a young goat
- c. to joke with someone

4. My dad likes to **kid** my friends.

- a. to joke with someone
- b. a young goat
- c. a young child

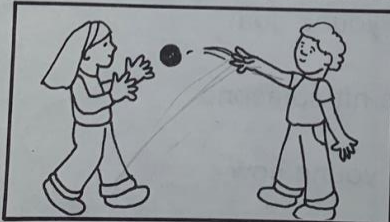
5. That **kid** is my brother.

- a. a young goat
- b. to joke with someone
- c. a young child

Write a sentence for the picture. Use **kid** in the sentence.



6. \_\_\_\_\_  
\_\_\_\_\_



7. \_\_\_\_\_  
\_\_\_\_\_



8. \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Skill: Determining effect

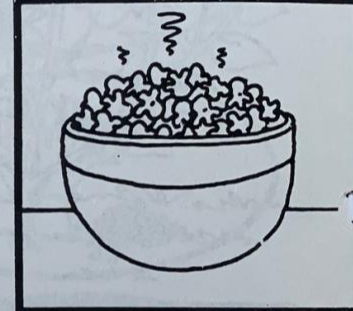
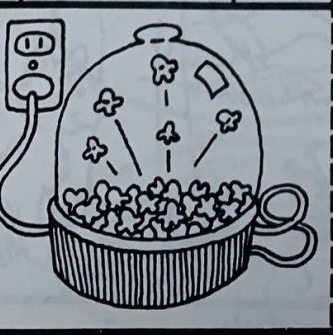
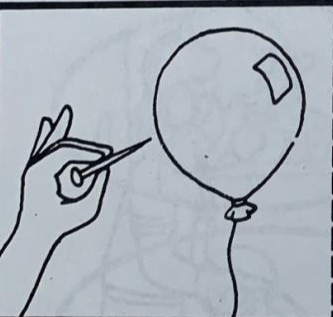
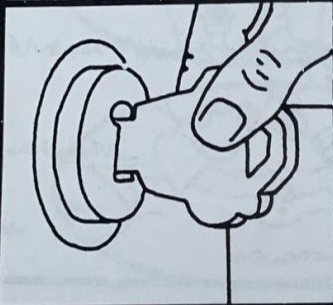
# Find the Effects

Cut and paste the effect to match the cause.

Cause

Effect

Effect



UNIT 49



"Look at my new toy," said Betty.  
Betty played with her toy. She made it  
fly over Father's car. She made it fly over  
a tree.

You can tell that:

- (A) Betty's toy was an airplane
- (B) Betty's toy was a wagon

UNIT 50



Tom went out of the house. "Good-by,"  
he called. Tom got on his bike. He went  
by many houses. Soon he was at school.

You can tell that:

- (A) Tom has fun at school
- (B) Tom rides to school



UNIT 47

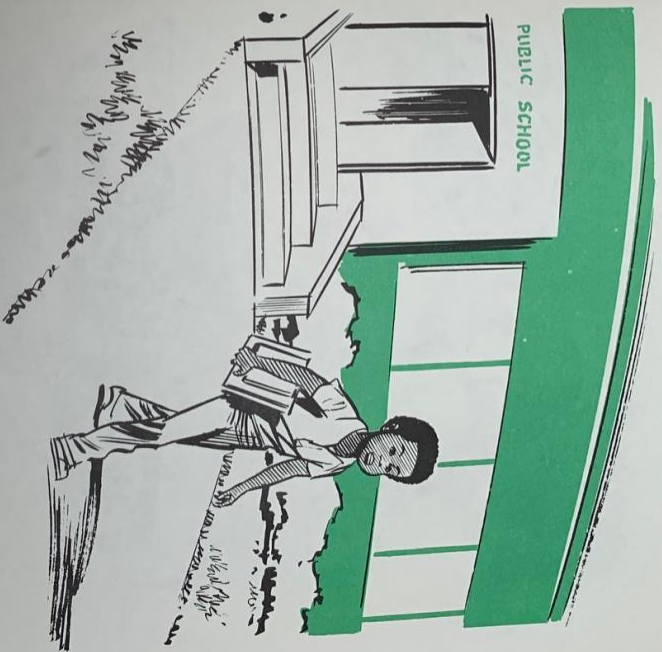


Ann has a little dog. Betty has a big dog. The two dogs had a race. Ann's dog ran faster than Betty's dog.

You can tell that:

- (A) The big dog ran faster
- (B) The little dog ran faster

UNIT 48



Mother takes Tom to school in their car. After school, Tom has to walk home. It takes him a long time to get home. Tom has to walk down many streets.

You can tell that:

- (A) Tom lives far from the school
- (B) Tom lives next to the school

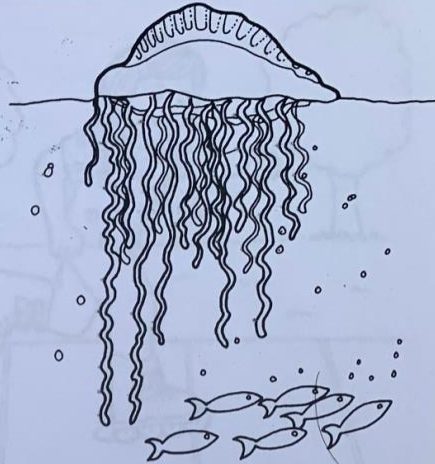


Skill: Context Clues

Name \_\_\_\_\_

# Jellyfish

Jellyfish are sea animals that look like umbrellas. They do not have any bones so their bodies are soft like jelly. They have arms called tentacles that sting. Jellyfish swim by opening and closing their bodies. They eat small fish and shrimp. Jellyfish can be pink, orange, blue, or other colors.



Read each sentence. Draw a line under the word that makes the sentence false. Write a word from the story on the line that will make the sentence true.

1. Jellyfish are land animals.

\_\_\_\_\_

-----

\_\_\_\_\_

2. Jellyfish look like raincoats.

\_\_\_\_\_

-----

\_\_\_\_\_

3. Their bodies are hard.

\_\_\_\_\_

-----

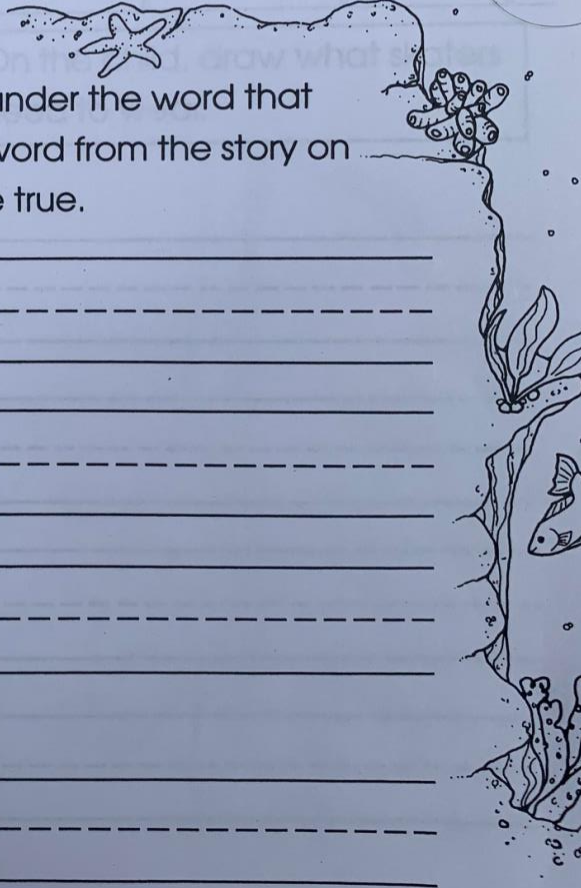
\_\_\_\_\_

4. They read by opening and closing their bodies.

\_\_\_\_\_

-----

\_\_\_\_\_



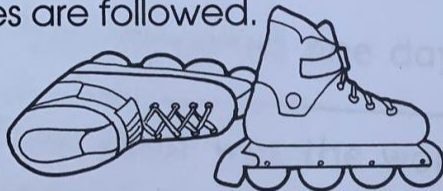
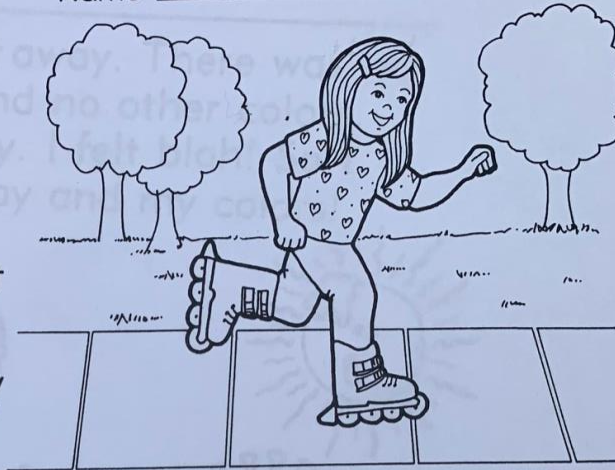


**Skill:** Critical Thinking

Name \_\_\_\_\_

# Roller-Skating

In-line skates are roller skates with four wheels in a line. A safe skater wears a helmet. Special pads protect knees and elbows. In-line skating is fun when the safety rules are followed.



On the child, draw what skaters need to wear.

Finish each sentence.

1. In-line skates are \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Skaters should \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Extension:** Draw a map of where you like to skate or ride your bike.

Name \_\_\_\_\_

Title \_\_\_\_\_

One day all color went away. There was no red, no blue, no yellow and no other colors. The whole world was gray. I felt blah! So I painted everything my way and my colors! Was it beautiful!



1. What happened one day?

\_\_\_\_\_

2. What color was the world?

\_\_\_\_\_

3. How did I feel?

\_\_\_\_\_

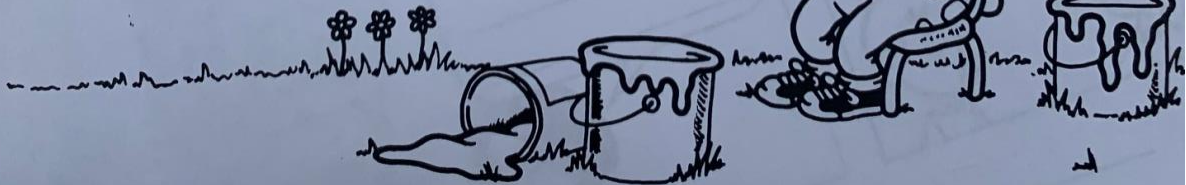
4. What did I do?

\_\_\_\_\_

5. How did I do it?

\_\_\_\_\_

6. Color my new world.

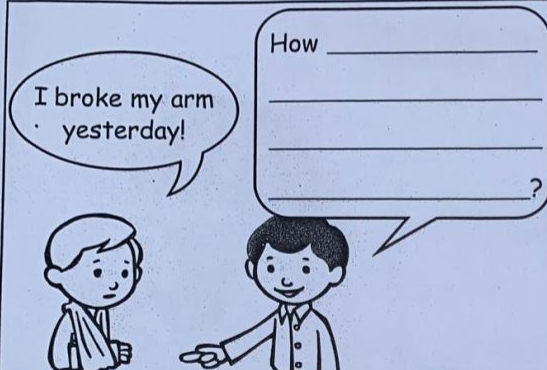


### Question Time

Instructions: Read the conversation starter in each box. Answer the conversation starter with a question. Use the question word in the conversation bubble to help get you started.

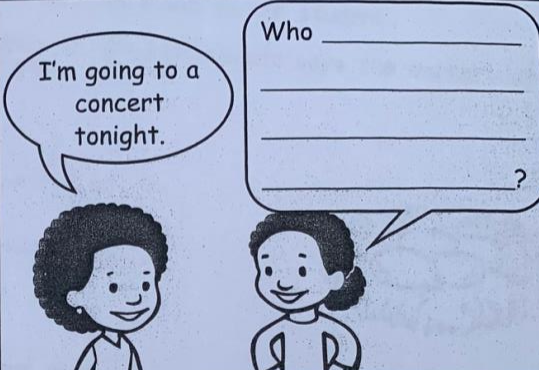
I broke my arm yesterday!

How \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_?



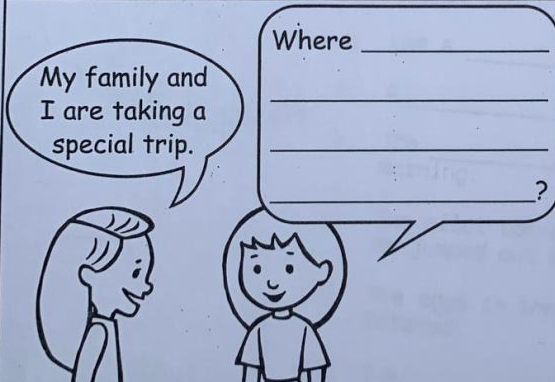
I'm going to a concert tonight.

Who \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_?



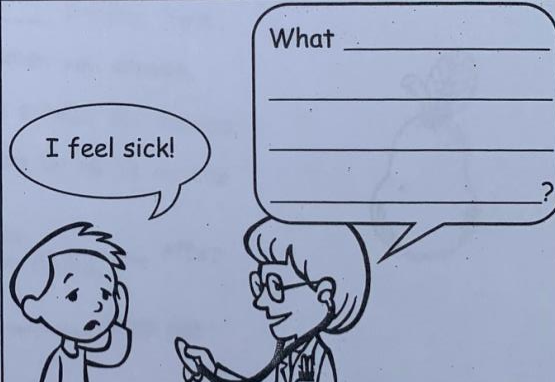
My family and I are taking a special trip.

Where \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_?



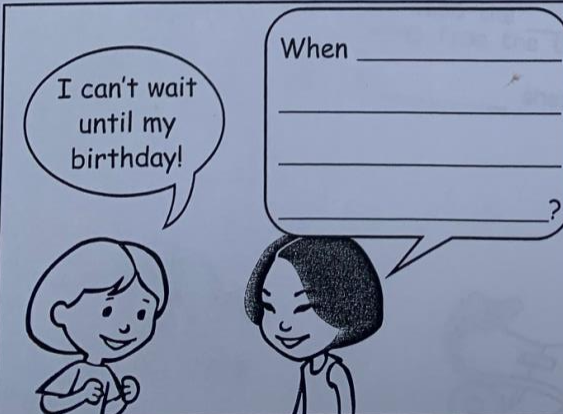
I feel sick!

What \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_?



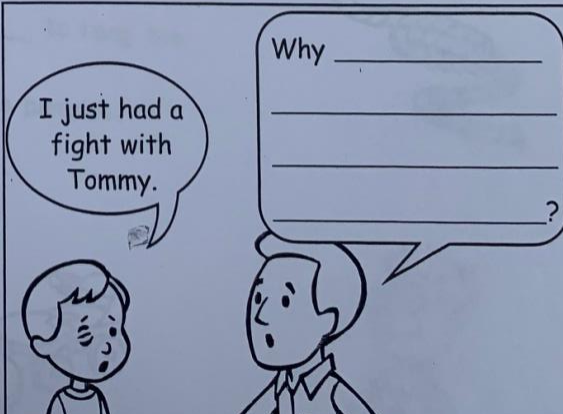
I can't wait until my birthday!

When \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_?



I just had a fight with Tommy.

Why \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_?



Name \_\_\_\_\_

Homework Partner \_\_\_\_\_

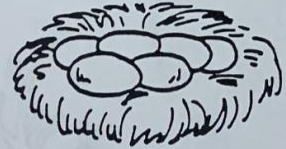
Date \_\_\_\_\_

Game Board 10

Let's Keep the

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

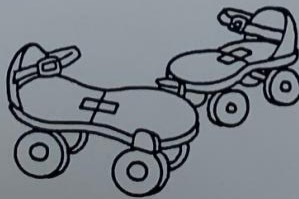
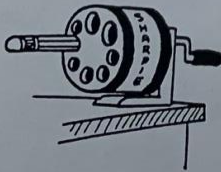
- Directions: 1. The statements are to be read aloud to the student.
2. The student both points to the picture and says the correct word to complete the sentence.



1. A \_\_\_\_\_ grows on a tree.
2. Buckle your \_\_\_\_\_ on your feet.
3. Use a \_\_\_\_\_ when you sneeze.
4. A \_\_\_\_\_ has a hole for thread.
5. The \_\_\_\_\_ comes up early in the morning.
6. The pilot opened his \_\_\_\_\_ after he jumped out of the plane.
7. The eggs in the \_\_\_\_\_ have not hatched.



8. The \_\_\_\_\_ likes to run and play.
9. Dad used the \_\_\_\_\_ to hang the swing from the tree.
10. A \_\_\_\_\_ sharpens pencils.



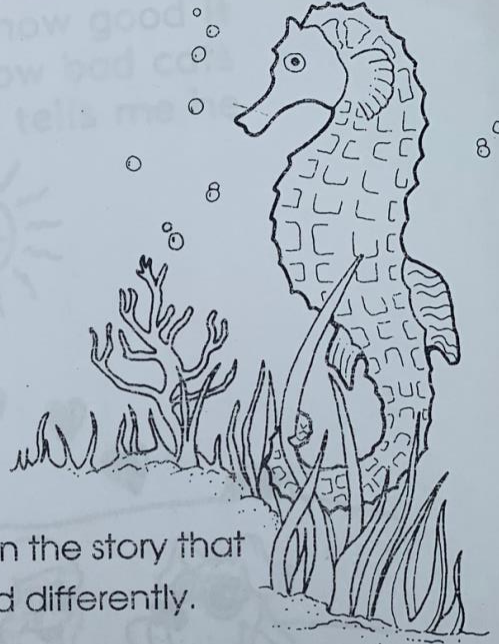


**Skill:** Homonyms

Name \_\_\_\_\_

## See the Seahorse

A seahorse is a very different kind of fish. It has a head like a horse and a tail like a monkey. To hide from danger it changes color. It can be almost any color of the rainbow. One of its eyes can look up while the other eye looks down.



Read each word below. Find a word in the story that sounds exactly the same, but is spelled differently.

Write it on the line.

1. bee \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. won \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. I \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. two \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Draw and color a seahorse in its home. Use all the details from the story. Label three things in your drawing.

**Extension:** Write about another sea creature.

Name \_\_\_\_\_

Title \_\_\_\_\_

My dog talks to me. He tells me how good it feels to lie in the sun. He tells me how bad cats are. He tells me he wants to eat. He tells me he loves me!

1. Who does my dog talk to?



2. What is the first thing my dog tells me?

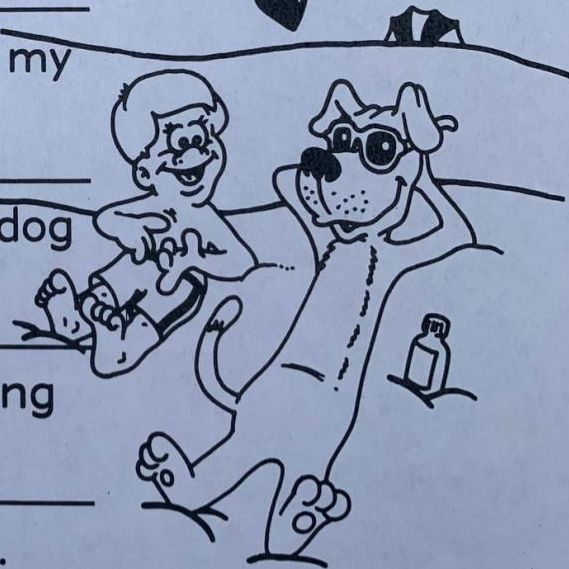


3. What is the second thing my dog tells me?

4. What is the third thing my dog tells me?

5. What is the fourth thing my dog tells me?


6. Draw a picture of my dog.








### Is This Appropriate Phone Use?




Instructions: Read the comment in each bubble. Color the happy face if the comment shows appropriate phone use. Color the sad face if the comment is not appropriate.






Mom, get over here! It's Grandma!






Joe is not home. May I take a message?






Hold on, please. I'll go get her.





You have the wrong number. Try to get it straight next time.




Hi, Grandma, How are you feeling?





I'll have my Mom call you as soon as she gets home.



He's not here! Don't bother me again!



May I please have your name?



Name \_\_\_\_\_

Homework Partner \_\_\_\_\_

Date \_\_\_\_\_

Game

It's Te  
T

### Fill In Fun!

Instructions: Complete each sentence with a polite word or phrase. Use the Word Bank below for hints.

1. May I have the orange juice, \_\_\_\_\_?
2. \_\_\_\_\_ for your help.
3. \_\_\_\_\_ that I hurt your feelings.
4. \_\_\_\_\_ have a cookie?
5. \_\_\_\_\_ to your new neighborhood.
6. You won the spelling bee! \_\_\_\_\_!
7. I have finished my dinner. \_\_\_\_\_?
8. \_\_\_\_\_ Mrs. Jones. It is nice to see you.
9. I'll see you tomorrow. \_\_\_\_\_.

#### Word Bank

May I be excused

Hello

Goodbye

May I

Welcome

Congratulations

Thank you

please

I'm sorry

Name \_\_\_\_\_

Homework Partner \_\_\_\_\_

Date \_\_\_\_\_

Game Board 9  
**What Would You Say?**

# Pairing Before and After

Name \_\_\_\_\_

Match the first part of each sentence with its last part. Write the matching parts on the lines below the boxes.

### First Part

### Before

### Second Part

The street lights began to go off  
 The teacher counted heads  
 There was an accident  
 The dog barked  
 The house was painted inside  
 and out

it was put up for sale.  
 the sun rose.  
 the traffic light was installed.  
 the doorbell rang.  
 the bus returned from the field  
 trip.

\_\_\_\_\_ before \_\_\_\_\_  
 \_\_\_\_\_ before \_\_\_\_\_  
 \_\_\_\_\_ before \_\_\_\_\_  
 \_\_\_\_\_ before \_\_\_\_\_  
 \_\_\_\_\_ before \_\_\_\_\_

### First Part

### After

### Second Part

The doctor taped the  
 quarterback's ankle  
 The druggist filled the prescription  
 Sally took two aspirin  
 I did the laundry  
 The park's grass was ruined

the rugby game was played in  
 the rain.  
 he injured it in the game.  
 I vacuumed.  
 the doctor called it in.  
 she took her temperature.

\_\_\_\_\_ after \_\_\_\_\_  
 \_\_\_\_\_ after \_\_\_\_\_  
 \_\_\_\_\_ after \_\_\_\_\_  
 \_\_\_\_\_ after \_\_\_\_\_  
 \_\_\_\_\_ after \_\_\_\_\_

Draw what comes next.

