

Sample Music/Speech Lesson Plan for Elementary Students

Many popular songs can be adapted for your student with emerging verbal skills, so that the music can help your student learn and practice useful words.

Here is an example of a segment of a student's Personal Dictionary, outlining some verbal approximations that the student makes, and what they mean.

Segment From A Personal Dictionary (Communicative Intent Log)	
LILY'S VOCALIZATIONS "This is what I do or say"	INTENT/WHAT IT MEANS "This is what I am trying to tell you"
"Eh Oh"	Let's Go
"Ehbudee"	Everybody
"Theyagi"	There you go
"Ye"	Yes
"Nuh"	No



Here are some ways in which this student’s verbal approximations can be refined through singing and participation in music activities.

<p><u>Song: Day - 0 (replaced by Let’s Go)</u></p> <p>Let’s go, me say let’s go. Daylight come and me wanna go home. Let’s go, me say let’s go, Daylight come and me wanna go home.</p>	<ul style="list-style-type: none"> • Have your special student sing along as they watch your lips. At first, reinforce any approximation of “let’s go”, then a closer approximation, until the student can say a word that is understandable to unfamiliar people.
<p><u>Song: Michael Row the Boat Ashore (“everybody” replaces “hallelujah”)</u></p> <p>Michael row the boat ashore, everybody. Michael row the boat ashore, everybody.</p>	<ul style="list-style-type: none"> • The “hallelujah” in this song can be replaced with “everybody” that might later be shaped to “Hi everybody”. • Have the student sing along with the word “everybody” while they watch you sing. Praise your student for moving their lips, for saying part of the word, for saying more than part of the word and so on.
<p><u>Song: Boom Boom Ain’t It Great To Be Crazy</u></p> <p>There you go ain’t it great to be crazy. There you go ain’t it great to be crazy. Giddy and foolish all day long. There you go ain’t it great to be crazy.</p>	<ul style="list-style-type: none"> • “Boom boom” can be replaced with “There you go”. • Encourage the student to sing along whenever they can, with the rest of the choir or music class. When the “There you go” part comes up, look at your student, have them look at your mouth and sing “There you go”. • Have your student press his/her BIGmack to say “There you go”. • Have your student sing along with the entire verse by pressing the Step-by-Step.
<p><u>Song: No, No, Yes, Yes (Sung to the Tune of Reveille)</u></p> <p>No, no, no, no no, No, no, no, no, no No, no, no, no no No, no, no</p> <p>Yes, yes, yes, yes, yes Yes, yes, yes, yes, yes Yes, yes, yes, yes, yes Yes, yes, yes</p>	<ul style="list-style-type: none"> • What a great song to sing to practice “no” and “yes”! • If your student has an approximation of “yes” and “no”, encourage the student to sing along whenever they can with the rest of the choir or music class. You might want to slow down the pace to allow the student time to join in. • Have your student press his/her BIGmack Switch to say “yes” or “no”, or • Have your student point to “yes” and “no” on their communication board. Using augmentative communication helps children learn to talk.