



On the next page is a “Lesson Plan Format” (example) that is for speech therapists who work in schools and/or speech therapists can modify the lesson plan format who work in a medical setting, agency, etc.

This is how it works for me, I have a lesson plan for each individual student that includes his/her personal confidential information that I keep in a large 3-ring binder in ABC order for organization purposes. I typically type the lesson plans the student’s previous annual review year when I type up his/her IEP, as a result of a new speech and language evaluation, or as a result of a speech and language student’s re-evaluation. Also, remember to always save your information on your computer and back up your information to a 3” floppy disk or a CD so you can always update your student’s speech and language information at any time.

Here is the information for the Header of the Lesson Plan:

1. Title: (Speech Only or CST Only Student)
2. Name: (Student’s Name)
3. Grade: (Student’s Grade)
4. Date of Birth: (Student’s DOB)
5. Time: (Student’s Frequency/Size/Length of Session(s) per week)
6. Annual Review Date: (Student’s Annual Review Date- Month/Year)
7. Re-Evaluation Date: (Student’s Re-evaluation Date- Month/Year)
8. Core Curriculum Standards: (State mandated Standards)
9. 1<sup>st</sup> column has the Student’s Long Term Goals (e.g., A,B,....) and objectives (e.g., 1,2,3,...).
10. 2<sup>nd</sup> column you would write in the date for each session.
11. 3<sup>rd</sup> column you would write in the LTG goal letters/obj. #s that you want the student to work on in the speech and language session (e.g., A. 1, 2, 5 B. 1).
12. 4<sup>th</sup> column you would write in the activity for your student to work on in order to achieve his/her goals/objectives for that speech and language session.
13. 5<sup>th</sup> column you would write the comments/results the student performed during and at the end of the speech and language session.
14. 6<sup>th</sup> column you would write the “homework” you want your student to complete, as a result, from the speech and language session. (i.e., I only give HW 1x/per week since I typically see students 1-2xs/per week and they get so much HW in every other class).

I hope you find the lesson plan format quite useful and most of all to keep you organized since we have such busy workloads. Don’t forget to make multiple copies since 1 lesson plan page is only good for 6 speech and language therapy sessions per student. Also, I keep an original copy of every speech and language student’s lesson plan in 1 folder.

GOOD LUCK ☺

KimSLP, NJ Public School System

**SPEECH ONLY Name: XXXX Grade: 4 DOB: 9/18/94 Time: 2x/wk-(group-speech room)30 min. Annual Review Date: 6/05 Re-Evaluation Date: 11/06 CCS 3.1**To speak for a variety of purposes and real audiences 3.2 Listen actively in a variety of situations to information from a variety of sources.

OBJECTIVES	DATE	OBJ #	ACTIVITY	COMMENTS	(HW)
<p>A. Improve receptive and expressive language skills with 90% mastery level.</p> <p>1. Follow multi-step directions that include various concepts.</p> <p>2. Formulate syntactically &amp; semantically intact complex sentences for 1-2 words presented.</p> <p>3. Improve organizational skills for writing short stories or paragraphs.</p> <p>4. Use copula verbs &amp; auxiliary verbs correctly in sentences verbally &amp; in written work.</p> <p>5. Use regular &amp; irregular past tense verbs in sentences verbally &amp; in written work.</p>					
<p>B. The student will produce /r/ sound in all positions of words with 90% mastery level.</p> <p>1. Produce the target sounds in words.</p> <p>2. Produce the target sounds in words sentences.</p> <p>3. Produce the target sounds in oral reading tasks.</p> <p>4. Produce the target sounds in structured conversation.</p> <p>5. Produce the target sounds in spontaneous speech.</p> <p>6. Improve self-monitoring skills for the target sounds.</p> <p>7. Improve carryover of the target sounds outside of the therapy setting.</p>					