CSD 560/SL
Language Learning Disorders and the School-Age Child
Group Presentation
4th grade

By: Aericka Dunn, Stephanie Keil-Harris, Michele Herrington, Tawni Guisti
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. Include texts by and about American Indians.
Indian Education For All

Montana Rewrote Constitution-1972

Article X, Section 1(2): “The state recognizes the distinct and unique cultural heritage of American Indians and is committed to its educational goals to the preservation of their cultural integrity.”

Every Montanan is required to learn about the natural heritage of American Indians in a culturally responsive manner.
Classrooms need to integrate culture into the curriculum to blur boundaries between the home and school. A multicultural history curriculum, by focusing on the experiences of men and women of diverse racial, ethnic, and religious groups in United States history, will provide students with a historical context in which to situate and understand the experiences and perspectives of these groups in American society today (Mehan, et. al., 1995).
Service Delivery Model

- Resource room model: SLP provides small group intervention.
- Read *Jim Thorpe’s Bright Path* by Joseph Bruchac (approved by IEFA) in small groups.
- Activities and materials from Model Teaching Unit by Tammy Elser. Retrieved from http://www opi mt gov/Programs/IndianEd/c urricsearch html
Student will demonstrate appropriate receptive spoken language skills commensurate to his/her peers as evidenced by classroom activities targeting comprehension (i.e., summarizing a verbally presented fourth grade reading passage via referring to key details).
Objective 1

- When verbally presented with a fourth grade reading passage, student will correctly identify the time and place for the story action (i.e., via providing at least 4 important details from text to support responses) in a structured reading activity with at least 80% accuracy over 2 consecutive sessions.
Activity

- Preparatory: SLP explains what a setting includes: place and time of event, prep student to look for these elements while reading story.
- Visual Organizers
  - Develop paper timelines
  - Provide a model: show an example of timeline from social studies textbook.
  - Ask students to add key events (i.e., time and place of specific events in Jim Thorpe’s life).
Jim Thorpe’s Timeline

Set parameters regarding what each timeline must include based on your students. For example:
- Fold into seven equal sections to capture the 6 decades of Thorpe’s life.
- Label each folded segment by year at the beginning and the end.

| 1887 | 1896 | 1897 | 1906 | 1907 | 1916 | 1917 | 1926 | 1927 | 1936 |
Evaluation Objective 1

- SLP will verbally present a short quiz at the end of activity.
  - From your timeline, list 5 important events during Jim Thorpe’s life. Describe the time and place of each event.
    - Ex. Jim Thorpe was born in 1887 in Oklahoma.
  - Did student identify key events during Jim Thorpe’s life and correctly list event under correct year? Did student include place of event in timeline.
Objective 2

- When presented verbally with a fourth grade reading passage, student will correctly describe main characters in a structured reading activity (i.e., drawing on at least four specific details from characters’ actions, words, and thoughts) with at least 80% accuracy over 2 consecutive sessions.
Activity

- Semantic mapping activity:
  - Looking at student’s timelines, brainstorm with group words to describe Jim Thorpe.
    - Provide example to start activity, Jim Thorpe was motivated, he was a fast runner.
  - Brainstorm things that Jim Thorpe did, his actions.
    - Example: He played baseball, was in the Olympics.
  - Brainstorm things Jim Thorpe said and his thoughts.
SLP verbally present assignment. “In your own words, write 5 complete sentences describing who Jim Thorpe was. Include things that he said, did (i.e., his actions), and thoughts.

Did student correctly describe Jim Thorpe? Did they use examples and refer to details from text in complete sentences?
Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
   b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
   c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
   d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
   e. Form and use prepositional phrases.
   f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
   g. Correctly use frequently confused words (e.g., to, too, two; there, their).*
Client will demonstrate grade-level production of conventions of standard English grammar when giving an oral presentation including: form and use of prepositional phrases, and producing complete sentences, and correctly using frequently confused words (e.g. to, too, two).
Client will demonstrate use of prepositional phrases at the sentence level when giving a presentation to the class with no more than two errors in a four-minute speech sample.
Lesson Plan 1

- Speech-language pathologist - Team teach Lesson
- The SLP demonstrates:
  - Pull characters from *Jim Thorpe’s Bright Path*
  - Prepositional Phrase Example: Jim’s brother died of disease **in boarding school**. He rode **on the horse** to get **across the prairie**.
- Have students come up with examples from the text to demonstrate understanding.
Lesson Plan 1 Cont:

- Timeline of Thorpe’s Life
  - Pull important moments from Thorpe’s life and explain using prepositional phrases correctly.
- Students verbally present on the timeline of Thorpe’s life to class using prepositional phrase correctly in their four-minute presentation.
Client will demonstrate production of complete sentences, with no fragments or run-on sentences, in an oral presentation given no more than three errors in a five-minute speech sample.
Lesson Plan 2

- SLP will write examples on the board of run-on sentences, fragments, and complete sentences.
- Students will be asked to identify which sentence fits into which category.
- Students will be asked to give an example of a complete sentence about *Jim Thorpe’s Bright Path* when called upon.
RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
The student will demonstrate comprehension of explicit and inferred meaning in a text when reading a 4th grade-level passage, as measured by written identification of story details and examples, and written identification of inferred story meaning, with 90% accuracy over each presented passage.

- Montana Common Core Standards for English Language Arts Content, Grade 4
In-class model: Team Teaching with classroom teacher.
Objective #1

The student will demonstrate comprehension of explicit meaning in a 4th grade-level text, as measured by written identification of at least five unique story details and examples, with 80% accuracy over each presented passage.

- Montana Common Core Standards for English Language Arts Content, Grade 4
Before the students read the passage, SLP conducts a lesson on explicit vs. implied meaning. Explicit meaning includes details and examples given in the text. (Examples: Jim was born on a reservation in Oklahoma in 1887. He entered Haskell Indian School in 1898. Two years later, he ran away to be with his dying father.)

Review the components of a complete sentence (S +V + O, punctuation).

Students read a chapter silently.

- Write at least two complete sentences, each describing a specific detail that you learned in the story so far. Each detail must be accurate and complete.
- Write at least two complete sentences, each describing an example of something that you learned so far in the story about Jim Thorpe. Each example must be accurate and complete.
Evaluation

Student submits at least four correctly written sentences, with two identifying a unique story detail and two identifying a unique story example, with 80% accuracy.
Objective #2

The student will demonstrate comprehension of inferred meaning in a 4\textsuperscript{th} grade-level text, as measured by written identification of at least one example of story message, moral, or unstated meaning, with 100\% accuracy over each presented passage.

- Montana Common Core Standards for English Language Arts Content, Grade 4
Before the students read the passage, SLP conducts a review on *explicit vs. inferred* meaning. Inferred meaning describes the moral, the message, or the underlying, unstated meaning of a story. Students silently review chapter from Activity 1.

- Write at least one complete sentence which fully captures an inferred meaning in the story so far of *Jim Thorpe’s Bright Path*, a story about Jim Thorpe’s life.
Evaluation

Student submits at least one correctly written sentence identifying an inferred meaning from the passage.
Writing Standard

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
e. Form and use prepositional phrases.
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
g. Correctly use frequently confused words (e.g., to, too, two; there, their).*
Expressive Written Language Goal

By the end of the school year, student will write one opinion essay using complete sentences with at least 90% accuracy in grammar and topic cohesiveness, demonstrating competency in the conventions of standard English grammar expected of 4th graders.
Service Delivery Model

In Class Model: Team Teaching
Objective 1

When presented with verbal instructions, student will write a cohesive, grammatically correct paragraph.
Activity 1, Objective 1

• Write for the next 15 minutes about an athlete you admire. The athlete may be me someone you know personally, or who is famous in the country or world. The person may be living or deceased.

• The first sentence should be an introduction and the following three sentences should be three reasons why you admire this person.

• Use complete sentences.
Student writes cohesive grammatically correct sentences with at least 80% accuracy.
Objective 2

Student will develop competency in:

- Using relative pronouns and relative adverbs
- Forming and using the progressive verb tenses
- Using modal auxiliaries to convey various conditions
- Ordering adjectives within sentences according to conventional patterns
Student will select the correct answer when presented with correct and incorrect grammar options in sentences.
Circle the correct word or words in the following sentences:

1. My favorite athlete, whom/who is my sister, is a terrific basketball player.
2. To whom/who did you throw the basketball?
3. The quarterback threw the touchdown pass just as we were leaving/we will be leaving the stadium.
4. The girl sprinted for home plate which/who was covered in mud.
Student selects correct answers with at least 80% accuracy.
Student will add sentences to paragraph created in Activity 1, Objective 1 using grammar mastered from Activity 1 Objective 2.
Evaluation

Student’s additional sentences have at least 80% accuracy in grammar and cohesiveness.

