### Lesson Plan 1:

#### Lesson Title: An introduction to articulation – structures of the mouth

<table>
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<tr>
<th>Date: Term 2, lesson 2 – 11/05/2011</th>
<th>Stage: All stages</th>
</tr>
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<tbody>
<tr>
<td>KLA: PDHPE</td>
<td>Grade: K-6</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>Duration: 45 minutes</td>
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<tr>
<td>Science and Technology</td>
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<td>English</td>
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#### Aim of Lesson: To raise awareness of simple oral structures, identify lips, tongue and teeth as separate oral structures. Create a puppet to be used to model the production of speech sounds in later lessons.

#### English

TES1.2 – Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.

RS2.6 - Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.

#### Creative Arts

VAES1.1 - make simple pictures and other kinds of artworks about things and experiences.

VAS1.1 - makes artworks in a particular way about experiences of real and imaginary things.

VAS3.1 – investigates subject matter in an attempt to represent likeness of things in the world.

#### PDPE

GDES1.9 – labels external body parts and names their functions.

GDS1.9 - Describes the characteristics that make them both similar to others and unique

#### Science & Technology

**Stage 2** - students will know and understand that: computers are machines that store and process information. People use different technologies to organise and communicate information in different ways.

**Stage 3** - Students will know and understand that; information can be represented in a number of different forms, including graphics, sounds and texts.

#### Resources:

- Paper plates
- Pencils
- Stencils
- Straws
- Scissors
- Glue

#### Assessment: See if children can identify the basic oral structures on their mouth puppets.

#### Lesson Evaluation:
<table>
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<th>Time</th>
<th>Task Engagement</th>
<th>Teacher’s notes</th>
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<tr>
<td>Introduction (5mins)</td>
<td>Outline video conferencing etiquette if doing activity across schools. Introduce the project and outline the purpose and processes. Ask the students to identify the location of their teeth, tongue and mouth.</td>
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</table>
| Body (30mins)   | 1. Get children to follow the procedure outlined on the provided power point presentation to create their own mouth puppet.  
  - Whilst children are making the puppet discuss the influence different oral structures have on sound production and raise awareness of the influence of teeth, tongue and lips on sounds.  
  2. Label puppets with your name and put away in a safe place.  
  3. Pack up all resources and tidy away any mess.                                      |                 |
| Closure (5mins) | Ask the children to identify their teeth, lips and tongue. Introduce next week’s concepts in relation to the impact of oral structure placement on sound production. i.e. you need to put your lips together to make a /b/ sound. |                 |

**Extension:** Older children or children who display proficiency may be directed to offer assistance to students who may be having difficulty with an aspect of the craft activity.

- Power point presentation included on the resource disk