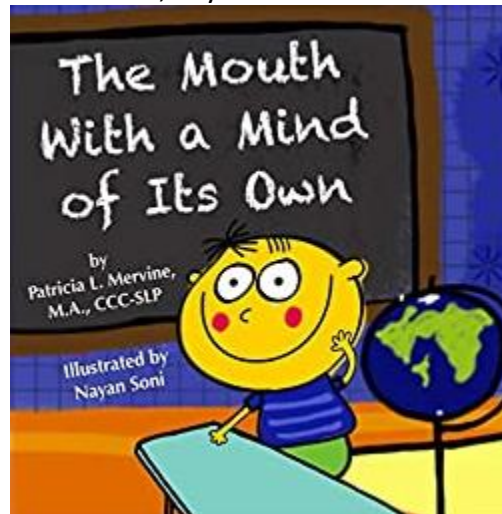


Felisha Reza
7th grade Science

Literacy to Teach Diversity Lesson Plan

“The Mouth with a Mind of Its Own,” by Patricia L. Mervine. Illustrated by: Nayan Soni.



Mervine, P. L., & Soni, N. (2014). *The mouth with a mind of its own*. Speaking Of Speech.

Learning Target:

- Students will be able to:
 - **Read** through a story about strengths and struggles in a student with a speech motor disorder.
 - **Reflect** and **write/discuss** on personal experiences in which they have struggled, persevered, and succeeded in their own lives.
 - **Research, identify, and discuss** the parts of the human body that work together in speech.
 - **Create** a visual representation of the concepts discussed.
 - **Explain** the importance of speech therapy in the community.

Success Criteria:

- Students can:
 - Read through “The mouth with a mind of its own.”
 - Reflect and discuss on their own personal experiences examples in which they have struggled, persevered, and succeeded in their own lives.
 - Research by finding credible sources to identify and discuss how different parts of the human body work together in speech.
 - In groups, create a visual representation of the concepts discussed.
 - Present and explain the importance of speech therapy in the community and how our community can build up awareness of strengths and acceptance of differences in communication.

TEKS:

- 7th grade Science: 3(A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student.
- 7th grade Science: 3(B) use models to represent aspects of the natural world such as human body systems and plant and animal cells.
- 7th grade Science: 3(C) identify advantages and limitations of models such as size, scale, properties, and materials.
- 7th grade Science: 3(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content.
- 7th grade Science: 12B: identify the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, excretory, reproductive, integumentary, nervous, and endocrine systems.
- 7th grade ELA: 12J: use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

What the Story is about:

- This book is about a boy name Matthew who has apraxia. He struggles with his speech and being understood. His teacher identifies his challenges and helps him get help from a speech language pathologist. In speech therapy, Matthew plays listening games to get better at hearing the pronunciation of various sounds. Then, Matthew plays a listening train game where he uses a train picture to represent if the sound he heard was in the beginning, middle, or end by pointing to that section of the train. Finally, Matthew gets to participate in exercises that target his “speech helpers” (which are his lips, teeth, tongue, jaw, vocal folds, back of throat, and lungs). Mrs. Hicks the speech therapist mentions how Matthews’s speech helpers are not always getting the right signals, so that is why they say the wrong sounds. That is why she mentions to him that his mouth has a mind of its own. She reassures Matthew by telling him that they will work together to teach his brain and speech helper muscles to make the right sounds.

Rationale for lesson:

- This book does an amazing job of introducing some of the exercises that happen during speech therapy and why speech therapy is important. This book helps in understanding the challenges that come with communication disorders and brings awareness of strengths and acceptance of differences because the story is informative, motivates, and inspires. The book has some a good mix of fun and fact which students will enjoy.

Lesson Procedures:

Day 1:

Part 1: Pages 1-6 (Introduction to Matthew's Speech disorder and feelings of frustration.)

Introduction:

- Teacher will introduce the book to the class by first going over Communication disorders. Teacher will have the students watch a video to hear from someone in speech therapy explain the differences between apraxia and dysarthria.
- <https://youtu.be/x4KGvyM7KPQ>
- Next, the students and teacher will read pages 1 to 6 together in class.
- After reading, Teacher will ask the students to take a moment to think about what was just read.
- Teacher will then ask students to take out their journals and draw or write about a moment in their own lives when they felt they could not be understood.
- Teacher will explain to students to focus on 2 key elements. What happened? and how did it make them feel?
- Students will spend 10 mins writing in their journal and afterward they will create a flip grid video to explain the experience. Students will be able to comment on their peers flipgrid videos. Teacher will also remind students of the expectations for commenting on a peers video. That their comment should be respectful, and show empathy and kindness.

Part 2: Pages 7-12 (Matthew meets Mrs. Hicks, the speech therapist, and can finally feel understood. Mrs. Hicks gives Matthew items to help him be understood. He also goes through some introductory tests.)

- Class will read pages 7-12 of the book together in class.
- Teacher will explain the activity of research and finding of credible sources to the class and will pass out laptops for students to use in research.
- Class will use jigsaw group work to learn more.
 - Group 1- will research more on the brain specifically the part that focuses on speech.
 - Group 2- will research motor neurons and how they help relay messages from the brain to facial muscles to move in speech.
 - Group 3- Will research more on sensory neurons and how they relay messages to the brain to process and interpret.
 - Group 4- will research more on apraxia and the speech therapy practices that can help with speech.
- Students will have 20 min to research in their 'expert' groups. Teacher will explain that Students will need to keep a record of their citations and will use their research in part 3 and 4.
- Teacher will go around to each group to help guide and answer questions that students may have.

Day 2:

Part 3: Pages 13-18 (Matthew Learns how to move his mouth in order to make the correct sounds for his speech. He finds the /s/ sound difficult.)

- Class will read pages 13-18 of the book together in class.
- Teacher will ask students to return to their 'home' group assignments.
- There should be 1 person from each 'expert' group in the 'home' groups.
- Students will go back to their 'home' groups to teach each other on what they found during their research. Students will have 25 min to complete this.
- During this activity students will put together a posterboard with each section of information on the posterboard. Students will use markers, pens, paper, to display their information on the posterboard. Students will have 20 min to complete this.
- If students have time, Teacher will explain that they may practice their delivery of the material for presentations.
- Teacher will explain that each student will have to speak on their 'expert' section from the poster.
- Teacher will go around to each group to help guide and answer questions that students may have.

Day 3:

Part 4: Pages 19-23 (Another difficult sound for Matthew is the /r/ sound. Mrs. Hicks reassures Matthew that he will be able to get better at making those difficult sounds with practice. Matthew succeeds in using his new speech sounds after months of practice and use in his conversations. The next year, he walks with confidence into his new classroom and is happy that he can say "My name is Matthew.")

- Class will read pages 19-23 of the book together in class.
- Teacher will ask students to go back to their 'home' groups, and will hand out a piece of blank paper to each student. On this paper students will write down their response to the following reflection:
 - Name a moment when you had to practice really hard and many times to achieve something.
 - Write about this moment and explain how the process made you feel.
 - Explain how you felt at the beginning, middle, and finally after you achieved the thing you worked very hard for.
- Students will have 5 min to write down their answer. Teacher will call out when the 5 mins are over and will ask the students to give their paper to the person on their left. The group should circulate papers and have a paper of their peers in front of them.
- Teacher will then ask the students to write a response to their peer underneath the original response. Students will have 5 mins to read and respond to their peer. Then Teacher will ask students to rotate papers to the left again.

- Students will have another 5 min to respond and rotate one final time. This will make it so that each member of the group has a moment they wrote about and 3 responses from their group members underneath. It will resemble a carousel writing discussion.
- Teacher will ask students to pass the papers to the original owners.
- Teacher will give students 5 mins to read the responses of their peers.
- Teacher will then ask for a volunteer to read their paper to the class.
- If more students would like to share then they will wait to be called on by the teacher.
- There will be 5 mins for sharing if needed.
- The last 20 min of class will be for presentation of the posters.
- Teacher will call on each 'home' group to come to the front of class to present their poster.
- Students will go with their 'home' groups when called to the front of the class and present their findings with the class.
- Each student will have to present their 'expert' contribution of information from the poster to the class.
- Groups will have 5 mins to present their findings. If presentations run a little longer, then the next class day will devote 15 mins to finish presentations.

Conclusion:

- Teacher will ask students to explain the importance of learning about speech disorders.
- Teacher will ask for a volunteer to explain. If no volunteers, teacher will call on a student.
- Teacher will summarize the importance of differences in our community and how they make us unique. Teacher will explain how we have strengths in our differences, and our experiences in struggles, perseverance, and successes show how similar we really are.
- Teacher will explain how the human body is very complex and it is in learning about its processes that we can understand how it works.
- Teacher will ask a student to summarize an idea that they really enjoyed learning about in this lesson.

Materials:

- "The Mouth With a Mind of Its Own" book by: Patricia Mervine
- Paper, pens, pencils, markers, posterboards.
- Journals
- Laptops for research and flipgrid videos
- Youtube video link: <https://youtu.be/x4KGvyM7KPO>