



LESSON PLAN

-ALLAH MADE EARS -

Level: 1

Theme: Allah Made Everything

Topic: Allah Made Ears

Prior Knowledge: None required

Materials:

- 1 Social Story for teacher to read; 1+ Reader for each pair of students, from al-m.ca/SpecEd; each printed single sided and inserted in plastic perforated sheet protectors, inserted in a fastener folder that has been reinforced at corners with packing tape
- 1 Flashcards set, printed according the size desired (e.g. 2 pages per sheet, 4 pages per sheet), cut-out and laminated
- 1+ Activity Cards for each student; use second card for homework, for hearing students only
- Cardstock for making headband
- Glue for each child – can use a glue-sponge for easier use; to attach label and ear-images to band
- Safety scissors for child to cut out ear shapes and label, or teacher should have them cut out beforehand
- Child-friendly objects based upon the sensitivities of the student. These may include but are not limited to playdough, markers, sensory glitter bottle, short string.

Language Skills Addressed: Sounds include “e” for ear

Skills and Strategy Focus: Recognition of body part, touch, and numbers 1-2

Selected Level 1 Outcomes and Specific Objectives:

Listening: Student will read/listen to story and recognize and touch the body part of the ear; hearing students will develop mindful listening through homework activity by identifying sounds on a walk.

Reading: Student may begin to recognize the word “ear” and numbers one and two, and words from Dolch pre-k list.

Speaking/Signing: Student shall learn where the ear is located, recognize their ear and point to it, and possibly name it if able.

Fine Motor/Gross Motor: Student(s) will use the cut-outs and glue the ear-images and label onto a headband; Students will be able to point at ears/image of ears.



Procedure Outline:

1. Teacher will read the Social Story, “Allah Made My Ears” to the students. The teacher will repeat the word and sign for “ear.” Teacher will encourage student to say the word, beginning letter sound “e” or sign language. Depending on hearing ability of student, teacher may skip mentioning the page about hearing.
2. Teacher will present first Activity Card, help student glue it together and put headband on.
3. Movement Break: Students will wear headband and move around room for 3 minutes as ability allows, pointing at ears and saying sound; teacher will show flashcard, student will approximate if possible;
4. Teacher will present Flashcards and respective sounds/signs. Repeat with each student until goal is achieved. Hand-over-hand or body map may be used to help the student.

Weekly Goals: Assign Mindful Listening Walk Activity Card (see page 2 of file) as homework for students with hearing ability; Reader and Flashcards should be taught at home with the student. Daily repetition not lasting longer than 5 minutes is encouraged. Repeat depending on the IEP of the student.

Assessment/Assessment criteria: Student should be able to identify the body part with the respective sound or approximation of “ear.” If student is unable to say the word, sound or sign language should be used.

Follow-up: Parents should be provided detailed report indicating the success markers of the student and areas that need work. Parent and teacher should adopt a co-op model to help the student reach the goals as determined by the parent and coordinator.

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