



LESSON PLAN

-ALLAH MADE FOOD-

Level: 1 **Theme:** Allah Made Everything **Topic:** Allah Made Food

Context: neurotypical preschooler, or special needs student who may be pre-K age or may be older

Duration: 1 hour, will vary depending on student/class **Note:** All foods mentioned are ones in the Qur'an

Materials:

- 1 Social Story for teacher to read to students; and 1+ Reader for each student, from al-m.ca/SpecEd; each printed single-sided, inserted in perforated sheet protectors, in fastener folder reinforced at corners with packing tape
 - 1 Flashcards set, printed according to desired size (e.g. 2 pages per sheet, 4 pages per sheet), cut-out and (opt.) laminated
 - 1+ Activity Card for each student
 - Playdough; a small amount, one container divided per 2 students should suffice
 - **optional:** pretend-play food toys and/or a few of the actual foods (olives and dates pits removed), but only foods listed in flashcards, checking beforehand for parental permission for students to taste, and awareness of any allergies
 - hand sanitizer, paper towels, water wipes, to clean up after real food is played with
 - deep plastic containers for each student, to place one piece of small real food in e.g. a single pitted date, for them to explore, tear apart, squish, etc.
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Language Skills Addressed: Sounds include “F” for food; beginning sound of each respective food

Skills and Strategy Focus: Recognition of food images, beginning sounds of food

Selected Level 1 Outcomes and Specific Objectives:

Listening: Student will listen for the food sound and be able to visually match it with associated picture

Reading: Student may begin to recognize the sight words “I,” “see” from Dolch pre-k level

Speaking/Signing: Student shall learn to make the food sound/sign for the associated picture and “I see”

Fine Motor/Gross Motor: Student(s) will grip the playdough and work on rolling it, with assistance if needed, against table/binder to form ball shape, or form the shape between their hands, depending upon ability; students will be able to point at the identified food images in booklets/cards

Assessment: Teacher will note anecdotally if student was able to identify the food with the respective image correctly; and if sound of food word was made; and whether they shaped the playdough independently or not.

Follow-up: Parents/Caregivers should have student use Reader at home. Real food observation in a grocery store or at home is encouraged, as well as using the phrase “I see,” and reading food words out loud at home daily, no longer than 5 minutes at a time.



Procedure Outline:

1. Teacher will read the Social Story, “Allah Made Food” to the students. The teacher will repeat the word and gesture for “eat.” Teacher will encourage student to say/sign the words “food” and “eat” with initial letter sounds.
2. **Optional:** Teacher will show a few pretend food toys and/or real foods; teacher will allow student to touch objects, smell and feel real foods and encourage phrase “I see ___” (the plural of the food e.g. I see dates).
 - a. Optional: A dot of honey can be placed in plastic container for each student to touch and feel the stickiness; refer back to Animals lesson and mention that Allah made Bees and [sticky] honey comes out of bees (avoid using phrase “Bees make honey” in this lesson to avoid confusion, as focus should be on “Allah made honey”). Can relate to glue being sticky too, to define sticky feeling.
 - b. Encourage feeling fruits, squishing, tasting (with parental permission) to engage senses, although keep pomegranate with teacher at this time due to potential stains. Help students clean up.
3. **Did you do Step 2? Skip to Step 4:** Teacher presents Flashcards of foods. Teacher will repeat word with each student until goal is achieved. Hand over hand pointing at letters may be used to help the student.
4. Movement Break: Teacher will give each students a play food/flashcard, and have them walk around the room together for 3 minutes, marching/wheeling and attempting to say “food” or the “f” sound together repeatedly.
5. Teacher will present Activity Card and give each student playdough to form into ball shapes, with modeling and then some assistance, encouraging them to roll it against a surface and then, for more advanced students, between palms. Size of ball does not matter, can be large or tiny; have them attempt 10 balls of “fruit” and then have them independently place them on plate; teacher can say, as they put the fruit on the plate image: “one for me, one for you/two for you” but allow student to focus on their movements more than speech at this time.
6. If time allows, teacher will read Reader booklet aloud; and then assign as homework.

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