



LESSON PLAN

-ALLAH MADE MY EYES-

Level: 1 **Theme:** Allah Made Everything **Topic:** Allah Made My Eyes

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 **Prior Knowledge:** None required

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 Cards for each student; tactile activity for visually impaired students also provided (Card 3)
- Safety scissors, glue-sticks, aluminum foil, liquid glue, false lashes or pipe cleaners, string, depending on card chosen; choose one card to do during class only; other cards can be used in a repeat class or sent home. Card 3 is specially designed for the visually impaired, but can be used for any student.
- Child friendly objects based upon the sensitivities of the student. These may include but are not limited to craft items such as playdough, shaving cream, construction paper.

Language Skills Addressed: Sounds include “e” for eyes, “o” for open, “c” for close “b” for brown, black, blue

Skills and Strategy Focus: Recognition of place of eyes, e sound, colors and number 1 and 2

Selected Level 1 Outcomes and Specific Objectives:

Listening: Student will listen for the e sound and attempt to point to eyes on the head or repeat “eye”

Reading: Student may begin to recognize the sight words “I,” “can” from Dolch pre-k level; may begin to recognize the colors: blue, green, black, blown, and words: eye, open, close

Speaking/Signing: Student shall learn to approximate or say color sound, e for eye and sign language for eye. Color recognition by pointing to colors and sign language for “eye”.

Fine Motor/Gross Motor: Student(s) will slide eye craft back and forth; use scissors with assistance, use both liquid glue and glue-stick; point at and say the word eye, and/or color.

Assessment: Student should be able to identify the eye with the respective color card. If student is unable to say the word of the eye, sound or sign should be used.

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



Procedure Outline:

1. Teacher will read the Social Story, “Allah Made My Eyes” to the students. The teacher will repeat the word and gesture for “eye.” Teacher will encourage student to say/sign the words “eye” with initial letter sounds. Teacher will show the colors and match eyes to the color.
2. Teacher will present Flashcards of eye and respective sounds/signs. Teacher will repeat word with each student until goal is achieved. Hand over hand or pointing at letters may be used to help the student.
3. Movement Break: Teacher will give students instructions to students to touch (own) eyes, touch 1 eye, touch both eyes, blink 1 eye (a wink), blink 2 eyes, open, close, etc. as a game. Students will approximate as is possible. Make “e” or “eye” sound together repeatedly according to ability.
4. Teacher will present chosen Activity Card and model how to do it. Teacher will work with the student one on one towards the goal of each student.
5. If time allows, Teacher will read Reader booklet aloud; and then assign as homework.

Prepared by Qunoot Almecci