



LESSON PLAN

-ALLAH MADE MY HANDS -

Level: 1

Theme: Allah Made Everything

Topic: Allah Made My Hands

Prior Knowledge: None required

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

Duration: 1 hour, will vary depending on student/class –Flashcards and Reader assigned as homework

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, to be sent home for study
- 1+ Activity Cards for each student; laminated if making reusable
- Child-friendly objects to place on each hand image of Activity Card, such as pasta, wool, sand, buttons, pom poms, feathers

Language Skills Addressed: Sounds include “h” for hands, “c” for can

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

Selected Level 1 Outcomes and Specific Objectives:

Listening: Student listen to story and recognize “h” sound and touch the body part of the hand.

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

Speaking/Signing: Student shall learn to approximate or say the word hand. Approximation of sound is considered meeting goals.

Fine Motor/Gross Motor: Student(s) will feel the textures on card, and point at hands and images of hands; advanced students may see observe teacher demonstrate right and left side hands, and movements of *Takbir* and *Wudhoo*

Procedure Outline:

1. Teacher will read the social story, “Allah Made My Hands” to the students. Teacher will repeat word and sign for “hands,” encouraging student to say the word, beginning letter sound “h” or sign language.



2. Teacher will present flashcards of hands and respective sounds/signs. Repeat with each student until goal is achieved. Hand-over-hand and or body mapping may be used to help the student.
3. Movement Break: Teacher will demonstrate the actions of associated social story including the actions of *takbir* and *wudhoo*. Student will approximate if possible.
4. Teacher will present activity card and work with the student's individual plan.

Weekly Goals: Reader 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.

Assessment/Assessment criteria: Student should be able to identify the body part with the respective sound or approximation of "hand." 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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