



# Lesson Plan

-Allah Made My Mouth-

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

**Topic:** Allah Made My Mouth

**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

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## Materials:

- 1 Social Story for teacher to read to students; and 1+ Reader for each student, from [al-m.ca/SpecEd](http://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, with page 3 only printed if student's own preferred foods images are not being printed by teacher/caregiver
- Glue sticks/glue sponge
- Safety scissors or teacher cut out pictures of food before hand
- 3-4 preferred nut-free snack foods for tasting activity, optional, with permission of guardian
- Stuffed animal/teddy bear or student's own preferred object, for breathing exercise
- Child friendly objects based upon the sensitivities of the student. These may include but are not limited to craft items such as rocks, gems, counters, etc.

**Language Skills Addressed:** Sounds include "m" for mouth, "l" for lips

**Skills and Strategy Focus:** Recognition of placement of mouth, purpose of mouth, "m" sound

## Selected Level 1 Outcomes and Specific Objectives:

**Listening:** Student will listen for the "m" sound, "mouth" and attempt to match hearing the word with the physical location on face

**Reading:** Student may begin to recognize the sight words "I," "can" from Dolch pre-k level

**Speaking/Signing:** Student shall learn to approximate or say "M" or point to the mouth and/or "l", "lips"

**Fine Motor/Gross Motor:** Student(s) will be able to point and make the "m" sound either by verbal cues or approximation.



**Assessment:** Student should be able to identify the mouth with the respective sound. Approximation of Lips is also acceptable.

**Follow-up:** Reader booklet and flash cards should be taught at home with 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 Mouth” to the students. The teacher will repeat the word and sign for “mouth/lips.” Teacher will encourage student to say the words “eye” with initial letter sound “m” or sign language. Note: Omit pages regarding mouth speaking, if desired – focus can be on other functions of mouth to be inclusive of less verbal or non verbal individuals.
2. Movement Break: Teacher will give students instructions to students to touch own mouth, open and close mouth. Students will approximate as is possible. Make “m” or “mouth” sound together repeatedly according to ability. Teacher will then have students taste preferred foods (with permission of guardian) with eyes closed or covered, having them guess the food.
3. Movement Break and Activity: Teacher will present Mindful Breathing Activity Card and model the activity using a teddy bear. (Card is to be sent home for caregivers to repeat activity with student.)
4. Teacher will present Flashcards and respective sounds/signs. Teacher will repeat word with each student until goal is achieved. Hand over hand or body map may be used to help the student.
5. If time allows, teacher will assist student as needed for cut-and-paste Activity card, otherwise set aside for a repeat class or assign as home activity along with Reader Booklet.

Prepared by Qunoot Almecci