



# Lesson Plan

-Allah Made the Earth-

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

**Topic:** Allah Made the Earth

**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](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 Card for each student
- Green and red finger-paints for Activity 1
- Mini plant pot, seeds and soil for Activity 2 (to take-home, one set per student)
- Optional: 1-3 real flowers for students to smell
- Child-friendly objects based upon the sensitivities of the student

**Language Skills Addressed:** Sounds include “e” for earth

**Skills and Strategy Focus:** Recognition of Allah creating land, sky, water, animals

## Selected Level 1 Outcomes and Specific Objectives:

**Listening:** Student will listen for the “e” sound, and “Earth”

**Reading:** Student may begin to recognize sight words “I,” “the” “made” from Dolch pre-k word list

**Speaking/Signing:** Student shall learn to recognize the items with the associated picture.

**Fine Motor/Gross Motor:** Student(s) will be practice stretching arms and deep breathing to best of their ability; student will deeply press finger tips with force on paper in fingerprint craft, and press down soil in plant pot.

**Assessment:** Student should be able to identify the respective image.



### **Procedure Outline:**

1. Teacher will read the Social Story, “Allah Made the Earth” to the students. The teacher will repeat the word and sign for “earth, tree, flower.” Teacher will encourage student to say the word “earth”, beginning letter sound “e” or sign language.
2. Teacher will present flashcard. Repeat with each student until goal is achieved. Hand over hand or body map may be used to help the student.
3. Movement Break: Teacher will pick have students curl up on floor or in seat as much as possible, and slowly raise arms up as high as possible to pretend to be a plant growing from a seed. Teacher will walk around room as students are curled up and pretend to sprinkle water on them, saying “grow, grow” while students can imitate as possible. Repeat two or three times, allowing students to come to a full stretch. If flower has been brought in, teacher should allow students to smell it (while teacher hold flower), encouraging them to breathe deeply.
4. Activity 1: Teacher will present Activity Card 1 and model the activity, assisting students as needed.
5. Activity 2: If time allows, teacher will prepare Activity 2 for students or explain activity and send home with student.

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

*Prepared by Qunoot Almecci*