



LESSON PLAN

-I GO TO MY MASJID-

Level: 1 Theme: I go to a Majlis **Topic:** I go to My Masjid

Context: neurotypical preschooler, or special needs student who may be pre-K age or may be older; has studied the "I Sit..." "Food..." and "Shoes..." at a Majlis lessons under the theme "I go to a Majlis"

Duration: 1 hour, will vary depending on student/class

Materials:

- 1 generic version of the Social Story "I go to my Masjid" for teacher to read to students, printing only selected pages from file as the file includes both generic and custom pages; downloaded from al-m.ca/SpecEd;
- 1+ customized version of the Social Story for each student, sent home/brought from home with inserted photos of student, local masjid/centre, and preferred items; each printed single-sided, inserted in perforated sheet protectors, in fastener folder reinforced at corners with packing tape.
 - Note: parents may resize above photos into small cards, laminating and attaching Velcro, for use on [Visual Schedules](#) as well; they can also attach Velcro to social story pages to change up photos of snacks, toys and scholars/speakers according to that day's plans
 - To embed your centre's image and name in the file, email SpecEd@al-m.ca for customisation
- 1+ Flashcards and Readers from previous "I go a Majlis" lessons, selected at teacher's discretion based on what needs the most review at this time
- 1+ Activity Card "I go to My Masjid" printed for each student, laminated and with shape cut out, leaving empty space around the blue circles, and hole punching the circles out (punching out only every other circle, every two circles, or each circle, depending upon lacing ability of student)
- Yarn, ribbon, or other string for lacing activity cards
- Visual timer, sensory tools for breaks

Language Skills Addressed: Sounds "M" for masjid & majlis, "G" for go, ("j" sound within "masjid" not focus)

Skills and Strategy Focus: Recognition of local masjid image; review numbers 1 and 2, majlis routine behaviour

Selected Level 1 Outcomes and Specific Objectives:

Listening: Student will listen for instructions to sit down, to lace card, to turn page

Reading: Student will recognize the sight words "I," "see" "go" "to" "the" "sit" "is" from Dolch pre-k level

Speaking/Signing: Student shall learn to say/make the sound/sign for "go," "sit," "majlis," "masjid"

Fine Motor/Gross Motor: Student(s) will lace the masjid image, according to level, lacing every hole, every other hole or every two holes; some students may lace back and forth across image; student will learn to lace holes of image independently regardless of outline.



Assessment: Teacher will note anecdotally if student was able to make the sound “M” or “Mas” or full word “Masjid,” and how independently and accurately lacing activity was done.

Procedure Outline:

1. Teacher will read the Social Story, “I go to My Masjid” to the students. Teacher will encourage student to say/sign the word “Masjid” with initial letter sounds. Some students may be unable to make do the the “j” sound in the word.
2. Movement Break - Reviewing role-play from “I Sit in a Majlis” Lesson: Student(s) should pretend to enter a majlis at a masjid, walking/wheeling from classroom door to rug/chairs, taking an extra round of the room too; if not possible, have students gather seats and wheelchair(s) around table and pretend with hand gestures picking spot on table i.e. “Move your hand to where you would like to sit in this pretend majlis;” Repeatedly call out “I go to Majlis” as a group, encouraging “g” “m” sounds.
3. If time allows, teacher will presents Flashcards to class as a whole, repeating words with each student.
4. Teacher will present and model Activity Card, of Masjid lacing, according to student’s ability; advanced students can lace holes in proper outlining sequence; others can skip one or two holes, while others can focus on lacing independently even if crisscrossing across and behind image – encouragement should be given for effort throughout activity. The end of a string can be taped around to form a firmer grip for beginner students. While lacing, encourage them to count holes aloud, only saying, “1, 2, 1, 2, 1, 2”
5. Give a 3-minute movement and/or sensory break if needed, using a visual timer: students can stretch, do jumping jacks, run on the spot, walk around room freely, play with a sensory tool, make circles with arms twenty times, clockwise and counter-clockwise, but allow individuals who want to play with preferred item to be on their own for this time. After time completed, lead towards next step with calm breathing, saying “All done! Now, let’s take five slow deep breaths and go back to our seats.” Model deep breathing for them.
6. Teacher will read selected Reader booklet aloud for review of a previous lesson Majlis lesson, if time allows, and give each a student a Reader to look at with a partner quietly. While students are reading, teacher will briefly present each student with their customized Social Story with their own photos, for study at home.

Follow-up:

Parents/Caregivers should have child read from previous lesson’s Reader booklets five minutes a day, independently reading; and adults should read customized social story to child daily, particularly before going to masjid. Teacher may suggest using social story at majlis itself to remind child of what’s next, and how to use Visual Schedules. Teacher and caregiver should follow up on majlis behaviour progress weekly.

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