



LESSON PLAN

-I SIT IN A MAJLIS-

Level: 1

Theme: I go to a Majlis

Topic and Filenames: I Sit in a Majlis

Materials:

- 1 Printed [Social Story](#) booklet ("[Dad](#)" version also available) and 1+ [Reader](#) booklet 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; if working with multiple students, print enough Reader copies so two people can share.
- 1 Printed [Flashcards set](#) from al-m.ca, printed according the size desired (e.g. 2 pages per sheet, 4 pages per sheet), cut-out and laminated
- Any visual timer like on phone app, an hourglass, or kitchen timer, when used should be within sight of student but out of their physical reach
- 1+ Printed [Activity Card](#) for each student from al-m.ca, laminated if going to be reused depending on material choice;
 - Material for activity is flexible: (e.g. mini pom-poms, raw macaroni, yarn strands, felt circles, cut out shapes, stickers) – any medium of choice that will have child practice picking up objects from one side of paper and placing on the other, either with fingers (simply pointing, tapping, sliding, or picking up and placing) or using plastic tongs/tweezers depending on ability.

Context: Beginner Level, neurotypical preschooler, or special needs student who may be pre-K or may be older, may or may not be fully verbal or fully hearing, may or may not be in a wheelchair at this time.

Prior Knowledge: None required

Language Skills Addressed: Sounds of words "sit" and "majlis"

Skills and Strategy Focus: Listening for instruction "sit"

Duration: 1 hour, will vary depending on student/class – teacher should log how long each activity takes for future planning reference; leave out the flashcards and assign the Reader as homework if time/ability is a constraint. Alternatively, run the lesson over two sessions, also repeating content as needed.



Selected Level 1 Outcomes and Specific Objectives:

Listening:

Student shall understand a simple request

Such as "Sit"

Reading and Comprehension:

Student shall recognize an English phrase, or sight word from Dolch pre-K word list

Such as "I sit" "I go" "I read"

Such as "the," "a" "in"

Speaking/Signing Skills:

Student shall learn a term

Such as the phrase "I sit" and understand that it means the corresponding action

Such as the Arabic phrase "majlis" and understand it in the context of a gathering of Muslims;

Note: focus on using the phrase "going to majlis" rather than "masjid" when speaking generally so learned social situation knowledge can be applied to both a majlis at masjid and a majlis at a house, with the understanding that they have the same rules (in this context majlis will refer to any gathering, whether a happy occasion, sad occasion or neutral occasion for the sake of consistency)

Student shall learn to say and/or sign a sound and/or word

Such as the phrase "I sit"

Student shall say or sign at least three new vocabulary words

Such as sit, book, play, quietly, Mom, Dad, go

Fine Motor Skills:

Student shall be able to pick up and place small objects from one area to another marked area, with mini plastic tongs/tweezers or fingers; alternatively they may point or tap on the marked area.

Such as mini pom poms, felt pieces, little blocks, cut out shapes, stickers etc. being placed into dark block from white block

Student shall be able to manoeuvre pages independently

Such as turning pages in fastener folder or binder, pages which are in plastic sheet protectors

Gross Motor Skills:

Student shall be encouraged to take appropriate movement breaks

Such as sitting up and down in "Simon Says" type of game, or simple direct instructions



Such as moving around the room, to the best of their ability, or making motions ranging from stretching arms, waving arms in circles or up and down, to walking around, or wheeling chair, pretending to go to a majlis at a house and a majlis at a masjid

Student shall follow actions (in or out of sequence) with teacher leading/playing a Simon Says game; participating to the best of their ability.

Such as pretending to go into a majlis, to sitting down/wheeling chair into set spot

Procedure Outline:

1. Teacher reads social story “I Sit in a Majlis” to student(s) and asks who they usually go with, Mom or Dad. Have them say “I Sit” several times as a group, encouraging simple “S” sound for those who cannot say whole word.
2. Role-Play: 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” as a group, encouraging “g” sound.
3. While students are seated, present flashcards and have them recite words with teacher (optional).
4. 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 preferred sensory item; teacher should do something together as a class that all students can do especially if any student is in a wheelchair, such as making 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 ten slow deep breaths and go back to our seats.” Model deep breathing for them.
5. Have students come back to seats and look at pages of reader with person beside them while teacher reads each page, and has student repeat then read as independently as possible; if one student cannot turn the page, make sure they are paired up with someone who can; each student should take a turn trying to turn a page. If time and ability allows, have students take turns reading to each other.
6. Movement break: Have students do a pretend going-to-majlis role play (see above) with majlis-at-a-house variation, as ability allows, with teacher holding up flashcards as cues too, reviewing flashcards again (optional).
7. Model a fine motor Activity Card and then have student(s) do it, explaining that the chosen material represents people entering a masjid for a majlis: student must pick up the objects with fingers or a tool and place them from white side of paper to dark side, while practicing saying the



word “Sit” or the sound “s” according to ability---may do this in student pairs if assistance needed; some students may point at the paper instead of making a sound. Some students may line up the objects to represent neatly-formed rows of people sitting.

8. Give students their homework assignment which is to read the Social Story, with parents, and practice Reader as independently as possible.

Assessment:

- Assess vocabulary sounds through anecdotal notes, i.e. Sara continues to make an “s” sound; Ahmad progressed to saying “sit” today, etc.
- Monitor fine motor progress through checklist (which was customized for student in collaboration with parent at start of term) and anecdotal notes, observing, i.e. Muhammad turned page without any assistance today, Fatima placed objects with faster speed in the second round, etc.
- Track how many flashcard words/initial sounds were read correctly i.e. 3/6
- Note how many times the instruction to “sit” was followed through promptly e.g. 7 out of 10 times Azra sat down within ten seconds. For students in wheelchairs, skip this assessment.
- For one-on-one sessions only, twice a session teacher will time how long student can sit still before getting up and moving around, if at all. (After 4 sessions of collecting that data, teacher should time activities so a change occurs to extend the time limit, such as switching activities or providing encouragement (e.g. compliment on sitting nicely, a thumbs-up) *before* the maximum time occurs.
- Teacher may anecdotally assess and decide that lesson needs to be repeated next class.

Homework: Social story should be read daily at home by parents to child for one to two weeks, and again before attending a majlis each time for the next twenty majlis occasions. The Reader booklet can also be packed in the child’s majlis bag to read independently during the majlis itself, as well as at home, totaling three+ times a week for reading practice.

Follow Up: Parent/caregiver should use same action and wording as in booklet, such as tapping on child’s wrist and saying, “All Done” etc. when it is time to pack up book/toy and to get up/sit at attention for latmiyya/matam or ziyarat at an actual majlis. Teacher can edit booklet to reflect the word in another language used at home such as “khatam” in Urdu for consistency in the majlis social situation. If timed data was attained, provide the data update after each session for the parent to also provide encouragement or switch book/toy in a majlis before the maximum time limit occurs (over time, the limit should keep extending).

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