



LESSON PLAN

-LETTER “BAA” & SOUND “B”-

Level: 1 Theme: Arabic Pre-Literacy **Topic:** Letter “Baa” and Sound “B”

Context: Pre-Literacy for Arabic incorporating developmental speech sound order; neurotypical preschooler, or special needs student who may be pre-K age or may be older; no prior knowledge required;

Duration: 1 hour, will vary depending on student/class; Flashcards and Activity I can be assigned as homework if needed

Materials:

- 1 **Social Story** for teacher to read to students; and 1+ **Reader** for each student, from 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** printed for each student with animal shape cut out; opt. laminate for reusing—can use with paintbrushes dipped in water, dry erase-markers
- Safety scissors
- Markers (dry-erase if laminated Activity Card)
- Tape to attach cut-out to marker/brush handle
- Miniature party-favour sized bubble wands for each student (to avoid big spills), and one giant bubble wand for teacher
- Visual timer like hourglass, kitchen timer, used for breaks within sight but out of reach of students

Language Skills Addressed: Initial sound “B”

Skills and Strategy Focus: Listening and making sound of “B”; introduction to visual of Arabic letter “Baa” (Note: however focus not on reading it and recognizing it at this point – focus is on making speech sound B only); pre-writing practice handwriting various lines, either left-to-right or right-to-left, depending on child’s program; concept of thanking Allah for things we like, i.e. bubbles.

Selected Level 1 Outcomes and Specific Objectives:

Listening: Student will listen for the words with initial sound B and instructions to blow on bubble wand

Reading: Student will be introduced to sight words “I,” “can” “see” “the” “is” from Dolch pre-k level

Speaking/Signing: Student shall attempt “B” “Baa” sounds and learn to say/sign “Thank you Allah for...”; advanced students will attempt word “bubbles”



Fine Motor/Gross Motor: Student will cut out animal shape and tape to marker with assistance, and trace lines with fingers and marker on Activity Card for prewriting skill development; Student will attempt to blow bubbles in class or wave wand to do so.

Assessment: Teacher will note anecdotally if student was able to make the sound “B” “Baa”-advanced students many attempt “Bubbles” and “Baby Baboon” (“Baby Baboon” incorporates some of the various sounds that will come up in higher levels for the letter “baa” so this gives an idea of initial ability); teacher will note how well students adhered to line drawing.

Procedure Outline:

1. Teacher reads Social Story to the students, encouraging students to say/sign the sounds “B” in story.
2. Teacher presents Flashcards to class as a whole, has them repeat words as a group as is possible. Teacher introduces the letter “Baa” card briefly, explaining that this picture makes the B sound in a language called Arabic.
3. Movement Break 1: Teacher has students walk around room freely as teacher uses giant bubble wand (preferably within a carpeted/nonslip area) and allows students to engage as they wish. Repeat the word “Bubbles” over and over, allowing them to join in and say any part of the B sounds. Repeat for 3 minutes.
4. Activity Card I: Teacher presents and models the Tracing letter Baa page with the Baby Baboon cutout, calling the letter a road/path for the animal to run back and forth on.
5. Teacher distributes Reader booklets to students, and reads the booklet aloud to class as a whole, having them read aloud with him/her as they can, and telling them when to turn the page; Reader is to be assigned for homework as well.
6. Movement Break 2: Teacher will have students use individual bubble wands, demonstrating how to blow into the wand, and also how to wave it as an alternative; continue for 5-7 minutes.
7. Activity Card II: Teacher presents and models prewriting lines activity, (do not present it as a letter “baa” in handwriting, just present it as lines to practice drawing at this level); card can be used with other objects in future as well (lining up counters etc.)

Follow-up:

Parents/Caregivers should have child read to them from Reader booklet, 5 minutes daily, and encourage “B” sound and “Thank You Allah for....” Teacher should follow up on progress prewriting progress regularly.

Prepared by Aliyyah Rizvi-Bokhari