



LESSON PLAN

-MY HANDS AT A MAJLIS-

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

Context: neurotypical preschooler, or special needs student who may be pre-K age or may be older; may have studied the “Allah Made Hands” lesson under the theme “Allah Made Everything” and/or other lessons under the “I go to a Majlis” theme

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

Materials:

- 1 “My Hands at a Majlis” **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; may add flashcards from previous lessons to review; may cut to size for use on any visual schedules as communication cards
- 1+ **Activity Card** printed for each student; opt. laminate for reusing—can use with paintbrushes dipped in water, dry erase-markers, playdough balls or lines, pom poms and tweezers, gems and pebbles
- 1+ sheet of small stickers/sticker gems per child, sticker sizes according to ability to peel off
- Visual timer like hourglass, kitchen timer, used for breaks within sight but out of reach of students
- Optional: screen to play 3 minute video clip of *noha/latmiyyah* and 1 minute video clip of *ziyarah*

Language Skills Addressed: Sounds “C” for can, “S” for salaam, “H” for hand

Skills and Strategy Focus: Recognition of hand gestures; review majlis routine, and hand positions in *matam*, and *ziyarah*; greeting with phrase “Salaam” (do not introduce rest of phrase at this level) and a wave/handshake/high-five for nonverbal students.

Selected Level 1 Outcomes and Specific Objectives:

Listening: Student will listen for instructions to say “Salaam”, to put up hands for “High-Five” and “Wave”

Reading: Student will recognize the sight words “I,” “can” “try” “to” “too” “the” “is” from Dolch pre-k level

Speaking/Signing: Student shall learn to say/make the greeting sign of wave and “Salaam”

Fine Motor/Gross Motor: Student will peel and place stickers in a path on Activity card to the best of his/her ability; some may place gems/counters in a line, while others at advanced level can start using paintbrush dipped in water to draw path line, and then dry-erase markers (when card is laminated) to practice pre-writing skills

Assessment: Teacher will note anecdotally if student was able to make the sound “S” “Sa” “Sal” or full “Salaam” wording, and how many stickers were peeled independently out of total # of stickers given to student in activity.



Procedure Outline:

1. Teacher reads Social Story to the students. Teacher encourages student to say/sign the words “Salaam” and “Hand” with initial letter sounds.
2. Teacher presents Flashcards to class as a whole, repeats word with each student within class. Particular focus on Salaam card, on beginning sound “Sa.”
3. Movement Break 1: Have students face a peer across room, wave, and walk/wheel forward, while attempting sound of “Salaam” (teacher should continuously the word aloud for entire class). Once they meet have them shake hands several times (teacher may need to assist hand-on-hand for this step) and/or do high-fives depending on ability. Repeat for duration of 3 minutes. Note: Some students may lift a single finger instead of whole hand, this should be acknowledged and praised. If that is the case, have entire class touch fingers and say Salaam too to be inclusive
4. 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.
5. Movement Break 2: Teacher will have students wave while staying in place at their seats, saying salaam together for 30 seconds. Teacher will then allow students to move around room freely, and play a *noha/latmiyya* clip on screen for 3 minutes and assist students to place hands in any *matam* position (if a student knows of the two-hand position and wishes to use it, let them do so). No speech is required at this point. Teacher will switch video to a clip of *ziyarah* and model standing still with hands clasped according to community norm, and have students do the same, standing still wherever they are in the room, for up to 1 minute.
6. Teacher will present and model Activity, explain that one needs to start putting stickers from hand image and move to activity image (explain images, i.e. waving/greeting salaam, doing *ziyarah*, eating) and that they should make as straight a line as possible. See materials info for supplies for variations.

Follow-up:

Parents/Caregivers should have child read to them from Reader booklet, 5 minutes daily, and encourage “Sa” sound or “Salaam” at appropriate greeting times. Reading booklet to child before a majlis may be useful. Use the phrase “I can try,” for new greeting actions like high-fives or handshakes. Reinforcements and praise should be given for greeting people appropriately at a majlis. Teacher should follow up on progress weekly.

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