



LESSON PLAN

-SHOES AT A MAJLIS-

Level: 1 Theme: I go to a Majlis **Topic and Filename:** Shoes at a Majlis

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 – teacher should log times for future planning;

***Assign Flashcards and Reader as homework, and/or for next class, if time or ability are a constraint.**

Materials:

- 1 Social Story for teacher to read to students; and 1+ Reader for each pair of students, 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 flashcard set from “I Sit in a Majlis” lesson to review
- 1+ Activity Card for each student
- Visual timer like hourglass, kitchen timer, used for breaks within sight but out of reach of students
- Safety scissors for student to cut out shoe pairs, or teacher should have them cut out beforehand

Language Skills Addressed: Sound “sh” for “shoe” and “shelf”

Skills and Strategy Focus: Recognition of a single shoe and two shoes, numbers 1 and 2, majlis routine

Selected Level 1 Outcomes and Specific Objectives:

Listening: Student will listen for instructions to remove shoes

Reading: Student may begin to recognize the sight words from Dolch pre-k level and number 1 and 2

Speaking/Signing: Student shall learn to approximate or say the name/sound “sh” and/or signal “shoe,” “shoes,” “floor,” “shelf.” Approximation considered meeting goal e.g. point at “floor”--- no differentiation between carpet and tiled floor.

Fine Motor/Gross Motor: Student(s) will fold (with assistance) the cut-outs down the middle, pinch to pick up cut-out and independently place it onto the shelf slot image. Students will be able to point at their own and others’ shoes and a shoe-shelf if present in classroom. Student will take off their own shoes using hands to pull off or using feet to push off, according to ability.

Assessment: Teacher will make anecdotal notes on pincer grasp, and if student identifies and names a shoe in real life and in images, and reads the word “shoe.” If student is unable to say whole word, “sh”/sign is fine.

Follow-up: Parents should have child practice taking off shoes at home independently (not focusing on putting them back on at this time) and placing on floor and on a shelf, particularly at their local masjid. Choose a set phrase in preferred language to use on any occasion where shoes should be removed, and use that exact phrase consistently in all settings e.g. “Take off your shoes please.” Encourage the “sh” sound in conversation.



Procedure Outline:

1. Social Story: Teacher will read the Social Story, “Shoes at a Majlis” to the students. The teacher will repeat the word “shoe” and “shelf” and point out actual examples in room.
2. Movement Break: Teacher will have everyone stand/sit at attention, and all together say “Sh, sh, sh” 5 times; then add in the sign language for shoe (for all students regardless of hearing ability), while repeating “sh” 10 times – the sign is to hold out both fists downwards and tap them together twice; Set timer (within their sight) for 2 minutes and have them march/wheel around the room (anywhere, does not have to be in a line, according to ability) if capable, while doing the sign and chanting “sh.”
3. Activity Card: Teacher will present Activity Card and utilize the cut-outs of the shoes to help the student learn to fold, folding each cut-out down the middle in between shoes. Then helping student to pick up the cut-out by the fold, (i.e. pincer grasp) and place into the shelf image.
4. **If time allows**
 - a. Flashcards: Teacher will present Flashcards of this lesson (and “I Sit in Majlis” lesson, optional) with respective sounds/signs. Repeat with each student until goal is achieved. Pointing at word hand-over-hand or a reading strip may be used to help the student.
 - b. Movement Break: Teacher will lead chanting “Shoe” together while each individual points at own shoes while marching in spot according to ability, saying or making sounds/gestures of “Shoe 1” “Shoe 2” to reinforce numeric knowledge. Repeat 3+ times. Then have them point at a partner’s shoes with full arm swinging and say the same 3x.
5. **If time allows:**
 - a. Reader: Have students 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 allow, have students take turns reading to each other.
 - b. Movement/Sensory Break: Set 3-minute timer (within sight) for sensory break if needed: students can stretch, do jumping jacks, run on the spot, walk around room freely, play with a preferred sensory item from home; teacher may 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 and lead deep breathing for them.