

LESSON PLAN G 2-Unit 1-Lesson1

Lesson Title: The meaning of Laa ilaaha illallaah.

Date:

Number of Students:

Warm up Activity:

There are a number of suggestions that **are** supposed to be a good prologue:

you can start the lesson with the following **activity**: you can have 3 tables one representing the religious situation in Mecca before Islam, **having** on it a small cubical shape imitating the Ka`bah, different kinds and shapes of stones and various statues made out of dates, stone and wood. the second table representing the situation in India, with a cow toy, the last one representing the situation in Egypt with the pyramid and few toys representing the various gods that used to be worshipped at that time.

No more
than 5
minutes

You can use the story of prophet Ibrahim عليه السلام with the king mentioned in the textbook page 4.

No more
than 5
minutes

Objectives	Procedures	Time	Teaching Strategies & Audio visuals	Evaluation
By the end of the lesson the student should be able to				
1. Express his/her belief that there is no god worthy of worship except Allah.	After the " Warm up Activity" the students should recognize all the things that people considered as gods and all the kings that made themselves as gods are not worthy of being worshipped; and that there is no god worthy of worship except Allah, The Most Powerful.	About 7 minutes	Warm up activity. Discussion	Continuous discussion (Teacher uses Relevant Questions)
2. Tell/state the Shahadah in Arabic لا اله الا الله and to state its literal meaning in English : There is no god worthy of worship except Allah. (we might have Arab students as well as non-Arabs)	We can play the puzzle game. We divide the students into 2 groups. The first group will have the words of the Shahadah in Arabic on laminated cards. They have to stick them on the board in the proper order. The other group will be commenting on their work. When the puzzle is done, the teacher will start removing the words one by one. Every time one or two words are removed the class will repeat the statement despite the missing words until all the words are removed; by that time the students should be able to state the Shahadah fluently by heart. When the whole class recalls the statement in Arabic, we exchange the roles. The second group will do the puzzle in English until the objective is reached.	About 10 minutes	Board/regular or laminated cards	Qs:-"say the Shahadah in Arabic" - " say the shahadah in English" While the students are repeating the statements the teacher will be monitoring if there is anyone who has difficulties for further individual help.

Objectives	Procedures	Time	Teaching Strategies & Audio visuals	Evaluation
3. To identify various acts of worship that people of the various civilizations practice; pray towards their gods, ask them for happiness, guidance, protection, food and rain,... as well as fearing their gods.	We can use the setting for the Warm up activity .Divide the students into 3 groups and ask them to discuss the different features/ acts of worship people perform to worship their gods. The teacher writes on the board their suggestions; such as praying to god, asking god, fearing god.	About 5 minutes	Groups of students. The setting of the warm up activity. board.	Q: “ What did different people do to worship their gods?.
4. To conclude that all acts of worship should be done only to Allah. Allah is The Only One worthy of worship.	Teacher leads the discussion from the previous step to reach with the students to a conclusion that Allah, Our Creator is the only God: who is worthy of/deserves all these acts of worship.	About 5 minutes	Discussion.	Who is worthy of/deserves all these acts of worship? Questions and answers.
5- Enumerate the qualities of Allah as mentioned in Yoisef Islam’s rhyme.	We can conclude the lesson with a rhyme for Yousef Islam Say He is Allah the Only One; To stress out some information related to Allah عَزَّ وَجَلَّ . The students listen to the rhyme while reading it as well from a paper distributed to everyone,3 times. Later the class will be divided into various groups . We will have a competition between the groups. After mastering the song the students can perform it in the morning assembly of the school.	About 7 minutes	CD player, laptop and a projector, tape recorder, Printed lyrics to each student.	Qs:-Who is the only God? - -Does He Have any parents , daughters or sons? - - Is there anyone like Him? - - Is he in need for anyone? - -

Homework:

1. Activity in the textbook page 5.
2. Activities 1 and 3 in the activity book.

Yousef Islam Rhyme

Say He’s Allah the Only One

Say He is Allah the Only one
 Say He is Allah the Only one
 We all need Him and He needs no one
 We all need Him and He needs no one
 He has no parents, no daughter, no son.
 He has no parents, no daughter, and no son
 Nobody is like Him and He is like no one
 Nobody is like Him and He is like no one

DAILY LESSON PLAN
G2- Unit 1- Lesson 2

Lesson Title: ‘Muhammad Rasoolullaah
صلى الله عليه وسلم

Date:

Number of Students:

Warm up Activity:

As the teacher enters into the class she calls out a student (he/she could be someone who is new in the school or someone who needs encouragement ...) Outside the classroom she explains to him/her the role he is going to play. She gives him a crown to put it on, with the big word **Messenger** written on it. She gives him/her an envelope with a letter inside, and she gives him a paper with the role he is going to play written on it. The teacher will go back into the classroom and she will tell the students that their friend went to the office of the principle. 2 minutes later the student will knock and come in saying the following: I am a **messenger** and I have a **message** for you from the principal’s office.

No more than 7 minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. give the literal meaning of the words messenger and message .	The students will conclude the meaning from the small play in the Warm up activity. The teacher could have ready laminated paper with the 2 words messenger and message written on it, or she could simply write them on the board.	About 7 minutes	Play Board/Flipchart Laminated paper for the vocabulary Discussion	Questions
2. explain the Islamic meaning of messenger and message: in Islam who is our messenger, messenger of whom and what message did he bring?	The teacher will stick on the board a laminated paper written on it “Mohammad peace be upon him”. She will ask the student questions like: Who is this person? Few students will know that it is our messenger. The teacher will ask messenger of whom? Students will guess: of Allah. What message did he bring for us? The Qur’an.	About 7 minutes	Board/Flipchart Discussion	Direct Questions

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
3. clarify that ‘Muhammad Rasoolullaah’ means that Muhammad (peace be upon him) is the last messenger. No prophet or messenger will be sent after him.	By sticking on the board 2 groups of laminated papers, each group is written with the same colour. one group carries the names of the messengers of Allah, the other group carries the names of their messages. The teacher asks who are these names for? There will be few who will recognize that these are these names of the prophets or messengers. The teacher can read ayat from the Qur’an which tells that Mohammad peace be upon him is the last messenger of Allah; and ask the students to guess what is Allah telling us in this aya.	About 7 minutes	Laminated papers or power point presentation for the names of the messengers. Reading the ayat from the Qur’an or playing a tape or from the laptop or ask a student to read for the whole class.	Discussion Textbook Activity 1 (a, b & c) Activity book Activity 2.
4. enumerate our duties towards our messenger peace be upon him. We should follow him by: A. Do what he told us to do. B. Stay away from everything he warned us against.	The teacher can make use of the warm up activity. She opens the message brought to her by the messenger of the principal. The message has 2 orders one thing to do and one not to do. (For example to explain the lesson very well, and do not use the mobile in the class). Now the teacher can ask the students: Am I supposed to follow what’s in the message? If I don’t what will happen? She will get several answers; she can put few of them on the board. At this point the teacher can point to the word “the messenger of Allah peace be upon him ”. And ask the students what message did he bring for us? Few of the students will say the Qur’an. At this point the teacher can make 2 columns on the board with the titles “to do” and “not to do”. What did Allah tell us in the Qur’an to do? She will put the various answers. What did Allah tell us not to do? She will put the answers. Are we supposed to follow and obey what’s in the Qur’an? If not what will happen?	About 10 minutes	The warm up activity Board discussion	Questions And answers Exercise on page 7 in the textbook.
5. summarize the whole lesson.	A suitable nasheed about the prophet peace be upon him .	About 5 minutes	Handout for the nasheed Laptop or CD player/the teacher’s voice	Listening to the students. The group with the best performance can say the song in the school assembly.

Homework:

1. The activities and exercises in Student's Books which were not covered through the lesson.

DAILY LESSON PLAN

G2-U 1- L 3

Lesson Title: Benefits of reading the Qur'an

ate:

D Number of Students:

Warm up Activity:

We can start the lesson with the following activity: The teacher enters the class with a big box of candy and tells the students that she has gifts for the one who **gained** hasanah this morning.

No more than 7 minutes

2 candies for every hasanah. Then she asks who did 100 hasanah this morning? The students will say no one did. The teacher asks who did 50 hasanah today. No one. 40, 30, 20? No one. The teacher puts the box under the table and takes out a huge enlarged copy of surat al-Fatiha. She sticks it on the board, divide the class into groups based on their number, and ask each group to count the number of letters in surat al-Fatiha. She goes around and monitors the work, and puts their results on the board. (this activity will be used later after the revision)

Objectives	Procedures	Time	Teaching strategies & Audio Visuals	Evaluation
By the end of the lesson the student should be able to:				
<ol style="list-style-type: none"> 1. Recall information from previous lesson 2. conclude that reading the Qur'an is an order and obligation from Allah. 	<p>The teacher asks the students to recall the information they had in the previous lessons:</p> <p>There is no god worthy of worship except Allah and Mohammad is the messenger of Allah. His message is the Qur'an.</p> <p>The teacher will read Aya 20 of surat al-Muzzammil as well as its translation (page 10 in the textbook) or any other Ayat from the Qur'an where Allah orders us to read the Qur'an.</p>	5 min.	<p>Board/Flipchart</p> <p>Group work and work sheet</p> <p>Reading Ayat from the Qur'an/CD/laptop</p> <p>Discussion</p>	<p>Work sheet: a work sheet with the following questions: Who is our God? (Allah). Are we supposed to obey Him? (Yes). Who ordered us to read the Qur'an: our parents only, our teacher only, our God? (Our God). Are we supposed to obey</p>

Objectives	Procedures	Time	Teaching strategies & Audio Visuals	Evaluation
	<p>The teacher can divide the students into groups and give them the worksheet.</p>			<p>Him? (Yes).</p>
<p>1. Enumerate some of the benefits of the Qur'aan. 2. Give examples of the rewards and blessings of reading the Qur'aan</p>	<p>The teacher can start this part with a brain storming question. She can write on the board a big question with attractive colors: Why do we read the Qur'an, what benefit do we get from reading it? She puts the answers on the board and if one of the students got a hint from the preparatory activity and says that for every letter we read Allah gives us 10 hasanat the teacher writes this answers with a special color and circle it. She stresses out this piece of information by recalling the warm up activity. She puts the number of letters in surat al-Fatiha on the board and multiplies it by 10 and tells them that by reading surat al-Fatiha alone they earned---#---hasanaat. They will be amazed at the big number and they will be encouraged to read more and gather more hasanat every day.</p>	<p>10 min.</p>	<p>Warm up activity Board/Flipchart Discussion</p>	<p>Qs: -Who ordered us to read the Qur'an? -How many rewards you get when reading one letter from the Qur'an?</p>
<p>3. Explain that dhikr is the best of deeds and reading the Qur'an is the best kind of dhikr.</p>	<p>The teacher can make 2 groups of cards with 2 different colors and various shapes. One group will have words such as gold, silver, jihad/ fighting for the sake of Allah, and dhikr. On the other group she writes various kinds of dhikr; for example: La ilah illallah/ tahleel, sobhanallah/ tasbeeh, alhamdullillah/ hamd,... and in one of them she puts reading the Qur'an. She puts the first group and asks them which one is considered the best? She will have the various answers, she can read the Hadeeth related to dhikr; they will deduct that the prophet says that dhikr is the best of deeds. She asks them what does dhikr mean. Give me examples. When they mention one she puts the card on the board, if she does not have it on a card she can write on the board. Then she asks them if they know which one is the best kind of dhikr. The answer will be reading the Qur'an. If they did not know the answer she can read the Hadeeth related and they will deduct the answer, then she can put it on the board.</p>	<p>15 min.</p>	<p>Board and markers or ready laminated big sheets. Hand out Art material</p>	<p>-What is the best form of Dhikr (remembering Allah)? Monitoring their work</p>

Objectives	Procedures	Time	Teaching strategies & Audio Visuals	Evaluation
	<p>If possible give a handout to the students with the related hadeeth to put in their Islamic studies folder to take it home.</p> <p>Class Activity: The teacher can give them a paper written on it: Qur'an is the best kind of dhikr; they have to color it and decorate it in an artistic way and hang it in their room. (This kind of artistic activities can be done with cooperation with the art teacher if possible; otherwise the Islamic studies teacher can have the needed material (glitter, coloring markers, and craft and decoration pieces).</p> <p>Note: every time the teacher has an Aya or a Hadeeth to support the objective she can inform the students that we should always get our Islamic information from the Qur'an and the sunnah/teachings of prophet Mohammad (peace be upon him) the messenger of Allah whom we should follow and obey.</p>	10 min.		

Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. Extra activity: the students should find out the number of letters and then the number of hasanat in the 3 suras of al-Mu`awwethat which everyone is supposed to read every day in the morning and evening in order to protect him/herself. It will be of double benefit for them, reading for protection and for gaining a big number of hasanaat.

DAILY LESSON PLAN

G2-Unit 2 -Lesson 1

Lesson Title: The Shahadah (Testimony of faith)

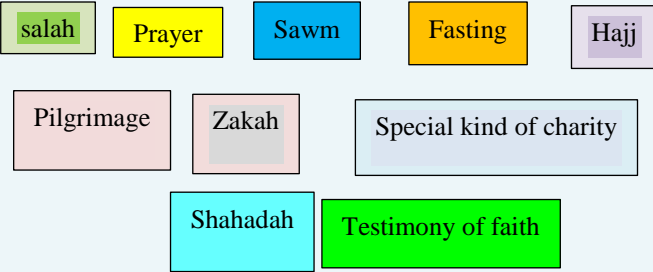
Date:

Number of Students:

Warm up Activity:

No more than 7 minutes

The teacher can start the lesson with the story of Mu`ath bin Jabal when the Prophet (عليه الصلاة والسلام) sent him to Yemen to call people to Islam.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to:				
<p>1. explain that:</p> <ul style="list-style-type: none"> The word Shahadah in English means: <i>Testimony of faith</i>. The statement of the <i>Shahadah</i> in Arabic means <i>la ilaha illa Allah, Mohammad rasool Allah</i>. To recall the meaning of the <i>Shahadah</i> in English (they know the meaning already from the previous lessons); <i>There is no god worthy of worship except Allah, Mohammad is the messenger of Allah</i>. 	<p>The teacher can have few colored laminated of paper; she writes on them:</p>  <p>* She draws on the board 2 big columns with the 2 titles: Arabic – English. She tells the students that they are going to play a game. They have to put the Arabic word in one column and its meaning in the English language in the other column.</p>	<p>10 min.</p>	<p>Board/game Laminated paper Discussion</p>	<p>questions</p>

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p>The students should have this knowledge from grade 1 (the pillars of Iman). At the end of the game the teacher puts a stress on the last pair: the Shahadah- testimony of faith, which is the topic of her lesson.</p> <p>* She can ask the students, to recall the Shahadah in Arabic. She will find at least one who will know, if not she can give them hints. She writes it on the board, or has a poster ready to put on the board. She can ask them to repeat it 3 times or more until they say it fluently.</p> <p>* Recall the meaning of the 2 parts of the Shahadah in English. <i>There is no god worthy of worship except Allah; Mohammad is the messenger of Allah.</i></p>			
<p>2. list few occasions when they say/ use the Shahadah.</p>	<p>The teacher can divide them into groups and ask them to write down as many occasions where the Shahadah is used. The team with the highest score will be the winner.</p>	<p>5 min.</p>	<p>Blank paper given to the students for the competition</p>	<p>the competition</p>
<p>3. state that the Shahadah is a declaration that rejects the worship of others along with Allah.</p>	<p>The first step is to explain to them the meaning of the word declare in case there is any who does not know it. It can be done with a small play. With the help of a puppet like a king who has an announcement/declaration to make to his people. He gathered everyone to make his announcement/declaration. The 2 words announcement and declaration should be on the board. The announcement is that he is going on a trip and his son will take over during his absence. After this small puppet show, the teacher goes back to our declaration of faith. She sticks on the board the 2 parts of the Shahadah and asks the students, which part of the Shahadah is a declaration that rejects the worship of others along with Allah? The answer should be first one. Which one declares that Mohammad (peace be upon him) is the messenger of Allah? The 2nd part. The students should conclude that the Shahadah is a declaration that rejects the worship of others along with Allah.</p>	<p>5 min.</p>	<p>board Puppet show Laminated paper Discussion</p>	<p>Questions</p>

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
4. declare that the Shahadah is the first thing Muslims should convey to people when they talk to them about Islam.	<p>The teacher can tell the students to close their eyes and dream that they have grown up, and they are Muslim doctors, engineers, pharmacists, writers, scientists ... They have friends, neighbors, coworkers,... who are not Muslims, they know nothing about Islam. According to the teaching of our prophet (peace and blessings of Allah be upon him) what is the first thing you will tell those people about regarding Islam? The teacher puts few choices on the board; like: You will tell them that they should pay the Zakah, they should perform Hajj, they should pray 5 times a day, they should fast during Ramadan, they should know that there is no god worthy of worship except Allah Our Creator, Muhammad is the messenger of Allah and the message he brought for us is the holy Qur'an.</p> <p>The students will have various answers; the students who will choose the right answer will a winner.</p> <p>The teacher can use the story of Mu`aath bin Jabal mentioned in the preparatory activity to stress out this point.</p>	10 min.	2nd warm up activity Board and markers Imagination of the students	Questions
5. develop the desire and ability to talk to people about Islam	<p>The teacher can assign a project to them; it can be done in groups or individually if they want. The project is to imagine that you know someone who is not Muslim (that someone could be an ant, grandma, grandpa, if the family is a new convert) and you are going to write to him/her a letter telling him/her about Islam and inviting him/her to be a Muslim. To encourage the students, the teacher can promise them to give gifts for the best 3 letters.</p>	5 min.	Discussion	the project
6. recite a song related to the topic	<p>The teacher can play the song/nasheed in the class and give the lyrics to the students on a hand out to take home and enjoy the song with the family.</p>		CD player or laptop Handout	The one with the best performance can say it in the school assembly

Homework:

1. The activities and exercises in Student's Book not covered through the lesson.

2. The project for objective 4.

DAILY LESSON PLAN

G2-Unit 2- Lesson 2

Lesson Title: virtues of the Shahadah

Date:

Number of Students:

Warm up Activity:

No
more
than 7

The teacher takes the students to the theater of the school or can have the **warm up** activity in the class. She can have a small buffet where she puts various plates with carrots, apples, bananas, dates, cucumber, lettuce, beef burgers, chicken nuggets ..., and drinks such as milk, water, orange juice She will have a party with the kids for about 5 minutes; everyone will take a plate and sits in his/her place. She starts a small puppet show , 2 puppets one for a grandfather and one for a boy (she can give them cute names) to tell the story of the Jewish boy who fell ill and the Messenger of Allah (peace and blessings of Allah be upon him), went to visit him as a neighbor. The Prophet (peace be upon him) advised the young man to utter the Shahadah, **which he did. The boy passed away shortly after and the Prophet** (peace be upon him) **announced that the boy was free from the fire of Hell.** The highlighted words can be projected on the wall with a projector.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to:				
1. explain that if a person says the Shahadah before dying he will go to paradise.	The teacher can use the Warm up story to help the students conclude the objective; by asking them questions such as what do we learn from this story?	10 min	Story Discussion projector	Questions

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
2. enumerate the benefits of the Shahadah.	<p>The teacher can have a discussion with the kids about the food they are eating. What benefits does the milk have? What benefit does the carrot have? ... She will have many answers such as the carrots good for the eyes, the milk for the bones, the beef for the muscles,... Now she projects on the wall the big question: What benefit/virtues does the Shahadah have? She will get many feedbacks.</p> <p>She tells them that she hid in the room 20 pieces of paper (or more or less, depending on the number of students) where she wrote on them some sentences. She is going to divide the students into groups, they have to look for those papers and the group with the biggest number of papers related to the benefits of the Shahadah will be the winner.</p>	10 min	<p>Food buffet</p> <p>Projector</p> <p>Pieces of paper with the benefits of Shahadah as well as other sentences written on them.</p> <p>game</p> <p>Discussion</p>	<p>Direct Question</p> <p>Monitoring the game</p>
3. develop a sense of the importance of the shahadah and apply it in their daily life.	The teacher can project on the wall the virtue # 5 in the textbook, and encourage the students to say the Shahadah after wudu'.	10 min.	Projector discussion	How often should we say the shahadah?

Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. Optional project: with the help of their family they can find out more benefits of the Shahadah and presenting it in an artistic way. The project can be kept in the students' room at home or in the class depending on his/her will.

DAILY LESSON PLAN

G2-Unit 2 -lesson 3

Lesson Title: reflecting on the Qur'an

Date:


Number of Students:

Warm up Activity:

As the teacher enters into the class she makes an announcement that she is going to choose a leader for the class, and 2 helpers. The leader will have a beautiful crown. She will give all the students small pieces of paper, or if they have small boards they can use them to write on them the names of suras they know by heart. The one who memorizes more will be the leader and the 2nd and the 3rd will be the helpers.

No more
than 5
minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
the end of the lesson the student should be able to: express the importance of reading the Qur'an, as well as thinking about its meaning, and practicing what it teaches in order not to be misguided in this life or distress in the Hereafter.	The teacher can have her mobile box. She can tell them that when she bought the box she opened it and found inside the mobile as well as a booklet. Inside the booklet she found information on how to use the mobile (different buttons for different jobs) as well as things to do (such as the kind of battery to use, how to charge it , ...) and things not to do (do not put it in the direct sun, near the fire, in the water...). The teacher can do the acting herself, or show the students a short video clip where 4 students have mobile boxes, the first one open the box took the mobile, did not read the booklet and started using the mobile, did many mistakes and ended up in in big trouble. The second one read the booklet but did not understand it and ended up in big trouble, the third one read it but did not obey what is in it, ended up in big trouble, the last one read it carefully, understood it and applied the instructions step	10 min.	Board/laptop to present the video clip Box of the mobile with instruction booklet Discussion	Questions

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p>by step, he enjoyed using it and benefited from it for a long time without any problem.</p> <p>She goes back to the Qur'an asking the students: who created us? Allah. Who gave us the Qur'an and ordered us to read it? Allah. When you read the Qur'an you will find stories as well as instructions of things to do and things not to do. If we want to be happy in this life and the second life do we have to follow the instructions or not? If we do not follow the instruction what will happen to us? Allah told us not to steal, not to hurt others, not to say bad words, if we do not obey Allah's instructions and we hit others, steal their things, will we be happy? Will we have friends? ...the discussion can continue.</p>			
<p>explain the meaning of hadeeth of the Prophet (peace be upon him) that the best of you is the one who learns the Qur'an and teaches it to others.</p>	<p>By showing them 2 video clips. The first one shows a boy reading the Qur'an and then later he goes to play. The 2nd one shows a boy who read the Qur'an and then he went to teach his little brother how to read it. The teacher asks the students which one do you think is better? Then she can read for them the Hadeeth of the Prophet (peace and blessings of Allah be upon him).</p>	<p>10 min</p>	<p>Board/ video clip Discussion</p>	<p>Direct Question</p>
<p>actually start teaching the Qur'an to others.</p> 	<p>After arranging with the grade one teacher, the teacher can take her students to grade one class; she assign to every student one from grade one to teach him/her how to read one aya from the Qur'an.</p>	<p>20 min.</p>	<p>A trip to grade one to teach them Qur'an</p>	<p>Teaching younger students</p>

Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. Home activity, to teach Qur'an to the little ones they know (sisters, brothers, neighbors) or to their nanny if she is a Muslim.

DAILY LESSON PLAN

G2-Unit 3 lesson 1

Lesson Title: Belief in Allah (first pillar of Iman)

Date:

Number of Students:

Warm up Activity:

The teacher can start the lesson with a video showing **people performing** the actions of the pillars of Islam: few people saying the shahada, performing salah, others paying the zakah, fasting and getting ready for iftar, the last group performing Hajj. She explains to them that these are the pillars of Islam which they learned in grade 1. She continue to inform them that now in grade 2 they will have another group of pillars, the pillars of Iman and they are 6. She takes out a big board where she glued a 3D model of a big heart; inside the big heart she puts 6 rolls of paper representing the 6 pillars. Each **paper** carries a number and inside the roll she writes the name of pillar. The big board carries a big title ***the 6 pillars of Iman***. She can tell the students that the 5 pillars of Islam had to do with actions. The new 6 pillars have to do with ***Iman/faith which is in our heart***.

No more
than 7
minutes

clip
five
group

Objectives	Procedures	Time	Teaching strategies & Audio visuals	Evaluation
By the end of the lesson the student should be able to:				
1. express his belief that Allah is the Lord of everything: <ul style="list-style-type: none">The Creator,Sustainer of the entire universe.	<ul style="list-style-type: none">The teacher can take the students on a trip to the playground (or to a nearby park if possible), they look at the sky, and she asks them who created the sky? Look at the various beautiful shapes of the clouds (if available), the sun, the moon, stars at night, look at the trees, grass, leafs, water, ants, cats, soil, at themselves, their hair, skin, eyes, ... endless amazing things. They go back to the class or continue the lesson outside if possible. The	10 min	Trip into the nature 2 small pots of plants Board/Flipchart pictures Discussion	Qs: Who created everything in the universe? -What does sustainer mean? Give me example of your own that express the meaning. - Who is the sustainer of all these creations? - How do Allah sustain all his creations?

Objectives	Procedures	Time	Teaching strategies & Audio visuals	Evaluation
	<p>teacher leads a discussion that ends with students realizing that there should be a creator for everythin and this creator is Allah. Now the students realize that Allah is The Creator.</p> <ul style="list-style-type: none"> Next the teacher shows them 2 small plants one healthy and the other is dying and . The teacher explains the meaning of the word sustainer with some examples. The teacher puts the word sustainer on the board with big letters. Now she asks them who created us. Who created the birds? The fish in the sea? ... I need air to live; did Allah provide me with air? I need water..., who is my sustainer? Allah. Did He provide the fish with gills to breath in the water? Did he provide it with what it needs to survive? The birds? Who is the sustainer/ provider for all of Allah's creation? Allah Himself is the sustainer of this whole world. (she can have various pictures of Allah's amazing creation to help them think and imagine) 	10 min		
<p>2. -show basic understanding to tawheed, the first pillar of faith and its categories and to connect this piece of information to the old one: the meaning <i>la ilaha illallah</i>, there is no one worthy of worship except Allah.</p>	<p>The teacher can use a puppet show. She tucks 2 puppets in one shirt to end up with a puppet with 2 heads. The 2 heads will end up fighting and nothing can be done because everyone wants to do things his own way. Here the teacher can play on her laptop sura Al-Ikhlās for the students “قل هو الله أحد” and relates it to the previous lessons She writes on the board: Allah is one. She can ask them to recall the meaning of <i>la ilaha illallah</i> which they had in the previous lessons: there's no god worthy of worship except Allah. She writes it on the board. They can recall from previous lessons that any acts of worship should be done to Allah alone, she can add it on the board. The board will look like this:</p>	5 min.	<p>Board/puppet game Discussion</p>	<p>Direct Question What is the meaning of <i>tawheed</i>? Answer Exercise in TextBook P.4, 5</p>

***Allah is one.**

***There's no one worthy of worship except Allah.**

***Any acts of worship should be done for Allah alone.**

Objectives	Procedures	Time	Teaching strategies & Audio visuals	Evaluation
	<p>Now she asks the student to give a title to the text on the board by dividing them into teams and playing with them the hangman.</p> <p>_____</p> <p>T A W H E E D</p> <p>She can use the warm up activity for lesson 1 to remind them how people used to worship various things, and Allah sent many prophets and messengers to call people to Tawheed : to worship only Allah, there is no one worthy of worship except Allah, The Creator.</p>	5min.		
3. describe Allah in the same way as He has described Himself in the Qur'an and as Prophet Mohammad (peace be upon him) described Him.(We are not supposed to use our imagination in this field.)	The teacher can stick on the board the picture of a science book, math book, spelling book, Qur'an, and another one written on it The Teachings of the Prophet (peace be upon him) <i>the sunnah of the Prophet</i> . She asks the students if I want to know something related to science which book do I use? They will say the science book, until the last question if I want to find something about Allah, where do I look,	5 min.	Board, pictures	Questions:

Objectives	Procedures	Time	Teaching strategies & Audio visuals	Evaluation
	<p>which book do I use ? They will deduct it is the Qur'an and the teachings of the Prophet (peace and blessings of Allah be upon him).</p>			
	<p>The teacher can use some rhymes from the following websites Song: Allah is One, He is The Only One who Created Everything. : Saut Neda'a for Production and Distribution Est.: Islamic Songs – Islamweb.net- English</p>	5 min.	CD player Laptop Lyrics given to students	Competition the best group can say the song in the school assembly

Homework:

1. The activities and exercises in Student's Book not covered through the lesson.

DAILY LESSON PLAN

G2-Unit 3 lesson 2

Lesson Title: Belief
in the Angels (the 2nd
pillar of Iman)

Date:

Number of Students:

Warm up Activity:

No more
than 7
minutes

The teacher can start her lesson by dividing the board into 2 sections; in the first section she will put as a title *Strawberry's drawing*, in the second section she puts as a title *cherry's drawing*. She will start by telling them that strawberry and Cherry are the names of 2 girls that she knows and when she asked them to draw a happy face, this is what they did. The teacher will draw a beautiful happy face for a nice girl in the section for strawberry and a very bad drawing for cherry. She can ask them which one do you think is a great artist? They will say strawberry. The teacher asks, but you do not know her at all, how did you know that she is a great artist? From her drawing/work.

Now the teacher can have a power point presentation showing the various magnificent creation of Allah, on land, in the air, in the sea, in the sky, big and small seen with the eyes, or the microscope and the telescope... she asks them, after looking at these pictures, what do you think? **The teacher concludes with introducing another creation of Allah; "the Angels"**

Objectives

Procedures

Time

Teaching Strategies
& Audio visuals

Evaluation

Objectives	Procedures	Time	Teaching Strategies & Audio visuals	Evaluation
By the end of the lesson the student should be able to:				
1. identify the concept of the angels in Islam.	After warm up activity, the teacher discusses with the students the concept of angels as creations of Allah .	7 min.	Board/power point presentation Discussion	What do we mean by Angels? Who created the angels?
2. identify belief in the angels as the 2 nd pillar of Iman.	By using the project with the 3D heart and six scrolls inside the heart. Every scroll will have a number on the outside and a title in the inside. She asks one student to come and pick column # 2 and read what is written in it. The student will read <i>the second pillar of Iman is to believe in the angels</i> . The teacher sticks it on the board.	5 min.	Board/project used in unit 3 lesson 1 Discussion	Qs: - Is belief in angels a must for a Muslim? -What is the order of belief in angels as a pillar of Iman?
3. give the Arabic word for angels/ angel { <i>mala`ekah</i> and one angel is <i>malak</i> }.	The teacher can use the same group of Arabic words and their meaning in English used in unit 2 lesson 1; she can add to them the word <i>mala`ekah</i> and <i>malak</i> . This way it can be revision for the old info and introduction for the new words. Again she can play the puzzle game with the words and their meaning.	3 min.	Group work Vocab. cards	Textbook exercise page 35
4. express belief in angels as creations belonging to the world of the unseen and they are created from light.	Again with the help of power point presentation the teacher now can show the students various kinds of Allah's creation classified into groups. For example the group of human, different age, color, gender; the group of land animals, the group of birds, the group of sea creatures, the group of plants, the group of planets and stars... After the presentation the students can conclude that Allah created different kinds of groups, some are seen and some are not seen (such as the group of galaxies ...). Now she can tell them that the angels as well are considered a special kind of Allah's creation. They are created from light and belong to the world of the unseen. She can read an aya from the Qur'an related to this topic to help the students develop the habit of getting their Islamic information from the Qur'an and the sunnah.	8 min.	Power point presentation Discussion	Activity book (activity 1)
5. explain the purpose of creating the	The teacher discusses with the students the purpose of	5 min.	Discussion	Activity book (activity 4)

Objectives	Procedures	Time	Teaching Strategies & Audio visuals	Evaluation
Angels for the welfare of mankind.	creating the angels and how they are entrusted to care for human beings at certain times. The teacher can narrate the Hadeeth of Prophet Mohammad (peace be upon him) who told us about the sky being so heavy; on the size of every 4 fingers there is an angel making sojood for Allah عز وجل .On the Day of Judgment when they rise they say apologizing to Allah: oh our Lord we did not worship you good enough.		narration	
6. list the names of various angels and the specific duties of the angels	Use activity 1 in the textbook. Make it like a big puzzle with cards stick them on the board divide the class into groups and the winner will get a gift/ points/stickers.	5 min.	Group work	Textbook activity 1
	Song about the angels. Same source as the previous lesson.		CD/laptop Lyrics on a sheet to take home	Monitoring Best performance will say it in the school assembly

Homework:

1. The activities and exercises in Student's Book not covered through the lesson.

DAILY LESSON PLAN
G2-Unit 3 lesson 3

Lesson Title:The
Qur'an
Review

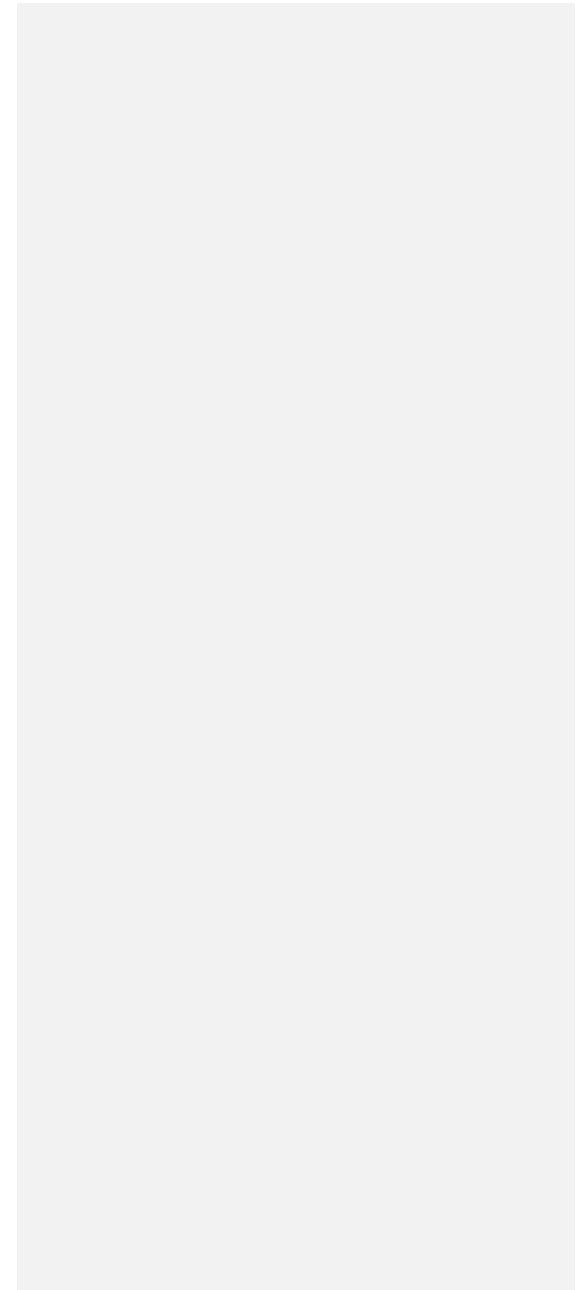
Date:

Number of Studer

Commented [G1]: هذا الدرس يحتاج اعادة تنسيق

Objectives	Procedures	Evaluation
Work sheet, and exercises and activity in the textbook and activity book.	By the end of this lesson, the students should be able to: -Revise the soorahs of the Qur'aan concerning the blessings and benefits of reading the Qur'aan. -Clarify the reasons why a Muslim recites the Qur'aan. -Recall the Hadeeth that was referred to in the lesson. - Write down the two verses of the Qur'aan wherein Allah عزوجل mentions that people should reflect upon the Qur'aan, . Procedures: Discuss with the students the following concepts: - Muslims who read the Qur'aan are rewarded for it. - Muslims who read and reflect on the meaning of the Qur'aan, fulfill an obligation.	class work, group work

- A Muslim is rewarded ten times by Allah عزوجل when he / she recites one letter from the Qur'aan.
- The best kind of dhikr is the recitation of the Qur'aan.
- The people who learn and teach the Qur'aan are among the best people in Islam.



DAILY LESSON PLAN
G2-Unit 4 lesson 1

Lesson Title: The Books and scriptures of Allah

Date:

Number of Students:

Warm up Activity:

The teacher can take the students to the theater of the school where she prepared for them 5 settings. It could be 3D with a tent for every group and actual toys inside the tents representing the scene/ the life at that time. The five settings represent the group of people of the 5 messengers mentioned in the students' book. The people of Moosa, the people of `Eessa, the people of Dawood, Ibraaheem and Mohammed (peace and blessings of Allah be upon them). The teacher can start the tour with the students from tent to tent (from village to village) similar to the tour at the museum. They stop at every tent and she tells them the story of those people how they used to worship others than Allah and then Allah sent them a messenger called **Moosa** for example, at this point she pins down the laminated paper

On the tent. Allah revealed to him a Holly Book called The Tawrah. She pins down At the tent a laminated paper

No more than 7 minutes

Prophet Moosa
عليه السلام

The
Tawrah

She makes the tour for the 5 groups and does the same steps. Now they go back to their seats in the theater.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to:				
1. recall the information they had in unit 2 lesson 3 <i>Reflecting on the Qur'an</i> . That Allah created us and sent us the Qur'an as guidance to follow and be happy in this life and the Hereafter.	The teacher brings again her mobile box with the instructional booklet. And asks the students to recall the old information. She writes down on the board the important points.	5 min	Board/markers Box of the mobile with the book of instruction	Q: What is our main guide? Should we follow the teachings of the Quraan?
2. justify the reason Allah sent many other messengers and Holy Books to many groups of people. (to teach them how to worship Allah properly and to be happy in this life and the Hereafter).	The Warm up activity will help to achieve this objective.	5 min	Warm up activity	Q: why do you think Allah sent many messengers?
3. believe in all the messengers and Books sent by Allah. Note: the teacher could elaborate and tell them that we should believe in all but we follow the Qur'an only ...	By reading aya 258 from surat al-Baqarah and its meaning from the textbook.	5 min.	Board/CD player Discussion	Questions
4. define the believe in the Books and Scriptures as the 3rd pillar of Iman.	By using the project with the heart and six columns inside the heart. Every column will have a number on the outside and a title in the inside. She asks one student to come and pick column # 3 and read what is written in it. The student will read <i>the third pillar of Iman is to believe in the Books and Scriptures of Allah</i> . The teacher sticks it on the board.	5 min.	Board/project used in unit 3 lesson 1 Student as a helper Discussion	Direct Question
5. give the Arabic word for books (<i>kutub</i>) and one book (<i>kitaab</i>).	The teacher can use the same group of Arabic words and their meaning in English used in unit 2 lesson 1; she can add to them the words kutub and kitaab. This way it can be revision for the old info and introducing the new words. Again she can play the puzzle game with the words and their meaning.	3 min.	Group work Vocab. cards	Monitoring the game
6. list the names of the messengers and the names of their books.	By giving each on a paper, or on their copybook they go in groups to the display of tents to copy down the name of each prophet and the name of his Book from the laminated papers	5 min.	Copybooks or sheets of paper or small boards textbook	Monitoring their work

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	pinned down on the tents. When they come back they sits in pairs and help each other to memorize the names. After few minutes the students are asked to do the Activity 1 in the textbook, page 46.			
7. Give a summary of the points mentioned in the lesson	By a song: the Books of Allah <i>al hamdulillah, sobhanallah, we thank you Allah for the Books you've sent Allah,...</i> Same source as the previous lessons.	5 min.	CD player	Best group will say it in the school assembly

Commented [G1]: give a detailed reference to yhis song as not every teacher is acquainted with it.

Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. A project can be done: the kids will have a copied paper for aya 136 from sura 4 with the translation. They have to decorate it in an artistic way. The teacher can laminate it for them, and give it back to hang it in their house, and be a source of da`wa to all the members.

DAILY LESSON PLAN

G2-Unit 4 lesson 2

Lesson Title: Belief in the Messengers

Date:

Number of Students:

Warm up Activity:

No more
than 5
minutes

The teacher can start the lesson by telling them the story of prophet Yonus (peace be upon him), and how he was upset with his people and left the village, and the story of prophet

Mohammad (peace and blessings of Allah be upon him) in Atta`ef, how the people hurt him and blood came out of his honorable feet, and the angel of the mountain came to him and gave him the choice to crush the 2 mountains on their people because they treated him badly, but the prophet with his big heart and his great patience decided to give them a chance hoping that their offsprings will be Muslims.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the students should be able to:				
1. states that Believing in the messengers of Allah is the 4 th pillar of Iman.	She can call 1 student to pick the 4 th pillar from the big board with the 3D heart, and read what is in it. He will read a big title: The fourth pillar of Iman is to believe in the messengers of Allah. With big circle around the letter s. The teacher sticks it on the board.	5 min.	The project with the 3D heart Discussion	Questions
2. recall the prophet's names they had in the previous lesson.	Activity 1, page 51 in the textbook. (<i>Make a list of the names of the messengers that you can remember.</i>)	5 min.	board Textbook	Checking the work on the board

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
3. recall that all the messengers came with the same message: the message of Taweheed (calling people to worship only Allah)	The teacher can ask the question to the whole class, and then she can ask each one to do exercise 2 on page 50 in the textbook.	5 min.	Board textbook	Checking their work
4. name the 5 messengers who are special, we call them(Ulul`Azm).	By recalling the story of the warm up activity, the teacher can tell them that prophet Mohammad is one of them because he was very patient with his people. the teacher can stick the names of ulull`azm on the board and tell them that these messengers were extremely patient with their people. The teacher can give the students 2 minutes to memorize the names before removing them from her board. Then asks them to write the names of Ulull-Azm on their small boards, the ones who got them all correct will be winners.	5 min.	Laminated paper with the names of Ulull-Aazm Small boards for the students	competition
5. explain that the messengers are human like us, but they are special kind of human due their good qualities such as truthfulness, honesty	The teacher can show the students a video clip about 2 kids the first one is very noble and the other is the opposite; at the end she asks them if I want to choose someone to take a message for me to the principal's office, which one shall I choose? They will choose the noble one. She will ask them to guess why Allah chose those people to be His messengers? They will guess that it is due to their noble qualities.	5 min.	Board Video	Questions Activity book, activity 2.
6. conclude that we do not worship the messengers, we worship only Allah.	She can tell the story about how some of the followers of the prophet `Eessa (peace be upon him) deviated and considered him as god and started to worship him.	5 min.	story	Questions to recall the meaning of laailaha illallah. There's no one worthy of worship except Allah; The Great, our Creator.
7. express their believe in all the prophets mentioned in the Qur'an	The teacher can play on her laptop aya 136 from sura 4. the teacher can notify them that Allah ordered us to believe in all of them.	5 min.	Laptop board	Textbook activity 2
8. express their believe that messenger were sent to guide us to the righteous path.	By a song: Messengers of Allah. Same source as the previous lessons. <i>Messengers of Allah, chosen by Allah, to guide</i>		Laptop Handout with lyrics	Q; what is the purpose of sending messengers to people?

Objectives

Procedures

Time

Teaching Strategies
& Audiovisuals

Evaluation

us to the righteous path and to obey Allah,...

Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. They can make an art work for the aya 136 in sura 4, the teacher can laminate it, and give it back to hang it in their home to remind everyone and be a source of Da`wa.

DAILY LESSON PLAN
G2-Unit 4 lesson 3

Lesson Title: Soorah ash-Sharh, (the opening-out)

Date:

Number of Students:

Warm up Activity:

The teacher can encourage the student to memorize Qur'an by showing them the pictures of 2 houses. The first one extremely beautiful, clean, smells good, with beautiful garden and flowers... The other one old spooky filled up with spider webs and dirty broken stuff. She asks them: where do you like to live in? They will choose the first one. She can tell them the Hadeeth of prophet Mohammad in which he told us that the one who does not have any Qur'an in his heart (does not memorize any of it) his heart is like the second house.

No more than 7 minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. recall some of the information they had in unit 1, lesson 3 and unit 2, lesson 3.	Quick oral questions and answers to remind them about the benefits of reading the Qur'an, in order not to get annoyed from the repetition needed to help them memorize. (every letter 10 hasanat, ...)	5 min.	Continuous discussion	Questions and answers
2. give a brief idea as to what those ayat refers to.	With the help of a projector or power point presentation the teacher can project on the board the points in the book regarding the meaning of the sura. She can elaborate little bit to relate the meaning to their own life; she can tell them that whenever we have hard time we shouldn't be too sad, be patient, and be sure that happy times will come later. Keep your iman strong in Allah and always make du'a to Him and	5 min.	projector Board/Discussion	Direct Question

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	ask Him for ease and happiness. The students will be eager to talk about some hard times they or their family member/ went through, it is a good opportunity to listen and guide them.			
3. recite the surah from memory .	<p>Here the teacher have cases:</p> <ol style="list-style-type: none"> 1. All the students know Arabic. 2. All the students do not know Arabic. 3. She has mixed students. <p>For group A the teacher can play the CD 3 times. The students follow with their finger under the words and reading with the sheikh in their heart or with a very low voice. The teacher passes between them to monitor. After the 3 times she divide them into groups of 2. She gives them instructions to memorize one aya at a time and recite to each other until they finish and then they can come and recite it to the teacher, who will decide if there are any weaknesses to fix it. And if anyone has any difficulties they can call her for help. She'll be going around them listening to their work.</p> <p>For group B the teacher reads by herself the first aya dividing it word by word. She reads and asks them to repeat after her while she is watching their lips and listening to their reading, to find out if anyone is not pronouncing correctly. After the first step, when she is sure that the pronunciation is correct she starts the memorization process. For example for the first aya she can do the following:</p> <p>ألم نشرح 3 times لك صدرك 3 times ألم نشرح لك صدرك 3 times</p> <p>After she finishes 2 ayas she can divide them into groups of two and asks them to recite to each other while she monitors.</p> <p>If the teacher finds the level of her students is good, she can go faster.</p>	25min	Pair/ group work	Recitation

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p>For group C she can divide the whole class into 2 big groups A (Arabic speaking) and B (Non Arabic speaking) and follow with them the previous methods.</p> <p>final step</p>			
	<p>The teacher puts a big poster on the board, the students read it 1 or 2 times to get familiarize with it on the board. The teacher will start covering a couple of words at a time, and the students keep on reading despite the missing words. She continues this game until all the words are covered and the students are able to read it by heart.</p>			

Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. **Memorize the surah at home.**

DAILY LESSON PLAN
G2-Unit 5 lesson 1

Lesson Title: The shahadah: Review

Date:

Number of Students:

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the review the student should be able to:				
1. recall orally in groups the information about the Shahadah	Dividing the class into groups and asking them the questions orally. The winners will be rewarded.	15 min.	Board	Oral competition Monitoring and guiding the competition
2. recall the information individually in a written form.	By a work sheet: fill in the blanks. The teacher can make the review lesson in a fill in the blank form where the students have to do it in groups of 2. The winners will be rewarded.	25 min.	Competition	Worksheet

Homework:

1. The activities and exercises in Student's Book were not covered through the lesson.

DAILY LESSON PLAN
G2-Unit 5 lesson 2

Lesson Title: belief: Review
(the first 4 lessons of the pillars of Iman)

Date:

Number of Students:

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the review the student should be able to:				
1. recall orally in groups the information about the first 4 lessons of the pillars of Iman.	Dividing the class into groups and asking them the questions orally. The winners will be rewarded.	20 min.	Group work	Oral competition Monitoring and guiding the competition
2. recall the information individually in a written form.	By a work sheet: fill in the blanks. The teacher can make the review lesson in a fill in the blank form where the students have to do it in groups of 2. The winners will be rewarded.	20 min.	Pair work	Worksheet Competition

Homework:

1. The activities and exercises in Student's Book not covered through the lesson.

DAILY LESSON PLAN
G2-Unit 5 lesson 3

Lesson Title: Soorah as-Duhaa: The Forenoon

Date:

Number of Students:

Warm up Activity:

No more than 5 minutes

The teacher can show the students a video clip about students who were sitting in the class waiting for their beloved teacher to come. Then suddenly a strange student came and told them that their teacher will not teach them anymore, she does not like them anymore. The students will be upset and sad. Then the movie goes on to show them that after ten minutes the teacher comes in with so many gifts for all of them. She explains to them that the reason she was late was because she was trying to get the gift for them, and the student who told them the bad news was wrong. The teacher affirms to them that she loves them and she would never do such a thing.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the students should be able to:				
1. state the reason of revelation of this soorah.	The Warm up activity can help to achieve this objective.	7 min.	Board and markers Video clip for the Warm up activity.	Why was this soorah revealed?
2. identify the general meaning of the soorah .	The teacher can project the main points in the book on the board. Then she can divide the class into 2 groups, she can choose one student from each group one reads one aya and the other reads its meaning in English.	7 min.	board power point presentation or projector	Exercise page 70 in the textbook
3. conclude that Allah told us to take care	The teacher can read the hadeeths related to this topic.	7 min	Various Hadeeth	Activity book pages 34 &35

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
of the Orphans and not to oppress them .				
4. recite the soorah from memory .	The teacher can use the same procedure in unit 4 lesson 3, if it is suitable for her class.	15 min.	Pair/group work	The teacher listens to the students while they recite the soorah from memory.

Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. Memorize the surah at home and use during the prayer.