

**DAILY LESSON PLAN**  
**G2-Unit 11 lesson 1**

**Lesson Title:Being Trustworthy**

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher can start the lesson with Activity 1, page 74 in the Activity Book.

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. <b>explain</b> the meaning of being trustworthy.	After the <b>warm up</b> activity, the students will be able to deduct this objective.	7 min.	Board Discussion	Questions
2. <b>identify</b> “Trustworthy” as one of the Prophet’s names . (Al-Ameen).	The teacher can remind them of the story of rebuilding the Ka`bah and the fight over the placement of the black stone.	7 min.	Board, story project some pictures of the Ka`bah and the Black stone if available	Exercise page 137 in the textbook
3. <b>conclude</b> that we should follow the example of our Prophet and be trustworthy.	By recalling information of previous lesson related to <b>loving the prophet.</b>	7 min.	board	Activity 2 in the Activity Book
4. <b>enumerate</b> the benefits of being trustworthy.	The teacher can have an open discussion with her students. She can divide the board into 2 parts and	7 min.	Board and discussion	Activity 2 page 139 in the textbook

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation																						
	<p>write the students input on the board.</p> <table border="1" data-bbox="651 233 1294 691"> <thead> <tr> <th data-bbox="651 233 976 344">Benefits of being honest 😊</th> <th data-bbox="976 233 1294 344">Disadvantage of being dishonest 😞</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> </tbody> </table>	Benefits of being honest 😊	Disadvantage of being dishonest 😞																							
Benefits of being honest 😊	Disadvantage of being dishonest 😞																									
<p>5. <b>reflect</b> a desire for being trustworthy.</p>	<p>The students can make an art work (a book mark) with the following statement          “I want to be trustworthy like my prophet”. They can decorate <b>it</b> the way they like and the teacher can laminate it for them.</p>	<p>7 min.</p>	<p>Group work</p>	<p>Art work</p>																						

**Homework:**

1. The activities and exercises in Student's Book not covered through the lesson.
2. Objective 5 can be done at home if time does not permit in the school.

**DAILY LESSON PLAN**  
**G2-Unit 11 lesson 2**

**Lesson Title: The Trustworthiness of the Prophet peace be upon him**

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher can take the students to the prayer room (the Mosque of the school) where they sit in a circle, ready to listen to the story about the marriage of our Prophet peace be upon him and Khadijah may Allah be pleased with her.

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. <b>state the</b> reason the wealthy lady Khadijah, may Allah be pleased with her, chose Mohammad (peace be upon him) to give him her money to do business for her was his trustworthy character.	After listening to the story in the <b>warm up</b> activity the teacher can ask the students to deduce the reason behind Khadijah's choice of Mohammad peace be upon him. The answer will be "Trustworthy". The teacher sticks the word on the board (of the Mosque, if the lesson was conducted in it)	<b>10 min.</b>	Board/power point presentation Discussion	<b>questions</b>
2. <b>enumerate</b> more good character <b>traits</b> of the prophet, peace be	She can stick on the board few positive and negative characteristics (similar to the ones in	<b>10 min</b>	Laminated sheets	Activity 1 in the textbook

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
upon him.	<p>activity 3 in the Activity Book); then ask the students, what other characteristics about the prophet, peace be upon him, did Maysarah discover while he was on the trip? When the students pick the correct words, the teacher removes the word from the group, and sticks it next to the previous word “Trustworthy”. By the end of the activity all the good characteristics will be displayed together.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; background-color: yellow; padding: 5px; margin: 5px;">Trustworthy</div> <div style="border: 1px solid black; background-color: lightblue; padding: 5px; margin: 5px;">Honest</div> <div style="border: 1px solid black; background-color: peachpuff; padding: 5px; margin: 5px;">Truthful</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; background-color: red; padding: 5px; margin: 5px;">Just</div> <div style="border: 1px solid black; background-color: lightblue; padding: 5px; margin: 5px;">Fair</div> <div style="border: 1px solid black; background-color: purple; padding: 5px; margin: 5px;">good</div> </div> <div style="border: 1px solid black; background-color: lightgreen; padding: 5px; margin: 5px; text-align: center;">Responsible</div>			
3. <b>conclude</b> the reason why Khadijah, may Allah be pleased with her, chose Mohammad, peace be upon him, for marriage.	<p>By asking questions such as: When Khadijah heard about the prophet’s honesty she chose him to go on a business trip for her. When Maysara told her about the other good characters what did she decide to do? <i>Ask him for marriage.</i></p>	10 min.	Previous laminated cards discussions	Exercise on page 141 in the textbook

**Homework:**

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

**DAILY LESSON PLAN**  
**G2-Unit 11 lesson 3**

**Lesson Title: soorah al-Balad part 1**

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher can encourage the students 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. <b>recall the benefits of reading the Qur'an</b> (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, ...)	<b>10 min.</b>	discussion	Questions
2. <b>give</b> a brief idea as to what	With the help of a projector or power point	<b>5 min.</b>	projector	Direct Questions

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
those ayat refer to.	presentation the teacher can project on the board the points in the textbook regarding the meaning of the sura. She can elaborate to relate the meaning to the students' life. She can remind them about the great blessings Allah gave us and that we should use them in good ways that please Allah عزَّ وجلَّ , and not the opposite.		Board/Discussion	
3. recite the sura <b>from memory</b> .	<p>Here the teacher have 3 cases:</p> <ol style="list-style-type: none"> <li>1. All the students know Arabic.</li> <li>2. All the students do not know Arabic.</li> <li>3. She has mixed students.</li> </ol> <p>For group A the teacher can <b>play</b> the CD 3 times. The students follow with their fingers 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 divides 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 <b>lips</b> and listening to their reading, to find out if anyone is not pronouncing correctly. After the</p>	20 min.	CD Pair/group work	Recitation

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p>first step, when she is sure that the pronunciation is correct she start the memorization process. For example for the first aya she can do the following:</p> <p>لا أقسم 3 times</p> <p>بهذا البلد 3 times</p> <p>لا أقسم بهذا البلد 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 passes between them to check. If the teacher finds the level of her students is good, she can go faster.</p> <p>For group C she can divide the whole class into 2 big groups A (Arabic speaking) and B (Non Arabic speaking) and <b>apply</b> the previous methods.</p>			

### Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
1. **Memorize the surah at home and try to read it in the salah.**

**DAILY LESSON PLAN**  
**G2-Unit 12 lesson 1**

**Lesson Title: obligatory Acts of Wudu'**

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher can start the lesson by showing the students various video clips related to wudu'; each video clip highlight a mistake. The mistakes cover all the points in the lesson.

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. <b>demonstrate</b> the correct way of performing wudu'.	By watching the mistakes in the video clips, they realize the correct way. For example the video shows a boy/girl making wudu' and washing small parts of her face only. The teacher asks the students: what is wrong with this wudu'? some of the students will recognize the mistake. The teacher shows the students the correct way by washing her face properly; (she can have the necessary things ready for her in the class.) Another video clip showing a boy performing wudu', and when washing his arms he washes small part of them and did not include the elbows.	10 min.	Video clips Board Water, bucket, towel	Questions and answers Activity 1 in the textbook

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	The teacher does the action herself correctly in the class.....			
2. <b>enumerate the obligatory</b> acts of wudu’.	By projecting the aya in the Qur’an related to wudu’  قال - سبحانه -: يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قُمْتُمْ إِلَى الصَّلَاةِ فَاغْسِلُوا وُجُوهَكُمْ وَأَيْدِيَكُمْ إِلَى الْمَرَافِقِ وَامْسَحُوا بِرُءُوسِكُمْ وَأَرْجُلَكُمْ إِلَى الْكَعْبَيْنِ [ (6) سورة المائدة]. الآية.	10 min.	Projector Discussion	Exercise page 150 in the textbook Activity 2 in the textbook
	The teacher can highlight the obligatory acts of wudu’. She can clarify to them that if we do not perform the obligatory acts of wudu’, then our wudu’ is not valid and so is our salah.			
3. <b>state</b> the proper order of acts of wudu’ .	By giving them handout of the song taken in Grade 1, and sing it with them.	8 min.	Handout	question
4. develop a love for performing wudu’	By narrating to them few ahadeeth related to the benefits of wudu’.	5 min.	Board Projector	questions

### Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. Bring a towel and slippers the next period to perform wudu’.

**DAILY LESSON PLAN**  
**G2-Unit 12 lesson 2**

**Lesson Title:** Practical wudoo’

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher can start the lesson by singing the song of wudu’ several times with the students to make sure that they remember the proper order of the wudu’.

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. perform the wudu’ correctly.	By dividing the class into groups of 3, the teacher gives the students worksheets, revision sheets, and coloring sheets to keep them busy in a useful way. She can get help from a teacher to stay with the students, while taking each group (3 students) to perform wudu’ . While one student is performing wudu’ the other 2 are watching, learning and they can help the teacher to guide their friend if he/she has any mistake.	The whole class time	Practical wudoo’	Actual performance of wudu’

**Homework:**

1. The activities and exercises in Student's Book not covered through the lesson.
2. Teach their friends at home how to perform wudu'.

**DAILY LESSON PLAN**  
**G2-Unit 12 lesson 3**

**Lesson Title: Soorah al-Balad (part 2)**

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher can encourage the students 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 <b>benefits of reading the Qur'an</b> (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, ...)	<b>5 min.</b>	<b>/Discussion</b>	<b>Questions</b>

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
2. <b>give</b> a brief idea as to what those ayat refer to.	With the help of a projector or power point presentation the teacher can project on the board the points in the textbook regarding the meaning of the sura. She can elaborate to relate the meaning to the students' life. She can remind them about the good deeds ( such as feeding the hungry, taking care of the orphans, <b>giving</b> good advice to each other, <b>having</b> good relation with one another, ...) that we can do to save us from Hell fire on the Day of Judgment.	10 min.	projector Board/Discussion	Direct Question
3. <b>recite</b> the sura <b>from memory</b> .	<p>Here the teacher have 3 cases:</p> <ol style="list-style-type: none"> <li>1. All the students know Arabic.</li> <li>2. All the students do not know Arabic.</li> <li>3. She has mixed students.</li> </ol> <p>For group A the teacher can <b>play</b> the CD player 3 times. The students follow with their <b>fingers</b> 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 <b>divides</b> them into groups of 2. She gives them <b>instructions</b> 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</p>	20 min.	CD Pair/group work	Recitation

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p>aya dividing it word by word. She reads and asks them to repeat after her while she is watching their <b>lips</b> 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>فلا اقتحم 3 times  العقبة 3 times  فلا اقتحم العقبة 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 passes between them to check. If the teacher finds the level of her students is good, she can go faster.</p> <p>For group C she can divide the whole class into 2 big groups A (Arabic speaking) and B (Non Arabic speaking) and <b>apply</b> the previous methods.</p>			

### Homework:

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

**DAILY LESSON PLAN**  
**G2-Unit 13 lesson 1**

**Lesson Title: Facing the Qiblah**

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher can divide the class into groups according to the country they come from/nationalities. Give each group a small toy of a boy or a girl and a globe. She tells them to find out their country and mark it down, then find out Saudi Arabia and mark it down.

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. <b>infer</b> that Allah ordered us in the Qur'an to face Al-Masjid al-Haram while praying.	By projecting the aya 144 of Surah al-Baqarah, the teacher can read the aya or play it on her laptop. After that she can ask the students to deduct the objective. What did Allah ordered us to do in this aya?	10 min.	Board/laptop/ Discussion	Questions
2. <b>illustrate the direction Muslims should face while performing their prayers.</b>	By using the <b>warm up</b> activity she can tell them that the toy (Ahmad) wants to pray, he is far away from the Ka`bah, how he should stand? Which direction he should be facing? They have to place <i>Ahmad</i> facing Saudi Arabia, where the ka`bah is.	10 min.	Globes and toys of boys or girls	demonstration

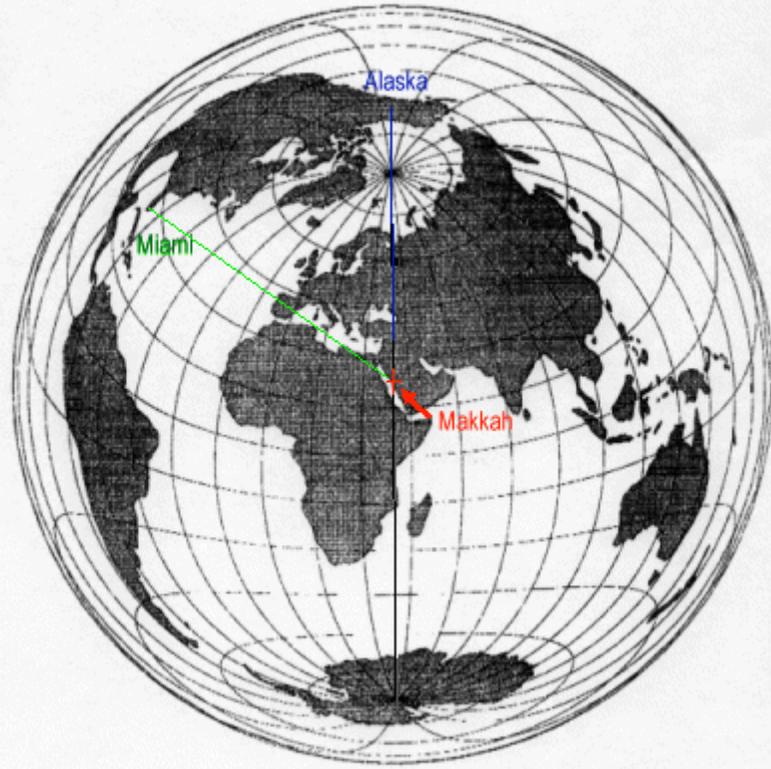
Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
3. <b>enumerate</b> the various things we can use to find the direction to the Qiblah.	By showing the students either real objects or pictures of regular compass, compass special for the Qiblah which is usually found in the prayer carpet, showing them maps. ..	<b>10 min.</b>	Real objects or pictures	<b>Questions</b>

**Homework:**

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

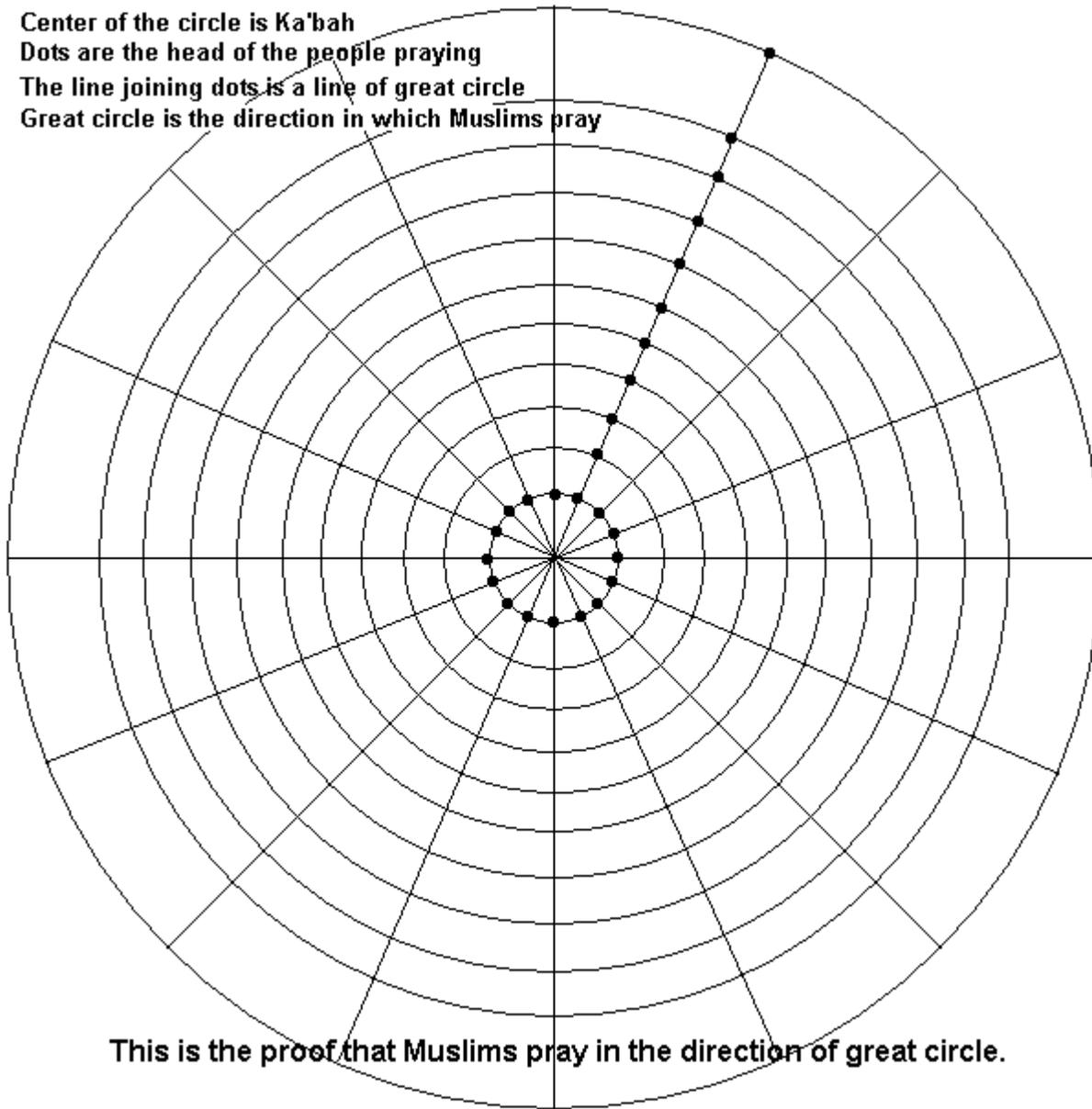


## QIBLAH DIRECTION



AZIMUTHAL PROJECTION MAP SHOWING TRUE DIRECTION OF MAKKAH

Center of the circle is Ka'bah  
Dots are the head of the people praying  
The line joining dots is a line of great circle  
Great circle is the direction in which Muslims pray



This is the proof that Muslims pray in the direction of great circle.

## DAILY LESSON PLAN

### G2-Unit 13 lesson 2

Lesson Title: The Manner of Salah, part 1.

Date:

Number of Students:

#### Warm up Activity:

The teacher can take the students to the **prayer room** of the school to give this lesson.



Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to:				
1. <b>give the meaning of</b> vocabulary used in the prayer, from the first takbeer untill the Ruku'/ bowing.	The teacher can use a puppet, boy or a girl; give him/her a name. The teacher will have each <b>vocabulary item</b> on a big flash card as well as its indication; each on a separate card, mix them up on the board. The puppet has to match each vocab with its indication. .The students are the audience and can help the puppet to be successful.  The vocabs are the following: 1. Takbeer: saying Allah Akbar <b>الله أكبر</b> . 2. Isti`athah: saying A`ootho billahi mina ashshaytan arrajeem <b>أعوذ بالله من الشيطان الرجيم</b> 3. Basmalah	<b>15 min.</b>	Board/flashcards puppet	<b>Questions about the meanings of different statement.</b>

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p>4. Aameen آمين</p> <p>5. Subhaana rabbiyal`addheem</p> <p>6. Sami`allaahu liman hamidah</p> <p>7. Rabbanaa wa lakal-hamd.</p> <p>The teacher will pretend to teach the proper pronunciation of these vocabs to the puppet. The puppet will have difficulties, students will help. Here the teacher will choose the students who need help themselves to try to help the puppet learn the new statement. In this way they will be encouraged to learn.</p>			
<p>2. <b>sequence</b> acts related to the prayer from the first takbeer till the ruku;, as well as what to say at every step.</p>	<p>To achieve this objective the teacher can show the students a movie for someone performing the prayer. She can stop the movie at every action to stress out the piece of information related to the action.</p>	<p>10 min.</p>	<p>Board Movie/ actual performance or PowerPoint Discussion</p>	<p>Every time she pause the play she asks the students questions such as what did he/she do? What did he /she say? Where did he put his hands ...</p> <p>After the movie finished the teacher check their understanding by acting in the wrong way and ask the students whether she did the action right or wrong. For example while saying the first takbeer she rises her hands far above her head instead of rising them to the level of her ears. ...</p>

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
3. <b>distinguish the</b> prayers performed with a loud voice and <b>those</b> performed with a low voice	The teacher can divide the students into groups and give each group a work sheet with the names of the 5 daily prayers. The students have write next to each prayer if it is performed in low or loud voice. The winners will get stickers,.. After the group work is over, the teacher puts the correct answers on the board for the rest of the class.	5 min.	Group work	worksheet
4. <b>dramatize the</b> actions and vocabulary taught .	Line up facing the Quiblah, pretend to make wudu' by singing the wudu' song. Performing the acts and adhkaar of the salah taught in this lesson.	10 min.	Role play	Performing the salah

#### Homework:

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

**DAILY LESSON PLAN**  
**G2-Unit 13 lesson 3**

**Lesson Title:** Review of Surah alBalad  
(parts 1 & 2)      **Date:**

**Number of Students:**

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
The steps of the review are in the textbook page 134.	The revision of the meaning can be done orally or by a worksheet.	The whole class time	Audio CD	Recitation & questions

**DAILY LESSON PLAN**

**G2-Unit 14 lesson 1**

**Lesson Title:** The Manner of Salah, part 2.

**Date:**

**Number of Students:**

The teacher can take the students to the **prayer room** of the school to give this lesson.



Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to:				
1. <b>give the meaning of</b> the vocabulary related to the prayer from Ruku’/ bowing until tasleem. <b>(The meaning of the adhkar will be done in unit 16 lesson 1&amp;2).</b>	The <b>vocabulary items</b> are: <b>Sujood</b> and <b>istighfaar</b> . a. The teacher can stick the first word sujood and ask the students if they know how to perform sujood. Few will know and the others will imitate them. The teacher can check their sujood to make sure that the nose is touching the floor and the elbows are not touching the floor. (these are common mistakes usually done by the students) b. The teacher can stick the second word istighfar and ask the students if they know what do we say when we make istighfar. Few will know the answer. (the common	<b>10 min.</b>	Board/flashcards puppet	<b>demonstration</b>

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	form of istighfar between the 2 sajdah will be given in unit 16 lesson 2)			
2. <b>sequence the</b> acts related to the prayer from ruku` till the tasleem, as well as what to say at every step.	To achieve this objective the teacher can show the students a movie for someone performing the prayer. She can stop the movie at every action to stress out the piece of information related to the action.	15 min.	Board Movie/ actual performance or PowerPoint Discussion	Every time she pause the play she asks the students questions such as what did he/she do? What did he /she say? Where did he put his hands ... After the movie the teacher check their understanding by acting in the wrong way and ask the students whether she did the action right or wrong.
3. <b>perform</b> the actions and vocabulary taught so far.	Line up facing the Quiblah, pretend to make wudu'. Performing the acts of salah taught in this lesson.	15 min.		<b>Performing the salah</b>

### Homework:

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

## DAILY LESSON PLAN

### G2-Unit 14 lesson 2

Lesson Title: Khushoo' in Salah

Date:

Number of Students:

#### Warm up Activity:

the teacher can start the lesson by showing the students 2 video clips. In the first one a group of boys praying without khushoo' ( looking around, moving frequently, kicking each other with their hands and feet, laughing,..)  
The second video clip is about another group praying with khushoo'.

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. <b>explain</b> the meaning of <b>khushoo'</b> .	After the <b>warm up</b> activity, the teacher asks the students to find out the differences between the prayers of the 2 groups. She can have on the board 2 columns, one titled praying with khushoo' and the other praying without khushoo'. <table border="1" data-bbox="647 1141 1294 1329"><tr><td>Praying with khushoo'</td><td>Praying without khushoo'</td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table>	Praying with khushoo'	Praying without khushoo'							15 min.	Board Discussion	Questions What are: 1. , the things that lead to khushoo' and 2. the things that destroy the khushoo'.
Praying with khushoo'	Praying without khushoo'											

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation				
	<div data-bbox="647 194 1292 274" style="border: 1px solid black; width: 100%; height: 50px; margin-bottom: 10px;"> <table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 50%; height: 25px;"></td> <td style="width: 50%; height: 25px;"></td> </tr> <tr> <td style="width: 50%; height: 25px;"></td> <td style="width: 50%; height: 25px;"></td> </tr> </table> </div> <p>The teacher can fill in the answers of the students in the 2 columns. At the end of the activity the students will realize the meaning of 'khushoo', the things that lead to khushoo' and the things that destroy the khushoo'.</p>							
<p>2. <b>identify</b> the importance of khushoo' in the salah.</p> <p>3. <b>give evidence from Quraan</b> .</p>	<p>By projecting and listening to ayas 1-2 from surat al-Mu'minoon, and its translation from the textbook, they will realize that those who have khushoo' are praised by Allah and are the successful ones.</p> <div data-bbox="654 715 1111 900" style="text-align: center;">  </div>	<p><b>5 min.</b></p>	<p>Board projector Discussion</p>	<p>Direct Questions</p>				
<p>4. <b>enumerate the things</b> that distract us in Salah and destroy our khushoo`.</p>	<p>By doing activity 2 page 181 in the textbook.</p>	<p><b>10 min.</b></p>	<p>Groups work</p>	<p><b>Activity 2 page 181 in the textbook</b></p>				

### Homework:

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

**DAILY LESSON PLAN**

**G2-Unit 14 lesson 3**

**Lesson Title:** Soorah al-Fajr, the Dawn  
(part1)

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher can give this lesson in the school theater where she prepares the scene for the 3 stories of `Aad, Thamood and Fir`awn.

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. <b>conclude</b> that Allah punished previous nations who rejected the signs of His greatness.	Teacher tells the story of the three nations.	10 min.	Warm up activity discussion	Questions
2. <b>give a brief idea as to what those ayat refer to.</b>	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.	5 min.	projector Board/Discussion	Direct Question
3. recite the sura <b>from memory.</b>	Here the teacher have 3 cases: 1. All the students know Arabic.	25 min.	CD Pair/group work	Recitation

**Objectives****Procedures****Time****Teaching Strategies  
&Audiovisuals****Evaluation**

2. All the students do not know Arabic.
3. She has mixed students.

For group A the teacher can **play** the CD 3 times. The students follow with their fingers 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 divides 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.

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:

الفجر , 3 times

وليل عشر 3 times

\* والفجر \* وليل عشر \*

After she finishes 2 ayas she can divide them into groups of two and asks them to recite to each other while she passes between them to check. If the teacher finds the level of her students is

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p>good, she can go faster.</p> <p>For group C she can divide the whole class into 2 big groups A (Arabic speaking) and B (Non Arabic speaking) and <b>apply</b> the previous methods.</p>			

**Homework:**

1. The activities and exercises in Student's Book not covered through the lesson.
2. **Memorize the surah at home and try to recite it during the daily prayer.**

**DAILY LESSON PLAN**

**G2-Unit 15 lesson 1**

**Lesson Title: Being Trustworthy: Review**

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher can start the lesson with a revision about the trustworthiness of prophet Mohammad peace be upon him.

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. <b>design some art work that reflects his /her belief</b> that loving the prophet can be achieved by following his sunnah. He was trustworthy, therefore we should be trustworthy.	By making a campaign to call people to follow the prophet and be trustworthy. <b>For example:</b> The students can <b>design a poster with</b> the following sentence  <b><i>“ Prophet Mohammad was trustworthy if you love him</i></b>	<b>The whole class time</b>	<b>Material needed for art work</b>	<b>Art work</b>

*you should be like him  
trustworthy.”*

on big boards, on big banners and hang it in the school. They can make small laminated bookmarks, magnified flyers, and distribute them to students and teachers.

**Homework:**

1. The activities and exercises in Student's Book not covered through the lesson.
2. And distribute some of the flyers and bookmarks to the family member and neighbors.

**DAILY LESSON PLAN**

**G2-Unit 15 lesson 2**

**Lesson Title:** Salah review

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher can start the lesson with a game. She can divide the class into 2 groups and asks them questions related to the Qiblah and Khushoo` in the salah. The winner will be rewarded.

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 the information about the Qiblah and Khushoo` in the prayer.	After the <b>warm up</b> activity she can tell the students to work in groups of 2 to read the lesson and solve the activities and exercises in the book.	<b>30 min.</b>	Books Group work	<b>Questions Student book exercises&amp;activities</b>

**DAILY LESSON PLAN**

**G2-Unit 15 lesson 3**

**Lesson Title:** Soorah al-Fajr, the Dawn  
(part 2 )

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher can arrange to take the students on a trip to an orphanage, **if possible**. She can arrange to take gifts to the orphans and spend an hour or 2 with them. Or she can start the lesson with a short video about an orphanage, and poor people, **suitable for grade 2**. She can hang a big banner with the Hadeeth of Prophet Mohammad peace be upon him: Abu Hurayra (Radi Allahu Anhu) reported that the Messenger of Allah, may Allah bless him and grant him peace, said, "The best house among the Muslims is the house in which orphans are well treated. The worst house among the Muslims is the house in which orphans are ill-treated. I and the guardian of the orphan will be in the Garden/ paradise like that," indicating his two fingers.

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. <b>identify</b> the importance of	By discussion regarding the <b>warm up</b> activity.	10	<b>Warm up</b> activity	<b>questions</b>

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
being kind to the orphans and the poor.		min.	Discussion	
2. recite the sura <b>from memory</b> .	<p>Here the teacher have 3 cases:</p> <ol style="list-style-type: none"> <li>All the students know Arabic.</li> <li>All the students do not know Arabic.</li> <li>She has mixed students.</li> </ol> <p>For group A the teacher can <b>play</b> the CD 3 times. The students follow with their fingers 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 divides 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 mouth 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 start the memorization process. For example for the first aya she can do the following:</p> <p>الذين 3 times  طغوا 3 times  * في البلاد 3 times</p>	30 min.	CD Pair/group work	Recitation

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p>After she finishes 2 ayas she can divide them into groups of two and asks them to recite to each other while she passes between them to check. If the teacher finds the level of her students is good, she can go faster.</p> <p>For group C she can divide the whole class into 2 big groups A (Arabic speaking) and B (Non Arabic speaking) and <b>apply</b> the previous methods.</p>			

**Homework:**

1. The activities and exercises in Student's Book not covered through the lesson.
2. **Memorize the surah at home and try to recite it during the daily prayer.**
3. **Make a writing competition about *how the Muslim Ummah can help our Muslim brothers and sisters who are poor or orphans.***