

## DAILY LESSON PLAN

### G2-Unit 16 lesson 1

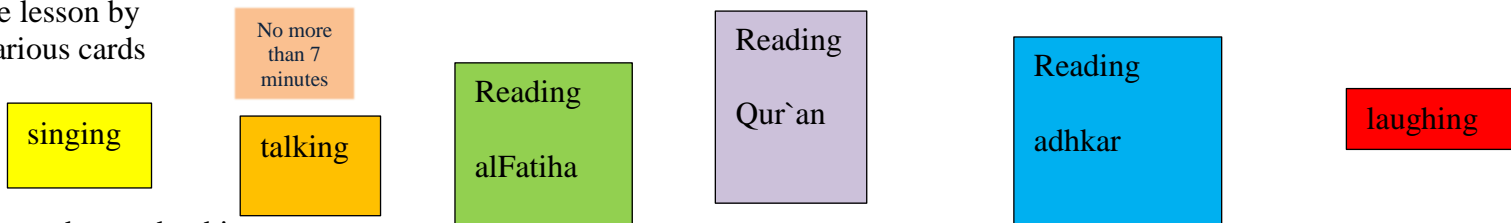
**Lesson Title:** The Athkar of Salah part 1

**Date:**

**Number of Students:**

#### **Warm up Activity:**

The teacher can start the lesson by sticking on the board various cards with various words:



She can ask the students to choose the things we are allowed to say while praying.

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 the word Dhikr	She can explain the Arabic meaning of the word <b>يذكر , ذكر</b> to remember, she can give examples: to remember the names of the students, to remember all the nasheed,... She can tell them, when we use it as Dhikr Allah is to remember Allah. She sticks on the board or project various kinds of Dhikr: tasbeeh, takbeer, tahleel. She can ask the students to help if they	<b>8 min.</b>	Board/power point presentation Discussion	<b>Questions</b>

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	remember any.			
2. <b>recall</b> the dhikr that the prophet, peace be upon him, taught us to say during the prayer.	<p>This objective can be achieved by reading the various dhikr from the textbook. They are presented in the form of transliteration with their meanings. The Arabic part for the opening du'a' is missing from the book, the teacher can supply to the students and they can staple it on the page.</p> <p><b><u>The opening du'aa after the first takbeer:</u></b></p> <p style="text-align: center;"> <b>سبحانك اللهم وبحمدك تبارك اسمك وتعالى جذك ولا اله غيرك</b> </p> <p style="text-align: center;"> <b>Sobhanakah Allahomma Wabihamdik Tabaraka Esmok wa Ta`ala Jaddok wa La Ilaha Ghayrok</b> </p>	8 min.	textbook	Recitation
3. <b>pronounce</b> the adhkaar properly.	By reading the adhkaar and asking the students to repeat after the teacher.	8 min.	Group reading	Recitation
4. <b>recall</b> the adhkaar from memory.	By making a competition. The teacher finds the students who know the adhkaar well and assign them as teachers for the groups. The group who will memorize first will be the winner.	8 min.		competition

1. The activities and exercises in Student's Book not covered through the lesson.
2. Memorize the adhkaar at home, the teacher can tell them that there will be a quiz next time.

**DAILY LESSON PLAN**

**G2-Unit 16 lesson 2**

**Lesson Title:** The Adhkaar of Salah part 2

**Date:**

**Number of Students:**

**Warm up Activity:**

:

The teacher can start the lesson with a revision for the adhkaar taken in part 1.

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>say the</b> adhkaar in Arabic.	She can project on the board the adhkaar in Arabic form and in their transliteration form. Then she divides every dhikr into small portions, read it and ask the students to repeat after her. When the students master one part she moves to the next part, and so on. <b>Note:</b> in the book we have the meaning only, the teacher can supply the students with a copy of the adhkar in Arabic and in the transliteration form.	25 min.	Board/ projector presentation Discussion	Recitation

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p><u>The istighfaar when sitting after the first sajdah:</u>  رب اغفر لي وارحمني Rabbee eghferlee wa erhamnee  واعف عني wa`aafenee wa`foo`anee  واهدني واغني wa-hdenee wagnenee</p>			
	<p>التَّحِيَّاتُ لِلَّهِ،  والصَّلَوَاتُ وَالطَّيِّبَاتُ،  السَّلَامُ عَلَيْكَ أَيُّهَا النَّبِيُّ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ  السَّلَامُ عَلَيْنَا وَعَلَىٰ عِبَادِ اللَّهِ الصَّالِحِينَ  أَشْهَدُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ وَأَشْهَدُ أَنَّ مُحَمَّدًا رَسُولُ اللَّهِ  <b>Attahiyyato lillah</b>  <b>Wassalawat wattayyebaat</b>  <b>Assalamo `Alayka ayyohannabiyyoo wa</b>  <b>rahmatollahee wa barakatoh</b>  <b>Assalamoo `alayna wa `ala</b>  <b>`ebadellaheessaleheen</b>  <b>Ash-hadoo an la ilaha illallah wa ash-</b>  <b>hadoo anna Mohammadan Rasoolallah.</b></p>			
	<p><u>The du`aa asking Allah to bless the Prophet (صلى الله عليه وسلم) after the</u></p>			

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p><u>tashahhud.</u>  اللهُمَّ السَّلَامُ عَلَى مُحَمَّدٍ  وَعَلَى آلِ مُحَمَّدٍ  كَمَا صَلَّيْتَ عَلَى إِبْرَاهِيمَ  وَعَلَى آلِ إِبْرَاهِيمَ  وَبَارَكْتَ عَلَى مُحَمَّدٍ  وَعَلَى آلِ مُحَمَّدٍ  كَمَا بَارَكْتَ عَلَى إِبْرَاهِيمَ  وَعَلَى آلِ إِبْرَاهِيمَ  إِنَّكَ حَمِيدٌ مُجِيدٌ.</p>			
	<p><u>The Du`aa' after the tashahhud of the last rak`ah</u>  اللَّهُمَّ إِنِّي أَعُوذُ بِكَ  مِنْ عَذَابِ النَّارِ  وَعَذَابِ الْقَبْرِ،  وَمِنْ فِتْنَةِ الْمَحْيَا وَالْمَمَاتِ  وَمِنْ دَجَالِ</p>			

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	وفتنة المسيح الدجال			
2. <b>explain</b> the meaning of the adhkaar.	The meaning of the adhkaar is written in the book, she can project them one by one, on the board and explain them to the students.	15 min.	Board/ projector  Discussion	Direct Questions

### Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. Memorize the adhkaar and use them in your prayer.

## DAILY LESSON PLAN

### G2-Unit 16 lesson 3

Lesson Title: Soorah al-Fajr, the Dawn  
(part 3 )

Date:

Number of Students:

#### Warm up Activity:

The teacher can play with the students a small game. She brings 2 big boards. She draw on one a big circle with all kinds of beautiful things (flowers, gardens, fruits, jewelries,...) around the circle. The 2<sup>nd</sup> circle is surrounded with big fire. She can have 2 groups of cards; the first one they have good deeds written on them and the second group bad deeds written on them. The students listen to the surah to remember part 1 and 2. Then the game starts. She mixes up the cards and she divides the students into 2 groups. The students should stick the cards of the good deeds in the first circle and the bad deeds in the circle surrounded with fire. The students will deduct the first circle is symbolic for the paradise and the second one is symbolic for the hellfire.

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>give an</b> idea about some of the	after reciting the first 3 ayat of this lesson and	<b>5 min.</b>	Recitation, projector	<b>Questions</b>



Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
things that will happen on the Day of Judgment.	projecting their meaning on the board; the teacher can have a discussion with the students.		discussion	
2. explain the reward for good deeds and the punishment for bad deeds .	Warm up activity.	5 min.	Warm up activity Discussion	Questions
3. recite the sura from memory.	<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 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 monitoring.</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</p>	25 min.	CD Pair/group work	Recitation

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p>is correct she starts the memorization process. For example for the first aya she can do the following:</p> <p>كلا, 3 times  إذا 3 times  دكت الأرض 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 recite it during the daily prayer.**

**DAILY LESSON PLAN**

**G2-Unit 17 lesson 1**

**Lesson Title:** The Fajr Salah

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher can start the lesson with a revision for:

No more than 7 minutes

The song of Wudu.

The song for the number of Rak`aat for each prayer.

The Adhkaar of the Salah.

This will help the students to memorize them fluently and use them in the prayer.

The revision can be done by the whole class or by dividing the students into groups.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to:				

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
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1. recall that Salah is the second pillar of Islam.
2. explain the importance of Salah

The teacher can start with a game. By drawing a table with 2 columns true and false. The teacher has a group of cards with various information about Salah, (from textbook) the teacher raises the card, and the students read it and should decide if the information is true or false. The teacher or the student sticks the card in the columns.

7 min.

true	false

Salah is the 2<sup>nd</sup> pillar of islam


Muslim will be questioned by Allah about their salah

Salah is the 5<sup>th</sup> pillar of islam

Muslim will be questioned by the angels about their salah

Board/  
cards

questions

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
3. <b>classify</b> Salah as an action that helps Muslims to enter Paradise.	By doing Activity 2 in the Activity book page 19.	5 min.		Activity 2 in the Activity book page 19.
4. <b>conclude</b> the importance of Salah; and that Allah عزّ وجلّ will ask us about our Salah on the Day of Judgment. 5. <b>recall</b> the Hadeeth	By reading and discussing the Hadeeth:  <p>The Prophet ﷺ said: “The first thing which will be judged among a man’s deeds on the Day of Resurrection is the Prayer. If this is in good order then he will succeed and prosper but if it is defective then he will fail and will be a loser.” [Tirmidhi]</p>	10 min.	Board projector	Questions
6. recall <b>the number of prayers</b> a day, and <b>the number of Rak`aat for the dawn prayer</b> ..	By singing the song: “Allah says...” <b>And discussion</b>	5 min.	discussion	Questions
7. <b>distinguish</b> the time of al-Fajr prayer.	By projecting pictures showing the dawn and sunrise. (the teacher can inform them that we are not allowed to pray immediately after sun rise.)	5 min.	Photos or Video	Activity 4 in Activity Book

### Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. Ask the parents to wake up their kids for salat al-Fajr , at least during the weekend.

## DAILY LESSON PLAN

### G2-Unit 17 lesson 2

Lesson Title: The Duhur Salah

Date:

Number of Students:

#### Warm up Activity:

The teacher can start the lesson with a revision for:

The song of Wudu.

The song for the number of Rak`aat for each prayer.

The Adhkaar of the Salah.

This will help the students to memorize them fluently .

The revision can be done by the whole class or by dividing the students into groups.

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</b> the information they had in the previous lesson.	By dividing the class into groups and giving them a work sheet to solve.	8 min.	Group work	Work sheet
2. <b>distinguish the time of salat al-Duhur.</b>	By projecting pictures taken at the time of high noon and in the afternoon. By taking the children at the time of Duhur to the playground where they can hear the Athan and realize that its time is when they are in the school.	8 min.	Board Projector Trip to the playground	questions

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
3. recall the number of rakaa't for the noon prayer.	By singing the song: "Allah says ..." And discussion	7 min.	Song	questions
4. perform Salat al-Dhuhur.	The teacher takes the students to the place of prayer in the school to perform salat al-Dhuhur.	10 min.	Place of prayer	Salah performance

### Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. Bring a towel and a head cover to perform Wudu' and Salah al-Dhuhur in the school during the Salah break.

**DAILY LESSON PLAN**

**G2-Unit 17 lesson 3**

**Lesson Title:** Review: Soorah al-Fajr

**Date:**

**Number of Students:**

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
The steps of the review are in the textbook page 41.		The whole class time		Questions & Recitation



## DAILY LESSON PLAN

### G2-Unit 18 lesson 1

**Lesson Title:** The `Asr Salah

**Date:**

**Number of Students:**

**Warm up Activity:**

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

The teacher can start the lesson with a revision for:

The song of Wudu.

The song for the number of Rak`aat for each prayer.

The Adhkaar of the Salah.

This will help the students to memorize them fluently and use them in the prayer.

The revision can be done by the whole class or by dividing the students into groups.

No more than 7 minutes

**Another suggestion:** the teacher can start the lesson with the story of al-Israa' and al-Mi`raaj.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to:				
1. <b>give evidence of</b> the importance of the Salah.( The order to pray was given directly by Allah to the Prophet صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ during the event of Israa` and Mi`raaj.)	By telling them the story of al-Israa' and al-Mi`raaj.	10 min.	A story book of al-Israa` and al-Mi`raaj	Questions
2. <b>distinguish</b> the time of the <b>Asr</b> Salah according to the position of the sun in the sky.	By projecting pictures related to the proper time.	8 min.	Board Projector	Activity 1 in the textbook

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
3. recall that the Asr Salah has 4 Rak`aat.	By singing the song: “Allah says ...”	5 min.	Audio material	Questions/Song
4. perform Salat al-`Asr.	The teacher takes the students to the place of prayer in the school to practice salat al-`Asr.	10 min.	Place of prayer	Performing Salah

### Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. Bring a towel and a head cover to perform Wudu' and Salah al-`Asr in the school during the Salah break.

## DAILY LESSON PLAN

### G2-Unit 18 lesson 2

Lesson Title: The `Maghrib Salah

Date:

Number of Students:

#### Warm up Activity:

The teacher can start the lesson with a revision for:

The song of Wudu.

The song for the number of Rak`aat for each prayer.

The Adhkaar of the Salah.

This will help the students to memorize them fluently and use them in the prayer.

The revision can be done by the whole class or by dividing the students into groups.

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. distinguish the time of the Maghrib Salah according to the position of the sun in the sky.	By projecting pictures related to the proper time.	10 min.	Board Projector Discussion	Activity 1 in the textbook
2. recall the number of Rak`aat for Maghrib Salah	By singing the song: "Allah says ..."	10 min.	Song	Questions
3. Perform Salat al-Maghrib.	The teacher takes the students to the place of prayer in the school to demonstrate salat al-	20 min.	Place of prayer	Performing prayer

Objectives	Procedures	Time	Teaching Strategies &Audiovisuals	Evaluation
Maghrib.				

**Homework:**

1. The activities and exercises in Student's Book not covered through the lesson.
2. Bring a towel and a head cover to perform Wudu' and Salah al-`Maghrib in the school during the Salah break.

## DAILY LESSON PLAN

### G2-Unit 18 lesson 3

**Lesson Title:** Soorah al-Gaashiyah part 1

**Date:**

**Number of Students:**

#### **Warm up Activity:**

The teacher can bring to the class two trays. On the first one beautiful and yummy food and drinks. On the second tray bad food, bad smell, cactus plants full of thorns, ... things that no one can eat or drink.

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>describe the status of people</b> on the Day of Judgment	The <b>warm up</b> activity might help the students to realize the happiness of the people of paradise and misery of the people of hell fire. <b>The teacher can explain that people will be divided into 2 groups. The first group will be in a miserable situation, in hell fire eating and drinking awful things. The second group will be in Paradise, full of joy, eating and drinking from the delicious food and drink of Paradise.</b>	<b>10 min.</b>	Warm up activity discussion	Questions
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 book regarding the meaning of the sura.	<b>5 min.</b>	projector Board/Discussion	Direct Question

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
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 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>هل أتاك , 3 times  حديث 3 times  الغاشية 3 times</p> <p>After she finishes 2 ayas she can divide them into</p>	25 min.	CD Pair/group work	Recitation

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p>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.**

## DAILY LESSON PLAN

### G2-Unit 19 lesson 1

Lesson Title: The `Isha' Salah

Date:

Number of Students:

#### Warm up Activity:

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

The teacher can start the lesson with a revision for:

The song of Wudu.

The song for the number of Rak`aat for each prayer.

The Adhkaar of the Salah.

This will help the students to memorize them fluently and use them in the prayer.

The revision can be done by the whole class or by dividing the students into groups.

No more  
than 7  
minutes

#### Another suggestion:

The teacher can start the lesson with a story of 2 boys. Ahmad, has a good link with the king of his country; while Tarek did not care about the king and had a very bad relation with him. Ahmad visits the king 5 times per day: he has breakfast with him, lunch, afternoon sweets, dinner, and milk and fruits before he goes to bed. While Tarek does not visit the king at all. After the story, the teacher can ask the students: if Ahmad needs something and asks the king for it, will the king give him what he needs? The answer will be yes. What about Tarek? The answer will be no.

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 the Salah, <b>as a</b> link with Allah.	By the preparatory activity.	5 min.	Warm up activity Discussion	Questions



Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation																		
2. <b>enumerate</b> the benefits of Salah.	<p>The teacher can give the students cups of milk to drink in the class, and have some fun and then ask them to participate in the following activity:</p> <p>She can draw on the board two tables:</p> <table border="1"> <thead> <tr> <th>Benefits of milk</th> <th>Benefits of Salah</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p>The students will say the benefits and the teacher can write on the board.</p>	Benefits of milk	Benefits of Salah																	10 min.	Board Discussion	Questions
Benefits of milk	Benefits of Salah																					
3. <b>distinguish the time of the Isha' Salah</b> ..	By projecting pictures related to the proper time.	5 min.	Board Projector Discussion	Activity 1 in the textbook																		
4. <b>recall the number of Rak`aat for the Isha' Salah.</b>	By singing the song: “Allah says ...”	5 min.	Song	Questions																		
5. perform Salat al-`Isha’.	The teacher takes the students to the place of prayer in the school to <b>demonstrate</b> salat al-`Isha’.	15 min.	Place of prayer	Performing Salah																		

**Homework:**

1. The activities and exercises in Student's Book not covered through the lesson.
2. Bring a towel and a head cover to perform Wudu' and Salah al-`Isha' in the school during the Salah break.

## DAILY LESSON PLAN

### G2-Unit 19 lesson 2

Lesson Title: Practical Salah

Date:

Number of Students:

### Warm up Activity:

In this lesson the students are supposed to perform the Salah; but if they managed to perform it in the previous lesson, **then the teacher** can make a Da`wa campaign with her students to inform the whole school about the benefits of Salah by hanging big posters, performing plays during the school assembly, distributing flyers, laminated bookmarks with the ahadeeth related to the benefits of Salah and Wudu',...

No more  
minutes

**DAILY LESSON PLAN**

**G2-Unit 19 lesson 3**

**Lesson Title:** Soorah al-Gaashiyah part 2

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher can take the students on a trip to the park near the school if possible; if not possible she can bring to the school some animals, plants,... or she can show them some photos of animals, mountains, oceans, ...  
She can ask them to look at themselves: the hair, nails, skin, eyes, teeth, blood, ... unlimited things.

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 the</b> Greatness of Our Creator.	The <b>warm up</b> activity might help the students to achieve this goal.	10 min.	<b>Warm up activity discussion</b>	Questions
2. <b>give a</b> 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 book regarding the meaning of the sura.	5 min.	projector Board/Discussion	Direct Questions
3. recite the sura <b>from memory</b> .	Here the teacher have 3 cases: 1. All the students know Arabic. 2. All the students do not know Arabic. 3. She has mixed students.  For group A the teacher can <b>play</b> the CD 3 times.	25 min.	<b>Audio CD</b> <b>Pair/group work</b>	<b>Recitation</b>

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

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:

أفلا 3 times

ينظرون 3 times

الى الابل 3 times

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.

For group C she can divide the whole class into 2 big groups A (Arabic speaking) and B (Non

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
Arabic speaking) and <b>apply</b> the previous methods.				

**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 20 lesson 1**

**Lesson Title: Salah Review: part 3**

**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 units 16 and 17.	Dividing the class into groups and asking them the questions orally. The winners will be rewarded.	20 min.	Group work Board Oral competition	oral competition
2. recall the information individually in a written form.	By a work sheet: fill in the blanks. The teacher can make a fill in the blank worksheet; where the students have to do it in groups of 2. The winners will be rewarded.	20 min.		Worksheet Competition

**Homework:**

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

**DAILY LESSON PLAN**

**G2-Unit 20 lesson 2**

**Lesson Title: Salah Review: part 4**

**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 units 18 and 19.	Dividing the class into groups and asking them the questions orally. The winners will be rewarded.	20 min.	Board	Oral competition
2. recall the information individually in a written form.	By a work sheet: fill in the blanks. The teacher can make a fill in the blank worksheet; where the students have to do it in groups of 2. The winners will be rewarded.	20 min.		Worksheet Competition

**Homework:**

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



**DAILY LESSON PLAN**

**G2-Unit20 lesson 3**

**Lesson Title:** Review: Soorah al-Ghaashiyah

**Date:**

**Number of Students:**

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
The steps of the review are in the textbook page 80.		The whole class time		Questions & Recitation