

Grade 3- Unit 1- L.1

Lesson Title:The Meaning of *Ihsaan*

Date:

Number of Students:

Warm up Activity:

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

You may give some students pouches containing "stuff" (e.g. healthy sweets) telling them that the pouches are parts of this lesson (for curiosity) and request them not to open any bag nor try to explore them. Then leave the classroom for some time that they can start talking about the items. After few minutes come back to your students and immediately collect those bags and ask them what the items in the pouches are. The students who are answering "we do not know", "we could only guess", "we did not try to explore" or "you asked us not to do such thing"... etc. comment on their answers "well-done" and discuss with them why they did not try to see the items though you were away.

No more than 7 minutes

By using Power Point Presentation, narrate the story of Sameer and Samir are two brothers who were asked by their mom to clean their bedrooms. Sameer arranged his room properly by putting everything in its place, while Samir was careless and hid everything under the bed. Ask the students about the difference between the two boys and which one did well. What are the students' attitudes of the two boys' behavior?

No more than 5 minutes

You may prefer to start narrating the part 1 of the story of "that lady who asked her daughter to mix water into milk in order to increase the liquid for marketing" (use real materials and mix liquids). Then stop at this point and ask the students some relevant questions such as what they think the daughter was going to do (why & why not), and do the students agree that it is a good idea increasing the mixture liquid then sell it as pure milk (why & why not). After discussion, tell them how the pious girl behaved (which is part 2 of the story).

No more than 5 minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. explain the meaning of <i>Ihsaan</i> in general	Based on the discussion of one of the " Warm up Activities", divide the board into two parts: 1. Write the meaning of <i>Ihsaan</i> ; doing something in the best way possible. 2. Leave this part for a while. Encourage the students to memorize the meaning by repetition.		Board/Flipchart Discussion	Continuous discussion
2. Explain the religious meaning of <i>Ihsaan</i>	By commenting on some cases that people behaved well specially in worship and by dialogue, write in second part on the board the religious meaning of <i>Ihsaan</i>		White/black Board/Flipchart Discussion	Direct Questions What is the meaning of <i>Ihsaan</i> ? What did the Prophet say about it? Answer Exercise in TextBook P.4, 5
3. Compare <i>Islam</i> , <i>Iman</i> and <i>Ihssan</i> in terms of containment and population	Remind the student that they have studied <i>Islam</i> , <i>Iman</i> and let them explain the two levels. Then give each group of		Groups of students	Students Give a summary

Commented [G1]: insert time

Commented [G2]: لا يمكن ان تكون المناقشة وسيلة قياس اهداف وانما هي وسيلة او استراتيجية تعليم

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Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	students, pairs of three circular paper cards with different diameters and ask them to write the three levels of religion (<i>Islam, Iman</i> and <i>Ihsaan</i>) on each paper asking them to order the first group of paper cards in terms of containment then order the another paper cards in terms of population.			
4. Order the three levels of religion	Make a quick competition between three students in doing something well. The 1 st name him <i>Ihsaan</i> , the 2 nd name him <i>Iman</i> , and the 3 rd name him <i>Islam</i> . Draw a winner's platform on the board and write the three levels of religion which became names of some students.		Role Play	Should be a part of the summary mentioned above
5. Develop a sense of being watched by Allah all the time	Give the student a paper with some photos of some cases (e.g. surfing the Internet, praying, fasting and pace of food in the middle of park....) in pairs, what are the student going to do if they are alone or in public. (If possible) There are some video clips of "Hidden Camera" reflecting misbehaviour of some people when they felt no one was watching them and the audience laughed		Pair work, Photos or Video	Activity 2 in TextBook P.7 See Homework
6. Give advantages of being watched by Allah and how this is going to affect his/her behavior and worship	By commenting on the last activity, ask the students for summing up the result of the activity as a list of advantages of being watched by Allah		Dialogue	Continuous discussion

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Commented [G9]: التحقق من النشاط ورقم الصفحة - وهل يمكن قياس الهدف بمجرد حل النشاط

Commented [G11]: لا يمكن ان تكون المناقشة وسيلة قياس اهداف وانما هي وسيلة او استراتيجية تعليم

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Homework:

- The activities and exercises in Student's Book not covered through the lesson.
- Writing this sentence 5 times "**Allah watches me all the time, Allah helps and protects me and I love Allah in deep of my heart**". A student could be asked to choose a place where no one can see him to write this sentence. Of course, there is no place like this. It is a trick in order to comment on this point next lesson.
- Finding out the meaning of *Ihsaan* through the story of the three men who went in a cave and blocked by a rock.

Commented [G12]: لماذا لا نترك للطالب حرية كتابة ما يشعر به او يعتقده وبهذا نستطيع قياس الاهداف الوجدانية المذكورة في الدرس (رقم 5&6)

عند توظيف العمل الجماعى فى الدرس لابد من وصف هذا العمل بالتفصيل ودور المدرس والطالب فيه -

Grade 3- Unit 1-L.2

Lesson Title: The Status and Importance of *Ihsaan*

Date:

Number of Students:

Warm up Activity:

There are two suggestions that are supposed to be a good prologue:

By using two jewelry boxes, 4 marbles and a 3 leveled stand. On the lowest stand you place a marble, on the middle you place a jewelry box, and on the highest level you place another jewelry box.

Then, telling the students to imagine that those levels are the three levels of religion. The lowest level is an exposed marble (*Islam*). The second one is the same marble but preserved in a nice box (*Iman*). The highest level (*Ihsaan*) is the best and closest to Allah which is jewelry box containing 2 marbles, *Iman* and *Islam*. Then discussing that *Ihsaan* can't exist in a person who doesn't have *Iman* and *Islam*.

No more
than 5
minutes

You may prefer to start narrating the story of the teacher who wanted to test his students. He gave each one a chicken and asked them to slaughter their chickens in a place where no one can see them. All the students slaughtered their chickens and came back except one. When the teacher asked him about the reason, the student answered, "I couldn't find a place where I'm all alone because Allah can see me everywhere."

No more
than 5
minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able				
1. To acknowledge the status and importance of <i>Ihsaan</i>	Based on the discussion of one of the " Warm up Activities", The teacher draws on the board three steps of a stairs, and asks the kids to imagine that those steps are some of the levels of the Paradise. Since the closest to Allah is the highest level, all Muslims should strive to have <i>Ihsaan</i> .to reach that level.	8 min.	Board/Flipchart Discussion	Continuous discussion
2. To explain the connection between the three levels of religion and the hierarchy in them.	By writing on the board, (every <i>muhsin</i> is <i>muslim</i> and not every <i>muslim</i> is <i>muhsin</i>). Discussing this sentence, allowing students to express their understandings.	8 min.	Board/Flipchart Discussion	Direct Question Can a person have <i>Ihsaan</i> without having <i>Iman</i> and <i>Islam</i> first? Answering exercise 1 in Textbook pg. 10
3. To mention certain verses and recall explanations to those verses which deal with the importance of <i>Ihsaan</i>	By listening to the verses mentioned in the lesson and explaining them. Repeating is important to ensure their understanding and if possible memorization of the verses.	8 min.	CD Player	Answering exercise 2 in Textbook pg. 11
4. To enumerate the people towards whom Muslims are encouraged to act with <i>Ihsaan</i> .	In groups of 4, ask students to write down the answer for the following question: who should I do good to? Ans.: parents, relatives, orphans, the needy, neighbors ... etc.	5 min.	Group discussion	Assess the answers based on the students' understanding of the verse 36, Soorah an-Nisaa,

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
5. To identify the good deeds whether hidden in the heart or apparent deeds.	Playing the game mentioned in the activity book pg. 4-6	5 min.	game	This is a practical exercise and should be assessed by the teacher according to the no. of deeds listed and the students' ability to classify them.

Homework:

1. The activities and exercises in Student's Book which were not covered through the lesson.
2. Writing a story about a person who had Ihsaan and how this quality helped him.

Grade 3- Unit 1-L.3

Lesson Title: Etiquettes of reading the Qur'an **Date:**
(*Tahaarah*)

Number of Students:

Warm up Activity:

There are two suggestions that are supposed to be a good prologue:

The teacher may start by narrating the story of Umar ibn Alkhattab's acceptance to Islam and how his sister refused to handle him the paper on which Qur'aan was written because he wasn't *Taahir*. And how his fear subsided after he made *wudoo'*.

No more
than 7
minutes

At the end of the previous period, the teacher may give each student an envelope, with a little love note inside, and asking them to give it back to her at the beginning of the next period. After examining the cards, the teacher can praise the students who kept their cards clean and tidy.

No more
than 5
minutes

After discussion, the students will reach the conclusion that they properly maintained the cards because they respected their teacher.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able				
1. To state the meaning of the word (<i>dhikr</i>) and its importance in a Muslim's life.	By sticking on one half of the board different pictures showing people in different daily situations such as: eating, playing, reading Qur'an, praying, surfing the net....etc. By asking the students, "Which pictures show the best way to spend your time?"	8 min.	Pictures of people in different situations Discussion	Qs: what is the meaning of dhikr? What is the importance of dhikr in a Muslims life ?
2. To develop a respect to the Qur'an as it contains the words of Allah. One way of respecting the Qur'an is performing <i>wudoo'</i> .	Based on the Warm up activity, the teacher will emphasize the importance of respecting the Qur'an, even more than they respected the teacher's note. As Muslims should love and respect Allah more than anybody else.	10 min.	Discussion	Asking the following question: How can Muslims respect the Qur'an? Answering exercise 1,2 in Textbook pg. 15
3. To read, explain and recite by heart the verse mentioned in the lesson .	By listening to the verse mentioned in the lesson and explaining it. Repeating is important to ensure their understanding and if possible memorization of the verse.	10 min.	CD Player/board and markers	Writing the English meaning of the verse on the board, and leaving some blank spaces. Asking the students to fill in the empty spaces
4. To state the importance of reciting the Qur'an in a clean environment.	By sticking on the other half of the board different set of pictures showing different places such as: a bedroom, a living room, sea shore, toilet, near garbage, barn, a masjid....etc... Asking the students if we can recite the	5 min.	Pictures of different environments	Answering activity 1 in Textbook pg. 16

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
Qur'an in those places. (Why/why not?).				

Homework:

1. The activities and exercises in Activity Book which were not covered through the lesson.
2. Practice making wudoo' at home with your parents before sitting down for a while to recite Qur'an in a clean place. Write a paragraph describing what happened; mentioning your feeling before and after this practical exercise.

DAILY LESSON PLAN G3-U2-L1

Lesson Title: The Merits of *Ihsaan*

Date:

Number of Students:

Warm up Activity:

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

The teacher may bring a model of an apple tree and small apple shaped little papers.

By telling the students a story about a man who planted an apple tree, and watered it every day until it grew up and produced nice ripe red apples. The man was very happy as his hard work finally paid off.

It's the same with *Ihsaan*, man should work hard every day to reach the level of *Ihsaan*, but finally he will be thrilled with the fruits he will gain in this life and in the Hereafter.

No more than 7 minutes

At the end of the lesson, the teacher will give the apple shaped colored papers to the students. They should write some merits of *Ihsaan* on the papers and hang them over the tree using clips.

No more than 5 minutes

The teacher may narrate the story of *Zayn Al-Aabideen* and how he supported more than 60 families in secret. No one knew about it until after he died. He never told anybody about it. But people found out his secret after his death because of the marks they found on his skin from carrying the heavy food over his back daily. The teacher may use the story to emphasize the merits of having *Ihsaan*. Some of them are: Allah's Love, good reputation that can last for many years after the person's death,..... etc.

No more than 5 minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. Explain the meaning of the word "merit"	Based on the discussion of one of the " Warm up Activities", divide the board into two parts: 1. Write the meaning of the word merit; find as many synonyms as possible 2. Leave the other part for a while. Encourage the students to think of synonyms or close meanings to it.	10 min.	Board/Flipchart Discussion	What does the word "merit" mean?
2. Recall some of the merits of <i>Ihsaan</i>	By writing on the empty part of the board as many merits of <i>Ihsaan</i> as possible in 2 groups: One group of merits concerning the person himself in his life and in the Hereafter. The other group of merits concerning the Islamic society.	10 min.	Board	Answer exercise 1 in Textbook Pg. 22
3. State what should be the proper reaction of true <i>Muslims</i> in different daily situations	To present different situations and to ask the students how they should react to be considered a <i>muhsin</i> . The teacher can choose some students to play roles. Then, discuss the	10 min.	Groups of students/ Role play	Answering activity 4 in the Activity Book pg. 14

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
benefits of <i>Ihsaan</i> .				

Homework:

1. The activities and exercises in Student's Book which were not covered through the lesson
2. Write an essay about *Zayn Al-Aabideen*.

DAILY LESSON PLAN G3- U2-L2

Lesson Title: *Ihsaan* at All Times

Date:

Number of Students:

Warm up Activity: There are two suggestions that are supposed to be good prologues:

The teacher may start by narrating the story of the man who offered water to the thirsty dog in the desert. The teacher also may narrate the story of the woman who locked her cat without any food until the cat died. The difference between the two behaviors should be discussed and explained by the teacher. The teacher afterwards tells the students about the man and the woman's fate as told by Prophet Muhammad (p.b.u.h.).

No more
than 7
minutes

The teacher may choose two students, and ask them to act as if they are praying. The teacher then would try to distract them by talking to the rest of students. The one who is more focusing should be given a healthy snack.

No more
than 5
minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. Conclude that <i>Ihsaan</i> must be adhered to at all times.	By showing many pictures of different situations (e.g. praying, fasting, surfing the net.....). Asking the students about how they are going to do whether they are alone or in public.	7min.	Flipchart Discussion	When should we act with <i>Ihsaan</i> ?
2. Explain the concept of <i>Ihsaan</i> in worship.	Based on the discussion of the preparatory activity, the teacher should ask the students about the effect of having <i>Ihsaan</i> when engaging in 'ibaadah. The student who was not distracted and more dedicated in his prayer is the one who has <i>Ihsaan</i> , thus he is the one who will be rewarded greatly by Allah.	7min.	Role Play /Discussion	Direct Questions What do you think of while praying? (What's mom cooking for dinner? Are my friends playing football now? Is my dad watching me? Which TV show coming soon?) Or thinking of Allah? Answer exercise 2 in Textbook pg. 27
3. Recall the Prophet's patience and forgiveness of the people of Ta'if.	By narrating the story of the Prophet in Ta'if. Emphasizing the importance of having <i>Ihsaan</i> towards all kinds of people; even those who hurt us.	7 min.	Story Narration	Answering exercise 1 in Textbook pg. 26 Q) What did Prophet Muhammad (p.b.u.h.) say to the

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
4. Recognize that Ihsaan should be shown to animals also.	By bringing a Pet to the class and asking students about the proper way to deal with animals. By reminding the students of the fate of the man and the woman whose stories were mentioned at the beginning of the period.	7 min.	Real Life Object	Angel, Jebreel, when the Angel offered to destroy them all? Activity 1 in the Textbook pg. 27
5. Sum-up the lesson in a graphic Organizer	By giving the students a chance to fill in the worksheet given to them. The students may have to work in groups of four.	5 min.	Worksheet	Assess the students' ability to Categorize the points in their Correct places.

Homework:

1. The activities and exercises in Student's Book which were not covered through the lesson.
2. Design a (Thank You Letter) to give to a person who showed *Ihsaan* to you before.

DAILY LESSON PLAN G3-U2-L3

Lesson Title: The *Siwaak*

Date:

Number of Students:

Warm up Activity:

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

You may start the lesson with a puzzle. The teacher will enter the class carrying a small decorated box with a *siwaak* inside it. He/she will tell the students that there is something very precious inside the box, and they will have to guess it. The students will start asking questions and the teacher replies only with (yes) or (no). The students that can guess the answer receives the *siwaak* as a gift.

No more
than 5
minutes

You may play a video about the *siwaak*, its benefits, its origin, and way of extraction.

No more
than 5
minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. Describe the <i>siwaak</i>	By dividing the class into groups of 5; each group will be given a real life <i>siwaak</i> and a piece of paper.	7 min.	Real Life Object	Write a small paragraph to describe the <i>siwaak</i> ; use your senses.
2. Recall the definition, origin, benefits of the <i>siwaak</i> .	By sticking a picture of the <i>siwaak</i> in the middle of the board, and drawing 5 arrows from the picture. Each arrow will point to an interrogative pronoun (what? Where? Why? Who? When?). The first three will be discussed briefly and written on the board.	7 min.	Board/Picture	Answer exercises 1,2 in Textbook pg. 31
3. Acknowledge that using the <i>siwaak</i> is a well-known feature of adherence to the Prophetic way.	By reading the ahadeeth mentioned in the lesson to explain the importance of using the <i>siwaak</i> as it is one of the most unique etiquettes of the Sunnah of Prophet Muhammad. By answering the fourth question on the board (who?).	7min.	Textbook/ board	Answer exercises 3 in Textbook pg. 31
4. Enumerate the special times when Prophet Muhammad used to clean his mouth with the <i>siwaak</i> .	By asking the students, “When do you think it’s the best time to use the <i>siwaak</i> ?” . The answer should be, “as our Prophet did.” By answering the last question (when?) written on the board.	7 min.	Board	Answer activity 1 in Textbook pg. 32
5. Conclude that using the <i>siwaak</i> is a form of worship which is easy to	Discussion with the students.	5min	Dialogue	Direct questions

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

perform.

Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. Use the internet to find the medical benefits of the siwaak as proven by contemporary health specialists. Compare them to those of the tooth paste.
3. Design a poster to encourage others to buy the siwaak, focus on the religious aspect and the medical benefit. (2 in 1)

DAILY LESSON PLAN G3-U3-L1

Lesson Title: The Meaning of *Rabb*

Date:

Number of Students:

Warm up Activity:

This is a suggestion that supposed to be a good prologue:

The teacher may introduce the lesson by narrating a story about a lord who ruled over a very big island. He decided to go on hunting trip. After a while, the lord got lost and he was almost going to die when he was attacked by a lion. The lord started to call out for help but nobody heard him. Then, he turned to Allah (The Lord of the worlds) who saved him as his guards finally found him and shot the lion. The teacher then discusses with the students how everyone whether a lord or a servant needs Allah as He is The Owner, The Creator, and The Provider .

No more
than 7
minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
<p>By the end of the lesson the student should be able to</p> <ol style="list-style-type: none"> Acknowledge that the Arabic word, <i>Rabb</i>, translated as lord is a poor substitution. 	<p>By dividing the class into groups of 5; each group will be given a dictionary. And by asking them to find as many synonyms as possible for the word “lord”. They will never find the creator, or the sustainer; as those attributes which refers only to Allah, the <i>Rabb</i>.</p>	<p>5 min.</p>	<p>Board/Flipchart Discussion</p>	<p>As based on the warm up activity, the teacher may ask the students about the powers of the Lord in the story. Can he control birds and animals in his island? No Does he own the oceans around his islands? No Did he create anything? No Who has all the powers? Allah</p>

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
2. Explain the meaning of the word, <i>Rabb</i> as an Attribute of Allah.	Writing on the board, Rabb means: The One who created the heavens and the Earth, The One who owns the heavens and the Earth, The One who controls the heavens and the Earth.	10 min.	Board/Markers	questions
3. Enumerate some of Allah's creations	This can be achieved by playing a game. The students will sit together in one big circle, and by taking turns, each one will have 3 seconds to name one of Allah's creations. The student who can't name any of Allah's creations in the specified time leaves the circle. The winner will receive a healthy candy from the teacher.	15 min.	Game	Answering exercise 2 in Textbook pg. 38
4. Deduce that Allah is the true owner of everything.	By choosing a student to stand in front of the class and asking him about his hands, "who is the owner of your hand?" After some discussion, the students will deduce that Allah is the true owner of anything we possess, and we have to take care of what Allah gave us. Also, we are accountable for the way we use them.	5 min.	discussion	Direct question: How can we use our bodies to please Allah?

Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. Draw a picture of some of Allah's creations around us. The pictures will be attached to the classroom's talent board.

DAILY LESSON PLAN G3-U3-L2

Lesson Title: Signs of the *Rabb*

Date:

Number of Students:

Warm up Activity:

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

You may use Power Point Presentations or by using a proper movie about nature. There is a movie about a leaf of a tree and zooming out till our galaxy is like a dot in the whole universe and zooming in again till reaching the atoms in the leaf and its electrons appear.

No more
than 7
minutes

By bringing a pet into the class and discussing its magnificence.

No more
than 5
minutes

By showing a video about wildlife, and how every creature gets the exact amount of food it needs.

No more
than 5
minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. Deduce that in the creation, we can see signs of the Creator	By showing an amazing painting about nature, and giving the students 1 minute to examine the drawing. The first question which, most probably, will be asked is about the talented artist who painted this wonderful picture. The teacher then asks the students, "If I said no one, would you believe me? Why/Why not?" The teacher then, starts a discussion about Allah's Creations and how they are signs of Him.	7 min.	Painting/ Discussion	Answer Exercise 1 in Textbook pg. 42
2. Enumerate some signs of the <i>Rabb</i>	The students will close their eyes and think of other creations, which were not mentioned in the lesson and write them on a piece of paper (2 minutes). The teacher then will give them a chance to read what they wrote out loud.	7 min.	Discussion	Answer Exercise 2 in Textbook Pg.42

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
3. Reflect on the Greatness of Allah by looking at His creation.	By writing on the board: “A perfect creation manifest a perfect Creator” By discussing this statement, the student should deduct that Allah is so perfect since He is able to create such precise and complex creations. Hence, He is the Only One able to keep it running with no flaws.	10 min.	Discussion	Puzzles *What is the biggest, oldest clock which never delays? The sun. *Where is the roof that has no pillars, yet it doesn't fall? The sky
4. To answer questions of nonbelievers regarding the presence of the <i>Rabb</i>	By telling the story of the great scholar, Imam Shaf'ie when he was asked about Allah's existence by some people.	8 min.	Narration	Role Play

Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. Write an essay or a poem about yourself; the title should be “I'm One of Allah's Signs”

DAILY LESSON PLAN G3-U3-L3

Lesson Title: Beautifying the Voice when Reciting the Qur'aan **Date:**

Number of Students:

Warm up Activity:

There is a suggestion that is supposed to be a good prologue:

The teacher may bring CDs for different reciters. After listening to some recitations, the teacher will ask the students if it was pleasing to hear those recitations or not? (Why? /Why not?) .

No more than 7 minutes

the teacher also may narrate the story of the first revelation of the Qur'aan. Emphasizing the fact that Qur'aan is the words of Allah. We must respect them by reciting in the proper way; as it was revealed.

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. Deduce the importance of reciting the Qur'aan in melodious voice to the listeners.	As based on the Warm up activity, the teacher can lead the students to this objective by asking a series of different questions. For example, did you enjoy the recitation? Did you understand the words? Did the words of Allah reach your heart? Did you memorize some of the ayat?...etc.	8 min.	CD player/Discussion	Answer exercise 2 in textbook pg. 47 Continuous discussion
2. discuss the importance of reciting the Qur'aan in melodious voice to the reciter himself.	By the use of posters of the mentioned hadiths about the merits of reciting the Qur'aan in a beautiful voice.	8 min.	Board/Flipchart Discussion	Answer Exercise 3 in textbook pg. 47
3. Explain the correct approach to beautify his voice while reciting the Qur'aan.	By writing on the board: Recite with tajweed. Recite with tune. Recite from your heart Discussing each point extensively, emphasizing on the importance of learning from a good reciter, and regular repetition.	8 min.	Board/Discussion	Try to imitate the reciter in the CD player. The students will recite one ayah each. All the students will choose the best reciter and appoint him/her as the reciter in the morning assembly.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
4. Balance between the correct recitation of the Qur'aan and making the recitation pleasing to the ear.	By writing on the board: Don't sing the Qur'aan, keep it simple The teacher has to inform the students not to play with their voices or reciting in high pitches.	8 min.	Board/Discussion	Direct questions: How did the Qur'aan reach us? How did the Prophet read Qur'aan?

Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. Practice recitation at home.
3. Prophet Muhammad (peace be upon him) said, "Learn the Qur'aan from four:"
Who are those four?

DAILY LESSON PLAN G3-U4-L1

Lesson Title: The Lordship of Allah

Date:

Number of Students:

Warm up Activity:

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

The teacher may narrate the story of Prophet Ibraaheem and the king mentioned in the lesson.

No more
than 7
minutes

The teacher also may narrate another story of a scholar who wanted to prove Allah's existence to a man. The scholar reached the meeting spot late and when questioned about this, he said, "I didn't find a ship to cross the river so I waited and then pieces of wood assembled themselves in a boat and sailed to me, then took me to you," . When the man laughed and didn't believe the scholar, the latter said, "since you believe that this whole universe created itself, why is it hard for you to believe that a boat made itself?" The man had his proof and believed in Allah.

No more
than 5
minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. Prove Allah's existence	By writing on the board: "We can't see Allah in this world, but we can see His Creations." By bringing a balloon asking a student to blow it to prove that it contains air; which we can't see Also electricity isn't seen but its effects can prove its existence.	5 min.	Board/objects Discussion	Students provide evidence
2. Prove Allah's Oneness	By asking a simple question, "Can two people drive the same car in the same time?" then discussing the consequences of such hypothesis, an accident must occur because they may disagree or one of them may want to be in control..... . Application of the same principle in our objective should be discussed.	8 min.	Board Discussion	Direct question: If the universe has more than one Lord, what do you think will happen? Continuous discussion

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
3. Deduce that Allah is the Creator.	Based on the preparatory stories, the teacher can give the students different pictures of the Galaxy, the sun, The Earth, some animals, some plants. Then, discussing who created all these creatures, and how all those living creatures live together in harmony.	5 min.	Pictures	Continuous discussion
4. Deduce that Allah is the Provider.	By asking the students to think of the weakest and smallest creature in the whole universe, and how it's getting its provision of every mean of living.	5 min.	Discussion	Continuous discussion
5. Define the word <i>Ruboobiyyah</i> .	As based on the previous objectives and the preparatory activities, the teacher will ask the students to summarize all what they discussed in one sentence, "Allah is the only Rabb, He alone is the Creator and Sustainer, He alone is the Lord of the universe. They have to write their ideas on pieces of papers. The student with the best definition wins a healthy snack.	5 min.	Group discussion	Answering exercise 1&2 in the textbook pg. 52
6. enumerate their obligations towards their <i>Rabb</i>	The teacher then discusses the Muslims' duties towards Allah. The students should figure this objective by themselves.	5 min.	Discussion	See homework

Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. Write an essay about how we can thank Allah for everything we have.

DAILY LESSON PLAN G3-U4-L2

Lesson Title: The Meaning of *Ikhlāas* (Sincerity)

Date

Number of Students:

Warm up Activity:

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

The teacher may start the lesson with some puzzles about a man who built a huge masjid, a boy who prayed, and a woman who built an Islamic school. Yet, the three of them didn't get any reward from Allah.

No more
than 7
minutes

The teacher may narrate the story of Umar Ibn- Alkhattab and the starving woman and her child when he went out at night to observe the condition of his people.

No more
than 5
minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. give the general meaning of <i>Ikhlāas</i> .	The teacher will use a flash card for the word <i>Ikhlāas</i> (sincerity) and ask the students to find as many synonyms as possible for the English translation (sincerity). Ex. heartfelt, unfeigned,...etc.	7 min.	Board/Flipchart Discussion	Q: what is the meaning of <i>Ikhlāas</i> ?
2. explain the religious meaning of <i>Ikhlāas</i> .	By writing on the board, "to have sincere intention for the sake of Allah". Discussing this sentence will help the students to seek Allah's pleasure in any action.	7 min.	Discussion	Answering exercises 1&2 in the Textbook, pg. 57
3. Enumerate some motives other than <i>Ikhlāas</i> behind any action.	The teacher may use the preparatory activity to stimulate the students' ability of analyzing the reasons behind their actions. The man's intention when he built the masjid was fame and glory. The boy's intention when he prayed was to please his Mom to give him some treat.	7 min.	Puzzles/ Discussion	Answering exercises 3 in the Textbook, pg. 57

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p>The woman's intention when she built the Islamic school was to gain riches.</p> <p>The teacher here will remind the students not to be judgmental of other people. They only will know if there are signs of insincerity within themselves.</p>			
4. Point out the different ways to gain <i>Ikhlāas</i> .	By using the visual in the textbook. The bar of gold represents the action, and the written words represent the impurities on the bar. <i>Ikhlāas</i> is like a piece of cloth which will wipe out the impurities and the bar of gold will shine.	7 min.	Textbook	Direct question: What is the opposite of <i>Ikhlāas</i> ?
5. Give examples of good actions and what could be a legitimate motive behind them.	<p>The teacher will write this sentence on the board: Whatever you do should be for Allah's sake; When you, it should be for the sake of Allah.</p> <p>Each student should have a chance to read the sentence out loud after filling in the blank using any good deed.</p>	7 min.	Board/ Taking turns to participate expressing good deeds	See homework

Homework:

1. The activities and exercises in Student's Book were not covered through the lesson.
2. From the *seerah* of the Prophet's companions, write an essay about a companion who had *Ikhlāas*, mention one or two of his situations.

DAILY LESSON PLAN G3-U4-L3

Lesson Title: Seeking Refuge in Allah

Date:

Number of Students:

Warm up Activity

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

The teacher may start by narrating the story of the creation of Aadam (عليه السلام) and the response of *Iblees* when Allah ordered the angels to prostrate to Aadam. The teacher should emphasize on the arrogance and jealousy of *Iblees* towards Aadam and his descendants, and how hard the *Shaytaan* will try to make us deviate from the right way to enter 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. Acknowledge the meaning of the first part of the isti'aadhah (I seek refuge in Allah)	By writing the first part of the isti'aadhah both the English meaning and the transliteration on two flash cards and sticking them on the board. The teacher then will explain their meaning, emphasizing the fact that anyone should turn to Allah for protection all the time.	7 min.	Board/Flash Cards Discussion	<ul style="list-style-type: none"> Direct question: What else do we seek Allah' refuge from? Anger, grief, lazinessetc. See homework
2. Acknowledge the meaning of the second part of the isti'aadhah (from the accursed Shaytaan).	By sticking another pair of flash cards on the board with the second part of the isti'aadhah written on, both the English meaning and the transliteration. The teacher then reminds the students of the evil of Shaytaan by telling the story of Iblees who incited Aadam to eat from the forbidden tree in Paradise, and how Iblees deceived Aadam and caused him to be expelled from the Jannah.	7 min.	Board/Flash Cards/ Story	Direct question: <ul style="list-style-type: none"> What is the meaning of the word "accursed"? See homework
3. Point out the importance of the isti'aadhah, especially before reciting the Qur'aan.	By reciting the verse in soorah an-Nahl :98, the teacher will emphasize on Iblees as our enemy, who can be easily defeated by isti'aadhah.	7 min.	CD Cassette	Answer exercise 1 in textbook pg. 60

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
4. Predict the benefits of the isti'aadhah	The teacher should discuss with the students the benefits of the isti'aadhah for the Qur'aan reciter. He/she will lead the students by series of questions to state the benefits themselves.	7 min.	Discussion	Answering activity 1 in the textbook pg. 61
5. to pronounce the isti'aadhah clearly with tajweed rules.	By establishing a competition between the students to choose the best reciter of the isti'aadhah.	5 min.	CD Cassette	Competition

Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. Find the name of the Angels assigned by Allah to protect each human.
3. When should we seek Allah's refuge from the Shaytaan?

DAILY LESSON PLAN G3-U5-L1

Lesson Title: The Significance of *Ikhlaas*

Date:

Number of Students:

Warm up Activity:

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

The teacher may narrate a story about an old man who wanted to cut a tree because he saw some people worshipping it. While he was on the way to the tree, the Shaytaan (in the form of a human) tried to stop him and they fought. The man won the fight. [Here the teacher will discontinue telling the story and discuss this man's niyyah and how he managed to defeat the Shaytaan despite of being so old]. Then the teacher will continue....

No more than 7 minutes

The Shaytaan offered to pay the man 100 Dinar per day if he didn't cut the tree. The man agreed and every morning he would find the money under his door mat. One morning, the man didn't find the money as usual. So, he took his axe and headed to the tree to cut it. The Shaytaan stopped him and they fought again, but this time the Shaytaan won the fight. The teacher will discuss the difference between the niyyah of the man in both situations and why he was defeated the second time (his niyyah changed from seeking Allah's Pleasure into seeking the money).

The teacher should remind the students with the previous lesson regarding the religious meaning of Ikhlaas, and enumerate some other motives behind an act using proper questions to warm up the students and get them prepared for this lesson.

No more than 5 minutes

No more than 5 minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. Take Ikhlaas as the motive behind their actions.	By the end of the previous day, the teacher may give each student a candy and tell him/her that they are supposed to do something nice with this candy. The next morning, most of the students will run to the teacher to tell her/him about their good deeds. The teacher should emphasize their motives (pleasing the teacher).	5min.	Candies/Discussion	Can you explain your motive behind an action?
2. Give evidence that <i>Ikhlaas</i> is the basis	Bring some models of keys; each key must be labeled for	5min.	Models of different	Direct Question

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
of worship.	example: kitchen, bedroom, car, and <i>Ikhlāas</i> . The teacher asks the students series of questions: If you want to eat, which key will you choose? If you want to sleep which key will you choose? And so on, until he/she reaches the key of <i>Ikhlāas</i> . The teacher now will ask the students about it, and what it would open? Answer: It's the key to Paradise.		keys/labels/ Discussion	How <i>Ikhlāas</i> leads to Paradise?
3. Explain the importance of knowledge for one's actions to be valid, hence accepted by Allah.	Ask the students what they think about someone offering the Fajr prayer one rak'ah instead of two, or praying without wudoo'. Discussion must be conducted to understand the importance of knowledge for any action to be accepted.	5min.	Discussion	Write an equation for these factors: reward ,knowledge, <i>Ikhlāas</i> , and good deed Ans.: Good deed+ knowledge+ <i>Ikhlāas</i> = reward Answer exercise 2 pg. 67 Textbook
4. Quote some hadiths about the importance of <i>Ikhlāas</i> .	Choose some students to read aloud the hadiths mentioned in the lesson, and then have them explain the hadiths.	5min.	Textbook	Direct Question: What do we learn from the hadiths ?
5. Advise others to be sincere towards Allah.	Write the following on the board: <ul style="list-style-type: none"> If you're not sincere all your work will be in vain. Don't expect anything in return when you do a good deed. Small deed with <i>Ikhlāas</i> is much better than a big deed with no <i>Ikhlāas</i>. 	10 min.	Board/Markers	Do you have any other ways to convince others to seek <i>Ikhlāas</i> in their actions?

Homework:

- The activities and exercises in Student's Book which were not covered through the lesson.
- Complete the following equations:
 - 1 Riyal + *Ikhlāas* (> or <) 1000 Riyal + no *ikhlaas*
 - 1 rak'ah + *Ikhlāas* >+ no *Ikhlāas*
 -+*Ikhlāas* >+ no *Ikhlāas*

DAILY LESSON PLAN G3-U5-L2

Lesson Title: The Importance of *Ikhlaas*

Date:

Number of Students:

Warm up Activity:

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

The teacher may show pictures for different daily acts. For example: sleeping, eating, practicing sport.... etc. He/she will ask the following question:

Can anyone get rewarded from Allah by doing any of these acts?

No more than 5 minutes

The teacher may narrate this story; Among those who came before you was a man who killed 99 people. He then asked to be guided to the most prolific worshipper from the inhabitants of the earth, and he was directed to a monk. He went to him and told him that he had killed 99 people, and he asked whether it was possible for him to repent. The monk said, 'No.' The man killed him, thus making him the 100th victim. He then asked to be directed to the most knowledgeable of the Earth's inhabitants, and he was guided to a scholar. He went to him and told him that he had killed 100 people, and he asked whether it was possible for him to repent. The scholar said, 'Yes, and who will stand between you and repentance. Go to such and such land, for in it dwell a group of people who worship Allah, so go and worship Allah with them. And do not return to your land, for it is indeed a land of evil.' He left, and when he reached the halfway point of his journey, he died. The angels of Mercy and the angels of Punishment disputed with one another [in regard to his case]. The angels of Mercy said, 'He came to us repentant, advancing with his heart towards Allah.' The angels of Punishment said, 'But, he has never performed any good deeds.' Then an angel came in the form of a human being, and both groups of angels asked him to be the judge between them. He said, 'Measure the distance between the two lands. Whichever land he is closer to is the land that he is closer to [in terms of being of its people]. They then measured the distance and found that he was closer to the land that he was heading towards, and so it was the angels of Mercy who then took his soul.'

No more than 10 minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. value the importance of one's niyyah for Allah to accept his/her deeds.	Using the story in the "warm up Activity", the teacher should emphasize the man's niyyah, and how Allah would forgive anyone if he/she had Ikhlaas.		Story/ Discussion	Questions / Answering exercise 1 in the textbook pg. 72
2. explain the hadeeth in which Prophet Muhammad (p.b.u.h.) says, "Surely actions are rewarded according to intentions....."	Narrate the story of the hijrah. Emphasizing on the inconvenience of leaving one's country, home, family.... Yet, the early Muslims obeyed Allah's order and migrated to Madeenah. The teacher should explain that only Muslims, who migrated with the intention of pleasing Allah, will be rewarded.		Board/Narration/ Discussion	PPT displaying the hadith with some missing words in order to help them in memorizing it

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
3. explain the verse mentioned in the lesson.	Have the students listen to the verse mentioned in the lesson and explain it. Repeating is important to ensure their understanding and if possible memorization of the verse.		CD Cassette	Giving a summary/ Answering exercise 2 in the textbook pg. 72
4. point out the importance of Ikhlaas.	Stick a flash card with one of the Names of Allah “Al-Ghani” on the board. Ask the students about the meaning of the word, and to whom it may refer. The students will reach the conclusion that Allah doesn’t need any of our actions (the opposite is true). So, if the action isn’t totally for Him, He will reject it.		Flash card/ Board/ Discussion	Asking the students to explain the graphic illustrator in the lesson.
5. conclude that normal daily acts can become worship simply by changing the intention for them.	Use the first preparatory activity to explain how we can gain lots of reward simply by correcting our intentions.		In Peers, Photos or Video	Answering activity 2 in the textbook See homework
6.				

Homework:

1. The activities and exercises in Student's Book that were not covered through the lesson will be assigned.
2. List 3 daily acts that can become worship by changing the intention for them. Explain.

DAILY LESSON PLAN G3-U5-L3

Lesson Title: The *Basmalah*

Date:

Number of Students:

Warm up Activity:

There are some suggestions that are supposed to be a good prologue:

You may start the lesson by choosing a student to be the little teacher for that day, who will be responsible for setting the board. The teacher should guide that student to write the basmalah before anything else (as he/she usually does). Then turning to the rest of the class and discussing with them the reason behind that.

No more
than 3
minutes

You may play the nasheed, Bismillah, by Sami Youssef.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. recite the basmalah in Arabic and its English meaning. *Bismillahir-Rahmaanir-Raheem. *In the Name of Allah, the Entirely Merciful, the Especially Merciful.	Divide the board into two parts: 1. Write the basmalah in Arabic in one part. 2. Write the English meaning in the other part.	5 min.	Board/ Drills	Divide the class into 2 teams; they are supposed to recall the basmalah in Arabic and in English. The fastest team to recall is the winning team.
2. explain the first part of the basmalah "Bismillah"	Write on the board, the term bismillah might be translated as: - By means of the very essence of Allah - With the light of Allah - With the guidance of Allah The central idea here is that whatever we do, every step that we take, every breath that we breathe, is done for, because of, and through the essence of, the One who has created us.	10 min.	Board/Flipchart Discussion	Direct question: What does <i>Bismillah</i> remind you of? Answers can be: • We are powerless. • We're dependent on Allah. • We feel humble towards our Creator.
3. explain the meaning of the two terms, "Arrahman and Arrahim"	Explain that those are two attributes of Allah. Coming from the root r-h-m which means very tender, nourishing, and	10	Narration/ Discussion	Answer the following question: How many steps would Allah

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p>protective. The first is general (towards everyone) and the second is special.</p> <p>The teacher may narrate that one time Jibreel was laughing. When Prophet Muhammad asked him about the reason, Jibreel said that he remembered when he was bringing dirt from the bottom of the sea and putting it in the Pharaoh's mouth when that pharaoh was drowning. As Jibreel was afraid that the Pharaoh would stumble on words asking Allah for help and Allah would have probably helped him.</p>	min.		come closer towards someone who takes one step towards Allah?
4. deduce the relationship between Shaytaan and the basmalah.	<p>Entertain the students with a play. The teacher will choose some students to act out the roles in each scene. The teacher will play the role of the Shaytaan.</p> <p>Scene 1: Two friends are about to start eating and the Shaytaan is waiting in anticipation to eat the delicious food. Then, they say the basmalah and the Shaytaan will cry and run away.</p> <p>Scene 2: Two sisters/brothers are entering their house while laughing, talking, and playing. The Shaytaan is waiting to enter with them to get some sleep (acting tired). Then, they say the basmalah and the Shaytaan would cry loudly and run away.</p>	5min	Role Play	Direct question: When should Muslims say Bismillah?
5. infer the importance of mentioning Allah's name before any act.	<p>Show the students a PPT about a child's day from the moment he/she wakes up till he/she falls asleep. A discussion should be conducted after each picture about whether the child should begin this act by the name of Allah or not. Why/Why not?</p>	7min.	Pair work, Photos/ CD cassette	What will we gain if we mentioned Allah's Name before any act?
6. remember to say the 'isti'aadhah and the basmalah before reciting the Qur'aan except Soorah at-Tawbah	<p>Ask the students to open their Qur'aan and to start reciting together from ... (the teacher can choose any soorah). The students should remember to say the 'isti'aadhah and the basmalah. Then, the teacher asks the students to open soorah at-Tawbah and start reciting without the basmalah .</p>		Qur'aan	See homework

Homework:

1. The activities and exercises in Student's Book which were not covered through the lesson to be assigned.
2. Why do we have to say the 'isti'aadhah and the basmalah before reciting the Qur'aan except Soorah at-Tawbah?