

DAILY LESSON PLAN G3-U11-L1

Lesson Title: The First boy to Accept Islam

Date:

Number of Students:

Warm up Activity:

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

Note: It's advisory to introduce this lesson after the lessons about Khadeejah and Aboo Bakr.

The teacher will bring the set of boxes mentioned in the previous lessons (Khadeejah and Aboo Bakr) one more time. He/she will refresh the students' memory by allowing some students to pick some papers from the two boxes entitled, the first woman to accept Islam and the first man to accept Islam. Then, the students will take turns reading their papers loudly and return them back to their places.

No more than 7 minutes

The teacher will put the third box entitled, the first boy to accept Islam on his/her desk. Then, he/she will ask the students to pay attention as they are going to repeat what they did in the last two lessons but for today's character.

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. state the name of the first boy to accept Islam and recall his relation to Prophet Muhammad.	The teacher may use an OHP/slide to show the family tree of 'Ali and Prophet Muhammad. Explaining the family tree will lead the students to deduce the fact that they were cousins. Or, the teacher can write all the names included in the family tree on flash cards which he/ she will stick on the board one by one while explaining the relation between Prophet Muhammad and 'Ali.	10 min	Board/OHP/ Slide/ Discussion Or, Flash Cards/ Game/ Discussion	Competition can be conducted between the students to ensure their memorization of the full name of both Prophet Muhammad and 'Ali. This can be done by giving the students a couple of minutes to memorize the full names, and then scramble the names. Each team will choose a representative to put the names back in order by the guidance of the rest of the team.
2. recall the nicknames of 'Ali; Abul-Hasan and Aboo Turaab.	The teacher may refer to the family tree one more time and add the names of Faatimah (as a daughter of the Prophet and	5 min.	Narration	Direct Question: Do you have a nickname? Who

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	a wife for 'Ali) and Alhasan and Alhussain, as their children. Hence, the students will understand the reason behind the nickname Abul-Hasan. The teacher may continue narrating the story behind the nickname Abu-Turab, Emphasizing the relationship between the Prophet and 'Ali.			gave you this nickname? Do you like it?
3. narrate the story of 'Ali's acceptance of Islam.	The teacher should give the students the opportunity to read the lesson as it's written in a narrative manner.	10 min.	Textbook/ Discussion	Answering exercises 1 and 2 pg. 160 in the textbook.
4. distinguish the role played by 'Ali to support Islam, pinpointing his bravery.	The teacher should tell the story of 'Ali, sleeping in Prophet Muhammad's bed to deceive the people of Quraish, when they agreed to kill the Prophet on the day of Prophet Muhammad's migration to Madinah.	5 min.	Narration	Answering exercises 3 pg. 160 in the textbook.
5. summarize the previous points.	By writing on the board, "what did you learn about 'Ali?" Each student who will be able to remember any of the points which was mentioned within the lesson will be given a piece of paper to write it on and put the paper inside the box entitled, "the first boy to accept Islam". For example: Brave and strong, accepted Islam at the age of 12, Prophet Muhammad's cousin, Aboo-Turab....etc.	5 min.	Papers/ Pencils /the third box in the warm up activity	The teacher will assess the students' participation in this activity.

Homework:

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

DAILY LESSON PLAN G3-U11 –L2

Lesson Title: Things that Break Wudoo’

Date:

Number of Students:

Warm up Activity:

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

The teacher may display a video or a PPT about a boy performing wudoo’ to remind the students of the steps of wudoo’. The video can be found easily on the internet.

No more
than 7
minutes

The teacher may use a puppet show to tell a story of a boy (Jamaal) going to the masjid to pray and on the way to the masjid, he farts (humor the students as the boy turns around in an embarrassment to make sure that no one heard him). Jamaal finds out that no one noticed, so he continued his way to the masjid to pray jama’ah without wudoo’. The teacher can engage the students by directing the puppet towards them to ask them if he should pray or make wudoo’ first. The teacher may remind the students with “Ihsaan” and obeying Allah’s orders whether in public or in private.

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. describe wudoo’ as a self-disciplinary act that must be observed closely.	Based on the puppet show of the "warm up Activity", the teacher may discuss Jamaal’s behavior and whether he should perform wudoo again or not. The teacher should point out that Allah is testing our faith, not only once but all the time. On the Day of Judgment Those who performed the ablution correctly and sincerely will have shines and sparkling white on their faces; hands and feet, and easily recognized as good Muslims chosen for Heaven. On the other hand, hypocrites will be placed in the lowest depths of the fire in Hell.	10 min.	Puppet Show/ Discussion	Questions
2. enumerate the situations which require	The teacher can display a PPT or divide the board into two	10	PPT/ Flash Cards/	Answering activity 1 in the

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
one to re-perform wudoo'.	parts and stick some flash cards of different pictures (a bathroom, a bleeding person, a sleeping person, a camel, a fainting person) to acquaint the students with a clear perception of those things that break wudoo'.	min.	Discussion	textbook pg. 166
3. eliminate any misconception about wudoo' nullifiers.	The teacher can use a different set of flash cards on the second part of the board for different pictures of someone (eating, laughing, vomiting ...) to clear any misconception about wudoo' nullifiers students might have.	8 min.	PPT/ Flash Cards/ Discussion	Answer activity 2 in the textbook pg. 166 Direct question: Give more examples of actions that don't nullify wudoo'
4. summarize the lesson in an interactive way.	The teacher may mix up the flash cards for the things that break wudoo' and the things that do not. Then, divide the students into two teams and ask them to rearrange the pictures back in order. Or, the teacher may act as if she is fainting, sleeping, laughing..... Students should guess whether this act nullifies wudoo' or not. Or, students can take turns to demonstrate different daily situations and the rest of the class will predict if he/she needs to re-perform wudoo'.	5 min.	Flash Cards/ Play Roles/ Demonstration	The action is an assessment for the students.

Homework:

1. The activities and exercises in Student's Book that were not covered through the lesson to be assigned.
2. 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**".

DAILY LESSON PLAN G3-U11 –L3

Lesson Title: Review Soorah al-Mutaffifeen (Part 1 &2) and Soorah al-Inshiqaaq (Part 1&2) **Date:**

Number of Students:

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. recite the soorah correctly and thoroughly from memory.	The teacher should listen attentively to the recitation of each student after using an audio visual aid for the soorah. The teacher may ask the students to sit in circle. He/she will start by reciting the firs ayah. Then, asking the student next to him/her to continue and so on until the soorah is finished. The student who fails to remember the ayah has to go outside the circle. The winner should have a healthy candy.	25 min.	Audio/ Visual	Assessing each student individually or requesting one student to recite and stop after three or four verses, then asking another student to continue where the first one had stopped and so forth until the soorah is complete.
2. explain the general meaning of the soorah.	The teacher may bring the same aids used in the lessons to remind the students of the meaning of the soorah.	15 min.	All the aids used in the Qur'aan lesson regarding the soorah being reviewed	Questioning the students or asking them to give a summary.

Homework:

1. Practice the soorah at home and recite it to your mom and dad or during your prayers.

DAILY LESSON PLAN G3-U12 –L1

Lesson Title: Some Rulings on *Wudoo'*

Date:

Number of Students:

Warm up Activity:

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

The teacher may display a video or a PPT about a boy performing wudoo' to remind the students of the steps of wudoo'. The video can be found easily on the internet. Or, the teacher may display a nasheed about wudoo' many times to ensure the students' memorization of the steps of wudoo'. here is a website that may be beneficial,

No more
than 7
minutes

<http://www.youtube.com/watch?v=VOQmgIxjSA0>

The teacher may remind the students with some of the merits of wudoo' so they would realize its importance. He/she may narrate the following hadith: Abu Hurairah (May Allah be pleased with him) reported: I heard the Messenger of Allah (PBUH) saying: "On the Day of Resurrection, my followers (or Ummah) will be summoned 'Al-Ghurr Al-Muhajjalun' from the traces of Wudu'. Whoever can increase the area of his radiance should do so." [Al-Bukhari and Muslim]. Many ahadeeth can also be narrated to implement the importance of wudoo'.

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. list the situations which require one to re-perform wudoo' mentioned in the previous lesson.	The teacher may use the flash cards mentioned in the previous lesson to refresh students' memory.	10 min.	Flash Cards/ Discussion	Questions/Answers
2. discuss the evil of the Shaytaan and his ways to distract Muslims from the prayers.	The teacher can narrate the story of the creation of 'Aadam (عليه السلام) or any other story to remind students of how much hatred Iblees has for humans. Then, he/she will use a puppet show of the same boy from the previous lesson (Jamaal). The Shaytaan (another puppet) tries to distract Jamaal by whispering in his ears while he's praying. The Shaytaan asks Jamaal if he has broken wind. Jamaal says the isti'aadhah and continued his prayer. After he finishes, Jamaal will ask the students whether he did the right action or not.	10 min.	Story/ Puppet Show/ Discussion	Assessing the students based on their answers to the puppet, Jamaal

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
3. conclude the rule about having doubts concerning breaking wind while praying.	Based on the previous action, the teacher will discuss this rule with students. He/she may use a flash card for the hadith: "If one of you feels something in his stomach and is not sure if he has broken wind or not, he should not leave the masjid until he hears something or smells something." Muslim	8 min.	Discussion/ Flash Card/	Answering exercise 1 ,2 &3 in the textbook pg. 172
4. state the rule regarding whether sleeping nullifies wudoo' or not.	The teacher may use another flash card for the hadith mentioned regarding this topic in the textbook and explain it.	5 min.	Flash Card/ Discussion	Answering activity 1 in the textbook pg. 173

Homework:

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

DAILY LESSON PLAN G3-U12 –L2

Lesson Title: Acts of Worship and Wudoo’

Date:

Number of Students:

Warm up Activity:

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

The teacher may start the lesson by narrating the story of Bilal Ibn Rabah.

Once the Prophet asked Bilal, "Bilal, tell me the best deed you have done, as I heard your footsteps in Paradise. "I swear the most I’ve done is that whenever my ablution (wudoo’) was nullified, I would perform ablution immediately, and I would always pray two Raka’s after ablution." Bilal replied.

“That's it Bilal!” The Prophet (P.B.U.H.) exclaimed.

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. conclude the main reason behind performing wudoo’ before certain acts of worship.	The teacher may write in a big font on the board the following word “Why wudoo’?” He/she will discuss the possible reasons behind performing wudoo’ with the students. He /she will write down their answers on the board. After the discussion, the teacher will display an OHT of the ayah from Soorah Al-Baqarah: 222. Then, he/she will lead the students to conclude the main reason behind wudoo’ which is gaining Allah’s Love.	10 min.	Board/ Discussion/ OHT	Answering exercise 1 pg. 177 in the textbook.
2. state the merits of wudoo’ when done in difficulty.	The teacher may use the puppet from the previous wudoo’ related lessons; Jamal. He will welcome the students. He will tell the students that he loves them because they correct his mistakes and teach him about Islam. Then, he will say, “I want to tell you about something happened to me yesterday.	5 min.	Puppet Show/ Discussion/ OHT	Direct question: what does “difficulty” in the hadeeth mean? Answer: extreme cold and sickness.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p>It was a very cold night and I heard the Adhaan for the prayer. I wanted to come out of my bed to perform wudoo' but I felt very lazy as I was lying under the warm sheets and drinking a glass of hot delicious cocoa made by dear mom. What do you think I should have done? Why?"</p> <p>The students will participate by giving their opinions, then, the teacher will display an OHT of the hadeeth mentioned in the book and explain it.</p>			Answering exercise 2, pg. 177 in the textbook.
3. enumerate some of the acts of worship that requires wudoo'	The teacher may stick on the board different pictures showing people in different situations such as: eating, playing, reading Qur'an, praying, surfing the net, making tawaaf....etc. he/she will ask the students, "Which of these situations requires performing wudoo'?"	5 min.	Discussion/ Flash Card	Answering exercise 3 in the textbook, pg. 178
4. take their wudoo' beyond ritual washing.	The teacher may use the puppet, Jamal who will ask the students to listen attentively as he is going to read an article he read once on the internet. The teacher may use any article about the spirits of wudoo'. this site may be useful: http://mustaqeem.wordpress.com/2010/01/26/take-your-wudu-beyond-ritual-washing/	10 min.	Puppet Show	questions

Homework:

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

DAILY LESSON PLAN G3-U12 –L3

Lesson Title: Soorah al- Infitaar: The Cleaving **Date:**
(Part 1)

Number of Students:

Warm up Activity:

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

The teacher may start the lesson by bringing a model of a stair case which consists of 19 steps and a model of a little boy/girl. He/she will explain that they are about to learn and memorize Soorah al- Infitaar which is 19 ayat. For each ayah they memorize, the little boy/girl will take one step higher on the stair until he/she reaches the last step. He/she will ask the students to remember the steps to the Jannah, the higher the step the more beautiful it is. The teacher may encourage the students by telling them, “Your position in Paradise will be at the last verse you recite!”

No more
than 7
minutes

Or, the whole lesson can be conducted outside the classroom. The teacher can take the students to a set of stairs, and for each ayah they memorize they take one step higher and sit. And so forth until the ayat are finished. These ideas can be very motivational to students.

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"> Describe some of the scenes on the Day of Judgment and people’s feeling on that day. 	<p>The teacher may bring a model of a tent/ canopy with some stars/lamb hanging from its top. He/she will tell the students that the sky is like a tent over us. Now, imagine this canopy/tent has a lot of lights/lamps on the top – if the tent is pulled – the lights fall off. Also, the teacher may bring a picture/ video of a tsunami to show how seas may erupt. Hence, graves will be turned upside down, so out of everything, we are pulled out. Then, we will realize which of our actions will help us.</p>	<p>5 min.</p>	<p>Real-Life Objects/ Models/ Picture/ Video</p>	<p>questions</p>

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
2. recite the first five ayat of the Soorah.	The teacher may divide the board into 3 parts. On the first part, he/she will attach a laminated paper on which the 5 ayat are written. By reciting in his/her own voice or by using a video recording of a recitation of the mentioned ayat, the teacher will make sure that the students memorized the ayat completely.	7 min.	Drill/ Laminated paper/ Audio/visual/ Stair Model/ Boy	Competition can be conducted to stimulate the students. The teacher will allow the fastest memorizer to move the little boy 5 steps upstairs.
3. state the importance of being careful not to be fooled by the Shaytaan, and grateful to Allah.	The teacher may remind the students that Allah uses the word “Insaan” to remind us of human forgetfulness. If they aren’t careful the Shaytaan fools and tricks them. He/she may use the example of a teacher who knows that her student isn’t studying and he is going to fail, but she is so patient because she keeps giving more and more chances to him. Finally, when he fails she reminds him of his carelessness and disobedience. The same can be applied for these ayat.	3 min.	Demonstration/ Discussion	Direct question: How would you feel if Allah assembled you in a shape of a monkey? Answering the exercise in the textbook, pg. 182
4. recite the second part of the Soorah (3 ayat).	Attach the second laminated paper with the mentioned ayat on the second part of the board. Repeating is necessary. Use the same technique as in the second objective	7 min.	Drill/ Laminated paper/ Audio/ Visual	Should be as the evaluation mentioned above. The teacher will allow the fastest memorizer to move the little boy three steps upstairs
5. State the presence of two angels upon everyone to record his deeds. Note: It’s preferred to add 2 ayat so the meaning of the ayat will be accomplished.	The teacher may give this example: Usually when you have a guard – he will have moments of laziness, i.e. He might go to sleep for a little while or have his lunch break – so he stops guarding to do something else. These angels are not like the normal guard. Their nobility is part of the job. Your deeds are going to be recorded, and you can’t say “this angel hated me, he had a grudge against me, that’s why he writ something bad about me.” No. These are Noble Angels who write what you do without corruption or cheating. So a Guardian can only be true to his job by being Noble.	5 min.	Demonstrative/ Discussion	Direct question: When someone memorize the Qur’aan we call him “haafidh” What is the relation between this word and the discription of the angels; “hafedheen”?

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
<p>6. recite the third part of the Soorah (4 ayat). Note: It's preferred to add 2 ayat so the meaning of the ayat will be accomplished.</p>	<p>Attach the third laminated paper with the mentioned ayat on the third part of the board. Repeating is necessary. Use the same technique in the second objective.</p>	<p>5 min.</p>	<p>Drill/ Laminated paper/ Audio/ Visual</p>	<p>Should be as the evaluation mentioned above. The teacher will allow the fastest memorizer to move the little boy 4 steps upstairs.</p>

Homework:

1. The activities and exercises in Student's Book that were not covered through the lesson will be assigned.
2. Memorize the Soorah at home and practice reciting at home in your prayers.

DAILY LESSON PLAN G3-U13 – L1

Lesson Title: The Time of *Fajr*

Date:

Number of Students:

Warm up Activity:

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

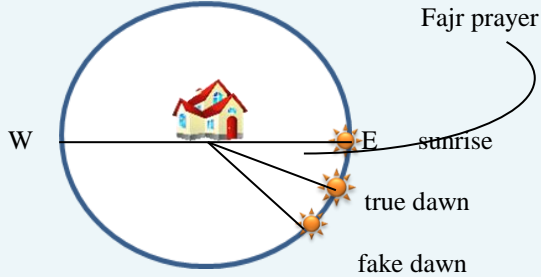
The teacher can prepare big colored laminated labels; *Fajr, Dhuhur, 'Asr, Maghrib, Isha'a*'. Each label can be worn around the neck with a ribbon. He/she will start by informing the students that Muslims should perform those 5 prayers each day.

No more than 3 minutes

The teacher may narrate the story of "The Night Journey and Ascension" In which he/she will emphasize the number of prayers that were first ordered by Allah and how Prophet Muhammad asked Allah to decrease that number many times until they became 5 prayers per day. So, we pray 5 prayers and get the reward for 50.

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. state the importance of establishing prayers on times.	Based on the story of the story from "warm up Activity", the teacher may discuss the importance of establishing the daily prayers since it's the only pillar that was ordered by Allah from above the seventh sky. Also, the teacher may inform the students that it's the first act of worship we will be questioned about on the Day of Judgment.	7 min.	Discussion	questions
2. enumerate different ways to find out the time of prayers.	The teacher can bring an iPhone, a time table, a picture of a masjid...etc. He/she may present those ways to show how we can find the times of the prayers nowadays. The teacher should discuss situations in which neither of these ways is available. Then, people will have to depend on the atmosphere around them.	10 min.	Real life objects/ Discussion	Practical evaluation can be done by dividing the class into groups of fours. The teacher may give each group a time table 3. and ask them to write down the time of Fajr prayer for five consecutive days. Can you see the slight time differences?
3. distinguish between fake and true	The teacher may show a picture of fake dawn and another	5 min.	PPT/ Pictures/ Board	Answering exercises 1,2 in the

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
dawn.	picture of true dawn using laptop or PPT if possible. By describing the two scenes, the teacher will illustrate the difference between them. He/she will write the definitions on the board, then, encourage students to memorize them.			textbook pg. 188
4. state the time of Fajr prayer.	The teacher may write the definition on the board or show another slide of the definition using PPT. The teacher will use the first label. He/she will put it around his/her neck, and then students will ask, "What are you?" Teacher, "I'm Fajr Prayer" Students, "When do you start, and when do you finish?" Teacher, "I start at true dawn and I end before sunrise"	5 min.	Boards/ PPT/ Label	The teacher can choose couple of students to replace him/her to repeat the same activity.
5. Sketch the time of Fajr in their copybooks.	The teacher will use this drawing and ask the students to label the part related to Fajr prayer only in their copybooks.	5 min.		
			Copybook/ Board/ Colored Markers	Check the students' work
6. state the preferred time to pray Fajr discussion	The teacher may choose one student to read the hadeeth mentioned in the student's book about Prophet Muhammad's practice regarding Fair prayer	5 min.	Textbook	Continuous

Homework:

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

DAILY LESSON PLAN G3-U13 – L2

Lesson Title: The Time of *Dhuhr*

Date:

Number of Students:

Warm up Activity:

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

The teacher can bring the big colored laminated labels; *Fajr, Dhuhr, 'Asr, Maghrib, Isha'a*'. Each label can be worn around the neck with a ribbon. The teacher will choose a student to wear the *Fajr* label and repeat the same activity from last period:

No more than 3 minutes

The teacher may narrate any story to help the students realize the importance of establishing their prayers on time.

No more than 5 minutes

The students ask him, "What are you?"

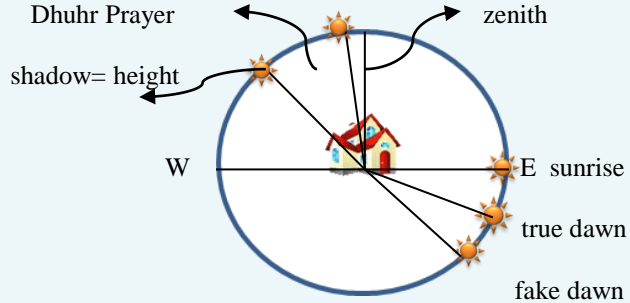
He replies, "I'm *Fajr* Prayer"

Students: "When do you start and when do you end?"

He replies, "I start at true dawn and end before sunrise"

This can be done several times with different students.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. state the meaning of the word "zenith"	The teacher may bring a flash light (representing the sun) and a pencil or any other object. By fixing the pencil in a vertical position and turning on the flash light directly above the pencil, the teacher will practically demonstrate the meaning of zenith.	5 min.	Flash Light/ Pencil	answering exercise 2 in the textbook, pg. 192
2. identify the time of <i>Dhuhr</i> Prayer	The teacher may use the same setting from the previous objective. By fixing the pencil in a vertical position and shining the flash light, the teacher may explain the position of the sun and its effect upon the shadow of the object. Then, he/she will state the time of <i>dhuhr</i> by writing it on the board, and showing it practically using the light.	10 min.	Flash Light/ Object/Board/ Markers	Using <i>Dhuhr</i> prayer label, the teacher can choose couple of students to replace him/her to repeat the same activity. "This can be done many times until the teacher makes sure that the students memorized the time of <i>Dhuhr</i> .
3. state the time of <i>Dhuhr</i> Prayer.	The teacher will use the second label. He/she will put it around his/her neck, and then students will ask, "What are you?" Teacher, " I'm <i>Dhuhr</i> Prayer"			

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
4. sketch the time of Dhuhr in their copybooks.	<p>Students, “When do you start, and when do you finish?” Teacher, “I start when the sun passes its zenith and I end when the shadow of an object equals its height”</p> <p>The teacher will use this drawing and ask the students to label the part related to Fajr & Dhuhr prayer only in their copybooks.</p> 	7 min.	Copybook/ Board/ Colored Markers	Check the students’ work See homework
5. state the normal practice of Prophet Muhammad regarding <i>Dhuhr</i> Prayer.	The teacher may choose one student to read the hadeeth about <i>Dhuhr</i> prayer. Then, he/she will clarify any misconception about it.	7 min.	Textbook	Direct Question:
6. point out the need for delaying Dhuhr Prayer in some situations.	The teacher may explain that giving examples of people living in very hot countries, and to what degree the temperature may reach at noon. He/she may read the hadeeth in the textbook about delaying Dhuhr Prayer and explain it.	7 min.	PPT/ Textbook	Answering exercise 3 in the textbook, pg. 191

Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. Draw a sketch to show the times of Fajr and Dhuhr prayers as done in the class.

DAILY LESSON PLAN
G3-U13 – L3

Lesson Title: *Soorah al- Infitaar*: The Cleaving **Date:**
(Part 2)

Number of Students:

Warm up Activity:

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

The teacher may start the lesson by bringing a model of a stair case which consists of 19 steps and a model of a little boy/girl. He/she will explain that they are about to learn and memorize Soorah al- Infitaar which is 19 ayat. For each ayah they memorize, the little boy/girl will take one step higher on the stair until he reaches the last step. He/she will ask the students to remember the steps to the Jannah, the higher the step the more beautiful it is. The teacher may encourage the students by telling them, “Your position in Paradise will be at the last verse you recite!”

No more than 3 minutes

Or, the whole lesson can be conducted outside the classroom. The teacher can take the students to a set of stairs, and for each ayah they memorize they take one step higher and sit. And so forth until the ayat are finished. These ideas can be very motivational to students.

The teacher may narrate a story about the Day of Judgment. Here is an amazing story about Salah and the Day of Judgment:

No more than 10 minutes

<http://www.almoltaqa.ps/english/showthread.php?t=20769>

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. Compare between the fate of those who are obedient to Allah and those who are disobedient.	After summarizing the previous ayat, the teacher may start explaining the ayat by saying, “so, there are only two outcomes; 1. The righteous are in na'eem. So they are in bliss now, and they will be in the future. (In the grave they will see their home in Paradise through a window, on Judgment Day they will be under Allah's Shade, in Jannah/Paradise – when they will have continuous bliss and happiness, and they will have all that they desire.) 2. Those who explode with sins, not caring about the sins	10 min.	Discussion	How do you feel about those ayat?

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p>they do. No doubt [la fee jaheem] - they are in jaheem. Allah has sealed their fate.</p> <p>When someone is scared of something, they try to avoid eye contact. But these people -wherever they move their eyes - will always have jaheem staring, threatening to attack.</p>			
2. recite this part of the Soorah (4 ayat).	The teacher may divide the board into 3 parts. On the first part, he/she will attach a laminated paper on which the 4 ayat are written. By reciting in his/her own voice or by using a video recording of a recitation of the mentioned ayat, the teacher will make sure that the students memorized the ayat completely.	5 min.	Drill/ Laminated paper/ Audio/visual/ Stair Model/ Boy	Competition can be conducted to stimulate the students. The teacher will allow the fastest memorizer to move the little boy 4 steps upstairs.
3. discuss the greatness of the Day of Recompense, and that Day, is with Allah alone.	<p>The teacher may give an example of someone who wants to threat another. Like a teacher when he/she wants to warn a student not to neglect his lessons, because the test is tomorrow. He/she will repeat his/her sentence more than once, so it will rattle him/her inside, to emphasize the Importance of his talk.</p> <p>Allah says: Do you have any clue about the Day of Recompense? Do you really have any clue about the Day of Recompense?</p> <p>The day when man will not have any authority over any other person. Not even over his own family.</p> <p>Even if you wanted to have authority – you wouldn't be able to. And on that Day the decision will belong to Allah</p>	10 min.	Demonstration/ Discussion	Answering the exercise in textbook, pg. 196
4. Memorize the last part of the Soorah (4 ayat).	Attach the second laminated paper with the mentioned ayat on the second part of the board. Repeating is necessary. Use the same technique as in the second objective	5 min.	Drill/ Laminated paper/ Audio/ Visual	Should be as the evaluation mentioned above. The teacher will allow the fastest memorizer to move the little boy four steps upstairs

Homework:

1. The activities and exercises in Student's Book that were not covered through the lesson will be assigned.
2. Memorize the Soorah at home and practice reciting at home in your prayers.

DAILY LESSON PLAN G3-U14– L 1

Lesson Title: The Time of *'Asr*

Date:

Number of Students:

Warm up Activity:

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

The teacher can bring the big colored laminated labels; *Fajr, Dhuhur, 'Asr, Maghrib, Isha'a'*. Each label can be worn around the neck with a ribbon. The teacher will choose two students to wear the *Fajr* and *Dhuhur* labels to repeat the same activity from previous lessons.

No more
than 3
minutes

The teacher may ask both students who are wearing *Fajr* and *Dhuhur* labels to hold each other's hands if their times meet. They shouldn't hold their hands as *Fajr* and *Dhuhur* prayers' times don't meet.

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. identify the time of <i>'Asr</i> Prayer	The teacher may bring a flash light (representing the sun) and a pencil or any other object. By fixing the pencil in a vertical position and shining the flash light above the pencil, the teacher will practically emphasize the time of <i>'Asr</i> . Then, the teacher will write the beginning and ending times of <i>'Asr</i> prayer on the board and ask students to memorize them.	10 min.	Flash Light/ Pencil/ Board/ Markers	answering exercise 1 in the textbook, pg. 202
2. demonstrate his/her understanding of the timings of <i>Fajr, Dhuhur, and 'Asr</i> prayers.	The teacher should choose three students to wear <i>Fajr, Dhuhur, and 'Asr</i> prayers' labels. Each student will represent his label and state the beginning and ending time. The, the teacher will ask them to hold their hands if their prayers' times meet. Students wearing <i>Dhuhur</i> and <i>'Asr</i> prayers will hold their hands.	5 min.	Labels/ Practical/ Game	The Action will be used as an assessment for students.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
3. sketch the time of 'Asr in their copybooks.	<p>The teacher will use this drawing and ask the students to label the part related to Fajr, Dhuhr, and 'Asr prayers in their copybooks.</p>	7min.	Copybook/ Board/ Colored Markers	Check the students' work See homework
4. state the normal practice of Prophet Muhammad regarding 'Asr Prayer.	The teacher may choose one student to read the hadeeth about 'Asr prayer. Then, he/she will clarify any misconception about it.	5 min.	Textbook	Answering activity 2 in the textbook pg.
5. state the importance of 'Asr prayer.	The teacher may need some ahaadeeth about 'Asr prayer's merits.	5 min.	Discussion	Continuous Discussion

Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. Draw a sketch to show the times of Fajr and Dhuhr prayers as done in the class.

DAILY LESSON PLAN G3-U14 – L2

Lesson Title: The Time of *Maghrib*

Date:

Number of Students:

Warm up Activity:

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

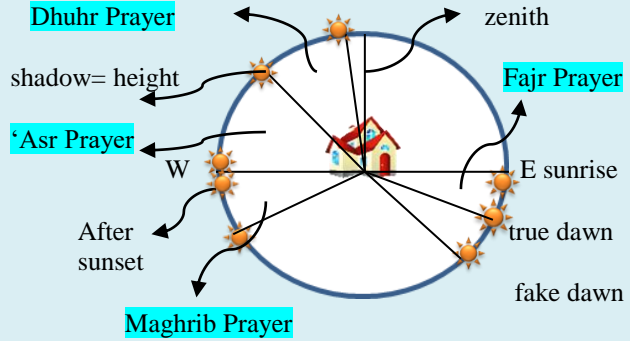
The teacher can bring the big colored laminated labels; *Fajr, Dhuhur, 'Asr, Maghrib, Isha'*. Each label can be worn around the neck with a ribbon. The teacher will choose three students to wear the *Fajr, Dhuhur, and 'Asr* labels to repeat the same activity from previous lessons.

No more than 3 minutes

The teacher may ask the three students who are wearing *Fajr, Dhuhur, and 'Asr* labels to hold each other's hands if their prayer's times meet.

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. Roughly estimate the time of <i>Maghrib</i> Prayer without a watch or a time table.	The teacher may show the students a picture or a video of the red twilight to demonstrate the time of Maghrib. Then, the teacher will stick two flash cards: Twilight and Shafaq on the board and by repetition, the students will get an insight of both the Arabic and English words and what they represent.	10 min.	Picture/ Video/ Flash Cards/ Board/ Drill	answering exercise 2&3 in the textbook, pg. 205
2. identify the times when <i>Maghrib</i> prayer begins and ends.	The teacher may bring a flash light (representing the sun) and a football (representing Earth). By shining the flash light, the teacher will practically emphasize the time of Maghrib. As he/she moves the flash light under the ball (as in the sun sets), its light gradually decrease until it disappears. He/she will explain that the sun has disappeared but its light still remains in the sky and this light will gradually disappear until it gets dark. Then, the teacher will write the beginning and ending times of <i>'Maghrib</i> prayer on the board and ask students to memorize them.	10 min.	Flash Light/ Ball/ Board/ Markers/ Demonstration	Answering exercises 1 in the Textbook, pg. 205

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
3. demonstrate his/her understanding of the timings of Fajr, Dhuh, 'Asr, and Maghrib prayers.	The teacher should choose four students to wear Fajr, Dhuh, 'Asr, and Maghrib prayers' labels. Each student will represent his label and state the beginning and ending time. Then, the teacher will ask them to hold their hands if their prayers' times meet. (Only Dhuh and 'Asr prayers meet), Students wearing Dhuh and 'Asr prayers only will hold their hands.	5 min.	Labels/ Practical/ Game	The Action will be used as an assessment for students.
4. sketch the time of Maghrib in the copybook.	<p>The teacher will use this drawing and ask the students to label the part related to Fajr, Dhuh, and 'Asr prayers in their copybooks.</p> 	5 min.	Copybook/ Board/ Colored Markers	Check the students' work See homework
5. state the normal practice of Prophet Muhammad regarding Maghrib Prayer.	The teacher may choose one student to read the hadeeth about Maghrib prayer. Then, he/she will clarify any misconception about it.	5 min.	Textbook/ Discussion	See homework

Homework:

1. The activities and exercises in Student's Book that were not covered through the lesson.
2. Draw a sketch to show the times of Fajr , Dhuhr, 'Asr, and Maghrib prayers as done in the class.
3. Write a hadeeth about Maghrib prayer in a big piece of paper and design it. The best designer's project will be attached to the school's bulletin board.

DAILY LESSON PLAN G3-U14 – L3

Lesson Title: Review *Soorah al-Infitaar* (Part 1&2) **Date:**

Number of Students:

This lesson can be taught in the prayer area or any convenient place outside the classroom as a means of encouragement. It can be taught on the stairs, for each ayah memorized, they take a step higher on the stairs. On the last step, they will find a box of candies or small gifts.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. recite the soorah correctly and thoroughly from memory.	The teacher should listen attentively to the recitation of each student after using an audio visual aid for the soorah. The teacher may ask the students to sit in circle. He/she will start by reciting the firs ayah. Then, asking the student next to him/her to continue and so on until the soorah is finished. The student who fails to remember the ayah has to go outside the circle. The winner should have a healthy candy.	25 min.	Audio/ Visual	Assessing each student individually or requesting one student to recite and stop after three or four verses, then asking another student to continue where the first one had stopped and so forth until the soorah is complete.
2. explain the general meaning of the soorah.	The teacher may bring the same aids used in the lessons to remind the students of the meaning of the soorah.	15 min.	All the aids used in the Qur'aan lesson regarding the soorah being reviewed	Questioning the students or asking them to give a summary. Little teacher activity can also be used to encourage students and to give them self-confidence.

Homework:

1. Practice the soorah at home and recite it to your mom and dad or during your prayers.

DAILY LESSON PLAN G3-U15 – L1

Lesson Title: Nullification of *Wudoo*': Review

Date:

Number of Students:

Warm up Activity:

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

the teacher may start by narrating this hadeeth:
The Prophet (peace be upon him) said: “When a Muslim worshipper performs wudoo’ and washes his face, then every sin that he incurred by what his eyes fell upon comes out from his face with the last drop of water. When he washes his hands, every sin that he incurred by way of his grasp comes out from his hands with the last drop of water. When he washes his feet, every sin that he incurred by way of his walking comes out from his feet with the last drop of water. Ultimately, he comes forth free of sin.” [Sahîh al-Bukhârî (360)]

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. state and give the Arabic meaning for “nullifiers”.	The teacher may stick a flash card for the word “Nullifiers” in the middle of the board, and other 3 flash cards for the Arabic words: “waaqib”, “nawaaqid”, “rawaaqid”. He/she will ask the students which of these Arabic words matches the word “Nullifiers”. After they reach the right answer, the teacher will remove the wrong words and write down the definition of the word on the board and repeat it many times to ensure that they has memorized the word completely.	10 min.	Flash Cards/ Board/ Markers	The teacher may divide the class into two teams. Each team will choose a representative. The teacher will use a scarf to cover his/her eyes, and by the direction from the rest of the team, the player must stick the right word “Nawaaqid” besides the English word “Nullifiers”. The fastest team wins.
2. enumerate the situations which require one to re-perform wudoo’.	The teacher can display a PPT or divide the board into two parts and stick some flash cards of different pictures (a bathroom, a bleeding person, a sleeping person, a camel, a fainting person) to acquaint the students with a clear	5 min.	PPT/ Flash Cards/ Discussion	Answering exercise 1 in the textbook pg. 3

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	perception of those things that break wudoo’.			
3. eliminate any misconception about wudoo’ nullifiers.	The teacher can use a different set of flash cards on the second part of the board for different pictures of someone (eating, laughing, vomiting ...) to clear any misconception about wudoo’ nullifiers students might have.	5 min.	PPT/ Flash Cards/ Discussion	Direct question: Give more examples of actions that don’t nullify wudoo’
4. summarize the lesson in an interactive way.	The teacher may mix up the flash cards for the things that break wudoo’ and the things that do not. Then, divide the students into two teams and ask them to rearrange the pictures back in order. Or, the teacher may act as if she is fainting, sleeping, laughing..... Students should guess whether this act nullifies wudoo’ or not. Or, students can take turns to demonstrate different daily situations and the rest of the class will predict if he/she needs to re-perform wudoo’.	5 min.	Flash Cards/ Play Roles/ Demonstration	The action is an assessment for the students.
5. enumerate the acts of worship that require wudoo’	The teacher may present some situations which require wudoo’ including touching the Qur’aan. He/she may use the puppet; Jamal who will communicate with the students by telling them: “Once I had to practice reading Qur’aan for my exam. What should I do first? ...”	10 min.	Puppet/Discussion	questions

Homework:

1. The activities and exercises in Student's Book that were not covered through the lesson to be assigned.
2. 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**".

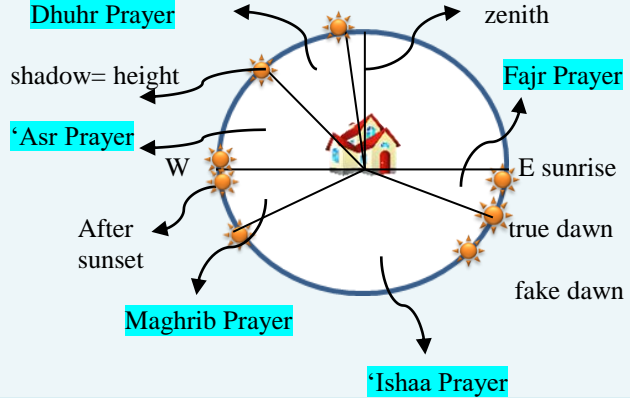
DAILY LESSON PLAN
G3-U15 – L 2

Lesson Title: The Time for the Daily Prayers: **Date:**
Review

Number of Students:

It's advised to give this review lesson after U16 L1 "The Time of 'Ishaa'"

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. give the meanings of all the words from the word bank.	The teacher may have flash cards for the words, fake dawn, true dawn, horizon, zenith, twilight. He /she will also have flash cards for the meanings of all words. He/she will stick those flash cards in a scrambled manner on the board and students will take turns coming to the board and picking two cards that match in the specified time	10 min.	Flash Cards/ Boards	The action can be repeated many times to ensure students' memorization.7answering exercise 1in the textbook pg. 7
2. state and recall the time of the five daily prayers by heart.	The teacher will choose five students to put on the labels from previous lessons. (Three jobs should be done) <ul style="list-style-type: none"> • Students have to arrange themselves in the right order to form a circle. • First student will start by telling his start and ending time, and then second student will follow and so forth until they are done. • Student must hold their hands based on whether the Salah times meet or not. 	10 min.	Labels/ Competitions	Answering activity 2 in the textbook pg. 9 A competition can be established between students to decide which team will be able to finish the three jobs in the shortest time.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
3. sketch the time of the five daily prayer in a worksheet	<p>The teacher will distribute worksheets to students. They will fill in the missing parts.</p> 	5 min.	Worksheets	The teacher will check the worksheet to make sure that students understood the graph perfectly.
4. state the normal practice of Prophet Muhammad regarding the five daily Prayer.	The teacher will divide the students into groups. Each group is responsible for finding out what Prophet Muhammad said and did about one Salah.	10 min.	Textbook/ Group Activity	Each group will present their answer to the rest of the class. Answering activity 1 in the textbook, pg. 8
5. practically correlate the prayer times with our daily life.	The teacher may show different pictures for a boy waking up, in his pajama, in school, eating lunch at home, doing homework, and getting ready to sleep. He/she will also show flash cards for the five daily prayers. Students will take turns correlating between the prayer and its time.	5 min.	Pictures/ Flash Cards/ Game	Check students' participation

Homework:

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

DAILY LESSON PLAN G3-U15 – L3

Lesson Title: *Soorah at-Takweer: The Folding Up* **Date:**
(Part 1)

Number of Students:

Warm up Activity:

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

The teacher may prepare a scene (with the assistance of some Art Teachers) of a sun with shining rays of light, some stars, mountains, she-camels, and wild beasts scattered on a piece of land surrounded by sea. This scene can be made using clay or whatever resources available. He/she will bring it to the class to help in explaining the general meaning of the ayat. He/she will give the students one or two minutes to check it out.

No more than 2 minutes

The teacher may narrate the following story: Before Islam, if a daughter was about to be born, it would be an devastating event. When a woman was about to give birth, she would go to a ditch, and if the child born was a daughter – they would bury the girl alive. If it was a boy, the woman would take him home.

No more than 5 minutes

They did this because they thought it was a questioning of their manhood (i.e. Why can't you have sons?). Or If she grows up and gets married into another tribe – it will be humiliation for our tribe of Quraysh. This was the mindset of the people before Islam.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to 1. describe some events that will take place on the Day of Judgment.	Using the scene from the warm up activity, the teacher will explain the first six ayat from the <i>Soorah</i> . He /she will fold the sparkling rays around the sun causing it to become dark. Then, he/she will take the stars from their positions and disperse them everywhere and change their sparkle into dullness. He/she will move the mountains from their original places causing the whole scene to shake. He /she will put the she-camels on their sides. He/she will gather all the beasts in a small place. Finally, he/she will cover the seas with red color representing flames. The teacher will start each action by encouraging students to imagine the real picture by	5 min.	Model/ Clay/ Demonstration	Describe the scene before and after the changes.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
2. explain the previous ayat.	<p>saying, "What if..."</p> <p>By commenting on the events, the teacher may tell students, Imagine the sun being covered up so it does not show its light. So the beauty and brightness of the Day is gone, and the bright stars of the night have lost their sparkle – they have become dull and have begun to fall on this Day. And the firm pegged mountains are now uprooted and slowly moving, and you won't be able to believe it what you're seeing it. And the most honored and expensive wealth (10 months pregnant camel) is left like it's worthless. And animals, that would never stand together, are now gathered and standing right next to each other. And seas will be turned red because of the flames.</p>	5 min.	Narration/ Story Style Manner	questions
3. recite this part of the Soorah by from memory.	<p>The teacher may have two flash cards for each ayah. One card for the first two words and the other for the last word.</p> <p>For example: إذا الشمس & كورت</p> <p>He /she will stick those cards on the board in the correct order and by listening to a recording of the ayat and repeating after each ayah, students will memorize the ayat Insha'Allah. Or, the teacher can recite the ayat and ask students to repeat after him/her until he/she makes sure that the ayat are memorized. The teacher may use hand gestures to make memorization process easier for them.</p>	10 min.	Flash Cards/ Board/ Recorded Recitation/ Repetition	Scramble the ayat and ask students to take turns coming towards the board to put them back in order. If the student was able to arrange the cards correctly, students will read the ayat. And so forth, until the ayat are finished.
4. describe the second part of the Soorah (7 ayat)	<p>The teacher may explain the ayat by saying, And the people who did good will be paired with the people who do good in Jannah, and the people who did evil will be paired with the people who did evil in Hell. He/ she will remind students of the story from the preparatory activity.</p> <p>However, on Judgment Day, Jaheem (the hunting stare of the fire of hell) will be su'irat (set ablaze and the fire will be roaring, towering and rising even higher than it already is). The sky will reflect that state on the Earth – becoming a dark red color. On the other hand, Allah is honoring the believers by bringing the Jannah closer to them because of the hardship they went through for His sake.</p>	5 min.	Narration/ Demonstration	Direct Question: On which side do we prefer to be?

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
5. recite the previously explained ayat.	The teacher will use the same technique as in the second objective.	8 min.	Flash Cards/ Board/ Recorded Recitation/ Repetition	See the second objective
6. Sum up the ayat and recite the last ayah in the first part of the Soorah.	<p>The teacher may summarize the previous ayat and say: “So when man sees the sun wrapped up, he will know what he has brought forward. When he sees the stars falling, he will know what he has brought forward, when he sees the mountains moving, he will know what he has brought forward.... [when man sees any of these oaths mentioned earlier - he will know what he has brought forward on this Day]</p> <p>The teacher may exemplify this situation by asking students, “if you never prepared for an exam, and you took the exam – you already know the results you will get on results day. [A fail]. This is what is being referred to in this surah – man will know what he has brought forward on Judgment Day. He will be reluctant, but he has no choice except to present (on his scales) what he did of deeds in this life.”</p>	5 min.	Summary/ Giving examples	Answering activity 3 in the Activity Book pg. 3,4

Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. Practice this part of the Soorah at home, read it to your mom and dad. Practice reciting it in your daily prayers.