

## DAILY LESSON PLAN G3-U21 – L1

**Lesson Title:** The *Masjid*: (Part 1)

**Date:**

**Number of Students:**

### Warm up Activity:

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

You may wish to puzzle students by bringing a picture of a masjid cut into interlocking small parts like a jigsaw puzzle. Randomly stick those parts on the board and ask some students to assemble them back their proper places to form the whole picture. Then, ask students if they know the Arabic and the English words for this place. Write the correct answers on the board.

No more  
than 5  
minutes

You may narrate the story of Prophet Muhammad’s migration to *Madinah*. Emphasizing the place where the she-camel sit down and that’s where Muslims built Al- Masjid An’abawy.

No more  
than 2  
minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. give the meaning of the word “masjid” and its English translation “mosque”.	Based on the warm up activity, the teacher will write on the board both words and ask students to define these words in English. He/she may write the sentence on the board leaving some blanks for students to guess. It’s a _____ where _____ Pray the ____ daily _____. Repeating is a necessity to ensure students’ memorization of both words and the meaning.	10 min.	Board/Puzzle/ Drill	Answering exercise 1 in the textbook, pg. 64
2. value the correct niyyah when going to the masaajid.	The teacher should recite the ayah mentioned in students’ book (Soorah al-Jinn: 18). Discussion is necessary to insure students’ understanding of the importance of tawheed. He/she may give an example of people who go to a masjid wherein a virtuous man is buried and ask this dead man, as a mediator, to deliver their message to Allah.	10 min.	Board/Textbook Discussion	Direct Question Why can’t we ask a dead man to help us? Answer: Only Allah should be asked because He has the power to do anything. Dead people cannot help you in any way.
3. state some basic etiquettes when	The teacher may divide students into seven groups. Each	10	Groups of Students/	The teacher will evaluate each

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
walking to the masjid for prayer.	group is assigned to explain one rule for entering the masjid. The teacher will give each group a card wherein they should write the rule and decorate the card. The teacher will ask each group to come forward and explain their rule to their mates and show them the card they designed.	min.	Colors/ Cards/ Presentation	group according to their presentation. See homework
4. recall the rules for entering the masjid.	The teacher may rhyme the rules into a nasheed and repeat it many times to ensure students' memorization. 1. Don't eat smelly food before the salah. 2. Arrive early. 3. Walk calmly. 4. Enter with the right foot, leave with left, say the da'awaat'. 5. Pray to rak'aat. 6. Don't spit. 7. Don't buy, sell, nor advert.	5 min.	Drill	The teacher may present different situations and ask students to tell whether those actions are right or wrong. For example: A Muslim bought a siwaak from inside the prayer area of the masjid. A Muslim was late so he ran to reach the masjid in time. A Muslim ate a meal full of spices and onions and went to pray in the masjid. Answering activity 2 in the textbook, pg. 85

### Homework:

1. The activities and exercises in Student's Book which were not covered through the lesson to be assigned.
2. What is the recommended duaa' for entering the masjid?

**DAILY LESSON PLAN**  
**G3-U21 – L2**  
**Procedures**

**Teaching Strategies & Audiovisuals**

**Lesson Title:** The *Masjid* (Part 2)

**Date:**

**Number of Students:**

**Warm up Activity:**

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

the teacher may take students in a field trip to a large local *masjid* in the area. Each student will be provided with a notebook and a pencil to take notes during the trip. Students must interview people in the *masjid*, the imam, teachers...etc. they will learn about the role and function of the *masjid*.

The  
whole  
lesson

Objectives	Action	Time	Educational technologies	Evaluation
By the end of the lesson the student should be able to				
1. explain the importance of tawheed in Islam.	After interviewing people in the <i>masjid</i> , the teacher will ask students to sit in a circle. He/she will narrate a story about people before Islam who used to worship idols around the ka'bah to make them closer to Allah. Then, Allah sent Prophet Muhammad to teach those people to worship Allah only. The teacher will pinpoint that Muslims shouldn't build their <i>masajid</i> on graves because this is forbidden in Islam.		Field Trip/ Narration	Why do you think it's not allowed to take graves of prophets as places of worship? Answer: they will end up worshipping their deceased prophets instead of Allah.
2. talk about the role of <i>masaajid</i> in Islam.	The teacher will ask students to look around and notice what people do in the <i>masjid</i> . Some are praying, others are reading Qur'aan, some sitting in a circle learning Arabic, Fiqh, Hadeeth, or Tajweed...etc.		Field Trip/ Observation	Summarize the activities which can be done in <i>masaajid</i> to help Muslims other than Worshipping Allah?
3. pinpoint the importance of the <i>masjid</i> as a means of guiding non-Muslims to Islam.	The teacher may ask a scholar from the <i>masjid</i> to sit in the circle and narrate a story about a non-Muslim who accepted Islam and how he accepted Islam. And what was the role of the <i>masjid</i> to guide him/her.		Interview/ Real Life Story	See homework

**Homework:**

1. The activities and exercises in Student's Book which were not covered through the lesson to be assigned.
2. Writing an essay about how does the masjid guide the non- Muslims to Islam.

**DAILY LESSON PLAN**  
**G3-U21 – L3**

**Lesson Title:** Review Soorah 'Abasa (Parts 1,2 &3)    **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 recitation of the soorah a couple of times. The teacher may ask students to sit in a 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/ Group Recitaion	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 general meaning of the soorah.	15 min.	All the aids for in the Soorah being reviewed to be reused.	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 and during your prayers.

## DAILY LESSON PLAN G3-U22 – L1

**Lesson Title:** Respect for *Masaajid*

**Date:**

**Number of Students:**

### Warm up Activity:

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

You may have three pictures of the three masaajid; Al-Masjid Al-Aqsa, Al-Masjid An-Nabawi, and Al-Masjid Al-Haraam and three names Al-Quds, Madeenah, Makkah. You may ask students to match the pictures with their location.

No more than 7 minutes

Then, open a discussion about how much those places represent to Muslims.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. develop respect for all masaajid established solely for the worship of Allah.	The teacher may talk to students about the authentic status of masaajid in Islam. He/she will narrate stories from our Prophet's Seerah about the role of masaajid in daw'ah and in making decisions for the entire Ummah.	10 min.	Discussion	questions
2. identify the three most famous masaajid in Islam.	Based on the preparatory activity, the teacher will make sure that students identified the three masaajid and knew their importance.	10 min.	Pictures/ Flash Cards/ Board/ Discussion	Answering activity 1 in the activity book, pg. 47
3. identify correct ways to respect masaajid in Islam.	The teacher may present a series of stories for each point mentioned in students' book. He/she will discuss the best way to behave in the masjid.	10 min.	Stories / Textbook	Questions/ Answers Answering activities 1, 2 in textbook, pg. 96

### Homework:

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

## DAILY LESSON PLAN G3-U22 – L2

**Lesson Title:** Looking After the *Masjid*

**Date:**

**Number of Students:**

**Warm up Activity:**

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

The teacher may show two pictures; one for a clean masjid and the other for an unclean masjid. He/she will ask students to tell the difference between both pictures, and how they would feel if they had to pray in any of those masaajid.

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 ayah and hadeeth mention in student's book and memorize them.	The teacher may have an audio recording of the ayah. He/she will explain the word "maintain" and open a discussion about the correct manners to upkeep the masaajid. He/she may show the ayah (with some spaces to be filled by students) using PPT and ask students to fill in the spaces. Repetition is a must to insure students' memorization of the respective ayah and hadeeth.	10 min.	Textbook/ Discussion	Answering activity 2 in textbook, pg. 99
2. develop individual responsibility for taking care of the masjid.	The teacher may show a PPT about the series of points mentioned in the textbook. He/she will discuss each point separately. He/she will show a picture of some boys cleaning the masjid and discuss it with students.	10 min.	PPT/ Textbook	questions
3. practically get involved in taking care of a masjid.	The teacher may take students to the prayer area of the school or to a nearby masjid to offer their help in maintaining the masjid. They must have some tools (towels, gloves, decorations...) which they will use after taking permission from the imam.	15 min.	Practical	Direct Question: How did you feel after helping in maintaining the masjid? See Homework

**Homework:**

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

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2. Write an essay about your trip to the local masjid with your friends and describe your feelings after you helped in cleaning and decorating it.



**DAILY LESSON PLAN**  
**G3-U22 – L3**

**Lesson Title:** *Soorah an-Naazi'aat-* Those Who Drag Forth (Part1) **Date:**

**Number of Students:**

**Warm up Activity:**

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

The teacher may have the fourteen ayat written on flash cards. He/she will put the flash cards upside down on his/her desk. Cards will be numbered from the back. The teacher will pick the first card, number 1, and stick it on the board.

No more than 7 minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. distinguish the duties of the various angels, and what happens to believers and disbelievers when they die.	The teacher may bring a multi sharp-pointed thorn, wet wool, and a bottle of water with few drops of water remaining inside. He/she will narrate a story of a disbeliever who had done a lot of bad deeds in his life. When he is about to die, angels will take his soul which would be a very painful process like taking out the spiky thorn from wet wool (demonstration). Then, he/she will narrate another story of a believer who had done a lot of good deeds. When he's about to die, angels will take his soul which would be a very easy process like the last drop of water coming from a bottle calmly and slowly with ease (demonstration). The teacher will inform students that Allah is swearing by angels which enter into the body of the disbelievers and pull out	10 min.	Realia/ Modeling	Answering exercise on pg. 102

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p>their souls – which do not want to come out – forcefully, the angels smoothly enter the body and smoothly take out the soul (of the believers), and the angels who execute Allah’s commands.</p>			
<p>2. recite the first five ayat of the Soorah from memory.</p>	<p>The teacher will stick the first flash card on the board and recite the ayah. He/she will assist students in their pronunciation and in their tajweed rules. Video demonstration can be helpful by showing students the formation of the mouth when pronouncing the letters. After the teacher makes sure that students totally memorized the ayah, he/she will assign the fastest memorizer to stick the second card below the first card on the board. And so forth until the five ayat are finished.</p>	<p>10 min.</p>	<p>Drill/ Laminated Flash Cards/ Audio/visual</p>	<p>Listening attentively to each student individually to improve the quality of their recitation.</p>
<p>3. state some events which will take place on the Day of Judgment.</p>	<p>The teacher will have a salt shaker and when he/she shakes it, salt will come out. The same way mountains will be removed from the earth. By not putting an “al” (alif-laam, ﺍﻝ) on quloob, it shows that only some hearts will have this fear on that Day. Some hearts that day will be beating out of their chests. Also the sentence structure illustrates that these hearts are not scared at the moment, right now they have peace, but on that Day they will experience wajf. Furthermore in the above ayah, waajifah is an ism faa’il (someone who does an act), so their hearts will be start pounding and it will not come to rest. The terror will not subside. So the disbelievers who used to say, “our graves are dug. It doesn’t seem possible that we would be brought once again onto the Earth”, “The disbelievers continue; “Okay, maybe it’s possible we might be brought back to life if we are dead for a few minutes, someone might bring us back to life. But we will even be brought back to life at the time when our bones will have become decayed? When they have become hollow, and wind can pass through them and a bad smell comes out? You are saying we will be resurrected in that state?”</p>	<p>5 min</p>	<p>Real Life Objects/ Discussion</p>	<p>Direct Question: How many blows of the Trumpet will take place? Who blows the Trumpet on the Day of Judgment?</p>

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
4. recite the ayat (6- 14) of the Soorah from memory.	The teacher will stick the sixth flash card on the board and recite the ayah. He/she will assist students in their pronunciation and in their tajweed rules. Video demonstration can be helpful by showing students the formation of the mouth when pronouncing the letters. After the teacher makes sure that students totally memorized the ayah, he/she will assign the fastest memorizer to stick the next card on the board. And so forth until the ayat are finished.	10 min.	Drill/ Laminated Flash Cards/ Audio/visual	Listening attentively to each student individually to judge the quality of their recitation.

**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-U23 – L1

**Lesson Title:** Neighbors

**Date:**

**Number of Students:**

**Warm up Activity:**

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

You may have some cut out pictures (models) for houses. Place the models on the board next to one another, circle one house in the middle ‘your house’, and ask students to define people living next to that house. Then, ask students, “What about people living next to the next house?” and so on. Students must understand that neighbors are people living in your neighborhood, not only people living next door.

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"> <li>paraphrase the meaning of the word “al-jaar” and its English translation.</li> </ol>	<p>The teacher may have both words written on flash cards and other words as “Al-daar” and “Al-absaar” or any other words that rhymes with “al-jaar”. He/she will stick those cards on the board and ask students to figure out the meaning of the word neighbor in Arabic.</p>	<p>5 min.</p>	<p>Board/Flash Cards/ Discussion</p>	<p>A competition can be done to ensure students’ memorization of both words.</p>
<ol style="list-style-type: none"> <li>distinguish the range of people that are covered by the word “al-jaar”.</li> </ol>	<p>The teacher may draw on the board a graphic organizer as follows:</p> <div style="text-align: center;"> <pre> graph TD     A[Al-Jaar] --- B[Friend]     A --- C[Foreigner]     A --- D[Non-religious]     A --- E[Relative]     A --- F[Stranger]     A --- G[Muslim]     A --- H[Non-Muslim]     A --- I[Enemy]             </pre> </div> <p>The teacher may explain each pair of words separately to</p>	<p>10 min.</p>	<p>Board/Graphic Organizer Discussion</p>	<p>Worksheets of the same graphic organizer to be distributed to students to fill in the blanks.</p>

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	make sure students grasped the whole idea.			
3. Give evidence how Allah has instructed Muslims to look after neighbors.	The teacher may assign a student to recite the ayah from students' book p. 107. The teacher will explain the general meaning of the ayah and emphasize on the rights of neighbors.	5 min.	Textbook/ Recitation/ Discussion	Answering activity 1a pg. 108
4. deduce the definition of neighbors in Islam	Based on the warm up activity, the teacher will ask students to come up with the closest definition of the word neighbors in Islam. Students should write their answers on pieces of papers. Student with the correct answer will be rewarded by the teacher.	10 min.	Models of Houses/ Discussion/ Participation	Direct Question: A neighbor is a person who lives (next to- close to- far from) one's house.

### Homework:

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

## DAILY LESSON PLAN G3-U23 – L2

**Lesson Title:** The Rights of Neighbors in Islam

**Date:**

**Number of Students:**

### Warm up Activity:

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

The teacher may remind students of the graphic organizer by drawing it on the board and asking students to write in the missing blanks. He/she will draw boxes and ask students, “What should I write here?” Students, “Neighbors” and so on until the graphic organizer is completed.

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. explaine the meaning and memorize the hadeeth reported by Ahmed about the rights of neighbors in Islam.	The teacher may ask students “How would you know if you’re doing right or wrong?” Students will have different answers. Then, the teacher may have the hadeeth on PPT and explain it to students, emphasizing on the importance of neighbors in Islam because when Prophet Muhammad was asked he didn’t say that if you hear your family, friends....instead he said that if you hear your neighbors (regardless of who they are) The teacher may repeat the hadeeth many times to insure students’ memorization.	10 min	Question/ Discussion/ PPT/ Drill	questions Answering activity 1 in textbook, pg. 113 Reading the hadeeth and stopping at some points. Students must know the missing words.
2. enumerate some ways to socialize with our neighbors.	The teacher may humor students by narrating a story of him/her when he/she was about their age. I used the following story, “Once, my mom baked the best cake ever, it smelled delicious and looked amazing with decoration and cream above it. I was so excited to eat the cake and enjoy it till the last piece. Then, she brought a knife and cut a very	10 min	Narrative/ Participation/ Discussion	Answering activity 2 in the textbook, pg. 113

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p>big piece of it. Afterwards, she put that piece on a plate and asked me to give it to our neighbors. I became very sad and furious because my neighbors will share the big cake with me, but I couldn't say anything. I took the cake to my neighbors (humor students by looking sad and sorry) and knocked on the door hoping that they were not present. Finally they (mom and 3 small children) opened the door; I told them that my mom baked this cake for them. To my surprise, kids started to jump out of happiness and excitement. You know what? I became happy and satisfied because I made those little children happy”</p> <p>He/she will ask them to remember how their moms and dads dealt with their neighbors and share their stories. The teacher will comment on each story and exclude a title for it. then, he/she will ask students to open up their books and read the points mentioned under the title, “Muslims should:”</p>			
3. design gifts for their neighbors .	The teacher may ask students to make some gifts to their neighbors; this can be an art work or thank-you letter. He/she will assist students in making their gifts.	10 min.	Artwork/ Making gifts	See homework
4. Answer exercise 1 in the textbook pg. 112	The teacher will narrate the story of Sa'eed and Jamaal. He/she will ask students to look carefully at the picture. Students should notice the cross the lady wears (non-Muslims). 5 minutes will be given to answer questions by students individually.	5 min.	Textbook/ Narration	exercise 1 in the textbook pg. 112

### Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. Ask your mom to take you to visit your neighbor and give him/her the gift.

## DAILY LESSON PLAN G3-U23 – L3

**Lesson Title:** *Soorah an-Naazi'aat-* Those Who Drag Forth (Part 2) **Date:**

**Number of Students:**

### Warm up Activity:

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

The teacher may have the 26 ayat written on flash cards. He/she will put the flash cards upside down on his/her desk. Cards will be numbered from the back. The teacher will ask students to recite the first ayah together. Meanwhile, he/she will pick the first card, number 1, and stick it on the board. And so forth until the fourteen ayat from previous lesson are finished.

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"> <li>narrate the story of Prophet Moosa and the Pharaoh</li> </ol>	<p>The teacher will teach the lesson as a narrative. Students of this age group remember stories easily and this will effectively assist them in remembering the soorah. The teacher may use a puppet to be the story teller or tell it him/herself. He/she may start by asking students this question, “What are the miracles of Prophet Moosa?” he/she will hold a stick and use it as an aid to captivate students’ attention. The teacher may conclude the story by saying, “remember, if you are too arrogant and think you’re so big, remember the fate of Pharaoh and remember (the sky – which Allah also created – is a bigger creation than you – yet that obeys Allah)</p>	<p>10 min.</p>	<p>Realia/ Narration/ Questions</p>	<p>Answering the exercise on pg. 116, textbook Pharaoh rebelled because;</p> <ol style="list-style-type: none"> <li>– He made himself as a Rabb (Master).</li> <li>– He enslaved the Bani Isra’eel (children of Isra’eel/Prophet Ya’qub/Jacob).</li> </ol>



Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
<p>2. recite the ayat of the Soorah from memory.</p>	<p>The teacher will stick next flash card (15) on the board and recite the ayah. He/she will assist students in their pronunciation and in their tajweed rules. Video demonstration can be helpful by showing students the formation of the mouth when pronouncing the letters. After the teacher makes sure that students totally memorized the ayah, he/she will assign the fastest memorizer to stick the second card below the first card on the board. And so forth until the ayat are finished.</p>	<p>20 min</p>	<p>Drill/ Laminated Flash Cards/ Audio/visual</p>	<p>Listening attentively to each student individually to monitor the quality of their recitation.</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-U24 – L1

**Lesson Title:** Being Good to Neighbors: (Part 1)

**Date:**

**Number of Students:**

**Warm up Activity:**

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

The teacher may narrate a story about neighbors from the seerah.

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. practically implement righteousness to neighbors.	The teacher may present some situations and ask students what would be a good response towards these situations. for example: “your neighbor came to you one day asking for some money because he is in trouble”	8 min.	Discussion/ Hypothetical Situations	questions
2. recall the great importance of being good to neighbors as advised by Prophet Muhammad.	The teacher may write a scene between a mom and her daughter. He/she may give roles to students to perform or use a puppet show. Mom: dear daughter, come and help me in the kitchen. Daughter: yes, Mom. I’m coming right away. Mom: I need you to bring carrots, potatoes, and peas from the fridge to cook your favorite soup. Daughter: yeah, I love your delicious soup. The girl brings 2 carrots and 2 potatoes and 5 pea pods. Mom: thanks honey, but I need more of everything. Daughter: why? We won’t be able to eat all that. Mom: I’m cooking extra for our neighbors.	10 min.	Role play/ Puppet Show	Direct Question: What did you learn from this story?

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p>Daughter: why? Don't they have their own food? Why do we have to give them?</p> <p>Mom: because, honey, this is what Prophet Muhammad advised us to do. Listen to this hadeeth, "Aboo Dharr said, "My intimate companion advised me....."</p> <p>Daughter: Thanks, mom, that's very good of you. It was so beneficial. I'll help you and when we finish, I'll take the soup myself to our neighbors.</p>			
3. recall the hadeeth reported by Al-Bukhari about Jibreel and his speech to Prophet Muhammad.	The teacher may draw a man, a woman, and children. He/she will make sure the students realize the ties between one family. They share everything and when any of the parents die, the rest of the family shares his/her money. Then, the teacher will emphasize on the hadeeth on page 121 in which Prophet Muhammad thought that neighbors may reach the status of one's family after Jibreel spoke to him so much about treating neighbors kindly and politely.	10 min.	Board/ Markers/ Textbook/ Discussion	Direct Question: What do you understand from the hadeeth?
4. state the most important thing that Muslim can do for their neighbors.	The teacher may use activity 1 in the textbook pg. 123. He/she may narrate the story of Sa'eed and Jamaal who helped their neighbor and didn't accept any reward from hem; instead they gave him a book about Islam.	5 min.	Textbook/ Narration	Answering activity, pg. 123, in the textbook

### Homework:

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

## DAILY LESSON PLAN G3-U24 – L2

**Lesson Title:** Being Good to Neighbors: (Part 2)

**Date:**

**Number of Students:**

### Warm up Activity:

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

This is a follow on from the previous lesson emphasizing being good to neighbors, and in particular not causing any harm to them.

No more  
than 7  
minutes

The teacher may ask students to share their experiences about things they do which might be harmful to neighbors, and how to correct these behaviors.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. Describe the ways Muslims avoid harming their neighbors .	The teacher may narrate the story in the first exercise on page 128 about Sa'eed and Jamaal whose neighbor threw his garbage in front of their house. The teacher will comment on their behavior and discuss it with students. The teacher may ask students to find out what would be the right act in this situation.	20 min.	Textbook/ Narration/ Discussion	Answering exercises 1,2,3 in the textbook, pg. 128
2. Recall the ahaadeeth in students' book and explain their meaning.	The teacher may choose one student to read aloud the first hadeeth and discuss it with students. Then, another student to read the second hadeeth, and discuss it with students.	10 min.	Textbook/ Participation	Little teacher activity to recall the ahaadeeth and their meaning Answering activity 1 in the textbook, pg. 129

### Homework:

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

## DAILY LESSON PLAN G3-U24 – L3

**Lesson Title:** *Soorah an-Naazi'aat-* Those Who Drag Forth (Part 3) **Date:**

**Number of Students:**

### Warm up Activity:

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

The teacher may have all the ayat written on flash cards. He/she will put the flash cards upside down on his/her desk. Cards will be numbered from the back. The teacher will ask students to recite the first ayah together. Meanwhile, he/she will pick the first card, number 1, and stick it on the board. And so forth until the 26ayat from previous lessons are finished.

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"> <li>1. Explain the general meaning of the soorah and reflecting on the creations of Allah.</li> </ol>	<p>The teacher will explain the general meaning of the ayat by the earth, the skies, the mountains, the alteration of darkness of the night and brightness of the day.....Allah is telling that all these things are for us to use to get to the nest life. The real problem of the one who is attached to this world is that he is attached to the things of this world when they are not fully worth enjoying. They are just a use for us to fulfill our purpose of obedience to Allah, then the true enjoyment (Tamattu') is in the next world.</p> <p>The teacher will tell students that the Day of Judgment is coming and there will be two kinds of people; believers who feared Allah will enter Paradise and disbelievers who chose the worldly life will enter the blazing Fire. That's how</p>	<p>10 min.</p>	<p>discussion</p>	<p>-Describe the creations of Allah. -What do these creations reflect? - what is the fate of the disobedient?</p>

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p>much they will remember this worldly life in comparison to the length of Judgment Day. Just a small evening time, or late morning till noon.</p> <p>What a regret – for preferring such a short life over the hereafter. We ask Allah to make us the people of Paradise, ameen.</p>			
<p>2. recite the ayat of the Soorah from memory.</p>	<p>The teacher will stick next flash card (27) on the board and recite the ayah. He/she will assist students in their pronunciation and in their tajweed rules. Video demonstration can be helpful by showing students the formation of the mouth when pronouncing the letters. After the teacher makes sure that students totally memorized the ayah, he/she will assign the fastest memorizer to stick the second card below the first card on the board. And so forth until the ayat are finished. Hand gestures may be beneficial for students to memorize the ayat.</p>	<p>25 min.</p>	<p>Drill/ Laminated Flash Cards/ Audio/visual demonstration</p>	<p>Students recite the soorah individually and the teacher listens attentively to each student to monitor the quality of recitation.</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-U25 – L1

**Lesson Title:** The *Masjid*: Review

**Date:**

**Number of Students:**

### Warm up Activity:

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

The teacher may divide students into seven groups. Each group is assigned to explain and present one point from the lesson. The teacher should give students some time to prepare for their activity.

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. state the main points taught to him/her in the previous lessons.	By the use of the preparatory activity, the teacher will help students to prepare for their assigned points. He/she may bring aids used for previous lessons. Each group will have five minutes to explain their point and answer any questions asked by other students.	20 min.	Previously Used Aids/ Groups Of Students/ Teaching Activity	The teacher may evaluate students based on their presentation and remembrance of the assigned point.
2. arrange the pictures in activity 1 in the correct order.	The teacher may photocopy page 138 for students. He/she will give each student a paper, a pair of scissors, and a glue stick. Students should cut the pictures, glue them in the correct order, then write the story.	10 min.	Sheets/ scissors/ Glue/ Story Writing	The teacher may walk around, check, and help students to figure out the story.

### Homework:

1. The activities and exercises in Student's Book which were not covered through the lesson to be assigned.
2. What is the recommended duaa' for entering the masjid?

**DAILY LESSON PLAN**  
**G3-U25 – L2**

**Lesson Title:** Neighbors: Review

**Date:**

**Number of Students:**

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to:				
1. recall all the basic topics taught from earlier lessons.	The teacher will ask students to read the review lesson silently and be prepared for a pop quiz after the assigned reading time. The teacher will give chances for any question from students before the quiz.	20 min.	Textbook	Quiz
2. conclude the status of neighbors in Islam as emphasized by Allah, and His Prophet Muhammad.	The teacher may divide students into groups of fives. Each group will be responsible for finding a hadeeth or ayah from earlier lessons about neighbors. The teacher will provide students with colors and sketch papers and arrange the classroom so that each five students will sit together to write the ayah or hadeeth and decorate it.	20 min.	Groups Of Students/ Sketch Papers/ Colors/ Textbook	Students will attach their artwork to the bulletin board of the school.

**Homework:**

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



**DAILY LESSON PLAN**  
**G3-U25 – L3**

**Lesson Title:** Review *Soorah an-Naazi'aat* (Parts 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 first 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. Recite the Soorah at home; practice it in your prayers.