

DAILY LESSON PLAN
G3-U6-L1

Lesson Title: *Ihsaan*: Review

Date:

Number of Students:

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the review the student should be able to				
1. summarize the first four lessons.	Use the diagram in the textbook to help discuss each lesson briefly. The teacher may use different activities / worksheets to ensure the students' memorization of the respected points.	8 min.	OHT of the summary diagram/ Discussion	Questions
2. apply the main concepts of the four lessons.	By dividing the class into four groups; each group will be responsible for one lesson. Their mission is to read their assigned lesson and be able to answer the questions asked by the other three teams. The teacher will monitor the whole class and score the students.	8 min.	Group activity Board/ Discussion	The action is an evaluation for the students.
3. answer the exercises in the review lesson by themselves.	The teacher will ask the students to open their textbooks and give them certain time to finish answering the questions in their review lessons. Then, he/she will mark their answers.	8 min.	Textbook	The action is an evaluation for the students.
4. clear any misconceptions about the word, <i>Ihsaan</i> .	Allow the students to ask any questions to clarify their doubts.	8 min.	Free questions	By redirecting the same question to the students, "Who can answer this question?" Discussion
5. mention the key points in the previous lessons.	Display flash cards for the key points. The teacher will put them all upside down on his/her desk. The students will take turns and each one will pick one card and show it to the other students and recall its definition.	8 min.	Game/ Flash cards	The action is an evaluation for the students.

Homework:

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

DAILY LESSON PLAN
G3-U6-L2

Lesson Title: *Rabb* and *Ikhlāas*: Review

Date:

Number of Students:

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the review the student should be able to				
1. recall the lessons related to <i>ruboobiyyah</i> .	Using the diagram in the textbook, the teacher may discuss each lesson briefly. He/she may use the way of power teaching to ensure the students' memorization of the respected points.	8 min.	OHT of the summary diagram/ Discussion	Continuous evaluation
2. recall the lessons related to <i>Ikhlāas</i> .	Using the diagram in the textbook, the teacher may discuss each lesson briefly. He/she may use the way of power teaching to ensure the students' memorization of the respected points.	8 min.	OHT of the summary diagram/ Discussion	Continuous evaluation
3. state the key points of the previous lessons.	The teacher may engage the students in a "Hangman" game using the Islamic terms studied so far. After figuring out each word, the teacher may start a mini discussion about this word and its meaning in Arabic.	8 min.	Board/ Game/ discussion	The action is an evaluation for the students.
4. clear any misconception about the words, <i>Ikhlāas/ Rabb</i> .	Allow the students to ask any questions to clarify their doubts.	8 min.	Free questions	Ask the students, "Who can answer this question?" Discussion
5. answer the exercises in their textbook.	Divide the class into groups and ask the students to finish their assignments in certain time. The teacher will monitor everyone's work and help the students to share their work and organize themselves.	8 min.	Group activity/ Textbook	The action is an evaluation for the students.

Homework:

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

DAILY LESSON PLAN
G3-U6-L3

Lesson Title: Etiquettes of reading the *Qur'aan*: **Date:**
Review

Number of Students:

Warm up activity: The teacher may ask the parents to provide their children with towels, slippers, hijabs (for girls), and a siwaaks.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the review the student should be able to				
1. recall the main themes of the previous lessons with regards to observing the correct manner for the recitation of the <i>Qur'aan</i> .	The teacher can conduct this lesson in the prayer area of the school. He/she should have extra napkins, siwaak, and hijab for students who couldn't bring their own.	8 min.	Prayer area	Questions
2. recall the steps of wudoo' and its importance before reading Qur'aan.	The teacher takes the students to make wudoo'. He/She shows the students the correct way to make wudoo'. While performing wudoo' the teacher talks about the merits of wudoo'.	8 min.	Practical wudoo'/ Discussion	Direct Question: How do you feel after performing wudoo'?
3. recall the importance of the siwaak and the best time to use it.	The teacher will ask the students to start cleaning their mouths using their siwaak. He/she will remind the students of the information mentioned in the siwaak lesson.	8 min.	Practical/ Discussion	Direct Question: What did Prophet Muhammad (p.b.u.h.) say about the siwaak?
4. point out the importance of seeking refuge in Allah and basmalah before reciting the Qur'aan.	Have students sit in a circle and encourage them to repeat the 'isti'aadhah and the basmalah.	8 min.	Practical	Discussion
5. recall the virtues of reading the Qur'aan in a melodious voice.	Remind the students with the Hadith about beautifying one's voice when reciting Qur'aan.	8 min.	Flash cards	The teacher may recite one ayah twice; the first recitation will be fast without melody, and the second recitation will be slow and with melody. Then, the teacher asks students,

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
				Which recitation was pleasing to the ear? Which helped you to memorize faster?

Homework:

1. The activities and exercises in Student's Book that were not covered through the lesson to be assigned.
2. Make a list of the etiquettes of reading the Qur'aan, and practice them with your family.

DAILY LESSON PLAN G3-U7-L1

Lesson Title: The Prophet in the Cave of *Hiraa'*

Date:

Number of Students:

Warm up Activity:

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

The teacher may start the lesson by bringing two pictures of the Cave of Hiraa', one at daylight and the other at night. He/she may ask the students to look thoroughly and imagine themselves inside this cave all alone up in a mountain. How would they feel?

No more than 5 minutes

The teacher may narrate the story about Umar ibn Alkhattab when he became the Caliph for the Muslims. "One day, Umar was sitting amongst his friends, and then he started to laugh. When asked about the reason, he said that it was because he remembered when he was an idolater. He used to make his own god out of dates, worship it, and then eat it later.

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. state that Prophet Muhammad (p.b.u.h.) led a perfect life; he is the best human being ever born.	Ask the students to think of as many good manners as they can remember. In groups they should write down their ideas on pieces of papers. Then, the teacher should collect the papers and write those manners on the board. Then, ask the following questions, "Would you like to meet someone who has all those manners?" "Do you know who had all those manners?" "It's Muhammad, our Prophet"	7 min.	Board/papers/ Discussion	Answer exercise 1 pg. 96 & activity 1 pg. 96 in Textbook
2. describe what the situation was before Islam which was the reason behind Prophet Muhammad's seclusion.	Display a cartoon video describing the customs of Makkan people before Islam (or make a puppet show) to emphasize how they were worshipping idols, fighting for lame excuses, killing others, burying their daughters, drinking wine, gambling.... Then, showing the contradiction between the Prophet and idolaters must be done by the teacher.	7 min.	Video/Puppet show/ Discussion	Direct question: How would you feel if you were in a community like this?
3. visualize the cave from the inside, and its location, and to deduce some of Prophet Muhammad's character traits.	Use the two pictures in the warm up activity to help the students get an insight about the Cave. The teacher will emphasize on how harsh it is to spend nights in this Cave without company, yet, Prophet Muhammad did that for	7 min.	Pictures/ Video/ Discussion	Direct question: Can you think of some characteristics of Prophet Muhammad based on the Cave

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	many years.			description? Answer: thoughtful, patient...
4. describe what Prophet Muhammad did in the Cave.	Write the following on the board : reflect think worship Then, the teacher should discuss each word to highlight what Prophet Muhammad was doing in the Cave.	7 min.		Direct question: What was our Prophet's food in the Cave?
5. state the signs of prophet hood that happened to Prophet Muhammad before the first revelation.	Read the last part of the lesson where Aisha described Prophet Muhammad's behavior and the dreams he had before the first revelation.	7 min.	story telling/ book	Answering exercise 2 in Textbook pg. 96

Homework:

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

DAILY LESSON PLAN G3-U7-L2

Lesson Title: The Beginning of Revelation

Date:

Number of Students:

Warm up Activity:

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

You may wish to start by narrating the story of Prophet Ibraaheem when he had the dream about slaughtering his son, Ismaa'eel. A discussion with the students about the way of communication between Allah and Ibraaheem should be conducted.

No more
than 7
minutes

Also, the teacher may tell the story of Prophet Moosa when Allah talked to him directly and ordered him to go to Pharaoh to guide him.

A discussion with the students about the way of communication between Allah and Moosa should be conducted.

The teacher may choose a student in the morning to give him/her a written message to show to the rest of the class before the Islamic period starts.

No more
than 5
minutes

The message can be a direction to the whole class to open their books and start solving the puzzle in their textbook pg. 101 and to be quiet until he/she comes after 5 minutes.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. Give/ explain the meaning of revelation and memorize its Arabic translation, wahyi.	Based on the second "Preparatory Activity", the teacher will explain that his/her message to the rest of the students was a convenient way of communication instead of telling them one by one. Allah's way of communication with his messengers is called, "wahyi".	7 min.	Practical demonstration/ Discussion	Arrange the letters to form a word, and then define it. H-I-W-A-Y
2. point out the purpose of revelation.	The teacher may play a cartoon video about people before Islam, commenting on their behavior, their way of worship, their ignorance..... Then, the teacher should lead the students to conclude the importance of revelation by asking them series of questions.	7 min.	Cartoon Video/ Discussion	Answering exercise 1 in textbook pg. 100
3. deduce that the messengers are the best of people.	Based on the second "Warm up Activity", the teacher should emphasize the importance of choosing the perfect messenger to make sure that his/her message will reach the students	7 min.	Discussion/ Play roles /	Direct Question: How did Allah choose his messengers?

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	perfectly and clearly. This can be done by the use of a humorous play in which the teacher is the messenger between two students. One time he/she gets distracted, other time he/she loses it, third time he/she forgets it.....etc.			The students should write their answers on pieces of papers. Answers may include: honesty, patience, steadfastness, trustworthiness, bravery....etc.
4. enumerate the ways/types of revelation.	Draw a big square with the name of Allah on the top of the board. Four arrows should connect this square with another square on the bottom of the board; the later square includes the word, messengers. The teacher will start identifying the first way of revelation by reminding the students with the first story in the preparatory activity. Hence, true dreams, is written on the first arrow. “Direct speech,” should be written on the second arrow after reminding the students with the second story in the preparatory activity. Informing the students with the last two types of revelation will be done in a simple way.	7 min.	Board/ Discussion	Answering exercise 2 in textbook pg. 100
5. enumerate the first signs of the prophethood of Muhammad (p.b.u.h.).	Draw a time line to show Prophet Muhammad’s biography. The time line should start from the age of 33, seclusion in the Cave of Hira’, and then end with the age of 40, true dreams became more frequent and lasted for 6 months.	7 min.	Narration/ Textbook / Board	See homework

Homework:

1. The activities and exercises in Student's Book that were not covered through the lesson to be assigned.
2. Draw a time line of Prophet Muhammad’s biography starting from the age of 33 until the age of 40 years and a half. Use the textbook for reference.

DAILY LESSON PLAN G3-U7-L3

Lesson Title: Soorah al-Inshiqaaq ,The Splitting **Date:**
Asunder (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 big hat. He/she will inform the students that they are about to learn and memorize Soorah al-Inshiqaaq, which has 25 ayah. For each ayah, the teacher will put a healthy candy/snack inside the hat, provided that it's memorized by all the students. After they finish the Soorah, they will have a party and eat what's in the hat. (Now the students are provoked to memorize the Soorah, and they recognize that it's 25 ayah.)

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"> Describe some of the scenes on the Day of Judgment. 	<p>The teacher brings in a big rock and a crumbled paper. The teacher may start by describing the first ayah; explaining to them that the word "splitting" is used with things that we don't usually imagine being ripped into pieces; like a rock, sky, moon, etc. The teacher can ask the students if they can imagine this rock being split into two halves emphasizing on the fact that this process is irreversible. As for the third ayah, the teacher will use the crumbled paper to show the flattening of the earth which will be like stretching the paper back until no more elevations are left and, everything that was inside it will be out. Also, the earth will be flattened and all the dead bodies will be out. The teacher will emphasize on the fact that neither the skies nor the earth can disobey Allah. Why do people disobey Allah?</p>	<p>3 min.</p>	<p>Real-Life Objects/ Discussion</p>	<p>Continuous discussion</p>

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
2. Recite the first five ayat of the Soorah.	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 would make sure that the students memorized the ayat.	10 min.	Drill/ Laminated paper/ Audio/ Visual/ snacks/ hat	Competition can be conducted to stimulate the students. The teacher will give the fastest memorizer five snacks to put in the hat.
3. Describe the fate of the believers.	Give an example of a student who did well on an exam, but he/she is afraid that he/she will be blamed because of a few mistakes he/she might have done. This student will be waiting in anticipation for the teacher to finish his/her marking, hoping that nothing is wrong. Tell students to imagine Allah going through their accounts and overlooking the mistakes they had done, and finally handing their books back to them without asking them why they did something wrong. Imagine that feeling... Aren't you overjoyed? Don't you want to tell everyone you've passed? You tell your family. You tell your friends. You tell those you love.	2 min.	Demonstrative/ Discussion	Direct Question: Is this life supposed to be easy or hard? Why? Answer: As for the believers, it's not easy because they will always have the concern of The Day of Judgment. As for the disbelievers, they will get the most out of it because they don't believe in resurrection. Answering exercise a. in Textbook pg. 109
4. recite the second part of the Soorah.	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	10 min.	Drill/ Laminated paper/ Audio/ Visual/ snacks/ hat	Should be as the evaluation mentioned above. The teacher will give the fastest memorizer four snacks to put in the hat.
5. Describe the fate of the disbelievers.	Give an example of a student who didn't study well and didn't do well on his/her exam. Discuss how humiliated he/she will be while announcing the marks! Tell students that it's going to be more striking on the Day of Judgment because it's the most important test and there will be no makeup exam. The disbelievers would then pray to the angels to destruct them, and they will be thrown in the Hell-Fire.	1 min	Demonstrative/ Discussion	What is the fate of the unbelievers?

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
6. recite the third part of the Soorah.	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.	10 min.	Drill/ Laminated paper/ Audio/ Visual/ snacks/ hat	Should be as the evaluation mentioned above. The teacher will give the fastest memorizer six snacks to put in the hat.

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-U8-L1

Lesson Title: The First Revelation

Date:

Number of Students:

Warm up Activity:

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

Puzzle the students with a group of questions regarding Laylatul-Qadr. For example: * It's an amazing night. * One prayer at this night equals 1000 prayer at any other night. * It's in the Month of Rhamadan. * It's has a soorah with its name.... etc. The students will try hard to figure the answer, the one who could tell the answer will be assigned the reader during this period.

No more
than 7
minutes

Use a video about the Cave of Hira'a', which the teacher can find easily on the internet. The students will get an insight of the location of the Cave and its shape. (There is a hole in the cave; if one looks from it, he can see the Ka'bah.)

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. recall the previous events in our Prophet's life and link them to the upcoming ones.	Draw on the board a time line representing the events that happened to Prophet Muhammad (p.b.u.h) starting from seclusion in the Cave (at age 33) up to going through frequent true dreams (at age 40), which lasted for 6 months. Leave the rest of the line to write what happened at the age of 40 ½.	7 min.	Board/ Discussion	Questions & Answers
2. narrate the incident of revelation.	While sitting in a circle, the teacher will tell the students the incident of the revelation in a narrative way to captivate their attention.	7 min.	Narration	While sitting in the circle, the students will take turns retelling the story. Student 1: In the Cave of Hira'a one night in the month of Rhamadan. Student 2: an angel came to Prophet Muhammad (p.b.u.h.)....and so on until the story is finished.
3. recite the first five ayat of Soorah al-'Alaq and recall their meaning.	The students will return back to their normal seats and the teacher can show them a video of a boy reciting the first five ayat of the soorah. The students should be encouraged to	7 min.	Video/ Repetition	Divide the class into two teams; one team will recite one ayah in Arabic together and the other

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	repeat recitation after the boy many times to help them in memorizing the soorah. Then, explaining the meaning in English can be done.			will read the English translation afterwards. And so on until the ayat are finished, Then the teams will switch roles in order to assess their memorization of the ayat. See homework
4. describe the Prophet's (p.b.u.h) state after this incident.	By the use of the video in the warm up activity, the teacher will emphasize the loneliness of Prophet Muhammad at that time and how frightened he was of that scene.	7 min.	Discussion/ Video	Direct Question: How would you feel if you were in Prophet Muhammad's place?
5. explain the importance of this night and its superiority over any other night.	By the use of the first preparatory activity, the teacher can discuss with the students that this night was not granted to any other religious community before Islam.	7 min.	Discussion	Direct Question: What is the meaning of 'Iitikaf? Why do people do it?

Homework:

1. The activities and exercises in Student's Book that were not covered through the lesson to be assigned.
2. Since we are the ummah of "Read", read an article, or a story from any Islamic book in the library. Write a summary of the story or draw a picture about what you have read.
3. Draw a picture of the Cave of Hira', or make a model of it using clay and dust.

DAILY LESSON PLAN G3-U8-L2

Lesson Title: Response of the Prophet (p.b.u.h) and **Date:** Khadeejah.

Number of Students:

Warm up Activity:

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

You may remind the students with the previous events starting from the seclusion of the Cave until the first revelation.

No more
than 4
minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. describe the immediate effect that the wahyi had on the Prophet.	Divide the board into three parts. In the first part, the teacher will write the name of Prophet Muhammad (p.b.u.h.) on the top. He/she will narrate the incident of revelation. He/she will ask the students to describe Muhammad's (p.b.u.h.) state at that time, then write what the students would come up with on the board ex. (scared, shaking, had severe heart beat...). Afterwards, the teacher will continue narrating the Prophet's (p.b.u.h.) response.	10 min.	Narration Board/ Discussion	Answering exercises 1, 3 in the textbook. How would you feel in a situation like this? Whom you would run to?
2. describe Khadeejah's response.	On the top of the second part of the board, the teacher will write Khadeejah's name. Then, he/she will continue narrating the second part of the story, in which Khadeejah dealt wisely with Prophet Muhammad (p.b.u.h.) and how she calmed him down, assured him, and helped him. Then, the teacher may ask the students to help him/her in writing Khadeejah's qualities concluded from this part of the story.	10 min.	Narration Board/ Discussion	Answering exercise 2 in the textbook Direct Question What do we learn from Khadeejah's response? Answer: Have faith in Allah, and trust Him in every step in our lives.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
3. acknowledge Waraqah's response after hearing Prophet Muhammad's (p.b.u.h.) story.	The teacher will write Waraqah's name on the third part of the board and continue narrating the story till its end. Then, he/she will ask the students to help him/her to find Waraqah's characters from this incident.	10 min.	Narration Board/ Discussion	Giving a summary
4. infer the importance of honesty.	The teacher can narrate the story of the boy who cried, "Wolf". Discussing the value of honesty can be done to pinpoint its importance and then correlating this conclusion with the incident of revelation.	5 min.	Story narration/ Discussion	Discussion: Why did Khadeejah believe Prophet Muhammad in such an unbelievable story?

Homework:

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

DAILY LESSON PLAN G3-U8-L3

Lesson Title: Soorah al-Inshiqaaq ,The Splitting **Date:**
Asunder (Part 2)

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 bringing the big hat again. He/she will inform the students that they will continue to learn and memorize Soorah al-Inshiqaaq, which has 25 ayat. For each ayah, the teacher will put one healthy candy/snack inside the hat, provided that it's memorized by all the students. After they finish the Soorah, they will have a party and eat what's in the hat. They have now 15 snacks, so 10 more to go.

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"> describe the sequence of twilight followed by night, and the sequence of fullness of the moon, and relating it to the stages in our life. 	<p>Show a video about the changes that occur in the sky from twilight to nighttime. Then, discuss with the students the greatness of Allah as He can alter the red light into complete darkness.</p> <p>An envelope can be used as an example to explain the idea of concealing. Tell students that like the envelope can conceal (hide) things inside of it (demonstrate), the night can conceal everything like the envelope</p> <p>Show a video of the gradual change that happens to the moon during the month.</p> <p>Correlate all the previous proofs with “us; humans”, and the fact that we are heading towards Allah gradually</p>	<p>5 min</p>	<p>Video/ Real-Life Objects/ Discussion</p>	<p>What are the stages of our lives? Answer:</p> <p>You are first riding in one stage in the womb of your mother, and then you are born.</p> <ul style="list-style-type: none"> - A little older to walk. - Talk - Independent - More powerful than your parents. - You can't even walk.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
				- You will face the journey of death. - You will return to your Lord.
2. recite the first four ayat of this part of the Soorah (4 ayat) from memory.	Divide the board into 3 parts. On the first part, 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 would make sure that the students memorized the ayat.	7min.	Drill/ Laminated paper/ Audio/ Visual/ snacks/ hat	Competition can be conducted to stimulate the students. The teacher will give the fastest memorizer four snacks to put in the hat.
3. debate the disbelievers' denial of the truth.	Narrate a story about the Arabs before Islam and how they worshipped the idols, and prostrated to them. Then, explain the reason for the disbelievers' rejection of the Qur'aan although they recognized the greatness of the Qur'aan. Emphasize on the fact that Allah knows what they keep within themselves, and that they will be punished.	2 min.	Demonstrative/ Discussion	Discuss this Question: The sky obeys, the earth obeys, so why don't they believe and obey?
4. recite the second part of the Soorah (5 ayat) from memory.	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	7min.	Drill/ Laminated paper/ Audio/ Visual/ snacks/ hat	Should be as the evaluation mentioned above. The teacher will give the fastest memorizer five snacks to put in the hat.
5. describe the fate of the believers, point out the difference between them and the disbelievers.	Ask the students to close their eyes and think of the Hellfire. The teacher will describe the suffering and the screams of people there. Then, the teacher will ask the students to keep their eyes closed and think of the Jannah. He/she will start describing its beauty and the joy of the believers there. Finally, the teacher will show the contrast in the two cases, pinpointing that it's going to be eternal.	5 min.	Questions and Answers/ Imagination	Allowing the students to express their hope for the Jannah by asking them about what they will ask for there?
6. recite the third part of the Soorah (1 ayah) from memory.	Attach the third laminated paper with the mentioned ayat on the third part of the board. Repeating is necessary. Use the same technique as in the second objective.	5 min.	Drill/ Laminated paper/ Audio/ Visual/ snacks/ hat	Should be as the evaluation mentioned above. The teacher will give the fastest memorizer one snack to put in the hat.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
7. feel proud being able to memorize the whole Soorah.	a small party and allow the students to eat the collected snacks.		Party	_____

Homework:

1. The activities and exercises in Student's Book that were not covered through the lesson to be assigned.
2. Recite the Soorah at home; practice it in your prayers.

DAILY LESSON PLAN G3-U9-L1

Lesson Title: The First Woman to Accept Islam

Date:

Number of Students:

Warm up Activity:

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

The teacher may bring a set of three boxes; the first box is labeled “the first woman to accept Islam”. The second box is labeled “the first man to accept Islam”. The third one is labeled “the first boy to accept Islam”. The teacher will inform the students that they are about to learn a lot about those three people, and they must listen carefully as they will play a game using those boxes after they finish.

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 woman to accept Islam and recall her relation to Prophet Muhammad.	The teacher may use an OHP/slide to show the family tree of Khadeejah and Prophet Muhammad. Tracing the family tree will lead the students to deduce the fact that they were both related to the same great grandfather; Qusay. 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 tracing the relation between Prophet Muhammad and Khadeejah.	7 min.	Board/OHP/ Slide/ Discussion Or, Flash Cards/ Game/ Discussion	Answering exercise 1 in the Textbook pg. 128 Competition can be conducted between the students to ensure their memorization of the family tree. This can be done by giving the students a couple of minutes to memorize all the names written in the flash cards, then scrambling the flash cards. Each team will choose a representative to put the names back in order by the guidance of the rest of the team.
2. narrate the story of the marriage of Prophet Muhammad and Khadeejah.	The teacher will excite the students by telling them that he/she is about to narrate an Islamic love story. He/ she	7 min.	Narration/ The Sealed Nectar	Questions about the story.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
<p>3. Conclude that Khadeejah was the best wife for Prophet Muhammad at that time.</p>	<p>should emphasize on their age difference, how they met, why she liked him, how she sent her friend to ask him if he wants to marry her, and finally how they married. The teacher can use “The Sealed Nectar”, Safiur Rahman Al-Mubarakpuri for the detailed story.</p> <p>The teacher could remind the student of the incident of the revelation and Khadeejah’s response. Then, the teacher will emphasize on the following points: 1. She calmed Prophet Muhammad down by covering him with the blanket without asking too many questions (she was patient). The teacher can humor the students by comparing this attitude with another woman who will not stop asking questions, such as, what happened? Why are you shaking? Why don’t you answer me? ... etc.</p> <p>2. She believed him at once (she was supportive and trusted him). Comparing her response with another woman who won’t believe her husband and would tell him, “This is unbelievable!”</p> <p>3. She assured Prophet Muhammad when he told her that he feels that something bad would happen to him (she was wise). Comparing this attitude with another woman who may feel worried or mock her husband.</p> <p>4. She helped Prophet Muhammad by taking him to her cousin (helpful). Humoring the students with another hypothetical response from another woman whose husband is confused about any matter, and she isn’t helping by saying, “ You put yourself in this situation, then, you figure it out”</p>	7 min.	Narration/ Discussion	Mention some of Khadeejah’s qualities.
<p>4. elaborate Khadeejah’s acceptance of Islam.</p>	<p>This is the main objective of the lesson. By informing the students that she was the first woman to accept Islam. By emphasizing on the fact that she didn’t take time to reconsider changing her religion. , and she accepted Islam immediately.</p>	7 min.	Discussion	Answering exercises 3,4, and 5 in the textbook pg. 129
<p>5. Summarize the previous points.</p>	<p>By writing on the board, “what did you learn about Khadeejah?” Each student who will be able to remember any of the points which was mentioned within the lesson</p>	5 min.	Papers/ Pencils /the first box in the preparatory activity	The teacher will assess the students’ participation in this activity.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p>will be given a piece of paper to write it on and put the paper inside the box entitled, “the first woman to accept Islam”.</p> <p>For example: First wife of Prophet Muhammad, wealthy woman, mother of 6 children, patient woman, wise woman, supported prophet Muhammad and helped him....etc.</p>			

Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. Draw the family tree of Khadeejah and Muhammad starting from Qusay, and ending with their children.

DAILY LESSON PLAN G3-U9-L2

Lesson Title: The First Man to Accept Islam

Date:

Number of Students:

Warm up Activity:

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

The teacher will bring the set of boxes mentioned in the previous lesson one more time. He/she will refresh the students' memory by allowing some students to pick some papers from the box entitled, the first woman to accept Islam and read them aloud then put them back again.

No more than 3 minutes

The teacher will put the second box entitled, the first man 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 lesson but for today's person.

No more than 1 minute

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 man to accept Islam.	The teacher may start the lesson by bringing the letters of "A B O O B A K R" as flash cards and stick them in a random manner on the board. Then, he/she will ask the students to help him/her in rearranging the letters in order to form the name of the first man to accept Islam.	5 min.	Board/ Flash Cards/ Game	The game can be repeated one more time to excite the students at the end of the lesson if time permits.
2. Describe some aspects of Aboo Bakr's character.	The teacher will list Aboo Bakr's traits and explain them one by one in a detailed manner.	5 min.	Board/Flipchart Discussion	Answering exercise 1 in the textbook pg. 134
3. Tell the relation between Prophet Muhammad and Aboo Bakr.	The teacher will ask some of the students to name their best friends and the reason behind their choices. Then, he/she will lead the students to the fact that Prophet Muhammad and Aboo Bakr had the same likes and dislikes, and that was the reason behind their close relationship.	7 min.	Discussion	Direct Questions: Would you like to have Aboo Bakr as a close friend? Why? How would you get the chance to meet him? Where would that

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
4. Describe the event of his acceptance of Islam.	This is the main goal of the lesson and it can be done in a narrative manner to grasp the student's attention. The teacher can go beyond the textbook to get more details about Aboo Bakr's acceptance of Islam.	5 min.	Narration	be? Answering exercise 2 pg. 134 in the Textbook
5. Identify the important role of Aboo Bakr in supporting Islam.	The teacher can narrate the incident of the migration to Madinah emphasizing on Aboo Bakr's willing to sacrifice his life to save Prophet Muhammad. He/she will also narrate the story about Aboo Bakr when he saw Bilaal Ibn Rabaah tortured by his master because he accepted Islam and how Aboo Bakr paid a lot of money to free Bilaal and many others as well.	8 min.	Narration	Exercise 2 in Textbook P.134 See Homework
6. Summarize the previous points. 7. Value the role of Aboo Bakr to support the Prophet,	By writing on the board, "what did you learn about Aboo Bakr?" 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 man to accept Islam". For example: The chief of his clan, very respected man, close friend to the Prophet, never drank wine, freed Bilaal from slavery and many others, honest man, generous man, had humility....etc.	7 min.	Papers/ Pencils /the second box in the warm up activity	The teacher will assess the students' participation in this activity. Homework(a letter)

Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. Write a letter to Aboo Bakr describing your feeling to him and thanking him for what he did to support Islam.

DAILY LESSON PLAN G3-U9-L3

Lesson Title: Soorah al-Mutaffifeen: Those Who Give Incorrect Weight or Measure (Part1) **Date:**

Number of Students:

Warm up Activity:

There is one of the suggestions that supposed to be a good prologue:

The teacher may motivate the students by writing this statement on the board “I’m so smart and I can memorize 20 ayat very easily”. The students must close their eyes and repeat this sentence 10 times.

No more than 5 minutes

Note: It’s advisable to explain only 17 ayat as they are related. The last three ayat may be postponed to part 2 lesson of the soorah.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. recite the first 6 ayat of the soorah from memory..	Directly after the preparatory activity, the teacher may use a video recording of a recitation of the mentioned ayat. Also, he/she may use body gestures while reciting to increase the students’ memorization ability. For example: the teacher will use his/her hands to imitate a two balanced trays with the first ayah. He/she will lower one hand and raise the other with the second ayah. Then, he/she will reverse the positions of his/her hands with the third ayah. And so on... (Repeating is necessary to ensure the students’ memorization).	8 min	Video recording of the soorah/ drill	By dividing the students into groups and asking the first student to recite one ayah then the next student will continue and so forth till the six ayat are completed. The teacher will be roaming around the students and listening attentively to correct their mistakes.
2. recall the meaning of the 6 ayat.	By describing the acts of people mentioned in the ayat. This can be in tangible and intangible things. I.e. in services – you might owe someone 5 hours at work, but you might just give 4hours and 58minutes. Or you owe someone 1kg of	3 min.	Real Life Situations/ Discussion	Direct Question: What will happen to the Mutafeffiin?

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	rice, so you put 990grams of rice in the scale – without measuring accurately. This is a mutaffif, so that the customer can't even come back and complain that he never got the exact right amount. So it's not about taking huge amounts unjustly, but it's about little amounts taken unjustly and unfairly.			
3. recite the second part of the Soorah (ayah 8 till ayah 12) from memory.	By encouraging the students to memorize the second part of the soorah. This can be done by the use of a video recorder of the same reciter. Repeating is necessary with the body gestures to ease the memorization.	8 min.	Video Recording/ Drill	By dividing the students into groups and asking the first student to recite the first ayah then the next student will continue and so forth till all the 12 ayat are completed. The teacher will be roaming around the students and listening attentively to correct their mistakes.
4. recall the meaning of these ayat	The teacher can show the students a picture of an old, black book. He/she should emphasize on the record book of the unbelievers which will be placed underneath the seventh earth where evil people will be punished.	3 min.	PPT/ Discussion	What did the unbelievers do to be placed in such a place? Answers: -They cheat others. -They deny the Day of Recompense. -They lie against Allah's ayat and say they are false mythological stories.
5. recite the third part of the Soorah (from ayah 13 till ayah 17) from memory.	With a lot of motivation, the teacher will encourage the students to continue memorization of the mentioned ayat. The teacher may use a video recording of a recitation of the mentioned ayat. Also, he/she may use body gestures while reciting to increase the students' memorization ability.	8 min.	Video recording/ Body gestures/ Drill	The teacher will randomly choose one student to start reciting the soorah from the beginning. He/she will stop him at any time and choose another one to continue, and so forth till the 17 ayat are finished.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
6. recall the meaning of these ayat.	By the use of a heart model and a cage. The teacher will describe the condition of the unbelievers' hearts. Telling a story of someone who does bad deeds all the time and each time he does something bad, his heart will become covered with stain (the teacher will move the heart towards the cage with every bad deed until the heart is inside the cage). Sin after sin after sin so the heart becomes black. They won't be able to see Allah.	3 min.	Model of a heart/ Cage /demonstration/ Story	What will happen to those people?

Homework:

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

DAILY LESSON PLAN
G3-U10-L1

Lesson Title: Review: *Wahyi*- Revelation

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 information from the lessons being reviewed	The teacher may make an OHT of the summaries and keep this in view of the students. Students can refer to it while the teacher goes through the summaries.	10 min.	Board/ OHT/ Discussion	questions
2. incorporate in a team work to categorize the information taught in the previous lessons.	The teacher may divide the class into four teams (one lesson for each team), each team will read through its assigned lesson, read the summary of the lesson, and make its own summary of the lesson.	15 min.	Textbook/ OHT/ Group Work	The whole team will stand in front of the class and present their lesson and answer any questions from the other students. The teacher will monitor and evaluate the whole process.
3. recall the keywords of the lessons being reviewed.	The teacher should have flash cards for the keywords. He/she can play a game to make sure that those words are totally understood by the students. For example: stick the flash cards on the board and allow students to take turns to choose a card from the board and recall its meaning.	15 min.	Flash Cards/ Games	Continuous evaluation during the game.

Homework:

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

DAILY LESSON PLAN
G3-U10-L2

Lesson Title: Review: First Muslims

Date:

Number of Students:

Note: It's advisory to include the lesson about the first boy to accept Islam in the revision.

Warm up Activity:

There is one of the suggestions that are supposed to be a good prologue:

The teacher may bring the set of three boxes. He/she will explain to the students that they are about to revise what they learned about the first Muslims.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. Give a summary of the information about the first Muslims .	By the use of the diagram in the textbook, the teacher may discuss each lesson briefly. He/she may use tests to ensure the students' memorization of the respected points.		OHT of the summary diagram/ Discussion	Continuous discussion
2. clear any misconception about the first Muslims.	By allowing the students to ask any questions to clarify their doubts.		Free questions	By redirecting the same question to the students, "Who can answer this question?" Discussion
3. recall the mentioned aspects of the First Muslims' characters.	The teacher will empty the contents of the three boxes from the preparatory activity on a big tray. By taking turns, the teacher will allow the students to come in front of the classroom (one by one) to pick a paper from the tray, read it to his/her mates, decide to whom this statement refers to, and choose the correct box to put it in. The teacher can discuss everything taught to the students in a competitive way.		Game/ competition/ tray/ The three boxes mentioned earlier.	The teacher will assess the students based on their ability to recall the lessons, and differentiate between the three characters.
4. Answer the exercises in the review lesson.	The teacher will ask the students to open up their books and answer some selected questions from the review lessons in groups. He/she must assign certain time for the students to finish their work.		Groups of students/ Textbook/ Alarm clock	The action is an assessment for the student.

Homework:

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

DAILY LESSON PLAN G3-U10-L3

Lesson Title: Soorah al-Mutaffifeen: Those Who Give Incorrect Weight or Measure (Part 2) **Date:**

Number of Students:

Warm up Activity:

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

The teacher should encourage the students to memorize the second part of the soorah by telling them:

1. Imagine that there is a button in your heart called Ikhlāas. Press on that button (press on your heart) and repeat, Ikhlāas.... Ikhlāas.... Ikhlāas.
2. Challenge yourself by saying, I have the will, and I have the power to memorize this soorah.
3. Try to sketch a picture of the ayat in your mind as you memorize them.
4. Say bismillah and let's start.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. recite from ayah 18 till ayah 21.	Directly after the preparatory activity, the teacher may use a video recording of a recitation of the mentioned ayat. Also, he/she may use body gestures while reciting to increase the students' memorization ability. (Repeating is necessary to ensure the students' memorization).	10 min.	Video recording of the soorah/ drill	The teacher may allow students to test each other, with one student listening and making notes of whether the other student memorized this part of the soorah or not.
2. recall the meaning of the ayat.	The teacher may display a picture of a white and neat book. He/she may draw an imaginary picture in the students' minds about the ayat. "The Ruh of the righteous person rises to Allah, and the angels look at his record of good. They then all witness it; (yash-hadu al muqarraboon), so on the Day of Judgment – many angels bear witness to this persons closeness and righteousness. This person also sees his record. So on the Day of Judgment; he is at peace whilst	4 min.	Models/ Discussion	Direct question: Compare between the state of alfujaar and alabraar after death.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	many are in a state of worry and distress.”			
3. recitee from ayah 22 till ayah 28.	Encourage the students to memorize the second part of the soorah. This can be done by the use of a video recorder of the same reciter. Repeating is necessary with the body gestures to ease the memorization.	10 min.	Video Recording/ Drill	The teacher should listen attentively to each student individually. Students should be able to recite this part from memory without any mistakes before advancing to the next part.
4. recall the meaning of these ayat	<p>The teacher will pinpoint that in theses ayat, Allah ignores the bad people now and moves onto describing the bliss of the righteous. He gives them more attention. These people are sitting on couches, with lit/bright, fresh, happy faces. When you sit down and relax – you can’t look around. But Allah is saying that this is possible in Paradise. They will be reclined, but also with the best view. Wherever you look – full bliss. i.e. “Look at that!” “Wow, but look at that too!” i.e. Wherever they look – they find amazement and happiness and awe.</p> <p>The teacher may conduct a race between two students. The winner will get a candy. Then, he/she will remind the students that this life is like a race in which we all desire the Jannah (full of candies and rivers and pure wine...)</p>	4 min.	Discussion/ Demonstration	<p>What did the believers do to be placed in such a place? Answer: They believed in Allah and His Messenger and obeyed Allah’s Orders.</p>
5. recite the last part of the Soorah (from ayah 29 till ayah 36).	With a lot of motivation, the teacher will encourage the students to continue memorization of the mentioned ayat. The teacher may use a video recording of a recitation of the mentioned ayat. Also, he/she may use body gestures while reciting to increase the students’ memorization ability.	10 min.	Video recording/ Body gestures/ Drill	The teacher will randomly choose one student to start reciting the soorah from the beginning. He/she will stop him at any time and choose another one to continue, and so forth till the ayat are finished.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
6. Recall the meaning of these ayat.	<p>The teacher should start by describing the theme of the believers in the Jannah. They will be sitting in relaxation, fruits, and pure wine will be served to them, and they will remember what they had to go through in their lives. The unbelievers were mocking them, rolling their eyes and winking, it is like they could taste joy when insulting the believers. So they tell their family what they did against the believers.</p> <p>Now, the believers will be laughing at the unbelievers and asking, "Didn't you find our belief in hellfire funny before? Because now we find your situation funny because of the hardships you caused us."</p> <p>Conclusion: This surah started with ultimate destruction for those who cheated in business (mutaffif), because they wanted to make a small profit. So Allah ends the surah with; Have those who disbelieved now got a good salary for what they used to do?</p>	4 min.	Discussion/ Description	Can you answer the question in the last ayah?

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, practice reciting at home in your prayers.