

DAILY LESSON PLAN G4-Unit 1 – Lesson1

Lesson Title: The *Thaqalaan*

Date:

Number of Students:

Warm up Activity:

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

The teacher may ask students to listen attentively to Qur'aan recitation from the beginning of Soorah al-Jinn till ayah 15. After the recitation, the teacher may explain the ayat briefly to the students to pinpoint that jinn are a form of Allah's Creations and we must believe in their presence because they are mentioned in the Qur'aan.

No more than 5 minutes

The teacher may give each student a card containing the dua'a' for entering the house. Students will write down the dua'a' in Arabic and color the picture. After students write their names on the back, the teacher must collect the cards and laminate them. Students must stick their cards on their front doors or bedroom doors so they can remember to recite the dua'a' to be protected from any evil. Here is a sample of those cards written and colored by students:

No more than 5 minutes



Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. explain the meaning of <i>thaqalaan</i> as expressed by the Qur'aan and the <i>Sunnah</i> .	The teacher may write the word " <i>thaqalaan</i> " on the board and ask students to guess its meaning. Then, the teacher will explain, "The word refers to the two worlds; humankind and jinnkind, and they are given this name because both of them are heavy on the earth". Then, the teacher may ask students to guess the difference between the <i>thaqalaan</i> and angels. Answer: angels cannot disobey Allah's orders whether jinn and human beings can choose their own path.	5 min.	Board/ Discussion	The teacher may stick three flashcards on the board: Angels, Humans, and Jinn. Then he/she will ask students, "Which two of these three words are called <i>thaqalaan</i> and why?"
2. conclude that humans and jinn are accountable to Allah (عزوجل).	Based on the preparatory activity, the teacher may explain to students that both humans and jinn can choose their own path; hence both are responsible for their actions. The teacher may show a video from national geographic about a group of animals fighting with each other and hurting each other. Then, he/she will discuss with students if those animals are going to be penalized by Allah for their actions.	5 min.	Video/ Discussion	Questions

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation									
3. compare between the characteristics of the jinn and human beings.	<p>On the other hand, both humans and jinn are advanced, they can think and choose for themselves and therefore follow different ways and religions. Thus, they will be penalized by Allah if they made wrong choices.</p> <p>The teacher may draw the following table on the board and ask students to use their books and help him/her to find the similarities and differences between humans and jinn.</p> <table border="1"> <thead> <tr> <th></th> <th>Humans</th> <th>Jinn</th> </tr> </thead> <tbody> <tr> <td>Sim.</td> <td colspan="2">1. Both have families. 2. Both can think and choose their actions; hence accountable before Allah. 3. Eat and drink. 4. Some are Muslims and some are non-Muslims.</td> </tr> <tr> <td>Diff.</td> <td>1. Eat different kinds of food. 2. live in houses 3. created from mud 4. live in the seen world</td> <td>eat bones live in ruins and dirty places created from fire live in the unseen world</td> </tr> </tbody> </table>		Humans	Jinn	Sim.	1. Both have families. 2. Both can think and choose their actions; hence accountable before Allah. 3. Eat and drink. 4. Some are Muslims and some are non-Muslims.		Diff.	1. Eat different kinds of food. 2. live in houses 3. created from mud 4. live in the seen world	eat bones live in ruins and dirty places created from fire live in the unseen world	10 min.	Board/ Textbook Pair work	Worksheets of the same table to be completed by students in pairs.
	Humans	Jinn											
Sim.	1. Both have families. 2. Both can think and choose their actions; hence accountable before Allah. 3. Eat and drink. 4. Some are Muslims and some are non-Muslims.												
Diff.	1. Eat different kinds of food. 2. live in houses 3. created from mud 4. live in the seen world	eat bones live in ruins and dirty places created from fire live in the unseen world											
4. deduce which species was created first.	The teacher may divide students into 5 teams and write this question on the board, "Who was created first humankind or jinn? Accompany your answer with a proof from the Qur'aan. Students must search in their books and write down the answers on pieces of papers. The fastest team to write the best answer wins.	5 min.	Group work/ Board/ Markers	See homework.									
5. state the reason for not using bones for istijmaar.	The teacher may explain the hadeeth and the concept of istijmaar and when do we have to make it.	5 min.	Discussion	Memorize the hadeeth									

Homework:

1. The activities and exercises in Student's Book that were not covered through the lesson to be assigned.
2. Ask your parents, or use the web to find out another proof from the Qur'aan for the fact that jinn-kind was created before humans. Write down your answers.

DAILY LESSON PLAN

G4-Unit 1 – Lesson 2

Lesson Title: Why Were the *Thaqalaan* Created?

Date:

Number of Students:

Warm up Activity:

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

The teacher may show a PPP with the title, “Allah’s Creations”. The slides may contain mountains, skies, rivers, oceans, stars, and humans. Discussion should be conducted after each slide to define the purpose of each creation according to the Qur’aan. Students then, will be led to determine why Allah created human beings and jinn relative to the reason why Allah created other forms of creation.

No more than 3 minutes

The teacher will give the students their laminated cards back from the previous lesson which contain the dua’ for entering the house. The teacher may encourage them to recite it more often to be protected by Allah from any evil. (This is done because students at this age group can be scared from jinn. The teacher must assure them that they shouldn’t be frightened by jinn because they have the most threatening weapon; Allah’s Name)

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. explore the story of the creation of humans and jinn .	The teacher may narrate the story of the creation of Adam and shed some light on Iblees’s character, for example: jealousy, and arrogance...etc. The teacher will emphasize how much Iblees hated Adam since Iblees was close to Allah and used to obey him. The teacher will continue the story wherein Allah says “Then get out of it, for indeed, you are expelled.” next, Iblees asked Allah to keep him alive till the Day of Judgment, so that Iblees and his descendants will try hard to make humans deviate from the right path and disobey Allah; hence go to hellfire as devils will.	10 min.	Narration	Direct Question: Who is the worst enemy of humans? Why? Answering activities 1,2 pg. 6,7
2. explain the purpose of the creation of the <i>thaqalaan</i>	The teacher may display ayah 56 from Soorah adh-Dhaariyaat and recite it many times with students to help students to memorize it. Then, the teacher may pretend to be in a discussion between a mushrik and a believer regarding the purpose of life. He/she will encourage students to participate in persuading the <i>mushrik</i> that Allah created us	10 min.	Dialogue/ Board discussion	Answering exercises 1,2 in the textbook, pg. 5

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
3. identify the two character traits that led Iblees to Hell fire.	for a reason and that reason is to worship Him. The teacher may discuss with students the reasons that led Iblees to disobey Allah. He/she will retell the story to emphasize Iblees's jealousy when Allah preferred Adam over him. Also, he/she will emphasize Iblees's arrogance when he felt that Adam isn't better than him because the first is made from mud. The teacher will write the two character traits on the board and encourage students to memorize them and avoid them to lead a happy life.	10 min.	Narration/ Discussion/ Board/ Markers	Direct Question: How can we avoid those two characters?

Homework:

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

DAILY LESSON PLAN

G4-Unit 1 – Lesson 3

Lesson Title: Soorat al-Mursalaat: Those Sent Forth (Part 1) **Date:**

Number of Students:

Warm up Activity:

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

The teacher may motivate students to memorize this section of the soorah by dividing the class into two teams. Each team is considered one unit and will not be scored if one student from the team failed to memorize the assigned verses. Team work is necessary wherein the clever helps the weak. The teacher may stick a score board for both teams on the board and for each verse memorized, one point must be added. After the whole soorah is totally memorized, the losing team will arrange a party for the winning team by bringing balloons, healthy candies, and snacks. The teacher may bring extra snacks for the whole class, and everyone will celebrate finishing the soorah.

No more than 3 minutes

The teacher may advise students by telling them, “Never give up. It may become hard and you may feel as though you cannot learn, but put your trust in Allah and pray for his help. Also, whilst you are memorizing the Qur'an, you should try your hardest to abstain from sin. Sinning may be the reason you find it difficult to learn passages of the Qur'an. And after having completed the memorization, one should continue to abstain from sin as it is a darkness which will make the Qur'an fade from ones heart.”

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 different types of winds and angels that perform various tasks in obedience to Allah.	<p>The teacher may have this dialogue with students: Teacher, “Who has the power over the wind?” Student will answer, “Allah” Teacher, “Who can make wind blow successively, or even violently?” Students, “Allah” Teacher, “Who can send angels to tell us the truth?” Students, “Allah” Then, the teacher may explain, “In the first seven verses, the system of winds has been presented as an evidence of the truth that the Resurrection which is being foretold by the Qur'an and the Prophet Muhammad (upon whom be Allah's</p>	3 min.	Dialogue/ Explanation/ Discussion	Answering activity 2 in the textbook, pg. 11

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
<p>2. recite from ayah 1 till ayah 7 of the soorah.</p>	<p>peace and blessings) must come to pass. The reasoning is that the power of All-Mighty Allah Who established this wonderful system on the earth, cannot be helpless in bringing about the Resurrection, and the wisdom which underlies this system bears full evidence that the Hereafter must appear, for no act of an All-Wise Creator can be vain and purposeless, and if there was no Hereafter, it would mean that the whole of one's life is useless and absurd.</p> <p>The teacher may use a recitation demonstration or recite the ayat him/herself. He/she must focus on the mouth formation and the articulation points of the letters. Introducing the ghunnah is preferred at this point to improve students' recitation. First, the teacher may recite the first ayah a number of times for students to repeat after him/her. Once successful, he/she moves on to the next ayah. When the second ayah is memorized, the teacher must read the first and the second together. And so on until the ayat are memorized. The teacher will give both teams 5 minutes to listen to each other and correct any mistakes.</p>	<p>10 min</p>	<p>Drill/ Recitation Demonstration/ Teamwork</p>	<p>Recitation The teacher will test students randomly. He/she will score the teams.</p>
<p>3. describe some of the events that will happen on the definitely coming Resurrection Day.</p>	<p>The teacher may show students a picture of a starry sky, a mountain, and sand. He/she will explain that Allah created the sky for us and lightened it by stars at night to guide us, and He created the mountains to fix the earth. On the Day of Judgment, the stars will be obliterated, skies will be torn into pieces, and the mountains will be blown away like sand (showing sand). The teacher explains, "The people of Makkah repeatedly asked, "Bring about the Resurrection with which you threaten us; only then shall we believe in it." their demand has been answered, saying: "Resurrection is no sport or fun so that whenever a jester should ask for it, it should be brought forth immediately. It is indeed the Day of Judgment to settle the account of all mankind and of all its individuals. For it Allah has fixed a specific time it will take place at its own time, and when it takes place with all its dreads and horrors, it will confound those who are demanding it for fun today. Then their cases will be decided only on the evidence of those Messengers whom these</p>	<p>4 min.</p>	<p>Real Life Objects/ Pictures/ Discussion</p>	<p>Continuous Discussion</p>

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	deniers of the truth are repudiating with impunity. Then they will themselves realize how they themselves are responsible for their dooms.			
4. recite from ayah 8 till ayah 15 of the soorah from memory.	The teacher may use a recitation demonstration or recite the ayat him/herself. He/she must focus on the mouth formation and the articulation points of the letters. Introducing the ghunnah is preferred at this point to improve students' recitation. First, the teacher may recite the first ayah a number of times for students to repeat after him/her. Once successful, he/she moves on to the next ayah. When the second ayah is memorized, the teacher must read the first and the second together. And so on until the ayat are memorized. The teacher will give both teams 5 minutes to listen to each other and correct any mistakes.	10 min.	Drill/ Recitation Demonstration/ Teamwork	Recitation The teacher will test students randomly. He/she will score the teams.
5. conclude that all prophets will be called to testify about their people on the Day of Judgment, and the punishment unbelievers will suffer from on the day.	The teacher may write some names of earlier prophets such as prophet Hood, and prophet Loot. He/she will narrate their stories in brief emphasizing on the fact that they disbelieved in Allah and harmed their prophet's so that Allah punished them. Also, Allah is saying that all disbelievers will face the same fate.	3 min.	Narration	Answering exercises 1,2 on page 10
6. recite from ayah 16 till ayah 20 of the soorah from memory	The teacher may use a recitation demonstration or recite the ayat him/herself. He/she must focus on the mouth formation and the articulation points of the letters. Introducing the ghunnah is preferred at this point to improve students' recitation. First, the teacher may recite the first ayah a number of times for students to repeat after him/her. Once successful, he/she moves on to the next ayah. When the second ayah is memorized, the teacher must read the first and the second together. And so on until the ayat are memorized. The teacher will give both teams 5 minutes to listen to each other and correct any mistakes.	5 min.	Drill/ Recitation Demonstration/ Teamwork	Recitation The teacher will test students randomly. He/she will score the teams and keep the score board for next period.

Homework:

1. The activities and exercises in Student's Book that were not covered through the lesson to be assigned.
2. Memorize the soorah at home, recite it in your daily prayers.

DAILY LESSON PLAN
G4-Unit 2 – Lesson 1

Lesson Title: Worshipping Allah

Number of Students:

Warm up Activity:

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

The teacher may remind students of ayah: 36 from Soorat adh-Dhariyaat. He/she will ask students about the purpose of our creation.

No more than 3 minutes

The teacher will ask students, “How can we worship Allah?” he/she will listen to students’ answers and discuss their answers. Answers may include, “Du’aa – Prayer – Sawm – Hajj – Dhikr.....”

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. explain the meaning of “intercessor” in general and in Islam.	The teacher may choose two students to come in front of the class. He/she will name the first student “A”, and the other student “B”. Now, the teacher will ask student “A” to ask student “B” to close the door because student “B” is far from the teacher and can’t hear him/her. After that, the teacher will show students a flash card for the word, “INTERCESSOR”. He/she will ask students to point at the student who should hold the flash card. Students’ answer should be: student “A” since he is the one in-between. Then, the teacher will write the definition of intercessor on the board and encourage students to memorize it. The teacher may ask students to discover what an intercessor in Islam is. By showing some pictures of some pious peoples’ graves, relics, and artifacts, the teacher will discuss with students the idea of intercession and its rule in Islam.	8 min.	Demonstration/ Flashcard/ Board/ Discussion/ Pictures	Try to find some synonyms of “intercessor” from thesaurus.
2. conclude the meaning of the word	The teacher may ask students to read the ayah from Soorat	8 min.	Discussion/ Qur’aan/	Answering activity 1 in the

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
“taghoot”.	an-Nahl: 36 from their Qur’aan copies. Meanwhile, the teacher will write its English meaning on the board and highlight the word taghoot. A discussion should be conducted to define the word. The teacher may refer to Shaytaan as an example of taghoot.		Board/ Markers	textbook, pg. 16
3. enumerate different kinds of worship and deduce the correct one.	<p>The teacher may draw this figure on the board:</p> <p>the teacher will clarify the drawing by defining three kinds of people</p> <ol style="list-style-type: none"> 1. people who directly ask Allah 2. people who ask an intercessor to ask Allah for them. 3. people who ask taghoot instead of Allah. <p>The teacher will clarify why only Allah deserves to be worshipped and asked</p> <p>In times of need.</p>	8 min.	Board/ Markers/ Discussion	Draw the same figure in your copybooks and color the path which leads to Jannah green. Answering the exercise in the textbook, pg. 15
4. state that Allah ordered us to direct our worship to Him only.	<p>The teacher will ask students to predict the soorah which we recite at least seventeen times a day. After that, he/she will ask students to predict which ayah talks about directing our worship to Allah. A discussion should be conducted to figure out the reason behind that order.</p>	8 min.	Discussion	Questions

Homework:

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

DAILY LESSON PLAN
G4-Unit 2 – Lesson 2

Lesson Title: The Meaning of Worship

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 a man (Salim) who wanted to cut a tree because people used to worship it. On the way, with the axe in his hand, he met another man. The later tried to persuade Salim not to cut the tree. Salim refused and continued on his way. The man tried to hit him and both men fought together, Salim stroke him down and won the fight. Then, the man told Salim that if he didn't cut the tree, he will wake up with a golden coin under his pillow every day. Salim accepted the offer and returned home. The man kept his promise for 2 weeks; Salim used to wake up every day and find the coin under the pillow. After that, the coins stopped showing up. Salim got so angry and took the axe to cut the tree. When he was on the way, the man appeared and tried to stop him. Both men fought together, but this time the man won. Conclusion: the man was the Shaytaan and he couldn't defeat Salim at the first time because his intention was for Allah's sake. But the second time the intention was for the coins so he was defeated.

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 meaning of 'ibaadah, nawafil, and fard in English.	The teacher may use six flash cards for the three words in Arabic and their English meanings. He/she will stick the flash cards on the board and ask three students to come to the board and pick each two related words. After they succeed, the teacher will encourage students to memorize the words by heart.	10 min.	Flash Cards/ Students' Participation/ Drill	The teacher may shuffle the flashcards again and ask students to put them back in order.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
2. explain the meaning of worship.	The teacher may read the hadith of Prophet Muhammad to his companion Mu'aadh ibn Jabal about worshipping Allah. He/she will write on the board: "What is worship?" a discussion may be conducted to ensure students' understanding of the wide variety of acts that can be considered worship. The teacher may give students' opportunities to share their opinions. The teacher may show a PPT of different daily acts such as reading Qur'aan, Praying, Giving charity, greeting people, Hajj, and working hard. The teacher will make sure that students understand that any act done with the intention for Allah's sake is considered an act of worship.	10 min.	PPP/ Discussion/ Board/ Textbook	Give more examples of worship.
3. state the two main categories of worship.	The teacher may ask students about a way to organize these acts of worship. After some discussion, the teacher will draw two arrows from the word worship and write "Obligatory" and "Recommended". Then, the teacher will give some examples for acts of worship and ask students if these act are obligatory; a must, or recommended; extra.	5 min.	PPP/ Board	Answering exercises 1,2 in the textbook, pg. 20
4. summarize the lesson in an interactive way.	The teacher may divide students into two groups. Each group will be assigned with one category. Five minutes will be given for each team to read the paragraph carefully from the textbook and reteach it to the other team.	7 min.	Competition / Teaching Activity	Answering activity 1 in the textbook, pg. 20
5. identify the two factors that determine the acceptance of worship.	Based on the preparatory activity, the teacher may emphasize on the importance of one's intention for his worship to be accepted by Allah. Also, from the previous lesson, one should worship Allah without associating any partner; without shirk.	3 min.	Story/ Discussion	Complete the following sentence: For one's action to be accepted by Allah, he shouldn't _____ or commit _____.

Homework:

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

DAILY LESSON PLAN

G4-Unit 2 – Lesson 3

Lesson Title: Soorat al-Mursalaat: Those Sent Forth (Part 2) **Date:**

Number of Students:

Warm up Activity:

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

The teacher may motivate students to memorize this section of the soorah by dividing the class into two teams. Each team is considered one unit and will not be scored if one student from the team failed to memorize the assigned part. Team work is necessary wherein the clever helps the weak. The teacher may stick a score board for both teams on the board and for each verse memorized, one point must be added. After the whole soorah is totally memorized, the losing team will throw a party for the winning team by bringing balloons, healthy candies, and snacks. The teacher may bring extra snacks for the whole class, and everyone will celebrate finishing the soorah.

No more than 3 minutes

The teacher may advise students by telling them, “Never give up. It may become hard and you may feel as though you cannot learn, but put your trust in Allah and pray for his help. Also, whilst you are memorizing the Qur'an, you should try your hardest to abstain from sin. Sinning may be the reason you find it difficult to learn passages of the Qur'an. And after having completed the memorization, one should continue to abstain from sin as it is a darkness which will make the Qur'an fade from ones heart.”

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. contemplate the various manifestations of Allah's Powers.	The teacher may show a video about the formation of fetus in the womb and manifest Allah's Greatness and Power. He/she may state the benefit of the earth as a shelter for us whether dead or alive. The teacher may ask students if there were no mountains fixing the earth or if there were no fresh water for us to drink.	5 min.	Video/ Discussion	Questions: Name some of Allah's blessings.
2. recite from ayah 21 till ayah 28 of the soorah from memory.	The teacher may use a recitation demonstration or recite the ayat him/herself. He/she must focus on the mouth formation and the articulation points of the letters. Introducing the ghunnah is preferred at this point to improve students' recitation. First, the teacher may recite the first ayah a number of times for students to repeat after him/her. Once	8 min.	Drill/ Recitation Demonstration/ Teamwork	Recitation The teacher will test students randomly. He/she will score the teams.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p>successful, he/she moves on to the next ayah. When the second ayah is memorized, the teacher must read the first and the second together. And so on until the ayat are memorized. The teacher will give both teams 5 minutes to listen to each other and correct any mistakes.</p>			
<p>3. describe The driving of the criminals to their final abode in Hell and how it will be done.</p>	<p>The teacher may explain the ayat by saying: Allah informs about the disbelievers who deny the final abode, the recompense, Paradise, and the Hellfire. On the Day of Judgment it will be said to them: (Depart you to that which you used to deny! Depart you to a shadow in three columns,) meaning, a flame of fire when it rises and ascends with smoke. So due to its severity and strength, it will have three columns. (Neither shady nor of any use against the fierce flame of the Fire.) meaning, shade of the smoke that comes from the flame -- which itself will not have a shade, nor will it benefit against the flame. This means it will not protect them from the heat of the flame. Allah said, (Verily, it throws sparks as Al-Qasr,) meaning, its sparks will shoot out from its flame like huge castles (As if they were Sufr camels.) means, black camels.</p>	<p>5 min.</p>	<p>Narration /Discussion</p>	<p>Answering exercise 1 in the textbook, pg. 24</p>
<p>4. recite from ayah 29 till ayah 34 of the soorah from memory..</p>	<p>The teacher may use a recitation demonstration or recite the ayah him/herself. He/she must focus on the mouth formation and the articulation points of the letters. Introducing the ghunnah and prolongation of madd letters is preferred at this point to improve students' recitation. First, the teacher may recite the first ayah a number of times for students to repeat after him/her. Once successful, he/she moves on to the next ayah. When the second ayah is memorized, the teacher must read the first and the second together. And so on until the ayat are memorized. The teacher will give both teams 5 minutes to listen to each other and correct any mistakes.</p>	<p>8 min.</p>	<p>Drill/ Recitation/ Demonstration/ Teamwork</p>	<p>Recitation The teacher will test students randomly. He/she will score the teams.</p>
<p>5. describe the inability of the criminals to speak, make excuses, or step forward on the Day of Judgment</p>	<p>The teacher may give an example of a child who made a big mistake (told a lie, stole, or failed a test...etc.). When his parents are blaming him for the terrible act, he will try to escape from the punishment by explaining his behavior or apologizing, or planning a plot against his parents. On the</p>	<p>5 min.</p>	<p>Demonstration/ Narration/ Discussion</p>	<p>Answering activity 1 in the textbook, pg. 25</p>

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
6. recite from ayah 16 till ayah 20 of the soorah from memory	<p>Day of Judgment, the criminals will not be able to speak, nor will they be granted permission to speak so that they can make excuses. Rather, the proof will be established against them, and they will be called upon to speak about the wrong that they did, but they will not be able to say anything. Then Allah says (So, if you have a plot, use it against Me!) This is a serious threat and a harsh warning. It means, `if you are able to save yourselves from being seized by Me, and rescue yourselves from My ruling, then do so. But you are certainly not able to do so.</p> <p>The teacher may use a recitation demonstration or recite the ayat him/herself. He/she must focus on the mouth formation and the articulation points of the letters. Introducing the ghunnah is preferred at this point to improve students' recitation. First, the teacher may recite the first ayah a number of times for students to repeat after him/her. Once successful, he/she moves on to the next ayah. When the second ayah is memorized, the teacher must read the first and the second together. And so on until the ayat are memorized. The teacher will give both teams 5 minutes to listen to each other and correct any mistakes.</p>	8 min.	Drill/ Recitation Demonstration/ Teamwork	<p>Recitation</p> <p>The teacher will test students randomly. He/she will score the teams and keep the score board for next period.</p> <p>Answering exercises 2 on page 10.</p>

Homework:

1. The activities and exercises in Student's Book that were not covered through the lesson to be assigned.
2. Memorize the soorah at home, recite it in your daily prayers.

DAILY LESSON PLAN
G4-Unit 3 – Lesson 1

Lesson Title: Types of Worship

Date:

Number of Students:

Warm up Activity:

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

The teacher may remind students with previous words “ibaadah”, “shirk”, “nawafil”, “mushrik”, and “fard”. He/she may play a game wherein the teacher says “ibaadah” students must say “worship” and so on until making sure that the words are memorized by heart.

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. define the word worship in English.	The teacher may write the word “worship” on the board, and ask student to remember its Arabic meaning “’ibaadah”. The, the teacher may ask students if they can define the word. After some trials and errors, and some leading questions, the teacher may lead students to this statement: “all words and actions that Allah is pleased with”. Students must be encouraged to memorize the statement.	5 min.	Board/ Discussion/ Questions and Answers	Answering exercise 1 in the textbook, pg. 30
2. list the types of worship “inward and outward”, and address which acts of worship are inward, and which are outward.	The teacher may write all acts of worship (in the textbook) on flashcards and stick them on the board. He/she will read the words slowly and explain them. The teacher may explain that worship can be either inward “unseen; done by heart only” or outward “seen; practical” each student must come to the board and pick one act of worship and decide whether this act is inward or outward and why.	10 min.	Flashcards/ Board/ Participation	Answering exercise 2 in the textbook, pg. 30
3. state that all acts of worship should be done solely for Allah’s sake and not	The teacher may remind students of the importance of directing one’s acts of worship to Allah since He is the One	10 min.	Discussion	Answering activity 2 in the textbook, pg. 31

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
associating any partners with Him.	who is capable of helping and giving. This can be done by showing some pictures of idols' worshippers and discussing the benefits those people may gain by asking rocks or mud. The teacher must introduce another word "mushrik" he/she will explain its definition and give examples to it.			
4. identify one's actions whether inward or outward types of worship.	The teacher may describe his/her day. When mentioning an act of worship, student must state whether inward or outward. For example: I woke up early and made wudoo' (here students must say outward) and prayed Fajr (outward). I recited the morning adhkaar (outward) and helped my mother by making sandwiches (outward). I had an important meeting that day, so I was afraid to make something wrong but I relied on Allah (inward). I saw a golden coin on the sidewalk, the Shaytaan tempted me to take it for myself, but I feared Allah (inward). Instead I gave it to the police officeretc.	10 min.	Discussion	Students' understanding can be assessed based on their answers to the teacher.

Homework:

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

DAILY LESSON PLAN
G4-Unit 3 – Lesson 2

Lesson Title: *The Shahaadataan*

Date:

Number of Students:

Warm up Activity:

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

The teacher may bring some building blocks that will be used to construct a two leveled structure held together by five long pillars. Each student will have one block. All students must share in building one tall pillar (Shahaadataan). The teacher must explain that this building resembles Islam. As the building contains five pillars, also, Islam is built upon five pillars. Students must understand each and every pillar correctly to be strong Muslim.

No more than 2 minutes

The teacher may narrate a story from the Islamic history about Omar ibn al-Khattab’s acceptance to Islam. He/she must emphasize on the importance of the *shahaadataan* as the declaration of faith. Also, the teacher may display video from the internet about people, who accepted Islam, describing the moment when they pronounced the *shahaadataan*.

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 meaning of the <i>shahaadah</i> in Arabic	The teacher may give an example of the shahaadah in general; he/she may choose a student to ask him whether his P.E. teacher came to school today. The student will reply in affirmative because he saw the teacher in the morning assembly so he is sure that the teacher is present. Then, the teacher will discuss the meaning of the <i>shahaadah</i> in Arabic; to bear witness to something that one believes is true.	7 min.	Demonstration	Direct Questions: Have you seen a court before? Have you seen a person testifying against another person? What do you think will happen if the former person lied? Is the <i>shahaadah</i> important? Why?
2. explain the meaning of the <i>shahaadataan</i> in <i>Sharee’ah</i> (in Islam)	The teacher may have the <i>shahaadataan</i> written on flash cards in Arabic and in English. He/she will stick the parts of the <i>shahaadataan</i> on the board. He/she must explain the meaning and encourage students to memorize it.	7 min.	Flashcards/ Drill/ Board	Students must be assessed based on their memorization of the shahaadataan in Arabic and in English
3. analyze the first part of the shahaadah.	The teacher may show his/her closed pencil case to students. He/she make sure that no one saw its contents. Then, the teacher will ask students if there could be a real elephant inside the pencil case. Students will negate by logic the	7 min.	Real Object/ Demonstration	Answering exercise 2 in the textbook, pg. 35 Direct question: Based on your understanding of

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p>possibility of that idea. The teacher will ask them one more time to assure their negation, “Do you negate that an elephant is inside the pencil case?” they will reply, “Yes”. Here the teacher will write the word “negation” on the board. Then, the teacher must open the pencil case and show students the siwaak inside and close it again. He/she will ask students, “Is there a siwaak inside?” students will reply in affirmative. The teacher then asks, “Do you affirm?” students will reply, “Yes”. Here, the teacher may write the word “Affirmation” on the board.</p> <p>The teacher will stick the flashcards of the shahaadataan on the board and inform students that the first part “Laa ilaaha illallaah” is supported by two pillars “negation and affirmation”. The teacher must apply those two words on the phrase. Negation when we say that we believe that there is no other god, and affirmation when we say that we believe that there is Allah.</p>			the shahaadataan, analyze and find the negation and affirmation in this ayah: “So whoever disbelieves in <i>taaghoot</i> and believes in Allah has grasped the most trustworthy handhold with no break in it. And Allah is the Hearing and Knowing”
4. analyze the second part of the shahaadataan.	The teacher should stick the parts of the second shahaadah on the board “Muhammad is the messenger of Allah”. He/she will explain the two pillars that support this testimony and encourage students to memorize them.	7 min.	Flashcards/ Board/ Discussion	Answering exercise 3 in the textbook, pg. 35
5. state the value of Prophet Muhammad in Islam.	<p>The teacher may write on the board: Believe in him. Obey him. Follow him.</p> <p>Then, the teacher must pinpoint that we shouldn’t attribute qualities to Prophet Muhammad that belong only to Allah, on the other hand, we should believe in him and obey him because he is last messenger and also because Allah ordered us to obey and follow him.</p>	7 min.	Board/ Discussion	<p>Discussion Who knows the unseen? Who can harm and benefit?</p>

Homework:

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

DAILY LESSON PLAN

G4-Unit 3 – Lesson 3

Lesson Title: Soorat al-Mursalaat: Those Sent Forth (Part 3) **Date:**

Number of Students:

Warm up Activity:

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

The teacher may motivate students to memorize this section of the soorah by dividing the class into two teams. Each team is considered one unit and will not be scored if one student from the team failed to memorize the assigned part. Team work is necessary wherein the clever helps the weak. The teacher may stick a score board for both teams on the board and for each verse memorized, one point must be added. After the whole soorah is totally memorized, the losing team will throw a party for the winning team by bringing balloons, healthy candies, and snacks. The teacher may bring extra snacks for the whole class, and everyone will celebrate finishing the soorah.

No more than 3 minutes

The teacher may advise students by telling them, “Never give up. It may become hard and you may feel as though you cannot learn, but put your trust in Allah and pray for his help. Also, whilst you are memorizing the Qur'an, you should try your hardest to abstain from sin. Sinning may be the reason you find it difficult to learn passages of the Qur'an. And after having completed the memorization, one should continue to abstain from sin as it is a darkness which will make the Qur'an fade from ones heart.”

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 final abode for those who has piety.	The teacher may remind students of the criminals' final abode, who denied the Day of Judgment and compare it with the adobe of the believers. Allah informs that His servants who have taqwa and worship Him by performing the obligations and abandoning the forbidden things, will be in gardens and springs on the Day of Judgment. This means they will be in the opposite condition of the wretched people, who will be in shades of Al-Yahmum, which is putrid, black smoke. Allah says, (And fruits, such as they desire.) meaning, and from other types of fruits, they will have whatever they request. (Eat and drink comfortably for that which you used to do) meaning, this will be said to them	5 min.	Discussion	Answering exercise 1 and activity 2 in the textbook, pg. 38

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	out of kindness for them. Reestablishing what He has previously mentioned, Allah says; (Verily, thus We reward the Muhsinin.) meaning, `this is Our reward for whoever does good deeds.			
2. recite from ayah 41 till ayah 45 of the soorah from memory.	The teacher may use a recitation demonstration or recite the ayat him/herself. He/she must focus on the mouth formation and the articulation points of the letters. Introducing the ghunnah is preferred at this point to improve students' recitation. First, the teacher may recite the first ayah a number of times for students to repeat after him/her. Once successful, he/she moves on to the next ayah. When the second ayah is memorized, the teacher must read the first and the second together. And so on until the ayat are memorized. The teacher will give both teams 5 minutes to listen to each other and correct any mistakes.	10 min.	Drill/ Recitation Demonstration/ Teamwork	Recitation The teacher will test students randomly. He/she will score the teams.
3. state the two reasons behind one's disbelief in Allah.	The teacher may inform the students that one of the causes of rejecting to believe in the Day of Judgment is the attachment to this worldly life; the joy, happiness, freedom to do anything without the fear of punishment. Allah threatens those people that this life is so short in comparison with the worldly life. Another reason for not believing is arrogance, overconfidence, and proud soul. If one fails to submit to Allah; the Creator and Sustainer, he will be a criminal and sinner.	10 min.	Discussion	Questions
4. recite from ayah 46 till the end of the soorah from memory .	The teacher may use a recitation demonstration or recite the ayat him/herself. He/she must focus on the mouth formation and the articulation points of the letters. Introducing the ghunnah is preferred at this point to improve students' recitation. First, the teacher may recite the first ayah a number of times for students to repeat after him/her. Once successful, he/she moves on to the next ayah. When the second ayah is memorized, the teacher must read the first and the second together. And so on until the ayat are memorized. The teacher will give both teams 5 minutes to listen to each other and correct any mistakes.	10 min.	Drill/ Recitation Demonstration/ Teamwork	Recitation The teacher will test students randomly. He/she will score the teams.

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

DAILY LESSON PLAN

G4-Unit 4 – Lesson 1

Lesson Title: The Meaning of *Salah*

Date:

Number of Students:

Warm up Activity:

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

The teacher may bring some building blocks that will be used to construct a two leveled structure held together by five long pillars. Each student will have one block. All students must share in building one tall pillar (*salah*). The teacher must explain that this building resembles Islam. As the building contains five pillars, also, Islam is built upon five pillars. Students must understand each and every pillar correctly to be strong Muslim.

No more than 2 minutes

The teacher may narrate the story of the Night Journey and Ascension emphasizing on the fact that *Salah* is the only pillar ordered by Allah directly to Prophet Muhammad from above the seven heavens and not through the Angel Jibreel nor in the Qur'aan as the rest of the pillars.

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 importance of <i>Salah</i> in Islam.	Based on the warm up story, the teacher may instill the importance of <i>salah</i> for Muslims. He/she may inform students that prayer is the first act of worship Muslims will be asked about on the Day of Judgment. The teacher may narrate a story of a man who used to delay his daily prayers and perform them quickly. One day after he finished his prayer he opened his eyes and found himself on the Day of Judgment. People were running and screaming and wondering about their fates. After a while, his name is called and angels take him in front of the scale of deeds where all his life and acts are judged. Then, he found his name among the people who will go to Hell Fire. Two angels took him and dragged him to the hell, the man didn't believe his fate and he yelled to all the good deeds he had done to save him. the angels pushed him to the hell and he started to fall when	10 min.	Story Narration discussion	Answering exercise 1 in the textbook, pg. 42

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
2. conclude that salah is the link between Muslims and Allah.	<p>a hand grabbed him by the arm and pulled him back. It was an old man who pulled him and told him, "I'm your prayers" the man was very angry and asked his saver about the reason behind his lateness. The man replied, "you always performed me at the last minute". With a sigh of relief, the man opened his eyes and discovered that it was only a dream. Since then, that man never delayed a prayer.</p> <p>The teacher may bring a scarf and hold one end and give the other end to a student (asking him/her to hold the scarf firmly). The teacher will explain that the scarf is connecting him/ her and the students and if they didn't let go of it, they will remain attached and linked together. Afterwards, the teacher will explain that salah is the link between Muslims and Allah. If they didn't let go and performed their prayers on time, they are linked to Allah. Their duaa' will be responded by Allah.</p>	10 min.	Discussion	Answering exercise 3 in the textbook, pg. 42
3. state the different acts of worship included in salah.	<p>The teacher may take students to the prayer area of the school. He/ she must say, "Muslims make sure that they are in the right frame of mind before they pray; they put aside all every day cares and thoughts so that they can concentrate exclusively on Allah" He/she will ask students to listen attentively to him/her and feel the words while performing the movements. The teacher will read the hadeeth "When one of you prays, he speaks to his Lord." The teacher will ask students to raise their hands and say "Allahuakbar". He/she will continue by saying Allah is greater than everything, greater than the sky, and the sun, and the mountains.....</p> <p>The teacher will continue to explain the acts of worship in salah in the same manner to instill the feeling of love, thank, humility in students' hearts.</p>	10 min.	Discussion Demonstration	<p>What did Allah warn the Muslims from when praying?</p> <p>Answering exercise 2 in the textbook, pg. and activity 1 in the textbook, pg. 43</p>

Homework:

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

DAILY LESSON PLAN
G4-Unit 4 – Lesson 2

Lesson Title: The Meaning of *Zakah*

Date:

Number of Students:

Warm up Activity:

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

The teacher may bring some building blocks that will be used to construct a two level structure held together by five long pillars. Each student will have one block. All students must share in building one tall pillar (*Zakah*). The teacher must explain that this building resembles Islam. As the building contains five pillars, also, Islam is built upon five pillars. Students must understand each and every pillar correctly to be strong Muslim.

No more than 3 minutes

The teacher may narrate the incident when AbuBakr (the first khaleefah) fought with people who refused to pay *zakah*, emphasizing on the fact that *zakah* is a pillar of Islam and without it Islam isn't complete.

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 meaning of <i>zakah</i> in <i>Sharee'ah</i> .	The teacher may write on the board: <i>Zakah</i> is the _____ that must be paid by the _____ of specified amount of _____. The teacher may lead students to complete the sentence using a series of questions. For example: Is <i>zakah</i> a must or a choice? Is it obligatory or just recommended? What do we call the act of giving money to the poor? And so on until the statement is completed. The teacher must encourage students to memorize it.	10 min.	Board/ Questions/ Answers	The teacher may ask students to close their eyes and memorize the statement by heart, then answer exercise 1 in the textbook, pg. 46
2. recite the hadeeth about the pillars of Islam.	The teacher may use PPT or write the hadeeth on a big laminated card. He/she must read the hadeeth and ask students to repeat after him/her to insure their memorization.	5 min.	PPP/ Laminated Card	Worksheets to be given to students.
3. state some of the benefits of <i>zakah</i> .	The teacher may use a puppet show or choose some upper grade students to act a play. The scenario may be about a	10 min.	Puppet Show/ Play	Direct question: What do we learn from the story?

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	rich man who helps a poor one. Or any other scenario to emphasize the benefits everyone will have when zakah is paid.			Answering exercise 2 in the textbook, pg. 46
4. conclude that zakah increases the wealth.	The teacher may narrate real life stories about people who helped the poor and the reward they received from Allah afterwards. The teacher may ask one student to read the ayah from Soorah Saba' mentioned in the textbook and explain it.	10 min.	Textbook/ Narration	Answering exercise 3 in the textbook, pg. 46

Homework:

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

DAILY LESSON PLAN

G4-Unit 4 – Lesson 3

Lesson Title: Soorat al-Mursalaat: Those Sent Forth (Review) **Date:**

Number of Students:

Warm up Activity:

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

The teacher may motivate students to memorize this section of the soorah by dividing the class into two teams. Each team is considered one unit and will not be scored if one student from the team failed to memorize the assigned part. Team work is necessary wherein the clever helps the weak. The teacher may stick a score board for both teams on the board and for each verse memorized, one point must be added. After the whole soorah is totally memorized, the losing team will throw a party for the winning team by bringing balloons, healthy candies, and snacks. The teacher may bring extra snacks for the whole class, and everyone will celebrate finishing the soorah.

No more than 3 minutes

The teacher may advise students by telling them, “Never give up. It may become hard and you may feel as though you cannot learn, but put your trust in Allah and pray for his help. Also, whilst you are memorizing the Qur’an, you should try your hardest to abstain from sin. Sinning may be the reason you find it difficult to learn passages of the Qur’an. And after having completed the memorization, one should continue to abstain from sin as it is a darkness which will make the Qur’an fade from ones heart.”

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. 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 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	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.	10 min.	All the aids used in the Qur’aan lesson regarding the soorah being	Questioning the students or asking them to give a summary.

Objectives

Procedures

Time

**Teaching Strategies
& Audiovisuals**

Evaluation

reviewed

Homework:

1. The activities and exercises in Student's Book that were not covered through the lesson to be assigned.
2. Memorize the soorah at home, recite it in your daily prayers.

DAILY LESSON PLAN

Lesson Title: Review: The *Thaqalaan* and Worship

Date:

Number of Students:

Objectives	Action	Time	Educational technologies	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 five teams (one lesson for each team), each team will read through its assigned lesson and make its own summary of the lesson.	10 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.	10 min.	Flash Cards/ Games	Continuous evaluation during the game.
4. answer exercises and activities in the review lesson individually.	The teacher will ask students to open their students' books pg. 51 and 52. Students are required to answer the exercises and activities in the assigned time.	10 min.	Textbook	Students' will be given marks based on their answers.

DAILY LESSON PLAN
G4-Unit 5 – Lesson 2

Lesson Title: Review: The Meaning of the **Date:**
Shahaadataan, Salah, and Zakah

Number of Students:

Warm up Activity:

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

The teacher may bring the same building blocks from the previous lessons. Now, students have constructed a two level structure that is held together by three pillars assembled by students themselves (*shahaadataan, salah, zakah*). The teacher may remind students of the importance of those pillars to the building. Hence, the importance of the *shahaadataan, salah, and zakah* to Islam.

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 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.	8 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 three teams (one lesson for each team), each team will read through its assigned lesson and make its own summary of the lesson using notes.	8 min.	Textbook/ Group Work	The whole team will stand in front of the class and present their lesson and answer any questions from the teacher as well as 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	8min.	Flash Cards/ Games	Continuous evaluation during the game.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
4. answer the exercises and activities in the review lesson individually.	recall its meaning. The teacher will ask students to open their students' books pg. 54 and 55. Students are required to answer the exercises and activities in the assigned time.	10 min.	Textbook/ Pop Quiz	exercises students' books pg. 54 and 55..

Homework:

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

DAILY LESSON PLAN
G4-Unit 5 – Lesson 3

Lesson Title: *Soorah al- Insaan: Humankind (Part1)* **Date:**

Number of Students:

Warm up Activity:

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-Insan, which has 31 ayat. 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 recognized that it's 31 ayat.)

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. 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 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/ Group Recitation	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.	5 min.	All the aids for in the Soorah being reviewed to be reused.	Questioning the students or asking them to give a summary.
3. Point out what he/she learns from the soorah	The teacher may ask students to read the paragraph entitled, "We learn from the soorah:" he/she must discuss each point briefly and allow the students to share their opinions and ideas.	5 min.	Textbook/ Discussion	Answering exercises a, b on pg.167

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