

DAILY LESSON PLAN
G4-Unit 11–Lesson 1

Lesson Title: Boycott in the Area of Aboo Taalib **Date:**
(Part1)

Number of Students:

Warm up Activity:

The teacher may narrate a story about a Muslim girl who had to travel to a foreign country because of her father’s job. The girl was excited at first, because she is going to meet new people and join a new school. The problem was when the girl had to pray dhuhr in the class; her mates got angry and asked her to choose between being their friend or praying. The girl chose praying, so the others wrote a **pact** on a **parchment** and attached it to the classroom wall. The pact involved that no one is allowed to communicate in any way to her; they **boycotted** the girl. The girl was very sad having had to go every day to the school without talking to anyone. It was very hard for her to accept, but she didn’t give up. The girl continued to pray and help the others whenever she had the chance to. After a while, all the students realized that they have done a mistake by boycotted the girl and deep inside they wanted to get to know her because of her good character. They decided to cut the parchment and apologized to her.

No more than 5 minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. describe the disbelievers’ attempts to kill Prophet Muhammad.	The teacher will narrate the different attempts that were done by the disbelievers to kill the Prophet, and how Allah saves Prophet Muhammad every time.	10 min.	Narration Discussion	Questions
2. State and feel the importance of attached families and refer to Prophet	The teacher will pinpoint the role of Banoo Hashim and Banoo Muttalub in protecting the Prophet, even though they	10 min.	Narration Discussion	Questions

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
Muhammad's family.	were not Muslims. The teacher will teach this objective in a narrative manner. Then, a discussion should be conducted to insure their understanding to the value of the family.			
3. state the different disbelievers' attempts to stop the spread of Islam.	The teacher might narrate the disbelievers' attempts to stop the call of Islam. They tried to bribe the Prophet and they offered to make him a king. The Prophet refused all those attempts and stood firm against their trials.	10 min.	Narration Discussion	Questions
4. narrate the boycott incident and its consequences.	Based on the warm up activity, the teacher will introduce the three words, boycott, parchment, and pact. He/she will narrate the incident of the boycott and its effect on the two families.	10 min.	Narration Discussion	Answering exercises 1, 2...7 in the textbook, pgs. 137, 138

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 11–Lesson 2

Lesson Title: Boycott in the Area of Aboo Taalib (Part 2) **Date:**

Number of Students:

Warm up Activity:

A brief introduction can be useful to remind the students of the past lesson. The teacher might choose a student to narrate the boycott incident.

No more than 5 minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. describe the hardships that Bano Haashim and Banoo Muttalib had to suffer.	The teacher might bring some leaves of trees. He/she will ask the students if they are willing to eat those leaves for supper. He/she will continue to narrate the story to show the hardships those families had to suffer from during the three years of the boycott.	10 min.	Real Life Example/ Narration Discussion	Questions
2. state the effect of the boycott on the Prophet and the Muslims.	The teacher might narrate that the Prophet wasn't affected in any way. He remained steadfast and kept on inviting people to Islam.	15 min.	Narration Discussion	Questions
3. describe the ending of the boycott and its effect on the Muslims.	The teacher should narrate how the boycott ended in an exciting way to elevate the students' spirits.	10 min.	Narration Discussion	Answering the exercises from 1 to 10 in the textbook, pg. 142

Homework:

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

DAILY LESSON PLAN
G4-Unit 11–Lesson 3

Lesson Title: Review: *Soorat al- Mulk, Soorat al- Qalam* **Date:**

Number of Students:

Give students 10 minutes to revise the soorah before assessing them

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 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.	30 min.	Audio/ Visual/ Group Recitaion	Assessing each student individually or requesting one student to recite and stop after three or four verses, then asking another student to continue where the first one had stopped and so forth until the soorah is complete.
2. explain the general meaning of the soorah.	The teacher may bring the same aids used in the lessons to remind the students of the general meaning of the soorah.	10 min.	All the aids for the Soorah being reviewed to be reused.	Questioning the students or asking them to give a summary.

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 12–Lesson 1

Lesson Title: The Night Journey and Ascension **Date:**
(Part 1)

Number of Students:

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. define the meaning of israa' and mi'raaj in English	The teacher may stick three pictures on the board. The Ka'bah, The Aqsa Masjid, and the heaven. The teacher may draw a line between the first two and write the night journey. He/she will draw another line between the masjid al-Aqsa and the heavens and write the ascension. The teacher will explain the meaning in Arabic and in English, and encourage the students to memorize the terms.	10 min.	Pictures/ Board/ Explanation/ Drill	The teacher might ask the students to write the names of the two journeys in Arabic and their meaning in English
2. describe the events of the first journey, and the reason behind the two journeys.	The teacher might narrate the hardships that Prophet Muhammad had to suffer; his wife's and uncle's death.... Allah wanted to relieve his pains, so He took him in this journey. Then the teacher will explain the details of the night journey.	15 min.	Narration Discussion	Questions
3. describe the first part of the Ascension.	The teacher will narrate the story in a captivating manner making sure that students must understand that those two journey actually happened physically to our Prophet.	15 min.	Narration	Answering exercises 1-8 in the textbook, pg. 148

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 12–Lesson 2

Lesson Title: The Night Journey and Ascension **Date:**
(Part 2)

Number of Students:

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. define the meaning of Bayt al-Ma'moor and Sidratul Muntahaa in English	The teacher may have flash cards for the words. He/she will explain their meanings and how do they look like.	10 min.	Flashcards Board	Puzzling the students with the flashcards can be beneficial.
2. describe the events of the Ascension.	The teacher might narrate the events of the Ascension and make sure that although it's an unbelievable journey, yet it's true and we must believe in it since it was told to us by Allah and His Messenger. The teacher will write the ordinal numbers of the seven skies and the name of every prophet in each sky and encourage the students to memorize them. The teacher will emphasize the fact that Prophet Muhammd was chosen to be the imam for all the Prophets because he is the last and no one after him. "Our Prophet was the imam for all the prophets"	10 min.	Narration Discussion	Questions
3. conclude that salah was revealed to Prophet Muhammad during that night.	The teacher will pinpoint the importance of salah since it's the only pillar that was revealed to Prophet Muhammad from above the seven heavens. The teacher will describe the number of rak'aat originally revealed by Allah and the reason for their decrease.	10 min.	Narration/ Discussion	Questions
4. describe the disbelievers' reaction after the Journey.	The teacher will narrate the disbelievers' reaction and their deni the whoe thing although Muhammad (P.B.U.H) provided them with many evidences.	10 min.	Narration Discussion	Answering exercises 1-5 in the textbook, pg. 152

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 12–Lesson 3

Lesson Title: Soorat al-Haaqqah: That Which Makes Realities Clear **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 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 5 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 recitation of the soorah a couple of times. The teacher may ask students to sit in circle. He/she will start by reciting the firs ayah. Then, asking the student next to him/her to continue and so on until the soorah is finished. The student who fails to remember the ayah has to go outside the circle. The winner should have a healthy candy.	20 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	The teacher may explain to the students of the general	10	Discussion	Questioning the students or

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
soorah.	meaning of the soorah. The teacher might use this web site address to get a closer look at the ayat. http://www.linguisticmiracle.com/tafsir/haqqah	min.		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.

DAILY LESSON PLAN
G4-Unit 13–Lesson 1

Lesson Title: The First Pledge of ‘Aqabah

Date:

Number of Students:

Warm up Activity:

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

The teacher might narrate in brief the previous events emphasizing on the persecution of the believers from the disbelievers.

No more than 5 minutes

The teacher might pose the four questions written on pg. 162 and write them on the board.

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. To narrate the events that led to the first pledge of ‘aqabah.	The teacher should narrate the events that led to the pledge and the circumstances around the pledge.	20 min.	Narration	Answering exercises 1-4 in the textbook, pg. 163
2. define the pledge of ‘aqabah and state its rules and results.	The teacher might use the textbook to explain the event, conditions, people participated in the first pledge of ‘aqabah.	20 min.	Textbook	The teacher might divide the students to make a poster about the first pledge of ‘Aqabah

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 13-Lesson 2

Lesson Title: The Second Pledge of ‘Aqabah

Date:

Number of Students:

Warm up Activity:

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

The teacher might narrate in brief the previous events emphasizing on the first pledge of ‘Aqabah.

No more than 5 minutes

The teacher might pose the four questions written on pg. 165 and write them on the board.

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. narrate the events of the second pledge of ‘aqabah.	The teacher should narrate the events that led to the pledge and the circumstances around the pledge in an exciting manner to captivate their attention.	15 min.	Narration	Answering exercises 1-4 in the textbook, pg. 163
2. summarize the pledge of ‘Aqabah, its events, place, year, participants.	The teacher may divide the class into groups to prepare the lesson and teach it to the rest of the mates.	10 min.	Group of Students	The teacher might assess the students based on their participation.
3. identify the democratic practices of the Prophet at a time when no one knew what democracy is.	The teacher must pinpoint the fact that democracy was first practiced by our Prophet and leader, Muhammad (p. b. u. h.)	10 min.	Discussion	Continuous Discussion

Homework:

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

DAILY LESSON PLAN

G4-Unit 13-Lesson 3

Lesson Title: Soorat al-Ma'aarij: Ways of Ascent

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 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 5 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 recitation of the soorah a couple of times. The teacher may ask students to sit in circle. He/she will start by reciting the firs ayah. Then, asking the student next to him/her to continue and so on until the soorah is finished. The student who fails to remember the ayah has to go outside the circle. The winner should have a healthy candy.	25 min.	Audio/ Visual/ 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 explain to the students of the general meaning of the soorah.	5 min.	Discussion	Questioning the students or asking them to give a summary.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
3. point out what he/she learns from the soorah	<p>The teacher might use this web site address to get a closer look at the ayat. http://www.linguisticmiracle.com/tafsir/maarij</p> <p>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.</p>	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.

DAILY LESSON PLAN
G4-Unit 14 –Lesson1

Lesson Title	Topic	Books	Date:
<i>Life History of</i>			
Acceptance of Islam			
<i>Aboo-Bakr</i> (رضي الله عنه)			
Name: _____			
The teacher might distribute _____ papers to the students. Each _____ paper is entitled “Life History _____ of Aboo Bakr” the paper will _____ also contain a space for his name, birth, _____ place, acceptance of Islam, and manners. _____			
Manners: _____			
The teacher will tell the students that they _____ are about to learn some information about _____ Prophet Muhammad’s best friend. _____			
Address: _____			
Achievements as a <i>khaleefah</i>: _____			
Death: _____			

Number of Students: _____

Warm up Activity:

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

Any story from Prophet Muhammad’s biography can be narrated to students to show his morals.

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. recall the name of Aboo Bakr before and after Islam, and his nickname.	The teacher will draw a big table on the board similar to one the students received. The teacher will write Aboo Bakr’s name before and after Islam and his nickname (narrating the story when Aboo Bakr believed the incident of the night journey and ascension)	20 min.	Sheet/ board/ Narration	Write in your sheets: Name before Islam:----- After Islam:----- Nick name:-----
2. Enumerate some manners of Aboo Bakr and notice the similarities between Aboo Bakr and Prophet Muhammad.	The teacher might narrate stories from Aboo Bakr’s biography to enumerate some of his morals: wise- fair- never drank wine or worshipped idols.	10 min.	Narration	Write the manners of Aboo Bakr in your sheets.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
3. Narrate the story of Aboo Bakr's acceptance of Islam.	The teacher might narrate the story, and he/she might ask a student to read aloud the last three paragraphs on pgs. 176, 177.	10 min.	Narration	Answer the exercises 1-9 pg. 177

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 14–Lesson 2

Lesson Title: Aboo Bakr’s Companionship to the Prophet. **Date:**

Number of Students:

Warm up Activity:

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

The teacher might narrate the story of the hijrah of Prophet Muhammad and Aboo Bakr. The teacher might emphasize on the willingness of Aboo Bakr to protect his friend with his life as in the cave of Thawr (show a picture of the cave), and on the way to Madinah.

No more than 5 minutes

The teacher should narrate the story when Aboo Bakr was beaten so hard by the disbelievers in defense for the Prophet.

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. acknowledge the type of companion Aboo Bakr was to Prophet Muhammad.	The teacher may narrate in an exciting manner the deep and sincere relationship that existed between Prophet Muhammad and Aboo Bakr.	10 min.	Narration Discussion	Questions
2. acknowledge the support of Aboo Bakr to Islam and to Prophet Muhammad.	The teacher might narrate the story of Aboo Bakr freeing Bilal bin Rabah from slavery. Also, he/she might enumerate his achievements.	10 min.	Narration Discussion	Write a thank you letter to Aboo Bakr to
3. conclude that Aboo Bakr was the best man after Prophet Muhammad.	The teacher might assign a student to read aloud the last paragraph. He/she should explain it.	10 min.	Textbook/ Narration Discussion	Answering exercises 1-8 in the textbook, pg. 181

Homework:

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

DAILY LESSON PLAN
G4-Unit 14-Lesson 3

Lesson Title: Review: *Soorat al- Haaqqah and soorat al- Ma'aarij* **Date:**

Number of Students:

Give students 10 minutes to revise the soorah before assessing them

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 firs ayah. Then, asking the student next to him/her to continue and so on until the soorah is finished. The student who fails to remember the ayah has to go outside the circle. The winner should have a healthy candy.	25 min.	Audio/ Visual/ Group 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 soorahs.	The teacher may bring the same aids used in the lessons to remind the students of the general meaning of the soorah.	15 min.	All the aids for in the Soorah being reviewed to be reused.	Questioning the students or asking them to give a summary.

Homework:

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

DAILY LESSON PLAN

G4-Unit 15-Lesson 1

Lesson Title: Aboo Bakr's Khilaafah

Date:

Number of Students:

Warm up Activity:

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

The teacher may review and summarize the previous lessons concerning Aboo Bakr's life and history. He/she may ask direct questions to provoke students' memory.

No more than 5 minutes

The teacher may pose the questions on page 2: How did Aboo Bakr become the khaleefah?

No more than 2 minutes

What happened during Aboo Bakr's khilaafah?

The teacher may excite the students by informing them that they are about to listen to an interesting story that happened long ago.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. describe the manner in which Aboo Bakr became the khaleefah and the reasons behind that choice.	The teacher may approach the lesson as a narrative. He/she may write four names on the board. "Aboo Bakr", "Sa'd ibn Ubaadah", "Umar", and "Aboo 'Ubaydah". He/she may discuss that those four figures were nominated for the khilaafah. He/she will emphasize the reasons behind their nominations and who nominated them. The teacher may draw students' attention to the fact that democracy was first practiced by the Muslims in a wonderful manner and the fact that people were afraid to take the position rather than wanting it, because they knew the great responsibility of the khaleefah and the burdens he will face.	8 min.	Narration/ Discussion	Direct Question: Why was Aboo Bakr the best person for the position? Answering questions 1,2,3 in the textbook, pg. 4
2. identify Aboo Bakr's speech to the Muslims as the first khaleefah.	The teacher may ask the students to close their eyes as he/she will read Aboo Bakr's speech to the Muslims. He/she must have the students imagine the scene as if they were there. Later on, they will share ideas and describe their	8 min.	Narration/ Discussion	Answering question 4, pg. 4 in the textbook

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
3. outline Aboo Bakr's khelaafah in general.	feelings. The teacher may write the following points on the board and explain each one briefly and have students copy them in their copybooks. 1. succeeded in defending the Muslim's land. 2. ruled according to the teaching of the Qur'an and the Sunnah. 3. appointed judges and organized the treasury. 4. was fair and just	8 min.	Board/ Markers/ Copybooks/ Discussion	Questions
4. describe Aboo Bakr's death and how he chose the next khaleefah.	The teacher may narrate the events and the date of Aboo Bakr's death and his choice of Umar as his successor.	8 min.	Narration/ drill	homework

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 15–Lesson 2

Lesson Title: Review: Boycott, Israa’, Miraaj, and ‘Aqabah
Date:

Number of Students:

Warm up Activity:

The teacher may divide the students into 4 teams. Each team is responsible for summarizing its assigned lesson and presenting it to the rest of the students. the teacher may give each team supplies as colors, papers.... And monitor the whole process.

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. summarize the lessons being reviewed.	Using the preparatory activity, the teacher will give each team a specific time to present its summary then allow their mates to ask proper questions that must be answered by the team. The teacher will make sure the students understand the order of events in that era.	20 min.	Groups of students/ Presentation to be done by the students Pair/group work	The teacher may assess students’ performance and ability to answer the questions.
2. answer the exercises in the review lesson by him/herself or in pairs.	The teacher will ask students to answer the questions on page 8. He/she will give them enough time to finish answering the questions in their copybooks.	20 min.	Answering Questions/ textbook/ copybook/ in pairs or alone	The teacher will evaluate students’ answers

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 15–Lesson 3

Lesson Title: Soorat Nooh : The Prophet Nooh عليه السلام (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 raise the students interest by posing the question: “Who was the oldest person who ever lived? How old was he?” The teacher will help the students to find the answer by telling that he was a prophet and there is a soorah with his name.

No more than 5 minutes

The teacher may encourage the students to memorize the soorah by heart. He/she may mention the reward one gets when he recites and memorizes the Qur’aan.

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 general meaning of this part of the soorah.	The teacher will narrate the story of Prophet Nooh to gain students’ attention, and concentration. He/she may use “The Prophets’ Stories”. He/she must explain each ayah in brief and ask students to read its English translation.	5 min.	Narration/ Reference/ Textbook	Questions/Answers
2. Memorize this part of the soorah by heart and recite it with the tajweed rules.	The teacher may use a video demonstration of the ayat and encourage students to have the same mouth formation as the video and follow the prolongation rules.	20 min.	Video/ Audio/ Textbook	The teacher may assess the students after each ayah to ensure the students’ memorization. Recitation
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 exercise a and b, pg. 12 and 13

Homework:

- 1.The activities and exercises in Student's Book that were not covered through the lesson to be assigned.
2. Recite the soorah in your prayers as well as to family members and relatives.