

## DAILY LESSON PLAN

### G4-Unit 16 – Lesson 1

**Lesson Title:** Aboo Bakr’s Conquests

**Date:**

**Number of Students:**

#### Warm up Activity:

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

The teacher may warm up the students by a quick review of Aboo Bakr’s khilaafah and reasons behind his choice.

No more than 2 minutes

The teacher may pose this question and write it on the board, “How far did the Muslim lands expand during the rule of Aboo Bakr?”

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. enumerate the hardships that faced Aboo Bakr as the first khaleefah and how he dealt with them.	The teacher may narrate some details about the false prophets and rebellious people at the time of Aboo Bakr. He/she must emphasize on Aboo Bakr’s wisdom and vision as he succeeded in defending the Muslim land.	10 min.	Authentic Resources/ Narration	Write in your copybooks two challenges that faced Aboo Bakr as a khaleefah and how he dealt with them.
2. state some details about the battle of the Muslims against the Persians.	The teacher should narrate the story of the battle, “Dhaatussalaasil”. He/she may use a map and, if possible, a model of the battle to make the lesson more exciting.	10 min.	Map/ Model/ Narration	Questions
3. state some details about the battle of the Muslims against the Romans.	By narration, the teacher must ensure students’ focus. Also, using maps or models to excite the students and help them remember the facts.	10 min.	Map/ Model/ Narration	See homework.

#### **Homework:**

1. The activities and exercises in Student's Book that were not covered through the lesson to be assigned.
2. Compare and contrast between the two battles “Dhaatussalaasil” and “Yarmook”. Include the opponents, place, reason behind the names of the battles.
3. Prepare a presentation about Khaled ibn Alwaleed.

**DAILY LESSON PLAN**  
**G4-Unit 16 – Lesson 2**

**Lesson Title:** The Achievements of Aboo Bakr

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may pose the following question, “what were Aboo Bakr’s greatest achievements?” and write it 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. conclude Aboo Bakr’s role in restoring order to the Muslim land after the Prophet’s demise.	The teacher must emphasize on Aboo Bakr’s cleverness and firmness as he dealt with the rebellious tribes and defeated them. By narration and maps, the teacher will draw students’ attention and enhance their focus to remember the details.	10 min.	Narration/ Discussion/ Maps	Complete the following sentence: If Aboo Bakr didn’t deal with the rebellious tribes in the manner that he did, ..... .....would have happened.
2. state Aboo Bakr’s great achievement; compiling the Qur’aan	The teacher will narrate the story of the compiling the Qur’aan and the reasons that led to that decision.	10 min.	Narration	Questions
3. Summarizing the lesson		10 min.	Discussion	Questions

**Homework:**

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

**DAILY LESSON PLAN**  
**G4-Unit 16 – Lesson 3**

**Lesson Title:** Soorat Nooh : The Prophet Nooh عليه السلام (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 inform the students about Prophet Nooh’s age and how long he used to ask his people to worship only Allah.

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. explain the general meaning of this part of the soorah.	The teacher will narrate the story of the prophet 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.	10 min.	Narration/ Reference/ Textbook	Questions
2. recite this part of the soorah from memory 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.	10 min.	Video/ Audio/ Textbook	The teacher may assess the students after each ayah to ensure the students’ memorization.
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.	10 min.	Textbook/ Discussion	Answering exercises a, b, and activity 1, pg. 27

**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.

**DAILY LESSON PLAN**  
**G4-Unit 17 – Lesson 1**

**Lesson Title:** Review: Aboo Bakr

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may help the students to compose an article about Aboo Bakr’s life history to be presented in the morning assembly.

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. summarize the lessons being reviewed as a question and answer style.	The teacher may divide the students into two teams. Each team will write as many questions about Aboo Bakr as they can in the assigned time. For example: What was Aboo Bakr’s name before Islam? Was Aboo Bakr the best person to be the khaleefah? Why?	25 min.	Teams/ Paper/ Pencils/ Class activity	The teacher will monitor the whole process and score the teams for each correct answer. The winning team is the one which answers the most number of questions correctly.
2. answer the questions on page 32 individually.	The teacher will ask students to work alone and answer the questions on page 32 in a specified time without referring to the lessons.	10 min.	Textbook/ Pencils	The teacher will check and mark the questions. A healthy snack can be given to the student who finishes the questions correctly on time.

**Homework:**

1. Summarize the life history of Aboo Bakr in a poster or a card entitled: “All About Aboo Bakr”



**DAILY LESSON PLAN**  
**G4-Unit 17 – Lesson 2**

**Lesson Title:** Virtues 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 play a video about a boy or a girl who doesn't offer his/her prayers on time. Every time his/her mother tells him/her to pray, he/she becomes lazy and try to temporize the Salah. The boy/girl learns the lesson when he/she has an accident and nearly comes close to death. He/she remembers all the missing prayers and regret being careless and wishes for a chance to undo his mistakes.

No more than 5 minutes

The teacher may narrate the story of the Night Journey and Ascension during which Salah was ordered by Allah.

No more than 5 minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. identify the position of Salah in Islam.	The teacher may show the hadeeth "The first thing a person will be asked about is the salah" Tabaraani. He/she must explain the hadeeth and pinpoint that if someone did everything right and forgot the salah, all his good deeds will not be accepted. Students must read the hadeeth and memorize it.	10 min.	Power Point Presentation/ Explanation/ Drill	The teacher may ask students to fill in the blanks he/she omitted from the hadeeth.
2. label salah as a pillar of Islam.	The teacher must write on the board: No Salah, No religion He/she will ask them to visualize a building with a missing pillar. He/she will ask them, "Is the building in your imagination standing or broken?" Why? Discussion is important to emphasize the importance of salah for Muslims.	5 min.	Question and Answer/ Discussion/	Continuous Discussion
3. explain the meaning of gratitude to Allah.	The teacher may puzzle the students, "Which soorah is recited by Muslims at least seventeen times a day?" the answer: "soorat Al-Faatihah" The teacher will inform the students that in the first ayah, we thank Allah for everything He has given us. The teacher might ask students, "What do	5 min.	Puzzle/ Discussion/ Writing Board/ Question and Answers	Continuous Discussion

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	you thank Allah for?" students will be allowed to answer "Parents, life, Islam, health, the sun, water, family....." The teacher will write on the board, "Salah is a chance for Muslim to thank Him. Otherwise, some may forget to thank Him"			
4. establish a slave/ Creator relationship between one and Allah.	The teacher may show a picture of a man performing sujud (prostration). He/she will highlight our slavery towards Allah as He is our Creator and Owner. When a Muslim prostrate to Allah, he shows humility by putting his forehead on the ground to praise Him.	5 min.	Picture/ Discussion	Direct question: What do you feel when you prostrate in Salah?
5. recall the hadeeth.	The teacher will write the hadeeth on the board or show it using a PPT if possible. He/she must describe the status of the believers on the Day of Judgment and compare it with that of the disbelievers.	5 min.	PPP/ Board/ Demonstration	Continuous Discussion
6. conclude that the Hereafter is what really matters.	The teacher may use puppets to play a little scene about a family sitting together and watching television. They hear the adhaan and switch off the TV and get ready to make wudoo' and pray. After the scene, the teacher will emphasize that if it wasn't for the call to prayer, this family would have kept wasting their time in worldly thing and forgetting the main purpose of their creation; worshipping Allah. The teacher will highlight that this life is nothing compared to the Hereafter, and salah reminds us of this fact.	5 min.	Puppet Show/ Discussion	Writing on the board: We should thank Allah for the prayer. Discussion should be conducted to assess students' understanding.

### 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 17 – Lesson 3**

**Lesson Title:** Review: Soorat Nooh (Part 1, 2)

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may group the students in pairs. Each pair will be given 10 minutes to revise the soorah and recite it to each other before the assessment.

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 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:**

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



**DAILY LESSON PLAN**  
**G4-Unit 18 – Lesson 1**

**Lesson Title:** Conditions 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 should warm up the students by a quick revision of the previous lesson; The Virtues of *Salah*. He/she will ask students to express what prayers represent to them.

No more than 3 minutes

The teacher may present some situations for students to point out the mistakes. For example: a man prays without wudoo', a non-Muslim man offering a prayer, a man praying without facing the Qiblah...etc. students must tell the mistake and whether it will affect the acceptance of the prayer or not.

No more than 5 minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. state and recall the meaning of the keywords in the word bank.	The teacher will write the words “Shuroot” and “Shart” on the board and explain their meanings.	10 min.	Board/ Explanation	Erasing the board and asking students to write both words in English and their transliteration in their copybooks. Have students switch their copybooks and check each other’s work.
2. enumerate the nine conditions that are needed before a person can pray.	The teacher may present the conditions of salah in a melodic manner. Students must repeat after the teacher many times to memorize them. Shuroot us-Salaati hiya: “ al-Islamu, al-Aqlu, a-Tamyeezu, Raf’ ul- hadathi, izaalatul najasah. Satr ul ‘Awarati, Dukhoolul waqti, Isitiqbaalul- Qiblati, an-Niyyah”	10 min	rhyme/ Drill	The teacher may divide the students into two teams. Each team should recite the rhyme continuously and without mistakes. The winning team receives a gift.
3. explain the meanings of the nine conditions of salah in English.	The teacher may assign some students to read aloud the nine points in the students’ books along with their explanations. A discussion must be conducted to ensure students’ understanding. The teacher may use an authentic source to	10 min	Textbook/ “Fiqh ass-Sunnah” or any authentic book for Fiqh	Answering activity 2 in the textbook, pg. 43 and exercise 1,2,and 3 pg. 42

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	widen his/ her knowledge of the conditions of salah to be ready for any questions by the students, and to give further details if needed.			

**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 18 – Lesson 2

**Lesson Title:** Pillars 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 remind the students of the conditions of salah by singing the rhyme along with them and questioning them about each condition in brief.

No more than 5 minutes

A puppet show might be presented by the teacher about a boy who performs salah but he makes some mistakes as forgetting the first takbeer, not reciting the faatiha....etc. the teacher might ask students about the boy's mistakes and whether it'll affect the completeness of the salah.

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. Give the meaning the words in the word bank.	The teacher will write the words on the board along with their English meanings. He/she must ensure students' understanding of the fact that conditions of salah are necessary before the salah. Pillars of salah are also necessary during salah.	10 min.	Board/ Drill	A worksheet containing the key words and their meanings of the previous lesson along with this lesson in two columns. Students must match the words with their meanings.
2. recall the pillars of salah that must be done during the salah otherwise it will be nullified.	The teacher might present the pillars in a melodic manner. The students must repeat the nasheed after the teacher for better memorization. The words might be, "qiyam, takbiratul-Ihraam, Fatihatul-kitaab. Rukoo' qiyamon minarruko', sujud, qiyaamun mina sujud. Juloosun bayna-sajdatin, khushoo'n fi-salah. At-tashaahudul akheer. Juloosun let-tashahudul akheer. Allahumma salli 'ala Muhammad, wa'ala aalihi washbihi wasselem. Allhumma barek 'ala Muhammad wa 'ala aalihi washbihi wasallem. Tasleem and Tarteeb. The teacher might accompany the words with body movements to ease the memorization process.	10 min.	Rhyme/ Drill	Competition can be conducted for the first student to memorize the hadeeth. He/she will perform the nasheed in front of the students.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
3. explain the meanings of the pillars of the salah.	Students must read each point and listen to the teacher when he/she explains it.	10 min.		Answering activity 2 in the textbook, pg. 47

**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 18 – Lesson 3

**Lesson Title:** Soorat al- Jinn: The Jinn

**Date:**

**Number of Students:**

**Warm up Activity:**

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

The teacher may remind the students of the first lessons about the thaqalaan and the purpose of their creation.

No more than 2 minutes

The teacher may start the lesson by bringing a model of a stair case which consists of 28 steps and a model of a little boy/girl. He/she will explain that they are about to learn and memorize Soorah al- Jinn which is 28 ayah. For each ayah they memorize, the little boy/girl will take one step higher on the stair until he reaches the last step. He/she will ask the students to remember the steps to the Jannah, the higher the step the more beautiful it is. The teacher may encourage the students by telling them, “Your position in Paradise will be at the last verse you recite!” Or, the whole lesson can be conducted outside the classroom. The teacher can take the students to a set of stairs, and for each ayah they memorize they take one step higher. And so forth until the ayat are finished. These ideas can be very motivational to 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 general idea of the soorah.	The teacher may use any authentic tafseer book to explain the ayat in brief. He/she must ask students to read aloud the English translation of the ayat and the paragraph entitled “We learn from the soorah:” the teacher should explain the ayat in a narrative manner.	10 min.	Tafseer ibn-Katheer/ Narration/ Textbook/ Reading	Answering the exercise on pg. 52 in the textbook.
2. recite the ayat from memory.	The teacher might use a recitation demonstration to help the students in the accuracy of their recitation. He/she will play one ayah 3 times and give the students a chance to repeat it. then, he /she will play the nest ayah, and so forth until the soorah is finished. After a group of 5 ayat, the teacher may ask students to recite the ayat altogether.	25 min.	Recitation Demonstration/ drill	The teacher should listen attentively to each student individually. This will help them in correcting their recitation mistakes. The fastest and the best reciter will be allowed to move the boy up5 steps upstairs.

**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 19 – Lesson 1**

**Lesson Title:** Obligatory Acts 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 should refresh the students' memory with a quick revision. Questioning the students in a competitive manner will help them to focus.

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. Give the meaning of the key words in the word bank along with their English meanings.	The teacher will write both words on the board and explain their meanings. He/she must explain to students that the obligatory acts of salah should be done in salah. However, if they are forgotten, salah is complete.	10 min.	Board	A worksheet containing all the key words from the previous lessons (the conditions, pillars, and obligatory acts of <i>salah</i> ), can be handed to students to match or fill in the blanks.
2. enumerate all the obligatory acts of salah.	The teacher may ask students to read aloud the eight obligations of salah. After each point they stop to listen to teacher's explanation. And so forth until they are finished.	15 min.	Textbook/ Explanation	Answering exercises 1, 2, and 3 & activities a, and 2 pgs. 58, 59
3. compare and contrast between the conditions, pillars, and obligatory acts of salah.	The teacher should draw a table to compare between the conditions, pillars, and obligatory acts of salah. Students must fill in the table.	15 min.	Writing Board	Worksheets to be given to students to fill in the missing blanks.

**Homework:**

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

## DAILY LESSON PLAN

### G4-Unit 19 – Lesson 2

**Lesson Title:** The Difference Between a Pillar and an Obligatory Act 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 stick some flash cards about a boy performing salah. He/she should arrange the steps of salah in the correct order. Then, he/she should omit one picture and ask students whether the missing act is a pillar or obligation.

No more than 5 minutes

The teacher may show a video of a man praying and after he finishes he makes two prostrations and tasleem. He/she should explain those two sajdaat and state their 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. differentiate between a pillar and an obligation of salah.	Based on the warm up activity, the teacher should make sure students can analyze the difference between the pillars and the obligations of salah.	10 min.	Flash cards/ Games	Questions.								
2. conclude the consequences of leaving out a pillar.	The teacher must draw this table on the board and explain its contents.	10 min.	board/ Explanation/ Demonstration	The teacher may give examples to ensure students' understanding. A person forgot the second tashahud. Is the salah nullified or not? What should he do?  A person left out rukoo' on purpose. Is his salah nullified or not? What should he do?								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Leaving out a pillar due to forgetfulness</td> <td style="width: 50%;">Leaving out a pillar on purpose</td> </tr> <tr> <td>Salah is nullified</td> <td>Salah is nullified</td> </tr> <tr> <td>The pillar must be done and sajdatu-ssahu performed at the end of the salah.</td> <td>The salah must be repeated.</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Leaving out a pillar due to forgetfulness	Leaving out a pillar on purpose	Salah is nullified	Salah is nullified	The pillar must be done and sajdatu-ssahu performed at the end of the salah.	The salah must be repeated.					
Leaving out a pillar due to forgetfulness	Leaving out a pillar on purpose											
Salah is nullified	Salah is nullified											
The pillar must be done and sajdatu-ssahu performed at the end of the salah.	The salah must be repeated.											

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation						
3. explain the consequences of leaving out an obligation of salah.	<p>The teacher should draw this table on the board and explain its contents.</p> <table border="1" data-bbox="651 316 1294 507"> <tbody> <tr> <td data-bbox="651 316 972 379">Leaving out an obligation due to forgetfulness</td> <td data-bbox="972 316 1294 379">Leaving out an obligation on purpose</td> </tr> <tr> <td data-bbox="651 379 972 411">Salah isn't nullified</td> <td data-bbox="972 379 1294 411">Salah is nullified</td> </tr> <tr> <td data-bbox="651 411 972 507">Only sajdatu-sahu must be offered at the end of the prayer</td> <td data-bbox="972 411 1294 507">The salah must be repeated</td> </tr> </tbody> </table>	Leaving out an obligation due to forgetfulness	Leaving out an obligation on purpose	Salah isn't nullified	Salah is nullified	Only sajdatu-sahu must be offered at the end of the prayer	The salah must be repeated	10 min.	Board/ Explanation/ Demonstration	<p>The teacher may give examples to ensure students' understanding. A person forgot the first tashahud. Is the salah nullified or not? What should he do?</p> <p>A person left out the first tashahud on purpose. Is his salah nullified or not? What should he do?</p>
Leaving out an obligation due to forgetfulness	Leaving out an obligation on purpose									
Salah isn't nullified	Salah is nullified									
Only sajdatu-sahu must be offered at the end of the prayer	The salah must be repeated									

### 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 19 – Lesson 3**

**Lesson Title:** *Soorat al- Muzaammil* : The One Who Wraps Himself **Date:**

**Number of Students:**

**Warm up Activity:**

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

The teacher may start the soorah by narrating the story of the Pharaoh and Allah’s Prophet; Moosa. He/she must place an emphasis on Pharaoh’s arrogance, disobedience to Prophet Moosa and Allah. Then, he/she will narrate how he was seized in ruins.

No more than 2 minutes

how he was

The teacher may divide the students into 4 teams. The fastest memorizers with the correct pronunciation win the competition. The teacher must encourage students in one team to help each other because he/she will score the team as a whole.

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 general meaning of the soorah.	The teacher may explain the ayat in brief. He/she should help students to appreciate Prophet Muhammad as he was told by Allah "Gone is the time when you used to enjoy peaceful sleep at will; now you lie under the burden of a great mission, whose demands and duties are different as well as onerous." He/she will pinpoint the importance of salah as a means to become closer to Allah and ask for His reward.	10 min.	Explanation/ Autehntic Tafseer Book/ Textbook	Questions
2. recite the soorah from memory.	The teacher may divide the soorah into parts. He/she will assign a specific and reasonable time for the students to memorize it. Recitation demonstration may be used to ensure better pronunciation and correct mouth formation. After the specified time, the teacher will ask the teams to close their books and start reciting from memory. The winning team gets a score.	15 min.	Audio/ Video/ Timer/ Teams	The teacher may allow students to test each other’s, with one student listening and making notes of whether the other student memorized this part of the soorah or not. Or, the teacher can use any

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
				other assessing way.
3. identify what he/she learned from the soorah.	The teacher might ask students to read the paragraph entitled, "we learn from the soorah:" A discussion is necessary to motivate students to share their ideas and knowledge.	10 min.	Textbook/ Discussion	Answering exercises a, b page 66 in the textbook

**Homework:**

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

**DAILY LESSON PLAN**  
**G4-Unit 20–Lesson 1**

**Lesson Title:** Review: Benefits and Conditions of Salah  
**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 two 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 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 and their meanings. 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 to be assigned.

**DAILY LESSON PLAN**  
**G4-Unit 20–Lesson 2**

**Recitation**

**Lesson Title:** Review: Pillars and Obligations of Salah  
**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 three 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.	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 the exercises and activities in pairs.	The teacher may assign a specific and reasonable time to answer the exercises on pg. 72 and 73 in pairs.	10 min.	Pair/group work / Stopwatch/ Textbook	The teacher will evaluate the answers.

**Homework:**

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

**DAILY LESSON PLAN**  
**G4-Unit 20–Lesson 3**

**Lesson Title:** Review: *Soorat al- Jinn and Soorat al- Muzzamil*      **Date:**

**Number of Students:**

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. recite the soorahs correctly and thoroughly from memory.	The teacher should listen attentively to the recitation of each student after using an audio visual aid for the soorahs. The teacher may ask the students to sit in circle. He/she will start by reciting the first ayah. Then, asking the student next to him/her to continue and so on until the soorah is finished. The student who fails to remember the ayah has to go outside the circle and revise again. The winner should have a healthy candy.	20 min.	Audio/ Visual	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 meaning of the soorah.	20 min.	All the aids used in the Qur'aan lesson regarding the soorah being reviewed	Questioning the students or asking them to give a summary for each soorah.

**Homework:**

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