

## DAILY LESSON PLAN

### G4-Unit 6-Lesson 1

**Lesson Title:** The Meaning of *Sawm*

**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 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. Then, the teacher will give each student a block and ask them to assemble their blocks in one column. After they finish, he/she will place it in the building as a fourth column (*sawm*).

No more than 2 minutes

The teacher may use a PPP or use a puppet show to play a scenario about two boys in the school; Khaled and Ahmed. Khaled tempts Ahmed to eat a sandwich during a day of the month of Ramadan. And after Ahmed goes home his mom sees him drinking water and advise him to be careful because Allah sees him and hears him. Ahmed repents to Allah and promises his mother that he will stay away from bad friends and obey Allah's orders.

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 literal and the religious meanings of sawm.	The teacher may explain the meaning of sawm linguistically by using it in Arabic language in different sentences. For example: <i>صام محمد عن الكلام</i> . He/ she will write the definition on the board. Then, the teacher will ask students to deduce the meaning of <i>sawm</i> in <i>Sharee'ah</i> by asking them some questions that will lead to the correct statement. What do we abstain from? When do we do that? All the day? When? All the yearlong? When?	8 min.	Discussion	Questions Answering exercise 1 in the textbook, pg. 64
2. state the rule regarding sawm in sharee'ah.	The teacher may display flashcards for the Hijri months and ask students to state and place them in the correct order.	8 min.	Flashcards/ Discussion/ Writing Board/ Qur'aan	Answering exercises 2,3 in the textbook, pg. 64

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	He/she, then, might ask students to count the months starting from Muharram until they reach the month of Ramadan. The teacher must write the ordinal number of the month, ninth. The teacher must inform the students that Allah will never ask us to do something we can't afford or might have dangerous hazards. Hence, fasting is obligatory upon every mature and able Muslim. Reciting and explaining (Soorat al- Baqarah: 185) would be beneficial at this point.		Recitation/ Discussion	
3. anticipate the great reward for fasting and have the desire to tolerate the hardship of it.	The teacher may ask the students, "which situation might be more exciting to them?" The teacher may present two situations to the students, "your mother showed you a nicely wrapped present, she didn't tell you what's inside but she asked you to study hard to earn this present" or, "your mother brought you a gift and showed it to you and asked you to study hard to earn your gift" students will choose the hidden prize because they will keep asking themselves about what's inside the wrapped box. The teacher must read the hadeeth on page 63 and put an emphasis on the great but hidden reward a Muslim will receive from Allah, the Most Generous.	8 min.	Scenarios/ Textbook Discussion	Questions
4. compare and contrast what to do and what to abstain from during fasting.	The teacher might draw a table on the board and divide it into two columns (do, and don't). He/she should narrate different stories about boys and girls. After each little story students must place a word in its place in the table. Ex. Khadeejah was fasting so she skipped the school and slept the whole day for her not to feel hungry. Kareem was fasting but he kept backbiting others. Sameerah was fasting, so she assigned some time to recite Qur'aan to gain more reward. Faatimah was fasting and she decided to give her allowance to the maid as charity.	8 min.	Different Scenarios/ Board	Answering activity 1 in the textbook, pg. 65

### 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 6–Lesson2**

**Lesson Title:** The Meaning of *Hajj*

**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 the same building blocks from the previous lessons. Now, students have constructed a two level structure that is held together by four pillars assembled by students themselves (*shahaadataan, salah, zakah, and Sawm*). The teacher may remind students of the importance of those pillars to the building. Hence, the importance of the *shahaadataan, salah, zakah, and Sawm* to Islam. Then, the teacher will give each student a block and ask them to assemble their blocks in one column. After they finish, he/she will place it in the building as a fifth column (*Hajj*).

No more than 2 minutes

A video about people wearing their ihram can be displayed to students. the teacher might put an emphasis on people's tiredness, yet patience.

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 religious meanings of hajj.	The teacher may explain the meaning of hajj in Islam in brief. He/she must state the three rules that must be fulfilled in hajj. The teacher might write three words on the board; (Time State Manner). He she will lead the students to conclude that hajj must be performed during the months of hajj; Dhulhijjah, in a state of ihram (explain ihram in brief), and in the same manner of Prophet's Muhammad( it's important to focus on this point as Muslims are not allowed to induce new acts, instead they should follow the Prophet's way.	10 min.	Board	Answering exercise 1 in the textbook, pg. 68
2. acknowledge the incident of Prophet's Ibraaheem and his son Ismaa'eel	The teacher should narrate the story in an exciting manner to ensure the students' attention.	10 min.		Direct Question: Did the call of Prophet

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
rebuilding the <i>ka'bah</i> and Allah's instruction for them to declare the rites of hajj.				Ibraheem reach us? How? Answering exercise 2 in the textbook, pg. 68
3. state the conditions that must be fulfilled for hajj to be obligatory upon a Muslim.	The teacher must explain the four conditions for a Muslim to be obligated to perform hajj. He/she might draw some examples. A poor man or a man in debt, an insane adult, a child, a sick man who can't stand the hardships of hajj.	8min.	Textbook/ Explanation	Answering exercise 3 in the textbook, pg. 68
4. identify the greatness of hajj and its resemblance to the Day of Judgment.	Based on the video from the preparatory activity, the teacher can emphasize on the different nationalities, colors, and languages of people, yet all of them are standing in one place and having the same goal. The teacher will draw students' attention to the fact that hajj and the Day of Judgment are alike because also on the Day of Judgment all people will be standing in one place. The difference is in hajj people have a chance to repent and choose the right path to be forgiven, but on the Day of Judgment there is no such thing named getting a second chance.	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 6–Lesson 3

**Lesson Title:** *Soorah al- Insaan:* Humankind (Part2) **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 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

The teacher must describe the Jannah (Paradise) in an exciting way. Students should be provoked to obey Allah so they can enter Paradise and enjoy all its luxury, peace, happiness, and eternity.

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 soorah.	Based on the warm up activity, the teacher must explain each ayah in brief so the students would understand the meaning in brief. The teacher must involve the students and allow them to share their ideas.	10 min.	Description/ Discussion	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	5 min.	Textbook/ Discussion	Answering exercises a, b on pg.167

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	briefly and allow the students to share their opinions and ideas.			

**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 7–Lesson 1

**Lesson Title:** Denying the Pillars of Islam

**Date:**

**Number of Students:**

**Warm up Activity:**

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

The teacher might bring the structure assembled by the students themselves with the five pillars named salah, shahadah, zakah, sawm, and hajj. The teacher might emphasize on the importance of those pillars for the structure to be intact. Hence, the importance of the pillars of Islam for one to maintain his Islam. the teacher might try to break one of the pillars to show how fragile the building will become.

No more than 3 minutes

The teacher may narrate the incident when Aboo Bakr fought the people who denied *zakah* after the Prophet's demise.

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 hadeeth about the pillars of Islam.	The teacher may assign one student to read aloud the hadeeth in the students' book. Students will repeat the hadeeth many times until they memorize it completely.	8 min.	Drill/ Textbook	Answering activity 2 in the textbook, pg.
2. state that Muslims fully believe in all the five pillars.	Based on the warm up story, the teacher might infer that denying any of the pillars of Islam is not accepted. The teacher should explain the meaning of the word "deny" by asking students to look the word up and find as many synonyms as possible. The teacher might write the words on the board. Negate, reject, refuse.....the teacher might draw some examples such as a man says the shahaadah but doesn't want to pay zakah, he doesn't believe that it's compulsory. Is he a Muslim? A man believes in all the pillars except sawm; he feels it's too hard and doesn't believe that it's a pillar. Is he a Muslim?	8 min.	Story/ Dictionary/ Examples	Answering exercises 1,2 and activity 1 in the textbook

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
3. state the act that must be done if one denied any of the pillars of Islam.	The teacher must emphasize on Allah's mercy as He gives many chances for the people. Then, the teacher must read aloud the paragraph "One who rejects....." and explain it.	8 min.	Textbook/ Explanation	Answering exercise 3 in the textbook.
4. describe the believers.	The teacher might pose the following questions on the board. "What are the characteristics of the believers? What is their reward?" The teacher might ask the students to open their Qur'aan copies on certain pages wherein Allah describes the believers and mentions their reward. Students must read the ayat and state the characters mentioned.	8 min.	Qur'aan Copies/ / Board Discussion	Questions Answering exercise 3 in the textbook.

### Homework:

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



**DAILY LESSON PLAN**  
**G4-Unit 7–Lesson 2**

**Lesson Title:** The Signs of Allah in the Universe

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may take the students to the science teacher who would talk to them about the universe. Students must listen carefully to the scientist proofs and refer/connct that to Allah's Powers and greatness.

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 Allah's greatness through the creation of the universe.	The teacher can utilize as many visual aids as possible; videos, pictures..... He/she must open a discussion for each media wherein students must share their ideas and thoughts. The teacher may ask a student to recite loudly (Soorat al'Ankaboot: 43) the teacher should explain the ayah and encourage the students to memorize it.	8 min.	Videos/Pictures/ Textbook/ Discussion	Write four sentences to show Allah's greatness in creating the universe. You can use the following ideas; vastness, punctuality, beauty, magnificence.
2. conclude that Allah has created the Earth's atmosphere for our protection.	The teacher can show two pictures; one for the moon and the other for the earth. He/she can explain the difference between the two pictures. Point out the craters on the moon and explain the reason of no craters on earth. The teacher must refer to Allah's Mercy for which He created a ceiling above us to protect us from all kinds of danger. A video for the outside rocks hitting the atmosphere and reflected away can be beneficial.	8 min.	Pictures/ video	What would have happened if Allah didn't provide us with a protective ozone layer?
3. infer the vastness of the universe.	The teacher might display a video that shows a tree. Then,	8 min.	Videos	Answering exercise 3 in the

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p>the picture starts to zoom in until the cells of the leaves can be seen. Then, it zooms out till the earth is like a dot compared to the sun, and goes further till the sun is like a dot compared to the galaxy. This video can be found easily on the internet. For example:  <a href="http://www.slideshare.net/mayur.0123/zoomout-zoomin#btnNext">http://www.slideshare.net/mayur.0123/zoomout-zoomin#btnNext</a>  <a href="http://www.youtube.com/watch?NR=1&amp;v=sm-ucbDVyRU&amp;feature=endscreen">http://www.youtube.com/watch?NR=1&amp;v=sm-ucbDVyRU&amp;feature=endscreen</a></p>			textbook, pg. 82
4. conclude that Allah is the only Rabb and He alone deserves to be worshipped.	Based on all the previous objectives and actions the teacher should lead the students to the definition of <i>Ruboobiyah</i> . The teacher should open a discussion about “How can we worship Allah as He deserves?”	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 7–Lesson 3

**Lesson Title:** *Soorah al- Insaan:* Humankind (Part3) **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 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

The teacher must explain to students that the reason for our creation is to worship Allah. He/she should have a key chain and ask students which key they should use to open the classroom. Students will answer, the one labeled "classroom". The teacher then must inform students that Jannah is closed and its key is in the Qur'aan. As Allah said, patience, prayer, obedience is the key to heaven.

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 soorah.	Based on the preparatory activity, the teacher must explain each ayah in brief so students will understand the meaning in brief. The teacher must excite the students and allow them to share their ideas.	10 min.	Key Chain/ Explanation/ Discussion	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	10 min.	Textbook/ Discussion	Answering exercises a, b on pg.167

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	briefly and allow the students to share their opinions and ideas.			

**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, and recite it in your prayers and to your family members.

**DAILY LESSON PLAN**  
**G4-Unit 8–Lesson 1**

**Lesson Title:** The Signs of Allah in Creation

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may ask the students to take notes whenever they see something beautiful and reflect on Allah’s Greatness. The teacher might ask each student to show what he/she wrote in 20 seconds to the rest of the class

No more than 10 minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. reflect on Allah’s Powers and Ownership.	Based on the preparatory activity, the teacher should lead the students to the fact that Allah is the only Creator. The teacher might show a beautiful painting about nature and ask the students to have a moment of silence while observing this painting. Afterwards, the teacher will allow the students to ask one question about the painting. The students’ question will be about the artist who drew this painting. The teacher should refer them to the amazing beauty of everything around us, and the awareness that the only question to be asked is “Who did all that?” the answer to this question is “Allah”	10 min.	Diaries/ Presentations/ Painting/ Discussion	Debate a person who claims that everything came about by chance.
2. describe the signs of Allah in creating the human eye and body.	The teacher might ask the school’s doctor to come to the class and show the students how amazingly complicated our bodies are, yet everything works in harmony. He/she must ask the doctor to bring some models of the human body such	10 min.	The School’s Doctor/ interview/ Models	Answering exercise 1 in the textbook, pg. 93

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	as an eye, a skeleton.....students should be allowed to interview the doctor for the next five minutes.			
3. enumerate the signs of Allah by contemplating and observing His fabulous creation.	The teacher might use the textbook for this objective. He/she might read aloud each paragraph and ask the students to express their thoughts. Showing some pictures or videos from the National Geographic might be interesting and beneficial. The teacher must accompany the pictures or videos with ayat from the Qur'aan.	10 min.	Textbook/ Videos	Answering exercise 2 in the textbook, pg. 93

**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 8-Lesson 2

**Lesson Title:** Only Allah Deserves to be Worshipped  
**Date:**

**Number of Students:**

#### **Preparatory Activity:**

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

The teacher might tell students about people in our time who worship others beside Allah. For example: cows, statues, sun, fire.....

No more than 5 minutes

He/she might ask the students to express their thoughts and what they would like to say to advise those people. The teacher will ask the students to listen carefully to learn how to convince those people to save themselves.

The teacher might narrate a story about people in a ship in the middle of the sea. A heavy storms hits the ship and they are almost about to drown and die, then they remember Allah and ask Him (alone) to save them. When Allah saves them, they are back to polytheism.

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 words in the word bank.	The teacher might use flashcards for the words, mushrikoon and shirk. He/she might encourage the students to memorize the words and their meaning in English.	5 min.	Flashcards	Puzzle the students with flashcards from earlier lessons and ask them to identify today's lessons and state their meanings.
2. describe the beliefs of people before Islam.	The teacher might show a video about Makkan people before Islam. He/she will narrate stories about the idols around the Ka'bah and show how people used these idols as a means to become closer to Allah. The teacher will tell the students that although they believed in Allah but they associated partners to Him.	10 min.	Video/ Narration	Answering exercises 1,2, and 3 in the textbook, pg. 97
3. describe that shirk as the greatest sin and it's the only sin that will not be forgiven by Allah.	The teacher might ask the students to recite Soorah an-Nisaa': 48, then he/she should explain the ayah and encourage students to memorize it.	10 min.	Textbook/ recitation	The teacher might write the ayah on the board without some words. He/she might ask the students to write the ayah in

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
				their copybooks without any missing words.
4. state the mission of all the messengers and prophets.	The teacher will write the word "TAWHEED" on the board and explain its meaning. He/she will narrate different stories about some Prophets. For example: the story of Ibraheem and his father and that Ibraheem kept debating his father and showing him proofs for him to worship Allah only.	5 min.	Board/ Narration	Answering activity 1 in the textbook, pg. 98
5. thank Allah for the blessing of Islam.	The teacher might narrate the story of Umar ibn al-Khattaab when he was the khaleefah. One day while Umar was sitting amongst his friends, he laughed. When he was asked about the reason, he said, "I wonder where our minds were before Islam. I used to make my own idol out of dates and worship him and ask him to save me and give me money.....Then, I feel hungry, so I eat it (the idol). Then, I feel regret because I ate my rabb, so I make another one. And so forth"	5 min.	Narration	How can we thank Allah for He made us Muslims, and showed us the correct path that leads to the Jannah?

### 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 8–Lesson 3**

**Lesson Title:** Review *Soorah al- Insaan*: **Date:**  
Humankind

**Number of Students:**

**Warm up Activity:**

The teacher might excite the students by bringing all the snacks collected throughout the past three Qur’aan lessons. He/she will ask them to focus and complete memorizing the soorah to celebrate at the end of the period.

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 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 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.

**DAILY LESSON PLAN**  
**G4-Unit 9–Lesson 1**

**Lesson Title:** Prophet Muhammad’s Call to Islam

**Date:**

**Number of Students:**

**Preparatory Activity:**

The teacher might briefly introduce all the incidents that occurred before the first revelation to remind the students of the seerah lessons they were taught last year.

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 state of Prophet Muhammad after the first revelation and Khadeejah’s response.	The teacher might narrate the events briefly to link the events in their chronological order.	5 min.	Narration	Was Khadeejah the Perfect wife to Prophet Muhammad? Why?
2. narrate the incidence of Ali’s acceptance of Islam and state his relation to Prophet Muhammad.	The teacher will narrate the incidence in an exciting manner to gain students’ attention.	5 min.	Narration	Write a story about Ali’s acceptance of Islam. Answering exercise 1 in the textbook, pg. 103
3. identify the way Prophet Muhammad called people to Islam.	The teacher might give an example by ordering a student to go to another class in a rough manner and without giving any reasons. Later, the teacher will ask him about his feeling. Also, the teacher may call the same student and explain to him in a kind manner that he needs to go to the other class to bring something for him/ her. Then, the teacher might ask him about his/ her feeling. At last, the teacher will inform the students that Prophet Muhammad	10 min.	Example/ Narration/ Discussion	Answering exercise 2 in the textbook, pg. 104

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	didn't force people to accept Islam, but he invited them kindly and explained the reasons. This must be the way to make da'wah. Also the teacher will pinpoint the fact that da'wah starts with one's own family first before spreading outside. This is how Prophet Muhammad called people to Islam.			
4. describe the event of Aboo Bakr's acceptance of Islam.	This is the main goal of the lesson and it can be done in a narrative manner to grasp the student's attention. The teacher can go beyond the textbook to get more details about Aboo Bakr's acceptance of Islam.	5 min.	Narration	students to retell the story.
5. name some of the early Muslims, and mention their reward.	The teacher may read the names and explain to the students that those people accepted Islam when no one did, and they believed in Prophet Muhammad when everyone claimed that he was a liar. He/she will ask the students to imagine how big their reward will be.	5 min.	Textbook/ Discussion	Write a letter to the early Muslims to thank them for their loyalty and endurance to the all kinds of hardships they had to bear.
6. enumerate the reasons that led to the first hijrah.	The teacher might narrate the hardships the first Muslims had to endure from the disbelievers of Quraish. He/she will name the place they traveled to and what happened to them there. Then, the teacher will excite the students by telling them that next period they will find out what the mushrikkon did. How the king replied.	5 min.	Narration	Answering activity 2 in the textbook, pg. 104

### 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 9–Lesson 2**

**Lesson Title:** Da'wah to the people

**Date:**

**Number of Students:**

**Warm up Activity:**

A brief summary of the previous seerah lessons can be narrated to connect previously discussed lessons with the new lessons.

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 events which followed the hijrah of the early Muslims to Ethiopia.	The teacher might narrate the story in an interesting manner. He/she might assign a student to read the first three paragraphs on page 105.	10 min.	Narration/ Textbook	Answering questions 1, 2 from the textbook, pg. 107
2. narrate the stories of Omar and Hamzah's acceptance of Islam.	The teacher might use authentic reference books to find some interesting details about those two men's acceptance of Islam. The teacher should put an emphasis on the effect of those two influential people on the spread of Islam.	10 min.	Narration/ Textbook	Answering exercise 3,4 in the textbook, pg. 107
3. narrate the incident of Taa'if.	The teacher should narrate the story giving interesting details..	10 min.	Narration	Answering exercise 5 in the textbook, pg. 107
4. state the facts of "Treaty of Hudaibiyyah" and how Islam spread quickly afterwards.	The teacher might narrate the story of Hudaibiyyah. Students must remember the names, dates, and the important facts.	10 min.	Narration/ Textbook	Answering exercise 5 in the textbook, pg. 107

**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 9–Lesson 3**

**Lesson Title:** Soorah al-Mulk

**Date:**

**Number of Students:**

**Warm up Activity:**

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

The teacher may divide the students into teams. Each team will be scored if they managed to memorize the ayah perfectly. The teacher will start with the first ayah. He/she will read it three times for the students to repeat after him/her. Then, the first team must read the ayah by heart for the other students to repeat after them. And so on until the ayah is memorized. 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

No more than 5 minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
<p>By the end of the lesson the student should be able to</p> <ol style="list-style-type: none"> <li>1. Demonstrate a desire to win the competition we are all in.</li> </ol>	<p>The teacher may choose two students and ask them to race from the beginning of the class to the end and back. Both students will do their best to win the race. The teacher will highlight to the students that The human naturally competes with others. Allah is channeling our natural desires in competition from competing in worldly matters to competing in doing the best good deeds for Allah’s sake for that Day. The ones who do evil, Allah is Azeez (Powerful and Firm) with them. The ones who do good, Allah is Ghafoor with them, He forgives/covers their mistakes and enters them into His Paradise. al Azeez also refers to Allah creating Death (Mawt) – He is firm in that, and unchanging</p>	<p>5 min.</p>	<p>Demonstration/ Discussion</p>	<p>Who from your background passed the test and who failed the test? Some people fail the test (i.e. The Wives of Prophet Noah and Prophet Lut), some people pass the test (i.e. The wife of Pharaoh, and Maryam.)</p>

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	in giving death. al Ghafoor refers to Allah creating Life (Hayaat) because during our life – we continuously have the opportunity to seek Allah’s forgiveness.			
2. identify the Greatness of Allah in creating the skies, and the stars.	The teacher will explain the following, “The scientists say that the amount of objects in space and the speed of their orbit – they could collide and hit the earth and destroy the Earth entirely. Yet nothing destroys our planet. Or at least it could hit the planet hard enough to take it slightly out of orbit so we couldn’t survive. But instead, the human race has stayed on this planet for thousands of years in ease, in such a chaotic universe around us. The teacher may narrate when the devils used to listen to the angels to tell soothsayers.	5 min.	Explanation Discussion	Questions
3. compare the fate of the disbelievers to that of the believers.	The teacher will narrate the ayat in an exciting manner. Students must feel afraid of the Hell and the desire to enter the Jannah.	5 min.	Narration Discussion	Summarize the ayat
4. provide evidence to debate disbelievers to prove the existence of Allah, the Creator, and The Sustainer.	The teacher may read the ayat and simplify them for students to understand how the disbelievers denied Allah’s existence, and to state Allah’s response.	5 min.	Debate	Questions
5. 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	Questions
6. recite the soorah from memory.	Based on the preparatory activity, the teacher will divide the class into teams. A competition will be conducted to motivate the students. Scoring the teams is a must.	10 min.	Competition/ Teams	The teacher will assess the students’ recitation, and correct pronunciation.

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

2. Memorize the ayat by thoroughly and recite it in your prayers and to your family members.

**DAILY LESSON PLAN**  
**G4-Unit 10–Lesson 1**

**Lesson Title:** Review: The Signs of Allah

**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 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 pgs. 120 and 121. Students are required to answer the exercises and activities in the assigned time.	10 min.	Textbook	exercises students' books pgs. 120 and 121.

**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 10–Lesson 2**

**Lesson Title:** Review: The Prophet's *Da'wah*

**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 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 pgs. 124 and 125. Students are required to answer the exercises and activities in the assigned time.	10 min.	Textbook	exercises students' books pgs. 124 and 125.

**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 10–Lesson 3

**Lesson Title:** Soorat al-Qalam: The Pen

**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 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. Recitation competitions can be beneficial to motivate students to improve their recitation.

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
<p>By the end of the lesson the student should be able to</p> <ol style="list-style-type: none"> <li>1. Explain the main idea of the soorah (Allah is defending Prophet Muhammad and consoling him).</li> </ol>	<p>The teacher might explain that Allah is defending Prophet Muhammad by assuring him that he isn't like what the disbelievers claim. Also, He is consoling him by saying that Muhammad will be rewarded and he is the best mannered human ever created and he has CONTINUOUSLY Great and Impressive Character. So if anyone sees him, they are amazed and impressed by his beautiful and impressive manners etc. Even if someone is rude to you, he would reply back with politeness and kindness which would make your heart melt in love for him. i.e. The hadith on the Bedouin</p>	<p>10 min.</p>	<p>Explanation Discussion</p>	<p>Questions</p>

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
<p>2. tell the story of the owners of the garden and learn the lesson behind it.</p>	<p>man who urinated in the Masjid, or the young man who asked to commit adultery (zina), or when a man got the sword of the Messenger of Allah and intended to kill him and said “Who will save you from me now?”. In every circumstance – Allah shows us that His Messenger has amazing and impressive manners. And it does not change..</p> <p>The Story:</p> <p>These people were famous for having famous and beautiful Gardens, with ladens/loads and loads of fruits.</p> <p>Among them was an old man who had a family. He had a luxurious garden in that area. He was a pious and humble man. He let poor people enter his garden and eat from it when the fruits dropped to the floor. He was very generous and whenever fruit was plucked, he would give some of it out to people as they lined up. Some say his garden was miles and miles long. Eventually he died, and he had 3 sons.</p> <p>His sons said; now that we have our own families – we can’t afford to do business like dad used to do. They would close the gates of the garden and not let the poor pick fruits off the floor, and they became stingy. Over time – the poor started to complain. They knew that it was time for Harvest (plucking the ripe, healthy foods). And they knew that the poor would line up and ask for the food like the old days.</p> <p>So they planned that they would harvest/pluck the fruits at Fajr time (early morning) when it is partially dark. This way – the poor people would not know they are already harvesting, and by the time they reach the garden – all the fruit will have been harvested/plucked. They got greedy and thought they could make money out of it without helping the poor. And because of that – at night – due to some miraculous cause – silently, their whole luxurious garden was wiped out and destroyed. They woke up at Fajr time to harvest, and found that there were no fruits there. They traced their footsteps and went backward to see if they had come to the right garden. However, it was their own garden. It had all been destroyed! They couldn’t believe it. Then, the</p>	<p>10 min.</p>	<p>Narration Discussion</p>	<p>Questions</p>

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p>middle one or the best one of them – he said – I told you we shouldn't have been greedy. So they started disputing with each other. Eventually they realised they were wrongdoers, so they stopped arguing and admitted that they had done oppression and wrongdoing (to the poor and also themselves.) One narration mentions: Once they admitted their wrong, and repented to Allah – Allah replaced them with another nice garden with lots of fruits. Lessons: However, we see that thinking of yourself as Above others, and not giving in charity causes more harm to you and your wealth in comparison to if you be generous to others in charity from the blessings Allah has given you. We also see that the greed and arrogance of these sons made them lose all their wealth in one night. They did not want to humble themselves, so Allah humbled them before the entire world. So an example is made out of them for all people, including the Quraysh who were opposing Prophet Muhammad (sal Allahu alayhi wasalam.)</p>			
<p>3. conclude that Allah harshly rebuke the disbelievers; those who deny life after death.</p>	<p>The teacher should explain, “The disbelievers would say that – if hypothetically there is a life in the next world. What is preventing us from being in power in the next world, just as we are in power in this world?  a – Response: Do you think that Allah is so unjust that He cannot see the difference between the one who is right (and submits to Him) and the one who is wrong (disbelieves in His signs)?  b - Allah challenges the disbelievers that if there is no next life, or that the disbelievers will be successful in the next life, then produce your evidence or proof that this is true.  c – the surah begins with Allah defending His Messenger, and then ends with consoling him</p>	<p>10 min.</p>	<p>Explanation Discussion</p>	<p>Questions</p>
<p>4. recite the soorah from memory.</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</p>	<p>10 min.</p>	<p>Drill/ Recitation Demonstration/ Teamwork</p>	<p>The teacher will test students randomly. He/she will score the teams and keep the score board for next period.</p>

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>			

**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.