

**DAILY LESSON PLAN**  
**G5-Unit 1-Lesson 1**

**Lesson Title:** Hadith of Jibreel عليه سلام

**Date:**

**Number of Students:**

**Warm up Activity:**

There are some suggestions for a good prologue:

The teacher may start by bringing construction toy blocks, or pictures of a construction site, to enlighten the students about the importance of pillars in a building.

No more than 7 minutes

Demonstrating to students the vulnerability of a building with weak pillars, and invulnerability of a building with strong foundational pillars. Relating this experience to pillars of Islam in the further explanation of the lesson.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to:				
1. enumerate the Pillars of Islam and Iman.	Based on the discussion of the "Warm up Activity",	10 min.	Power Point Presentation / Toy blocks/ Discussion	questions
2. Distinguish Pillars of Islam from pillars of Iman.	The teacher emphasizes the strength of pillars for the building to be strong and stable. Hence the foundational pillars of Faith ( <i>Iman</i> ), needs to be strong to support Islam .			
3. describe the appearance of the angel	The teacher may use the text to explain to the students the way the companions have admired the arrearance of Jibreel and emphasize the cleanliness of his clothes . Discuss with the students how a Muslim should be clan and neat.	10 min.	Board Discussion	questions

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
4. explain the importance of polite conversation and Good manners when asking questions	The teacher emphasizes the importance of polite speech by using the example of Jibreel with the Prophet that The teacher may conclude the lesson by the giving examples of polite speech . The teacher him/herself should reflect polite behavior towards the students	10 min.	Group work demonstrations/ student participation	Qs:- Why is it important to speak politely to people? - Role play demonstrating polite and impolite speech and asking the students to decide the desirable behavior.

### Homework:

1. The activities and exercises in Student's Book which were not covered through the lesson.
2. Observing people around them, their behavior, attitude, appearances and the impacts of these actions on people later to be discussed in class as an activity.

**DAILY LESSON PLAN**  
**G5-Unit 1 – Lesson 2**

**Lesson Title:** Belief in Allah عزّ وجلّ

**Date:**

**Number of Students:**

**Warm up Activity:**

The following is a suggestion for a good prologue:

The teacher may start by bringing two identical plants with a twist. One being original and the second being artificial. The teacher then may ask the students to identify the real and the artificial, once they recognize them (answers may vary) they should be asked to come forward and make sure of their answers. They can touch and smell the plants to confirm which plant is original and which is artificial. The teacher will enlighten them with the fact that man could form the shape of the plant but he is unable to bring LIFE to it. Some superior power has to be in existence to bring life around us, to maintain and to sustain the vast universe.

No more than 7 minutes

Objectives	Procedures	Time	Teaching strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to:				
1. express strong belief in the existence of Allah .	Based on the discussion of the "warm up Activity",	15 min.	Board/Flipchart/ Power Point Presentation Plants Discussion	<ul style="list-style-type: none"> <li>The teacher may ask the students to enumerate the signs of Allah around us.</li> </ul>
2. enumerate the signs of God in the universe.	The teacher may emphasize the importance of one superior power in-charge to maintain and to sustain the universe. Man can make a copy but cannot provide the plant with the natural fragrance and life .Explain that believing in Allah is to believe the feeling and see the signs for existence. Hence by looking around us we can find Allah and			
3. define and vindicate <i>Tawheed</i> ( Oneness of Allah)	The teacher may use a day to day life example of students to test their understanding for “too many cooks spoil the broth”. The teacher may explain	15 min.	Board Discussion Group Activity	questions

Objectives	Procedures	Time	Teaching strategies & Audiovisuals	Evaluation
	<p>the concept by describing a situation where two or three students are responsible for one job, they may agree on a few but may end up with different decisions . The students in groups have to discuss this and come up with the importance of having one supreme power for every thing..</p>			

**Homework:**

1. The activities and exercises in Student's Book which were not covered through the lesson.
2. Observing the beautiful world around them and looking for signs of Tawheed.

**DAILY LESSON PLAN**  
**G5-Unit 1 – Lesson 3**

**Lesson Title:** Soorat al-Qiyaamah part 1

**Date:**

**Number of Students:**

**Warm up Activity:**

The following is a suggestion for a good prologue:

The teacher may start by irradiating the origin of revelation and background for this soorat. Hence bringing the pictures or power point presentation of massive destructions from earthquake and Tsunami. The teacher then may enlighten the students that man has no obvious control over the powers of nature. Compare this with the events that will take place youm al qiyaamah. The teacher may use references from Soorat al-Zilzala

No more than 7 minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to:				
1. explain the meaning of resurrection. 2. give a general idea about the meanings in the soorah	Based on the discussion of the " Warm up Activity", The teacher may irradiate the rationality of the day of resurrection to occur. The teacher may bring comparison from different religions vindicating the happening of the day of resurrection by the warning in every religion. The teacher may use visual aids of a decaying flower, a fresh flower, a fresh orange, a decaying orange, piece of a metal and piece of a rusted metal giving examples about the death of everything living. Everything must die and everything will be awakened in the day of judgment.	10 min.	Power Point Presentation / Plants / fruits Discussion	Qs: What is the meaning of resurrection? -Why people are going to be awakened in the day of judgment.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
3. explain the ability of Allah to bring people back to life after death.	<p>bring to class a tower of blocks or a 3d puzzle asking a student to destroy the puzzle and re assemble it quickly once it has been achieved it may then be asked that was it difficult to reassemble? When it's not difficult for man to reassemble something that has been destroyed to bits how can it be difficult for Allah to resurrect what HE has created.</p> <p>Here the teacher may use cds or his/her own recitation to cite from Quraan about resurrection also from soorat al-Qiyaamah verse number 3 and verse number 4.</p>	10 min.	<p>Board practical demonstration/ 3d puzzle/ cds Discussion Group Activity</p>	<p>Q: Do you think that people can be brought back to life after death? -Who is going to bring them back to life? -Why is this possible?</p>
4. enumerate the signs of the Day of Resurrection.	<p>The teacher may design a flash animation (power point) to enumerate the signs for the day of Resurrection. The animation may show the signs mentioned in the soorat al qiyaamah and in soorat al zilzala. The teacher may bring real video of earthquakes and when the plates of the earth move. The animation may show the darkening of the sun and the moon. The loss of orbital gravity and force fields resulting in the collision of the planets.</p> <p>-Form groups for discussion of the signs of the day of resurrection</p>	5 min.	<p>Power point presentation/ grou workp Discussion</p>	<p>Each group writes a list of the signs</p>
5. Recite this part of the soorah	<p>The teacher reads the soorah twice then asks the students to read after him/her for accuracy of</p>	5 min.		<p>Students recite the soorah correctly</p>

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
correctly	recitation. The teacher monitors and provides help where necessary.			

**Homework:**

1. The activities and exercises in Student's Book which were not covered through the lesson.

**DAILY LESSON PLAN**  
**G5-Unit 2 – Lesson 1**

**Lesson Title:** Belief in Angels

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may start by bringing torches of different intensities and light variations warm and cool lights. Then asks them to try to catch it and hold it. The students would conclude that it is impossible, unattainable to hold light. The teacher then may ask the students to determine by touch the temperature of the light. Again it will be difficult to do so as these torch lights have very low temperature to be felt on skin. Now the teacher may explain the nature of Angels as they are created from Light (noor) as well.

No more than 7 minutes

Objectives	Procedures	Time	Teaching strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. describe the angels	Based on the discussion of the "warm up Activity" The teacher may further explain the appearance of the Angels citing proof from Quran and sunnah. Reciting soorat al Tahreem verse 6. Here the teacher may put the lighted torch behind a thick piece of cloth so the light doesn't go through) the teacher may ask the students whether the light ceased to exist? Just because they can't touch, feel or see it any more doesn't mean the light doesn't exist it's just hidden from eyes.	10 min.	demonstration/ Torches/ Discussion	.Questions
2. enumerate the angels duties	The teacher may start a Power Point presentation (or few cards, charts) that shows a duty and the name of the angel responsible for it supported by the Quranic proof. For example The teacher may assemble a beautiful scene of rain or a picture, or a clip to show rain and then the name of Mikael appears on the screen followed by the verse of Quran.	10 min.	PPP/ cards practical demonstration	Questions



Objectives	Procedures	Time	Teaching strategies & Audiovisuals	Evaluation
3. discuss the important roles of the angels mentioned in the text.	The teacher explains the important roles of the angels mentioned in the text and in order for the learners to increase their belief in them. Emphasize the fact that despite the ability of angels to think and act independently they never disobey Allah عز و جل when He commands them to do something.	10 min.	Discussion	Questions

**Homework:**

1. The activities and exercises in Student's Book which were not covered through the lesson.

**DAILY LESSON PLAN**  
**G5-Unit 2 – Lesson 2**

**Lesson Title:** Belief in Allah’s عز و جل Books    **Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may start by bringing any electronic device along with the user manual packed in a box. Then the teacher may ask the students if they know how to use this device (mobile, gluco-meter, electronic diary etc). Hence emphasizing the importance of using the user guide/manual. Without a manual a new user can not get the utmost benefits of his new device.

No more than 7 minutes

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Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. express his appreciation of the Qur’aan and the other Divine Books.	The teacher explains to the students that people at different times needed some sort of a guide to help them think of the creator and to guide them to the path of Allah. Allah subhan wa tala has revealed these books as guides for humanity to His Messengers.	10 min	demonstration/ Torches/ Discussion	Questions
2. enumerate Allah’s Books	The teacher may use a power point or flash cards to display the books and the names of respective Messengers. The teacher may briefly narrate the stories of these Messengers . the teacher may also	10 min	Flash cards/ PPP  Discussion.	Questions

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	emphasize the fact that those books had gone under some changes on purpose by previous nations to meet their purposes, so Allah has protected the Quraan ,as it is the last book ,from such changes.			
3. give evidence from the Quraan that the Qur'aan has never been altered.	The teacher may continue to recite evidence and discuss it with the students.	10 min	Discussion	Questions

**Homework:**

1. The activities and exercises in Student's Book which were not covered through the lesson.

**DAILY LESSON PLAN**  
**G5-Unit 2 – Lesson 3**

**Lesson Title:** Soorat al-Qiyaamah part 2

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may start by bringing CD/cassette player/recorder and start the revision of the previous part of Soorat al-Qiyaamah. The teacher may ask the students, questions related to the previous part to revise it.

No more than 7 minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. give the general meaning of the soorah .	.The teacher may briefly explain the soorah and explain to the children the difficult words	5 min.	CD/ cassette player/ narrative Discussion	Questions
2. identify the reason for the revelation of the Soorah .	<ul style="list-style-type: none"> <li>The teacher declares to the students that this part of the soorah shows how eager the Prophet was to memorize the Quraan to convey its message</li> </ul>	10 min.	/ narrative Discussion	Questions
3. recite the soorah from memory.	<p>The teacher now may proceed to the part of memorization and display the aya and it's translation via PPP.</p> <ul style="list-style-type: none"> <li>•Ask the students to repeat after the audio CD; one aayah at TIME</li> <li>•Insist on accurate pronunciation and correct sequence</li> </ul>	25 min.	PPP CD/ cassette player/ pair work Discussion	Recitation

The teacher may divide the class into pairs and give them time to memorize a certain number of verses in a certain time.

**Homework:**

1. The activities and exercises in Student's Book which were not covered through the lesson.

**DAILY LESSON PLAN**  
**G5-Unit 3-Lesson 1**

**Lesson Title:** Belief in Allah's **عز وجل** **Date:**  
Messengers

**Number of Students:**

**Warm up Activity:**

The following are suggestions for a good prologue:

The teacher may start by enumerating the pillars of Iman and counting it out to be the Fourth Pillar of Iman. The teacher now may narrate a story of two villages, distances apart, and for the people of one village to communicate with the villagers of the other was very difficult. In order to do so they had hired a man to take their messages to the other village. The teacher may ask here now if the messenger is crippled will he be able to travel that far? If the messenger is not wise enough will he be able to make villagers understand the message? So the messenger has to be one of the best of the people so people can respect and listen to him.

No more  
than 7  
minutes

The teacher may start by bringing a laptop to the class and ask the students that he/she needs internet to work on it, there will be different solutions proposed to which the teacher may inform them that the Wi-Fi of the laptop is not working or the laptop is incapable of connecting to the internet. The information required is out there but unable to be retrieved because of no connection. Similarly w/o a messenger the information provided to us by Allah in the Book of Allah will be not understood properly.

No  
more  
than 7

Objectives	procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. identify the wisdom behind Allah عز وجل sending Messengers and Prophets to the people.	Based on the discussion of the "warm up Activity" The teacher may further explain the importance of sending Messengers of Allah to people by asking the students that if the teacher would like someone to take his/her message down to the admin he/she will make sure that he/she selects the best student of the class for he understands that this student is responsible, and sensible. Similarly Allah chose amongst all the men the best men to be Messengers and prophets to carry convey His	20 min.	discussion	Questions
2. emphasize the fact that both the Messengers and the Prophets are trustworthy human beings chosen by Allah.				

Objectives	procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
3. differentiate between Prophet and a Messenger	message to common people . The teacher may use a power point presentation or flash cards to display the difference between a messenger and a prophet.	10 min.	Flash cards/ PPP Discussion	Questions

**Homework:**

1. The activities and exercises in Student's Book which were not covered through the lesson.

**DAILY LESSON PLAN**  
**G5-Unit 3 – Lesson 2**

**Lesson Title:** Belief in the Day of Judgment

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may start by bringing the pictures or power point presentation of massive destructions caused by natural phenomenon for example tsunami, earthquake, etc.

No more than 7 minutes

The teacher then may enlighten the students that human beings have no obvious control over the powers of nature. The teacher then may inform the students about the Happening of the final day by using references from Soorat al-Zalzalh.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. mention some of the occurrences of the Day of Judgment.	Based on the discussion of the "warm upActivity" The teacher may bring comparison from different religions vindicating the happening of the day of resurrection by the warning in every religion. The teacher may recite from Quran. And explain the happenings of the day of judgment. How long it will be? How the people will be suffering. The teacher may narrate the story to bring hope and pride in their hearts that Muhammad صلى الله عليه وسلم will arise to make dua for the people. By bringing scales to the class he/she can show them how the deeds will be weighed. Here the teacher may instill hope by providing them different adhkar which will be	10 min.	PPP discussion	Questions



Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
2. discuss the signs of the Day of Judgment	<p>very heavy on the scales.</p> <p>The teacher may provide the students with enough references and ask them in groups to read about the signs of the day of judgment and then report to the class . the teacher may summarize their points on the board</p>	20 min.	Discussion	Questions

**Homework:**

1. The activities and exercises in Student's Book which were not covered through the lesson.

**DAILY LESSON PLAN**  
**G5-Unit 3– Lesson 3**

**Lesson Title:** Soorat al-Qiyaamah part 3

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may quickly recap the previous parts of soorat al-qiyaamah by sticking two flash cards that enumerates the key points in the previous two parts. Henceforth interlinking the two parts with the last.

No more than 7 minutes

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Objectives	Action	Time	Educational technologies	Evaluation
By the end of the lesson the student should be able to				
1. explain the main points in the soorah	<p>The reality of death and nobody will be able to escape it.</p> <ul style="list-style-type: none"> <li>- These aayaat describe the pain of death when the soul is taken out of the body.</li> <li>- Allah عزوجل created people to worship Him, commanded them to be obedient and prohibited them from disobeying Him.</li> <li>- Allah عزوجل created men and women and put love and mercy in them.</li> <li>- Allah عزوجل created everything in the beginning and it is even easier for Him to bring His creation back to life after their death</li> </ul>	15 min.	CD/ narrative Discussion	Questions
2. recite this part of the soorah from memory	<p>Use the CD to let the students listen to the soorah as many times as you feel necessary.</p> <p>Ask the students to repeat after the audio CD; one aayah at TIME</p> <p>Insist on accurate pronunciation and correct sequence.</p>	25 min.	CD	Recitation

Encourage them to recite these soorahs in their prayers and in front of the class and family..

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

**DAILY LESSON PLAN**  
**G5-Unit 4 – Lesson 2**

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

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may start by showing two different animations of a person making wudoo and praying. One is valid and the other is invalid leaving it up to the students to decide which is which. Once the answer is given the teacher may ask why the person has an invalid prayer. In the first animation or video the person has left out some steps of wudoo and in the other the person has performed proper wudoo and performed proper prayer. Can a prayer be accepted if steps are left out? is it considered to be complete ? The answer will be in negative.

No more than 7 minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to:				
1. explain the importance of believing in all the pillars of Iman.	Based on the warm up activity the teacher may emphasize the importance of believing in all the pillars of Iman. If a person is baking Pizza and he does everything but he leaves out two very important ingredients which is Yeast in the dough and cheese on the top will the pizza be complete and taste good? Obviously not, just like everything that should have its own proportions to be fulfilled just like that believing in one pillar and denying another would lead to a person's faith being incomplete and deficient. Muslims do not deny any of the pillars of Iman.	10 min.	discussion	Questions

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
2. define The Unseen.	The teacher may use the example of gasses present in the air around us. Just because we can't see, touch or feel them doesn't mean that they don't exist. Similarly the pillars of iman are based on ghayb the unseen. Faith is primarily something unseen. Hence, for this reason we do not try to think in these pillars other then what is mentioned in Quran and Sunnah. True belief is to submit to the Qur'aan and authentic Sunnah and not using the intellect to explain the ghayb. Examples can be taken from the Companions who never put logic over the Qur'aan and Sunnah in all their matters.	10 min.	discussion	Questions
3. describe the dangers of denying any of the pillars of Iman.	Explain to the students that believing in the pillars of Iman is essential to be a Muslim and denying any of them would lead to shirk which leads to Hell.	10 min.	discussion	Questions

**Homework:**

1. The activities and exercises in Student's Book which were not covered through the lesson.

**DAILY LESSON PLAN**  
**G5-Unit 4 – Lesson 3**

**Lesson Title:** Review : Soorat al- Qiyaamah  
The Day of Judgment

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may start by dividing the class into two or three groups (depending on the number of students in the class). Ask each group to list the things that they can recall from the previous lessons discussing the soorah or the first things that come to their minds when they read the title of the lesson .The teacher writes on the board the main points.

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. enumerate the key topics mentioned in the soorah. .	The teacher may make it seems like a competition each group has to count out one previously learnt idea from the soorah, and the team with most answers will win credit points.	10 min.	Group work CD	Questions
2. recite the soorah from their memory	The teacher may pick the best students in recitation per group and allow them to help their friends improve their recitation and memorization of the Soorat.	25 min.	Pair /group work	Recitation

**Homework:**

1. The activities and exercises in Student's Book which were not covered through the lesson.

**DAILY LESSON PLAN**  
**G5-Unit 5-Lesson 1**

**Lesson Title:** Review : Pillars of Iman part 1

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may start by bringing all the visual aids previously used and setting them up as a reminder for the students.

No more  
than 7  
minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. enumerate the pillars of Iman in order	The teacher may use a power point presentation to show a blank pillar and the students will name them in order.	10 min.	PPP/ discussion	.
2. Discuss some of the Names and Attributes of Allah عز و جل .	The teacher may give worksheets to be solved in the class	10 min.	Worksheets	Group activity
3. express belief in the existence of angels.	The teacher may ask the students to vindicate the existence of angels and negation about false believes regarding their appearances and relations.	10 min.	Group work	questions

**Homework:**

1. The activities and exercises in Student's Book which were not covered through the lesson.

**DAILY LESSON PLAN**  
**G5-Unit 5 – Lesson 2**

**Lesson Title:** Review : Pillars of Iman part 2

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may start by bringing all the visual aids previously used and setting them up as a reminder for the students.

No more than 7 minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. enumerate the pillars of Iman in order	The teacher may use a power point presentation to show a blank pillar and the students will name them in order.	10 min.	Discussion	Fill in the spaces exercise
2. provide evidence from Quraan and sunna about messengers not being sons of God.	Students in groups will explain the justification of this important pillar of Iman and nullify the false ideas through these examples from Quran and Sunnah (previously memorized)	10 min.	Group work	Questions
3. solve worksheets	The teacher may prepare worksheets with activities and exercises for the students to solve in groups. The teacher may focus on all the important lessons taught while preparing the worksheets. The questions must be direct and targeting three pillars of Iman being revised in this lesson.	10 min.	Group work	worksheet

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



**DAILY LESSON PLAN**  
**G5-Unit 5 – Lesson 3**

**Lesson Title:** Soorat al-Muddaththir  
The one who covers himself

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may start by showing a power point presentation that outlines the name of the soorat, history, reason of revelation and so on. Once the information is on screen she may explain to the students the importance of this soorat as the second revelation after soorat al –Alaq. The teacher may narrate the background story about Muhammad صلى الله عليه وسلم being ordered to call people for Islam openly. The Quraish tried to put off the efforts of Muhammad صلى الله عليه وسلم by informing the caravans arriving in Makkah at the time of Hajj. But Allah sbhan wa tala turned their game upside down and it were the Arab tribe leaders who made the name of Muhammad صلى الله عليه وسلم known throughout Arabia, as they spread out in the caravans and tried to make Muhammad صلى الله عليه وسلم famous as a sorcerer who separates families. Here the teacher may point out the way Allah subhan wa tala has called Muhammad “ the one who wraps himself” Because he was so scared after seeing the Angel.

No more  
than 7  
minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to:				
1. give the general meaning of the soorah	The teacher explains the reason for the revelation of this soorah (The reason for the revelation of this soorah is that the prophet Muhammad صلى الله عليه وسلم was passing by Hiraah when suddenly he heard a sound. He looked to his right and saw nothing, looked to his left and saw nothing, looked in front	10 min.	PPP/ Discussion narration	Questions

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	of him and saw nothing, looked behind him and saw nothing. When he looked up, he saw the Angel Jibreel □ in his natural angelic form. He then ran home and asked his wife Khadeejah to cover him.) and explains the meanings of key words .			
2. explain the circumstances that will be faced in the Day of Judgment.	As mentioned in previous lessons and in soorat al-Qiyaamaah our every action is accountable in the end. The teacher must emphasize this fact by giving examples from the daily life to the students. Instant effects,. For example if a person jumps from a height, he/she will suffer from pain, and in case of broken bones long time misery. Knowing this a person will try to avoid any such action that will bring him/her misery and pain. Just like that all the actions done in this world that Allah has forbidden in the Holy Book, we will suffer the consequences for those actions in the Day of Judgment although sometimes we get punished for the sins in this world as well.	5 min.	Narrative Group work	Questions
3. recite the soorah from memory.	The teacher may design a power point presentation or flash animation of ayas appearing on screen with recitation while the student listen to it and repeat after it looking at them on the screen. The second time the students must recite as aya by aya is displayed on the screen.		CD PPP Group work	Recitation

**Homework:**

1. The activities and exercises in Student's Book which were not covered through the lesson.