

**DAILY LESSON PLAN**  
**G5-Unit 11 – Lesson 1**

**Lesson Title:** Review: Tawheed of Worship

**Date:**

**Number of Students:**

**Warm up Activity:**

A revision of all the previous lessons is required for this lesson as those lessons provide the base for this to understand the need and necessity of Tawheed of Worship. The teacher must compile the power point presentation with previous lesson headings and their key points underneath summarizing everything for a quick recap.

No more than 7 minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
<ol style="list-style-type: none"> <li>1. enumerate the signs of Tawheed in Earth, in the human body .</li> <li>2. the signs of Tawheed from the Qur'aan and Sunnah,</li> <li>3. explain the consequence of worshipping other than Allah عز وجل</li> <li>4. explain the consequences of showing off.</li> </ol>	<p>As this is a review lesson ask students in groups to prepare questions about the different aspects of Tawheed . this can be arranged beforehand to give students some time to prepare their questions.then the teacher check the work before holding the competition. Make sure the questions cover the objectives mentioned in all the lessons of Tawheed.</p> <p>Hold a competition between groups , Each group in turn addresses a question to the other group. The teacher writes the important points on the board and gives every correct answer a grad and the winner group is the group that scores the higher grades.</p>	30 min.	PPP Board	Competition

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p><b><u>Make sure that :</u></b>  This lesson discusses the importance of having the correct intention. The teacher should therefore discuss the significance of the heart and how it is essential to check why they are doing things.</p> <ul style="list-style-type: none"> <li>•The students should also realize the severity of directing acts of worship to other than Allah عز وجل. The second hadeeth mentions something that will happen on the Day of Judgment. Allah عز وجل will tell the people, who did not have sincerity, to go to those whom they were showing off to and get their reward. However, on the Day of Judgment, no-one will give any of their reward away. So those who were showing off will get nothing and Allah عز وجل will punish them for what they did.</li> <li>•The students should be told this to warn them about the consequences of showing off.</li> </ul>			

**Homework:**

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

**DAILY LESSON PLAN**  
**G5-Unit 11 –Lesson 2**

**Lesson Title:** Madeenah before Islam

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may bring pictures or compile a power point presentation or a video of old city of Madeenah with an old map of the Arabia. The teacher may

No more than 5 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. tell the story of the Hijrah and the various aspects related to it and to explain the geographical significance of Madeenah.	Based on the warm up activity the teacher may continue to explain the geographical features of Madeenah. The teacher should show the students the old map and show them the trade route and explain the importance of its location because of being the centre of trade route of those caravans. The rich soil of Madeenah and the high mountains around it.	15 min.	PPP Discussion Narrative	questions
2. describe the city of Madeenah and its occupants, prior to the Hijrah	The teacher should give a brief introduction to the tribes of Jews and Arabs living in the Madeenah at that time. - Prior to the migration of the Prophet, the Madeenah used to be known as Yathrib. - The population of Yathrib was made up of two distinct groups, i.e. the Jews and the Arabs. - The Jews were divided into three large tribes. The tribes included the Banoo Qaynuqaa, Banoo Nadeer, Banoo Quraydhah	20 min.	Power point / Narrative/	Group

Objectives	Procedures	Time	Teaching strategies & Audiovisuals	Evaluation
	<p>-The Arabs consisted primarily of the Aws and Khzraj tribes The teacher should explain to the students briefly the cunning plan of the Jews and how they dominated the rich fertile Madeenah.</p>			

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

**DAILY LESSON PLAN**  
**G5-Unit 11 –Lesson 3**

**Lesson Title:** Review Soorat al Mujaadilah  
The Arguing Woman (part 1 and 2)

**Date:**

**Number of Students:**

**Warm up Activity:**

A revision of the previous parts of Soorat al-Mujaadilah briefly mentioned in points orally and in key-points using the flash cards or power point presentation. The teacher may divide the class into groups and hold a competition between groups to see who has the best recitation, best in memorizing and best in understanding it.

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. give the general meaning of this Soorah	The teacher may continue by asking the students to enumerate the topics mentioned in soorat al-Mujaadilah. Students must narrate the story in groups where everybody gets to take part. The students must talk from their memory about respecting the privacy and keeping one's secret safe. The teacher may compile a worksheet to test the students understanding of these chaptersBased on the preparatory activity the teacher will listen to recitation one by one to decide the suggested skills.	15 min.	Group discussion narration	Questions Worksheets
2. recite the Soorah completely and accurately from memory.	Make use of recitation demonstrations and audio aids such as cassettes and CDs to assist the students with the accurate pronunciation of the	25 min.	CD/cassette recording	recitation

Objectives	Procedures	Time	Teaching strategies & Audiovisuals	Evaluation
	<p>letters, correct recitation and tajweed (rules of recitation).</p> <ul style="list-style-type: none"> <li>The video assists the students in showing the formation of the mouth when pronouncing the letters.</li> <li>Listen attentively to each student</li> </ul> <p>Encourage her/him to recite this Soorah in his/her prayers</p>			

**Homework:**

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

**DAILY LESSON PLAN**  
**G5-Unit 12 –Lesson 1**

**Lesson Title:** “Islam in Madeenah: The Early Days” **Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may bring pictures or compile a power point presentation. The teacher can use video extracts from different sources about the Quraish and their cruelty.

No more than 5 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. tell briefly the story of Hijrah (why Hijrah took place, the first few groups of people to accept Islam, the spread of Islam in Madeenah prior to Hijrah).	Based on the warm up activity the teacher may continue to enlighten them through a story .The teacher must bring a map of old times and show the students all the cities, Makkah, Madeenah, Taif, Yemen, Abyssinia.	20 min.	PPP Narrative.	questions
2. discuss the efforts of Mus’ab	The teacher should narrate the story of people from Madeenah converting and how it served in future to be the basis for the Islamic state. Emphasize the role of Mus’ab as the first teacher to the people of Madeenah. You may use the material in the teacher’s book /the student book or any reliable website to read about the events..	20 min.	PPP Narrative/	Group

**Homework:**

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

**DAILY LESSON PLAN**  
**G5-Unit 12 –Lesson 2**

**Lesson Title:** Hijrah- Permission to Migrate **Date:**  
and the First Muhaajiroon.

**Number of Students:**

**Warm up Activity:**

The teacher may bring pictures or compile a power point presentation. The teacher can use video extracts from different sources how the caravans used to travel at that time.. It can also be a flash animated cartoon.

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. tell the story of Hijrah. 2. discuss how ruthless the mushrikoon of Makkah were	Based on the warm up activity the teacher may continue to enlighten them through a story . The teacher may show emotions throughout the narration and excite the children with the passion of the companions. The quraish have started to torture people on doubt of migration mere suspicion was leading them crazy. The hardships they suffered how they were separated from their families and how even small children were not taken in to account. Suhaib ar Roomi had to give up all his wealth Aboo salamah al Makhzoomi had been separated from his family. Here now the teacher may show the names of the muhajiroon.	20 min.	PPP Narrative	questions
3. distinguish between Muhaajiroon	The teacher may emphasize the emotions of the Madinites when they agreed to bear everything for	20 min.	PPP Narrative	Questions



Objectives	Procedures	Time	Teaching strategies &Audiovisuals	Evaluation
<p>and Ansaar.</p> <p>4. Discuss the commitment of the Ansaar.</p>	<p>the sake of protecting the Prophet and his companions.</p>			

**Homework:**

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

**DAILY LESSON PLAN**  
**G5-Unit 12 –Lesson 3**

**Lesson Title:**

“Soorat al-Hashr: The Gathering (Part 1)”

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may start by bringing a CD player or a power point presentation and playing the soorat on the speakers with translation as the words appear on the screen highlighted. The teacher may bring pictures or compile a power point presentation for the strong fortresses of Banoo an-Nadeer and start by introducing them to the students by describing their structure and how strong they are and how hard and difficult it was to penetrate these walls.

No more than 7 minutes

Objectives	Procedures	Time	Teaching strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able				
1. conclude that pride and disobedience is not acceptable by Allah.	<ul style="list-style-type: none"> <li>The teacher identifies to the students that this part of the soorah discusses the story of Banoo An –Nadeer( a Jewish tribe) and how they were expelled from Madeenah.</li> </ul>	15 min.	CD / narrative	Questions
2. recite this part of the soorah from memory	The teacher should listen to each student attentively. The teacher may work on the tajweed. The teacher must work on memorization aya by aya explaining the meaning first and then memorizing.	25 min.	CD Discussion	Recitation

**Homework:**

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

**DAILY LESSON PLAN**  
**G5-Unit 13 –Lesson 1**

**Lesson Title:** The Prophet's صلى الله عليه وسلم Hijrah – (part 1) **Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may compile a power point presentation with the pictures of the cave of Thawr and difficult terrain to it. The teacher may insert relevant pictures , dates and names.

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 situation of The Prophet صلى الله عليه وسلم during Hijrah	Based on the warm up activity the teacher may start by narrating the story of hijrah recollecting the information from the previous lesson. The teacher must emphasize the sacrifices made by the companions of the Prophet صلى الله عليه وسلم. The miracle of his escape from his house which was surrounded by the mushrikeen of Makkah. the teacher should explain the position of Aboo Bakr in the life of Prophet صلى الله عليه وسلم. Teacher must be well aware of the history and fluent in narrating and explaining about Aboo Bakr how the snake bit him how he was the first one to give shahadah about the truthfulness of Prophet Muhammad صلى الله عليه وسلم and how much he loved the prophet.	10 min.	PPP narrative	Questions

Objectives	Procedures	Time	Teaching strategies & Audiovisuals	Evaluation
<p>2. conclude that the will of Allah عزوجل will always prevail.</p>	<p>The teacher must enlighten the students about the plan of the quraish to assassinate The Prophet صلى الله عليه وسلم and Allah says in the Quran soorat al-Anfaal:30 that Allah is the best of planner. Allah guided the Prophet to recite some verses from Quraan and throw the dust towards the enemy which blinded them and Muhammad صلى الله عليه وسلم escaped from his house and advanced towards the cave of Thawr which is in the opposite direction from Medina. This will show the wisdom of Prophet Muhammad صلى الله عليه وسلم. The daughters of Aboo Bakr helped with the food and the title given to Asma when she tore her waist band into two to tie the luggage. The sacrifice of aboo Bakr in carrying Muhammad صلى الله عليه وسلم on his shoulders all the way so that there will be only one set of foot prints.</p>	<p>10 min.</p>	<p>Narrative Discussion</p>	<p>Question answer</p>
<p>3. show admiration to the sacrifice of Ali and his affection for Prophet صلى الله عليه وسلم</p>	<p>The teacher should explain briefly the emotion of love and how a person when in love can go extra miles for the person he/she loves. Similarly we are not a complete Muslim unless we love prophet Muhammad صلى الله عليه وسلم more than our lives and the best example for this are the lives of the companions. Here now the teacher must link the sacrifice of Ali sleeping in the bed of Muhammad صلى الله عليه وسلم fearlessly. After this the Quraish went crazy and they announced rewards for the one who would bring the heads of Aboo Bakr and Prophet Muhammad صلى الله عليه وسلم.</p>	<p>10 min.</p>	<p>Power point presentation / narrative Discussion</p>	<p>Questions</p>

Objectives	Procedures	Time	Teaching strategies & Audiovisuals	Evaluation
4. recall important names places and events	The teacher will compile a play card or a poster or power point presentation with these names and events and places for the students to remember	5 min.	PPP/ Flash cards	Questions

**Homework:**

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

**DAILY LESSON PLAN**  
**G5-Unit 13 –Lesson 2**

**Lesson Title:** The Prophet's صلى الله عليه وسلم Hijrah – (part 2) **Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may compile a power point presentation with the the names of the companions, maps , and relevant pictures

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 great sacrifices and struggle of The Prophet صلى الله عليه وسلم and his Companions.	The teacher may start revising the previous lesson and continuing by telling the story of hiding in the cave and how Aboo Bakr's children helped by providing information and food. Story with the scorpion. Story with the enemy being so close that all they had to do was look down wards to find them. Story of the woman who saw them and turned to inform the Quraish and was turned to stone.	10 min	narrative discussion	Questions
2. tell the story of Hijrah and discuss Aboo Bakr's relationship with the Prophet صلى الله عليه وسلم	The teacher must delineate the incidents on a power point presentation with pictures and names. Very interesting story about Suraaqah Ibn Maalik can be made out in flash animation or with pictures in power point presentation. Story of Umm Ma'bad how the milk started to flow from the udders of the goat that had long stopped giving milk. Story of Biraydah ibn Husayb al Aslami and his tribe converting to Islam	10 min	PPP Narrative	Questions

Objectives	Procedures	Time	Teaching strategies & Audiovisuals	Evaluation
	<p>Story of عَزَّ و جَل -Zubayr and his caravan returning from Syria gifted Prophet صلى الله عليه وسلم with two pieces of white cloth.</p> <p>All throughout the passage of Medina there was something so as in for the Quraish to know that Muhammad صلى الله عليه وسلم has reached Medina safely.</p>			
3. recall important names and events	The teacher must keep the students active in the class by asking them questions allowing them to participate in class, repeating as often as possible for all the names and places and events .	10 min	Oral discussion	questions

**Homework:**

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

**DAILY LESSON PLAN**  
**G5-Unit 13 –Lesson 3**

**Lesson Title:** Soorat al Hashr  
The Gathering (part 2)

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may start by revising the previous part of the soorat. Connecting with the previous lesson the.

No more  
than 7  
minutes

Objectives	Procedures	Time	Teaching strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able				
1. give the general meaning of the second part of this Soorah.	The teacher identifies to the students that this part of the soorah describes the dangers of Shytan (the devil) and also encourages being God-fearing. It also mentions the beautiful names of Allah. The teacher may further explain to students how Satan beautifies sins and makes people commit them. Satan claims to Love Allah and be afraid of Him but common sense is there if he was afraid of Allah عزَّ و جلَّ why would he misguide you? So we have to be aware of his tyranny and know the Truth is in Quran and Sunnah	10 min.	Power point presentation Discussion	questions
2. deduce that Fearing Allah is the key to Success	The teacher may emphasize fearing god being the key to success, narrate the stories from the life of Umar also to relocate with the previous lesson and test students knowledge if they still remember it will help them memorize the previous lessons even better. The teacher may teach the principal of	5 min.	Narrative/ power point presentation	Listening



Objectives	Procedures	Time	Teaching strategies & Audiovisuals	Evaluation
	making proper dua is by all the names of Allah subhan wa tala and they all are beautiful. A small exercise of memorizing Allah's 99 names may be observed. A power point presentation of 99 names should help.			
3. recite this part of the Soorah from memory.	The teacher must play the recitation for children to hear the proper recitation and work with them on their pronunciation and the teacher must listen to them individually	20 min.	CD 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 14 –Lesson 1**

**Lesson Title:** The Prophet's صلى الله عليه وسلم Hijrah – (part 3) **Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may compile a power point presentation with the nasheed tala'al badru 'alaynaa playing in the background and pictures of Quba to Medina playing as a slide show.

No more than 7 minutes

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- Draw moral lessons from the Hijrah.
- Discuss the Prophet صلى الله عليه وسلم maternal family.
- Discuss the first jumu'ah, the selection of the land for the masjid, and the home of Aboo Ayyoob al-Ansaari.

Objectives	Procedures	Time	Teaching strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. tell the story of the Hijrah and discuss the Prophet's صلى الله عليه وسلم situation during the Hijrah.	Based on the warm up activity the teacher may start by stating the arrival at Quba and the following events. use either white board, power point ,or flash cards be written for the students to constantly see them and store it in their minds.	8 min.	powerpoint/ narrative/ flash cards	questions
2. describe the happiness and the joy of the Companions on the arrival of the Prophet صلى الله عليه وسلم in Madeenah	The teacher may inform the students about the emotional state of the people of Medina as they go out and wait for Muhammad صلى الله عليه وسلم every day to welcome him to the city. And when he was seen by a Jew and announced how the Medina city echoed with Takbeer and how joyously they rushed to meet and welcome Muhammad صلى الله عليه وسلم. Here the teacher may display all the important names and dates. Narrate the story of Ali and his love how he on foot reached Medina	15 min.	Narrative	questions
3. discuss the first jumu'ah, the selection of the land for the masjid, and the home of Aboo Ayyoob al-Ansaari				

Objectives	Procedures	Time	Teaching strategies & Audiovisuals	Evaluation
	because he couldn't stay away from Muhammad صلى الله عليه وسلم for long. Muhammad صلى الله عليه وسلم stayed with Ayob Ansari while the building of Masjid al Nabawi started and soon after the family of Muhammad which was still in Mecca was reunited. Here the teacher may use the power point presentation to display the names of all the people and use pictures for the construction of Masjid an Nabawi. The teacher must keep the			
4. construct a mental picture of all the events of migration from Makkah to Medina	The teacher may summarize all the events from the beginning of the Hijrah lesson part 1 to part three and display it on the screen and inquire of students to give points in chronological way.	10 min.	Power point presentation/ video clips	Written report from Part 1 to Part 2 compiled by students

#### Homework:

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

**DAILY LESSON PLAN**  
**G5-Unit 14 –Lesson 2**

**Lesson Title:** Hijrah: Start of the Islamic Year    **Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may start by revising the previous lessons of Hijrah and discussing with the students the significance of Hijrah and hence constructing the base for this lesson.

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. tell the story of the Hijrah and discuss its significanc.	Based on the preparatory activity the teacher may put forth few examples from near history with the help of CE calendar allowing the students to realize how memoires and histories are stored for the following generations and people to come to learn about past. In contrast to it now the teacher must display and demonstrate with different ahadith at different times of Islam different events with dates, taking the examples from the previous lessons of Hijrah, the significance of having Islamic calendar. And now we know that it was 14hundred years ago that Prophet صلى الله عليه وسلم migrated from Makkah.	20 min.	powerpoint/ narrative/ flash cards Narrative	questions
2. explain the terms CE and Hijri (A.H) and Discuss the reason why an Islamic calendar was needed.	The teacher here may explain the differences between lunar year and solar year and the CE and the Hijri calendar.. Also here the students must be enlightened about that officially in the time of Umar the lunar calendar was adopted as to be the official system .	20 min.	Narrative discussion	questions

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

**DAILY LESSON PLAN**  
**G5-Unit 14 –Lesson 3**

**Lesson Title:** Soorat al-Mumtahinah:  
That which examines

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may bring a couple of puppets and organize a puppet show for the story of Haatib ibn Abi Balta'ah

No more than 7 minutes

Objectives	Procedures	Time	Teaching strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able				
1. explain the reason for the revelation of this soorah.	Based on the preparatory activity the teacher may start explaining the situation of Haatib in detail, how he felt when his family was in danger. The teacher may inquire of the students what they would have done if they were in his place? And if it was not Muhammad صلى الله عليه وسلم but instead just a teacher or someone? Of course they would have preferred their own family's safety. But here Allah is informing Muslims that Allah knows what they hide and what they reveal and if you are in the path of Allah you must trust Allah and forsake everything for Him and His Prophet صلى الله عليه وسلم.	10 min.	narrative	Questioning
2. give the general meaning of this soorah.	The teacher here may explain to the students that Allah has told us that our families our wealth nothing will benefit us it is only the righteous and	5 min.	Narrative	Questions

Objectives	Procedures	Time	Teaching strategies & Audiovisuals	Evaluation
	good deeds that will help us in hereafter. Mentioning so Allah has given us the example of Abraham and the people who were with him how they denied him and how Abraham replied to his father that he will ask for forgiveness for him but he has no power against the will of Allah. He for Allah's orders and Right path did not even hesitate to leave his father. Then later Allah has clarified that and if the believers wants to revert then Allah is no need for them it is them who need Allah عز و جل			
3. recite soorah from memory .	The teacher will help the students memorize the soorat in three parts verse by verse. By explaining every word making it easy for them and also by reciting or playing a recitation of the soorat on the computer for the proper tajweed and recitation	20 min.	CD/ Cassette player	Recitation

**Homework:**

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

**DAILY LESSON PLAN**  
**G5-Unit 15 –Lesson 1**

**Lesson Title:** Umar ibn al-Khattab

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may start by bringing a card board tree on which he/she should hang decorated names of the family of Umar starting from his father, mother, him, wives, kids. The teacher must put on the names on the tree as he/she proceeds by narrating the story. To make matters more interesting a compilation of video clips/pictures is displayed.

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 Umar رضي الله عنه Ibn al- Khattaab's biographical details and personality.	Based on the warm up activity the teacher may start enlightening them about Umar's background. The teacher may use a power point presentation to present the tree of Muhammad صلى الله عليه وسلم and then for Umar and show the students that he meets with Muhammad صلى الله عليه وسلم in the 8 <sup>th</sup> generation.	20 min.	Pictures narrative	questions
2. display the personal value of Umar رضي الله عنه as a hardworking person and a keen student.	The teacher may enlighten the students with a story about Umar's importance in community as he was one of the few who could read and write. Here the teacher may take an off road and emphasize the importance of education and how Islam has emphasized it.	20 min.	Narrative discussion	questions

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

**DAILY LESSON PLAN**  
**G5-Unit 15 –Lesson 2**

**Lesson Title:** Umar From Enemy To Ally

**Date:**

**Number of Students:**

**Warm up Activity:**

The teacher may compile pictures for old arabia in a story mode in powerpoint or flash animation while she narrates the story of Umar going in rage to kill Muhammad صلى الله عليه وسلم. The teacher should include the recitation of the Ayas that Fatima and Saed were reciting.

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. illustrate the great qualities of Umar Ibn Al-Khattaab رضي الله عنه qualities	Based on the warm up activity the teacher may start enlightening them about the incident that took place for Umar's conversion. Narrating the story in animated manner	10 min.	power point/ narrative	questions
2. recognize the significance of Umar's conversion to Islam. And describe how he accepted Islam.	The teacher explains to the students how important it was for Muslims to have Umar on their side, as he was fearless and people were afraid of him. The teacher may emphasize his strength and skills.	10 min.	Narrative	Questions
3. give examples of the merits and significant life of Umar رضي الله عنه	Using the power point presentation the teacher may point out Umar's merits. Although the teacher must start by asking the students to delineate his merits from their understandings and previously shared information.	10 min.	Power point presentation	Questions

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



**DAILY LESSON PLAN**  
**G5-Unit 15 –Lesson 3**

**Lesson Title:** Review: soorat al Hashr (part 1 & 2) and soorat al Mumtahinah

**Number of Students:**

**Warm up Activity:**

The teacher may use the same visual aids that he/she used for the explanation of these lessons.

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. recite the soorah correctly and thoroughly from memory.	The teacher should listen attentively to the recitation of each student after using an audio visual aid for the soorah. The teacher may ask the students to sit in a circle. He/she will start by reciting the 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.	25 min.	Audio/ Visual CD Pair/group work	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.	15 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.

**Homework:**

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