

DAILY LESSON PLAN

G2-Unit 13 lesson 2

Lesson Title: The Manner of Salah, part 1.

Date:

Number of Students:

Warm up Activity:

The teacher can take the students to the **prayer room** of the school to give this lesson.



Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to:				
1. give the meaning of vocabulary used in the prayer, from the first takbeer untill the Ruku'/ bowing.	The teacher can use a puppet, boy or a girl; give him/her a name. The teacher will have each vocabulary item on a big flash card as well as its indication; each on a separate card, mix them up on the board. The puppet has to match each vocab with its indication. .The students are the audience and can help the puppet to be successful. The vocabs are the following: 1. Takbeer: saying Allah Akbar الله أكبر . 2. Isti`athah: saying A`ootho billahi mina ashshaytan arrajeem أعوذ بالله من الشيطان الرجيم 3. Basmalah	15 min.	Board/flashcards puppet	Questions about the meanings of different statement.

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
	<p>4. Aameen آمين</p> <p>5. Subhaana rabbiyal`addheem</p> <p>6. Sami`allaahu liman hamidah</p> <p>7. Rabbanaa wa lakal-hamd.</p> <p>The teacher will pretend to teach the proper pronunciation of these vocabs to the puppet. The puppet will have difficulties, students will help. Here the teacher will choose the students who need help themselves to try to help the puppet learn the new statement. In this way they will be encouraged to learn.</p>			
<p>2. sequence acts related to the prayer from the first takbeer till the ruku;, as well as what to say at every step.</p>	<p>To achieve this objective the teacher can show the students a movie for someone performing the prayer. She can stop the movie at every action to stress out the piece of information related to the action.</p>	<p>10 min.</p>	<p>Board Movie/ actual performance or PowerPoint Discussion</p>	<p>Every time she pause the play she asks the students questions such as what did he/she do? What did he /she say? Where did he put his hands ...</p> <p>After the movie finished the teacher check their understanding by acting in the wrong way and ask the students whether she did the action right or wrong. For example while saying the first takbeer she rises her hands far above her head instead of rising them to the level of her ears. ...</p>

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3. distinguish the prayers performed with a loud voice and those performed with a low voice	The teacher can divide the students into groups and give each group a work sheet with the names of the 5 daily prayers. The students have write next to each prayer if it is performed in low or loud voice. The winners will get stickers,.. After the group work is over, the teacher puts the correct answers on the board for the rest of the class.	5 min.	Group work	worksheet
4. dramatize the actions and vocabulary taught .	Line up facing the Quiblah, pretend to make wudu' by singing the wudu' song. Performing the acts and adhkaar of the salah taught in this lesson.	10 min.	Role play	Performing the salah

Homework:

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