

DAILY LESSON PLAN

G2-Unit 3 lesson 1

Lesson Title: Belief in Allah (first pillar of Iman)

Date:

Number of Students:

Warm up Activity:

The teacher can start the lesson with a video showing **people performing** the actions of the pillars of Islam: few people saying the shahada, performing salah, others paying the zakah, fasting and getting ready for iftar, the last group performing Hajj. She explains to them that these are the pillars of Islam which they learned in grade 1. She continue to inform them that now in grade 2 they will have another group of pillars, the pillars of Iman and they are 6. She takes out a big board where she glued a 3D model of a big heart; inside the big heart she puts 6 rolls of paper representing the 6 pillars. Each **paper** carries a number and inside the roll she writes the name of pillar. The big board carries a big title ***the 6 pillars of Iman***. She can tell the students that the 5 pillars of Islam had to do with actions. The new 6 pillars have to do with ***Iman/faith which is in our heart***.

No more than 7 minutes

clip
five
group

Objectives	Procedures	Time	Teaching strategies & Audio visuals	Evaluation
By the end of the lesson the student should be able to:				
1. express his belief that Allah is the Lord of everything: <ul style="list-style-type: none"> • The Creator, • Sustainer of the entire universe. 	<ul style="list-style-type: none"> • The teacher can take the students on a trip to the playground (or to a nearby park if possible), they look at the sky, and she asks them who created the sky? Look at the various beautiful shapes of the clouds (if available), the sun, the moon, stars at night, look at the trees, grass, leafs, water, ants, cats, soil, at themselves, their hair, skin, eyes, ... endless amazing things. They go back to the class or continue the lesson outside if possible. The 	10 min	Trip into the nature 2 small pots of plants Board/Flipchart pictures Discussion	Qs: Who created everything in the universe? -What does sustainer mean? Give me example of your own that express the meaning. - Who is the sustainer of all these creations? - How do Allah sustain all his creations?

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	<p>teacher leads a discussion that ends with students realizing that there should be a creator for everythin and this creator is Allah. Now the students realize that Allah is The Creator.</p> <ul style="list-style-type: none"> Next the teacher shows them 2 small plants one healthy and the other is dying and . The teacher explains the meaning of the word sustainer with some examples. The teacher puts the word sustainer on the board with big letters. Now she asks them who created us. Who created the birds? The fish in the sea? ... I need air to live; did Allah provide me with air? I need water..., who is my sustainer? Allah. Did He provide the fish with gills to breath in the water? Did he provide it with what it needs to survive? The birds? Who is the sustainer/ provider for all of Allah’s creation? Allah Himself is the sustainer of this whole world. (she can have various pictures of Allah’s amazing creation to help them think and imagine) 	10 min		
<p>2. -show basic understanding to tawheed, the first pillar of faith and its categories and to connect this piece of information to the old one: the meaning <i>la ilaha illallah</i>, there is no one worthy of worship except Allah.</p>	<p>The teacher can use a puppet show. She tucks 2 puppets in one shirt to end up with a puppet with 2 heads. The 2 heads will end up fighting and nothing can be done because everyone wants to do things his own way. Here the teacher can play on her laptop sura Al-Ikhlās for the students “ قل هو الله أحد ”. and relates it to the previous lessons She writes on the board: Allah is one. She can ask them to recall the meaning of <i>la ilaha illallah</i> which they had in the previous lessons: there’s no god worthy of worship except Allah. She writes it on the board. They can recall from previous lessons that any acts of worship should be done to Allah alone, she can add it on the board. The board will look like this:</p>	5 min.	<p>Board/puppet game Discussion</p>	<p>Direct Question What is the meaning of <i>tawheed</i>? Answer Exercise in TextBook P.4, 5</p>

***Allah is one.**

***There’s no one worthy of worship except Allah.**

***Any acts of worship should be done for Allah alone.**

Objectives	Procedures	Time	Teaching strategies & Audio visuals	Evaluation
	<p>Now she asks the student to give a title to the text on the board by dividing them into teams and playing with them the hangman.</p> <p>_____</p> <p>T A W H E E D</p> <p>She can use the warm up activity for lesson 1 to remind them how people used to worship various things, and Allah sent many prophets and messengers to call people to Tawheed : to worship only Allah, there is no one worthy of worship except Allah, The Creator.</p>	5min.		
<p>3. describe Allah in the same way as He has described Himself in the Qur'an and as Prophet Mohammad (peace be upon him) described Him.(We are not supposed to use our imagination in this field.)</p>	<p>The teacher can stick on the board the picture of a science book, math book, spelling book, Qur'an, and another one written on it The Teachings of the Prophet (peace be upon him) <i>the sunnah of the Prophet</i>. She asks the students if I want to know something related to science which book do I use? They will say the science book, until the last question if I want to find something about Allah, where do I look,</p>	5 min.	Board, pictures	Questions:

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	which book do I use ? They will deduct it is the Qur'an and the teachings of the Prophet (peace and blessings of Allah be upon him).			
	<p>The teacher can use some rhymes from the following websites</p> <p>Song: Allah is One, He is The Only One who Created Everything. : Saut Neda'a for Production and Distribution Est.: Islamic Songs – Islamweb.net- English</p>	5 min.	<p>CD player Laptop Lyrics given to students</p>	<p>Competition the best group can say the song in the school assembly</p>

Homework:

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