

DAILY LESSON PLAN G3-U13 – L1

Lesson Title: The Time of *Fajr*

Date:

Number of Students:

Warm up Activity:

There are some suggestions that are supposed to be a good prologue:

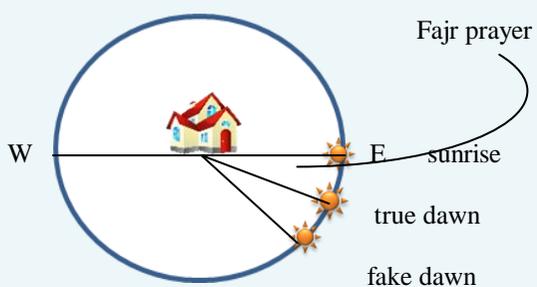
The teacher can prepare big colored laminated labels; *Fajr, Dhuhr, 'Asr, Maghrib, Isha'a*'. Each label can be worn around the neck with a ribbon. He/she will start by informing the students that Muslims should perform those 5 prayers each day.

No more than 3 minutes

The teacher may narrate the story of "The Night Journey and Ascension" In which he/she will emphasize the number of prayers that were first ordered by Allah and how Prophet Muhammad asked Allah to decrease that number many times until they became 5 prayers per day. So, we pray 5 prayers and get the reward for 50.

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 importance of establishing prayers on times.	Based on the story of the story from "warm up Activity", the teacher may discuss the importance of establishing the daily prayers since it's the only pillar that was ordered by Allah from above the seventh sky. Also, the teacher may inform the students that it's the first act of worship we will be questioned about on the Day of Judgment.	7 min.	Discussion	questions
2. enumerate different ways to find out the time of prayers.	The teacher can bring an iPhone, a time table, a picture of a masjid...etc. He/she may present those ways to show how we can find the times of the prayers nowadays. The teacher should discuss situations in which neither of these ways is available. Then, people will have to depend on the atmosphere around them.	10 min.	Real life objects/ Discussion	Practical evaluation can be done by dividing the class into groups of fours. The teacher may give each group a time table 3. and ask them to write down the time of Fajr prayer for five consecutive days. Can you see the slight time differences?
3. distinguish between fake and true	The teacher may show a picture of fake dawn and another	5 min.	PPT/ Pictures/ Board	Answering exercises 1,2 in the

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dawn.	picture of true dawn using laptop or PPT if possible. By describing the two scenes, the teacher will illustrate the difference between them. He/she will write the definitions on the board, then, encourage students to memorize them.			textbook pg. 188
4. state the time of Fajr prayer.	The teacher may write the definition on the board or show another slide of the definition using PPT. The teacher will use the first label. He/she will put it around his/her neck, and then students will ask, "What are you?" Teacher, "I'm Fajr Prayer" Students, "When do you start, and when do you finish?" Teacher, "I start at true dawn and I end before sunrise"	5 min.	Boards/ PPT/ Label	The teacher can choose couple of students to replace him/her to repeat the same activity.
5. Sketch the time of Fajr in their copybooks.	The teacher will use this drawing and ask the students to label the part related to Fajr prayer only in their copybooks.	5 min.		
			Copybook/ Board/ Colored Markers	Check the students' work
6. state the preferred time to pray Fajr discussion	The teacher may choose one student to read the hadeeth mentioned in the student's book about Prophet Muhammad's practice regarding Fair prayer	5 min.	Textbook	Continuous

Homework:

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