

## DAILY LESSON PLAN G3-U13 – L2

**Lesson Title:** The Time of *Dhuhr*

**Date:**

**Number of Students:**

### Warm up Activity:

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

The teacher can bring the big colored laminated labels; *Fajr, Dhuhr, 'Asr, Maghrib, Isha'a*'. Each label can be worn around the neck with a ribbon. The teacher will choose a student to wear the *Fajr* label and repeat the same activity from last period:

The students ask him, "What are you?"

He replies, "I'm *Fajr* Prayer"

Students: "When do you start and when do you end?"

He replies, "I start at true dawn and end before sunrise"

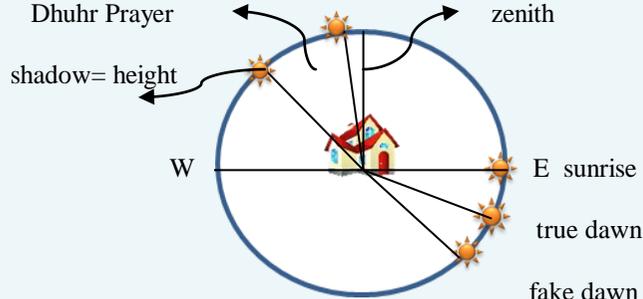
This can be done several times with different students.

No more than 3 minutes

The teacher may narrate any story to help the students realize the importance of establishing their prayers on time.

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 meaning of the word "zenith"	The teacher may bring a flash light (representing the sun) and a pencil or any other object. By fixing the pencil in a vertical position and turning on the flash light directly above the pencil, the teacher will practically demonstrate the meaning of zenith.	5 min.	Flash Light/ Pencil	answering exercise 2 in the textbook, pg. 192
2. identify the time of <i>Dhuhr</i> Prayer	The teacher may use the same setting from the previous objective. By fixing the pencil in a vertical position and shining the flash light, the teacher may explain the position of the sun and its effect upon the shadow of the object. Then, he/she will state the time of <i>dhuhr</i> by writing it on the board, and showing it practically using the light.	10 min.	Flash Light/ Object/Board/ Markers	Using <i>Dhuhr</i> prayer label, the teacher can choose couple of students to replace him/her to repeat the same activity. "This can be done many times until the teacher makes sure that the students memorized the time of <i>Dhuhr</i> ."
3. state the time of <i>Dhuhr</i> Prayer.	The teacher will use the second label. He/she will put it around his/her neck, and then students will ask, "What are you?" Teacher, " I'm <i>Dhuhr</i> Prayer"			

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
4. sketch the time of Dhuhr in their copybooks.	<p>Students, “When do you start, and when do you finish?”  Teacher, “I start when the sun passes its zenith and I end when the shadow of an object equals its height”</p> <p>The teacher will use this drawing and ask the students to label the part related to Fajr &amp; Dhuhr prayer only in their copybooks.</p> 	7 min.	Copybook/ Board/ Colored Markers	Check the students’ work See homework
5. state the normal practice of Prophet Muhammad regarding <i>Dhuhr</i> Prayer.	The teacher may choose one student to read the hadeeth about <i>Dhuhr</i> prayer. Then, he/she will clarify any misconception about it.	7 min.	Textbook	Direct Question:
6. point out the need for delaying Dhuhr Prayer in some situations.	The teacher may explain that giving examples of people living in very hot countries, and to what degree the temperature may reach at noon. He/she may read the hadeeth in the textbook about delaying Dhuhr Prayer and explain it.	7 min.	PPT/ Textbook	Answering exercise 3 in the textbook, pg. 191

### Homework:

1. The activities and exercises in Student's Book not covered through the lesson.
2. Draw a sketch to show the times of Fajr and Dhuhr prayers as done in the class.