

DAILY LESSON PLAN G3-U19 – L1

Lesson Title: The *Adhaan*: (Part 2)

Date:

Number of Students:

Warm up Activity:

There is one suggestion that is supposed to be a good prologue:

The teacher may start by reminding students with the story of the adhaan from the previous period. He/she will pause at parts and point to a student to complete the sentence. And so forth until the story is over.

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. explain the meaning of the words of the adhaan in Arabic.	The teacher may appoint a student to read the first part of the adhaan in Arabic and another student to read its English meaning from their students' book. Then, the teacher will explain each phrase briefly emphasizing its spiritual meaning. And so on until the end of the adhaan. The teacher will pinpoint the meaning of success in "Hayya 'alal-falah", and how it's related to the purpose of the adhaan. In other words, if you maintain your prayers, you will succeed in this life and in the Hereafter.	10 min.	Textbook/ Students/ Discussion	The teacher will divide the students into two groups. One group will read the words of the adhaan in Arabic and the other group will read its English meaning. Then, switching the roles will be done by the teacher to make sure that students are familiar with the words and their meanings.
2. recall the words of the adhaan from memory.	The teacher will play a recording of the adhaan. Students must recite it along with the recording. Once the teacher is sure that students memorized it, he/she will ask couple of students to recite it out loud. Or, the teacher may prepare cards for the phrases of the adhaan and ask students to place them in the correct order on the board. Along with the	5 min.	Recording/ Drill/ Cards/ Competition	Answering activity 2 in the Activity book, pg. 35

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3. distinguish the difference between the adhaan for Fajr and other prayers'.	<p>numbers of times to be recited.</p> <p>The teacher may play a recording for the Fajr adhaan and ask students to point out the difference between this adhaan and the one they already memorized, without telling them that it's Fajr adhaan. Students will find out the extra part for Fajr, and the teacher will show them this part written on a card and explain its meaning and purpose for this particular prayer.</p>	5 min.	Recording For Fajr adhaan/ Cards	Asking students to place the extra card for Fajr prayer in its proper order and write the number of times to be recited. Answering activity 2 in the textbook, pg.57
4. state the response of Muslims when they hear the adhaan.	The teacher will choose a mu'adhdhin and ask him to recite the words of the adhaan in the manner taught to them in the previous period (facing the qiblah, slow recitation, loud voice, and pauses between the words of the adhaan). He/she will introduce the response of Muslims when they hear the adhaan by repeating what the mu'adhdhin says. Except the phrases "Hayya 'ala-salah" and "Hayya 'alal-falah", the teacher will say "lahawla wala qwata ellabillah"	8 min.	Practical	Diresct question: What is the best thing to do after hearing the adhaan? Why?
5. recite the words of the adhaan in the right manner.	<p>The teacher may recite the adhaan for any of the prayers and make some mistakes on purpose, like missing one of the phrases, or saying some of the words in the wrong order...etc.</p> <p>The teacher will ask students to stop him/her when they discover any mistake. Student to pinpoint the missing parts without any mistakes will be assigned the mu'adhdhin for the whole weak.</p>	7 min.	demonstration	The action will be used as an evaluation.

Homework:

1. The activities and exercises in Student's Book which were not covered through the lesson to be assigned.
2. Practice the adhaan at home for the five basic prayers.