

## DAILY LESSON PLAN G3-U21 – L1

**Lesson Title:** The *Masjid*: (Part 1)

**Date:**

**Number of Students:**

### Warm up Activity:

There are a number of suggestions that are supposed to be a good prologue:

You may wish to puzzle students by bringing a picture of a masjid cut into interlocking small parts like a jigsaw puzzle. Randomly stick those parts on the board and ask some students to assemble them back their proper places to form the whole picture. Then, ask students if they know the Arabic and the English words for this place. Write the correct answers on the board.

No more than 5 minutes

You may narrate the story of Prophet Muhammad’s migration to *Madinah*. Emphasizing the place where the she-camel sit down and that’s where Muslims built Al- Masjid An’abawy.

No more than 2 minutes

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
By the end of the lesson the student should be able to				
1. give the meaning of the word “masjid” and its English translation “mosque”.	Based on the warm up activity, the teacher will write on the board both words and ask students to define these words in English. He/she may write the sentence on the board leaving some blanks for students to guess. It’s a _____ where _____ Pray the ____ daily _____. Repeating is a necessity to ensure students’ memorization of both words and the meaning.	10 min.	Board/Puzzle/ Drill	Answering exercise 1 in the textbook, pg. 64
2. value the correct niyyah when going to the masaajid.	The teacher should recite the ayah mentioned in students’ book (Soorah al-Jinn: 18). Discussion is necessary to insure students’ understanding of the importance of tawheed. He/she may give an example of people who go to a masjid wherein a virtuous man is buried and ask this dead man, as a mediator, to deliver their message to Allah.	10 min.	Board/Textbook Discussion	Direct Question Why can’t we ask a dead man to help us? Answer: Only Allah should be asked because He has the power to do anything. Dead people cannot help you in any way.
3. state some basic etiquettes when	The teacher may divide students into seven groups. Each	10	Groups of Students/	The teacher will evaluate each

Objectives	Procedures	Time	Teaching Strategies & Audiovisuals	Evaluation
walking to the masjid for prayer.	group is assigned to explain one rule for entering the masjid. The teacher will give each group a card wherein they should write the rule and decorate the card. The teacher will ask each group to come forward and explain their rule to their mates and show them the card they designed.	min.	Colors/ Cards/ Presentation	group according to their presentation. See homework
4. recall the rules for entering the masjid.	The teacher may rhyme the rules into a nasheed and repeat it many times to ensure students' memorization. 1. Don't eat smelly food before the salah. 2. Arrive early. 3. Walk calmly. 4. Enter with the right foot, leave with left, say the da'awaat'. 5. Pray to rak'aat. 6. Don't spit. 7. Don't buy, sell, nor advert.	5 min.	Drill	The teacher may present different situations and ask students to tell whether those actions are right or wrong. For example: A Muslim bought a siwaak from inside the prayer area of the masjid. A Muslim was late so he ran to reach the masjid in time. A Muslim ate a meal full of spices and onions and went to pray in the masjid. Answering activity 2 in the textbook, pg. 85

### Homework:

1. The activities and exercises in Student's Book which were not covered through the lesson to be assigned.
2. What is the recommended duaa' for entering the masjid?