

Assessment Planning Template

Assessment Planning Template

This planning template should be used in conjunction with the Guidance Notes above for each step.

Step 1 Please complete the grid below

LOCAL AUTHORITY	EAST RENFREWSHIRE COUNCIL
School / Establishment	St Ninian's Cluster
Curriculum Area	Literacy and Religious & Moral Education
Specific Subject (if applicable)	
Level	Second
Stage(s)	Primary 6

Step 2 Selecting your Experiences and Outcomes (Es and Os)

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.

LIT 2-14a

I can identify some of the customs and artefacts related to the Jewish and / or Muslim communities and their festivals.

RERC 2-27b

Step 3 Setting the Learning Intentions and Success Criteria

Learning Intentions

To:

- use what I know about the features of different types of texts
- find, select and sort information from a variety of sources
- identify some of the customs and artefacts related to other world religions
- use information for different purposes

Success Criteria

I can:

- Identify features in texts to help me to find information, justifying my choices (e.g. headlines, blurbs, sub headings, paragraphs, lists)
- Identify main and supporting detail about Islam using key words, facts and phrases by text marking e.g. highlighting, colour coding, underlining
- Use text marking to find and select the information from a variety of texts
- Locate and select relevant information to identify customs related to the Muslim community
- Locate and select relevant information to identify information about Muslim artefacts
- Sort and summarise information about Muslim Artefacts orally or in written form in my own words, where appropriate
- Locate and select relevant information related to Muslim communities
- Select and sort information about Muslim communities to create relevant and relevant questions
- Recognise how the Muslim communities show reverence towards their customs and artefacts.
- Select and sort information about Muslim festivals under given headings from a selection in texts in a format of my choice (e.g. mind map, table or list)
- Organise the information, including the main points using your own words, where possible to present my findings in my chosen format (e.g. video, poster, leaflet, newspaper article etc)

This was co-constructed with the learners.

Step 4 Quality Learning Experience

Lesson 1

LI: To use what I know about the features of different types of texts

SC: I can identify features in texts to help me to find information, justifying my choices (e.g. headlines, blurbs, sub headings, paragraphs, lists)

To establish prior knowledge of features of texts before introducing the context of Islam, the whole class will discuss different types of texts, their features and their uses. Provide a selection of texts for the discussion (e.g. TV programs, Internet videos, reference books, social media, maps, promotional leaflets, spoken word, calendars, posters etc). Further examples can be found on page 6 of the Literacy across Learning Principles and Practice papers.

In reading groups, provide a selection of differentiated texts (context free examples at this stage) to each group and ask them to identify different features and their purposes e.g. "This is a newspaper article and it has a headline, caption and I would use this if I wanted to..."

Teacher could provide children with a table to guide the discussion like the one below.

Type of text	
Features of text	
When would you use this text?	
Type of text	
Features of text	
When would you use this text?	

Each group should feed back to the class.

This would be an opportunity for formative assessment - teacher could observe and listen to group discussions.

Lesson 2

LI: To find, select and sort information from a variety of sources

LI: To identify some of the customs related to other world religions

SC: I can identify main and supporting detail about Islam using key words, facts and phrases by text marking e.g. highlighting, colour coding, underlining

SC: I can locate and select relevant information to identify customs related to the Muslim community

Explain context of learning will be Islam and that they will be learning about customs, artefacts and communities. At this point inform the learners that by the end of the series of lessons, they should be able to apply their learning to demonstrate skills developed within the context of Islamic festivals.

‘Thought Shower’ to establish prior knowledge of Islam as a class.

Building on lesson 1, provide learners with a context specific text where they have to identify the main and supporting detail about Islamic customs using key words, facts and phrases (e.g. highlight, underline etc). At this stage work as a whole class with teacher led discussion, demonstrating text marking to identify main details.

Next give learners a new text specific to Islamic customs where they have to demonstrate text marking skills independently to identify relevant information. (This text can be differentiated to suit the needs of groups/individuals within the class.)

Learners should 'traffic light' their text to show understanding of text making concept against the following SC.

- Identify main and supporting detail about Islam using key words, facts and phrases by text marking e.g. highlighting, colour coding, underlining

Additional reinforcement and consolidation may be necessary for some individuals after this task.

Lesson 3

LI: To find, select and sort information from a variety of sources

LI: To identify some of the artefacts related to other world religions

SC: I can identify main and supporting detail about Islam using key words, facts and phrases by text marking e.g. highlighting, colour coding, underlining

SC: I can locate and select relevant information using text marking, to identify information about Muslim artefacts

SC: I can sort and summarise information about Muslim Artefacts orally or in written form in my own words, where appropriate

Recap on prior learning and text marking skills taught. Show and discuss examples of 'Islamic customs' text completed in lesson two so learners clearly understand the skills required to find key words, facts and phrases.

Within reading groups, provide learners with a selection of differentiated texts on Islamic Artefacts where they have to identify the main and supporting details using key words, facts and phrases. Learners will use their findings to present their information in an agreed format (e.g. poster, leaflet, documentary, report). Where possible, learners should be encouraged to use their own words to present their findings.

Although learners could be given an element of choice they must ensure they still meet the specific SC for the lesson.

Use Visualisers/ Scanners/ Presentations to display Learners completed work. This will allow the learners to discuss features of texts and relevance of information used.

Two stars and a wish or other self and peer assessment techniques could be used by learners to generate next steps.

Lesson 4

LI: To find, select and sort information from a variety of sources

LI: To use this information for different purposes

SC: I can select and sort information about Islam to create reverent and relevant questions

SC: I can locate, select and sort relevant information related to Muslim communities

SC: I can sort and summarise information about Muslim communities orally or in written form in my own words, where appropriate

Learners can research Islamic communities at I.C.T, making notes.

Invite a speaker from the local community or a parent in to speak to the learners about Islamic communities. (If possible, the speaker can provide Artefacts to show the learners.)

Learners should use notes to prepare and write relevant and reverent questions for the speaker. This would be a good opportunity to discuss different types of questions. Blooms Revised Taxonomy should be used at this time.

Lesson 5/6

LI: To use what I know about the features of different types of text

LI: To find, select and sort information from a variety of sources

LI: To use information for different purposes

SC: I can select and sort information about Muslim festivals under given headings from a selection of texts in a format of my choice (e.g. mind map, table or list)

SC: I can organise the information, including the main points using your own words, where possible to present my findings in my chosen format (e.g. video, poster, leaflet, newspaper article etc)

At the start of this lesson, explain to the learners that the purpose of this task is to produce and present information to a specific audience e.g. showcase, assembly or a Peer Discovery Day.

To ensure that the learners can apply what they have learned in a new and unfamiliar context, they will be given the task of selecting relevant texts on religious festivals e.g. video clips, books, leaflets. *Teachers should select and guide learners to appropriate texts for their level and ability.*

Learners will sort information from their selected texts and use prior learning and notes to present findings in a chosen format (e.g. video, poster, leaflet, newspaper article etc). Where possible, learners should be encouraged to use their own words to present their findings.

On completion, learners will self and peer assess using a differentiated SC checklist.

Step 5 Assessment Approaches / Range of Evidence

- *Say* Lesson 1 - Each group feeds back, explaining the use of the texts, its features and why it is appropriate for the purpose
Lesson 3 – Self and Peer assessment used to generate next steps
- *Write* Lesson 1 - Completed table following group discussion
Lesson 2- Text marked extract with self assessment
Lesson 3 – Learners findings provided in an agreed format
Lesson 4 - Relevant and relevant questions prepared
Lesson 5- Find, select and sort information from a variety of sources
Lesson 5- Learners findings provided in an agreed format using appropriate features
Lesson 5- Learners ability to summarise information using own words
- *Make* N/A
- *Do* N/A

Evidence for SAY assessment approaches:

Lesson 1 Teacher listened to feedback from learners in order to establish prior knowledge. During group discussions learners were able to justify their choices of text and when they would use each text. At this point the teacher was able to move between groups and observe the learners as they discussed the task, offering oral feedback.

Lesson 3 Teacher discussed achievements and next steps with pupils using the success criteria. Learners offered each other oral feedback when completed work was displayed.

Step 6 Evaluating the Learning

Working together as a cluster we were able to look at a wide variety of completed work. (We focused on SAY and WRITE approaches). We discussed the pieces of work using the success criteria as a benchmark and we arrived at a judgement about the learning experience.

Step 7 Feedback and Next Steps

Learners were provided with feedback both orally and in written form. They were involved in developing the success criteria to give them ownership of their learning. Learners were involved in developing their own next steps through discussion with the teacher about the success criteria and previous learning. See annotated evidence for further details.

Step 8 Reporting on Progress

Learners reported on their own learning experiences using e-portfolios and learning logs. Parents were informed of this learning experience through report card comments. Learners were actively engaged in this learning experience and were motivated to share their learning with a variety of different classes across the stages.

Step 9 Group Evaluation of the Outcome(s)

Initially, we met as a group and spent a considerable amount of time selecting experiences and outcomes which fitted naturally together. The language (verbs) from the experiences and outcomes was used to help us agree upon learning intentions and success criteria. The success criteria which we agreed on was used as a basis however it was decided that we would build in any additional relevant success criteria suggested by the learners.

It was evident that there was a link between the language used in the experiences and outcomes, learning intentions and success criteria. This provided learners with a clear focus for the learning experiences and this is evidenced in the work which learners produced. As a group we feel that the implementation of the LAR was very successful.

The LAR was very successful in providing a wide range of appropriate evidence. The process of making a judgement on achievement was made simple by having clear success criteria for all planned learning experiences.

As a group we felt that bringing together different types of evidence produced through SAY and WRITE helped us to feel more confident about arriving at a judgement for our learners.

Learner 1

Features of Text		Name:
		Date:
Type of text	Atlas (Non-Fiction)	
Features of text	Maps, Subheadings, Names of countries and cities, key, bear, Total population, largest country, country with most people, largest city, pictures showing culture, height, rivers, lakes, mountains, index.	
When would you use this text?	You would use this text in a geography lesson or for navigation.	
Type of text	Calendar (Non-Fiction)	
Features of text	Cover, pictures, important dates, days of the week, days of the month, months of the year, subheading, heading.	
When would you use this text?	To write down dates, find out what day of the month it is and find out when important dates are.	
Type of text	Encyclopedia (Non-Fiction)	
Features of text	Alphabetical order, only 2-3 letters per volume, Headings, subheadings, information about everything that begins with those letters.	
When would you use this text?	If you needed to find information about something.	
Type of text	Magazine (Non-Fiction)	
Features of text	Heading saying what magazine it is, subheading, adverts, articles, held together by a staple, pictures.	
When would you use this text?	If you wanted to find out about art, the latest paintings or if any pieces of art have been stolen.	

Lesson 1

* You have demonstrated that you know many features of different types of texts. ***

* You have written in depth and included a lot of detail.

choices were justified through oral discussion.
- as a class, pairs and with teacher.

Muslim Customs

Every culture, besides a number of other things, has its own distinct set of customs, traditions and etiquettes. In fact, one of the important distinguishing features between one nation and one tribe and another has generally been its distinct set of customs, traditions and etiquettes. The nation or tribe formed by the followers of the prophets and messengers of God is no exception. In the formation of this group, the prophets of God directed their followers to conform to a particular set of customs and etiquettes, which would distinguish them as a nation of the followers of God's prophets.

The Arab culture has a number of these customs:

1- Pronouncing God's Name Before Eating or Drinking

The pronouncement of God's name before eating or drinking has two purposes. Firstly, it is a recognition of God's countless blessings upon us, and secondly as a prayer for the continuation and abundance of these blessings in future. The Prophet (peace be upon him) is reported to have stressed strict adherence to this etiquette in a number of sayings ascribed to him.

2- Using the Right Hand for Eating & Drinking

After pronouncing God's name before starting to eat or drink, a Muslim should use his right hand for eating and drinking. Adherence to this practice, on behalf of the individual symbolizes his desire and commitment to be among the people of 'right hand' on the Day of Judgment. The Prophet (peace be upon him) is reported to have said: Whenever one of you eats, he should eat with his right hand and whenever he drinks, he should drink using his right hand.

3- Muslim Greeting & its Response

At the time of meeting a Muslim should greet his brother with the words: "Assalaam 'alaikum". The addressee should subsequently respond with the words: "Wa 'alaikum Assalaam". These words are, in fact, a prayer for the addressee for peace and blessings. These words have been referred to in the Qur'an as well as in sayings of the Prophet (peace be upon him). As a further etiquette of greeting others, the Prophet is also reported to have said:

* You identified the key words, phrases and facts in each section. You have shown that you can successfully select important information.

Next step: Work on a similar task in a different context.

← Through discussion this pupil was able to confidently discuss some of the customs related to the Islamic religion.

4- Blessing After Sneeze & its Response

A sneeze is a relief from a common temporary disorder in the human body. After being relieved from this temporary disorder, a Muslim should thank the Almighty with the words: "Al-Hamdulillah", while those present around him, who hear him praise and thank the Lord, should pray for God's mercy and blessings for him with the words: "Yarhamukallah". The initial utterance is obviously to thank the Almighty for the relief one feels after sneezing, while the response - entailing an invocation of God's mercy for the person who has thanked his Lord - signifies a reminder of the fact that God's mercy and His blessings are, in fact, the right only of the thankful.

5- Reciting 'Adhaan' in the Right Ear of a Newly Born

This tradition was initiated by the Prophet (peace be upon him). The words of the *Adhaan* as fixed by the Prophet (peace be upon him), according to God's directive, entail the complete summarized message of Islam. The *Adhaan* - the call to prayers is, in fact, a call to Islam - a call to complete submission to God's will. Every Muslim is continually being called toward the message entailed in the *Adhaan*. This message is being delivered through our mosques five times during every day. Recitation of the *Adhaan* in the right ear of a new born child symbolizes, on behalf of the parents, that like their respective physical contributions in the formation of the child, they have also, through the deliverance of God's message, initiated the transmission of their spiritual beings to the child.

6- Keeping the Nose, the Mouth & the Teeth Clean

As a part of elevating the religious tastes and developing a strong sense of purification and cleanliness among their followers, cleaning the nose, the mouth and the teeth has been a permanent feature of the teachings of the prophets of God. Maintaining cleanliness and hygiene, especially, keeping the nose, the mouth and the teeth clean has been mentioned in the history of the Arabs, since pre-Islamic times, as an accepted religious tradition.

Islamic Artefacts



Islam artefacts

The Qur'an
The Musalla
The Badge
The Qur'an stand
The Qur'an wrapped
The Tasba
The Prayer hat
The prayer mat
The Head scarf



You used the information you selected to *** create a new text. Your PowerPoint is informative and you remembered to put the information into your own words.

Qur'an



- The Qur'an is the most important artefact that belongs to the Mosque. Women cover their heads before touching the Qur'an. Even when you are not using the Qur'an you be respectful and also never put it on the ground. At all times the Qur'an should be treated with respect.

The Qur'an stand

The Qur'an stand is also a very important artefact because it is what holds the Qur'an during mass at the Mosque and it sometimes has patterns and sometimes doesn't.



Next step:
It would be interesting to see how you summarise and text mark in a different context.

The Tasbi

- The Tasbi is a Muslim version of rosary beads they have 99 beads on them and come in loads of different colours they are for praying and taking to the mosque.



Prayer mat

- The prayer mat is something that Muslims pray on it is a metre long with patterns on it they need to put it at a certain degrees and then they can start to pray.



Questions-

Q1) How would you summarise what happens in the mosque? ✓

Q2) Explain how you would wash yourself at the mosque? ✓

Q3) What is your favourite name for Allah? ✓

Q4) Can you name the 5 pillars of Islam? The mosque is a church.

Q5) How and when would you use the prayer beads?

Q6) What is your favourite chapter in the Qur'an?

Q7) What do you call the boys hat? Topi.

Q8) How many days do you fast in Ramadhan?

Q9) How long does it take to do wudu?

Q10) What words do you say into a babies ears when they are born?

* You have selected and sorted information to create a wide variety of questions using Blooms Taxonomy.

* Your questions are relevant and relevant



Page 5

Mosques are amazing buildings ~~some~~ ^{there} are big or small, men and woman stand in lines and pray, woman are in a seprate part of the mosques they are sometimes on a balcony or behind a curten. Mosques are used as lots of things such as... Learning the Quran, praying and weddings and a lot of other things. Some mosques have an Imam to lead the prayer if they don't have an Imam a Adult ^{young} to lead the prayer. the Imam says the most relaxing words.

* You successfully located and selected relevant information on muslim communities to create an informative 'magazine'.
Next step: Try to apply these skills in a different context.

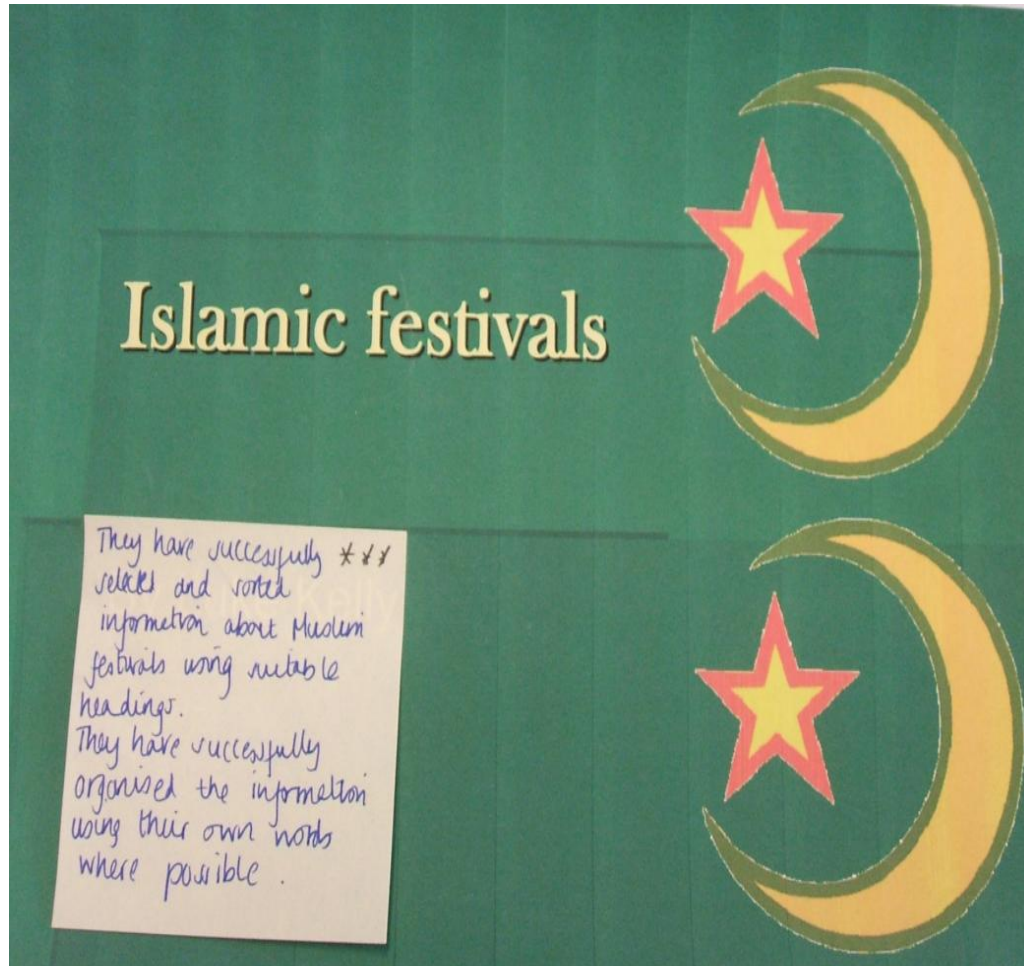
Page 6

A mosque can be recognised by its dome and minaret. The minaret is a large tower from which the Adhan (call to prayer) is called from. The inside of the

Dome and the walls of the mosque are carefully designed with calligraphy and skilled architecture.

I ♥ TO LEARN!

PowerPoint Presentation



EID

- EID HAPPENS AT THE END OF RAMADAN AND CELEBRATES THE END OF THE FAST THEY STARTED DURING RAMADAN.
 - IT'S FULL TITLE IS EID AL-FITR.
 - SOMETIMES AFTER GOING TO A MOSQUE FAMILIES WHICH CAN AFFORD TO DO SACRIFICE A LAMB OR SHEEP.
 - THEY DO THAT TO REMIND THEMSELVES OF ABRAHAM THE PROPHET WHO SACRIFICED SOMETHING!

Preparing for Eid

- ADULTS WILL SOMETIMES PAINT THEIR CHILD'S HAND WITH PATTERNS ON THEM.
- DURING RAMADAN MUSLIMS FAST BECAUSE THE PROPHET MUHAMMAD WENT INTO A CAVE AND PRAYED AND GOD TOLD HIM ADULTS SHOULD NOT EAT AT SUNRISE AND WHEN THE IT GOES DOWN.
- ANOTHER REASON FOR FASTING IS TO FEEL LIKE YOUR POOR AND YOU SHOULD PUT SOME MONEY CALLED ZAKAT IN A BOX AND IT WILL BE SHARED AMONG THE POOR AT EID

Eid facts

- EID MUBARAHAC MEANS HAPPY EID.
- WHEN A CRESCENT MOON APPEARS IT MEANS THE END OF RAMADAN.
- THEY EAT DRIED DATES.
- THEY GET UP BEFORE SUNRISE TO PUT ON NEW CLOTHES.

Other festivals

- EID ISN'T THE ONLY FESTIVAL THE MUSLIMS CELEBRATE HERE'S A FEW OTHER ONES
- THE BEGINNING OF THE NEW YEAR ITS NOT THE SAME AS OURS.
- THE BIRTH DAY OF MUHAMMAD ON THAT DAY THEY HAVE A HOLIDAY AND TELL STORIES!

Learner 2

Type of text	Map
Features of text	Keys, Pictures, and paragraphs
When would you use this text?	When you are on journey or when your lost.
Type of text	Guide book
Features of text	Paragraphs, Pictures, Subheadings
When would you use this text?	When you want to know about Scotland
Type of text	Queen Victoria
Features of text	Paragraphs, Titles, Photos
When would you use this text?	When your wanting knowledge of Queen Victoria
Type of text	blog
Features of text	Sentences, time
When would you use this text?	When you want to know what's happening

* They have demonstrated that they can identify some features of the different texts.

Next step is to add in more depth with regards to justifying choices - more detail.

Choices were justified through oral discussion with children.

* You have successfully identified key words, facts and phrases relating to Islamic customs.
* Focus on the most relevant details.

Muslim Customs

The most important customs in Islam are the **5 PILLARS OF ISLAM**. Every Muslim tries to carry out these five things.

They are the five very important obligations which Muslims should satisfy in order to live a good and responsible life according to Islam. Living by these shows the Muslim is putting his faith first.

SHAHADAH

This is the most important and first Pillar of Islam- the Profession of faith for a Muslim. Islam which means 'joyous submission to God's will' and comes from the word 'Peace'.

Allah is the Muslim name for God, and they believe that Muhammead is the Prophet. Faith in one God is the basic belief of the Islamic religion. When Muslims use the term Allah they are referring to the same God who is worshipped by Christians and Jews.

SALAH (PRAYER)

This is the second Pillar of Islam. This Pillar calls Muslims to pray five times a day. There are set prayers which Muslims say and all Muslims face Mecca, in Arabia when praying. They should use a prayer mat and wash before praying. There are fixed movements which include kneeling with the forehead placed on the ground in front.

ZAKAT (almsgiving) is the third Pillar of Islam. Each year, Muslims give a proportion of their savings to help the poor. Once a year, for a month called **RAMADAN**, all Muslims fast from dawn until sunset.

SAWM (Fasting) is the fourth pillar of Islam. Every day during **RAMADAN**, Muslims who are well enough, fast from dawn to sunset. Those who are sick or very young do not need to fast. The end of Ramadan is marked by the festival of **Eid-ul-Fitr**- the feast of the 'breaking of the fast'. Celebrations last for three days.

HAJJ (Pilgrimage) is the fifth and final Pillar of Islam. Muslims try to make a pilgrimage to Mecca if they can, at least once in their life. On arrival at Mecca, the pilgrims perform 'umrah', when they circle 7 times round the Ka'ba. The Ka'ba is a stone building approximately 23 metres across which stands at the centre of the Sacred Mosque at Mecca.

Prayer Mat



Qur'an



Islamic

Artesfacts

Plate



Prayer hat



Qur'an - Translation	Q Plate	Wedding Veil	Prayer hat
Translations of the Qur'an are now available but only the Arabic version is considered the true Qur'an. The practices that surround the handling of the Qur'an only apply to the real Qur'an. All versions of the Qur'an should be respected.	Muslims have decorations that you put on a wall like a plate with the city Madra on it. The city Mandina is the city that Muhammad made the first Islamic city in 622 CE. He made Madina his capital and home after he defeated Mokka in 630 CE. He died and was buried there. It was thought by Muslims that it is the 2nd most holy and people visit it to pay their respects of his tomb.	The marriage is always a civil time with a subject of vows in front of witnesses. The payment of money to the bride which is hers to keep if the marriage divorce later on legally. Verses of the Qur'an are sang during the wedding but a religious effort does not have to be here.	A prayer hat is what Muslim men wear where when required but is not required. You created a leaflet on 'Islamic Artefacts' and you remembered to lay it out appropriately. Nearly of all your information has been put into your own words. Next time cross reference your work with the text markings you have made to ensure they are not the same.

Questions

Q1 How many times do you pray and go to church each week?
5 prayers per week

Q2 Have you ~~always~~ been a muslim?

Q3 ~~Supper~~ family during ramadan? a job in I

Q4 Do you celebrate eid and fast during ramadan?

Q5 How do you celebrate eid?

Q6 Do you take part in all the festival?

Q7 Have you ever been to mecca?

Q8 If you have been to mecca what is it like there?

Q9 Why does a bride wear a red dress?

Q10 What is the most populated country for muslims?

* You have selected **
and sorted information to
create a variety
of questions.
* Your questions are
relevant and
relevant.

* - Consider and
develop use of
Bloom's Taxonomy.

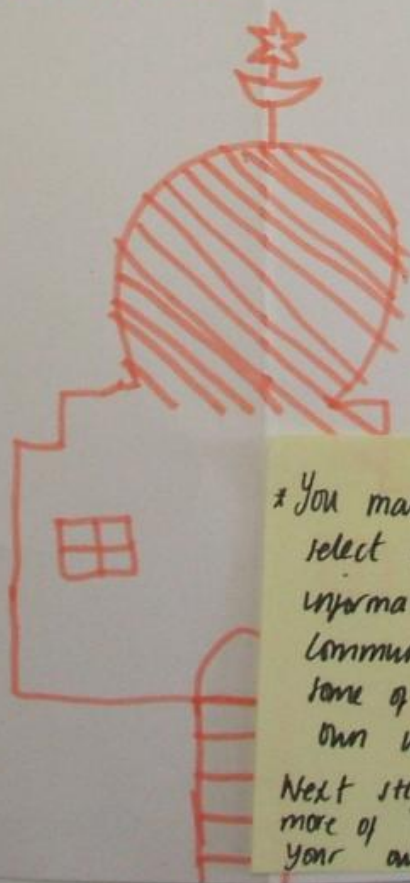


Mosques

Muslims worship in a mosque. Most Mosques have domes to improve acoustic inside. Before you go in to pray everyone should take their shoes off. Most Mosques have a School which teaches the Quran. Many Mosques have a minaret which is a tall thin tower. A Muézzin stands at the top of the tower it calls muslims to prayer at 5 times of the day to pray

The Mosques are decorated with patterns but never humans. Muslims believe that it distracts them from Allah.

Prayer hall. It has classes for children, Daily Prayers and Friday Prayers



* You managed to select and sort appropriate information on Muslim Communities. You put some of this into your own words.

Next steps: Try to put more of your information into your own words.

Communities

Muslim Population in Northern Ireland is about 2,000 people, it is about 1.5 million in the UK.

The largest community is based in Belfast. A Belfast Mosque and the Islamic Community Centre was made in the Early 1980's. It is a converted House with an upstairs carpeted floor area which is used for the main

PowerPoint Presentation

Islamic Festivals

They have successfully
selected and sorted
information about Muslim
festivals. **
They have used suitable
headings to organize
the information using
their own words where possible.
Next step is to add in
more detail.

mosque

- On Eid everyone goes to pray at the mosque.
- The Minaret is the towers in the mosque.
- This is a picture of the mosque.



Eid

- On Eid people buy new clothes and eat a special meal.
- They send cards to their friends and give gifts to each other.
- Eid Mobarak means happy.
- They put money in a box and give it to the poor.

Things that you do on Eid

- Adults don't eat at sunrise.
- You wake up at dawn.
- You sacrifice a lamb or sheep and one third of it is given away to the poor.

Learner 3

Lesson 1

L1: to use what I know about the features of different types of texts

SC: I can identify features in texts to help me to find information, justifying my choices (e.g. headlines, blurbs, sub headings, paragraphs, lists)

TEXT

TYPE OF TEXT: POSTER

Features OF TEXT: Bold writing, Images

When would you use this TEXT? When you are advertising.

You identified two of the main features of a poster. Can you think of any other uses of a poster?

* You have identified some of the features of a comic

Next step: can you think of other features of this text and other ways in which the text could be used.

Speech bubbles and thought bubbles are both features of a comic. Other features of a comic are related to the layout. Can you think of any?

TYPE OF TEXT: COMIC

Features OF TEXT: Speech Bubble, Thought bubbles

When would you use this TEXT? When you make a story

You identified three features of a newspaper but there are some you have missed. Have a look at a newspaper article again and see if you can come up with more. Look again at your list!

Type of text: newspaper

2. Features of text: headlines bold writing

When would you use this text: in the morning or the afternoon

Prior knowledge of the features of a variety of texts was established.

Key facts **Key Words** **Muslim Customs**

relevant information

Every culture, besides a number of other things, has its own distinct set of customs, traditions and etiquettes. In fact, one of the important distinguishing features between one nation and one tribe and another has generally been its distinct set of customs, traditions and etiquettes. The nation or tribe formed by the followers of the prophets and messengers of God is no exception. In the formation of this group, the prophets of God directed their followers to conform to a particular set of customs and etiquettes, which would distinguish them as a nation of the followers of God's prophets.

The Arab culture has a number of these customs:

- 1- Pronouncing God's Name Before Eating or Drinking**

The pronouncement of God's name before eating or drinking has two purposes. Firstly, it is a recognition of God's countless blessings upon us, and secondly as a prayer for the continuation and abundance of these blessings in future. The Prophet (peace be upon him) is reported to have stressed strict adherence to this etiquette in a number of sayings ascribed to him.
- 2- Using the Right Hand for Eating & Drinking**

After pronouncing God's name before starting to eat or drink, a Muslim should use his right hand for eating and drinking. Adherence to this practice, on behalf of the individual symbolizes his desire and commitment to be among the people of 'right hand' on the Day of Judgment. The Prophet (peace be upon him) is reported to have said: Whenever one of you eats, he should eat with his right hand and whenever he drinks, he should drink using his right hand.
- 3- Muslim Greeting & its Response**

At the time of meeting a Muslim should greet his brother with the words: "Assalaam 'alaikum". The addressees should subsequently respond with the words: "Wa 'alaikum Assalaam". These words are, in fact, a prayer for the addressee for peace and blessings. These words have been referred to in the Qur'an as well as in sayings of the Prophet (peace be upon him). As a further etiquette of greeting others, the Prophet is also reported to have said:

The young should take precedence in greeting the old, the passer-by should take precedence in greeting the one who is sitting and the smaller group should first greet the larger group".

- 4- Blessing After Sneeze & its Response**

A sneeze is a relief from a common temporary disorder in the human body. After being relieved from this temporary disorder, a Muslim should thank the Almighty with the words: "Al-Hamdulillah", while those present around him, who hear him praise and thank the Lord, should pray for God's mercy and blessings for him with the words: "Yarhamukallah". The initial utterance is obviously to thank the Almighty for the relief one feels after sneezing; while the response - entailing an invocation of God's mercy for the person who has thanked his Lord - signifies a reminder of the fact that God's mercy and His blessings are, in fact, the right only of the thankful.
- 5- Reciting 'Adhaan' in the Right Ear of a Newly Born**

This tradition was initiated by the Prophet (peace be upon him). The words of the Adhaan as fixed by the Prophet (peace be upon him), according to God's directive, entail the complete summarized message of Islam. The Adhaan - the call to prayers is, in fact, a call to Islam - a call to complete submission to God's will. Every Muslim is continually being called toward the message entailed in the Adhaan. This message is being delivered through our mosques five times during every day. Recitation of the Adhaan in the right ear of a new born child symbolizes, on behalf of the parents, that like their respective physical contributions in the formation of the child, they have also, through the deliverance of God's message, initiated the transmission of their spiritual beings to the child.
- 6- Keeping the Nose, the Mouth & the Teeth Clean**

As a part of elevating the religious tastes and developing a strong sense of purification and cleanliness among their followers, cleaning the nose, the mouth and the teeth has been a permanent feature of the teachings of the prophets of God. Maintaining cleanliness and hygiene, especially, keeping the nose, the mouth and the teeth clean has been mentioned in the history of the Arabs, since pre-Islamic times, as an accepted religious tradition.

A sound approach has been used to try and identify key words, facts and phrases by using a colour coding system. Next step is to continue to practice this skill to identify only those important key words and phrases.



The Compass

To help finding the correct position for prayers there is often a compass pocket at the back of the rug. Sometimes little compasses and books giving directions from around the world are put into wallets and given as gifts.



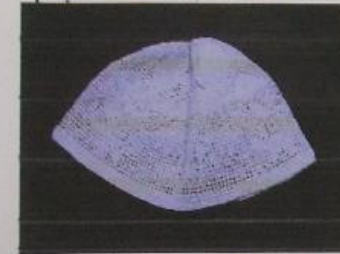
The Subha - -Muslim Prayer Beads

The subha is made up of three sets of thirty-three beads and one large one making one hundred in total. They are often made from wood or plastic. The ninety-nine beads are used to say the ninety-nine names for God during prayer. Muslims consider that repeating his name over and over brings them closer to God. They would call him by names such as: the Wise, the Compassionate, the Merciful, the Good or the Eternal. Sometimes Muslims recite the same few favoured names over and over again.



The Tigiya

Many Muslim men wear the tigiya under their head shawl to hold their hair in place whilst they are at prayer. It is white, crocheted cotton.



The Scroll

Scrolls giving the sayings of Muhammad (Pbuh) are often to be found decorating the wall of houses. They are kept very high as a sign of respect. Calligraphy is the supreme art form for Muslims, particularly of the verses of the Quran. You will always find Mosques and other buildings decorated with beautiful calligraphy and geometric patterns. The sayings of the Prophet are also sometimes used, however this picture is of a verse from the Quran.

Selecting key facts and phrases can be tricky. Instead of picking out the important words in the 'Compass' section you highlighted it all. This makes it harder for you to put

the information into your own words in the next part of our learning.

Lesson 4

LI: to find, select and sort information from a variety of sources

LI: to use this information for different purposes

SC: I can select and sort information about Muslim communities to create relevant and relevant questions

SC: I can locate and select relevant information related to Muslim communities

SC: I can recognise how the Muslim communities show reverence towards their customs and artefacts.

1. Why is there two eid's?
2. How many festivals are there?
3. How many times a day do muslims pray?
4. When do muslims go to the mosque

You have attempted to select and sort information to help you generate questions.

Next steps: You could consider using a variety of question openers next time.

Questions

- 1) What days do you go to the mosque?
- 2) How many prayers do you read a week?
- 3) Why are women and men separated when they pray?
- 4) How do you handle the Quran?
- 5) What is the muslim society like?
- 6) When was the first muslim community created?
- 7) What's the good thing about being muslim?
- 8) How many gods does muslims have?
- 9) How do you do wudu?
- 10) What is wudu?
- 11) What is a Tasbi?
- 12) Why do you have to take your shoes off when you enter a mosque?
- 13) Is it hard to be a muslim?
- 14) Why do you have to do wudu before touching the Quran?



ISLAM MOSQUE'S

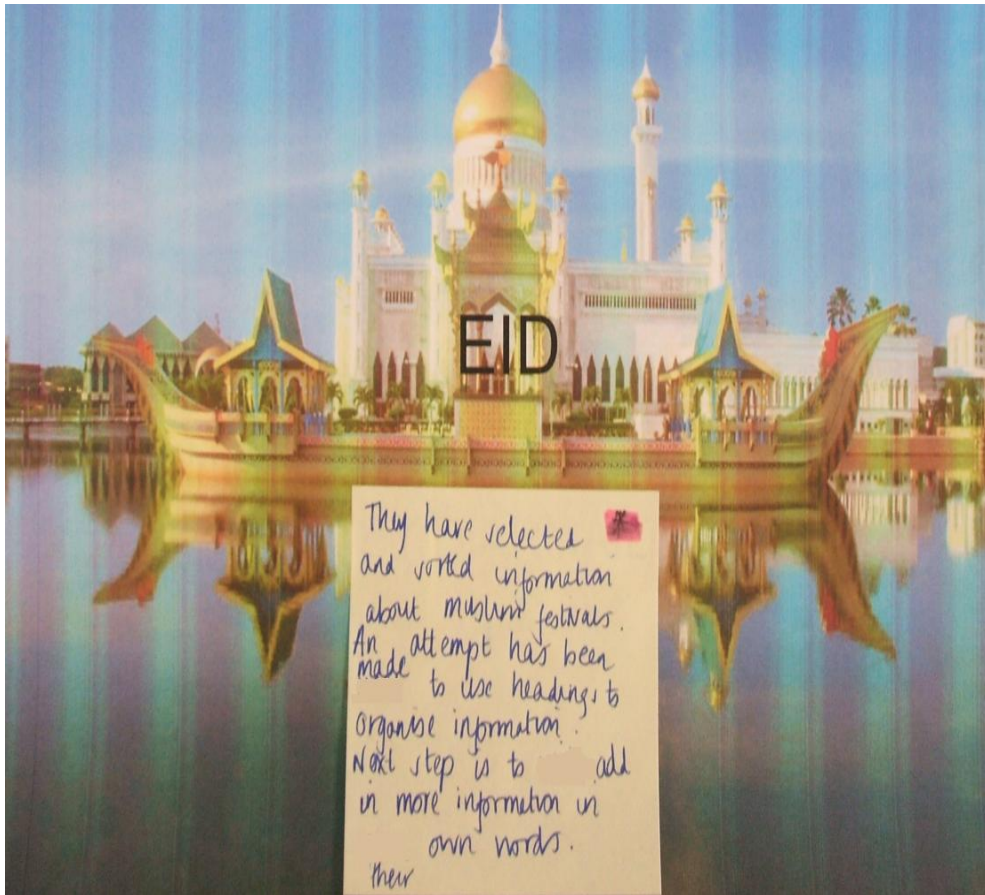
- The Arabic word Masjid means "bowed down" or a place of prostration.
- First Masjid was in Medina it was established by Muhammad in the house where he lived and where his tomb is to be found.
- The mosque is a place of assembly.
- They have to take their shoes off because people pray on the floor.
- Men and women pray in different places in the mosque.

ISLAM COMMUNITIES

- The Muslim population of the UK as a whole is about 1.5 million.
- Mahdi, who will be the last Caliph of all.
- He will come again at the end of time to conquer evil and reward faith.
- Members of the Muslim community have come mainly from India and Pakistan.

SA: I think that I did this really well. And tried.

PowerPoint Presentation



EID

- They go to the mosque to pray.
- They decorate their hands with henna.
- The mosque has a gold and minarets.
- Muslims fast at Ramadan.
- People go to the mosque for eid.

Zakat

- They put money in it and it get shared out to the poor.



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EID MA BARAK

- HAPPY EID.

