Grade 1 Islamic Religious Education

Term 3 - 32 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 30-minute lessons | PDF and editable Word

ABOUT THIS PACK

32 complete, ready-to-teach Grade 1 Islamic Religious Education lesson plans for Term 3, covering Wudhu (steps and performance), gratitude for Allah's bounties, love for parents, care for the environment (home), birth of Prophet Muhammad (S.A.W.) and Eids.

TOPICS IN THIS PACK

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5.3	Care for the Environment (Home)	5
6.1	Birth of Prophet Muhammad (S.A.W.)	6
7.1	Eids	4

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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What is wudhu?

Strand 4.0 Devotional Acts > Sub-strand 4.3 Wudhu (Steps and Performance) | Lesson 1 of 6 | 30 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) say what wudhu is; b) say why Muslims make wudhu before swalah

KEY INQUIRY QUESTION(S)

- Which body parts are washed during wudhu?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Cleanliness**	Developed through the activities in this lesson.
PCI	**Health promotion issues**	Examples link to healthy habits at home and at school.

LEARNING RESOURCES

A chart or flashcards of the steps of wudhu | A video clip of wudhu, if available

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

wudhu | niyyah (intention) | Bismillah | rinse | nostrils | elbows | wipe | ankles

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
4 min	7 min	8 min	7 min	4 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Ask: what do Muslims do with water before praying?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	7	Take learners through "Wudhu" (steps and teaching points on the next page), explaining as you go. Use a chart or flashcards of the steps of wudhu, a video clip of wudhu, if available. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	8	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	7	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Can swalah be done without wudhu?"	Say the key idea in their own words and answer the exit question in the exercise book.

STEPS AND TEACHING POINTS

Wudhu
Wudhu is washing certain parts of the body in a set order to be clean before swalah. Swalah is not accepted without wudhu (unless a person cannot use water and makes tayammum).
Watch the teacher, a resource person or a video clip performing wudhu, and say what you observe.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is wudhu?	**Washing parts of the body in order before swalah**
2	Why do Muslims make wudhu?	**To be clean (purified) before swalah**
3	What did you observe in the demonstration?	**Answers vary**
4	Can swalah be done without wudhu?	**No (except tayammum when water cannot be used)**

WATCH OUT FOR

Keep tayammum as a brief mention only.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can say what wudhu is confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can say what wudhu is accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly say what wudhu is, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet say what wudhu is without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Point to the chart as the teacher demonstrates.
Learners ready for more	Ask at home who taught your family wudhu. (Answer: Answers vary)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "what is wudhu?" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

The steps of wudhu

Strand 4.0 Devotional Acts > Sub-strand 4.3 Wudhu (Steps and Performance) | Lesson 2 of 6 | 30 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) name the steps of wudhu in order; b) say which body parts are washed

KEY INQUIRY QUESTION(S)

- Which body parts are washed during wudhu?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Cleanliness**	Developed through the activities in this lesson.
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LEARNING RESOURCES

A chart or flashcards of the steps of wudhu | A video clip of wudhu, if available

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

wudhu | niyyah (intention) | Bismillah | rinse | nostrils | elbows | wipe | ankles

THE LESSON AT A GLANCE

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Point to your hands, mouth, nose, face, arms, head, ears and feet." Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	7	Take learners through "Steps (as listed in the design)" (steps and teaching points on the next page), explaining as you go. Use a chart or flashcards of the steps of wudhu, a video clip of wudhu, if available. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	8	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	7	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Which body parts are washed during wudhu?"	Say the key idea in their own words and answer the exit question in the exercise book.

STEPS AND TEACHING POINTS

Steps (as listed in the design)

Make the intention (niyyah) and say Bismillah. 1. Wash the hands up to the wrists. 2. Rinse the mouth. 3. Rinse the nostrils. 4. Wash the face. 5. Wash the arms up to the elbows, right first. 6. Wipe the head. 7. Wipe the ears. 8. Wash the feet up to the ankles, right first.

Many do each washing three times. (Teacher: confirm details against your community's practice.)

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What do we say before starting?	**Bismillah**
2	What is washed first?	**The hands**
3	What is wiped?	**The head and the ears**
4	Which body parts are washed during wudhu?	**Hands, mouth, nostrils, face, arms and feet**

WATCH OUT FOR

Learners skip the nostrils or ears. Use actions for every step.