Grade 2 Islamic Religious Education

Term 2 - 30 complete lesson plans

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

ABOUT THIS PACK

30 complete, ready-to-teach Grade 2 Islamic Religious Education lesson plans for Term 2, covering Hadith on Iman, Hadith on love, belief in Allah's books, belief in his prophets, Swalah: the five daily prayers and Swalah: rakaat.

TOPICS IN THIS PACK

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2.3	Hadith on Love	4
3.1	Belief in Allah's Books	5
3.2	Belief in His Prophets	5
4.1	Swalah: The Five Daily Prayers	5
4.2	Swalah: Rakaat	7

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.

A TASTE OF LESSON 1

The Hadith on iman

By the end of the lesson, the learner should be able to: a) read the Hadith on iman; b) say what 'generous' means

> **Be generous to your neighbour**
> The Hadith: 'Let him who believes in Allah and the Last Day be generous to his neighbour.'
> Generous means giving and sharing freely. The Hadith teaches that true faith (iman) shows in how we treat our neighbours.

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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The Hadith on iman

Strand 2.0 Hadith > Sub-strand 2.2 Hadith on Iman | Lesson 1 of 4 | 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) read the Hadith on iman; b) say what 'generous' means

KEY INQUIRY QUESTION(S)

- How can one show generosity to their classmate?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Life skills (effective communication)**	Learners practise decision making and working with others.

LEARNING RESOURCES

A chart of the Hadith on iman (Arabic as prepared by the teacher, and the English meaning) | Word flashcards and a pocket board | Learning items to share (crayons, pencils, rulers)

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

iman (faith) | believe | the Last Day | generous | neighbour | share

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.

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Ask: who lives next to your home?" 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 "Be generous to your neighbour" (teaching points on the next page), explaining as you go. Use a chart of the Hadith on iman (Arabic as prepared by the teacher, and the English meaning), word flashcards and a pocket board, learning items to share (crayons, pencils, rulers). 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: "Name two things a believer believes in, from the Hadith."	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS

Be generous to your neighbour

The Hadith: 'Let him who believes in Allah and the Last Day be generous to his neighbour.'

Generous means giving and sharing freely. The Hadith teaches that true faith (iman) shows in how we treat our neighbours.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Read the Hadith after the teacher.	**Correct reading**
2	What does 'generous' mean?	**Giving and sharing freely**
3	To whom should a believer be generous?	**His or her neighbour**
4	Name two things a believer believes in, from the Hadith.	**Allah and the Last Day**

WATCH OUT FOR

Learners who have little to share. Generosity includes kind words, help and time.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Read the Hadith in parts.
Learners ready for more	Say the Hadith from memory. (Answer: Correct recall)
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 "the Hadith on iman" 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.

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Completing the Hadith with flashcards

Strand 2.0 Hadith > Sub-strand 2.2 Hadith on Iman | Lesson 2 of 4 | 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) arrange flashcards to complete the Hadith; b) read it in turns and correct one another

KEY INQUIRY QUESTION(S)

- How can one show generosity to their classmate?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Life skills (effective communication)**	Learners practise decision making and working with others.

LEARNING RESOURCES

A chart of the Hadith on iman (Arabic as prepared by the teacher, and the English meaning) | Word flashcards and a pocket board | Learning items to share (crayons, pencils, rulers)

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

iman (faith) | believe | the Last Day | generous | neighbour | share

THE LESSON AT A GLANCE

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Read the Hadith together." 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 "Flashcards" (teaching points on the next page), explaining as you go. Use a chart of the Hadith on iman (Arabic as prepared by the teacher, and the English meaning), word flashcards and a pocket board, learning items to share (crayons, pencils, rulers). 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: "Help a friend kindly."	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS

Flashcards

Word cards: 'Let him who / believes in Allah / and the Last Day / be generous / to his neighbour.' Groups arrange them on the pocket board (or drag and drop on a tablet) and read the Hadith.

Then learners take turns reading the Hadith from the chart and correcting one another kindly.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Arrange the Hadith cards.	**Correct order**
2	Read the Hadith to your group.	**Correct reading**
3	Which card comes last?	**to his neighbour**
4	Help a friend kindly.	**Kind help**

WATCH OUT FOR

Groups where one learner does all the arranging. Give each a card.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Arrange three cards.
Learners ready for more	Arrange the cards without the chart. (Answer: Correct order)
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 "completing the Hadith with flashcards" and bring one question of your own to ask next lesson.

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