Grade 2 Islamic Religious Education

Term 3 - 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 3, covering Islamic phrases: Dua before sleeping and after waking up, relationship: love and care for neighbours, relationship: love and care for people with special needs, environment: caring for the school environment, guardians of the Prophet (S.A.W.) and jum'ah.

TOPICS IN THIS PACK

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5.3	Environment: Caring for the School Environment	5
6.1	Guardians of the Prophet (S.A.W.)	5
7.1	Jum'ah	6

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 dua before sleeping

By the end of the lesson, the learner should be able to: a) read the dua before sleeping; b) say what it means

> **Before sleeping**
> The Prophet (S.A.W.) taught a dua to say before sleeping: 'Bismika Allahumma amutu wa ahya' - in Your name, O Allah, I die and I live.

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 dua before sleeping

Strand 5.0 Akhlaq (Moral Teachings) > Sub-strand 5.1 Islamic Phrases: Dua before Sleeping and after Waking up | Lesson 1 of 5 | 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 dua before sleeping; b) say what it means

KEY INQUIRY QUESTION(S)

- Why should a Muslim recite dua before sleeping and after waking up?

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	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Life skills (living with others)**	Learners practise decision making and working with others.

LEARNING RESOURCES

A chart of the two duas with meanings | Word flashcards in boxes or a pocket board | A mat and a pillow for role play | A short video of the duas (from a trusted source)

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

dua | Sunnah | sleep | wake up | protection | manners (adab) | right side

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: what do you do just before you sleep?" 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 "Before sleeping" (teaching points on the next page), explaining as you go. Use a chart of the two duas with meanings, word flashcards in boxes or a pocket board, a mat and a pillow for role play. 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: "When do we say it?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS

Before sleeping

The Prophet (S.A.W.) taught a dua to say before sleeping: 'Bismika Allahumma amutu wa ahya' - in Your name, O Allah, I die and I live.

Sleep is like a small death; we ask Allah to keep us safe and wake us up again. The class reads it after the teacher, then in rows.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Read the dua before sleeping.	**Bismika Allahumma amutu wa ahya**
2	What does it mean?	**In Your name, O Allah, I die and I live**
3	Who taught this dua?	**Prophet Muhammad (S.A.W.)**
4	When do we say it?	**Before sleeping**

WATCH OUT FOR

Learners frightened by 'I die'. Explain gently that sleep is like rest and Allah wakes us up.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Read in two parts: Bismika Allahumma / amutu wa ahya.
Learners ready for more	Say the dua 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 dua before sleeping" 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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The dua after waking up

Strand 5.0 Akhlaq (Moral Teachings) > Sub-strand 5.1 Islamic Phrases: Dua before Sleeping and after Waking up | Lesson 2 of 5 | 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 dua after waking up; b) say what it means

KEY INQUIRY QUESTION(S)

- Why should a Muslim recite dua before sleeping and after waking up?

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	**Respect**	Learners listen while others explain and accept correction politely.
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LEARNING RESOURCES

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ORGANISATION OF LEARNING

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KEY WORDS

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Say the dua before sleeping 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 "After waking up" (teaching points on the next page), explaining as you go. Use a chart of the two duas with meanings, word flashcards in boxes or a pocket board, a mat and a pillow for role play. 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: "When do we say this dua?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS

After waking up

'Alhamdu lillahil-ladhi ahyana ba'da ma amatana wa ilaihin nushur' - all praise is for Allah who gave us life after He made us die (sleep), and to Him we will return.

We thank Allah for a new day as soon as we wake up. The class builds the dua in three parts.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Read the dua after waking up.	**Alhamdu lillahil-ladhi ahyana ba'da ma amatana wa ilaihin nushur**
2	What does 'Alhamdu lillah' mean?	**All praise is for Allah**
3	Why do we thank Allah when we wake up?	**He gave us life for a new day**
4	When do we say this dua?	**After waking up**

WATCH OUT FOR

The dua is long. Learn it in three parts over the lesson.