Grade 3 Islamic Religious Education

Term 1 - 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 3 Islamic Religious Education lesson plans for Term 1, covering Surah Al-Masad, Surah An-Nasr, Surah Al-Kafirun and Hadith on ihsaan.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Surah Al-Masad	8
1.2	Surah An-Nasr	8
1.3	Surah Al-Kafirun	8
2.1	Hadith on Ihsaan	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

Meeting surah al-Masad

By the end of the lesson, the learner should be able to: a) say the name of the surah and how many verses it has; b) listen to the whole surah and repeat the first verse

> **Surah al-Masad**
> Surah al-Masad is surah number 111 of the Qur'an. It has 5 verses (ayat). 'Masad' means palm fibre, a strong rope made from the palm tree. The surah is also called surah al-Lahab.
> The teacher (or the recording) recites the whole surah slowly while learners listen with their eyes on the chart. Then the class repeats verse 1 after the teacher: 'Tabbat yada abi lahabin wa tabb.'

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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Meeting surah al-Masad

Strand 1.0 Qur'an > Sub-strand 1.1 Surah Al-Masad | Lesson 1 of 8 | 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 the name of the surah and how many verses it has; b) listen to the whole surah and repeat the first verse

KEY INQUIRY QUESTION(S)

- What are the benefits of learning surah al-Masad?

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 (healthy relationships)**	Examples link to healthy habits at home and at school.

LEARNING RESOURCES

A Mushaf (copy of the Qur'an) or juz 'Amma | A chart of surah al-Masad in Arabic (prepared by the teacher) | Word cards and verse strips for the pocket board | A recording of a qualified reciter, 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

surah | verse (ayah) | Qur'an | recite | memorise | Abu Lahab | Makkah | masad (palm fibre)

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: which surahs can you already recite? Let two learners recite one they know." 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 "Surah al-Masad" (teaching points on the next page), explaining as you go. Use a Mushaf (copy of the Qur'an) or juz 'Amma, a chart of surah al-Masad in Arabic (prepared by the teacher), word cards and verse strips for the pocket board. 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: "Repeat verse 1 after the teacher."	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS

Surah al-Masad

Surah al-Masad is surah number 111 of the Qur'an. It has 5 verses (ayat). 'Masad' means palm fibre, a strong rope made from the palm tree. The surah is also called surah al-Lahab.

The teacher (or the recording) recites the whole surah slowly while learners listen with their eyes on the chart. Then the class repeats verse 1 after the teacher: 'Tabbat yada abi lahabin wa tabb.'

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is the name of this surah?	**Surah al-Masad (also called al-Lahab)**
2	How many verses does it have?	**Five**
3	What does 'masad' mean?	**Palm fibre (a rope made from the palm tree)**
4	Repeat verse 1 after the teacher.	**Tabbat yada abi lahabin wa tabb**

WATCH OUT FOR

Learners copying a classmate's mistakes. Let them repeat after the teacher or the recording, not after each other, at this stage.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Sit near the chart and point to each word as it is recited.
Learners ready for more	Find surah al-Masad in the juz 'Amma. (Answer: Near the end of the Mushaf, before surah al-Ikhlas)
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 "meeting surah al-Masad" 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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Verses 1 and 2

Strand 1.0 Qur'an > Sub-strand 1.1 Surah Al-Masad | Lesson 2 of 8 | 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 verses 1 and 2 correctly; b) say what the two verses teach

KEY INQUIRY QUESTION(S)

- What are the benefits of learning surah al-Masad?

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 (healthy relationships)**	Examples link to healthy habits at home and at school.

LEARNING RESOURCES

A Mushaf (copy of the Qur'an) or juz 'Amma | A chart of surah al-Masad in Arabic (prepared by the teacher) | Word cards and verse strips for the pocket board | A recording of a qualified reciter, 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

surah | verse (ayah) | Qur'an | recite | memorise | Abu Lahab | Makkah | masad (palm fibre)

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
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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: "Recite verse 1 together from the chart." 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 "Verses 1 and 2" (teaching points on the next page), explaining as you go. Use a Mushaf (copy of the Qur'an) or juz 'Amma, a chart of surah al-Masad in Arabic (prepared by the teacher), word cards and verse strips for the pocket board. 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 money save a person who does wrong?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS

Verses 1 and 2

Verse 1: 'Tabbat yada abi lahabin wa tabb' - the hands of Abu Lahab are ruined, and he is ruined. Verse 2: 'Ma aghna anhu maluhu wa ma kasab' - his wealth and what he earned did not help him.

Abu Lahab was an uncle of the Prophet (S.A.W.) in Makkah. He chose to oppose Islam and to hurt the Prophet (S.A.W.). The verses teach that money cannot save a person who chooses to do wrong.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Read verse 1 after the teacher, then alone.	**Correct reading of verse 1**
2	Read verse 2 after the teacher, then alone.	**Correct reading of verse 2**
3	Who was Abu Lahab?	**An uncle of the Prophet (S.A.W.) who opposed Islam**
4	Can money save a person who does wrong?	**No**

WATCH OUT FOR

Rushing the words. Read slowly, one word at a time, and let the teacher model each long sound.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can read verses 1 and 2 correctly confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can read verses 1 and 2 correctly accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly read verses 1 and 2 correctly, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet read verses 1 and 2 correctly without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Read verse 1 only, three times with the teacher.
Learners ready for more	Recite verses 1 and 2 without looking at the chart. (Answer: Correct recitation)
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 "verses 1 and 2" 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?
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