Grade 3 Islamic Religious Education

Term 2 - 31 complete lesson plans

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

ABOUT THIS PACK

31 complete, ready-to-teach Grade 3 Islamic Religious Education lesson plans for Term 2, covering Hadith on honesty, Hadith on respect, belief in the last day, belief in Allah (S.W.T.)'s power (qadar), Swalah postures and phrases in Swalah and Islamic etiquette: manners of entering and leaving the Masjid.

TOPICS IN THIS PACK

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4.1	Swalah Postures and Phrases in Swalah	7
5.1	Islamic Etiquette: Manners of Entering and Leaving the Masjid	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.

A TASTE OF LESSON 1

The Hadith on honesty

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

> **Speak the truth**
> The Hadith: 'Speak the truth even if it is bitter.' Bitter truth is truth that is hard to say, for example when we have made a mistake and fear being punished.

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 honesty

Strand 2.0 Hadith > Sub-strand 2.2 Hadith on Honesty | 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) read the Hadith on honesty; b) say what 'bitter truth' means

KEY INQUIRY QUESTION(S)

- Why is it important for a Muslim to practise honesty?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Honesty**	Developed through the activities in this lesson.
PCI	**Life skills (honesty and integrity)**	Learners practise decision making and working with others.

LEARNING RESOURCES

A chart of the Hadith on honesty (Arabic as prepared by the teacher, and the English meaning) | Flashcards of the Hadith words in a box or pocket board | Story cards

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

honesty | truth | lie | bitter | trust | integrity | Al-Amin (the trustworthy)

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 is a lie? What is the truth?" 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 "Speak the truth" (teaching points on the next page), explaining as you go. Use a chart of the Hadith on honesty (Arabic as prepared by the teacher, and the English meaning), flashcards of the Hadith words in a box or pocket board, story cards. 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: "Does Islam allow lying to escape punishment?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS

Speak the truth

The Hadith: 'Speak the truth even if it is bitter.' Bitter truth is truth that is hard to say, for example when we have made a mistake and fear being punished.

The class reads the Hadith after the teacher, then in groups. The teacher explains that Islam asks Muslims to be truthful always.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Read the Hadith after the teacher.	**Speak the truth even if it is bitter**
2	What is a 'bitter' truth?	**A truth that is hard to say**
3	What is a lie?	**Saying something that is not true**
4	Does Islam allow lying to escape punishment?	**No; we speak the truth**

WATCH OUT FOR

Learners sharing other people's lies as examples. Use made-up examples instead.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Read the Hadith word by word.
Learners ready for more	Say the Hadith from memory. (Answer: Speak the truth even if it is bitter)
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 honesty" 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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Reading the Hadith in turns

Strand 2.0 Hadith > Sub-strand 2.2 Hadith on Honesty | 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) read the Hadith alone; b) correct each other kindly

KEY INQUIRY QUESTION(S)

- Why is it important for a Muslim to practise honesty?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Honesty**	Developed through the activities in this lesson.
PCI	**Life skills (honesty and integrity)**	Learners practise decision making and working with others.

LEARNING RESOURCES

A chart of the Hadith on honesty (Arabic as prepared by the teacher, and the English meaning) | Flashcards of the Hadith words in a box or pocket board | Story cards

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

honesty | truth | lie | bitter | trust | integrity | Al-Amin (the trustworthy)

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 "Turn-taking" (teaching points on the next page), explaining as you go. Use a chart of the Hadith on honesty (Arabic as prepared by the teacher, and the English meaning), flashcards of the Hadith words in a box or pocket board, story cards. 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 who forgets a word."	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS

Turn-taking

In groups of four, each learner reads the Hadith; the others listen and help kindly. The group then reads it together without the chart.

The teacher checks each group and helps with any word they find hard.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Read the Hadith to your group.	**Correct reading**
2	Say the Hadith without the chart.	**Correct recall**
3	Which word means 'hard to accept'?	**Bitter**
4	Help a friend who forgets a word.	**Kind help**

WATCH OUT FOR

Groups racing. Reading well matters more than speed.