Grade 3 Islamic Religious Education

Term 3 - 29 complete lesson plans

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

ABOUT THIS PACK

29 complete, ready-to-teach Grade 3 Islamic Religious Education lesson plans for Term 3, covering Islamic phrases: HasbunAllah wa ni'imal wakil and la hawla wa la quwwata illa billahi, relationship: care and Dua for the sick, relationship: places of worship, environment: care for domestic animals, early life of the Prophet (S.A.W.), milad un-nabii and aqiqa.

TOPICS IN THIS PACK

Topic	Name	Lessons
5.2	Islamic Phrases: HasbunAllah wa ni'imal wakil and La hawla wa la quwwata illa billahi	4
5.3.1	Relationship: Care and Dua for the Sick	5
5.3.2	Relationship: Places of Worship	4
5.4	Environment: Care for Domestic Animals	4
6.1	Early Life of the Prophet (S.A.W.)	6
7.1	Milad un-Nabii	3
7.2	Aqiqa	3

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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.

CONTENTS

No.	Lesson	Topic	Page
1	HasbunAllahu wa ni'mal wakil	5.2 Islamic Phrases: HasbunAllah wa ni'imal wakil and La hawla wa la quwwata illa billahi	4
2	La hawla wa la quwwata illa billah	5.2 Islamic Phrases: HasbunAllah wa ni'imal wakil and La hawla wa la quwwata illa billahi	7
3	Role-playing when to use the phrases	5.2 Islamic Phrases: HasbunAllah wa ni'imal wakil and La hawla wa la quwwata illa billahi	10
4	Review: completing and reading the phrases	5.2 Islamic Phrases: HasbunAllah wa ni'imal wakil and La hawla wa la quwwata illa billahi	13
5	When someone is sick	5.3.1 Relationship: Care and Dua for the Sick	16
6	The dua for the sick	5.3.1 Relationship: Care and Dua for the Sick	19
7	Reciting the dua in turns	5.3.1 Relationship: Care and Dua for the Sick	22
8	Dramatising a visit to the sick	5.3.1 Relationship: Care and Dua for the Sick	25
9	Review: visiting the sick is ibadah	5.3.1 Relationship: Care and Dua for the Sick	28
10	Places of worship in Kenya	5.3.2 Relationship: Places of Worship	31
11	Symbols of places of worship	5.3.2 Relationship: Places of Worship	34
12	Activities in the masjid	5.3.2 Relationship: Places of Worship	37
13	Modelling symbols and living in peace	5.3.2 Relationship: Places of Worship	40
14	Domestic animals around us	5.4 Environment: Care for Domestic Animals	43
15	How Islam teaches us to care for animals	5.4 Environment: Care for Domestic Animals	46
16	Role-playing care for animals	5.4 Environment: Care for Domestic Animals	49
17	Review: caring for Allah's creatures	5.4 Environment: Care for Domestic Animals	52
18	The birth and childhood of the Prophet (S.A.W.)	6.1 Early Life of the Prophet (S.A.W.)	55

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19	The Prophet (S.A.W.) as a shepherd	6.1 Early Life of the Prophet (S.A.W.)	58
20	The journey to Syria for trade	6.1 Early Life of the Prophet (S.A.W.)	61
21	Narrating his early life in turns	6.1 Early Life of the Prophet (S.A.W.)	64
22	Qualities from his early life	6.1 Early Life of the Prophet (S.A.W.)	67
23	Review: following his example	6.1 Early Life of the Prophet (S.A.W.)	70
24	When the Prophet (S.A.W.) was born	7.1 Milad un-Nabii	73
25	Activities during Milad un-Nabii	7.1 Milad un-Nabii	76
26	Role-playing Milad activities	7.1 Milad un-Nabii	79
27	What is aqiqa?	7.2 Aqiqa	82
28	Activities during aqiqa	7.2 Aqiqa	85
29	Role-playing aqiqa and why it matters	7.2 Aqiqa	88

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HasbunAllahu wa ni'mal wakil

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 phrase correctly; b) say when it is said

KEY INQUIRY QUESTION(S)

- Why should a Muslim apply the selected phrases?

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 (empathy)**	Learners practise decision making and working with others.

LEARNING RESOURCES

A chart of the two phrases with their meanings | Word flashcards of both phrases | Situation cards for role play | A short video on the phrases (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

HasbunAllahu wa ni'mal wakil | La hawla wa la quwwata illa billah | rely (tawakkul) | strength | worry | difficulty

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 when you are afraid or worried?" 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 "Allah is enough for us" (teaching points on the next page), explaining as you go. Use a chart of the two phrases with their meanings, word flashcards of both phrases, situation cards 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: "Do we still do our part after saying it?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS

Allah is enough for us

'HasbunAllahu wa ni'mal wakil' means: Allah is enough for us, and He is the best One to trust with our affairs. (The design writes it 'HasbunAllah wa ni'imal wakil'.)

We say it when we are afraid, worried or in trouble, for example before a test, when a family member is sick, or when someone threatens us. We still do our part (study, tell an adult) and trust Allah.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Read the phrase after the teacher.	**HasbunAllahu wa ni'mal wakil**
2	What does it mean?	**Allah is enough for us and the best to trust**
3	Give one time when we say it.	**When afraid, worried or in trouble**
4	Do we still do our part after saying it?	**Yes, we try our best and trust Allah**

WATCH OUT FOR

A learner who says they are afraid of someone. Listen privately later; follow the school's safeguarding steps.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Say the phrase in two parts.
Learners ready for more	Say the phrase 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 "hasbunAllahu wa ni'mal wakil" 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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La hawla wa la quwwata illa billah

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

SPECIFIC LEARNING OUTCOME(S)

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KEY INQUIRY QUESTION(S)

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KEY WORDS

HasbunAllahu wa ni'mal wakil | La hawla wa la quwwata illa billah | rely (tawakkul) | strength | worry | difficulty

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Say HasbunAllahu wa ni'mal wakil 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 "No power except with Allah" (teaching points on the next page), explaining as you go. Use a chart of the two phrases with their meanings, word flashcards of both phrases, situation cards 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: "Where does our strength come from?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS

No power except with Allah

'La hawla wa la quwwata illa billah' means: there is no power and no strength except with Allah.

We say it when a task is hard (carrying a heavy load, a difficult sum), when something bad happens (a cup breaks, we lose something) and when we feel weak. It reminds us that our strength comes from Allah.

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PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Read the phrase after the teacher.	**La hawla wa la quwwata illa billah**
2	What does it mean?	**There is no power and no strength except with Allah**
3	Give one time when we say it.	**When a task is hard; when something bad happens**
4	Where does our strength come from?	**From Allah**

WATCH OUT FOR

Learners who say it to mock others' failures. It is said with humility.