Grade 4 Christian Religious Education

Term 1 - 28 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 35-minute lessons | PDF and editable Word

ABOUT THIS PACK

28 complete, ready-to-teach Grade 4 Christian Religious Education lesson plans for Term 1, covering self-awareness, my family family members, relationships within the family, thoughts and feelings, making choices, the inspired word of God, zacchaeus the tax collector, Balaam's donkey, samson kills a lion and joseph interprets a dream.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Self-awareness	2
1.4	My Family Family members	3
1.5	Relationships within the Family	3
11.2	Thoughts and feelings	3
31.3	Making choices	3
2.1	The Inspired Word of God	3
2.2	Zacchaeus the Tax Collector	3
2.3	Balaam's Donkey	3
2.4	Samson kills a Lion	2
2.5	Joseph interprets a Dream	3

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.

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God made me unique

Strand 1.0 Creation > Sub-strand 1.1 Self-awareness | Lesson 1 of 2 | 35 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) mention his or her own name; b) recognise that he or she is a unique creation of God

KEY INQUIRY QUESTION(S)

- Why are you a special creation?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Love**	Learners help a classmate who is stuck.
PCI	**Respect**	Developed through the activities in this lesson.
PCI	**Love**	Developed through the activities in this lesson.

LEARNING RESOURCES

A mirror, or pictures of different children | Manila paper and marker pens

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

creation | unique | identity | creator

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 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.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Say your own name out loud. Is there anyone else in the world exactly like you?" 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	8	Work through the worked example on the next page, thinking aloud. Use a mirror, or pictures of different children, manila paper and marker pens. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	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	8	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	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Say your own name out loud, then explain why your name matters to your identity."	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Made unique by God

The Bible teaches that God made every person unique - no two people, even twins, are exactly the same in every way. Genesis 1:27 says God created human beings in His own image.

Your name, your fingerprints, your smile, and your talents all belong specially to you.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What does Genesis 1:27 teach about how God made people?	**That God created human beings in His own image**
2	Name one thing that is unique about you.	**Answers vary; check it is genuine.**
3	Are any two people, even twins, exactly the same in every way?	**No**
4	Say your own name out loud, then explain why your name matters to your identity.	**Answers vary; check it is a genuine reflection.**

WATCH OUT FOR

Learners compare themselves negatively to classmates ("I wish I looked like...") — redirect gently to appreciating their own unique God-given qualities.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Go around the circle and have each learner say their name and one thing they like about themselves.
Learners ready for more	Why do you think God made every person different from each other, instead of making everyone the same? (Answer: Answers vary; a reasonable answer is that different people bring different gifts and are able to help each other in different ways)
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 "god made me unique" 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.

Acknowledging and appreciating God as our creator

Strand 1.0 Creation > Sub-strand 1.1 Self-awareness | Lesson 2 of 2 | 35 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) acknowledge God as the creator; b) appreciate his or her uniqueness as God's special creation

KEY INQUIRY QUESTION(S)

- Why are you a special creation?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
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LEARNING RESOURCES

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "If a friend asked you "who made you?", what would you say?" 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	8	Work through the worked example on the next page, thinking aloud. Use a mirror, or pictures of different children, manila paper and marker pens. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	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	8	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	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "How can appreciating yourself as God's creation help you treat others kindly too?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Practical: a thank-you prayer
Materials: manila paper; individually.
Write or draw a simple thank-you prayer to God for making you the way you are, naming at least one quality you are thankful for.
Share your prayer with a partner if comfortable.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Who does the Bible say created you?	**God**
2	What quality did you thank God for in your prayer?	**Answers vary; check it is genuine.**
3	Why are you a special creation?	**God made every person unique, in His own image, with their own special qualities and identity.**
4	How can appreciating yourself as God's creation help you treat others kindly too?	**If everyone is a special creation of God, that reminds you to respect and value others too, not just yourself.**

WATCH OUT FOR

Learners write a generic, impersonal prayer. Encourage something genuine and specific to themselves.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can acknowledge God as the creator confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
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Below expectations (BE)	Cannot yet acknowledge God as the creator without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Give a simple sentence starter: "Thank you God for making me ___."
Learners ready for more	How might remembering that every person is God's special creation change how you treat a classmate who is different from you? (Answer: Answers vary; check it is a genuine, thoughtful reflection)
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

Tell a family member one thing you are thankful God made you good at.

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?

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