Grade 4 Christian Religious Education

Term 2 - 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 2, covering Bible patriarchs Abraham, the annunciation, birth of john the baptist, healing of blind Bartimaeus, Jesus raises a Widow's son, forgiveness, helping the needy, Nicodemus' encounter with Jesus Christ, trust, truthfulness and obedience.

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4.1	Trust	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.

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The call of Abraham

Strand 2.0 The Holy Bible > Sub-strand 2.6 Bible Patriarchs Abraham | 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) recount the call of Abraham; b) obey God's instructions in his or her day-to-day life

KEY INQUIRY QUESTION(S)

- Why was the name Abram changed?
- How did Abraham show obedience to God?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Collaboration**	Developed through the activities in this lesson.
COMPETENCY	**Communication**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Core competencies to be developed**	Developed through the activities in this lesson.
VALUE	**Love**	Learners help a classmate who is stuck.
VALUE	**Collaboration**	Developed through the activities in this lesson.
VALUE	**Communication**	Developed through the activities in this lesson.
PCI	**Leadership**	Developed through the activities in this lesson.

LEARNING RESOURCES

A real Bible (Genesis 12:1-5, 17:1-5) | 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

patriarch | obedience | blessing | Abraham

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

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Would it be hard to leave your home and everything familiar to go somewhere completely new?" 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 real Bible (Genesis 12:1-5, 17:1-5), 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: "Give an example of a time a learner might need to obey an instruction without fully understanding it first."	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

The call of Abraham (Genesis 12:1-5)

God called Abram (later renamed Abraham) to leave his country and family and go to a new land God would show him. Abram obeyed, even though he did not know exactly where he was going, trusting God's promise to bless him. The class will read Genesis 12:1-5 together, in turns, to hear the full story.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What did God call Abram to do?	**Leave his country and family and go to a new land**
2	Did Abram know exactly where he was going?	**No, but he trusted God's promise**
3	What quality did Abram show by obeying without knowing the full plan?	**Trust/obedience/faith**
4	Give an example of a time a learner might need to obey an instruction without fully understanding it first.	**Answers vary; a reasonable example is a safety instruction.**

WATCH OUT FOR

Learners may struggle to imagine leaving everything familiar. Use a relatable comparison, like moving to a new school or town.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Read the passage together, connecting Abram's journey to a relatable idea like moving somewhere new.
Learners ready for more	How did Abraham show obedience to God? (Answer: By leaving his home and family to go to an unknown land, trusting God's promise, even without knowing the full plan)
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 call of Abraham" 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.

Our own names, Abram becoming Abraham, and appreciating God's blessings

Strand 2.0 The Holy Bible > Sub-strand 2.6 Bible Patriarchs Abraham | 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) mention his or her name for self-identity; b) discuss Abram's change of name to Abraham; c) appreciate God's blessings in his or her life

KEY INQUIRY QUESTION(S)

- Why was the name Abram changed?
- How did Abraham show obedience to God?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Collaboration**	Developed through the activities in this lesson.
COMPETENCY	**Communication**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Core competencies to be developed**	Developed through the activities in this lesson.
VALUE	**Collaboration**	Developed through the activities in this lesson.
VALUE	**Communication**	Developed through the activities in this lesson.
VALUE	**Patriotism**	Learners use Kenyan examples — shillings, local markets, familiar places.
PCI	**Leadership**	Developed through the activities in this lesson.

LEARNING RESOURCES

A real Bible (Genesis 12:1-5, 17:1-5) | 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

patriarch | obedience | blessing | Abraham

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

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Do you know what your own name means, or why you were given it?" 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	Take learners through "A change of name, and God's blessings (Genesis 17:1-5)" (practical: names and blessings on the next page), explaining as you go. Use a real Bible (Genesis 12:1-5, 17:1-5), manila paper and marker pens. 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	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: "Why is it good to regularly notice and appreciate blessings in your life?"	Say the key idea in their own words and answer the exit question in the exercise book.

PRACTICAL: NAMES AND BLESSINGS

A change of name, and God's blessings (Genesis 17:1-5)
God changed Abram's name to Abraham, meaning "father of many nations," as a sign of the promise that his descendants would become a great nation. He also promised to bless Abraham greatly for his obedience and trust. Our own names are part of our identity too. Write or draw one real blessing in your own life, and say your own name, thinking about what it means to you.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What was Abram's name changed to, and what does it mean?	**Abraham, meaning "father of many nations"**
2	Why was Abram's name changed, according to this lesson?	**As a sign of God's promise that his descendants would become a great nation**
3	What real blessing in your own life did you write or draw about?	**Answers vary; check it is genuine.**
4	Why is it good to regularly notice and appreciate blessings in your life?	**It builds gratitude and helps recognise God's care and provision.**

WATCH OUT FOR

Learners struggle to think of a real blessing, or may not know their own name's meaning. Both are fine - prompt with simple, relatable examples.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Give simple prompts: family, friends, health, school, a talent, or a safe home.
Learners ready for more	Why was the name Abram changed? (Answer: As a sign of God's promise that Abraham would become the father of many nations, marking a new identity and purpose)
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

Share one blessing you are thankful for with a family member this week.

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.