Grade 4 Islamic Religious Education

Term 1 - 12 complete lesson plans

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

ABOUT THIS PACK

12 complete, ready-to-teach Grade 4 Islamic Religious Education lesson plans for Term 1, covering Hadith of prophet muhammad (S.A.W.) as a model of good character., Hadith on etiquette of eating, Hadith on brushing teeth and Hadith on fitness.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.1	Hadith of Prophet Muhammad (S.A.W.) as a model of good character.	3
2.2	Hadith on Etiquette of Eating	3
2.3	Hadith on brushing teeth	3
2.4	Hadith on Fitness	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.

A TASTE OF LESSON 1

Introducing the hadith on good character

By the end of the lesson, the learner should be able to read the selected hadith on the character of the Prophet as a role model

> **The Prophet as a model of good character**
> A hadith is a recorded saying or teaching of Prophet Muhammad (S.A.W.). Among the most well-known teachings about character is that the Prophet described the best among believers as those with the best character (akhlaq), and that he himself was sent to perfect good character.

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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Introducing the hadith on good character

Strand 2.0 Hadith > Sub-strand 2.1 Hadith of Prophet Muhammad (S.A.W.) as a model of good character. | Lesson 1 of 3 | 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 read the selected hadith on the character of the Prophet as a role model

KEY INQUIRY QUESTION(S)

- What are the character traits of a good child?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

A copy of the selected hadith text (teacher-provided, verified by a qualified source) | 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

hadith | sunnah | character | akhlaq | role model

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: "What does the word "character" mean to 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 copy of the selected hadith text (teacher-provided, verified by a qualified source), 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: "Why do you think the teacher reads the exact hadith text, rather than only a summary?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

The Prophet as a model of good character

A hadith is a recorded saying or teaching of Prophet Muhammad (S.A.W.). Among the most well-known teachings about character is that the Prophet described the best among believers as those with the best character (akhlaq), and that he himself was sent to perfect good character.

The teacher will read the exact selected hadith text for this lesson (verified against a trusted source) so learners hear its authentic wording.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is a hadith?	**A recorded saying or teaching of Prophet Muhammad (S.A.W.)**
2	According to this teaching, what did the Prophet say makes someone among the best believers?	**Having the best character**
3	What Arabic word is used for "character" in this context?	**Akhlaq**
4	Why do you think the teacher reads the exact hadith text, rather than only a summary?	**So learners hear its authentic wording directly, not only a paraphrase.**

WATCH OUT FOR

This pack paraphrases the general teaching, not the precise Arabic-to-English wording. The teacher must supply and verify the exact hadith text from a trusted source before this lesson.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Discuss simple examples of good character learners already know: honesty, kindness, patience.
Learners ready for more	Name one person in your own life who you think shows excellent character, and describe one thing they do. (Answer: Answers vary; check it is genuine)
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 "introducing the hadith on good character" 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.

Ways the Prophet showed good character

Strand 2.0 Hadith > Sub-strand 2.1 Hadith of Prophet Muhammad (S.A.W.) as a model of good character. | Lesson 2 of 3 | 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 analyse ways in which Prophet Muhammad (S.A.W.) is a model of good character

KEY INQUIRY QUESTION(S)

- What are the character traits of a good child?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

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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

hadith | sunnah | character | akhlaq | role model

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: "What character traits do you think a truly good leader should have?" 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 copy of the selected hadith text (teacher-provided, verified by a qualified source), 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: "Why might fairness to all people, regardless of status, be seen as an important trait for a leader?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Character traits of the Prophet

Islamic tradition widely records the Prophet as being known for honesty (he was called "Al-Amin", the trustworthy), kindness to the poor and to children, patience under hardship, and fairness to all people regardless of their status. These traits were shown not only in his teachings, but in how he treated people in his daily life.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What title was the Prophet known by, reflecting his honesty?	**Al-Amin (the trustworthy)**
2	Name one group of people the Prophet was known for showing kindness to.	**Any of: the poor, children**
3	Name one character trait mentioned here besides honesty and kindness.	**Patience, or fairness**
4	Why might fairness to all people, regardless of status, be seen as an important trait for a leader?	**It shows justice is applied equally, earning trust and respect from everyone, not only the powerful.**

WATCH OUT FOR

Learners treat these as vague, generic virtues with no real connection to the Prophet's actual life. A teacher with proper knowledge should give real, verified examples from the Seerah (Prophetic biography).

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
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Approaches expectations (AE)	Can partly analyse ways in which Prophet Muhammad (S.A.W.) is a model of good character, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet analyse ways in which Prophet Muhammad (S.A.W.) is a model of good character without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Discuss what "trustworthy" means using a simple, real classroom example (returning a found item).
Learners ready for more	Why might being called "Al-Amin" before his prophethood matter for how people later received his message? (Answer: People who already knew him as honest and trustworthy would be more likely to believe he was telling the truth about his prophethood)
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 "ways the Prophet showed good character" and bring one question of your own to ask next lesson.

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