Grade 4 Islamic Religious Education

Term 2 - 16 complete lesson plans

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

ABOUT THIS PACK

16 complete, ready-to-teach Grade 4 Islamic Religious Education lesson plans for Term 2, covering belief in angels: jibril, mikail, raqib and atid, malakul maut (Izrail) and israfil, twahara (Ritual Purity) types of najasaat, pillars of swalah, obligations of parents to children and obligations of children to parents.

TOPICS IN THIS PACK

Topic	Name	Lessons
3.2	Belief in Angels: Jibril, Mikail, Raqib and Atid, Malakul Maut (Izrail) and Israfil	4
4.1	Twahara (Ritual Purity) Types of Najasaat	3
4.3	Pillars of Swalah	4
6.1	Obligations of Parents to Children	2
6.2	Obligations of Children to Parents	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

Belief in angels as a pillar of Iman

By the end of the lesson, the learner should be able to explain that belief in angels is one of the pillars of Iman (faith)

> **Angels and the pillars of Iman**
> Iman (faith) in Islamic tradition rests on six pillars, one of which is belief in angels. Angels are understood as beings created by Allah from light, who are obedient and carry out specific duties given to them.
> This lesson introduces this pillar of faith before naming and learning about specific angels in the lessons that follow.

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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Belief in angels as a pillar of Iman

Strand 3.0 Pillars of Iman > Sub-strand 3.2 Belief in Angels: Jibril, Mikail, Raqib and Atid, Malakul Maut (Izrail) and Israfil | Lesson 1 of 4 | 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 explain that belief in angels is one of the pillars of Iman (faith)

KEY INQUIRY QUESTION(S)

- What are the duties of angels?

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	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

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

Iman | angel | Jibril | Mikail | Israfil | pillar

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: "What do you already know or imagine about angels?" 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 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: "What quality is mentioned as belonging to angels?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Angels and the pillars of Iman

Iman (faith) in Islamic tradition rests on six pillars, one of which is belief in angels. Angels are understood as beings created by Allah from light, who are obedient and carry out specific duties given to them.

This lesson introduces this pillar of faith before naming and learning about specific angels in the lessons that follow.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	How many pillars does Iman (faith) rest on, in Islamic tradition?	**Six**
2	Name one of the six pillars of Iman mentioned here.	**Belief in angels**
3	What are angels understood to be created from?	**Light**
4	What quality is mentioned as belonging to angels?	**They are obedient and carry out specific duties**

WATCH OUT FOR

This is a foundational statement of belief; a qualified teacher should confirm the exact, correct wording and list of the six pillars before this lesson is taught.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Discuss what "faith" (believing in something not seen) means using a simple, relatable example.
Learners ready for more	Why might believing in beings that cannot be seen still be an important part of someone's faith? (Answer: Faith often involves trusting in realities beyond what can be directly observed, based on what has been taught and revealed)
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 "belief in angels as a pillar of Iman" 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.

Jibril and Mikail

Strand 3.0 Pillars of Iman > Sub-strand 3.2 Belief in Angels: Jibril, Mikail, Raqib and Atid, Malakul Maut (Izrail) and Israfil | Lesson 2 of 4 | 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 the names of Jibril and Mikail; b) explain the duties of Jibril and Mikail

KEY INQUIRY QUESTION(S)

- What are the duties of angels?

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	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

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ORGANISATION OF LEARNING

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KEY WORDS

Iman | angel | Jibril | Mikail | Israfil | pillar

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 do you think the job of an angel who delivers messages from Allah might involve?" 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 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 it matter to a believer that these duties are carried out faithfully by angels?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Jibril and Mikail

Angel Jibril (Gabriel) is widely known in Islamic tradition as the angel entrusted with delivering revelation to the prophets, including bringing the Quran to Prophet Muhammad (S.A.W.).

Angel Mikail is widely understood to be entrusted with duties connected to provision, such as rain and sustenance for creation.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is Angel Jibril known for delivering?	**Revelation to the prophets, including the Quran to Prophet Muhammad (S.A.W.)**
2	What is Angel Mikail's duty widely understood to be connected to?	**Provision, such as rain and sustenance**
3	What is another name for Angel Jibril used in other traditions?	**Gabriel**
4	Why might it matter to a believer that these duties are carried out faithfully by angels?	**It reflects trust that Allah's creation and guidance are carried out in an orderly, reliable way.**

WATCH OUT FOR

A qualified teacher should verify these descriptions match authentic, agreed-upon Islamic teaching before this lesson is taught.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Discuss the idea of a "messenger" using a simple, everyday comparison (someone who delivers an important letter).
Learners ready for more	Why might Jibril's role in delivering revelation be seen as especially significant among the angels' duties? (Answer: It connects directly to how prophets, including Muhammad (S.A.W.), received guidance from Allah)
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 "jibril and Mikail" 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.