# Grade 4 Islamic Religious Education

## Term 3 - 13 complete lesson plans

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

### ABOUT THIS PACK

13 complete, ready-to-teach Grade 4 Islamic Religious Education lesson plans for Term 3, covering Children's obligations to other family members, call to prophethood, earliest converts in Islam: khadija (R.A.), ali (R.A.) and abubakar (R.A.) and prophet (S.A.W.)'s journey to taif.

### TOPICS IN THIS PACK

| Topic | Name | Lessons |
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| 7.1 | Call to Prophethood | 4 |
| 7.2 | Earliest Converts in Islam: Khadija (R.A.), Ali (R.A.) and Abubakar (R.A.) | 3 |
| 7.3 | Prophet (S.A.W.)'s Journey to Taif | 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

**Who are our other family members**

By the end of the lesson, the learner should be able to outline obligations of children to other family members as an act of ibadah

> **Other family members and silat ur-rahim**
> "Other family members" includes siblings, grandparents, aunts, uncles, and cousins. Islamic tradition places value on silat ur-rahim (maintaining family/kinship ties), understood as an act of ibadah (worship), not just social obligation.

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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# Who are our other family members

Strand 6.0 Muamalaat (Social Relations) > Sub-strand 6.3 Children's Obligations to Other Family Members | 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 outline obligations of children to other family members as an act of ibadah

## KEY INQUIRY QUESTION(S)

- Who are the other family members?
- How do you develop good relationships with other family members?
- What is the significance of strengthening your relationship with other family members?

## 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. |
| 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. |
| 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

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

silat ur-rahim | kinship | family bond | ibadah

## 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: "Besides your parents, who else counts as part of your family?" 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: "Who are the other family members?" | Say the key idea in their own words and answer the exit question in the exercise book. |

## WORKED EXAMPLE

**Other family members and silat ur-rahim**

"Other family members" includes siblings, grandparents, aunts, uncles, and cousins. Islamic tradition places value on silat ur-rahim (maintaining family/kinship ties), understood as an act of ibadah (worship), not just social obligation.

This means keeping in touch with, helping, and caring for extended family is seen as spiritually meaningful, not only socially nice.

## PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

| No. | Question | Answer |
|---|---|---|
| 1 | Name two examples of "other family members" besides parents. | **Any two of: siblings, grandparents, aunts, uncles, cousins** |
| 2 | What is "silat ur-rahim"? | **Maintaining family or kinship ties** |
| 3 | Is maintaining family ties considered only a social nicety, or also an act of ibadah? | **It is considered an act of ibadah (worship), not only a social nicety** |
| 4 | Who are the other family members? | **Extended family such as siblings, grandparents, aunts, uncles, and cousins.** |

## WATCH OUT FOR

Be sensitive to family situations that may not match a typical extended family (distance, estrangement, loss). Frame this respectfully and generally.

## ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

| Level | What the learner can do |
|---|---|
| **Exceeds expectations (EE)** | Can outline obligations of children to other family members as an act of ibadah confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems. |
| **Meets expectations (ME)** | Can outline obligations of children to other family members as an act of ibadah accurately in familiar situations; notices and corrects slips without help. |
| **Approaches expectations (AE)** | Can partly outline obligations of children to other family members as an act of ibadah, or does so with prompts from the teacher or a partner; makes some errors. |
| **Below expectations (BE)** | Cannot yet outline obligations of children to other family members as an act of ibadah without direct help; needs the idea taught again with concrete objects. |

## SUPPORT AND EXTENSION

| | |
|---|---|
| **Learners who need support** | Discuss learners' own real extended family members, if comfortable, to ground the lesson. |
| **Learners ready for more** | Why might maintaining family ties be considered spiritually meaningful, not just socially expected? (Answer: It reflects a value placed on kinship bonds as part of a person's religious and moral responsibility, not merely social custom) |
| **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 "who are our other family members" 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 to develop good relationships with family members

Strand 6.0 Muamalaat (Social Relations) > Sub-strand 6.3 Children's Obligations to Other Family Members | 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 assess the significance of fulfilling obligations to other family members

## KEY INQUIRY QUESTION(S)

- Who are the other family members?
- How do you develop good relationships with other family members?
- What is the significance of strengthening your relationship with other family members?

## CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

| | | |
|---|---|---|
| COMPETENCY | **Critical thinking and problem solving** | Learners choose a method, check their answers and give reasons for their choices. |
| COMPETENCY | **Creativity and imagination** | Learners make up their own examples, patterns or ways of showing the idea. |
| COMPETENCY | **Learn to learn** | Developed through the activities in this lesson. |
| 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

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

silat ur-rahim | kinship | family bond | ibadah

## 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 are some ways you already stay connected with relatives who do not live with 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 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: "Name one relative you could reach out to or help this week." | Say the key idea in their own words and answer the exit question in the exercise book. |

## WORKED EXAMPLE

**Building family bonds**

Ways to maintain and strengthen family bonds include visiting relatives, checking in on their wellbeing, helping them when needed, and staying in touch even across distance.

These efforts matter because family bonds, if neglected, can weaken over time - deliberate care is often needed to maintain them.

## PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

| No. | Question | Answer |
|---|---|---|
| 1 | Name one way to maintain family bonds. | **Any of: visiting, checking in on wellbeing, helping when needed, staying in touch** |
| 2 | Why might family bonds weaken if not deliberately maintained? | **Relationships generally need ongoing effort and attention, and can fade without it, especially across distance.** |
| 3 | How do you develop good relationships with other family members? | **By visiting, checking in on their wellbeing, helping them, and staying in touch regularly.** |
| 4 | Name one relative you could reach out to or help this week. | **Answers vary; check it is genuine.** |

## WATCH OUT FOR

Learners give vague answers with no real connection to their own family. Push for a genuine, specific example.

## ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

## SUPPORT AND EXTENSION

| | |
|---|---|
| **Learners who need support** | Discuss simple, realistic ways to "check in" on a relative, such as a phone call or a visit. |
| **Learners ready for more** | Why might staying connected with extended family matter even more for families who live far apart? (Answer: Distance makes bonds easier to neglect, so deliberate effort becomes even more important to maintain the relationship) |
| **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 to develop good relationships with family members" 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?
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