Grade 5 Islamic Religious Education

Term 1 - 24 complete lesson plans

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

ABOUT THIS PACK

24 complete, ready-to-teach Grade 5 Islamic Religious Education lesson plans for Term 1, covering selected surahs: Al-Kauthar, Al-Maun, Al-Quraysh and Al-Fil, Hadith on good behaviour, Hadith on greetings and Hadith on knowledge.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Selected Surahs: Al-Kauthar, Al-Maun, Al-Quraysh and Al-Fil	15
2.1	Hadith on good Behaviour	3
2.2	Hadith on Greetings	3
2.3	Hadith on Knowledge	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

The Qur'an as our first source of guidance

By the end of the lesson, the learner should be able to: a) explain why the Qur'an is the first source of guidance for a Muslim; b) name the four surahs to be studied in this sub-strand

> **The Qur'an as guidance**
> The Qur'an is believed by Muslims to be the word of Allah, revealed to Prophet Muhammad (peace be upon him), and is the first and most important source of guidance in Islam for how to live, worship, and treat others.
> This sub-strand studies four short surahs (chapters) from the Qur'an: Al-Kauthar, Al-Maun, Al-Quraysh, and Al-Fil - each teaches a real, distinct lesson, which this sub-strand explores.

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 Qur'an as our first source of guidance

Strand 1.0 Qur'an > Sub-strand 1.1 Selected Surahs: Al-Kauthar, Al-Maun, Al-Quraysh and Al-Fil | Lesson 1 of 15 | 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) explain why the Qur'an is the first source of guidance for a Muslim; b) name the four surahs to be studied in this sub-strand

KEY INQUIRY QUESTION(S)

- Why is it important to recite the Qur'an?
- What lessons do we learn from the selected surahs?

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	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Self-esteem**	Developed through the activities in this lesson.

LEARNING RESOURCES

An authentic printed Mushaf (copy of the Qur'an), or a trusted Qur'an app, for the teacher or a qualified reciter to lead recitation - never a text improvised by this pack

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

surah | recite | Mushaf | tajweed | guidance

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: "Why do you think the Qur'an is described as the most important book for a Muslim?" 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 an authentic printed Mushaf (copy of the Qur'an), or a trusted Qur'an app, for the teacher or a qualified reciter to lead recitation - never a text improvised by this pack. 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: "Is each surah expected to teach the same lesson, or different ones?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

The Qur'an as guidance

The Qur'an is believed by Muslims to be the word of Allah, revealed to Prophet Muhammad (peace be upon him), and is the first and most important source of guidance in Islam for how to live, worship, and treat others.

This sub-strand studies four short surahs (chapters) from the Qur'an: Al-Kauthar, Al-Maun, Al-Quraysh, and Al-Fil - each teaches a real, distinct lesson, which this sub-strand explores.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What do Muslims believe the Qur'an is?	**The word of Allah, revealed to Prophet Muhammad (peace be upon him)**
2	Why is the Qur'an the first source of guidance for a Muslim?	**It guides how to live, worship, and treat others**
3	Name the four surahs studied in this sub-strand.	**Al-Kauthar, Al-Maun, Al-Quraysh, Al-Fil**
4	Is each surah expected to teach the same lesson, or different ones?	**Different, distinct lessons**

WATCH OUT FOR

This is an introductory lesson only - no recitation happens yet. Save actual recitation for when a qualified reciter or the teacher can lead it properly.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Show the class a real, physical Mushaf and explain how surahs are organised within it, without reading from it yet.
Learners ready for more	Which of the four surahs have you heard recited before, if any? (Answer: Any genuine, honest personal answer)
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 Qur'an as our first source of guidance" 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.

Reciting Surah Al-Kauthar

Strand 1.0 Qur'an > Sub-strand 1.1 Selected Surahs: Al-Kauthar, Al-Maun, Al-Quraysh and Al-Fil | Lesson 2 of 15 | 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) listen to and follow Surah Al-Kauthar being recited correctly; b) attempt reciting it with guidance

KEY INQUIRY QUESTION(S)

- Why is it important to recite the Qur'an?
- What lessons do we learn from the selected surahs?

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	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Self-esteem**	Developed through the activities in this lesson.

LEARNING RESOURCES

An authentic printed Mushaf (copy of the Qur'an), or a trusted Qur'an app, for the teacher or a qualified reciter to lead recitation - never a text improvised by this pack

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

surah | recite | Mushaf | tajweed | guidance

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: "Surah Al-Kauthar is one of the shortest surahs in the Qur'an. Why might a short surah still be important to learn well?" 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 an authentic printed Mushaf (copy of the Qur'an), or a trusted Qur'an app, for the teacher or a qualified reciter to lead recitation - never a text improvised by this pack. 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 does correct recitation matter, rather than reading a rough approximation?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Reciting Al-Kauthar

The teacher, or a qualified reciter, reads Surah Al-Kauthar aloud from an authentic Mushaf, with correct pronunciation and tajweed, while learners listen closely and follow along.

Learners then attempt to recite it themselves, phrase by phrase, guided closely by the teacher, since correct recitation matters in Islam and is best learned by careful, repeated listening and guided practice, not from a written English approximation.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Who should lead the recitation of Surah Al-Kauthar in class?	**The teacher or a qualified reciter, reading from an authentic Mushaf**
2	What should learners do while the surah is first recited?	**Listen closely and follow along**
3	How should learners then practise reciting it themselves?	**Phrase by phrase, guided closely by the teacher**
4	Why does correct recitation matter, rather than reading a rough approximation?	**Correct pronunciation and tajweed are important in Islam, and are best learned through guided listening and practice**