Grade 5 Islamic Religious Education

Term 2 - 22 complete lesson plans

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

ABOUT THIS PACK

22 complete, ready-to-teach Grade 5 Islamic Religious Education lesson plans for Term 2, covering Hadith on gratitude, belief in angels: characteristics of angels, belief in prophets: qualities of prophets, nullifiers of Swalah, Sunnah (optional) prayers qabliyah and ba'diyah, Saum, virtues: generosity and effects of social media.

TOPICS IN THIS PACK

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3.2	Belief in Angels: Characteristics of Angels	3
3.3	Belief in Prophets: Qualities of Prophets	3
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5.1	Virtues: Generosity	2
5.2	Effects of Social Media	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.

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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Reading the Hadith on gratitude

Strand 2.0 Hadith > Sub-strand 2.4 Hadith on Gratitude | 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: a) read the Hadith on gratitude for character formation; b) explain its basic teaching

KEY INQUIRY QUESTION(S)

- Why should one be grateful to other people?

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	**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.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

A chart or reliable printed source with the Hadith on gratitude, verified by the teacher against a trusted collection (the imported design cites one such Hadith, attributed to Al-Tirmithi, on being thankful to people as connected to being thankful to Allah - the teacher should confirm its exact wording and authentication before teaching it as precise quotation)

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

gratitude | thankful | appreciation

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 think being grateful to people is connected to being grateful to Allah, or are they separate?" 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 chart or reliable printed source with the Hadith on gratitude, verified by the teacher against a trusted collection (the imported design cites one such Hadith, attributed to Al-Tirmithi, on being thankful to people as connected to being thankful to Allah - the teacher should confirm its exact wording and authentication before teaching it as precise quotation). 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 kind of people does this teaching suggest we should thank?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

A Hadith on gratitude

A well-known Hadith on this theme teaches that gratitude to people and gratitude to Allah are connected - someone who is never thankful to people is described as never being truly thankful to Allah. The teacher reads the verified, exact wording from a trusted source, citing its collection.

This teaches that showing genuine thanks to the people around us - family, friends, teachers, anyone who helps us - is itself a part of good, grateful character.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What does this Hadith connect gratitude to people with?	**Gratitude to Allah**
2	According to this teaching, is someone who never thanks people truly thankful to Allah?	**No, according to this teaching, they are not**
3	Who reads the Hadith's exact, verified wording in class?	**The teacher, from a trusted, cited source**

4	What kind of people does this teaching suggest we should thank?	**Anyone who helps us - family, friends, teachers, and others**

WATCH OUT FOR

Always cite the source and verify exact wording before presenting this Hadith as precise quotation - do not treat this pack's summary as the final word on its wording.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Ask learners to name one person they should thank today, connecting the idea directly to real life.
Learners ready for more	Why might thanking people well prepare someone to also be genuinely thankful to Allah? (Answer: Any thoughtful, respectful reflection on gratitude as a connected, practised habit)
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 "reading the Hadith on gratitude" 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.

Practising gratitude in daily life

Strand 2.0 Hadith > Sub-strand 2.4 Hadith on Gratitude | 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: a) identify ways to practise gratitude in daily life; b) practise gratitude toward someone specific

KEY INQUIRY QUESTION(S)

- Why should one be grateful to other people?

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	**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.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

A chart or reliable printed source with the Hadith on gratitude, verified by the teacher against a trusted collection (the imported design cites one such Hadith, attributed to Al-Tirmithi, on being thankful to people as connected to being thankful to Allah - the teacher should confirm its exact wording and authentication before teaching it as precise quotation)

ORGANISATION OF LEARNING

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KEY WORDS

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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: "Who is someone who has helped you recently that you have not properly thanked?" 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 chart or reliable printed source with the Hadith on gratitude, verified by the teacher against a trusted collection (the imported design cites one such Hadith, attributed to Al-Tirmithi, on being thankful to people as connected to being thankful to Allah - the teacher should confirm its exact wording and authentication before teaching it as precise quotation). 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: "How did it feel to plan a genuine thank-you to someone?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Practical: practising gratitude

Materials: none needed, or paper for a thank-you note; individual.

Ways to practise gratitude include saying "thank you" sincerely, doing a kind act in return, or writing a short note of appreciation to someone who has helped.

Each learner identifies one specific person to thank and either practises saying it aloud in class (through a short role-play) or writes a short, genuine note of thanks to deliver later.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Give one way to practise gratitude in daily life.	**Any of: saying thank you sincerely, doing a kind act in return, writing a note of appreciation**
2	Who did you choose to thank in this lesson?	**Any genuine, real person the learner chose**

3	Why is a specific, genuine expression of thanks better than a vague one?	**It shows real, sincere appreciation rather than an empty formality**
4	How did it feel to plan a genuine thank-you to someone?	**Answers vary; check the learner reflects genuinely**

WATCH OUT FOR

Keep this personal and genuine - avoid a generic, class-wide "thank you" exercise that feels hollow rather than real.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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Below expectations (BE)	Cannot yet identify ways to practise gratitude in daily life without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Give a simple sentence frame: "Thank you for ___, it meant a lot because ___."
Learners ready for more	Actually deliver your thank-you to the person you chose this week, and note how they responded. (Answer: Any genuine attempt and honest reflection)
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 "practising gratitude in daily life" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

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