PP2 Islamic Religious Education

Term 1 - 32 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 30-minute lessons | PDF and editable Word

ABOUT THIS PACK

32 complete, ready-to-teach PP2 Islamic Religious Education lesson plans for Term 1, covering handling of the Holy Qur'an, the Arabic alphabet with vowels, Arabic alphabet and Isti'adha.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Handling of the Holy Qur'an	6
1.2	The Arabic Alphabet with Vowels	18
1.3	Arabic Alphabet	4
1.4	Isti'adha	4

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 is the holy book

By the end of the lesson, the learner should be able to say that the Qur'an is the holy book of Muslims

> **The holy book**
> The Qur'an is the holy book of Allah (S.W.T.) given to Prophet Muhammad (S.A.W.). Muslims read it, learn from it and treat it with great respect.
> Show a Mushaf on a stand. Sing a short nashid or recite a poem about the Qur'an.

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 is the holy book

Strand 1.0 Qur’an > Sub-strand 1.1 Handling of the Holy Qur’an | Lesson 1 of 6 | 30 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 say that the Qur'an is the holy book of Muslims

KEY INQUIRY QUESTION(S)

- How do you handle the Qur'an at home?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Life skills**	Learners practise decision making and working with others.

LEARNING RESOURCES

Copies of the Qur'an (or practice copies of a Juz Amma) | A raised stand (rehal) or shelf | Pictures showing proper handling | Manila paper and glue

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

Qur'an | Mushaf | holy | respect | raised place | recite

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
4 min	7 min	8 min	7 min	4 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	4	Greet the class and ask: "Which book is the holy book of Muslims?" 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	7	Take learners through "The holy book" (learning activity on the next page), explaining as you go. Use copies of the Qur'an (or practice copies of a Juz Amma), a raised stand (rehal) or shelf, pictures showing proper handling. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	8	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	7	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	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Where is the Qur'an kept in your home?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

The holy book

The Qur'an is the holy book of Allah (S.W.T.) given to Prophet Muhammad (S.A.W.). Muslims read it, learn from it and treat it with great respect.

Show a Mushaf on a stand. Sing a short nashid or recite a poem about the Qur'an.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is the holy book of Muslims?	**The Qur'an**
2	To which Prophet was it given?	**Prophet Muhammad (S.A.W.)**
3	How do we treat the Qur'an?	**With respect**
4	Where is the Qur'an kept in your home?	**Answers will vary**

WATCH OUT FOR

Children of other faiths listen respectfully.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Show the Mushaf and a picture of a rehal.
Learners ready for more	Why is the Qur'an special? (Answer: It is Allah's holy book)
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 is the holy book" 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.

Keeping the Qur'an in a clean, raised place

Strand 1.0 Qur’an > Sub-strand 1.1 Handling of the Holy Qur’an | Lesson 2 of 6 | 30 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 mention where the Qur'an should be kept

KEY INQUIRY QUESTION(S)

- How do you handle the Qur'an at home?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
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KEY WORDS

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THE LESSON AT A GLANCE

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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	4	Greet the class and ask: "Where should we put the Qur'an after reading?" 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	7	Take learners through "A clean, high place" (learning activity on the next page), explaining as you go. Use copies of the Qur'an (or practice copies of a Juz Amma), a raised stand (rehal) or shelf, pictures showing proper handling. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	8	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	7	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	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Show the raised place in class."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

A clean, high place

We keep the Qur'an in a clean place, on a raised shelf or stand, never on the floor. We hold it with clean hands. In pairs, children talk about where the Qur'an is kept at home and at the madrasa.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Where do we keep the Qur'an?	**In a clean, raised place**
2	Should we put it on the floor?	**No**
3	What should our hands be like?	**Clean**
4	Show the raised place in class.	**Child points**

WATCH OUT FOR

Rules on wudhu before touching the Mushaf differ; follow your community and madrasa.