PP2 Islamic Religious Education

Term 2 - 25 complete lesson plans

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

ABOUT THIS PACK

25 complete, ready-to-teach PP2 Islamic Religious Education lesson plans for Term 2, covering belief in Allah: Allah's creation, pillars of Islam: five daily prayers, Islamic etiquette: farewell phrases and Islamic etiquette: toileting.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.1	Belief in Allah: Allah's Creation	8
3.1	Pillars of Islam: Five Daily Prayers	5
4.1.1	Islamic Etiquette: Farewell Phrases	6
4.1.2	Islamic Etiquette: Toileting	6

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

Allah created everything

By the end of the lesson, the learner should be able to say that Allah created people, animals and plants

> **Allah the Creator**
> Allah (S.W.T.) created the sky, the earth, people, animals and plants. Our neighbours, our pets and the trees around us are all Allah's creation.
> Sing a nashid or recite a poem about Allah's creation.

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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Allah created everything

Strand 2.0 Pillars of Iman > Sub-strand 2.1 Belief in Allah: Allah's Creation | Lesson 1 of 8 | 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 Allah created people, animals and plants

KEY INQUIRY QUESTION(S)

- What has Allah created?
- How are we different from animals?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Life skills**	Learners practise decision making and working with others.
PCI	**Citizenship**	Learners connect the work to their rights and duties in the community.

LEARNING RESOURCES

Pictures of people, animals, plants, roads and vehicles | Picture cards of animals and their young | Paper, crayons and glue for a scrapbook | A worksheet with the name Al-Wadud to decorate

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

Allah | creation | create | neighbour | animal | plant | Al-Wadud | ibadah

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

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Who created the sun, the trees and 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	7	Take learners through "Allah the Creator" (learning activity on the next page), explaining as you go. Use pictures of people, animals, plants, roads and vehicles, picture cards of animals and their young, paper, crayons and glue for a scrapbook. 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: "Did Allah create people?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Allah the Creator

Allah (S.W.T.) created the sky, the earth, people, animals and plants. Our neighbours, our pets and the trees around us are all Allah's creation.

Sing a nashid or recite a poem about Allah's creation.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Who created the world?	**Allah**
2	Name a plant Allah created.	**A tree (answers vary)**
3	Name an animal Allah created.	**A goat (answers vary)**
4	Did Allah create people?	**Yes**

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 Allah created people, animals and plants confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can say that Allah created people, animals and plants accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly say that Allah created people, animals and plants, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet say that Allah created people, animals and plants without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Pictures.
Learners ready for more	Name three things Allah created. (Answer: Answers will vary)
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 "allah created everything" 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.

ELIMU254

A nature walk

Strand 2.0 Pillars of Iman > Sub-strand 2.1 Belief in Allah: Allah's Creation | Lesson 2 of 8 | 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 identify Allah's creation in the school environment

KEY INQUIRY QUESTION(S)

- What has Allah created?
- How are we different from animals?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Life skills**	Learners practise decision making and working with others.
PCI	**Citizenship**	Learners connect the work to their rights and duties in the community.

LEARNING RESOURCES

Pictures of people, animals, plants, roads and vehicles | Picture cards of animals and their young | Paper, crayons and glue for a scrapbook | A worksheet with the name Al-Wadud to decorate

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

Allah | creation | create | neighbour | animal | plant | Al-Wadud | ibadah

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

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "What will we see outside?" 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 "Field: nature walk" (learning activity on the next page), explaining as you go. Use pictures of people, animals, plants, roads and vehicles, picture cards of animals and their young, paper, crayons and glue for a scrapbook. 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: "Did you see an insect?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Field: nature walk
Walk around the school compound with the teacher. Children point out and name Allah's creation: trees, grass, flowers, birds, insects, the sky.
Back in class, each child says one beautiful thing they saw.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What did you see?	**Answers will vary**
2	Who created it?	**Allah**
3	Which thing was most beautiful?	**Answers will vary**
4	Did you see an insect?	**Answers will vary**

WATCH OUT FOR

Stay inside the school compound; do not touch bees, snakes or thorny plants.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Walk with a partner.
Learners ready for more	Count the trees you saw. (Answer: Answers will vary)
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 "a nature walk" 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?
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Write this after teaching - what worked, what to change, which learners need follow-up.