Grade 1 Islamic Religious Education

Term 1 - 31 complete lesson plans

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

ABOUT THIS PACK

31 complete, ready-to-teach Grade 1 Islamic Religious Education lesson plans for Term 1, covering Arabic alphabet, selected surahs (Al-Fatiha and An-Naas) and Hadith on obedience to parents.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Arabic Alphabet	10
1.2	Selected Surahs (Al-Fatiha and An-Naas)	16
2.1	Hadith on Obedience to Parents	5

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

Why we learn the Arabic alphabet

By the end of the lesson, the learner should be able to: a) say why Muslims learn the Arabic alphabet; b) name the first letters of the alphabet

> **The Arabic alphabet**
> The Qur'an was revealed in Arabic. Learning the Arabic alphabet helps us read the Qur'an ourselves. Arabic is written from right to left.
> The teacher points to the chart and says the first letters: alif, ba, ta, tha. Learners repeat after the teacher.

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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Why we learn the Arabic alphabet

Strand 1.0 Qur'an > Sub-strand 1.1 Arabic Alphabet | Lesson 1 of 10 | 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: a) say why Muslims learn the Arabic alphabet; b) name the first letters of the alphabet

KEY INQUIRY QUESTION(S)

- Why should one learn the Arabic alphabet?

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.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Love**	Learners help a classmate who is stuck.
PCI	**Life skills (effective communication)**	Learners practise decision making and working with others.

LEARNING RESOURCES

An Arabic alphabet chart | Flashcards of Arabic letters and three-letter words (prepared by the teacher) | A box or basket of word cards | A recording of letters and words read by a qualified reciter, if available

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

alphabet | letter | harakat (vowel marks) | fat-ha | kasra | dhamma | tanween | sukun | Qur'an

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: "Ask: in which language was the Qur'an revealed?" 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 Arabic alphabet" (teaching points on the next page), explaining as you go. Use an Arabic alphabet chart, flashcards of Arabic letters and three-letter words (prepared by the teacher), a box or basket of word cards. 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: "Why do Muslims learn the Arabic alphabet?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS

The Arabic alphabet

The Qur'an was revealed in Arabic. Learning the Arabic alphabet helps us read the Qur'an ourselves. Arabic is written from right to left.

The teacher points to the chart and says the first letters: alif, ba, ta, tha. Learners repeat after the teacher.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	In which language was the Qur'an revealed?	**Arabic**
2	Which way is Arabic written?	**From right to left**
3	Name the first letter of the Arabic alphabet.	**Alif**
4	Why do Muslims learn the Arabic alphabet?	**To be able to read the Qur'an**

WATCH OUT FOR

Learners read the chart from left to right. Point and move the finger from right to left.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Let the learner trace the first letters on the chart with a finger.
Learners ready for more	Say the first six letters of the alphabet after the teacher. (Answer: Alif, ba, ta, tha, jim, ha (as the teacher models))
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 "why we learn the Arabic alphabet" 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.

Revising the letters

Strand 1.0 Qur'an > Sub-strand 1.1 Arabic Alphabet | Lesson 2 of 10 | 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: a) say the names of the Arabic letters in order; b) pick a letter flashcard the teacher names

KEY INQUIRY QUESTION(S)

- Why should one learn the Arabic alphabet?

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.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Love**	Learners help a classmate who is stuck.
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LEARNING RESOURCES

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KEY WORDS

alphabet | letter | harakat (vowel marks) | fat-ha | kasra | dhamma | tanween | sukun | Qur'an

THE LESSON AT A GLANCE

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Say the alphabet with the teacher, pointing on the chart." 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 "Letter revision" (teaching points on the next page), explaining as you go. Use an Arabic alphabet chart, flashcards of Arabic letters and three-letter words (prepared by the teacher), a box or basket of word cards. 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: "Which letter comes before ba?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS

Letter revision

The class says all the letters in order from the chart, first together, then in groups.

Game: the teacher names a letter; a learner finds its flashcard and holds it up.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Find the letter the teacher names.	**The correct flashcard**
2	Say the letters with your group.	**The letters in order**
3	Which letter comes after ba?	**Ta**
4	Which letter comes before ba?	**Alif**

WATCH OUT FOR

Letters that look alike (ba, ta, tha differ by dots). Count the dots together.