Grade 1 Islamic Religious Education

Term 2 - 27 complete lesson plans

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

ABOUT THIS PACK

27 complete, ready-to-teach Grade 1 Islamic Religious Education lesson plans for Term 2, covering Hadith on cleanliness, belief in Allah (Al-Khaaliq and Ar-Razaaq), belief in angels (Jibril and Mikail), pillars of Islam (five pillars) and Shahadah.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.2	Hadith on Cleanliness	5
3.1	Belief in Allah (Al-Khaaliq and Ar-Razaaq)	7
3.2	Belief in Angels (Jibril and Mikail)	2
4.1	Pillars of Islam (Five Pillars)	8
4.2	Shahadah	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

The Hadith on cleanliness

By the end of the lesson, the learner should be able to: a) read the Hadith on cleanliness after the teacher; b) say what it teaches

> **Cleanliness is part of faith**
> The design gives this Hadith: "Cleanliness is part of faith." It teaches that keeping clean is part of being a good Muslim. (Teacher: confirm the exact wording and source; a well-known narration says purity is half of faith.)

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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4	Keeping our school clean	2.2 Hadith on Cleanliness	13
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The Hadith on cleanliness

Strand 2.0 Hadith > Sub-strand 2.2 Hadith on Cleanliness | Lesson 1 of 5 | 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) read the Hadith on cleanliness after the teacher; b) say what it teaches

KEY INQUIRY QUESTION(S)

- How do you uphold cleanliness?
- Why should a Muslim maintain cleanliness?

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.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Health promotion issues**	Examples link to healthy habits at home and at school.

LEARNING RESOURCES

A chart with the Hadith and its meaning | Cleaning materials (brooms, dusters, bins) | Soap and water for handwashing

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

cleanliness | faith (iman) | clean | wash | hygiene | reward

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: why do we wash our hands before eating?" 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 "Cleanliness is part of faith" (teaching points on the next page), explaining as you go. Use a chart with the Hadith and its meaning, cleaning materials (brooms, dusters, bins), soap and water for handwashing. 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 we wash hands before eating?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS

Cleanliness is part of faith

The design gives this Hadith: "Cleanliness is part of faith." It teaches that keeping clean is part of being a good Muslim. (Teacher: confirm the exact wording and source; a well-known narration says purity is half of faith.) Read the Hadith after the teacher from the chart.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Read the Hadith after the teacher.	**Correct reading**
2	What is cleanliness part of?	**Faith**
3	What does the Hadith teach?	**Keeping clean is part of being a good Muslim**
4	Why do we wash hands before eating?	**To remove germs and keep clean**

WATCH OUT FOR

Never shame a learner for being dirty; some homes have little water.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Read with the teacher.
Learners ready for more	Say the Hadith from memory. (Answer: Cleanliness is part of faith)
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 Hadith on cleanliness" 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.

Reading and correcting each other

Strand 2.0 Hadith > Sub-strand 2.2 Hadith on Cleanliness | Lesson 2 of 5 | 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) read the Hadith alone; b) correct a partner kindly

KEY INQUIRY QUESTION(S)

- How do you uphold cleanliness?
- Why should a Muslim maintain cleanliness?

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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ORGANISATION OF LEARNING

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Read the Hadith together." 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 "Pair reading" (teaching points on the next page), explaining as you go. Use a chart with the Hadith and its meaning, cleaning materials (brooms, dusters, bins), soap and water for handwashing. 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: "What does the Hadith say?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS

Pair reading
Partners take turns to read the Hadith. The listener helps kindly with any mistake.
Then discuss: what does clean mean for our bodies, clothes, homes and mosque?

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Read the Hadith to your partner.	**Correct reading**
2	Name something we keep clean.	**Answers vary; for example body, clothes, home, mosque**
3	How do we correct a partner?	**Kindly**
4	What does the Hadith say?	**Cleanliness is part of faith**

WATCH OUT FOR

Teasing. Model kindness.