Grade 2 Islamic Religious Education

Term 1 - 30 complete lesson plans

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

ABOUT THIS PACK

30 complete, ready-to-teach Grade 2 Islamic Religious Education lesson plans for Term 1, covering Arabic alphabet, Surah Al-Falaq, Surah Al-Ikhlas and Hadith on Swalah.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Arabic Alphabet	10
1.2	Surah Al-Falaq	8
1.3	Surah Al-Ikhlas	8
2.1	Hadith on Swalah	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

Short and long vowels

By the end of the lesson, the learner should be able to: a) say the three short vowel sounds; b) hear the difference between a short and a long vowel

> **Long vowels (madd)**
> In Grade 1 we read letters with fat-ha (a), kasra (i) and dhamma (u). A long vowel holds the sound for longer, about two counts: 'ba' becomes 'baa', 'bi' becomes 'bii', 'bu' becomes 'buu'.
> Three letters make a vowel long: alif after fat-ha (aa), yaa after kasra (ii), waaw after dhamma (uu). The teacher says pairs and the class repeats: ba - baa, ti - tii, mu - muu.

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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Short and long vowels

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 the three short vowel sounds; b) hear the difference between a short and a long vowel

KEY INQUIRY QUESTION(S)

- Why should one learn the Arabic alphabet with vowels?

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.
PCI	**Life skills (effective communication)**	Learners practise decision making and working with others.

LEARNING RESOURCES

An Arabic alphabet chart | Flashcards of four-letter words with long vowels (prepared by the teacher in Arabic) | A box or basket of word cards | Three sorting trays labelled alif, waaw, yaa | A recording of the words read by a qualified reader, 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 | harakaat (vowel marks) | long vowel (madd) | alif | waaw | yaa | fat-ha | kasra | dhamma | sukun

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: "Say the alphabet together from 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 "Long vowels (madd)" (teaching points on the next page), explaining as you go. Use an Arabic alphabet chart, flashcards of four-letter words with long vowels (prepared by the teacher in Arabic), 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 makes the 'uu' sound long?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS

Long vowels (madd)

In Grade 1 we read letters with fat-ha (a), kasra (i) and dhamma (u). A long vowel holds the sound for longer, about two counts: 'ba' becomes 'baa', 'bi' becomes 'bii', 'bu' becomes 'buu'.

Three letters make a vowel long: alif after fat-ha (aa), yaa after kasra (ii), waaw after dhamma (uu). The teacher says pairs and the class repeats: ba - baa, ti - tii, mu - muu.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Say 'ba', then make it long.	**baa**
2	Which letter makes the 'aa' sound long?	**Alif**
3	Which letter makes the 'ii' sound long?	**Yaa**
4	Which letter makes the 'uu' sound long?	**Waaw**

WATCH OUT FOR

Learners who stretch the vowel too long. A long vowel is about two counts, as the teacher models.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Clap once for a short vowel and twice for a long one.
Learners ready for more	Make 'ka', 'ki' and 'ku' long. (Answer: kaa, kii, kuu)
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 "short and long vowels" 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.

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The long vowel with alif

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) read letters with alif madd; b) read four-letter words with a long 'aa'

KEY INQUIRY QUESTION(S)

- Why should one learn the Arabic alphabet with vowels?

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.
PCI	**Life skills (effective communication)**	Learners practise decision making and working with others.

LEARNING RESOURCES

An Arabic alphabet chart | Flashcards of four-letter words with long vowels (prepared by the teacher in Arabic) | A box or basket of word cards | Three sorting trays labelled alif, waaw, yaa | A recording of the words read by a qualified reader, 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 | harakaat (vowel marks) | long vowel (madd) | alif | waaw | yaa | fat-ha | kasra | dhamma | sukun

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: "Clap the short and long sounds: ba (one clap), baa (two claps)." 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 "Alif madd" (teaching points on the next page), explaining as you go. Use an Arabic alphabet chart, flashcards of four-letter words with long vowels (prepared by the teacher in Arabic), 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 makes the long sound in 'salaam'?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS

Alif madd

When a letter with fat-ha is followed by alif, we read a long 'aa'. The teacher shows the word cards in Arabic and reads them slowly.

Words: kitaab (book) - k, t, alif, b; salaam (peace) - s, l, alif, m; jamaal (beauty) - j, m, alif, l; siraaj (lamp) - s, r, alif, j. Each word has four letters.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Read 'kitaab' after the teacher.	**kitaab**
2	Read 'salaam' after the teacher.	**salaam**
3	How many letters are in 'kitaab'?	**Four**
4	Which letter makes the long sound in 'salaam'?	**Alif**

WATCH OUT FOR

Learners reading 'kitab' short. Point to the alif and hold the sound.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Read the word in parts: ki - taab.
Learners ready for more	Read 'jamaal' and 'siraaj' alone. (Answer: Correct reading)
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 long vowel with alif" 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.
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