Grade 4 Christian Religious Education

Term 3 - 27 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 35-minute lessons | PDF and editable Word

ABOUT THIS PACK

27 complete, ready-to-teach Grade 4 Christian Religious Education lesson plans for Term 3, covering love, responsibility personal and school items, holiness, house of God, the early church, standing firm in faith, the Lord's prayer, fruit of the Holy Spirit, self-control and use of social media.

TOPICS IN THIS PACK

Topic	Name	Lessons
4.4	Love	3
4.5	Responsibility Personal and school items	2
4.6	Holiness	4
5.1	House of God	2
5.2	The Early Church	3
5.3	Standing Firm in Faith	3
5.4	The Lord's Prayer	3
5.5	Fruit of the Holy Spirit	3
5.6	Self-control	2
6.1	Use of Social Media	2

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.

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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ELIMU254

Jesus loves children

Strand 4.0 Christian Values > Sub-strand 4.4 Love | Lesson 1 of 3 | 35 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 recognise that God loves children; Matthew 19:13-15

KEY INQUIRY QUESTION(S)

- How did Jesus Christ show love to children?
- How do you show Godly love to others as a Christian?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Imagination and creativity**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Love**	Learners help a classmate who is stuck.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

A real Bible (Matthew 19:13-15) | Manila paper and marker pens

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

love | kindness | obey

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 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	5	Greet the class and ask: "How does it feel to know someone important cares about 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	8	Work through the worked example on the next page, thinking aloud. Use a real Bible (Matthew 19:13-15), manila paper and marker pens. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	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	8	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	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Where is this story found in the Bible?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Jesus and the children (Matthew 19:13-15)
When people brought children to Jesus, His disciples tried to send them away, but Jesus welcomed the children and blessed them, saying the kingdom of heaven belongs to such as these.
This shows that Jesus genuinely valued and loved children, even when others thought they were unimportant.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What did Jesus' disciples try to do when children were brought to Him?	**Send them away**
2	What did Jesus do instead?	**Welcomed the children and blessed them**
3	What did Jesus say about the kingdom of heaven?	**That it belongs to such as these (children)**
4	Where is this story found in the Bible?	**Matthew 19:13-15**

WATCH OUT FOR

Learners may relate deeply to being valued as children - use this as an encouraging, affirming moment.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can recognise that God loves children; Matthew 19:13-15 confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can recognise that God loves children; Matthew 19:13-15 accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly recognise that God loves children; Matthew 19:13-15, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet recognise that God loves children; Matthew 19:13-15 without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Read the passage together, emphasising how Jesus made time for children even when others didn't.
Learners ready for more	How did Jesus Christ show love to children? (Answer: By welcoming them when others tried to send them away, and blessing them, showing they truly mattered to Him)
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 "jesus loves children" 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

Showing love through kindness

Strand 4.0 Christian Values > Sub-strand 4.4 Love | Lesson 2 of 3 | 35 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 demonstrate love by showing kindness to others

KEY INQUIRY QUESTION(S)

- How did Jesus Christ show love to children?
- How do you show Godly love to others as a Christian?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Imagination and creativity**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Love**	Learners help a classmate who is stuck.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

A real Bible (Matthew 19:13-15) | Manila paper and marker pens

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

love | kindness | obey

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 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	5	Greet the class and ask: "What is one kind thing you could do for a classmate today?" 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	8	Work through the worked example on the next page, thinking aloud. Use a real Bible (Matthew 19:13-15), manila paper and marker pens. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	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	8	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	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "How might including someone who is left out be a real act of love?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Practical: showing kindness

Materials: manila paper; groups of four.

Love is demonstrated through real, kind actions, not just words. In groups, list five real, simple ways learners your age can show love and kindness to others: sharing, comforting someone upset, including someone left out, helping with a task.

Choose one to practise today.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name one way to show kindness to others.	**Any of: sharing, comforting someone upset, including someone left out, helping with a task**
2	Why does love need to be shown through actions, not just words?	**Actions demonstrate real, genuine care, not just saying kind things.**
3	Which act of kindness did you choose to practise today?	**Answers vary; check it is genuine and specific.**
4	How might including someone who is left out be a real act of love?	**It shows them they matter and are valued, easing loneliness or exclusion.**

WATCH OUT FOR

Learners give vague, unspecific answers. Push for a real, specific, doable act of kindness.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Consistently shows that they demonstrate love by showing kindness to others, and gives their own examples of how.
Meets expectations (ME)	Shows that they demonstrate love by showing kindness to others in familiar situations.
Approaches expectations (AE)	Sometimes shows that they demonstrate love by showing kindness to others, usually after a prompt from the teacher or a partner.
Below expectations (BE)	Does not yet show that they demonstrate love by showing kindness to others; needs a clear example and guidance.

SUPPORT AND EXTENSION

Learners who need support	Give a simple list of kindness ideas for learners who are unsure what to choose.
Learners ready for more	How do you show Godly love to others as a Christian? (Answer: Answers vary; check it is a genuine, thoughtful reflection drawing on real actions)
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 "showing love through kindness" 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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