Grade 6 Islamic Religious Education

Term 2 - 29 complete lesson plans

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

ABOUT THIS PACK

29 complete, ready-to-teach Grade 6 Islamic Religious Education lesson plans for Term 2, covering Taqwa (God consciousness), Tawakkul (reliance on Allah), Twahara (purity): Hadath and optional Ghusl, Zakat, Saum (fasting), Hajj, virtues: work as a form of Ibadah, Adalah (justice), prohibitions in Islam: intoxicants and Israf (extravagance).

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4.3	Saum (Fasting)	4
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5.2	Adalah (Justice)	2
5.3	Prohibitions in Islam: Intoxicants	3
5.4	Israf (Extravagance)	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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The qualities of the Muttaqiin

Strand 3.0 Pillars of Iman > Sub-strand 3.2 Taqwa (God Consciousness) | Lesson 1 of 2 | 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 identify qualities of a pious person from the Qur'an

KEY INQUIRY QUESTION(S)

- What actions lead to piety?
- Why is taqwa important in the life of a Muslim?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
PCI	**Life skills: responsibility**	Learners practise decision making and working with others.

LEARNING RESOURCES

An authentic Mushaf with translation of meanings | Flash cards | A weekly log sheet | Learners' exercise books

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

taqwa | muttaqi (muttaqiin) | piety | unseen (ghaib) | conscience

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: "Key question: what actions lead to piety?" 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	Take learners through "Taqwa" (key ideas on the next page), explaining as you go. Use an authentic Mushaf with translation of meanings, flash cards, a weekly log sheet. 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	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: "What is the singular of muttaqiin?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Taqwa
Taqwa means being conscious (aware) of Allah (S.W.T.) at all times, doing what He commands and avoiding what He forbids.
Qualities of the Muttaqiin (Q. 2:2-5 and 3:133-135, general meaning): they believe in the unseen, establish prayer, spend from what Allah has given, believe in the revealed books and the Hereafter,
they spend in good and hard times, control their anger, forgive people, and ask forgiveness quickly after a wrong.
Activity: sort flash cards into "qualities of a muttaqi" and "not qualities".

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What does taqwa mean?	**Being conscious of Allah (S.W.T.) at all times.**
2	Give three qualities of the Muttaqiin.	**They pray, give charity and control their anger.**
3	What do the Muttaqiin do after making a mistake?	**They quickly ask Allah (S.W.T.) for forgiveness.**
4	What is the singular of muttaqiin?	**Muttaqi.**

WATCH OUT FOR

These are general meanings of the verses, not word-for-word translation.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Show the verses in a Mushaf with translation of meanings.
Learners ready for more	Which quality of the Muttaqiin is hardest for you? Why? (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 "the qualities of the Muttaqiin" 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.

The significance of taqwa

Strand 3.0 Pillars of Iman > Sub-strand 3.2 Taqwa (God Consciousness) | Lesson 2 of 2 | 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: a) explain why taqwa is important; b) keep a weekly taqwa log

KEY INQUIRY QUESTION(S)

- What actions lead to piety?
- Why is taqwa important in the life of a Muslim?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Key question: why is taqwa important in the life of a Muslim?" 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	Take learners through the key ideas on the next page, explaining as you go. Use an authentic Mushaf with translation of meanings, flash cards, a weekly log sheet. 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.
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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 taqwa found?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Why taqwa matters (from verses such as Q. 7:96, 9:119, 65:2-3, general meaning)
It brings blessings from the heavens and the earth.
Allah (S.W.T.) makes a way out of difficulty for the one with taqwa.
It keeps a person honest even when alone.
It is the key to success in this life and to Jannah in the Hereafter.
Activity: each learner starts a one-week log of actions that show taqwa (praying on time, telling the truth, helping, avoiding cheating).

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Give two benefits of taqwa.	**Blessings from Allah and a way out of difficulty.**
2	How does taqwa help a learner during exams?	**They will not cheat, because Allah sees them.**
3	Give one action for your taqwa log.	**Praying on time.**
4	Where is taqwa found?	**In the heart, shown by actions.**