Grade 8 Islamic Religious Education

Term 1 - 38 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

38 complete, ready-to-teach Grade 8 Islamic Religious Education lesson plans for Term 1, covering modes of preservation of the Qur'an, divisions of the Qur'an, selected verses (Al-Luqman 12-19), Ulum al-Hadith, selected Hadith: accountability and respect for authority and belief in revealed scriptures.

TOPICS IN THIS PACK

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1.3	Selected verses (Al-Luqman 12-19)	8
2.1	Ulum al-Hadith	7
2.2	Selected Hadith: accountability and respect for authority	6
3.1	Belief in revealed scriptures	7

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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Preservation during the time of the Prophet (S.A.W.)

Strand 1.0 Qur'an > Sub-strand 1.1 Modes of preservation of the Qur'an | Lesson 1 of 4 | 40 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) describe how the Qur'an was preserved during the Prophet's time; b) explain the role of memorisation and writing

KEY INQUIRY QUESTION(S)

- Why is it important to preserve the Qur'an?
- How is the Qur'an preserved in modern times?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

A copy of the Qur'an (Mushaf) with translation of meanings | Charts | 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

preservation | hafidh (huffadh) | scribe | compilation | Mushaf | standardisation | authenticity

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Key question: why is it important to preserve the Qur'an? How do we keep something important from being lost or changed?" 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	9	Take learners through "In the Prophet's time (traditional account)" (key ideas on the next page), explaining as you go. Use a copy of the Qur'an (Mushaf) with translation of meanings, charts, learners' exercise books. 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	10	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	9	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	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Name two materials verses were written on."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

In the Prophet's time (traditional account)
Memorisation: the Prophet (S.A.W.) memorised each revelation and taught it; many companions memorised it (huffadh) and recited it in prayer.
Writing: scribes such as Zaid bin Thabit (R.A.) wrote verses as they were revealed on available materials: parchment, palm stalks, flat bones and stones.
Review: it is reported that angel Jibril (A.S.) reviewed the Qur'an with the Prophet (S.A.W.) every Ramadhan.
The order of verses was set by the Prophet (S.A.W.) as instructed.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name two ways the Qur'an was preserved in the Prophet's time.	**Memorisation and writing.**
2	What is a hafidh?	**A person who has memorised the whole Qur'an.**
3	Name one scribe of the Prophet (S.A.W.).	**Zaid bin Thabit (R.A.).**
4	Name two materials verses were written on.	**Palm stalks and parchment.**

WATCH OUT FOR

Present the account as the well-known traditional account.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Show pictures of writing materials used in the past.
Learners ready for more	Why was memorisation so reliable in Arabian society? (Answer: People had strong traditions of memorising poetry and genealogy)
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 "preservation during the time of the Prophet (S.A.W.)" 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.

Preservation during the time of the Rightly Guided Caliphs

Strand 1.0 Qur'an > Sub-strand 1.1 Modes of preservation of the Qur'an | Lesson 2 of 4 | 40 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) describe the compilation under Caliph Abubakar (R.A.); b) describe the standardisation under Caliph Uthman (R.A.)

KEY INQUIRY QUESTION(S)

- Why is it important to preserve the Qur'an?
- How is the Qur'an preserved in modern times?

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	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

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ORGANISATION OF LEARNING

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KEY WORDS

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THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "What could happen to the Qur'an if many of those who memorised it died?" 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	9	Take learners through "Under the Caliphs (traditional account)" (key ideas on the next page), explaining as you go. Use a copy of the Qur'an (Mushaf) with translation of meanings, charts, learners' exercise books. 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	10	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	9	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	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Why did Uthman (R.A.) send standard copies to provinces?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Under the Caliphs (traditional account)

Abubakar (R.A.): after many huffadh died in the Battle of Yamamah, Umar (R.A.) advised compiling the Qur'an into one volume. Zaid bin Thabit (R.A.) gathered the written pieces and checked them against memorisers. The compiled copy was kept by Abubakar, then Umar, then Hafsa (R.A.).

Uthman (R.A.): as Islam spread, differences in recitation appeared. He had standard copies made from Hafsa's copy and sent to the main provinces, so all Muslims read the same text.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Which battle led to the compilation of the Qur'an?	**The Battle of Yamamah.**
2	Who led the work of compilation?	**Zaid bin Thabit (R.A.).**
3	Who kept the compiled copy after Umar (R.A.)?	**Hafsa (R.A.).**
4	Why did Uthman (R.A.) send standard copies to provinces?	**So all Muslims would read the same text.**