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**WEEK 1: LESSON 1**

**Strand:** Qur’an

**Sub-Strand:** Short surah

**Objectives:**

By the end of the lesson, learners should be able to:

1. Observe pictures in the learners' books and explain what is happening.

2. Identify and explain who Abu Lahab is.

3. Appreciate the importance of treating others well for peaceful co-existence.

4. Retell the story of Abu Lahab as narrated in the Qur’an.

**Key Inquiry Question:**

- Who is Abu Lahab?

**Learning Resources:**

- CDs

- Flash Cards

- Pocket Board

- Qur’an

- KLB Visionary IRE Activities Grade 3, pg. 1

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson focusing on the importance of kindness and character.

- Introduce the topic of Abu Lahab by discussing what learners can see in the pictures provided in the learning resources. Ask guiding questions to stimulate discussion about their observations.

**Lesson Development (20 minutes)**

**Step 1:** Picture Observation

- Activity: Students observe and discuss pictures in their books that relate to the story of Abu Lahab.

- Questions to guide discussion:

- What do you see in this picture?

- How do you think the people in the picture feel?

**Step 2:** Who is Abu Lahab?

- Activity: Explain who Abu Lahab is, using simple language.

- Discussion Points:

- Why is he an important figure in the Qur’an?

- What lessons can we learn from his actions?

**Step 3:** Retelling the Story

- Activity: In pairs, students will retell the story of Abu Lahab using key phrases and concepts from their readings.

- Encouragement: Remind students to use their own words and ensure understanding of the story’s moral lessons.

**Step 4:** Class Sharing

- Activity: Invite a few pairs to share their retellings with the class.

- Follow-up: Ask students to share one thing they learned about treating others well.

**Conclusion (5 minutes)**

- Summarize the key points:

- Who Abu Lahab is and the significance of his story.

- The importance of kindness and treating others well.

- Conduct a brief interactive activity, such as a "Kindness Pledge," where students can promise to treat others well.

- Prepare learners for the next session by introducing the next topic, e.g., “Stories of Kindness in the Qur’an.”

**Extended Activities:**

1. Art Project: Draw a picture that represents the moral of Abu Lahab's story.

2. Role Play: In pairs or groups, create a skit that shows the importance of kindness.

3. Reflection Journals: Ask students to write a short paragraph about a time they chose to be kind to someone else.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** Qur’an

**Sub Strand:** Surah Masad

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Explain what Surah Masad means.

- Discuss reasons why wrongdoers should be punished.

- Read Surah Masad out loud.

- Enjoy treating people around them well.

**Key Inquiry Question(s):**

- What lesson do we learn from the story of Abu Lahab?

**Learning Resources:**

- CDs

- Flash cards

- Pocket board

- Qur’an

- KLB Visionary IRE Activities Grade 3, pages 2-3

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on a related topic (e.g., understanding the Qur’an). Ask students to share one thing they remember.

- Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts from Surah Masad.

**Lesson Development (20 minutes)**

**- Step 1:** Reading Surah Masad

- Organize students into small groups. Each group reads Surah Masad together. Encourage students to focus on pronunciation and understanding the meaning of the words.

**- Step 2:** Discussing the Meaning

- After reading, each group discusses what Surah Masad means. Prompt them with questions like:

- What do you think the Surah is saying about Abu Lahab?

- Why do you think it's important to learn this lesson?

**- Step 3:** Exploring Punishment for Wrongdoers

- Guide a class discussion about why wrongdoers should be punished.

- Ask students to think of examples from the Surah or from their own experiences.

- Record their ideas on the board.

**- Step 4:** Promoting Kindness

- Have students brainstorm ways to treat others well.

- Share examples of good behavior they can practice at school or at home.

- Encourage them to think of one kind act they can do this week.

**Conclusion (5 minutes)**

- Summarize key points learned about Surah Masad and why it's essential to understand the lesson of Abu Lahab.

- Conduct a brief interactive activity, such as a quick quiz or role-play on treating others with kindness.

- Prepare learners for the next session by asking questions like:

- What other lessons can we learn from the Qur’an?

- Who are some figures in the Qur’an that we can learn from?

**Extended Activities:**

- Art Activity: Have students create a poster illustrating a key lesson from Surah Masad and share it with the class.

- Role Play: Set up a role-playing activity where students can act out scenarios about kindness and the consequences of being unkind.

- Journaling: Encourage students to keep a journal for a week, noting down acts of kindness they see or do each day.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Qur’an

**Sub Strand:** Surah Masad

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Write the letters used in the words in the learners' book.

- Match to complete and recite verses from the learners' book.

- Discuss lessons learned from the verses.

- Appreciate the teachings of Surah Masad.

**Key Inquiry Question(s):**

- What is the meaning of the words written in Arabic in the learners' book?

**Learning Resources:**

- CDs, flashcards, pocket board, Qur’an

- KLB Visionary IRE Activities Grade 3, pages 4-5

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by briefly reviewing what was learned in the previous lesson about Surah Masad.

- Read aloud a few key verses and ask students to share any things they remember or liked about Surah Masad, guiding them to discuss the importance of understanding the meanings of the words.

**Lesson Development (20 minutes):**

**Step 1:** Writing Practice

- Have students take out their learners' books.

- Guide them to write down the Arabic letters from the verses of Surah Masad, ensuring they are pronouncing the letters correctly as they write.

- Monitor and provide assistance where needed.

**Step 2:** Group Activity - Matching Verses

- Organize students into small groups.

- Provide flashcards with different parts of the verses on them.

- Challenge each group to match the cards to complete the verses accurately and then practice reciting them together.

**Step 3:** Recitation Practice

- Allow each group to present the verses they've matched and recite them to the class.

- Encourage other students to listen carefully and join in when they feel comfortable.

**Step 4:** Discussion on Lessons Learned

- Bring the class together for a short discussion on what they think the teachings of Surah Masad are.

- Ask questions such as, "What does this teach us about kindness?" or "How can we apply these lessons in our lives?"

- Acknowledge their responses and guide them to deeper understanding.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson, highlighting what they learned about the letters, the verses, and the lessons from Surah Masad.

- Conduct a brief interactive activity, like a group chant of a verse they learned, to reinforce the teaching.

- Preview the next session by asking students to think about what they would like to learn from another Surah in the Qur’an.

**Extended Activities:**

- Creative Writings: Have students write a short story or a few sentences about how they can show kindness to others, inspired by the lessons from Surah Masad.

- Art Project: Students can create a colorful poster that represents the meaning of Surah Masad, using drawings or words.

- Peer Teaching: Pair up learners and have them teach each other a verse they memorized, encouraging peer-to-peer learning and reinforcement.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Qur’an

**Sub Strand:** Surah Masad

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Read Surah Masad aloud.

- Identify good deeds that Muslims should do for others.

- Appreciate the lessons learned from the surah and apply them in daily life.

**Key Inquiry Question(s):**

- What have you learned from Surah Masad?

**Learning Resources:**

- CDs

- Flash cards

- Pocket board

- Qur’an

- KLB Visionary IRE Activities Grade 3, pg. 6

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson on another Surah, asking students to recall any key points.

- Introduce Surah Masad by asking the class about the themes they think it might cover. Encourage a brief discussion about the importance of good deeds in Islam.

**Lesson Development (20 minutes):**

**\*Step 1:** Read Aloud\*

- Teachers read Surah Masad aloud first to model proper pronunciation and intonation. Emphasize clarity in their voice.

- Ask students to follow along in their Qur’ans.

**\*Step 2:** Group Reading\*

- Divide the class into small groups.

- Each group takes turns reading Surah Masad in parts, ensuring everyone gets a chance to practice.

**\*Step 3:** Identify Good Deeds\*

- After reading, guide students in a discussion about the good deeds mentioned in or related to the surah.

- Use flashcards to illustrate good deeds, allowing students to identify and discuss them.

**\*Step 4**: Reflection and Application\*

- Have students reflect on what they learned from Surah Masad and write down at least one good deed they can commit to doing this week.

- Share their reflections in pairs to promote discussion.

**Conclusion (5 minutes):**

- Summarize the key points from Surah Masad and the good deeds discussed.

- Conduct a brief interactive game where students match good deeds with examples, reinforcing their understanding.

- Provide a preview of the next session by introducing key questions or topics they will cover to pique their interest.

**Extended Activities:**

- Story Time: Have students create a short story or comic strip that illustrates a good deed they did or witnessed, sharing it with their peers.

- Good Deed Challenge: Start a week-long good deed challenge, where students can document their good deeds in a class notebook to share later.

- Creative Arts: Encourage students to draw a scene depicting a lesson learned from Surah Masad or create posters highlighting the importance of good deeds.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Qur’an

**Sub Strand:** Surah Nasr

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Explain the teachings of Surah Nasr

- Identify verses in Surah Nasr

- Recite Surah Nasr

- Appreciate the teachings of Surah Nasr and apply them in daily life

**Key Inquiry Question:**

- What do you learn from Surah Nasr?

**Learning Resources:**

- CDs, flashcards, pocket board, Qur’an

- KLB Visionary IRE Activities Grade 3, pages 7-9

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson by asking questions about the topics discussed.

- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding the key concepts of Surah Nasr.

**Lesson Development (20 minutes)**

**Step 1:** Explain the Teachings of Surah Nasr

- Introduce the key themes: glorifying Allah, seeking help, and the importance of gratitude.

- Discuss how Surah Nasr teaches us to be thankful and strong in our faith.

**Step 2:** Identify the Verses

- Hand out copies of Surah Nasr to each student.

- In pairs, learners will number the verses correctly in their books, ensuring they understand the flow and meaning of each part.

**Step 3:** Recitation of Surah Nasr

- Model the correct pronunciation and rhythm of Surah Nasr.

- Invite students to recite the surah as a class, followed by pairs reciting to one another, ensuring they practice proper etiquette and respect.

**Step 4:** Application of Teachings

- Lead a discussion on how students can apply the messages of Surah Nasr in their daily lives, such as expressing gratitude and relying on Allah during challenges.

- Ask students to share examples from their own lives where they felt they depended on faith or gratitude.

**Conclusion (5 minutes)**

- Summarize key points from the lesson, including the teachings and significance of Surah Nasr.

- Conduct a brief interactive quiz where students answer questions or share one thing they learned from Surah Nasr.

- Preview upcoming topics, such as exploring another surah and its place in our lives.

**Extended Activities**

- Art project: Create a poster illustrating one teaching from Surah Nasr and how it can be used in everyday life.

- Home activity: Encourage students to discuss Surah Nasr with family members and share what they learned about its teachings.

- Role-play: In small groups, have students create a short skit that demonstrates how they would apply the teachings of Surah Nasr in a real-life situation.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** Qur’an

**Sub Strand:** Surah Kafirun

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

1. Identify verses in Surah Kafirun.

2. Discuss the teachings of Surah Kafirun.

3. Copy verses into their notebooks.

4. Enjoy reading Surah Kafirun.

**Key Inquiry Questions:**

- What do we learn from Surah Kafirun?

- What is an idol?

**Learning Resources:**

- CDs

- Flash cards

- Pocket board

- Qur’an

- KLB Visionary IRE Activities Grade 3 (pg. 10-11)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by asking students what they remember about the Qur’an and any other Surahs previously discussed.

- Introduce Surah Kafirun, urging learners to share what they know about its themes and teachings.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Surah Kafirun

- Briefly explain the background of Surah Kafirun, focusing on its purpose and message.

- Play a CD of Surah Kafirun while students follow along in their Qur’ans.

**Step 2:** Group Reading

- Organize students into small groups or pairs.

- Allow them to read Surah Kafirun aloud to each other.

- Encourage them to help one another with difficult words or phrases.

**Step 3:** Discussion on Teachings

- After the reading, gather the class and initiate a discussion about the teachings of Surah Kafirun.

- Ask guiding questions like: “What is a key message in Surah Kafirun?” and “Why do you think this Surah is important?”

**Step 4:** Verse Copying Activity

- Instruct students to choose their favorite verse from Surah Kafirun and copy it into their notebooks.

- Encourage creativity by asking them to decorate their notes with drawings related to the message of the verse.

**Conclusion (5 minutes)**

- Summarize the key points of the lesson, reinforcing what students have learned about Surah Kafirun.

- Conduct a brief interactive activity, such as a 'Verse Guessing Game,' where students guess a verse based on hints given by their peers.

- Preview the next session by asking students, “What does it mean to believe in something that is not an idol?” and encourage them to think about this at home.

**Extended Activities:**

1. Art Project: Students create a poster that illustrates the main message of Surah Kafirun using drawings and words.

2. Poem Writing: Encourage students to write a short poem or paragraph about what they believe in, reflecting the message of Surah Kafirun.

3. Home Activity: Ask students to discuss what they learned about Surah Kafirun with a family member and share their thoughts in the next class.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1**

**Strand:** Qur’an

**Sub Strand:** Surah Kafirun

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Recite Surah Kafirun from their books.

- Identify missing words in the verse and complete it.

- Appreciate the teachings from the verse and apply them in their daily lives.

**Key Inquiry Question(s):**

- What does the verse say?

**Learning Resources:**

- CDs

- Flash cards

- Pocket board

- Qur’an KLB Visionary IRE Activities Grade 3, pg. 12-13

**Organization of Learning**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson on Surah Kafirun.

- Invite students to share what they remember about the Surah.

- Guide learners to read and discuss relevant content from the provided learning resources, focusing on the key concepts found in Surah Kafirun.

**Lesson Development (20 minutes)**

**Step 1:** Identify Missing Words

- Distribute copies of Surah Kafirun with missing words to each student.

- In pairs, students will read the Surah to each other, discussing the meaning of the verses.

- Each student will fill in the blanks with the correct words.

**Step 2:** Group Recitation

- Organize the class into small groups.

- Each group will practice reciting Surah Kafirun together, focusing on proper pronunciation and rhythm.

- Groups will take turns reciting the Surah in front of the class to build confidence and reinforce learning.

**Step 3:** Personal Reflection Through Discussion

- After reciting, bring the class back together.

- Facilitate a discussion by asking students what they think the main message of Surah Kafirun is.

- Encourage them to share how they can apply the teachings in their own lives.

**Step 4**: Creative Representation

- Students will draw a picture that represents what they learned from Surah Kafirun.

- They will be encouraged to explain their drawings to their peers, reinforcing understanding through creativity.

**Conclusion (5 minutes)**

- Summarize the key points and objectives achieved during the lesson, emphasizing the meaning of the verses.

- Conduct a brief interactive quiz with the class to reinforce the main topics covered.

- Prepare learners for the next session by previewing upcoming topics or questions (e.g., “In our next lesson, we will explore what it means to be respectful in our daily interactions,”).

**Extended Activities:**

- Creative Writing: Ask students to write a short paragraph on how they can express the teachings of Surah Kafirun in their daily actions.

- Role Play: Organize a role-play activity where students can act out scenarios where they demonstrate the teachings from Surah Kafirun.

- Memory Challenge: Create a memory game with flash cards featuring key phrases from Surah Kafirun for students to match.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** Pillars of Iman

**Sub Strand:** Introduction

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Discuss the pillars of Iman

- Read the pillars of Iman displayed in the learners' books

- Write the six pillars of Iman in order

- Live daily lives according to the pillars of Iman

**Key Inquiry Question(s):**

- Which pillar of Iman do you know?

**Learning Resources:**

- CDs

- Flashcards

- Pocket board

- Qur’an

- KLB Visionary IRE Activities Grade 3 pg. 14

**Organisation of Learning**

**Introduction (5 minutes)**

- Start by reviewing the previous lesson to activate prior knowledge and understanding.

- Engage learners by asking them what they remember about their last lesson; this could include a quick game or quiz.

- Introduce the new topic by explaining that today, we will learn more about the Pillars of Iman.

**Lesson Development (20 minutes)**

**- Step 1:** Group Discussion

- Divide the class into small groups.

- Ask each group to discuss what they think the Pillars of Iman are and share their ideas with the class.

- Encourage the use of flashcards to visualize their thoughts.

**- Step 2:** Reading Activity

- Display the pillars of Iman from the learning resources.

- Have each learner read a portion from their books, and then discuss as a class.

- Ensure clarity on each pillar by asking questions.

**- Step 3:** Writing Exercise

- Ask the learners to write down the six Pillars of Iman in order on paper.

- Walk around to assist students and encourage them to remember their discussions.

**- Step 4:** Living the Pillars

- Discuss with students how they can incorporate the Pillars of Iman into their daily lives.

- Ask them to give examples or share experiences where they have seen these values in action.

**Conclusion (5 minutes)**

- Summarize the key points discussed in the lesson, focusing on the six Pillars of Iman.

- Conduct a brief interactive activity, such as a quick game or quiz, to reinforce the main topics.

- Preview the next session by asking learners what they think we might explore further and encouraging them to reflect on the pillars in the coming days.

**Extended Activities:**

- Art Project: Create a poster illustrating each pillar of Iman, including drawings or cutouts that represent them.

- Storytelling: Write a short story or poem that demonstrates one of the pillars in action and share it with the class.

- Role Playing: In pairs, act out a scenario where one of the pillars is important, demonstrating how to apply it in real life.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 3**

**Strand:** Pillars of Iman

**Sub Strand:** The Fifth Pillar of Iman

**Specific Learning Outcomes:**

By the end of the lesson, students should be able to:

- Read Qur’an 29:57

- Discuss the fifth pillar of Iman and its teaching that what has a beginning has an end.

- Appreciate the importance of believing that everything we do in life has an end.

**Key Inquiry Question(s):**

- What does the fifth pillar say?

**Learning Resources:**

- Qur’an

- CDs

- Flashcards

- Pocket board

- KLB Visionary IRE Activities (Grade 3, pages 15-18)

**Organisation of Learning**

**Introduction (5 minutes)**

1. Begin by reviewing the previous lesson: “What are the four other pillars of Iman?”

2. Introduce today’s topic by writing on the board, “The Fifth Pillar of Iman.” Ask students what they think this means.

3. Briefly present what will be covered in the lesson.

**Lesson Development (20 minutes)**

**Step 1:** Reading the Qur’an

- Have the students open to Qur’an 29:57.

- Read the verse together as a class.

- Discuss the meaning of the verse—what it says about beginnings and endings.

**Step 2:** Group Discussion on the Fifth Pillar

- Divide students into small groups of 4-5.

- Give each group a flashcard with a question about the fifth pillar:

- What does the fifth pillar teach us?

- Can you think of things in your life that have a beginning and an end?

- Allow them time to discuss and then share their thoughts with the class.

**Step 3:** Importance of the Fifth Pillar

- Share why believing in the fifth pillar is important.

- Illustrate with examples (like seasons changing, school years, etc.) to show that everything has an end.

**Step 4:** Question and Answer Session

- Invite students to ask questions or share any thoughts they have about the lesson.

- Allow for a few student volunteers to recap what the fifth pillar teaches and why it matters to them.

**Conclusion (5 minutes)**

1. Summarize the key points discussed during the lesson, ensuring to highlight the main teaching of the fifth pillar.

2. Conduct a brief interactive activity: “Endings and Beginnings.” Students take turns giving examples of things that have both a beginning and an end (like a flower blooming and wilting).

3. Preview the next session: “How can believing in endings help us in our everyday lives?” Encourage students to think about this over the next few days.

**Extended Activities:**

- Create a Storybook: Students can write and illustrate a short story about something that has a beginning and an end, whether it’s a caterpillar turning into a butterfly or a day in school.

- Class Display: Ask students to create a poster that visually represents the fifth pillar of Iman and its teachings. They can use drawings, words, and symbols to convey their understanding.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** Pillars of Iman

**Sub Strand:** Names of the Last Day

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

1. Identify types of names and explain why sometimes people have more than one name.

2. List names used to refer to the last day in the Quran.

3. Have fun pronouncing the names correctly and explaining what they mean.

**Key Inquiry Question:**

- What is Yawmul Akhir?

**Learning Resources:**

- CDs

- Flash cards

- Pocket board

- Qur’an

- KLB Visionary IRE Activities Grade 3, pg. 19-22

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking learners what they remember about the concept of names and any important terms discussed.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts. Ask the learners to think about why understanding names is important.

**Lesson Development (20 minutes):**

**Step 1:** Introducing Names

- Discuss the concept of names. Ask students: “Why do people have more than one name?”

- Write down their thoughts on the pocket board.

- Explain that different types of names can have cultural or religious significance.

**Step 2:** Learning the Names of the Last Day

- Introduce the names used to refer to the Last Day as mentioned in the Quran, using flash cards for visual aid.

- Read aloud each name (e.g., Yawmul Akhir, Yawmul Hashr) and ask students to repeat after you for pronunciation.

**Step 3:** Group Activity

- Divide students into small groups and assign each group a name from the lesson to discuss and understand its meaning.

- Have them prepare to share their findings with the class.

**Step 4:** Sharing and Discussion

- Have each group present the name they discussed, explain its meaning, and share any interesting facts about it.

- Encourage other students to ask questions or add comments.

**Conclusion (5 minutes):**

- Summarize key points: Types of names and how they can have different meanings, along with the importance of names referring to the Last Day.

- Conduct a brief interactive quiz where students can answer questions about the names learned.

- Prepare learners for the next session by giving them a preview of the upcoming topic and asking them to think about what happens on the Last Day.

**Extended Activities:**

- Name Crafting: Have students create their own name tags that include their name and one additional special name or title that is meaningful to them.

- Story Time: Encourage students to write a short story that includes one of the names discussed, explaining its significance in their story.

- Art Activity: Use art supplies to draw representations of the Last Day based on their understanding of its names, and share them in the next class.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 2**

**Strand:** Pillars of Iman

**Sub Strand:** Events of the Last Day

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Observe pictures in their books and explain what is happening.

- Discuss how individuals who lived by the teachings of Allah will be rewarded while those who did wrong will be punished.

- Appreciate the importance of doing the right thing in life to avoid punishment during the last day.

**Key Inquiry Question(s):**

- What will happen on the last day?

**Learning Resources:**

- CDs

- Flashcards

- Pocket board

- Qur’an

- KLB Visionary IRE Activities Grade 3, pg. 23

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson.

- Ask learners to share one thing they remember about what happens on the last day.

- Guide them to read selected sections from the learning resources, ensuring they understand the key concepts related to the events of the last day.

**Lesson Development (20 minutes):**

**Step 1:** Picture Observation

- Learners will look at the pictures in their books related to the events of the last day.

- Ask students to take turns describing what they see in the pictures. Prompt with questions like: “What do you think is happening here?” and “How do the people look in this picture?”

**Step 2:** Group Discussion

- Organize the class into small groups.

- In their groups, learners will discuss how people who did good deeds according to Allah’s teachings will be rewarded.

- Provide guiding questions: "What kind of rewards might they receive?", "How do you think they feel about their actions?"

**Step 3:** Reflection on Punishment

- In the same groups, discuss how individuals who did wrong might be punished on the last day.

- Ask students to consider: “What do you think happens to those who do not follow the teachings?” and “How can we learn from their mistakes?”

**Step 4:** Appreciate the Importance of Good Deeds

- Regroup and have a class discussion.

- Discuss why it is important to do good deeds every day to avoid punishment.

- Encourage them to come up with examples of good deeds they can do in their daily lives and how these can lead to happiness.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the importance of good and bad actions, the concept of reward and punishment, and events of the last day.

- Conduct a brief interactive activity: Have each student share one good deed they plan to do this week.

- Preview the next lesson: “Next time, we will talk about the types of good deeds we can do every day!”

**Extended Activities:**

- Good Deed Chart: Create a “Good Deeds” chart where students can record acts of kindness they perform throughout the week. This can be displayed in the classroom.

- Story Time: Have students write a short story about a character who makes good choices and the reward they receive or a character who makes poor choices and what happens to them.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 3**

**Strand:** Pillars of Iman

**Sub Strand:** Events of the Last Day

**Specific Learning Outcomes:**

By the end of the lesson, students should be able to:

1. State and describe how events will happen on the Last Day: resurrection, assembly, reward, and punishment in that order.

2. Name places where these events will take place: mahsar, Jahannam, ba’th, hell, hukmu, hisab, jaza.

3. Understand the importance of doing good deeds for rewards on the Last Day.

**Key Inquiry Question:**

- What is Jahannam?

**Learning Resources:**

- CDs

- Flashcards

- Pocket board

- Qur’an

- KLB Visionary IRE Activities Grade 3, pages 24-25

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin the lesson by reviewing the previous session on the Last Day.

- Ask students what they remember about the last lesson to gauge prior knowledge.

- Introduce today’s topic by discussing the importance of the Last Day and its events.

**Lesson Development (20 minutes)**

**Step 1:** Resurrection

- Explain what happens during resurrection (ba’th) — when everyone is brought back to life.

- Discuss where this event takes place (mahsar).

- Use flashcards to illustrate the concepts.

- Group Activity: In small groups, students can share what they think it would feel like to be resurrected.

**Step 2:** Assembly

- Explain the assembly process where people gather for judgment.

- Highlight the concept of hukmu (judgment).

- Show a short video or audio from the CD to illustrate this concept.

- Group Activity: Learners draw a picture of what they imagine the assembly would look like and share with the class.

**Step 3:** Reward and Punishment

- Discuss the concept of hisab (accountability) and what it means to receive jaza (reward or punishment).

- Define Jahannam (hell) and the conditions within it.

- Use pocket board to illustrate rewards for good deeds versus punishments for bad deeds.

- Group Activity: Students create a chart listing good and bad deeds, and what rewards or punishments they might lead to.

**Step 4:** Reflection

- Ask students to share what actions they can take to earn rewards on the Last Day.

- Facilitate a discussion on the importance of doing good deeds in everyday life.

**Conclusion (5 minutes)**

- Summarize the key points discussed: resurrection, assembly, reward, and punishment.

- Reinforce the places where these events occur (mahsar, Jahannam, etc.).

- Conduct a quick quiz with questions related to today’s lesson to assess understanding.

- Provide a preview of the next session by asking students to think about ways to do good deeds this week.

**Extended Activities**

- Good Deeds Journal: Have students keep a journal for one week where they note down good deeds they do each day. Discuss their experiences in the next lesson.

- Role-Playing: Create scenarios where students can act out different events from the Last Day to enhance understanding and retention.

- Art Activity: Invite students to create a poster that illustrates the events of the Last Day, highlighting the importance of each step and place.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** Pillars of Iman

**Sub Strand:** Belief in the powers of Allah

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Read Quran Surah Al-Qariah 101:6-9

- Discuss the sixth pillar of Iman, the belief in Qadar

- Express a desire to always do good since we do not know when the end will come.

**Key Inquiry Question(s):**

- What is the sixth pillar?

**Learning Resources:**

- CDs, flash cards, pocket board

- Qur’an

- KLB Visionary IRE Activities Grade 3 pg. 26

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by asking students to share one thing they remember about the pillars of Iman.

- Introduce today’s focus by asking the students, “What is a pillar?” and relate it to the sixth pillar of Iman, encouraging them to think about its importance.

**Lesson Development (20 minutes)**

**Step 1:** Read Al-Qariah

- In pairs, students will read Quran Surah Al-Qariah 101:6-9 aloud.

- After reading, ask students to summarize what they understood.

**Step 2:** Understanding Qadar

- Discuss the meaning of Qadar (destiny). Pose the question: “What does it mean to believe in Qadar?”

- Students will write a short sentence or draw a picture related to destiny.

**Step 3:** Discussion

- Organize small groups to discuss “How does believing in Qadar influence our actions?”

- Each group will share one idea with the class about doing good deeds.

**Step 4:** Relating to Daily Life

- Engage students in a conversation about why it’s important to do good things every day.

- Create a ‘Good Deeds Chart’ on the board, where students can suggest good deeds they can do at school or home.

**Conclusion (5 minutes)**

- Summarize the key points discussed about the belief in Qadar and the significance of doing good.

- Conduct a quick interactive activity where students can share one good deed they will try to do this week.

- Preview the next lesson by asking, “What do you think we will learn about the other pillars of Iman?”

**Extended Activities:**

- Good Deed Diary: Students can keep a diary for a week where they write down at least one good deed they did each day.

- Class Presentation: Groups can create a presentation about the importance of believing in Qadar and its connection to their lives, which can be presented in the following lesson.

- Art Project: Create a poster that represents the sixth pillar of Iman and how it connects to doing good. They can display their posters in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 2**

**Strand:** Pillars of Iman

**Sub-Strand:** Lauhul Mahfudh

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Discuss the importance of records/diaries.

- Explain how Allah keeps records of all creations.

- Draw and color a diary/record book.

- Appreciate the importance of a diary or a records book.

**Key Inquiry Questions:**

- What is a record book?

- What is a diary?

**Learning Resources:**

- CDs

- Flash cards

- Pocket board

- Qur’an

- KLB Visionary IRE Activities Grade 3 pg. 27-28

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson to activate prior knowledge.

- Guide students to read and discuss relevant content from the learning resources, emphasizing definitions and functions of records and diaries.

**Lesson Development (20 minutes):**

**Step 1:** Group Discussion

- Divide the class into small groups.

- Each group discusses the importance of keeping records and diaries.

- Provide guiding questions: Why might someone keep a diary? What kinds of records do we keep in our lives?

**Step 2:** Whole Class Sharing

- Ask each group to share one key point from their discussion with the class.

- Facilitate a conversation on how Allah keeps records of all creations, drawing parallels between human records and divine record-keeping.

**Step 3:** Drawing Activity

- Instruct students to take out their drawing materials.

- Ask them to draw and color their interpretation of a diary or record book, incorporating elements that signify their understanding of its importance.

**Step 4:** Presentation & Reflection

- Invite students to share their drawings with a partner or the class.

- Encourage them to explain why they chose certain elements and how it relates to the importance of keeping records.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the importance of records, how Allah keeps records, and what students learned through their drawings.

- Conduct a brief interactive activity, such as a quick quiz or a recap discussion, to reinforce the main topics.

- Prepare learners for the next session by giving them a preview of upcoming topics or questions to think about at home, like “What records do you keep in your daily life?”

**Extended Activities:**

- At Home Activity: Encourage students to start a simple diary at home. They can write a few sentences each day about what they did, how they felt, or things they learned.

- Class Project: Create a classroom diary where every student contributes a page with drawings and descriptions of their week, teaching collaboration and collective record-keeping.

- Visual Aid Creation: Have students make a poster about the significance of records and diaries that can be displayed in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 3**

**Strand:** Pillars of Iman

**Sub Strand:** Lauhul Mahfudh

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Name Allah’s creations in the environment.

- Draw and colour some of Allah’s creations in their natural environment.

- Appreciate Allah’s creations by interacting with them in their natural environment.

**Key Inquiry Question(s):**

- How will Allah know who to punish and reward on the last day?

**Learning Resources:**

- CDs, flashcards, pocket board

- Qur’an

- KLB Visionary IRE Activities Grade 3 pg. 27-28

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson on Allah’s creations and their significance.

- Engage learners in discussing what they remember about Allah’s creations from their surroundings.

- Introduce the key inquiry question to stimulate thinking.

**Lesson Development (20 minutes)**

**\*Activity: Drawing and Colouring Allah’s Creations\***

**Step 1:** Brainstorming

- In groups, have students list different creations of Allah they see in their environment (e.g., trees, animals, rivers).

- Encourage them to share stories or facts about these creations. Use flashcards to prompt discussions if needed.

**Step 2:** Drawing

- Provide each student with paper and crayons or coloured pencils.

- Ask them to choose one of the creations discussed and draw it in its natural environment.

- Remind them to think about how they can represent the environment around the creation (e.g., plants, sky, water).

**Step 3:** Colouring

- Allow students time to colour their drawings, emphasizing the importance of bright and accurate representations of Allah's creations.

- Walk around and provide assistance, encouraging creativity.

**Step 4:** Sharing

- Have students present their drawings to the class, explaining their chosen creation and what they appreciate about it.

- Create a positive feedback environment where classmates can express what they like about each other’s work.

**Conclusion (5 minutes)**

- Summarize the key points, reiterating the importance of Allah’s creations and our responsibility to appreciate and care for them.

- Conduct a brief interactive activity, such as a "thumbs up/thumbs down" reflection (e.g., thumbs up if they will remember Allah's creations, thumbs down if they need more time).

- Preview the next session's topic, possibly relating to how we can respect and protect Allah's creations.

**Extended Activities:**

1. Nature Walk: Organize a nature walk where students can observe and note different creations of Allah in their environment.

2. Create a Collage: Have students collect pictures from magazines or printouts of various creations of Allah and create a collage that represents the diversity in nature.

3. Story Time: Encourage students to write a short story or a poem about Allah’s creation that they find most interesting.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 1**

**Strand:** Siira (Life of the Prophet)

**Sub Strand:** Early Life of the Prophet (SAW)

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Explain the meaning of "shepherd."

- Dramatize taking care of domestic animals.

- Have fun and enjoy dramatizing.

**Key Inquiry Questions:**

- Do you keep animals at home?

- Who takes care of the animals?

**Learning Resources:**

- CDs, flash cards, pocket board, Qur’an, KLB Visionary IRE Activities Grade 3, pages 29-30.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson to activate prior knowledge.

- Guide learners to read and discuss relevant sections from the learning resources, particularly focusing on the concept of a "shepherd" and its role in caring for animals.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to the Concept of a Shepherd

- Ask students what they think a shepherd does.

- Explain the meaning of "shepherd" and its importance in taking care of domestic animals.

- Use flash cards to illustrate and reinforce key vocabulary.

**Step 2:** Group Discussion

- In pairs or small groups, students will discuss who takes care of animals at home and share their experiences.

- Encourage students to think of the responsibilities involved in caring for animals.

**Step 3:** Dramatization Activity

- Organize the class into small groups and assign each group a specific animal (e.g., sheep, cow, goat).

- Each group will prepare a short dramatization showing how they take care of their assigned animal. Provide guidance and suggestions to spark creativity.

**Step 4:** Present Dramatizations

- Each group performs their dramatization for the class.

- After each performance, allow for positive feedback and discussion on what was learned about each animal and its care.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, emphasizing the role of the shepherd and the care of animals.

- Conduct a brief interactive activity, such as a quick quiz or a reflection round, where students can share what they enjoyed about the dramatizations.

- Preview the next session on the significance of the Prophet's teachings regarding animal care and compassion.

**Extended Activities:**

- Encourage students to create a "Shepherd’s Care" poster at home, illustrating how to take care of different domestic animals.

- Suggest a field trip to a local farm or animal shelter to observe how animals are cared for in different environments.

- Have students keep a daily journal for a week, documenting any interactions they have with animals, emphasizing care and kindness.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand**: Siira (Life of the Prophet)

**Sub Strand:** Early Life of the Prophet (SAW)

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Describe the life of the Prophet as a shepherd.

- Discuss the Prophet’s travels to Syria.

- Appreciate the importance of taking care of animals.

**Key Inquiry Question:**

- How do you help your parents at home?

**Learning Resources:**

- CDs

- Flashcards

- Pocket board

- Qur’an

- KLB Visionary IRE Activities Grade 3 pg. 29-30

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson on the Prophet's early life.

- Engage learners by encouraging them to share key points from the last lesson.

- Introduce the day’s topics by guiding learners to read and discuss relevant passages from the learning resources, focusing on the Prophet's role as a shepherd and his travels.

**Lesson Development (20 minutes)**

**Step 1:** Discussion

- Initiate a class discussion on what it means to be a shepherd. Ask students what they think a shepherd does and why it’s important to take care of animals.

- Provide examples from the life of the Prophet (SAW) as a shepherd.

**Step 2:** Group Activity

- Divide learners into small groups. Assign each group a type of domestic animal (e.g., sheep, goats).

- Ask them to create a short skit demonstrating how to care for their assigned animal.

- Encourage them to use props or flashcards to represent their animal.

**Step 3:** Presentations

- Each group presents their skit to the class.

- Encourage the audience to ask questions after each presentation to reinforce understanding and engagement.

**Step 4:** Travel Reflection

- Transition to discussing the Prophet's travels to Syria. Share a story or an important event from his journey.

- Ask students to reflect on how traveling can teach us about different cultures and responsibilities.

**Conclusion (5 minutes)**

- Summarize the key points learned about the Prophet's life as a shepherd, his travels, and the importance of caring for animals.

- Conduct a brief interactive activity, such as a “What Would You Do?” scenario related to animal care, to reinforce the lesson's themes.

- Preview the next lesson. Ask students to consider how they can help take care of animals at home and what they learned about responsibility.

**Extended Activities:**

- Have students create a "Pet Care Chart" where they list what domestic animals need in terms of food, water, shelter, and love.

- Encourage learners to write a short story about a day in the life of a shepherd or an adventure the Prophet (SAW) might have had while traveling to Syria.

- Organize a visit to a local farm or animal shelter to learn more about animal care.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** Siira (Life of the Prophet)

**Sub Strand:** Early Life of the Prophet (SAW)

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Read the story of the Prophet (SAW) from the learners’ book.

- Explain why Bahira advised Abu Talib not to travel with the Prophet (SAW).

- Have fun drawing and coloring things sold in the market.

**Key Inquiry Question:**

- Why did the Prophet (SAW) travel to Syria?

**Learning Resources:**

- CDs, flashcards, pocket board, Qur’an

- KLB Visionary IRE Activities Grade 3 pg. 31-32

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the Previous Lesson: Begin with a brief discussion about what the students learned last time regarding the Prophet (SAW).

- Discussion: Encourage learners to share their thoughts on the significance of the Prophet's early life, leading to today’s focus.

**Lesson Development (20 minutes)**

**- Step 1:** Read Aloud

- Students will take turns reading the story of the Prophet (SAW) from their learners’ book.

- Emphasize pronunciation and understanding.

**- Step 2:** Group Discussion

- After reading, discuss as a class why Bahira, the Christian monk, advised Abu Talib not to travel with the Prophet.

- Ask guiding questions: “What were Bahira’s concerns?” and “How did he see the Prophet’s future?”

**- Step 3:** Explore Key Themes

- Talk about the Prophet’s travels and what they might have meant for him and the people around him.

- Introduce the main idea of the why he traveled to Syria (to trade, learn, etc.).

**- Step 4:** Creative Activity

- Provide students with coloring materials and ask them to draw items they might find in a market during the Prophet’s time.

- Encourage them to share their creations with the class.

**Conclusion (5 minutes)**

- Summarize Key Points: Recap the story and the main reasons why Bahira advised against traveling.

- Interactive Activity: Engage students in a quick Q&A to reinforce the lesson. For example, “Can anyone tell me why Bahira was worried?”

- Prepare for Next Session: Give students a preview of what they will learn next, perhaps about a significant event during the Prophet’s life.

**Extended Activities:**

1. Market Research Project: Ask students to bring pictures or cut-outs from magazines of items sold in a market and discuss their importance in daily life, compared to what was available during the Prophet's time.

2. Storytelling Session: Have students create a brief narrative or role-play based on another event from the Prophet's early life that they could present in groups.

3. Cultural Day: Organize a day where students can bring in traditional food or artifacts that relate to trade and life in the time of the Prophet (SAW) to share with their classmates.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 1**

**Strand:** Siira (Life of the Prophet)

**Sub-Strand:** Prophet Muhammad (SAW) Loved Peace

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Observe pictures in their learner books and explain what is happening.

- Identify and discuss occasions when the Prophet brought peace among fighting groups.

- Appreciate living peacefully with others.

**Key Inquiry Question:**

- What is peace?

**Learning Resources:**

- CDs

- Flash Cards

- Pocket Board

- Qur'an

- KLB Visionary IRE Activities Grade 3 pgs 33-34

**Organisation of Learning**

**Introduction (5 minutes):**

- Begin with a review of the previous lesson focused on the life of the Prophet.

- Ask students to share what they remember about the Prophet's qualities, particularly focusing on his love for peace.

- Introduce the key question: "What is peace?" Discuss their thoughts briefly.

- Transition to reading and discussing relevant content from the learning resources with an emphasis on understanding peace.

**Lesson Development (20 minutes):**

**Step 1:** Picture Observation

- Provide students with a selection of pictures from their books that depict various scenarios where the Prophet promoted peace.

- Have students describe what they see in the pictures and discuss how these situations demonstrate peace.

**Step 2:** Discussion of Occasions

- Lead a discussion about specific occasions in history when the Prophet (SAW) intervened to promote peace among fighting groups (e.g., the Treaty of Hudaybiyyah).

- Encourage students to share their thoughts about what the Prophet did and how it affected the two groups.

**Step 3:** Role Play

- Divide students into small groups and assign them a situation where they need to act out how to resolve conflict peacefully, inspired by the Prophet's example.

- Allow each group to present their scenario briefly to the class.

**Step 4:** Reflection

- Conclude the lesson development with a reflective discussion. Ask students what they learned about peace and why it is important to live peacefully with others.

- Prompt them to think about their own lives and how they can promote peace in their communities and homes.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, focusing on the Prophet's actions that led to peace.

- Conduct a brief interactive quiz or game (e.g., True or False statements) to reinforce the main topics.

- Preview upcoming topics, such as deeper explorations into the life of the Prophet, and pose questions for the next class, like "How can we be peacemakers in our own lives?"

**Extended Activities:**

- Peace Message Poster: Ask students to create a poster that shares a message about peace, using drawings or words, which can be displayed in the classroom.

- Story Writing: Encourage students to write a short story about a time they or someone they know resolved a conflict peacefully, tying back to the lessons learned about the Prophet.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 2**

**Strand:** Siira (Life of the Prophet)

**Sub Strand:** Prophet (SAW) was an Honest Person

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Identify occasions in the life of the Prophet when he showed honesty.

- Demonstrate how they show respect to elders.

- Appreciate honesty and respect for peaceful coexistence with others.

**Key Inquiry Question:**

- What is honesty?

**Learning Resources:**

- CDs

- Flash cards

- Pocket board

- Qur'an

- KLB Visionary IRE Activities Grade 3 pg. 34-36

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson about the life of the Prophet (SAW) and the traits that made him special.

- Discuss the concept of honesty with learners. Ask questions like, "What does honesty mean?" and "Why is it important?"

- Guide learners to read relevant content from the learning resources, emphasizing the importance of honesty.

**Lesson Development (20 minutes)**

**Step 1:** Group Discussion

- Organize learners into small groups.

- Each group will brainstorm and write down examples of when the Prophet (SAW) showed honesty in his life.

- Groups will share their examples with the class.

**Step 2:** Role-Play Activity

- In the same groups, learners will create a short skit showing a situation where honesty is important.

- Encourage them to include scenarios where they demonstrate respect for elders within their skit.

- Groups will perform their skits for the class.

**Step 3:** Reflective Journaling

- Individual learners will take a moment to write in their journals about a time when they were honest or showed respect to an elder.

- Prompt them with questions: "How did that make you feel?" and "Why is it important to be honest?"

**Step 4:** Share and Discuss

- Invite a few volunteers to share what they wrote in their journals.

- Facilitate a brief discussion on the importance of honesty and respect in their daily lives, linking back to the qualities of the Prophet (SAW).

**Conclusion (5 minutes)**

- Summarize the key points discussed in the lesson: the meaning of honesty, examples from the Prophet's life, and the importance of respect for elders.

- Conduct a brief interactive quiz using flash cards to reinforce key concepts learned about honesty and respect.

- Prepare learners for the next session by introducing the next topic: “The Prophet's Teachings on Kindness.”

**Extended Activities:**

- Honesty Poster: Have learners create a poster that illustrates what honesty means to them, including examples from their own lives and stories from the Prophet (SAW).

- Elder Appreciation Day: Organize a class event where learners can invite an elder (family member or community leader) and demonstrate their respect through songs, stories, or small gifts.

- “Honesty Challenges” Jar: Create a jar in the classroom where learners can write down ways they can show honesty and respect in their daily lives. Each week, a few will be read aloud and celebrated.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** Siira (Life of the Prophet)

**Sub Strand:** Prophet (SAW) Was Loving

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Discuss the story of the Prophet loving children and showing kindness by sharing with others.

- Demonstrate kindness by sharing things with others.

- Have fun sharing with others.

**Key Inquiry Question:**

- What is love?

**Learning Resources:**

- CDs

- Flash cards

- Pocket board

- Qur’an

- KLB Visionary IRE Activities Grade 3, pg. 36-37

- Video clip of people sharing food

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson, asking students to recall what they learned about kindness.

- Introduce today’s focus on how the Prophet (SAW) showed love, especially to children.

- Briefly guide learners to read a selected passage from the Qur’an or relevant learning resource, emphasizing the importance of kindness.

**Lesson Development (20 minutes)**

**Step 1:** Discuss the Concept of Love

- Ask students, “What is love?” Encourage them to share their thoughts.

- Introduce simple definitions of love and kindness. Use flashcards to illustrate key terms.

**Step 2:** Story Time

- Share a short story from the life of the Prophet (SAW) that depicts his love for children and kindness (e.g., how he played with children or offered them treats).

- Discuss the story briefly, prompting students with questions about how the Prophet made children feel.

**Step 3:** Video Activity

- Show the video clip of people sharing food.

- After the video, facilitate a discussion about the importance of sharing and how it relates to loving others. Ask students how they felt watching the video.

**Step 4:** Kindness Sharing Activity

- Invite learners to share snacks with their classmates, emphasizing the joy of sharing.

- Encourage them to express how it feels to share something with someone else.

**Conclusion (5 minutes)**

- Summarize key points: the Prophet's love for children, the importance of being kind, and the happiness that comes from sharing.

- Conduct a quick interactive activity, such as a "kindness circle," where students can share one kind thing they did recently or plan to do.

- Preview the next session by asking students to think about another way the Prophet (SAW) showed guidance and love.

**Extended Activities:**

- Kindness Journal: Encourage students to keep a kindness journal for a week, writing or drawing one kind act they did or witnessed each day.

- Role Play: Set up a role-playing activity where students act out scenarios of sharing and kindness, demonstrating different ways to show love to others.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 1**

**Strand:** Siira (Life of the Prophet)

**Sub Strand:** Prophet Muhammad (SAW) was Trustworthy

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Discuss reasons why one should be trustworthy.

- Sing a song about being trustworthy.

- Desire to live a life full of good qualities like the Prophet Muhammad (SAW).

**Key Inquiry Question:**

- What is the importance of being trustworthy?

**Learning Resources:**

- CDs, flash cards, pocket board, Qur’an

- KLB Visionary IRE Activities Grade 3, pg. 38

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on the Prophet Muhammad's (SAW) qualities.

- Engage learners in reading and discussing relevant excerpts from the Qur’an and other learning resources focused on trustworthiness.

**Lesson Development (20 minutes)**

**Step 1:** Discussing Trustworthiness

- In pairs, students brainstorm and discuss reasons why being trustworthy is important.

- Teacher circulates to facilitate discussions and encourages learners to think about real-life examples.

**Step 2:** Sharing Ideas

- Each pair shares one or two reasons with the class.

- Classmates can ask questions or provide additional examples to encourage participation and engagement.

**Step 3**: Singing Together

- Introduce the song about being trustworthy.

- Teach learners the song, ensuring they understand the meaning behind the lyrics.

- Encourage them to sing loudly and clearly, fostering a sense of community.

**Step 4:** Connecting to the Prophet

- Discuss how the Prophet Muhammad (SAW) exemplified trustworthiness in his life.

- Guide learners to reflect on how they can practice trustworthiness in their own lives, sharing examples.

**Conclusion (5 minutes)**

- Summarize the key points discussed: reasons to be trustworthy and the qualities of the Prophet Muhammad (SAW).

- Conduct an interactive activity, like a quick trustworthiness quiz, to reinforce the main topics.

- Preview upcoming sessions on other qualities of the Prophet Muhammad (SAW) and ask students to think about how they can incorporate trustworthiness into their daily lives.

**Extended Activities:**

- Trustworthiness Diary: Have students keep a diary for one week where they write down instances when they were trustworthy or when someone else was trustworthy toward them. Encourage them to reflect on how it made them feel.

- Role-Playing: Organize a role-playing activity where students act out scenarios in which they demonstrate or observe trustworthiness. This can be done in groups to foster collaboration.

- Trustworthiness Poster: Have students create a poster highlighting what trustworthiness means and examples of trustworthy behavior. These can be displayed in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** Siira (Life of the Prophet)

**Sub Strand:** Prophet (SAW) was Trustworthy

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Identify occasions when the Prophet Muhammad (SAW) demonstrated trustworthiness.

- Write down qualities of the Prophet (SAW) in their exercise books.

- Foster a desire to be a trustworthy person.

**Key Inquiry Question(s):**

- What is As-Siddiq?

**Learning Resources:**

- CDs

- Flashcards

- Pocket board

- Qur'an

- KLB Visionary IRE Activities Grade 3, pg. 38

**Organisation of Learning:**

**Introduction (5 minutes)**

- Start with a brief review of the previous lesson, engaging students with questions related to the Prophet’s character.

- Introduce today's topic about trustworthiness through a discussion of the term "As-Siddiq," explaining that it means "the one who is truthful."

**Lesson Development (20 minutes)**

**- Step 1:** Discuss examples of trustworthiness in the life of the Prophet Muhammad (SAW). Use real-life scenarios and invite students to share their thoughts.

**- Step 2:** Organize students into small groups. Ask them to brainstorm specific occasions when the Prophet (SAW) showed trustworthiness (e.g., the trust he earned from his community, stories of his honesty, etc.).

**- Step 3:** After the group discussion, have students return to their desks. Individually, ask them to write down at least three qualities of the Prophet (SAW) that showcase his trustworthiness in their exercise books.

**- Step 4:** Bring the class back together for a sharing session. Ask for volunteers to read aloud what they wrote about the Prophet’s qualities. Encourage positive feedback and discussion about these qualities and why they are important.

**Conclusion (5 minutes)**

- Summarize the key points discussed in the lesson, emphasizing the significance of being trustworthy.

- Conduct a quick interactive activity where students can think of ways they can demonstrate trustworthiness in their own lives (e.g., being honest with friends, keeping promises).

- Preview the next lesson by asking students to think about why people might find it difficult to be trustworthy at times.

**Extended Activities:**

- Trustworthiness Chart: Students create a chart at home or in their journals listing situations where they or someone else demonstrated honesty and reliability.

- Role-Play: In pairs, students act out scenarios where they must choose to be trustworthy or not, discussing the outcomes of each choice.

- Drawing Activity: Invite students to draw a scene illustrating a story where the Prophet (SAW) showed trustworthiness and write a few sentences about it.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 3**

**Strand:** Siira (Life of the Prophet)

**Sub-Strand:** Prophet (SAW) was Trustworthy

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Explain the importance of always telling the truth.

- Look at a picture in the learner’s book and explain what is happening.

- Have fun and enjoy playing with different people from diverse backgrounds.

**Key Inquiry Question(s):**

- What is hadith?

**Learning Resources:**

- CDs, flash cards, pocket board, Qur'an, KLB Visionary IRE Activities Grade 3 pg. 39

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson's key themes and messages.

- Encourage learners to read a short excerpt from the learning resources focusing on trustworthiness and truth.

- Ask guiding questions to stimulate a discussion about honesty and trust.

**Lesson Development (20 minutes)**

**Step 1:**

\*Discuss the Importance of Truth\*

- In pairs, learners will discuss why it is important to always tell the truth. Encourage them to think about situations where lying can hurt others or lead to misunderstandings.

- Each pair shares one key point with the class.

**Step 2:**

\*Exploring Visual Literacy\*

- Learners will look at a specific picture in their book that depicts an event related to the Prophet's life.

- In their pairs, they explain what is happening in the picture, including the emotions of the characters and the setting's role.

**Step 3:**

\*Engaging in Group Reflection\*

- Groups will come together to share their findings from Step 2. Each group should highlight one key observation and connect it to the overall theme of trustworthiness.

**Step 4:**

\*Interactive Game on Diversity\*

- Conduct a brief interactive activity where learners form a circle and take turns introducing themselves and a fun fact about their cultural background. This reinforces the idea of enjoying diversity while emphasizing the importance of trust and friendship.

**Conclusion (5 minutes)**

- Summarize the key points discussed regarding truthfulness and the Prophet's life.

- Review what a hadith is by asking students for their definitions and examples.

- Conduct a short quiz or game to reinforce the day's lesson.

- Preview the upcoming topic about the Prophet’s teachings on friendship and community.

**Extended Activities:**

- Create a Truthfulness Booklet: Learners can design a small booklet where each page includes a lesson about honesty, a drawing, and an example from their own life.

- Role-Playing: In small groups, students can act out scenarios that highlight the importance of truth versus lies, discussing the outcomes of each scenario as a class afterward.

- Guest Speaker: Invite a community member to speak about their experiences with honesty and how it connects with the teachings of the Prophet.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** Hadith

**Sub Strand:** Hadith on Ihsaan

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Recite the hadith on Ihsaan.

- Copy the hadith into their exercise books.

- Enjoy living life without lies.

**Key Inquiry Question(s):**

- Why is it wrong to lie?

**Learning Resources:**

- CDs, flash cards, pocket board, Qur’an

- KLB Visionary IRE Activities Grade 3 pg. 39-42

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous lesson briefly.

- Ask students about their understanding of honesty and its importance.

- Introduce the hadith on Ihsaan and explain why it’s essential for our character.

**Lesson Development (20 minutes):**

**Step 1:**

- Recitation: Teach the students the hadith on Ihsaan. Recite it together as a class several times for practice.

- Discussion: Ask students what they think “Ihsaan” means and how it relates to being honest.

**Step 2:**

- Writing Activity: Instruct students to copy the hadith into their exercise book. Ensure they understand each word as they write it.

**Step 3:**

- Group Activity: Divide students into small groups and show a video clip illustrating the negative consequences of hiding things (related to lying). After the video, discuss what they saw.

- Reflection: Guide groups to share their thoughts on how telling the truth leads to a better life and improves their relationships.

**Step 4:**

- Engagement: Use flashcards to repeat important concepts from the hadith and the lesson. Ask each group to create a short skit or role-play demonstrating a situation about honesty versus lying. Allow groups to present to the class.

**Conclusion (5 minutes):**

- Summarize the key points such as the meaning of Ihsaan and the importance of honesty.

- Conduct a brief interactive quiz or discussion, asking questions like "What are some reasons to tell the truth?"

- Preview the next session by introducing new topics related to the concept of honesty in daily life and encouraging students to think about personal experiences or questions they may have.

**Extended Activities:**

1. Honesty Journal: Encourage students to keep a journal where they write down daily instances where they practiced honesty or encountered lies.

2. Classroom Poster: In groups, students create a poster about the hadith on Ihsaan, illustrating examples of honesty and its benefits.

3. Story Sharing: Invite students to share a story about a time they experienced lying or honesty, fostering a sense of community and understanding.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** Hadith

**Sub Strand:** Hadith on Honesty

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to:

1. Read the story in the learner’s book.

2. Share their own stories of when they have been honest.

3. Appreciate the importance of honesty.

**Key Inquiry Question:**

- Why should one be honest?

**Learning Resources:**

- CDs, flash cards, pocket board, Qur’an, KLB Visionary IRE Activities Grade 3 pg. 43

**Organisation of Learning**

**Introduction (5 minutes):**

- Review the previous lesson on the concept of honesty.

- Present a short overview of what honesty means and why it's important in our daily lives.

- Introduce the key inquiry question: "Why should one be honest?" and ask students for their initial thoughts.

**Lesson Development (20 minutes):**

**Step 1:** Read Aloud

- Teacher reads the story from the learner’s book that focuses on honesty.

- Encourage students to listen carefully and make notes of key moments that highlight honesty.

**Step 2:** Group Discussion

- In pairs, students discuss what they understood from the story.

- Prompt them with questions: What did the main character do that was honest? How did it affect others?

**Step 3:** Sharing Personal Experiences

- Guide students to think about their own lives.

- Ask each student to share a brief story about a time when they were honest, either in pairs or small groups, depending on class size.

- Circulate the classroom to facilitate and encourage participation.

**Step 4:** Importance of Honesty

- Come together as a class and discuss the importance of honesty.

- Use flash cards with key phrases or values associated with honesty (e.g., trust, respect, friendship).

- Have students give examples of how honesty can make a positive difference in their lives and in the community.

**Conclusion (5 minutes):**

- Summarize key points covered: the story's lesson, personal stories shared, and the value of honesty.

- Conduct a short interactive quiz using the pocket board to reinforce the main topics discussed. For instance, ask true or false questions about honesty.

- Preview the next lesson by asking, "What other qualities do you think are important for friendship?"

**Extended Activities:**

- Honesty Journal: Encourage students to keep a journal where they write down at least one honest action they demonstrated throughout the week and how it made them feel.

- Honesty Role-Play: In groups, students create a short skit that demonstrates a situation where honesty is tested. Present the skits to the class.

- Art Project: Ask students to draw or create a poster that depicts honesty and its importance, which can be displayed in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 3**

**Strand:** Hadith

**Sub Strand:** Hadith on Honesty

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Watch a video clip of a hadith on honesty.

- Explain why they should be honest.

- Appreciate honesty in their daily lives.

**Key Inquiry Question(s):**

- What have you learnt about being honest?

**Learning Resources:**

- CDs, flashcards, pocket board, Qur’an

- KLB Visionary IRE Activities Grade 3 pg. 43-43

- Video clip of a hadith relating to honesty

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin the lesson with a quick review of the previous lesson about honesty.

- Involve the learners in a discussion about what they remember and any examples of honesty they can think of.

- Introduce the upcoming video by explaining the meaning of hadith and its relevance to honesty.

**Lesson Development (20 minutes)**

**Step 1:** Watch the Video Clip

- Show the video clip of the hadith on honesty.

- After viewing, ask students to share what stood out to them from the video.

**Step 2:** Discussion

- Facilitate a class discussion on the importance of honesty. Use guiding questions such as, “Why is it important to be honest?” and “How does honesty affect our relationships with others?”

**Step 3:** Group Activity

- Organize learners into small groups.

- In their groups, learners will share personal stories or examples of a time when they were honest. Encourage them to listen to each other and discuss how being honest made them feel.

**Step 4:** Share with the Class

- Ask each group to share one story from their discussion with the whole class.

- Highlight how honest behavior can impact our daily interactions positively.

**Conclusion (5 minutes)**

- Recap the key points discussed about the hadith on honesty and its importance.

- Lead a brief interactive activity, like a quick game where students call out true or false statements about honesty, to reinforce the lesson.

- Provide a sneak peek into the next session by asking students to think of ways they can practice honesty in their lives before the next lesson.

**Extended Activities:**

- Honesty Journal: Encourage students to keep a journal for a week where they write down examples of honest actions they see or perform.

- Role Play: In groups, students can create short skits that demonstrate the importance of honesty in different situations.

- Art Activity: Have students draw a picture or create a poster that represents what honesty means to them.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 1**

**Strand:** Hadith

**Sub Strand:** Hadith on Honesty

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Play a puzzle game by finding given words in the puzzle.

- Explain the meaning of the words in the hadith in English.

- Have fun playing the puzzle game.

**Key Inquiry Question(s):**

- What does the hadith say about honesty?

**Learning Resources:**

- CDs, flashcards, pocket board, Qur’an

- KLB Visionary IRE Activities Grade 3, pages 45-46

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson focusing on honesty and its importance.

- Engage learners in a brief discussion, asking questions related to honesty to activate prior knowledge.

- Lead them to read and discuss the hadith about honesty from the Qur'an and highlight key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Vocabulary Introduction

- Introduce the vocabulary words found in the hadith (e.g., honesty, truthfulness, trust).

- Use flashcards for each word and briefly explain their meanings in simple English.

- Model how to use each word in a sentence related to honesty.

**Step 2:** Puzzle Game Setup

- Provide each student with a puzzle sheet that includes the vocabulary words from the hadith. Explain the rules of the puzzle game: find and circle the words as quickly as possible.

- Organize students into small groups to encourage teamwork.

**Step 3:** Puzzle Game Activity

- Allow students to play the puzzle game. Walk around to assist and encourage communication within groups.

- After completing the puzzle, ask students to share their findings of the words they found.

**Step 4:** Discussion and Explanation

- Have each group explain the meaning of one or two words from the puzzle in English to the class.

- Encourage students to provide examples of how these words relate to their daily lives and experiences with honesty.

**Conclusion (5 minutes):**

- Summarize the key points from the lesson, emphasizing the significance of honesty as discussed in the hadith.

- Engage students in a brief interactive activity, such as a "word bank" where they can choose a word and use it in a sentence.

- Briefly inform students about the next lesson's topic related to kindness and how it connects to honesty.

**Extended Activities:**

- Word Art: Have students create a poster showcasing the words discussed in the lesson related to honesty, including illustrations.

- Story Writing: Ask students to write a short story about a time they or someone they know showed honesty, encouraging them to incorporate vocabulary from the lesson.

- Honesty Role Play: Encourage students to work in pairs to create a short skit demonstrating the importance of honesty in different situations.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 2**

**Strand:** Hadith

**Sub Strand:** Hadith on Honesty

**Specific Learning Outcomes:**

By the end of the lesson, learners should be able to:

- Copy a hadith about honesty into their exercise books.

- Explain what the hadith says.

- Appreciate the importance of being honest.

**Key Inquiry Question:**

- What have you learned about the hadith?

**Learning Resources:**

- CDs

- Flashcards

- Pocket board

- Qur’an

- KLB Visionary IRE Activities Grade 3, pg. 45-46

**Organisation of Learning**

**Introduction (5 minutes)**

- Start with a quick review of the previous lesson to activate prior knowledge.

- Ask learners if they can remember what they learned about honesty last time.

- Guide the learners in reading relevant content from the learning resources, emphasizing the core concepts of honesty and its importance.

**Lesson Development (20 minutes)**

**Step 1:** Copying the Hadith

- Distribute exercise books to each learner.

- Read the hadith on honesty together as a class.

- Instruct learners to copy the hadith into their exercise books neatly.

**Step 2:** Understanding the Hadith

- Ask learners to turn to a partner and discuss what they think the hadith means.

- Facilitate a class discussion, asking questions like "What does honesty mean?" and "Why do you think it is important?" to deepen understanding.

**Step 3:** Importance of Honesty

- Discuss with the class why honesty is important in daily life.

- Use examples such as telling the truth in school or at home. Write down a few key points on the board together.

**Step 4:** Reflection

- Have learners write 1 or 2 sentences on how they can practice honesty in their own lives.

- Encourage sharing of their sentences with the class or in small groups.

**Conclusion (5 minutes)**

- Summarize key points about honesty as discussed during the lesson.

- Conduct a brief interactive quiz using flashcards about the hadith and its meanings to reinforce the main topics.

- Prepare learners for the next session by asking them to think about situations where they can practice honesty.

**Extended Activities:**

- Create a "Kindness and Honesty" chart where learners can add stickers or points when they display honest behavior at school or home.

- Ask learners to illustrate a scene where honesty is displayed, then share their artwork with the class.

- Give a creative writing assignment to write a short story about a time they or someone they know was honest and how it affected others.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 3**

**Strand:** Hadith

**Sub Strand:** Hadith on Honesty

**Specific Learning Outcomes:**

- By the end of the lesson, learners should be able to:

1. Identify different types of hadith that talk about honesty.

2. Dramatize a skit showing the importance of honesty.

3. Express a desire to always be honest for peaceful co-existence with others.

**Key Inquiry Question(s):**

- What have you learnt about honesty?

**Learning Resources:**

- CDs, flash cards, pocket board, Qur'an

- KLB Visionary IRE Activities Grade 3, pg. 47

**Organisation of Learning:**

**Introduction (5 minutes)**

1. Review Previous Lesson: Begin by asking students to recall what they learned about honesty in the last lesson.

2. Discuss Key Concepts: Guide students in reading and discussing the relevant content from the learning resources. Emphasize the meaning of honesty and introduce the types of hadith that discuss this virtue.

**Lesson Development (20 minutes)**

**Step 1:** Identify Hadith

- In pairs or small groups, learners will search through the learning resources (CDs, flashcards) to find different hadiths that emphasize the importance of honesty.

- Each group will select one hadith to share with the class.

**Step 2:** Share Findings

- Allow each group to share their chosen hadith with the class. Encourage them to explain what honesty means in their chosen hadith.

**Step 3:** Plan the Skit

- Each group will brainstorm ideas for a short skit that demonstrates the value of honesty in everyday life.

- Students should think of a scenario where honesty is tested and how they would respond.

**Step 4**: Perform Skits

- Groups perform their skits for the class. After each performance, encourage the audience to share their thoughts on how honesty was portrayed and its importance.

**Conclusion (5 minutes)**

1. Summarize Key Points: Recap what was discussed in terms of hadith on honesty and the lessons learned from the skits.

2. Interactive Activity: Conduct a quick "Honesty Circle" where each student shares one way they can be honest in their daily lives.

3. Preview Next Session: Briefly explain what topics will be covered in the next lesson to maintain student engagement.

**Extended Activities:**

- Create a Honesty Poster: Students can create a poster that includes an important quote about honesty and illustrate it with drawings or images related to honesty. This can be displayed in the classroom.

- Honesty Journal: Have students keep a journal for a week where they note down any instances where they demonstrated honesty or faced a challenge regarding honesty.

**Teacher Self-Evaluation:**