



NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE



ISLAMIC RELIGIOUS EDUCATION

TEACHER'S RESOURCE BOOK

PRIMARY

2



TEACHER'S RESOURCE BOOK

ISLAMIC RELIGIOUS EDUCATION





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A product of the National Curriculum Development Centre for the Ministry of Education and Sports with support from the Government of Uganda

FIRST EDITION

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P.O. Box 7002,
Kampala- Uganda
www.ncdc.co.ug

ISBN: 978-9970-494-80-4

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TABLE OF CONTENTS

FOREWORD	ix
ACKNOWLEDGEMENT	x
LIST OF ACRONYMS	xi
1.0 INTRODUCTION	1
2.0 THE PURPOSE OF THE TEACHER'S RESOURCE BOOK	2
3.0 HOW TO USE THIS RESOURCE BOOK.....	2
4.0 GENERAL PROCEDURE OF TEACHING ISLAMIC RELIGIOUS EDUCATION	3
5.0 LESSON PLAN STRUCTURE IN THIS RESOURCE BOOK	4
SAMPLE SCHEME OF WORK	7
SAMPLE LESSON PLAN	10
P2 IRE Lesson Plan, Term 3, 2019	10
TERM 1	13
WEEK ONE.....	13
THEME 1: READING FROM THE HOLY QUR'AN	13
SUB-THEME: Surat Al-Falaq	13
Lesson 1: Reciting Surat Al-Falaq.....	13
Lesson 2: Writing Surat Al-Falaq in Transliteration	15
Lesson 3: The Meaning of Surat Al-Falaq.....	17
WEEK TWO	19
Lesson 1: Writing Surat Al-Falaq in the language of instruction	19
Lesson 2: Importance of Surat Al-Falaq.....	21
Lesson 3: Reading Arabic vowels Surat Al-Falaq	22
WEEK THREE	24
Lesson 1: Memorizing Surat Al-Falaq.....	24
Lesson 2: The incidents that led to the revelation of Surat al-Falaq	25
Lesson 3: More practice on Surat Al-Falaq (Revision)	27
WEEK FOUR.....	28
THEME 2: TAWHID (FAITH)	28
Sub-theme: Angels of Allah	28
Lesson 1: Understanding of Allah's Angels.....	28
Lesson 2: Names of the First Five Angels of Allah.....	29
Lesson 3: Names of the other five Angels of Allah.....	31

WEEK FIVE	33
Lesson 1: Characteristics of Angels.....	33
Lesson 2: Duties of the First Five angels of Allah.....	35
Lesson 3: Duties of other five Angels of Allah	37
WEEK SIX	39
THEME 3: FIQH (PRACTICES).....	39
Sub-theme: Prayer/Swalat.....	39
Lesson 1: Revision of ablution	39
Lesson 2: Meaning of Swalat (prayer).....	41
Lesson 3: The names of the five obligatory prayers.....	42
WEEK SEVEN	45
Lesson 1: Time of each obligatory prayer	45
Lesson 2: Types of Prayers (Swalat)	47
Lesson 3: Obligatory Prayers (Faradha)	48
WEEK EIGHT	50
Lesson 1: Optional prayers (Sunna).....	50
Lesson 2: Importance of Swalat (prayers).....	52
Lesson 3: Performing Prayer (prayer).....	54
WEEK NINE.....	56
THEME 4: MORAL AND SPIRITUAL TEACHINGS	56
Sub-theme:Moral practices.....	56
Lesson 1: Sharing.....	56
Lesson 2: Politeness	58
Lesson 3: Truthfulness	60
WEEK TEN	62
Lesson 1: Kindness	62
Lesson 2: The Importance of the Islamic Virtues	64
Lesson 3: Project work on Islamic virtues	66
WEEK ELEVEN	69
THEME 5: HISTORY OF ISLAM.....	69
Lesson 1: The Kaaba.....	69
Lesson 2: Location of the Kaaba	71
Lesson 3: Importance of the Kaaba	72
WEEK TWELVE.....	75

Lesson 1: Position of the “Black Stone” on the Kaaba	75
Lesson 2: Placing of the black stone.....	78
Lesson 3: The Role of the Prophet in the Placing of the black stone	79
TERM 2	83
THEME 1: (WEEKS 1-3) READING FROM THE QUR’AN	83
Sub-theme: Surat An-Nasr (110)	83
WEEK ONE.....	83
Lesson 1: Reciting Surat An-Nasr	83
Lesson 2: Meaning of Surat An-Nasr (The Help)	85
Lesson 3: Writing Surat An-Nasr in Transliteration.....	86
WEEK TWO	89
Lesson 1: Reading Surat An-Nasr in the language of instruction	89
Lesson 2: Writing Surat An-Nasr in the language of instruction.....	90
Lesson 3: The Importance of Surat An-Nasr	92
WEEK THREE	94
Lesson 1: Memorising Surat An-Nasr	94
Lesson 2: Incidents that led to the revelation of Surat An-Nasr.....	95
Lesson 3: Demonstrating a prayer using Surat An-Nasr	97
WEEK 4	99
THEME 2: TAWHID (FAITH).....	99
Sub-theme: Functions and importance of the Angels	99
Lesson 1: Recording Angels (Kaatibiina)	99
Lesson 2: Questioning Angels	101
Lesson 3: Protecting Angels	103
WEEK FIVE	105
Lesson 1: Angel in Charge of the Revelation and Messages of Allah (Archangel / Jibril)	105
Lesson 2: Guarding Angels	107
Lesson 3: Angel in Charge of death, blowing the trumpet and carrying Allah’s throne.....	109
WEEK SIX.....	111
THEME 3: FIQH (PRACTICES).....	111
Sub-theme: Prayer (Swalat) Adhan (Call for Prayer).	111
Lesson 1: Calling for prayer (Adhan).....	111

Lesson 2: Reading Adhan	113
Lesson 3: The Meaning of Adhan	115
WEEK SEVEN	117
Lesson 1: The Importance of Adhan	117
Lesson 2: Reciting the Iqaamah	118
Lesson 3: The Meaning of Iqaamah	120
WEEK EIGHT	122
Lesson 1: The Importance of Iqaamah	122
Lesson 2: Similarities between Adhan and Iqaamah.....	123
Lesson 3: The Difference between Adhan and Iqaamah	125
WEEK NINE.....	128
THEME 4: MORAL AND SPIRITUAL TEACHINGS.....	128
Sub-theme: Good manners	128
Lesson 1: Ways of Serving Others	128
Lesson 2: Usefulness of Peace	130
Lesson 3: Usefulness of Patience.....	132
WEEK TEN	134
Lesson 1: Usefulness of Unity (Jamaa).....	134
Lesson 2: Usefulness of good behaviour (Ihsan).....	136
Lesson 3: Demonstrating good behaviour through Hadith about Kindness, Neighborhood, visitors.....	138
WEEK ELEVEN	140
THEME 5: HISTORY OF ISLAM.....	140
Sub-theme: The Prophet’s Family	140
Lesson 1: The First Wife of Prophet Muhammad (PBUH).....	140
Lesson 2: The Daughters of Prophet Muhammad (PBUH).....	142
Lesson 3: The sons of Prophet Muhammad (Pbuh)	144
WEEK TWELVE.....	146
Lesson 1: The name of the child who lived up to the Prophet’s death	146
Lesson 2: The conduct of the Prophet (PBUH) as a father.....	147
Lesson 3: The Conduct of the Prophet (PBUH) in the Community.....	149
TERM 3	151
THEME 1: READING FROM THE QUR’AN.....	151
Sub-theme: Surat Al-Masad (III).....	151

WEEK ONE	151
Lesson 1: Reciting Surat Al-Masad (Qur'an 111:1-5)	151
Lesson 2: The Meaning of Surat Al-Masad (Qur'an 111:1-5)	153
Lesson 3: Writing Surat Al-Masad in Transliteration	154
WEEK TWO	156
Lesson 1: Reading Surat Al-Masad in the language of instruction	156
Lesson 2: Writing Surat Al-Masad in the language of instruction.....	157
Lesson 3: Importance of Surat Al-Masad	159
WEEK THREE	161
Lesson 1: Memorizing Surat Al-Masad	161
Lesson 2: Incidents for the revelation of Surat Al-Masad	162
Lesson 3: Practicing Surat Al-Masad in prayer	164
WEEK FOUR.....	166
THEME 2: TAWHID (FAITH).....	166
Sub-theme: Angels of ALLAH	166
Lesson 1: The Archangel.....	166
Lesson 2: Functions of the Archangel	167
Lesson 3: Relationship between the Arch Angel and the Prophets.....	169
WEEK FIVE	171
LESSON 1: Relationship between the Arch Angel and Prophet Muhammad (PBUH)	171
Lesson 2: Mariam the Mother of Isa	173
Lesson 3: The relationship between the Arch Angel and Mariam (Mother of Isa) .	175
WEEK SIX.....	177
THEME 3: FIQH (PRACTICES).	177
Sub-theme: Prayer (Swalat).....	177
Lesson 1: Units (Rakaats) for Swalat Subuhi.....	177
Lesson 2: Performing Swalat Subuhi.....	179
Lesson 3: Performing Swalat Dhuhuri	180
WEEK SEVEN	183
Lesson 1: Performing Swalat Asr	183
Lesson 2: Steps followed when performing Swalat Dhuhuri and Asr	184
Lesson 3: Performing Swalat Maghrib	186

WEEK EIGHT	189
Lesson 1: Steps followed when performing Swalat Maghrib	189
Lesson 2: Performing Swalat Isha.....	191
Lesson 3: Steps followed when performing Swalat Isha	193
WEEK NINE	195
THEME 4: MORAL AND SPIRITUAL TEACHINGS	195
Sub-theme: Dua for acquisition of knowledge.....	195
Lesson 1: The Dua for Acquisition of Knowledge	195
Lesson 2: The Meaning of Dua for Acquisition of Knowledge.....	197
Lesson 3: The Importance of Dua for Acquisition of Knowledge.....	198
WEEK TEN	200
Lesson 1: The Dua for the Dead	200
Lesson 2: The Meaning of Dua for the Dead	201
Lesson 3: The Importance of the Dua for the Dead.....	203
WEEK ELEVEN	205
THEME 5: HISTORY OF ISLAM	205
Sub-theme: Messenger ship of Prophet Muhammad PBUH.....	205
Lesson 1: The Name of the Cave	205
Lesson 2: The Location of the Cave	206
Lesson 3: The Situation that was in Mecca.....	208
WEEK TWELVE.....	210
Lesson 1: Reasons why Muhammad went to the Cave	210
Lesson 2: The Coming of the Archangel to Muhammad (PBUH)	211
Lesson 3: Muhammad’s First Experience with the Archangel (Jibril)	213
REFLECTIVE SELF-ASSESSMENT TOOL	215
ANNEX	217

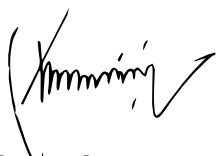
FOREWORD

One of the National Aims and Objectives of Education in Uganda is to inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship. This can be done through effective teaching and learning of Islamic Religious Education (IRE).

This Teacher's Resource Book has been designed for Primary 2 teachers to enable them deliver the Islamic Religious Education (IRE) lessons effectively. The Resource Book presents the breakdown of lessons in the IRE syllabus and provides a variety of suggested instructional strategies to be used by the teacher during Lesson delivery.

The Teacher's Resource Book further provides a variety of suggested activities and key messages that are meant to make learning engaging, relevant and interesting to the learner. The sample activities include stories, songs, rhymes and poems, which the teacher is required to use. The teacher is expected to use this Resource Book alongside the P2 Islamic Religious Education content, presented in the Thematic Curriculum.

I therefore recommend this IRE Teacher's Resource Book for use in all primary schools where IRE is taught as a learning area.



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ACKNOWLEDGEMENT

The National Curriculum Development Centre (NCDC) would like to express its appreciation to all people who worked tirelessly towards the production of this Primary Two Teacher's Resource Book for Islamic Religious Education (IRE), which is the first of its kind in the primary schools.

Our gratitude goes to the Curriculum Specialist for overseeing and taking timely decisions wherever necessary; the Quality Assurance Committee (QAC) and the Academic Steering Board (ASB), whose contributions guided the development and fine-tuning of this Resource Book.

Special gratitude is extended to the IRE Panel Members, who made it possible to put together all the necessary information and guidance, to ensure the Resource Book is completed.

Last but not least, our gratitude goes to all those who worked behind the scenes to finalize the work on this Resource Book.

The National Curriculum Development Centre takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P.O Box 7002, Kampala or Email admin@ncdc.go.ug



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LIST OF ACRONYMS

A.S:	Alaihi Salaam
CDs:	Compact Discs
IRE:	Islamic Religious Education
MoES:	Ministry of Education and Sports
NCDC:	National Curriculum Development Center Centre
P2:	Primary Two
PBUH:	Peace Be Upon Him



1.0 INTRODUCTION

Islamic Religious Education (IRE) is a key learning area on the primary school Curriculum. It is intended to achieve the Aims and Objectives of Primary Education outlined below:

1. To instill the value of living and working cooperatively with other people and caring for others in the community
2. To develop discipline and good manners
3. To develop cultural, moral and spiritual values
4. To develop a sense of patriotism and unity, an understanding of one's right and responsibility and an appreciation of the need to participate actively in civic matters
5. To develop the ability to use the problem-solving approach in various life situations
6. To inculcate an understanding of and appreciation for the protection and utilization of the natural environment using scientific and technological knowledge in the learners
7. To develop appreciation for the dignity of work and for making a living by one's honest effort
8. To develop a pre-requisite to continuing education and development
9. To develop adequate practical skills for making a living
10. To enable individuals to acquire functional literacy, numeracy and communication skills in Ugandan languages and English
11. To develop and maintain sound mental and physical health

Islamic Religious Education is designed to enable you guide the learners to develop moral, ethical and spiritual values. You are expected to teach IRE as provided for on the timetable to enable learners develop moral, ethical and spiritual values. This shall enable the learners develop a high level of discipline, hence improve their academic performance and live in a peacefully in society.

Learners with Special Learning Needs: Special Needs Education (SNE) is an important issue in education today. You need to identify learners with special learning needs in your class and cater for them. Seek guidance from specialists in SNE where necessary.

2.0 THE PURPOSE OF THE TEACHER'S RESOURCE BOOK

This Resource Book has been provided to ease the teaching and learning of IRE in Primary 2. It provides a breakdown of the syllabus content into teachable lessons for the entire school year.

During Lesson preparation and delivery, use the Resource Book together with the IRE content in the Thematic Curriculum, the Holy Qur'an, Hadith and any other relevant support materials. Always refer to Yasaruna, as it simplifies reading of the Arabic alphabet. Islamic Religious Education, unlike content for the other learning areas, is not presented in the general matrix of the Thematic Curriculum. This is because the content does not easily follow the themes, which are identified to teach other learning areas. The content is presented after the 12th theme in the P2 Curriculum.

The information you need to effectively teach has been provided in this resource book. This includes:

- Relating the Qur'an content to real life experiences
- Key messages that learners need to understand and appreciate the content
- Suggested activities, instructional strategies, instructional materials that promote the teaching and learning of Islamic Religious Education
- Information on how to assess learners continuously on knowledge, morals and attitudinal change

3.0 HOW TO USE THIS RESOURCE BOOK

The Resource Book should be used in:

- reference to the thematic Curriculum for P2
- during scheming and Lesson planning, then study the suggested activities for each Lesson and identify the relevant examples in real life situations

- conjunction with the key message, and you should be able to discuss the meaning of the key message during each lesson, to encourage learners to live by the message
- relation to the Qur'an messages.
- connection with the real-life experiences in the family, school or community.

Use or adopt the sample activities provided in the Resource Book during the teaching and learning process. Give learners opportunities to carry out activities as a whole class, in groups, in pairs and individually. Emphasis on individual participation will enable you assess achievement of competences among the learners. You are free to use any other appropriate instructional strategies that promote effective teaching and learning of IRE

Language of Instruction

The medium of instruction at P 2 is the language which learners are familiar with. You will need to translate the content, including Surah (chapters), songs, rhymes and stories into the relevant language of instruction for effective Lesson delivery.

This Resource Book provides both the Arabic transliteration and English translation of the surah (chapter).

Transliteration using English letters to write an Arabic word not its meaning ie "Allah" is transliterated.

4.0 GENERAL PROCEDURE OF TEACHING ISLAMIC RELIGIOUS EDUCATION

The Life Theme Approach is used to teach IRE. The teaching/learning process starts with the learner's experience, followed by the experience of others. These experiences are related to the Qur'an teachings. The learners are encouraged to respond to the message and apply it in real life.

So in summary, the teaching/learning experience follows this structure:

Our Experience: Relate what you are to teach to real life situations

God's message: Refer to the main content from the Qur'an for a particular lesson. This is the heart of a IRE lesson

Our Response: This is where learners reflect, suggest and practise how to live by God's message.

5.0 LESSON PLAN STRUCTURE IN THIS RESOURCE BOOK

Each Lesson in this Resource Book follows this structure:

Theme: This is as provided for in the P2 Curriculum

Sub-theme: This is as provided for in the P2 Curriculum

Learning outcome: This is as provided for in the P2 Curriculum

Lesson: Indicates the actual content, skills and values to be taught in 30 minutes

Qur'an reference: These are relevant Qur'an verses/surah (chapter)/ (chapters)/ hadith texts in relation to the content of a given lesson

Key message: These are derived from the Qur'an reference and have been related to the experiences of the learners. These are presented as simple statements, which learners can understand

Key term(s): There are key term(s), which you may need to study in advance and get appropriate translations before Lesson delivery. These are derived from the Qur'an/ content in the Curriculum.

Competences: These are picked from the Curriculum. However, in some instances they have been rephrased for clarity.

Life skills: These are observed as learners express themselves, relate with others and as they carry out different activities in and outside the class. Look for opportunities to have them developed over time.

Values: You are expected to observe these as learners work together in and out of class and guide on their development.

Instructional Strategies: Suggested instructional strategies have been included under each Lesson in this Resource Book but you are free to use any other, which you find practical and appropriate to deliver the content.

Instructional materials: These are suggested as support materials during the teaching and learning process. However, you are free to use any other support materials that you find relevant. Ensure that you have the materials ready before the Lesson and remember to use them during the lesson. Use documentaries where necessary and if available.

Suggested activities: Suggested activities for both the teacher and the learner have been included in table form to guide you as you prepare a detailed Lesson for each day. Always remember the general procedure followed to teach an IRE lesson: **Our experience, God's Message, Our response.**

Guidance on assessment: The activities to assess are given under each lesson. These are meant to help you track the progress of the learners as they learn and you are expected to record this progress for each learner.

Note: Remember to assess the development of values, attitudes in addition to knowledge and skills.

Sample activity: Relevant sample activities such as rhymes, poems, stories, exercises, project work, songs, role-plays, prayers and Qur'an text have been suggested for each lesson. You may use any other appropriate activity where need be.

Hint for the teacher: Guidance or a few notes have been provided for emphasis and use, which you may need as you prepare and teach the content.

Learners with Special Learning Needs: You are expected to plan for learners who have special learning needs in your class by making provision for inclusive activities. These learners may have physiological and psychological challenges that may hinder them to learn normally. You are advised to support them by simplifying tasks, grouping and pairing them.

Resource person(s)

Always invite a resource person to support you where need be.

Note: A resource person may not only be the Sheikh or the Imaam (Muslim leader), but can also be any person who is competent in the religion in which he/she believes i.e a big number of Muslims who know how to pray can be of used as resource persons.

Arabic consonants and vowels are quite important to be learnt at an early stage by learners in primary school. Therefore, Arabic consonants and vowels can be taught by IRE teachers in primary schools to make learners catch up. At this level, (P2) learners read Arabic words in transliteration. The pure Arabic letters are taught in P3

SAMPLE SCHEME OF WORK
P2 IRE Scheme of Work, Term 3, 2020

Learning outcome: The learner understands the importance of the message of Surat Al-masad.

Wk	Lsn	Day	Theme	Sub-theme	Lesson	Content	Competences	Instructional Strategies	Life skills/indicators and values	Activities	Instructional Resources	Ref	Rem
1	1	Monday	Reading from the Qur'an	Surat Al-masad	Reciting Surat Al-Masad	<p>In the name of Allah the most gracious the most merciful</p> <ul style="list-style-type: none"> Perish the two hands of Abu Lahabi. His wealth and his children will not benefit him. He will be burnt in a fire of blazing flames. And his wife too who carried wood (thorns of Sadam) In her neck is a twisted rope 	<p>The learner;</p> <ul style="list-style-type: none"> reads/brailles words related to Surat Al-masad correctly tells/signs the meaning of Surat Al-masad correctly 	<p>Recitation</p> <p>Listen, Say and yield I do, You do, and We do</p>	<p>Effective Communication</p> <ul style="list-style-type: none"> fluency audibility articulation <p>Coping with emotions</p> <ul style="list-style-type: none"> recognising emotions identifying other people's emotions. being sensitive about other people's feelings. <p>Values</p> <ul style="list-style-type: none"> showing obedience respecting the message of Surat Al-masad 	<ul style="list-style-type: none"> Telling the meaning of Surat Al-masad Matching the meaning of Surat Al-masad with Arabic texts 	<ul style="list-style-type: none"> Qur'an A chart having Surat masad 	Qur'an Q111: 1-5	

Wk	Lsn	Day	Theme	Sub-theme	Lesson	Content	Competences	Instructional Strategies	Life skills/indicators and values	Activities	Instructional Resources	Ref	Rem	
	2	Tuesday				<p>In the name of Allah the most gracious the most merciful</p> <ol style="list-style-type: none"> Perish the two hands of Abu Lahabi. His wealth and his children will not benefit him. He will be burnt in a fire of blazing flames. And his wife too who carried wood (thorns of Sadam) In her neck is a twisted rope. 	<ul style="list-style-type: none"> -Reads/brailles words related to Surat Al-masad correctly. pronounces/signs words correctly. tells/signs the meaning of Surat Al-masad. 	<p>Recitation Listen, Sa and Yield. I do, You do, We do.</p>	<p>Effective Communication</p> <ul style="list-style-type: none"> fluency audibility articulation <p>Coping with emotions</p> <ul style="list-style-type: none"> Recognising emotions identifying other people's emotions. Being sensitive about other people's feelings <p>Values</p> <ul style="list-style-type: none"> Showing obedience Respecting the message of Surat Al-Masad 	<ul style="list-style-type: none"> Being tolerant to those who harm/annoy you 	<ul style="list-style-type: none"> Telling the meaning of Surat Al-masad Matching the meaning of Surat Al-masad with Arabic Texts Relate its lessons to the daily life. 	<p>A chart having the meaning of Surat Al-masad</p> <p>Resource person</p> <p>Translated Qur'an</p>	Translated Q111: 1-5	

Wk	Lsn	Day	Theme	Sub-theme	Lesson	Content	Competences	Instructional Strategies	Life skills/indicators and values	Activities	Instructional Resources	Ref	Rem	
1	3	Friday	Reading from the Qur'an	Surat Al-Masad in transliteration	Writing Surat Al-Masad in transliteration	<p>Surat Al-masad</p> <p>Bismillahi Rahmaan Rahim</p> <p>1. Tabbat yadah watabba Abi-lahabi</p> <p>2. Maa agh-naa an-hu maaluhu wamaa kasaba naaran</p> <p>3. Sayaswila dhaatalahabi</p> <p>4. Wam-ra-atuhu hammalatal – hatwabi</p> <p>5. Fii jiidhaa hablun mimmasadi</p>	<p>The learner; pronounces/brailles letters related to Surat Al-Masad</p> <ul style="list-style-type: none"> reads/brailles letters correctly related to Surat Al-Masad writes/brailles words related to Surat Al-Masad in transliteration correctly 	<p>Recitation</p> <p>Oral recitation</p> <p>I do, You do, We do.</p> <p>Whole word method</p> <p>Phonetic</p>	<p>Effective Communication</p> <ul style="list-style-type: none"> fluency audibility articulation <p>Creative-thinking</p> <ul style="list-style-type: none"> logical reasoning initiating new ideas <p>Problem-solving</p> <p>Decision-making Values</p> <ul style="list-style-type: none"> Being patient while writing Being appreciative 	<ul style="list-style-type: none"> Being tolerant to those who harm / annoy you 	<ul style="list-style-type: none"> Writing Surat Al-Masad in transliteration Making corrections when writing Surat Al-Masad Re-arranging flash cards to make Surat Al-Masad 	<p>Qur'an</p> <p>Resource person</p> <p>A chart with Surat Al-masad</p> <p>Islamic CDs</p>	Qur'an	

SAMPLE LESSON PLAN

P2 IRE Lesson Plan, Term 3, 2019

Date	Subject	Class	Time	No. of Pupils
08/09/2019	IRE	P2	08:00 – 08:30	98

Theme: Reading from the Qur'an

Sub-theme: Surat Al-Masad

Competences: The learner:

- pronounces letters related to Surat Al-Masad correctly.
- pronounces words related to Surat Al-Masad correctly.
- pronounces sentences related to Surat Al-masad correctly.
- recites Surat al-masad correctly.

Instructional Strategies:

- Recitation
- Listen, Say and Yield
- Think-pair-share

Life skills and Values:

Effective-Communication: fluency, audility, proper articulation

Decision-making: acceptance, ask questions

Values: being appreciative, being respectful, being patient

Instructional materials: Qur'an, a chart having Surat Al-masad, flash cards for letters, syllables, words and sentences

Reference: Holy Qur'an

Procedure:

Steps	Time	Teacher's activities	Learners' activities
1	05 mins	<p><u>Our experience</u></p> <p>Using learners' experience to discover whether they can pronounce:</p> <ul style="list-style-type: none"> • letters correctly • words correctly • sentences correctly through question and answer technique 	<ul style="list-style-type: none"> • Pronounce/braille letters, words and sentences correctly
2	15 Mins	<p><u>God's message</u></p> <ul style="list-style-type: none"> • Display a chart showing Surat Al-Masad • Read/sign loudly to learners Surat Al-Masad • Instruct learners to read/sign from the chart loudly as a class after the teacher • Instruct learners to read/sign the Surah (Al-masad) as a class • Instruct learners to read/sign the Surah in small groups then as individuals • Display flash cards of letters from Surat Al-Masad (atleast three) dha (...) etc • Read/sign and tell the learners to read after him letters from Surat Al-Masad • Display flash cards with words and tells learners to read after 	<ul style="list-style-type: none"> • Observe and silently read • Listen attentively while following the reading/signing of the teacher (Surat Al-Masad). • Read/sign the Surah (Al-Masad) as a class after the teacher • Read/sign the Surah as a class • Read/sign the Surah from the chart in small groups then as individuals • Observe and identify letters of Surat Al-masad • Read/sign after the teacher letters from Surat Al-Masad • Reading words from the flash cards after teacher

Steps	Time	Teacher's activities	Learners' activities
		him words from Surat al-Massad • Display flash cards with sentences from Surat Al-Massad and tell learners to read after him (sentences from Surat Al-Masad).	• Read/sign sentences from Surat Al-Massad from the flash cards after the teacher.
3	7 Mins	<u>Our Response</u> • Guide learners to tell/sign in pair and share what they have learnt • choose individual learners to represent what they discussed in their pairs to the whole class	• Pair and share what they have learnt i.e. reading Surat al-massad, letters, words and sentences • Present to the whole class what he/she shared with a friend in their pair i.e. Read/sign the words from Surat Al-Massad correctly
4	3 Mins	• Distribute cutouts to groups, for pupils to re-arrange them and make an organized Surat Al-Massad.	• Arrange the flash cards of Surat Al-massad (chronologically arrange Surat Al-Massad).

Self-evaluation:

 Strong points:

 Challenges:

 Way forward:

TERM 1

WEEK ONE

THEME 1: READING FROM THE HOLY QUR'AN

SUB-THEME: Surat Al-Falaq

Learning outcome: The learner understands and appreciates the importance of the message in Surat Al-Falaq and applies it in daily life.

LESSON 1: Reciting Surat Al-Falaq

References: Holy Qur'an 113:1-5, Translated Holy Qur'an, Islamic website

Key message	Competences
I do not believe in witchcraft.	The learner: <ul style="list-style-type: none"> • Recites Surat Al-Falaq. • Tells/signs the meaning of the word Falaq.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective Communication • Decision-making 	<ul style="list-style-type: none"> • fluency • audibility, verbal and non-verbal expression • acceptable • ask questions 	<ul style="list-style-type: none"> • concern • endurance • patience

Instructional Strategies: Recitation, demonstration, story telling, observation

Instructional Resources: Holy Qur'an, a chart showing Surat Al-Falaq

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Tell/sign a story showing the negative effects of witchcraft to the society • Guide learners to recite Surat Al-Falaq correctly through demonstration • Ask learners to recite/sign the Surah on their own. Emphasize correct pronunciation as they recite • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Listen and say what they learn from the story • Recite Surat Al-Falaq after the teacher correctly. • Recite/sign Surat Al-Falaq as a class, in groups and individually • Recite/sign and discuss the meaning of the key message <i>"I don't believe in witchcraft"</i>.

Guidance on assessment

- Listen and assess as the learner recites/signs Surat Al-Falaq with correct articulation of words.
- Observe and assess as the learner uses Surat Al-Falaq in daily prayer.

Sample activity: Practise reciting/signing Surat Al-Falaq with correct articulation of words

Hint for the teacher

- *In case you (the teacher) are not conversant with the reading of the Quranic verses, seek help from a resource person.*
- *Holy Qur'an 113:1*
"Qul a-uudhu bi rabbil Falaq"
"SAY, "I SEEK REFUGE WITH ALLAH THE LORD OF THE DAY BREAK".

Lesson 2: Writing Surat Al-Falaq in Transliteration

Reference: Holy Qur'an, Islamic website

Key message	Competences
I can write Surat Al-Falaq.	The learner: <ul style="list-style-type: none"> • Recites/signs Surat Al-Falaq • Pronounces/signs words, sentences of Surat Al-Falaq correctly • Writes/brailles Surat Al-Falaq in transliteration

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective Communication 	<ul style="list-style-type: none"> • audibility • articulation • fluency • confidence • verbal and non- verbal expression 	<ul style="list-style-type: none"> • patience • appreciation • endurance
<ul style="list-style-type: none"> • Creative thinking 	<ul style="list-style-type: none"> • Logical reasoning 	

Instructional Strategies: Demonstration, recitation, I do, you do, we do, guided discussion

Instructional resources: Holy Qur'an, a chart showing Surat Al-Falaq in transliteration,

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Review the previous Lesson by asking learners to recite/braille Surat Al-Falaq • Display the chart showing Surat Al-Falaq in transliteration and guide 	<ul style="list-style-type: none"> • Recite/braille Surat Al-Falaq with correct articulation of word • Observe and recite Surat Al-Falaq written in transliteration correctly

Teacher's Activities:	Learners' Activities
<p>learners to recite it through demonstration</p> <ul style="list-style-type: none"> ● Guide learners to write/braille Surat Al-Falaq in transliteration with correct spelling ● Guide learners to re-arrange the flash cards of words making Surat Al-Falaq. ● Let learners recite/sign discuss the meaning of the key message. 	<ul style="list-style-type: none"> ● Write/braille Surat Al-Falaq in transliteration ● Arrange flash cards of words to make Surat Al-Falaq correctly ● Recite/sign and discuss the meaning of the key message <i>"I can write Surat Al-Falaq in transliteration"</i>.

Guidance on Assessment:

- Observe and assess as the learner writes/braille Surat Al-Falaq in transliteration correctly
- Assess as the learner re-arranges the cutouts of Surat Al-Falaq correctly.

Sample activity: Write/braille Surat Al-Falaq.

Hints to the teacher:

Below is Surat Al-Falaq in transliteration.

1. *Qul a-uudhu bi rabbil Falaq*
2. *Min sharri maa khalaq*
3. *Wa min-sharri ghaasiqin idhaa waqab*
4. *Wa min-sharri nnaffaa thaati fil uqad*
5. *Wa min-sharri haasidin idhaa hasad*

Qur'an 113:1 "Qul a-uudhu bi rabbil Falaq" Say "I seek refuge with Allah the Lord of the day break"

Cater for the special need cases in writing (Braille).

Lesson 3: The Meaning of Surat Al-Falaq

Reference: Holy Qur'an, Translated Qur'an, Internet Islamic website

Key message	Competences
I should not be jealous of others.	The learner: <ul style="list-style-type: none"> • Reads/signs Surat Al-Falaq with correct pronouciation. • Gives/signs the meaning of Surat Al-Falaq correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective Communication 	<ul style="list-style-type: none"> • fluency • confidence • Logical flow of ideas • verbal and non- verbal expression 	<ul style="list-style-type: none"> • concern • endurance • patience • love
<ul style="list-style-type: none"> • Coping with emotions 	<ul style="list-style-type: none"> • Being sensitive about other people's feelings 	

Instructional Strategies: Guided discussion, observation, recitation

Instructional resources: Transliteration Qur'an, Holy Qur'an, a chart showing Surat Al-Falaq

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Share with the learners the meaning of Surat Al-Falaq as reflected in the Qur'an 	<ul style="list-style-type: none"> • Tell/sign the meaning of Surat Al-Falaq correctly • Match the meaning of Surat Al-Falaq with the Arabic transliteration.

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Display the chart showing the meaning of Surat Al-Falaq in Arabic transliteration • Guide learners to relate Surat Al-Falaq to daily life experience through guided discussion • Let the learners recite/sign discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Relate Surat Al-Falaq to the daily life experience. • Recite/sign and discuss the meaning of the key message "<i>I should not be jealous of others</i>".

Guidance on Assessment:

- Assess as the learner gives the meaning of Surat-Al-Falaq correctly
- Assess as the learner matches the meaning of Surat Al-Falaq with Arabic texts correctly.

Sample activity: Match transliteration version with the meaning in the language of instruction.

Hints for the Teacher:

The meaning of Surat Al-Falaq Q 113:1-5

1. Say, "*I seek refuge in the Lord of the Day break*".
2. *from the evil of what He has created*
3. *from the evil of darkness as it descends*
4. *from the evil of those who blow in knots*
5. *and from the evil of the envier when he envies*

Qur'an 113:1 "Qul a-uudhu bi rabbil Falaq" Say "I seek refuge with Allah the Lord of the day break".

Qur'an 113:2 "Min sharri maa khalaq" Say "From the evil of what He has created"

At this level, give learners ample time to do the activity.

Translate into the language of instruction during the teaching and learning.

WEEK TWO

LESSON 1: Writing Surat Al-Falaq in the language of instruction

Reference: Translated Qur'an, Internet Islamic website, Islamic CDs with recorded Qur'an

Key message	Competences
I should take care of others.	The learner: <ul style="list-style-type: none"> • Reads/signs Surat Al-Falaq with the correct pronouciation • Writes/brailles Surat Al-Falaq in the language of instruction with correct spelling

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • audibility, accuracy, verbal and non-verbal expression 	<ul style="list-style-type: none"> • cooperation • sharing
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Responding to questions appropriately 	<ul style="list-style-type: none"> • appreciating

Instructional Strategies: Recitation, demonstration

Instructional resources: Translated Qur'an, charts, cut-outs with words/sentences in the Surah

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Display a chart showing Surat Al-Falaq in the language of instruction and read as learners listen • Guide learners to read/sign the Surat Al-Falaq in the language of instruction 	<ul style="list-style-type: none"> • Listening to the teacher reading Surat Al-Falaq in the language of instruction. • Read/sign the meaning of the Surah with correct pronouciation

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> ● Guide learners to arrange cut-outs to make a complete Surah ● Guide learners to write/braille Surat Al-Falaq in the language of instruction through demonstration ● Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> ● Arrange cut-outs to make a complete Surah ● Write/braille Surat Al-Falaq in the language of instruction ● Recite/sign and discuss the meaning the key message <i>"I should take care of others."</i>

Guidance on Assessment:

- Assess as the learner reads Surat Al-Falaq in the language of instruction
- Observe and assess as the learner arranges the cutouts to make Surat Al-Falaq correctly
- Observe and assess as the learner writes surat Al-Falaq in the language of instruction.

Sample activity: Writing Surat Al-Falaq in the language of instruction.

Hints for the teacher:

Ensure that learners write the Surah correctly

- *Qur'an 113:2 "From the evil of what He has created"*

LESSON 2: Importance of Surat Al-Falaq

Reference: Translated Qur'an, Internet Islamic website, Islamic CDs

Key message	Competences
I seek refuge from ALLAH.	The learner: <ul style="list-style-type: none"> • Reads/signs Surat Al-Falaq with correct pronouciation • Tells/signs the importance of the Surat Al-Falaq

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Creative thinking 	<ul style="list-style-type: none"> • Logical reasoning 	<ul style="list-style-type: none"> • appreciation • cooperation
<ul style="list-style-type: none"> • Effective Communication 	<ul style="list-style-type: none"> • Verbal and non-verbal expression • meaningfulness 	

Instructional Strategies: Guided discussion, recitation, mind map.

Instructional resources: Holy Qur'an, Translated Qur'an

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Lead learners to recite/sign Surat Al-Falaq • Share with the learners the importance of Surat Al-Falaq through guided discussion and by the use of the mind map. • Guide learners to draw/braille a person making supplication 	<ul style="list-style-type: none"> • Recite/sign Surat Al-Falaq correctly • Give the importance of Surat Al-Falaq using the mind map. • Draw/braille a person making supplication • Recite/sign and discuss the meaning of the key message "I seek refuge from ALLAH".

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> Let the learners recite/sign and discuss the meaning of the key message. 	

Guidance on Assessment:

- Listen and assess as the learner gives the importance of Surat Al-Falaq correctly
- Observe and assess as the learner draws/braille person making supplication.

Sample activity: Drawing a picture showing the importance of Surat Al-Falaq i.e. Dhikr - A person making a supplication as taught by the Prophet Muhammad

Hints for the teacher:

Importance of Surat Al-Falaq:

- *It helps one to get ALLAH's protection*
- *It shows the powers of ALLAH*
- *It protects against people who wish us bad*
- *It protects against witchcraft*
- *Brings protection against evil spirits*
- *It is Dhikr or supplication.*

Qur'an 113:2 "Min-sharri maa khalaq"; "From the evil of what He has created".

Lesson 3: Reading Arabic vowels Surat Al-Falaq

Reference: Holy Qur'an, Islamic website

Key message	Competences
I seek protection from ALLAH against witchcraft.	The learner: <ul style="list-style-type: none"> reads/signs Arabic vowels related to Surat Al-Falaq correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective Communication 	<ul style="list-style-type: none"> audibility, fluency accuracy, articulation verbal and non-verbal expression 	<ul style="list-style-type: none"> concern endurance patience

Instructional Strategies: Recitation, I do, you do, we do

Instructional resources: Holy Qur'an

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> Ask learners to recite/sign Surat Al-Falaq Guide learners to read/sign Arabic vowels related to Surat Al-Falaq through demonstration Guide learners to read/sign correctly on their own Ask learners to re-arrange the cutouts of Surat Al-Falaq in the correct order Guide learners to recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Recite/sign Surat Al-Falaq. Read/sign Arabic vowels related to Surat Al-Falaq with correct pronunciation Read/sign as a class, in groups and individually Re-arrange the cutouts of Surat Al-Falaq in correct order Recite/sign and discuss the meaning of the key message <i>"I seek protection from ALLAH against witchcraft."</i>

Guidance on Assessment:

Assess as the learner reads/signs Arabic vowels related to Surat Al-Falaq with correct articulation

Sample activity: Practising reading/signing Arabic letters related to Surat Al-Falaq

Hints for the teacher:

Qur'an 113:1 "Qul a-uudhu bi rabbil Falaq" Say "I seek refuge from Allah the Lord of the day break".

WEEK THREE

Lesson 1: Memorizing Surat Al-Falaq

Reference: Holy Qur'an, Translated Qur'an, Islamic website

Key message	Competences
I can guide others.	The learner: <ul style="list-style-type: none"> • Recites/signs, Surat Al-Falaq correctly • Memorizes/signs Surat Al-Falaq correctly

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • audibility, fluency • confidence, articulation • verbal and non-verbal expression 	<ul style="list-style-type: none"> • appreciation • sharing • responsibility • patience

Instructional Strategies: recitation, demonstration, memorization

Instructional resources: Holy Qur'an

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to read/sign Surat Al-Falaq from the chart correctly • Guide learners to memorize Surat Al-Falaq through demonstration • Ask learners to memorize Surat Al-Falaq correctly on their own • Guide learners to practice Surat-Al-Falaq in prayer • Let learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Read/sign Surat Al-Falaq from the chart • Memorize Surat Al-Falaq after the teacher • Memorize Surat Al-Falaq as a class, in groups and as individuals • Practice using the surah in prayer. • Recite/sign and discuss the meaning of key message. <i>"I can guide others"</i>

Guidance on Assessment:

- Assess as the learner recites/signs Surat Al-Falaq with correct pronunciation of words
- Assess as the learner memorizes/signs Surat Al-Falaq correctly

Sample activity: Memorizing/signing Surat Al-Falaq

Hint for the teacher:

- *Encourage learners to memorize the surah even out of class*
- *Encourage learners to use the surah in daily prayers*
- *Q.113:5 “Wa min-sharri haasidin izhaa hasade” “And from the evil of the envier when he envies”.*

Lesson 2: The incidents that led to the revelation of Surat al-Falaq

Reference: Holy Qur'an, Islamic website

Key message	Competences
I can help other people in problems.	The learner: <ul style="list-style-type: none"> • Reads/signs and memorizes Surat Al-Falaq correctly • Identifies/signs the incidents that led to the revelation of Surat Al-Falaq

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • audibility • confidence • articulation 	<ul style="list-style-type: none"> • care • sharing • patience
<ul style="list-style-type: none"> • Coping with emotions 	<ul style="list-style-type: none"> • Identifying other people's emotions and feelings 	<ul style="list-style-type: none"> • cooperation

Instructional Strategies: storytelling, guided discussion, recitation

Instructional resources: Holy Qur’an, Islamic CD with a message on incidents that led to the revelation

Teacher’s Activities:	Learners’ Activities
<ul style="list-style-type: none"> • Ask learners to tell what they know of witchcraft • Tell/sign a story about how the Prophet Muhammad (PBUH) was bewitched • Guide learners to relate the incidents to daily life experience through guided discussion • Let learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Tell/sign what they know about witchcraft individually • Listen and say what they learn from the story • Relate the incidents to daily life experience • Recite/sign and discuss the meaning of the key message. “<i>I can help other people in problems</i>”.

Guidance on Assessment:

- Assess as the learner identifies the incidents that led to the revelation of Surat Al-Falaq correctly
- Observe and assess as the learner relates the incidents to daily life.

Sample activity: Sharing lessons learnt from the story

Hints for the teacher:

- i) *The prophet was bewitched by Labid Bin A-Aswam*
 - His hair was put in a knot (II knots)
 - He experienced general body weakness
 - ALLAH healed him.
- ii) *113: 5 “Wa min-sharri haasidin izhaa hasad ” “And from the evil of the envier when he envies”*

Lesson 3: More practice on Surat Al-Falaq (Revision)

Reference: Holy Qur'an, Islamic website

Key message	Competences
I can read Surat Al-Falaq.	The learner: <ul style="list-style-type: none"> reads/signs Surat Al-Falaq correctly recites/signs Surat Al-Falaq correctly memorizes/signs Surat Al-Falaq correctly

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> audibility, confidence accuracy, articulation verbal and non- verbal expression 	<ul style="list-style-type: none"> appreciation patience

Instructional Strategies: Recitation, memorization

Instructional resources: Holy Qur'an, charts showing Surat Al-Falaq

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> Ask learners to recite Surat Al-Falaq Guide learners to memorize Surat Al-Falaq correctly Guide learners to re-arrange the flash cards of Surat Al-Falaq Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Recite Surat Al-Falaq as a class Memorize Surat Al-Falaq correctly Re-arrange the flash cards of Surat Al-Falaq in the correct order and read Recite/sign and discuss the meaning of the key message "<i>I can read Surat Al-Falaq</i>"

Guidance on Assessment:

- Assess as the learner re-arranges the flash cards of Surat Al-Falaq in the correct order
- Assess as the learner recites/signs Surat Al-Falaq with correct articulation of words.

Hints for the teacher:

- Give learners opportunity to read from Yassaruna, Arabic Alphabet.
- 113:5 "Wa min-sharri haasidin izhaa hasad" "And from the evil of the envier when he envies".

WEEK FOUR

THEME 2: TAWHID (FAITH)

Sub-theme: Angels of Allah

Learning outcome: The learner knows and appreciates the most important Angels of Allah and their usefulness in his/her daily life.

Lesson 1: Understanding of Allah’s Angels.

Reference: Holy Qur’an, Translated Qur’an, Textbook of Islam by MA Qurashy, Islamic website

Key message	Competences
I believe in Allah’s Angels.	The learner: <ul style="list-style-type: none"> Explains/signs what Angels are. Identifies the features of Angels.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Audibility, fluency Articulation Verbal and non- verbal expression 	<ul style="list-style-type: none"> appreciation respect love
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Responding to questions appropriately 	

Instructional Strategies: Recitation, guided discussion, storytelling

Instructional resources: Holy Qur’an, Translated Qur’an

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Tell/sign a short story about Angels • Guide learners to give features of angels correctly through guided discovery • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Listen to/observe the story and say what they learn • Identify the features of Angels correctly • Recite/sign and discuss the meaning of the key message <i>"I believe in ALLAH's Angels."</i>

Guidance on Assessment:

- Assess as the learner gives the correct meaning of angels
- Listen and assess as the learner identifies the features of Angels correctly.

Sample activity: Identifying the feature of Angels.

Hint for the teacher

- Q (97:4) *"Therein descends the Angels and the Ruh (Jibril) by ALLAH's permission with all decrees"*.
- *Emphasize the key message*

Lesson 2: Names of the First Five Angels of Allah

Reference: Holy Qur'an, Translated Qur'an, Textbook of Islam by MA Quraish Book 2

Key message	Competences
I know the first five Angels of Allah.	The learner: <ul style="list-style-type: none"> • Talks/signs features of Angels. • Names/signs the first five Angels of Allah

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • audibility • articulation • meaningfulness 	<ul style="list-style-type: none"> • appreciation • respect • obedience

Life Skills	Indicators	Values
	<ul style="list-style-type: none"> • verbal and non-verbal expression 	<ul style="list-style-type: none"> • love
<ul style="list-style-type: none"> • Creative thinking 	<ul style="list-style-type: none"> • Logical reasoning 	

Strategies: guided discovery, guided discussion, storytelling

Instructional resources: Holy Qur'an, Translated Qur'an, flash cards with names of Angels

Teacher's Activities:	Learner's Activities
<ul style="list-style-type: none"> • Ask learners to give the features of Angels • Tell/sign a story from the Qur'an about the first five Angels of Allah • Ask learners to name/sign the names of Angels they heard in the story • Display the flash cards showing the names of the first five Angels and guide learners to name/sign them • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Give the correct features of the Angels • Listen the story and tell what they learn • Name/sign names of the Angels learnt from the story • Observe and name/sign the names of the first five Angels correctly • Recite/sign and discuss the meaning of the key message "<i>I know the first five Angels of Allah</i>".

Guidance on Assessment:

- Assess as the learner identifies the first five angels of Allah correctly
- Listen and assess as the learner relates the five angels to daily life experiences.

Sample activity: Identifying the first five angels of Allah

Hints for the teacher:

- *The first five Angels: Jibril (Gabriel), Mikael (Michael), Israfil, Izrail, Malik*
- Q. 97:4 “There in descends the Angels and the Ruh (Jibril) by ALLAH’s permission with all decrees.”

Lesson 3: Names of the other five Angels of Allah

Reference: Holy Qur’an, Translated Qur’an, Textbook of Islam by MA Qurashy Book 2

Key message	Competences
I know the remaining five Angels of Allah.	The learner: <ul style="list-style-type: none"> • reads/signs the name of the five remaining Angels of Allah correctly • names/signs the name of the five remaining Angels correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • fluency • audibility • articulation • Meaningfulness • Logical flow of ideas 	<ul style="list-style-type: none"> • appreciation • respect • obedience • love
<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> • Self identification • Talking about one’s potential, feelings and emotions • Making choices 	

Instructional Strategies: guided discovery, storytelling, recitation, guided discussion

Instructional resources: Holy Qur’an, CD with a song about the Angels, flash cards showing names of the remaining five angels of Allah

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Sing/sign a song or play a CD with a song related to the ten angels of ALLAH • Display flash cards having the names of the remaining five Angels of ALLAH • Guide learners to read/sign the names the five remaining Angels of ALLAH • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Listen to/observe the song sang/signed by the teacher about the ten angels of ALLAH • Name the five remaining angels written on the flash cards. • Read/sign the names of the five remaining angels of Allah correctly • Recite/sign and discuss the meaning of the key message <i>"I know the remaining five Angels of Allah".</i>

Guidance on Assessment:

- Observe and assess as the learner re-arranges the flash cards of the names of the five remaining Angels of ALLAH correctly

Sample activity: Naming the angels of Allah

Hints for the teacher:

- *The other five remaining angels: Munkar, Nakiir, Raqiibu, Atiidu, Ridhi-waani*
- *The teacher may use signs to demonstrate the angels. This is to cater for SNEs*
- *Q 97:4 "Therein descends the Angels and the Ruh (Jibril) by ALLAH's permission with all decrees"*
- *Make flash cards of the names of the 5 remaining angels*
- *Compose a song related to the ten angels of ALLAH*
- *NB: There are also other angels of ALLAH*

WEEK FIVE

Lesson 1: Characteristics of Angels

Reference: Religious Education by Umar Juma Nsereko Page 20-21, Holy Qur'an Chapter 97:4 (Translated)

Key message	Competences
Angels protect me.	The learner: <ul style="list-style-type: none"> • Tells/signs the nature of angels. • Talks about/signs the characteristics of angels.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • audibility, fluency • articulation, confidence • verbal and non-verbal expression 	<ul style="list-style-type: none"> • respect • appreciation • love • acceptance
<ul style="list-style-type: none"> • Interpersonal relationship 	<ul style="list-style-type: none"> • Interacting freely with others 	

Instructional Strategies: Guided discovery, storytelling and guided discussion

Instructional resources: A chart showing characteristics of Angels, Translated Qur'an

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Narrate/sign a short story about Angels that visited Abraham • Guide learners to describe/sign the nature of Angels • Guide learners to describe/sign the characteristics of Angels through guided discussion 	<ul style="list-style-type: none"> • Listen to/observe the story, ask and answer questions • Describe/sign the nature of Angels • Describe/sign the characteristics of Angels

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Ask learners to tell/sign the way characteristics of Angels are different from those of people • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Tells/signs the way the characteristics of Angels are different from those of people • Recite/sign and discuss the meaning of the key message "<i>Angels protect me</i>".

Guidance on Assessment:

- Listen and assess as the learner explains/signs the nature of Angels correctly
- Assess as the learner gives the characteristics of Angels correctly

Sample activity: Narrate a story about angels who visited Ibrahim as they were going to punish the people of Lutu. (ADH-DHARIYAAT 51:24-28)

One day, there came three Angels to Prophet Ibrahim (Upon Him Peace and Blessings) in a human form (men). When they arrived, they greeted Ibrahim and he greeted them too. He gave them a seat and went to the back of his house to slaughter a calf for his visitors. He had not yet noticed that they were Angels from Allah. As he brought the food, they told him, "We do not eat". He then realized that they were not human beings.

Hints for the Teacher:

- *3 Angels visited Prophet Ibrahim*
- *Ibrahim sacrificed a calf for them*
- *Angels did not eat*
- *They told him that angels do not eat.*
- *Q (82:10) "Wa inna alaikum lahaafidhwiin" "But verily over you (are appointed Angels in charge of mankind) to watch you".*

Nature of Angels i.e. being spiritual/heavenly beings and having different functions

Characteristics of Angels

- They lack bodily desires
- They are never get tired

- They do not eat/drink
- They have no anger
- They are obedient to God
- They are pure

Lesson 2: Duties of the First Five angels of Allah (Jibril, Raqiib, Atiidu Mikael, Izrail)

Reference: Islamic Religious Education for Primary Book 1 by Umar Juma Nsereko Page 20-21, Translated Qur'an (50:18-20, 82:11-12, 66:6, 35:1).

Key message	Competences
Angels protect me.	The learner: <ul style="list-style-type: none"> • Names/signs the first five Angels of Allah • Mentions/signs duties of the first five angels

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Audibility, fluency • confidence • Logical flow of ideas • verbal and non- verbal expression 	<ul style="list-style-type: none"> • Appreciation • Sharing
<ul style="list-style-type: none"> • Creative thinking 	<ul style="list-style-type: none"> • Logical reasoning 	

Instructional Strategies: Recitation, guided discovery,

Instructional resources: A chart showing names and duties of Angels

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Sing/sign a song about Angels • Guide learners to name/sign Angels mentioned in the song. • Share with the learners the duties of the Angels • Guide learners to match the Angels to their duties • Discuss/sign with learners the relationship of Angels to their daily life through guided discovery • Let the learners recite/sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Sing/sign the song about Angels • Name/braille Angels mentioned in the song • Mention/sign the duties of Angels correctly • Match Angels and their duties correctly • Mention/sign the relationship of Angels to their daily life • Recite/sign and discuss the meaning of the key message "Angels protect me"

Guidance on Assessment:

- Observe and assess as the learner mentions/signs the duties of different Angels correctly
- Observe and assess as the learner matches the angels to their duties correctly
- Assess as the learner appreciates the Angels for protecting him/her

Sample activity: Matching Angels to their duties

Hints for the Teacher:

- Identify a song related to the Angels before the lesson
- Angels and their duties
 1. *Jibril – carries messages from ALLAH to the Prophet*
 2. *Raqiib – Records good deeds*
 3. *Atiidu – Records bad deeds*
 4. *Mikael – In charge of rain*
 5. *Izrail – (Malaku – Mawuti) In charge of death*

Q (82:10) "But verily over you (are appointed Angels in charge of mankind) to watch you".

Lesson 3: Duties of other five Angels of Allah (Munkar Nakiir, Israfiil, Ridhiwaan, Maaliku)

Reference: Islamic Religious Education for Primary Book 1 by Umar Juma Nsereko Page 20-21, Translated Qur'an (74:31, 39:71, 69:17).

Key message	Competences
Angels protect me.	The learner: <ul style="list-style-type: none"> Names/signs the names of the other five Angels of Allah Mentions/signs duties of other five Angels of Allah

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Audibility, fluency confidence Logical flow of ideas verbal and non-verbal expression 	<ul style="list-style-type: none"> Appreciation Sharing
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Logical reasoning 	

Instructional Strategies: Recitation, guided discovery,

Instructional resources: A chart showing names and duties of Angels

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> Sing/sign a song about Angels Guide learners to name/braille Angels mentioned in the song. Share with the learners the duties of the Angels Guide learners to match the Angels to their duties Discuss/sign with learners the relationship of Angels to their daily life through guided discovery 	<ul style="list-style-type: none"> Sing/sign the song about Angels Name/braille angels mentioned in the song Mention/sign the duties of Angels correctly Match Angels and their duties correctly Mention/sign the relationship of Angels to their daily life.

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Recite/sign and discuss the meaning of the key message "Angels protect me"

Guidance on Assessment:

- Observe and assess as the learner mentions/signs the duties of different Angels correctly
- Observe and assess as the learner matches the Angels to their duties correctly
- Assess as the learner appreciates the Angels for protecting him/her

Sample activity: Matching Angels to their duties

Hints for the Teacher:

- Identify a song related to the Angels before the lesson
- Angels and their duties
 - Munkar – In charge of questions in the grave
 - Nakiir – In charge of questions in the grave
 - Israfiil – Blowing the trumpet
 - Ridhiwaan – Guarding paradise (Janah)
 - Maaliku – Guarding the fire / Hell



**Both are angles
of the grave.**

We have mentioned only 10 angels to the learners; however, there are many others, according to the Qur'an: Guarding/protecting, carrying / lifting ALLAH's throne, worshipping ALLAH and guarding heaven Angles among others.

Q (82:10) "But verily over you (are appointed Angels in charge of mankind) to watch you".

WEEK SIX

THEME 3: FIQH (PRACTICES)

Sub-theme: Prayer/Swalat

Learning outcome: The learner understands and appreciates the need to perform swalat and identifies the different times it is done.

Lesson 1: Revision of ablution

Reference: Holy Qur'an

Key message	Competences
I can get ablution.	The learner: <ul style="list-style-type: none"> • Performs ablution correctly • Says/signs the dua after ablution.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, confidence • verbal and non-verbal expression 	<ul style="list-style-type: none"> • sharing • patience • obedience • privacy • respect
<ul style="list-style-type: none"> • Decision-making 	<ul style="list-style-type: none"> • Acceptance, making choice 	
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Responding to questions appropriately • Giving reasons for actions taken 	

Instructional Strategies: Demonstration, guided discussion.

Instructional resources: Water, small jerrycans

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Ask learners to tell/sign what they know on how to perform ablution • Guide learners to name/sign the main parts washed during ablution • Demonstrate to learners how to perform ablution-using water. • Lead learners in saying/signing a dua after ablution • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Share questions in relation to performing ablution • Identify /sign the main parts washed • Follow the teacher's guidance on how ablution isperformed correctly • Practise performing ablution with water correctly • Say/sign a dua after ablution correctly • Recite/sign and discuss the meaning of the key message <i>"I can get ablution"</i>

Guidance on Assessment:

- Assess as the learner names/signs the right main parts washed during ablution
- Observe and assess as the learner says/signs the Dua after ablution with confidence.

Sample activity: Practising performing ablution

Hints for the Teacher:

- *Ablution: is cleaning some body parts using water in preparation for Swalat.*
- *Let the learners practice the activity of ablution as you continue teaching about it and prayers.*
- *Chapter 5:6 "Oh you, who believe, when you rise to pray, wash your faces and your hands up to the elbows and your heads and your feet up to the ankles".*

Lesson 2: Meaning of Swalat (prayer)

Reference: Holy Qur'an, Translated Qur'an, Textbook of Islam by MA Quraish

Key message	Competences
I know the meaning of Swalat.	The learner: <ul style="list-style-type: none"> • Tells/signs the meaning of Swalat (Prayer) • Pronounces/signs the word Swalat correctly • Gives/signs the examples of Swalat

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, audibility • Logical flow of ideas, verbal and non- verbal 	<ul style="list-style-type: none"> • appreciation • cooperation • responsibility
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Responding to questions appropriately 	

Instructional Strategies: Guided discussion, brain storming

Instructional resources: Small jerrycans, water

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Ask learners to share what they understand by swalat through brainstorming • Share with learners the meaning of Swalat • Guide learners to pronounce/sign the word Swalat • Guide learners to give/sign examples of Swalat through guided discussion 	<ul style="list-style-type: none"> • Share their understanding of swalat • Explain the meaning of Swalat. • Pronounce/sign correctly the word Swalat • Give/sign the examples of Swalat <ol style="list-style-type: none"> (i) Obligatory Swalat (ii) Optional Swalat

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Let the learners recite/sign and discuss the meaning of the key message. 	Recite/sign and discuss the meaning of the key message " <i>I know the meaning of Swalat</i> ".

Guidance on Assessment:

- Assess as the learner explains/signs the meaning of swalat correctly
- Assess as the learner identifies/signs examples of swalat appropriately.

Sample activity: Identifying/signing examples of swalat

Hints for the Teacher:

- Types of Swalat are: Obligatory prayer (Swalat) and Optional prayer (Swalat)
- Chapter 5:6 "*Oh you, who believe, when you rise to pray, wash your faces and your hands up to the elbows and your heads and your feet up to the ankles*".

Lesson 3: The names of the five obligatory prayers

Reference: Holy Qur'an, Translated Qur'an, Textbook of Islam by MA Quraish Book 2

Key message	Competences
"I know the five obligatory prayers".	The learner: <ul style="list-style-type: none"> Tells/signs the meaning of the word obligatory prayer Mentions/signs the five obligatory prayers Pronounces/signs words of the obligatory prayers correctly

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> fluency, audibility, confidence 	<ul style="list-style-type: none"> respect sharing

Life Skills	Indicators	Values
	<ul style="list-style-type: none"> • Logical flow of ideas, verbal and non-verbal 	<ul style="list-style-type: none"> • cooperation • honesty • obedient
<ul style="list-style-type: none"> • Interpersonal relationship 	<ul style="list-style-type: none"> • Working together 	
<ul style="list-style-type: none"> • Problem-solving 	<ul style="list-style-type: none"> • Making choice 	

Instructional Strategies: Guided discussion, recitation

Instructional resources: Holy Qur'an

Teacher's Activities:	Learner's Activities
<ul style="list-style-type: none"> • Ask to learners to tell/sign the meaning of Swalat (prayers) • Guide learners to give/sign the examples of obligatory prayers (Swalat) as in the Holy Qur'an • Ask learners to name/sign the five obligatory prayers • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Mention/sign the meaning of Swalat (prayers) • Give/sign the examples of obligatory prayers • Name/sign the five obligatory prayers correctly • Recite/sign and discuss the meaning of the key message "<i>I know the five obligatory prayers</i>".

Guidance on Assessment:

- Assess as the learner names/signs the five obligatory prayers.

Sample activity: Naming the five obligatory prayers.

Hints for the Teacher:

- *Let learners re-arranging jumbled syllables to form names of the five prayers if you still have time*
- *Let learners know that, there are five obligatory prayers but Swalat Juma replaces Swalat Dhuhuri on Friday.*

Chapter 5: “Oh you, who believe when you rise to pray, wash your faces and your hands up to the elbows and your heads and your feet up to the ankles”.

WEEK SEVEN

Lesson 1: Time of each obligatory prayer

Reference: Holy Qur'an, Translated Qur'an, Hadiith books, Islamic website, Textbook of Islam by MA Quraishy Page 74 and Islamic Religious Education for Primary by Juma Nsereko

Key message	Competences
I should pray in time.	The learner: <ul style="list-style-type: none"> • Names/signs the obligatory prayer correctly • Tells/signs the time of each obligatory prayer

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, accuracy • Logical flow of ideas • Meaningfulness • verbal and non-verbal expression 	<ul style="list-style-type: none"> • concern • Appreciation • Obedience

Instructional Strategies: Think-pair-share, brainstorming, recitation

Instructional resources: Holy Qur'an, flash cards illustrating obligatory prayers and the times they are performed

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Sing/sign a song related to the time of each obligatory prayer • Guide learners to identify the time for each obligatory prayer • Guide learners to match a prayer with its time through demonstration 	<ul style="list-style-type: none"> • Sing/sign the song related to obligatory prayers with the teacher • Say/sign the time for each obligatory prayer through think-pair-share • In groups they match prayers with the times they are performed • Say/sign what you are going to do to participate in obligatory prayers

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to tell/sign how they are going to participate in obligatory prayers. • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite/sign and discuss the meaning of the key message "<i>I should pray in time</i>".

Guidance on Assessment:

- Observe and assess as the learner matches a prayer with its time
- Listen and assess as the learner tells what he/she is going to do to participate in obligatory prayers.

Sample activity: Matching obligatory prayers to the times they are performed

Hints for the Teacher:

- **Time for each prayer:**

PRAYER	TIME
<i>Subuhi</i>	6:00am (changes accordingly)
<i>Dhuhurii</i>	1:00pm
<i>Aswir</i>	4:00pm
<i>Magharib</i>	7:00pm (changes accordingly)
<i>Isha-i</i>	8:00pm

- Chapter 4:103 "Verily, Asswalat (prayer) is enjoined on the believers at fixed/stated times".

Lesson 2: Types of Prayers (Swalat)

Reference: Holy Qur'an, Translated Qur'an, Textbook of Islam by MA Quraishy, Hadiith books (Ruyadh Swahhiina)

Key message	Competences
I should take part in prayers.	The learner: <ul style="list-style-type: none"> • reads/signs the word prayer (Swalat) correctly. • Identifies the types of prayers

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, confidence, articulation, Meaningfulness accuracy, verbal and non-verbal expression 	<ul style="list-style-type: none"> • Appreciation • respect
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Taking decision 	

Instructional Strategies: Guided discovery, think-pair-share, recitation.

Instructional resources: Holy Qur'an, Translated Qur'an, flash cards showing types of swalat

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide the learners to sing/sign a song related to Swalat • Display flash cards having types of prayer (Swalat). • Guide learners to share lessons learnt about each prayer • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Sing/sign a song with the teacher. • Identify types of prayers from the chart through guided discovery • Share lessons learnt about the prayers through think-pair-share • Recite/sign and discuss the meaning of the key message <i>"I should take part in prayers".</i>

Guidance on Assessment:

- Assess as the learner identifies types of prayer from flash cards
- Assess as the learners shares lessons learn about the prayers.

Sample activity: Identifying types of prayer from flash cards

Hints for the Teacher:

- *Types of prayers (Swalat)*
 1. *Faradha (compulsory) prayers*
 2. *Sunna (optional) prayers*
- Chapter 4:103 “Verily, Asswalat (prayer) is enjoined on the believers at fixed/stated times”.

Lesson 3: Obligatory Prayers (Faradha)

Reference: Holy Qur’an, Translated Qur’an and Textbook of Islam by MA Quraishy

Key message	Competences
I can perform the obligatory prayers	The learner: <ul style="list-style-type: none"> • Explains the word obligatory (Faradha) correctly • Mentions/signs the names of the 5 daily obligatory/Faradha prayers.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Accuracy, audibility • Fluency, articulation 	<ul style="list-style-type: none"> • Appreciation • Responsibility
<ul style="list-style-type: none"> • Decision-making 	<ul style="list-style-type: none"> • Acceptance 	

Instructional Strategies: Roleplay, think-pair-share, recitation

Instructional resources: Holy Qur’an

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> ● Start with a song related to the five daily prayers ● Guide learners to mention/sign the name of each daily obligatory prayer ● Guide learners to role-play an Imam leading Muslims in a prayer ● Relate the five daily prayers to daily life ● Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> ● Sing/sign with the teacher a song related to five daily prayers ● Identify the five daily obligatory prayers correctly through think-pair-share. ● Role play the Imam leading Muslims in a prayer ● Relate five daily prayers to daily life. ● Recite/sign and discuss the meaning of the key message “I can perform the obligatory prayers”.

Guidance on Assessment:

- Assess as the learner tells when each of the prayer is said correctly
- Listen and assess as the learner suggest what he/she is going to do to always participate in the five obligatory prayers.

Sample activity: Roleplaying saying the five obligatory prayers.

Hints for the Teacher:

Five daily obligatory (Faradha) prayers

1. *Subuhi*
2. *Dhuhurii*
3. *Aswir*
4. *Maghribi*
5. *Isha*

Chapter 4:103 “Verily, Asswalat (prayer) is enjoined on the believers at fixed/stated times”.

WEEK EIGHT

Lesson 1: Optional prayers (Sunna)

Reference: Holy Qur'an chapter 17:79, Translated Qur'an and Islamic Religious education for Primary School by Umar Juma Nsereko Book 1

Key message	Competences
When I perform Sunna, I get more rewards from Allah	The learner: <ul style="list-style-type: none"> • Tells/signs the meaning of optional prayers. • Gives/signs examples of optional prayers. • Mentions/signs the importance of optional prayers. • Participates in optional prayers.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Interpersonal relationships 	<ul style="list-style-type: none"> • Forgiving others • Interacting freely with others • Caring for others 	<ul style="list-style-type: none"> • Respect • Love • appreciation
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, audibility, confidence • verbal and non-verbal expression 	

Instructional Strategies: Guided discussion, recitation

Instructional resources: Holy Qur'an, a chart showing optional prayers

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Display a chart showing different optional prayers and rakas/units • Guide learners to identify/sign the periods of optional prayers 	<ul style="list-style-type: none"> • Observe and identify different optional prayers and their units from the chart • Identify/sign periods when optional prayers are performed through guided discussion

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Discuss with learners the value of optional prayers in their daily life experience • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Mention/sign the value of optional prayers in their daily life • Recite/sign and discuss the meaning of the key message “<i>When I perform Sunna, I get more rewards from Allah</i>”.

Guidance on Assessment:

- Observe and assess as the learner identifies optional prayers correctly
- Assess as the learner tells when optional prayers are performed
- Listen and assess as the learner suggests what he/she is going to do to participate in optional prayers.

Sample activity: Identifying optional prayers and when they are performed

Hints for the teacher:

1. *There are two types of optional prayers*
 - (a) *Sunnatu al-mu-aqqadah (strict optional)*
 - (b) *Sunnatu ghayiri al-mu-aqqadah (Non strict sunnah)*
2. *Strict sunna (optional)*
 - (a) *The two Iddi prayers (Iddil Fitr and Iddi Adhuha)*
 - (b) *Performing two rakas before Swalat Fajri (Subuhi)*
 - (c) *Swalatul Witri (after Swalatul Isha)*
 - (d) *Night prayers during Ramadhan (Tarawehe)*
 - (e) *Night prayers (Tahajud)*
3. *Non-strict Sunna*
 - (a) *2 rakas before subuhi*
 - (b) *2 rakas before dhuhuri*
 - (c) *2 rakas after dhuhuri*
 - (d) *2 rakas after Magharib*
 - (e) *2 rakas before Isha*

4. Importance of sunna (optional) prayer

(a) To fill up the mistakes made during obligatory prayers

(b) To get additional rewards / blessings

Q (17:79) “And in some parts of the night, offer the prayer with it (Qur’an) as an additional worship for you ...”

Lesson 2: Importance of Swalat (prayers)

Reference: Holy Qur’an (2:153, 29:45, 23:9-11), Translated Qur’an, Islamic Religious education for Primary School by Umar Juma Nsereko, Deenyat for Primary Madrassas Book 1.

Key message	Competences
Swalat controls me from committing sins.	The learner: <ul style="list-style-type: none"> • Mentions/signs the importance of Swalat • Tells/signs how Swalat influences our daily life

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Logical flow of ideas • Confidence • Verbal and non-verbal expression 	<ul style="list-style-type: none"> • Respect • Unity • Kindness • Appreciation

Instructional Strategies: Recitation, guided discovery, brainstorming, guided discussion.

Instructional resources: Qur’an

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to say/sign a prayer (Swalat) • Guide learners through brainstorming to give the importance of Swalat • Guide learners to relate the importance of Swalat to their daily life • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Say/sign a prayer • Give/sign the importance of prayer (Swalat) correctly • Relate the importance of Swalat to daily life • Recite/sign and discuss the meaning of the key message “<i>Swalat controls me from committing sins</i>”.

Guidance on Assessment:

- Listen and assess as the learner mentions the importance of Swalat correctly
- Listen and assess as the learner tells what Swalat does in his/her daily life.

Sample activity: Write/braille the importance of Swalat.

Hints for the teacher:

Importance of Swalat/prayer

- (a) *It's a sign of obedience to Allah*
- (b) *Helps us to get forgiveness from Allah*
- (c) *Helps us to get rewards/blessings from Allah*
- (d) *We are made to go to paradise*

Influence of Swalat on our daily life

- (a) *Promotes unity among people*
- (b) *Promotes kindness*
- (c) *Promotes mercy*
- (d) *Brings respect among people*
- (e) *Makes one disciplined*

Q (17:79) “And in some parts of the night, offer the prayer with it (Qur’an) as an additional worship for you ...”

Lesson 3: Performing Prayer (prayer)

Reference: Holy Qur'an (2:43, 96:19), Textbook of Islam Book 2 page 85 Deenyat for Primary Madrassas

Key message	Competences
I should perform Swalat.	The learner: <ul style="list-style-type: none"> • Demonstrates how swalat is performed. • Mentions/signs the pillars of swalat.

Key message: I should perform Swalat.

Competences: The learner:

- Demonstrates how swalat is performed.
- Mentions/signs the pillars of swalat.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, audibility • Meaningfulness 	<ul style="list-style-type: none"> • appreciation • endurance • love, joy
<ul style="list-style-type: none"> • Creative thinking 	<ul style="list-style-type: none"> • Logical reasoning 	

Instructional Strategies: demonstration, roleplay, observation, recitation, guided discovery

Instructional resources: A chart showing people praying, Islamic CDs showing steps in Swalat

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Display a chart showing pictures of a complete sequence of Swalat/play a CD of a complete sequence of Swalat • Guide learners to perform the sequence of Swalat as presented on a CD/on the chart through demonstration • Guide learners to identify the pillars of optional swalat through guided discovery 	<ul style="list-style-type: none"> • Observe a chart/Listen to/observe the CD showing the sequence of Swalat • Perform the steps of Swalat correctly through roleplay • Name the pillars of optional swalat • Share what they are going to do to continue performing swalat

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> ● Guide learners to share what they are going to continue performing swalat ● Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> ● Recite/sign and discuss the meaning of the key message <i>"I should perform Swalat".</i>

Guidance on Assessment:

- Observe and assess as the learner demonstrates performing Swalat
- Assess as the learner suggests what he/she is going to do the continue performing Swalat.

Sample activity: Demonstrating the two raka Swalat without saying words.

Hints for the teacher:

1. *Pillars of Swalat*
 - (a) *Takbiratul Ithram – Opening Takbirah*
 - (b) *Reciting Suratul fatiha*
 - (c) *Ruku (bowing)*
 - (d) *Itidal – Raising upright from bowing*
 - (e) *Sujuud – Prostrating*
 - (f) *Settling at all points*
 - (g) *Sitting between the two prostrations*
 - (h) *Reciting Tashahudu “Attahiyatu”*
 - (i) *Making Salaam*
2. *Pillars of prayers are the same for both obligatory and optional prayers.*
3. *Q (17:79) “And in some parts of the night, offer the prayer with it (Qur’an) as an additional prayer for you ...”*

WEEK NINE

THEME 4: MORAL AND SPIRITUAL TEACHINGS

Sub-theme: Moral practices

Learning outcome: The learner understands and performs the good practices of Islam and appreciates their relevance to general morality.

Lesson 1: Sharing

Reference: Holy Qur'an, Translated Qur'an

Key message	Competences
Allah loves me when I share with others.	The learner: <ul style="list-style-type: none"> • Tells the importance of sharing • Shares with others

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Interpersonal relationship 	<ul style="list-style-type: none"> • Interacting freely with others, sharing with others 	<ul style="list-style-type: none"> • responsibility • togetherness • sharing
<ul style="list-style-type: none"> • Decision-making 	<ul style="list-style-type: none"> • Accepting others • Ask questions 	
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, audibility, articulation 	

Instructional Strategies: Guided discussion, storytelling, brainstorming, recitation

Instructional resources: Holy Qur'an, Translated Qur'an and a chart showing items which can be shared.

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Ask learners to give/sign their own experience about sharing through brainstorming • Tell/sign a story showing the love of Allah on people who share with others (3:92, 4:36) which talks about “sharing with others” • Guide learners to give/sign the importance of sharing • Guide learners to name/sign items that can be shared • Guide learners to share what they have • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Give/sign their own experience about sharing • Listen to/observe the story from the Holy Qur’an 3:92, 4:36 and share lessons learnt • Give/sign the importance of sharing through guided discussion • Identify items which can be shared • Share with others what you have. • Recite/sign and discuss the meaning of the key message <i>“Allah loves me when I share with others”.</i>

Guidance on Assessment:

- Listen and assess as the learner tells the importance of sharing correctly
- Observe and assess as the learner shares what he/she has with others
- Listen and assess as the learner shares Lesson learnt about sharing.

Sample activity: Sharing what they have with others in class.

Hint for the Teacher:

Learners do not have to share expensive items. It could be real objects e.g. mangoes, cakes, sugarcane.

- *Importance of sharing*
 - (a) *Reduces suffering*
 - (b) *Shows respect for others*

- (c) Builds Muslim brotherhood
- (d) Promotes friendship
- (e) Fulfillment of the four pillars of Islam

- Q (3:92) “By no means shall you attain piety (good) unless you spend of that which you love, and whatever of the good you spend, Allah knows it well”.

Lesson 2: Politeness

Reference: Holy Qur’an, Translated Qur’an

Key message	Competences
I should be polite to others.	The learner: <ul style="list-style-type: none"> • Gives/signs examples of when they need to show politeness. • States/signs the benefits of being polite. • Shows politeness to others.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Negotiation 	<ul style="list-style-type: none"> • Persuasive language • Temper control • Responding appropriately • Apologizing • Requesting, thanking 	<ul style="list-style-type: none"> • Obedience • respect • cooperation

Instructional Strategies: guided discussion, guided discovery, recitation

Instructional resources: Holy Qur’an,

Teacher's Activities:	Learner's Activities
<ul style="list-style-type: none"> • Tell/sign a story of a child who was polite to his/her parents and the parents were proud of him/her • Guide learners to identify situations that they need to show politeness. • Through guided discovery, let learners discuss the benefits of "Politeness" • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Listen to/observe the story and tell/sign what was learn • Give situations where they need to show politeness through guided discussion • Give/sign the benefits of politeness • Recite/sign and discuss the meaning of the key message "<i>I should be polite to others</i>".

Guidance on Assessment:

- Assess clarity as the learner gives situations where he/she needs to be polite
- Assess as the learner give the benefits of politeness
- Observe and assess the learner with focus on politeness as he/she relates with other.

Sample activity: Identifying situations when to show politeness.

Hint for the Teacher:

- Some of the benefits of politeness
 - (a) *One avoids punishments*
 - (b) *One is loved by elders*
 - (c) *It promotes cooperation*
 - (d) *Promotes love and unity*
- Q (3:92) "*By no means shall you attain piety (good) unless you spend of that which you love*".

Lesson 3: Truthfulness

Reference: Holy Qur'an and Translated Qur'an

Key message	Competences
I believe in the truthfulness of Allah.	The learner: <ul style="list-style-type: none"> • Explains/ signs the meaning of truthfulness. • Identifies/signs the importance of truthfulness. • Reflects truthfulness.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Interpersonal relationship 	<ul style="list-style-type: none"> • Know how to be with different people 	<ul style="list-style-type: none"> • trustworthiness • obedience • honest
<ul style="list-style-type: none"> • Peer resistance 	<ul style="list-style-type: none"> • Standing for one's values and beliefs • Defending one's decision 	
<ul style="list-style-type: none"> • Non-violent, conflict resolution 	<ul style="list-style-type: none"> • Resolving issues without fighting • Use appropriate language 	

Instructional Strategies: recitation, demonstration, guided discussion, think-pair-share

Instructional resources: Hadith books

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to share their own experiences about truthfulness • Read/sign the hadith related to truthfulness and read/sign through demonstration 	<ul style="list-style-type: none"> • Share own experiences about truthfulness through think-pair-share • Listen and read/sign the hadith after the teacher • Identify the importance of truthfulness • Give/sign situations that require truthfulness through think-pair-share

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Share with the learners the importance of truthfulness through guided discussion • Guide learners to identify/sign situations which require truthfulness • Guide learners to share what they will do to be truthful • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Share what they are going to do to remain truthful • Recite/sign and discuss the meaning of the key message “<i>I believe in the truthfulness of Allah</i>”.

Guidance on Assessment:

- Assess as the learner says/signs the hadith related to truthfulness correctly
- Listen and assess as the learner gives at least one importance of truthfulness
- Listen and assess as the learner suggests what he/she is going to do to show truthfulness.

Sample activity: Practise the hadith on truthfulness

Hint for the Teacher:

- **Hadith related to truthfulness**

*Qaala rasulullahi, swalla Llahu alaihi wasallama,
 lyyaakum wal-kadhibi, fa innal-khadhibi yahadii
 ilal-fujuuri wa innal-fujuuri yahadi ila-nnaari”*

Meaning: *The messenger of Allah, Peace Be Upon Him said; Avoid telling lies, because telling lies leads to sinning and sinning leads to hell fire.*

Qn (3: 92) “By no means shall you attain piety (good) unless you spend on that which you love ...”

N.B Hadith is a noun, at the beginning of a sentence it should be capital and in the middle or at the end should be small.

WEEK TEN

Lesson 1: Kindness

Reference: Holy Qur'an, Translated Qur'an, Hadith Book (Riyadhi Swahihina), Text of Islam by MA Quraishy, Islamic website

Key message	Competences
I should be kind to others.	The learner: <ul style="list-style-type: none"> Explains the meaning of kindness (Rahmah) correctly. Gives the importance of being kind (Rahmah). Shows kindness to others.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, audibility confidence, verbal and non-verbal expression 	<ul style="list-style-type: none"> Cooperating with other people Sharing with others Showing concern to others
<ul style="list-style-type: none"> Interpersonal relationship 	<ul style="list-style-type: none"> Interacting freely with others Caring for others Sharing with others 	

Instructional Strategies: Recitation, guided discussion, brain storming, think-pair-share

Instructional resources: A chart showing a man giving a dog water at the well.

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Tell a story related to kindness and ask learners to share lessons from the story 	<ul style="list-style-type: none"> Share lessons they learn from the story related to kindness

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> ● Guide learners to share their own experiences about kindness ● Share with the learners Prophet Muhammad's Hadith about kindness ● Guide learners to identify/sign ways (examples) of being kind to others from the Hadith through guided discussion ● Discuss with the learners ways (examples) of being kind to others ● Give learners a chance to suggest/sign the importance of kindness through brainstorming ● Guide learners to suggest/sign what they are going to do to remain kind to others ● Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> ● Share own experiences about kindness through think-pair-share ● Listen to/observe the teacher and say the Hadith about kindness ● Identify/sign ways (examples) of being kind to others from the Hadith. ● Share ways (examples) of being kind to other people ● Give/sign the importance of kindness ● Suggest/sign what they are going to do to remain kind ● Recite/sign and discuss the meaning of the key message <i>"I should be kind to others".</i>

Guidance on Assessment:

- Observe and assess as learners identifies ways of being kind
- Listen and assess as the learner says the Hadith about kindness
- Listen and assess as the learner explains what he/she is going to be kind to others.

Sample activity: Answering questions about the story

Hint for the Teacher:

You can use this story or tell any other relevant story

- **Story about kindness:**

“One day, a man went to the well to drink water. After drinking water, he saw a thirsty dog near the well licking the mud in search for water. He went back to the well, brought water in his shoe, and gave the dog to drink. Allah was pleased with his act and gave him paradise.”

Some of the ways of being kind to others:

- *Help our parents to fetch water*
- *Taking domestic animals to get grass/water*
- *Fetching water for the old people*
- *Giving to the needy (street kids)*
- *Visiting the sick people in hospital with food, clothes*
- *Greeting people.*

- **Hadith about kindness;**

The messenger of Allah Peace Be Upon Him, said, “The merciful people who pity others, the most merciful (Allah) has pity on them, so, pity those on earth, He (Allah) who is above the heavens, will have pity on you.”

Q. 90:17 “Then he became one of those who believed and advised one another to patience and advised one another to kindness.”

Lesson 2: The Importance of the Islamic Virtues

Reference: Holy Qur’an, Translated Qur’an, Islamic website

Key message	Competences
I should help those in need.	The learner: <ul style="list-style-type: none"> • Identifies Islamic virtues correctly. • Writes/braille Islamic virtues correctly. • Tells/signs the importance of the Islamic virtues.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Meaningfulness Logical flow of ideas Verbal and non-verbal expression 	<ul style="list-style-type: none"> sharing care love concern cooperation
<ul style="list-style-type: none"> Decision-making 	<ul style="list-style-type: none"> Ask questions 	
<ul style="list-style-type: none"> Empathy 	<ul style="list-style-type: none"> Use appropriate language 	

Instructional Strategies: Group work, recitation, guided discussion, demonstration and storytelling

Instructional resources: Hadith books, Holy Qur'an

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Tell/sign a story showing the Islamic virtues of helping the needy and ask questions Guide learners to identify/sign some of the Islamic virtues through guided discussion Guide learners to identify/sign the importance of the Islamic virtues Guide learners to demonstrate some of the Islamic virtues Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Listen to/observe the story and answer questions Identify/sign the Islamic virtues they know Give/sign the importance of Islamic virtues Demonstrate some of the Islamic virtues Recite/sign and discuss the meaning of the key message <i>"I should help those in need"</i>.

Guidance on Assessment:

- Assess as the learner identifies Islamic virtues
- Assess as the learner gives the importance of Islamic virtues
- Observe and assess as the learner practises some of the Islamic virtues.

Sample activity: Demonstrating Islamic virtues

Hint for the Teacher:

Some of the Islamic virtues:

- *sharing, appreciation, respect, unity*
- *responsible, taking care of others*
- *humanity, giving charity, cooperation*
- *trustworthiness, making friends*

Organize learners in groups to demonstrate each of the identified Islamic virtues.

Q. 90:17 “Then he became one of those who believed and advised one another to patience and advised one another to kindness.”

Lesson 3: Project work on Islamic virtues

Reference: Holy Qur’an, Translated Qur’an, Hadith book (S. Riyadhhi Swalihiina), textbook of Islam by MA Quraishy and Islamic website.

Key message	Competences
I should provide for the needy.	The learner: <ul style="list-style-type: none"> • Identifies/signs Islamic virtues. • Participates in the project. • Demonstrates care for the needy.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency • Audibility • Confidence 	<ul style="list-style-type: none"> • Cooperation • sharing • appreciation

Life Skills	Indicators	Values
	<ul style="list-style-type: none"> • Verbal and non-verbal expression 	<ul style="list-style-type: none"> • respect • unity • care
<ul style="list-style-type: none"> • Creative thinking 	<ul style="list-style-type: none"> • Logical reasoning • Finding different ways of doing things 	
<ul style="list-style-type: none"> • Friendship formation 	<ul style="list-style-type: none"> • Working in groups • Use of polite language 	

Instructional Strategies: Project method, demonstration, recitation, guided discussion.

Instructional resources: Materials like rice, soap, cooking oil, sugar, books and clothes to be given to people.

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Sing/sign with the learners a song related to Islamic virtues • Organise with the learners the materials to give out • Remind learners about the Islamic virtues and lead them to visit a selected home/place for the needy • Guide learners to pray for the needy • Guide learners to share lessons learnt • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Sing/sign a song related to Islamic virtues • Organise materials for giving out to people in need • Visit the needy and share what they have carried with them as a sign of practising Islamic virtues • Pray for the needy • Share lessons learnt • Recite/sign and discuss the meaning of the key message <p><i>"I should always provide for the needy".</i></p>

Guidance on Assessment:

- Observe and assess as the learner identifies the Islamic virtues
- Observe and assess as the learner shares with others.

Sample activity: Organize a field trip to a selected place of the needy e.g. baby's homes or a hospital. Share with them anything you have.

Hint for the Teacher:

As you organise for the visit, remind the learners about the Islamic virtues.

Inform the parents about this project so that they support the learners by giving them what to give out.

During the visit, observe and see which virtues are reflected by the learners.

Q. 90:17 “Then he became one of those who believed and advised one another to be patient and show kindness.”

WEEK ELEVEN

THEME 5: HISTORY OF ISLAM

Sub-theme: Prophet Muhammad as a model

Learning outcome: The learner understands, appreciates, and emulates the behavior of Prophet Muhammad (PBUH).

Lesson 1: The Kaaba

Reference: Holy Qur'an (3:96, 22:29, 5:97, 14:37), Deenyat for Primary Madrassas Book 1, Text of Islam by MA Quraishy Book 2

Key message	Competences
I am proud of our Kaaba.	The learner: <ul style="list-style-type: none"> • Tells/signs the meaning of Kaaba. • Mentions/signs different names of the Kaaba.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, audibility, confidence, verbal and non-verbal expression 	<ul style="list-style-type: none"> • Appreciation • Love • Respect
<ul style="list-style-type: none"> • Decision-making 	<ul style="list-style-type: none"> • Acceptance, refusal, ask questions 	

Instructional Strategies: Recitation, guided discussion, observation.

Instructional resources: A chart showing the Kaaba/Islamic CD showing the Kaaba and people on Hijja

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Sing/sign a song praising the Kaaba • Display the chart showing the Kaaba • Guide learners to tell/sign the meaning of Kaaba • Guide learners to identify/sign the different names of the Kaaba • Where possible play a CD showing the Kaaba and people on Hijja • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Sing/sign a song praising the Kaaba • Observe the Kaaba on a chart • Give/sign the meaning of a Kaaba • Give/sign the different names of the Kaaba through guided discussion • Watch a video of the kaaba and people on Hijja • Recite/sign and discuss the meaning of the key message <i>"I am proud of our Kaaba"</i>.

Guidance on Assessment:

- Assess as the learner gives the meaning of a Kaaba
- Assess as the learner names the person who built the Kaaba
- Listen and assess as the learner identifies the other names of a Kaaba.

Sample activity: Identifying other names of the Kaaba

Hint for the Teacher:

- *The Kaaba is a stone cubical building in Mecca for worshipping Allah*
- *It was built by Prophet Ibrahim and his son Ismail*
- *Other names for Kaaba are Atiiq, Haram Awal-Bayt, Baitul-Atiiq.*

Q. 3:96 *"Verily the first house of worship appointed for mankind is that at Bakkah/Mecca, full of blessing and a guidance for all people."*

Lesson 2: Location of the Kaaba

Reference: Holy Qur'an (3:96, 22:29, 5:97, 14:37), Deenyat for Primary Madrassas Book 1, Text of Islam by MA Quraishy Book 2.

Key message	Competences
I am proud of the Kaaba.	The learner: <ul style="list-style-type: none"> • Mentions/signs the location of the Kaaba. • Gives/signs reasons why the Kaaba was built in that place.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Articulation, confidence • Logical flow of ideas • Verbal and non-verbal expression 	<ul style="list-style-type: none"> • Appreciation • Love • Respect
<ul style="list-style-type: none"> • Decision-making 	<ul style="list-style-type: none"> • Acceptance • Refusal • Ask questions 	

Instructional Strategies: Recitation, guided discussion and storytelling

Instructional resources: A chart showing the position of the Kaaba, Islamic CD showing the Kaaba and people making Hijja

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Sing/sign a song praising the Kaaba • Tell/sign to the learners the story about the building of the Kaaba • Guide learners to tell/sign why the Kaaba was built in Mecca, through guided discussion 	<ul style="list-style-type: none"> • Sing/sign a song about the Kaaba. • Listen to/observe the story about the building of the Kaaba, ask, and answer questions. • Tell/sign why the Kaaba was built in Mecca. • Relate the Kaaba to their daily life.

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to relate the Kaaba to their life • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite/sign and discuss the meaning of the key message <i>I am proud of the Kaaba.</i>

Guidance on Assessment:

- Assess as the learner names where the Kaaba is located correctly
- Assess as the learner names who built the Kaaba correctly.

Sample activity: Draw a sketch diagram of the Kaaba.

Hint for the Teacher:

- *Allah commanded Ibrahim to build the Kaaba in Mecca*
- *The Kaaba was built in Mecca because Mecca is at the centre of the world (middle point)*
- *It is also where Ibrahim left Hajara and baby Ismail*
- *Q. 3:96 "Verily, the first house of worship appointed for mankind is that at Bakkah/Mecca, full of blessing and a guidance for all people."*

Lesson 3: Importance of the Kaaba

Reference: Holy Qur'an (3:96, 22:29, 2:149-150), Text of Islam by MA Quraishy Book 2.

Key message	Competences
I should always face the Kaaba as my direction for prayer.	The learner: <ul style="list-style-type: none"> • Gives/signs the importance of the Kaaba correctly. • Tells/signs the way the Kaaba influences his/her daily life.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Articulation Confidence Logical flow of ideas 	<ul style="list-style-type: none"> Appreciation Respect Love
<ul style="list-style-type: none"> Decision-making 	<ul style="list-style-type: none"> Ask questions 	

Instructional Strategies: Guided discovery, recitation, guided discussion

Instructional resources: A chart showing people praying, facing the Kaaba/ Islamic CD/DVD showing people making Hijja.

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Sing/sign a song praising the Kaabah Ask learners questions related to the location of the Kaaba Display a chart showing people praying, facing the Kaaba/show the learners a CD/DVD with people performing Hijja Ask learners to share what they learn from the picture/CD/DVD through guided discussion Let learner recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Sing/sign a song praising the Kaaba Answer questions related to the location of the Kaaba Explain what people are doing, through guided discovery Share lessons learnt from what they see on the chart/CD/DVD Recite/sign and discuss the meaning of the key message "<i>I should always face the Kaaba as my direction for prayer</i>".

Guidance on Assessment:

- Assess as the learner correctly tells/signs where Muslims face during prayers
- Listen and assess as the learner explains why Muslims respect the Kaaba
- Observe and assess the learner during prayers. Note where the learner faces.

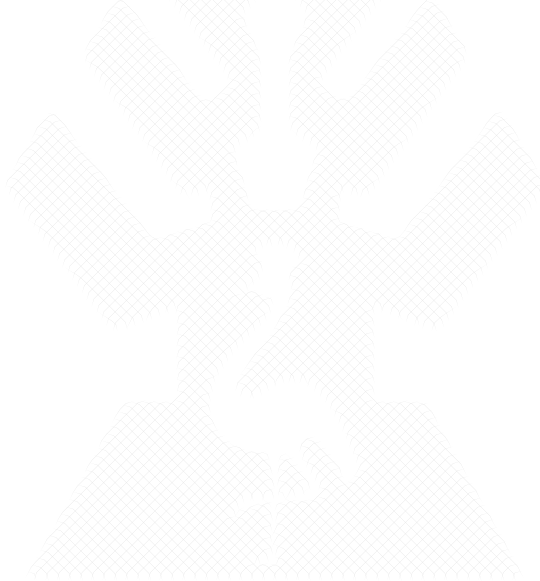
Sample activity:

1. Draw people praying, facing the Kaaba.
2. Demonstrate praying facing the Kaaba.

Hint for the Teacher:

- *The Kaaba is the direction of prayers for Muslims*
- *The Kaaba is in the centre of the world*
- *The Kaaba is a sacred house of Allah.*

Q. 3:96 “*Verily, the first house of worship appointed for mankind is that at Bakkah/Mecca, full of blessing and guidance for all people.*”



WEEK TWELVE

Lesson 1: Position of the “Black Stone” on the Kaaba

Reference: Holy Qur’an, Text of Islam by MA Quraishy Book 2 and Islamic website

Key message	Competences
The Kaaba is my Qibla.	The learner: <ul style="list-style-type: none"> gives/signs the meaning of Qibla. identifies/signs the position of the “black stone” on the Kaaba.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency Logical flow of ideas, verbal and non-verbal 	<ul style="list-style-type: none"> Sharing Appreciation
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Taking a decision 	
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Logical reasoning 	

Instructional Strategies: guided discovery, observation, recitation, guided discussion

Instructional resources: A chart showing the Kaaba with a black stone clearly seen

Teacher’s Activities:	Learners’ Activities
<ul style="list-style-type: none"> Guide learners to sing/sign a song about the Kaaba and Muhammad’s movements Share with the learners the meaning of the term Qibla Display a chart showing the position of the “black stone” on the Kaaba and ask/sign to learners to identify/show the position of the black stone Ask/sign to learners to draw the position of the “black stone” on the Kaaba 	<ul style="list-style-type: none"> Sing/sign a song about the Kaaba and Muhammad’s movements Give/sign the meaning of the term Qibla Observe and locate the position of the “black stone” on the Kaaba, through observation Draw the Kaaba, showing the position of the “black stone”

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> Guide the learners to recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Recite/sign and discuss the meaning of the key message <i>"The Kaaba is my Qibla"</i>

Guidance on Assessment:

- Assess as the learner gives the meaning of Qibla
- Assess as the learner locates the position of the "black stone" on the Kaaba.

Sample activity: Locating the position of the black stone on the Kaaba

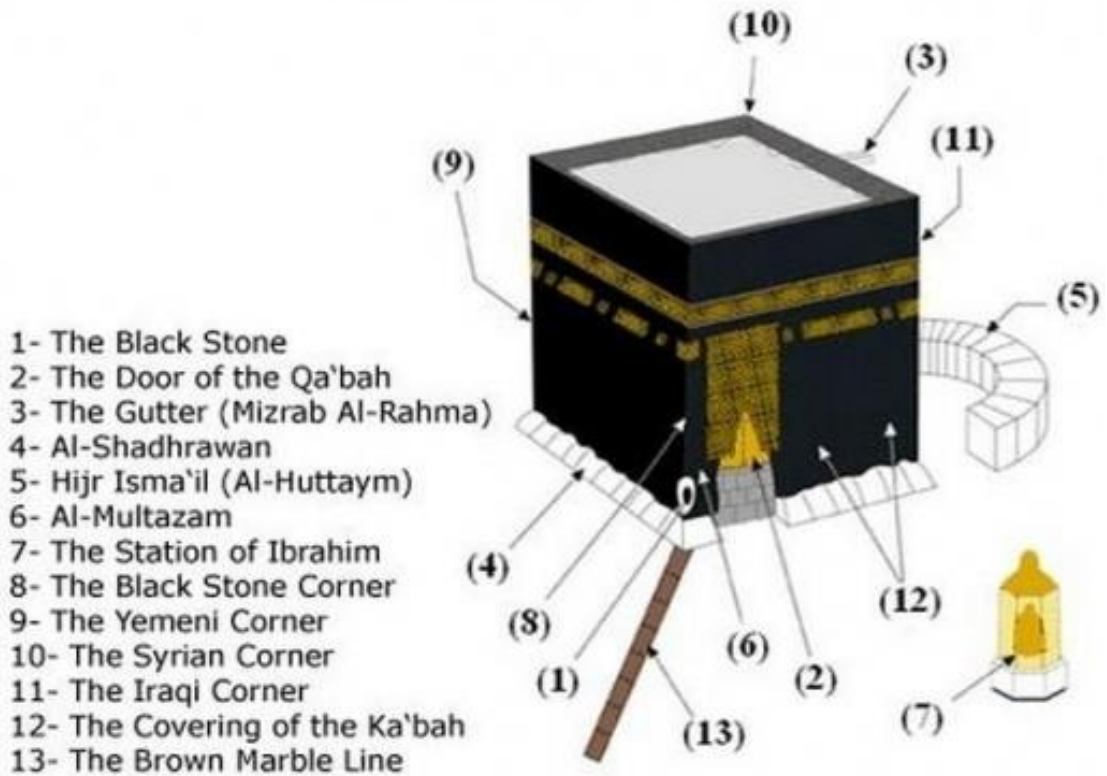
Hint for the Teacher:

- The Kaaba is a holy place of worship. God (Allah) the creator ordered its existence
- Prepare a chart showing the position of the "black stone" on the Kaaba
- Ask learners to locate the position of the black stone
- Choose one statement from many statements that gives the meaning of Kaaba or Qibla.

NB: Learners at this level do not need to know all the parts on the Kaaba below; so give a few parts

Dalil-Alhaj.com

The Ka'bah (The Qibla of Muslims)



Q. 3:97 "...And whosoever enters it attains security from Allah..."

Lesson 2: Placing of the black stone

Reference: Holy Qur'an, Internet/Islamic website, Islamic books

Key message	Competences
I believe in the black stone.	The learner: <ul style="list-style-type: none"> Recognizes the placing of the black stone Gives/signs the meaning of the black stone (hujurat aswad). Tells/signs the reasons for the placing of the black stone.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Confidence Articulation Verbal and non-verbal expression 	<ul style="list-style-type: none"> Respect Appreciation Care
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Responding to questions appropriately Selecting and evaluating information 	

Instructional Strategies: Guided discussion, observation, recitation

Instructional resources: A chart showing the placing of the black stone, Holy Qur'an

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Guide learners to sing/sign a song praising the Kaabah Guide learners on how the "black stone" was placed using a chart. Guide learners on who led the placing of the "black stone" 	<ul style="list-style-type: none"> Sing/sign a song praising the Kaaba. Observe the illustration on a chart showing how the "black stone" was placed Name/sign the prophet who led to the placing of the "black stone".

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Share with the learners the reason for placing of the black stone through guided discussion Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Give/sign the reason why the black stone was placed. Recite/sign and discuss the meaning of the key message <i>"I believe in the black stone"</i>.

Guidance on Assessment:

- Assess as the learner gives the reason for placing the black stone
- Assess as the learner names the prophet who led the placing of the black stone.

Sample activity: Identifying from the chart:

- Door of the Kaaba
 - Station of Ibrahim
- Telling reasons for placing of the Black stone.

Hint for the Teacher:

- Let learners know that the black stone was placed back by Prophet Muhammad after re-building the Kaaba.*
- Q. 3:97 "And whosoever enters it attains security from Allah..."*

Lesson 3: The Role of the Prophet in the Placing of the black stone

Reference: Holy Qur'an

Key message	Competences
Prophet Muhammad (PBUH) was trustworthy	The learner: <ul style="list-style-type: none"> Gives/signs reasons why the Prophet Muhammad (PBUH) was chosen to place the black stone Identifies/signs the role of the Prophet (PBUH) in placing the black stone.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency Audibility Accuracy Verbal and non-verbal expression 	<ul style="list-style-type: none"> cooperation responsibility sharing

Instructional Strategies: Story telling, guided discussion, recitation

Instructional resources: A chart showing the Kaaba, Islamic history books like al-bidaaya wa-nihaaya, rriyadh asswalihiin.

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> Tell/sign a story about placing of the black stone and ask them lessons learnt from the story Discuss with learners the role of the Prophet in the placing of the black stone Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Listen to/observe the story and tell/sign what they learn Share the role of the Prophet in the placing of the black stone Recite/sign and discuss the meaning of the key message. <i>"Prophet Muhammad (PBUH) was trustworthy."</i>

Guidance on Assessment:

- Assess as the learner gives the role of the Prophet in placing the black stone

Sample activity: Identifying the role of the Prophet in placing the black stone.

Hint for the Teacher:

- Tell/sign a story to the learners about the Prophet's role in placing the black stone.
- Share with learners' reasons why the Prophet (PBUH) was chosen to place the black stone.

The role of the Prophet:

- He led other clans after the re-construction of the Kaaba*
- The Meccans were stranded about whom/which clan should place the black stone*

- *He settled the dispute peacefully*
- *He restored peace and relationships among the Quraish clans.*

Q.3: 96, “Verily the first house of worship appointed for mankind is that at Bakkah/Mecca full of blessing and guidance to all people.”

Sample Activity:

Story about the Prophet’s role in placing the black stone

Once upon a time, the Kaaba built by Prophets Ibrahim and Ismail became worn out over time due to rain and floods, since it was in a valley surrounded by mountains. There was need to repair it. Therefore, the Quraish collected money and the required material. They decided to break the Kaaba and rebuild it. After completing the building, they needed to restore the black stone.

There erupted a major disagreement among clans, which lasted for four days. Each clan wanted the honor of restoring the stone. The clans were ready to kill each other. Prophet Muhammad (PBUH) was asked to decide who would place the black stone. The Quraish were very happy and they exclaimed, “Al-amiin, al-amiin.” The Prophet told them to place the stone on a stretched out cloth and have each clan leader hold it by the sides and carry it to its place. Then Prophet Muhammad (PBUH) personally picked the stone and restored it to its usual spot. Everyone was happy with this.



TERM 2

THEME 1: (WEEKS 1-3) READING FROM THE QUR'AN

Sub-theme: Surat An-Nasr (110)

Learning outcome: The learner understands and appreciates the importance of the message in Surat An-Nasr and applies the message in Surat An-Nasr in his/her daily life.

WEEK ONE

Lesson 1: Reciting Surat An-Nasr

Reference: Holy Qur'an, Translated Holy Qur'an, Hadith books (Swahih Bukhari), Internet/Islamic website.

Key message	Competences
I can recite Surat An-Nasr.	The learner: <ul style="list-style-type: none"> The learner recites Surat An-Nasr.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective Communication 	<ul style="list-style-type: none"> Audibility, confidence Articulation, accuracy Logical flow of ideas Verbal and non-verbal expression 	<ul style="list-style-type: none"> appreciation patience endurance
<ul style="list-style-type: none"> Decision-making 	<ul style="list-style-type: none"> Acceptance 	

Instructional Strategies: Recitation

Instructional Resources: Holy Qur'an, Translated Holy Qur'an, Islamic CDs,

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Lead learners in a prayer thanking God • Recite/sign Surat An-Nasr as extracted from the Qur'an as learners' listen • Ask learners to recite/sign Surat An-Nasr on their own as you Listen to/observe correct articulation of words • Guide learners to relate Surat An-Nasr to daily life • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Say a prayer together with the teacher • Listen and recite/sign Surat An-Nasr after the teacher • Recite/sign Surat An-Nasr as a whole class, in groups and individually • Relate Surat An-Nasr to daily life • Recite/sign and discuss the meaning of the key message <i>"I should recite Surat An-Nasr always."</i>

Guidance on assessment:

- Assess as the learner recites Surat An-Nasr with attention to accuracy and correct articulation of words.

Sample activity: Practise reciting Surat An-Nasr.

Hint for the teacher:

Surat An-Nasr (Q. 110:1-3)

1. *Idhaa jaa-a naswurullahi wal-fatih*
2. *War a-aita nnaasa yadikhuluuna fii diinillahi afuwaajaa*
3. *Fasabbihi bihamdi rabbika wasitaghufiruhu, innahuu kaana tawwaabaa*
 Qur'an 110:3 *"Fasabbihi bihamdi rabbika wastagha firuhu, innahuu kaana tawwaabaa"* *"So glorify the praises of your Lord and ask his forgiveness, verily He is the one who ever accepts the repentance and who forgives."*

NB: Guide learners to learn Arabic alphabets from Yassaruna

Lesson 2: Meaning of Surat An-Nasr (The Help)

Reference: Holy Qur'an, Translated Holy Qur'an, Islamic website

Key message	Competences
I should always praise Allah to forgive me.	The learner: <ul style="list-style-type: none"> • Recites/signs Surat An-Nasr. • Tells/signs the meaning of Surat An-Nasr correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective Communication 	<ul style="list-style-type: none"> • Audibility, confidence • Meaningfulness 	<ul style="list-style-type: none"> • concern • trust • honesty • forgiveness • repentance
<ul style="list-style-type: none"> • Coping with emotions 	<ul style="list-style-type: none"> • Recognizing emotions 	
<ul style="list-style-type: none"> • Creative thinking 	<ul style="list-style-type: none"> • Logical reasoning 	

Instructional Strategies: Storytelling, guided discussion, think- pair- share, recitation

Instructional Resources: Holy Qur'an, Translated Holy Qur'an, Islamic CDs, Computers, a chart-showing meaning of Surat An-Nasr, flash card with Arabic text

Teacher's Activities:	Learner's Activities
<ul style="list-style-type: none"> • Tell/sign a brief story about the revelation of Surat An-Nasr • Discuss with the learners the meaning of Surat An-Nasr • Ask learners to match the meaning of Surat An-Nasr with Arabic text • Guide learners to relate Surat An-Nasr to daily life experience 	<ul style="list-style-type: none"> • Listen to/observe the story about the revelation of Surat An-Nasr and answer questions • Give the meaning of surat An- Nasr. • Match the meaning of Surat An-Nasr with Arabic text • Relate Surat An-Nasr to daily life situations

Teacher's Activities:	Learner's Activities
<ul style="list-style-type: none"> Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Recite/sign and discuss the meaning of the key message <i>"I should always praise Allah for forgiving me".</i>

Guidance on assessment:

- Assess as the learner correctly gives the meaning of Surat An-Nasr

Sample activity: Sharing the meaning of Surat An-Nasr and Arabic text

Hint for the teacher:

Surat An-Nasr (Q. 110:1-3) /The help

- Idhaa jaa-a naswurullahi wal-fatih*
- War a-aita nnaasa yadikhuluuna fii diinillahi afuwaajaa*
- Fasabbihi bihamdi rabbika wasitaghufiruhu, innahuu kaana tawwaabaa*
 Qur'an 110:3 *"Fasabbihi bihamudi rabbika wasitagha firuhu, innahuu kaana tawwaabaa"*
"So glorify the praises of your Lord and ask his forgiveness, verily He is the one who ever accepts the repentance and who forgives."

Lesson 3: Writing Surat An-Nasr in Transliteration

Reference: Holy Qur'an, Yassaruna, Islamic website

Key message	Competences
I know how to write Surat An-Nasr.	The learner: <ul style="list-style-type: none"> recites Surat An-Nasr correctly writes/braille Surat An-Nasr correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective Communication 	<ul style="list-style-type: none"> Fluency, audibility Meaningfulness Verbal and non-verbal expression 	<ul style="list-style-type: none"> patience endurance appreciation

Instructional Strategies: observation, demonstration, recitation.

Instructional Resources: Holy Qur'an, Yassaruna, Islamic CDs, resource person, a chart showing surat An-nasr.

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Display a chart having Surat An-Nasr in transliteration Demonstrate to learners how to write/braille Surat An-Nasr in transliteration correctly Help learners to write/braille correct spellings of words related to Surat An-Nasr in transliteration using the Holy Qur'an or Yassaruna's Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Observe the chart showing Surat An-Nasr in transliteration Observe as the teacher writes Surat An-Nasr in transliteration with correct spelling Write/braille with correct spellings words related to Surat An-Nasr in transliteration Recite/sign and discuss the meaning of the key message "<i>I know how to write Surat An-Nasr</i>".

Guidance on assessment:

- Observe and assess legibility and correctness as the learner writes/braille Surat An-Nasr in transliteration with correct spelling

Sample activity: Write Surat An-Nasr in transliteration

Hint for the teacher:

Write Surat An-Nasr in transliteration

1. *Idhaa jaa-a naswurullahi wal-fatih*
2. *War a-aita nnaasa yadikhuluuna fii diinillahi afuwaajaa.*
3. *Fasabbeh bihamdi rabbika wasitaghufiruhu, innahuu kaana tawwaabaa.*

Qur'an 110:3 "Fasabbihi bihamudi rabbika wasitagha firuhu, innahuu kaana tawwaabaa" "So glorify the praises of your Lord and ask his forgiveness, verily He is the one who ever accepts the repentance and who forgives."



WEEK TWO

Lesson 1: Reading Surat An-Nasr in the language of instruction

Reference: Holy Qur'an (110:1-3), Translated Qur'an, Islamic website

Key message	Competences
I have Allah's help in all problems	The learner: <ul style="list-style-type: none"> • Recites Surat An-Nasr. • Reads/braille Surat An-Nasr in the language of instruction correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective Communication 	<ul style="list-style-type: none"> • Accuracy • Audibility • Articulation • Meaningfulness 	<ul style="list-style-type: none"> • Concern • Patience • Care
<ul style="list-style-type: none"> • Creative thinking 	<ul style="list-style-type: none"> • Finding different ways of doing things 	

Instructional Resources: Yassaruna, chart having Surat An-Nasr in the language of instruction

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to recite Surat An-Nasr as written on the chart, in transliteration • Display a chart showing Surat An-Nasr in the language of instruction and read it as learners' listen 	<ul style="list-style-type: none"> • Recite Surat An-Nasr as displayed on the chart in transliteration letters • Listen and read/braille after the teacher • Practise reading/braille Surat An-Nasr in the language of instruction • Recite/sign and discuss the meaning of the key message <i>"I have Allah's help in all problems"</i>.

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to practise reading/braille Surat An-Nasr in the language of instruction • Guide the learners to recite/sign and discuss the meaning of the key message. 	

Guidance on assessment:

- Assess as the learner reads/braille Surat An-Nasr in the language of instruction with correct articulation
- Observe and assess as the learner demonstrating the use of Surat An-Nasr correctly in recitation and prayer.

Sample activity: Reading/braille Surat An-Nasr in the language of instruction

Hint for the teacher:

Translate and write Surat An-Nasr in the language of instruction.

1. *When does God's help and victory come and the conquest of Makkah?*
2. *And you see people entering Allah's religion in multitudes*
3. *Then glorify your Lord with His praise and seek His forgiveness. He is always ready to accept repentance.*

Lesson 2: Writing Surat An-Nasr in the language of instruction

Reference: Holy Qur'an (110:1-3), Translated Qur'an, Islamic CDs.

Key message	Competences
I get blessings when I recite Surat An-Nasr	The learner: <ul style="list-style-type: none"> • Writes/brailles Surat An-Nasr. • Recites Surat An-Nasr in daily prayer

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective Communication 	<ul style="list-style-type: none"> Accuracy Audibility Articulation Meaningfulness 	<ul style="list-style-type: none"> concern patience care
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Finding different ways of doing things 	

Instructional Strategies/Technique: recitation, demonstration

Instructional Resources: Chart showing Surat An-Nasr in the language of instruction.

Teacher's Activities:	Learner's Activities
<ul style="list-style-type: none"> Display a chart showing Surat An-Nasr in the language of instruction and demonstrate how to write it as learners watch Guide learners to practise writing/braille Surat An-Nasr in the language of instruction Guide the learners to recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Watch as the teacher writes/brailles Surat An-Nasr in the language of instruction Practise writing/braille Surat An-Nasr in the language of instruction Recite/sign and discuss the meaning of the key message <i>"I have Allah's help in all problems."</i>

Guidance on assessment:

- Observe and assess as the learner writes/braille Surat An-Nasr in the local language with correct spelling
- Observe and assess as the learner uses Surat An-Nasr in Swalat.

Sample activity: Practicing writing Surat An-Nasr in the language of instruction.

Hint for the teacher:

- Guide learners to use Surat An-Nasr in practicing the daily prayers
- Give learners a chance to read Arabic alphabet from Yassaruna.

Lesson 3: The Importance of Surat An-Nasr

Reference: Holy Qur'an (110:1-3), Translated Qur'an, Islamic CDs.

Key message	Competences
I trust in Allah's help to me.	The learner: <ul style="list-style-type: none"> • Recites Surat An-Nasr. • Gives/signs the importance of Surat An-Nasr.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective Communication 	<ul style="list-style-type: none"> • Audibility, fluency • Confidence 	<ul style="list-style-type: none"> • Cooperation • Sharing • responsibility • Appreciation
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Responding to questions appropriately • Taking a decision 	

Instructional Strategies/Technique: Storytelling, recitation and guided discovery

Instructional Resources: Holy Qur'an and Yasaruna

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Guide learners to read/braille Surat An-Nasr in the language of instruction • Tell/sign a simple story about the Prophet's journey from Mecca to Madina 	<ul style="list-style-type: none"> • Read/braille Surat An-Nasr in the language of instruction • Listen to/observe the story about the migration of Prophet Muhammad (PBUH) to Madina and answer questions • Identify the importance of Surat An-Nasr

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Use the above story and ask learners to mention/sign the importance of Surat An-Nasr through guided discovery • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite/sign and discuss the meaning of the key message. <i>"I trust in Allah's help to me"</i>

Guidance on assessment:

- Assess as the learner gives the importance of Surat An-Nasr.

Sample activity: Identify the importance of Surat An-Nasr.

Hint for the teacher:

Narrate a story on the movement of Prophet Muhammad's journey to Madina. This brings out how important Surat An-Nasr is.

- *As Prophet Muhammad (PBUH) was moving from Mecca to Madina, He prayed for peace for Mecca and Allah revealed this Surat as an assurance for him to be helped to get victory one day.*
- *So the importance of this Surat include;*
 - Help*
 - Victory*
 - Rewards*
 - Blessings*

WEEK THREE

Lesson 1: Memorising Surat An-Nasr

Reference: Holy Qur'an, Hadith books, Islamic CDs, Islamic website.

Key message	Competences
I should know Surat An-Nasr by heart.	The learner: <ul style="list-style-type: none"> • Reads/brailles Surat An-Nasr. • Memorises Surat An-Nasr.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Friendship formation 	<ul style="list-style-type: none"> • Working in groups 	<ul style="list-style-type: none"> • Love • Sharing • Obedience
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Audibility • Fluency 	

Instructional Strategies: Demonstration, memorization, recitation, Observation

Instructional Resources: Holy Qur'an

Teacher's Activities:	Learner's Activities
<ul style="list-style-type: none"> • Guide learners to read/braille Surat An-Nasr from the chart correctly • Guide learners to memorize Surat An-Nasr through demonstration • Guide learners to memorize Surat An-Nasr on their own • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Read/braille Surat An-Nasr from the chart correctly • Memorize Surat Al-Nasr after the teacher • Memorize Surat An-Nasr as a class, in groups and as individuals. • Recite/sign and discuss the meaning of the key message <i>"I should know Surat An-Nasr by heart."</i>

Guidance on assessment:

- Assess as the learner recites Surat An-Nasr with correct articulation of words
- Assess as the learner memorizes Surat An-Nasr correctly.

Sample activity: Practising memorizing Surat An-Nasr

Hint for the teacher:Surat An-Nasr

1. When God's help and victory come and the conquest of Makkah.
2. And you see people entering Allah's religion in multitudes
3. Then glorify your Lord with His praise and seek his forgiveness.
He is always ready to accept repentance.

Qur'an 110:1-3 "Idhaa jaa-a naswurullahi wal fatih" "When Allah's help and victory come to you and the conquest."

- Give learners enough time to memorize the Surah
- Encourage learners to memorize Surat An-Nasr even when outside class
- Encourage learners to use Surat An-Nasr in daily prayers.

Lesson 2: Incidents that led to the revelation of Surat An-Nasr

Reference: Holy Qur'an, Hadith books, Islamic CDs about Surat An-Nasr, Islamic website

Key message	Competences
I should help others.	The learner: <ul style="list-style-type: none"> • Recites/signs Surat An-Nasr correctly. • Names/signs the incidents that led to the revelation of Surat An-Nasr.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Audibility, meaningfulness • Confidence 	<ul style="list-style-type: none"> • Sharing patience • obedience • concern

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Empathy 	<ul style="list-style-type: none"> Guide others Listening to others 	<ul style="list-style-type: none"> cooperative

Instructional Strategies: Storytelling, guided discussion, recitation, brain storming.

Instructional Resources: Holy Qur'an, Translated Qur'an

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Ask learners to share experiences on helping others Tell/sign a story about the revelation of Surat An-Nasr Share the incidences that led to the revelation with the learners through guided discussion Guide learners to share lessons learnt through brainstorming Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Share experiences about how to help others Listen to/observe the story related to the revelation. Identify/sign incidences that lead to the revelation Share lessons learnt from the revelation Recite/sign and discuss the meaning of the key message <i>"I should help others"</i>

Guidance on assessment:

- Assess as the learner names the incidents that led to the revelation of Surat An-Nasr

Sample activity: Identifying incidents that led to the revelation of Surat An-Nasr

Hint for the teacher:Surat An-Nasr

1. *In the name of God the most gracious, the most merciful*
2. *“When God’s help and victory come,*
3. *and you see people entering God’s religion in multitudes,*
4. *Then glorify your Lord with His praise and seek His forgiveness. He is always ready to accept repentance”.*

Qur’an 110:1 “Idhaa jaa-a naswurullahi wal fatih” “When Allah’s help and victory come to you and the conquest”

Lesson 3: Demonstrating a prayer using Surat An-Nasr

Reference: Holy Qur’an

Key message	Competences
“I should always recite Surat An-Nasr in prayer”.	The learner: <ul style="list-style-type: none"> • Recites Surat An-Nasr in prayer/ Swalat • Pronounces/signs the words in Surat An-Nasr correctly

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Audibility, fluency • Meaningfulness • Confidence, articulation • Verbal and non-verbal expression 	<ul style="list-style-type: none"> • Being patient • Being obedient • Cooperation
<ul style="list-style-type: none"> • Friendship formation 	<ul style="list-style-type: none"> • Sharing • Working in group • Responsibility 	

Instructional Strategies: Demonstration, recitation, Guided discussion

Instructional Resources: Islamic books showing how prayer is performed

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Ask learners to recite Surat An-Nasr from memory • Guide learners to use Surat An-Nasr through demonstration • Let the learners recite/sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Memorizing Surat An-Nasr • Practise using Surat An-Nasr in prayer correctly as the teacher guides them • Recite/sign and discuss the meaning of the key message "<i>I should always recite Surat An-Nasr in prayer</i>"

Guidance on assessment:

- Observe and assess as the learner uses Surat An-Nasr in prayer correctly

Sample activity: Practicing using Surat An-Nasr in prayer.

Hint for the teacher:
Surat An-Nasr

1. *In the name of God the most gracious, the most merciful*
2. *"When God's help and victory come,*
3. *And you see people entering God's religion in multitudes,*
4. *Then glorify your Lord with His praise and seek His forgiveness. He is always ready to accept repentance".*

WEEK 4

THEME 2: TAWHID (FAITH)

Sub-theme: Functions and importance of the Angels

Learning Outcomes: The learner understands and describes the most important Angels and their usefulness in his/her daily life.

Lesson 1: Recording Angels (Kaatibiina)

Reference: Holy Qur'an (Q.82:11 Page 824), Translated Qur'an, Hadith books, Textbook of Islam by MA Quraishy, Islamic website.

Key message	Competences
I respect all the angels of Allah	The learner: <ul style="list-style-type: none"> • Mentions the recording Angels • Tells/signs the duties of recording Angels.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, confidence • Accuracy • Verbal and non- verbal expression 	<ul style="list-style-type: none"> • Appreciation • Respect • Love
<ul style="list-style-type: none"> • Creative thinking 	<ul style="list-style-type: none"> • Responding to questions • Selecting and evaluating information 	

Instructional Strategies: guided discussion, brainstorming, recitation

Instructional Resources: Holy Qur'an, Translated Qur'an, flash cards showing recording angles

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to sing/sign a song about the Angels of Allah • Guide learners to name/sign the recording Angels through brainstorming • Share with learners the recording Angels and their duties through guided discussion • Ask learners to match recording Angels to their duties. • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Sing/sign a song about angels of Allah. • Name/sign the recording Angels correctly • Share the discussion about recording angels and their duties • Match the recording Angels and their duties using flash cards • Recite/sign and discuss the meaning of the key message <i>"I respect all the angels of Allah"</i>

Guidance on assessment:

- Assess correctness as the learner identifies recording Angels
- Assess as the learner matches the recording Angels to their duties correctly

Sample activity: Matching the recording angels to their duties

Recording Angel	Duties
Atiidu	Good deeds
Raqiibu	Bad deeds

Hint for the teacher:

- *Recording Angels*
 1. *Raqiibu*
 2. *Atiidu*
- *Duties of recording Angels;*

1. *Raqiibu writes good deeds*
2. *Atiidu writes bad deeds*

Q.82:11 “*Kiraaman-kaatibiin*” “*Honorable recorders who know what you do.*”

Lesson 2: Questioning Angels

Reference: Holy Qur’an, Translated Qur’an, Hadith books, Islamic website

Key message	Competences
I respect the questioning Angels.	The learner: <ul style="list-style-type: none"> • Mentions/signs the names of the questioning angels. • Tells/signs the duties of questioning angels.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, meaningfulness • Confidence, accuracy • Logical flow of ideas • Verbal and non-verbal expression 	<ul style="list-style-type: none"> • appreciation • responsibility
<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> • Self-evaluation 	

Instructional Strategies: storytelling, guided discussion, think-pair-share, recitation

Instructional Resources: Holy Qur’an, Translated Qur’an, charts, flash cards showing questioning angels and their duties

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Tell/sign a story about death and relate it with the questioning in the grave. • Share with the learners the Hadith about questioning Angels. • Share with the learners the questioning Angels and their duties through guided discussion • Ask to learners to match the names of questioning Angels with their duties using flash cards. • Guide learners to share the lessons learnt through think-pair-share • Guide learners to suggest what they are going to do to avoid punishment • Let the learners recite/sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Listen to/observe the story and say what they learn. • Listen to/observe and study the Hadith about questioning Angels • Identify questioning Angels and their duties. • Match questioning Angels and their duties. • Share lessons learnt about questioning Angels • Suggest how they are going to do good to avoid punishment of the questioning Angels. • Recite/sign and discuss the meaning of the key message “<i>I respect the questioning Angels</i>”

Guidance on assessment:

- Observe and assess as the learner matches the questioning Angels to their duties correctly
- Listen and assess as the learner suggests what he/she is going to do the avoid punishment.

Sample activity: Copying the Angels and their duties

Angel	Duty
MUNKAR	Listens to the answers
NAKIIR	Asks questions in the grave

Hint for the teacher:

Write a verse of the Qur'an about questioning Angels

Holy Qur'anic verse about Munkar and Nakiir

Q.82:11 "Honorable recorders who know what you do"

Lesson 3: Protecting Angels

Reference: Holy Qur'an, Translated Qur'an, Hadith books (Riyadhi asswalihiin), Textbook of Islam by MA Quraishy page 13, Islamic website

Key message	Competences
I need to perform good deeds.	The learner: <ul style="list-style-type: none"> • Mentions the protecting Angels. • Tells/signs the duties of protecting Angels.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, audibility, accuracy • Confidence, verbal and non-verbal expression 	<ul style="list-style-type: none"> • Appreciation • Responsibility • Love
<ul style="list-style-type: none"> • Assertiveness 	<ul style="list-style-type: none"> • Listening and valuing what others say • Expressing one's point of view 	

Instructional Strategies: Brainstorming, think-pair-share, recitation

Instructional Resources: Holy Qur'an, Translated Qur'an, flash cards showing protecting Angels and their duties.

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to share experiences about how they are protected • Share with the learners the Hadith about protecting angels and their duties • Guide learners to match protecting angels to their duties using the flash cards • Guide learners to share lessons learnt through brainstorming • Let learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Share own experience about their protection through think- pair-share • Listen to/observe the hadith about the protecting angels and their duties • Match protecting angels to their duties • Share lessons learnt about protecting angels. • Recite/sign and discuss the meaning of the key message <i>“I need to perform good deeds”</i>

Guidance on assessment:

- Listen and assess as the learner names any two protecting angels
- Assess as the learner matches protecting Angels to their duties correctly.

Sample activity: Writing/braille duties of protecting Angels

Hint for the teacher:

1. Holy Qur’anic Verse Q.82:10 *“But verily over you are appointed Angels to protect you.”*
2. Q.6:61 *“He sends angels who protect you”*
3. Hadith of the Prophet Muhammad (PBUH). *“Every person has ten protecting angels over him/her right from his/her birth to his/her death.”*

Duties of protecting angels;

1. *Protect us against satan*
2. *Protect us against harm / dangers*
3. *Prevent us from committing sin.*

WEEK FIVE

Lesson 1: Angel in Charge of the Revelation and Messages of Allah (Archangel / Jibril)

Reference: Holy Qur'an (16:102, 97:4), Translated Qur'an (97:4, 2:97-98)

Key message	Competences
I believe Jibril brought Allah's message.	The learner: <ul style="list-style-type: none"> • Names/signs the Archangel • Gives/signs duties of the Archangel • Gives/signs examples of the revealed books the Archangel brought on earth.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency • Audibility • Logical flow of ideas • Verbal and non-verbal expression 	<ul style="list-style-type: none"> • Respect • Love • Responsibility
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Responding to questions appropriately • Selecting and evaluating information 	
<ul style="list-style-type: none"> • Creative thinking 	<ul style="list-style-type: none"> • Logical thinking 	

Instructional Strategies: storytelling, guided discussion, recitation

Instructional Resource: An Islamic CD talking about the Archangel

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Tell/sign a story about the Archangel • Guide learners to identify/sign the Archangel • Guide learners to identify the duties of the Archangel through guided discussion • Guide learners to share lessons learnt about the Archangel • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Listen to/observe the story and answer questions • Name/sign the Archangel (Jibril) • Identifying the duties of the Archangel • Share lessons learnt about the Archangel • Recite/sign and discuss the meaning of the key message. <p><i>"I believe Jibril brought Allah's message".</i></p>

Guidance on assessment:

- Assess as the learner correctly names the Archangel of Allah
- Listen and assess as the learner correctly tells/signs the duties of the Archangel

Sample activity: Sing a song to the Archangel and its duties

Hint for the teacher:

- Make a chart showing duties of Angel (Jibril)
- Prepare a song related to the Archangel.

Story about Angel Jibril

- *Jibril is the Archangel*
 - *Jibril delivered messages from Allah to the prophets and Allah's chosen people. (Mariam the mother of Isa and YUQABIDHU the mother of Musa)*
- Q.97:4 "... the Angels descend and the Ruhu (Jibril) by Allah's permission."

Lesson 2: Guarding Angels

Reference: Holy Qur'an (39:71-73, 43:77), Text book of Islam by MA Quraishy Book 2, Islamic Religious Education for Primary Book 1 by Umar Juma Nsereko.

Key message	Competences
I love angels because they guard me.	The learner: <ul style="list-style-type: none"> Names/signs names of the guarding angels Gives/signs duties of each guarding angel.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Verbal and non-verbal expression articulation 	<ul style="list-style-type: none"> Concern Responsibility Appreciation
<ul style="list-style-type: none"> Decision-making 	<ul style="list-style-type: none"> Acceptance Ask questions 	
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Logical thinking 	

Instructional Strategies: Guided discussion, recitation

Instructional Resources: Flash cards showing guarding angels and their duties.

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Guide learners to sing a song about the angels of Allah Guide learners to name the guarding angels Guide learners to identify the duties of guarding angels through guided discussion Ask learners to match the Guarding angels to their duties Guide learners to share lessons learnt 	<ul style="list-style-type: none"> Sing a song about the angels of Allah Name the guarding angels Name the duties of each guarding angel Match angels to their duties. Share lessons learnt about the guarding angels Recite/sign and discuss the meaning of the key message

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Let the learners recite/sign and discuss the meaning of the key message. 	<p><i>"I love Angels because they guard me".</i></p>

Guidance on assessment:

- Assess as the learner names the guarding angels
- Observe and assess as the learner matches the angels and their duties correctly
- Listen and assess as the learner tells how the angels guard him/her

Sample activity: Matching guarding angels to their duties

Sing/sign a song about the angels

Hint for the teacher:

- Make flash cards of names of angels and their duties

Duties of guarding angels:

- Malik – Guards hell
- Ridhiwan – Guards Paradise
- Relationship between Angels to our daily life angels make us feel guarded and guide us

Lesson 3: Angel in Charge of death, blowing the trumpet and carrying Allah's throne

Reference: Holy Qur'an (50:19, 6:61, 50:20, 69:17), Textbook of Islam by MA Quraishy Book 2 and Islamic Religious Education for Primary Book 2 by Umar Juma Nsereko

Key message	Competences
I should work for Paradise (Janat)	The learner: <ul style="list-style-type: none"> • Names/ signs the angel in charge of: <ol style="list-style-type: none"> (a) Death (b) Blowing trumpet (c) Carrying the throne of Allah • Gives/signs the duties of these angels

Life Skills	Indicators	Values
• Decision-making	<ul style="list-style-type: none"> • Acceptance • Ask questions 	<ul style="list-style-type: none"> • concern • responsibility
• Effective communication	<ul style="list-style-type: none"> • Verbal and non -verbal expression • Confidence 	

Instructional Strategies: Guided discovery, recitation

Instructional Resources: Flash cards showing angels and their duties

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to sing a song about angels of Allah • Share with the learners the names of the following angels <ul style="list-style-type: none"> - the angel of death - the angel in-charge of blowing the trumpet - the angels who carry Allah's throne • Share the duties of the angels with the learners through guided discovery • Guide learners to match angels to their duties • Guide learners to share lessons learnt about those angels • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Sing a song about angels of Allah • Name the different angels • Identify the duties of the different angels • Match angels to their duties correctly • Share lessons learnt about the angels above • Recite/sign and discuss the meaning of the key message "<i>I should work for Paradise</i>"

Guidance on assessment:

- Assess as the learner names the angel in charge of death
- Assess as the learner names the angel who will blow the trumpet on judgment
- Observe correct pronunciation of words.

Sample activity: Matching angels to their duties.

Hint for the teacher:

Prepare a chart with names and duties of angels

- Angel in charge of death (Q. 50:19, 6:61): Israil (Malakul-Mawuti)
- Angel for blowing the trumpet (Q.50:20): Israfiil
- Angels in charge of lifting Allah's throne (Q.69:17): hamalatul arushi
- Listening to the song of Swahaba Kasumba about the Angels and their duties before the lesson

WEEK SIX

THEME 3: FIQH (PRACTICES)

Sub-theme: Prayer (Swalat) Adhan (Call for Prayer)

Learning Outcome: The learner understands, appreciates and recognizes the regulations of the places of worship and concepts of prayer

Lesson 1: Calling for prayer (Adhan)

Reference: Holy Qur'an, Translated Qur'an and Islamic website

Key message	Competences
I should always make call for prayer (Adhan).	The learner: <ul style="list-style-type: none"> • make /signs call (Adhan) for prayer correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Audibility, meaningfulness • Confidence, articulation • Logical flow of ideas • verbal and non verbal 	<ul style="list-style-type: none"> • Love • Cooperation • Appreciation • Respect
<ul style="list-style-type: none"> • Peer resistance 	<ul style="list-style-type: none"> • Standing for one's values and beliefs 	

Instructional Strategies: Demonstration, recitation

Instructional resources: A chart showing Adhan, CD with Adhan

Teacher's Activities	Learner's Activities
<ul style="list-style-type: none"> • Explain how the call for prayer came about in Islam • Reciting/signing Adhan as the learners' listen • Guide learners to recite/sign Adhan correctly through demonstration • Ask learners to recite/sign Adhan on their own as you guide • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Learners listen to the origin of call for prayer in Islam • Listen to/observe the teacher as he/she recites/signs Adhan. • Recite/sign Adhan after the teacher • Recite/sign Adhan as a class, in groups, pairs and individually • Recite/sign and discuss the meaning of the key message "<i>I should always make Adhan</i>".

Guidance on Assessment:

- Listen and assess as the learner recites Adhan with correct articulation of words.

Sample activity: Reciting/signing the Adhan

Hints for the Teacher:

- Prepare a chart showing the "Adhan"

Adhan;

ALLAHU AKBARU ALLAHU AKBARU X2

ASH-HADU AN LAA ILAAHA ILLALLAH X2

ASH-HADU ANNA MUHAMMADA RRASUULULLAH

HAYYA ALA SSWALAH X2

HAYYA ALAL-FALAAH X2

ALLAHU AKBAR X2

LAA ILAAHA ILLALLAH

Qur'an 62:9 "Believers when the call for prayer is made on the day of congregation, hasten to the remembrance of Allah, and leave all worldly commerce; this is for your own benefit"

Lesson 2: Reading Adhan

Reference: Holy Qur'an, Translated Qur'an, Islamic website, Yasaluna, Hadith books, IRE Books by Quraishy and Juma Nsereko

Key message	Competences
I should always respond to Adhan.	The learner: <ul style="list-style-type: none"> • Recites/signs Adhan correctly. • Reads/braille Adhan correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, audibility • Meaningfulness • Articulation, accuracy • Logical flow of ideas, verbal and non verbal 	<ul style="list-style-type: none"> • Cooperation • Appreciation • Working together

Instructional Strategies: Recitation, I do, You do, We do, demonstration, guided discussion.

Instructional resources: A chart showing Adhan

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Ask learners to recite/sign Adhan as a class • Guide learners to recite/sign Adhan word by word (in transliteration) • Ask learners to re-arrange flash cards for Adhan in the correct order 	<ul style="list-style-type: none"> • Recite/sign Adhan as a class • Recite/sign Adhan word by word correctly (in transliteration) • Re-arrange flash cards for Adhan in the correct order and read/braille • Read/ braille Adhan in pairs and individually

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Give learners opportunity to practice reading/ braille Adhan on their own • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite/sign and discuss the meaning of the key message. <i>"I should always respond to Adhan"</i>.

Guidance on Assessment:

- Observe and assess as the learner recites/signs Adhan
- Observe and assess as the learner re-arranges the flash cards of Adhan correctly.

Sample activity: Practise reading/braille Adhan

Hints for the Teacher:

Adhan: Is the first call for prayer/Swalat and each word is said twice.

- *Make learners to demonstrate Adhan*
Qur'an 62:9 "Believers when the call for prayer is made on the day of congregation, hasten to the remembrance of Allah, and leave all worldly commerce; this is for your own benefit."
- Make flash cards of Adhan to be re-arranged by the learners.

Lesson 3: The Meaning of Adhan

Reference: The Holy Qur'an, Translated Qur'an, Textbook of Islam by MA Quraishy Page 78, and Islamic website

Key message	Competences
I should help others know the meaning of Adhan.	The learner: <ul style="list-style-type: none"> • Recites/signs Adhan correctly • Tells/signs the meaning of Adhan correctly

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Audibility, articulation • Accuracy 	<ul style="list-style-type: none"> • Respect • Obedience
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Responding to questions appropriately • Analyzing statements 	<ul style="list-style-type: none"> • Responsibility

Instructional Strategies: guided discussion, recitation, guided discovery.

Instructional resources: A chart showing Adhan, Flash cards with Arabic text related to Adhan

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to recite/sign Adhan • Share with the learners the meaning of Adhan through guided discussion • Ask learners to match the meaning of Adhan with Arabic text through guided discovery • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite/sign Adhan. • Give/sign the meaning of Adhan • Match the meaning of Adhan with Arabic text • Recite/sign and discuss the meaning of the key message <i>"I should help others know the meaning of Adhan."</i>

Guidance on Assessment:

- Observe and assess as the learner explains the meaning of Adhan correctly
- Assess as the learner recites Adhan.

Sample activity: Gives the meaning of Adhan

Hints for the Teacher:
Meaning of Adhan:

Arabic text	Meaning
<i>Allahu Akbar Allahu akbar x2</i>	<i>God is the Greatest, God is the Greatest</i>
<i>Ash-hadu Ana-laa ilaaha illa Llah x2</i>	<i>I bear witness that there is no god but Allah</i>
<i>Ash-hadu anna Muhammad Rasuulu Llah x2</i>	<i>I bear witness that Mohammad is the messenger of Allah</i>
<i>Hayya ala sswalaat x2</i>	<i>Come to prayer</i>
<i>Hayya alal Falaahi x2</i>	<i>Come to success</i>
<i>Allahu Akbar x2</i>	<i>Allah is the Greatest</i>
<i>Laa ilaaha illa Llah</i>	<i>There is no god but Allah.</i>

Qur'an 62:9 "O you, who believe (Muslims) when the call for Juma prayers is said, come to remembrance of Allah."

WEEK SEVEN

Lesson 1: The Importance of Adhan

Reference: The Holy Qur'an, Translated Qur'an, textbook of Islam by MA Quraish

Key message	Competences
I will always perform prayer.	The learner: <ul style="list-style-type: none"> • Recites/signs Adhan correctly. • Give/signs the importance of Adhan.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Articulation • Meaningfulness 	<ul style="list-style-type: none"> • Responsibility • Appreciation • Obedience
<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> • Self identification • Making choice 	

Instructional Strategies: Recitation and guided discussion

Instructional resources: A chart showing the importance of Adhan, Islamic CD about Adhan

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to say/sign Adhan • Discuss with learners the importance of Adhan, through guided discussion • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Say/sign Adhan • Give/sign the importance of Adhan correctly. • Recite/sign and discuss the key message "<i>I will always perform prayer</i>".

Guidance on Assessment:

- Listen and assess as the learner gives the importance of Adhan

Sample activity: Sharing the importance of Adhan

Hints for the Teacher:

Importance of Adhan:

- It helps someone to believe in one Allah
- It strengthens someone's obedience to Allah
- It guides one to prepare for the prayer.

Qur'an 62:9 "Believers when the call for prayer is made on the day of congregation, hasten to the remembrance of God, and leave all worldly commerce, this is for your own benefit."

Lesson 2: Reciting the Iqaamah

Reference: Holy Qur'an, Translated Qur'an, Islamic website

Key message	Competences
I will always recite Iqaamah	The learner: <ul style="list-style-type: none"> • Pronounces/signs the words related to the Iqaamah correctly. • Recites/signs Iqaamah correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Audibility • Articulation • Logical flow of ideas, verbal and non-verbal 	<ul style="list-style-type: none"> • Love • Appreciation • Responsibility

Instructional Strategies: Recitation, demonstration, observation

Instructional resources: A chart showing Iqaamah, Flash card showing words related to Iqaamah

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Ask learners to recite/sign Adhan • Display a chart with Iqaamah in transliteration and guide learners to recite/sign through demonstration • Give learners opportunity to practice reciting/signing Iqaamah • Guide learners to re-arrange flash cards of Iqaamah in the correct order • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite/sign Adhan correctly as a class • Observe and recite/sign Iqaamah (in transliteration) after the teacher • Practise reciting/signing Iqaamah in groups and individually • Re-arrange and read/braille flash cards of Iqaamah correctly • Recite/sign and discuss the meaning of the key message <i>"I will always recite Iqaamah."</i>

Guidance on Assessment:

- Observe and assess as the learner re-arranges the flash cards of Iqaamah
- Listen and assess as the learner recites Iqaamah with correct pronunciation.

Sample activity: Practise reciting/signing Iqaamah.

Hints for the Teacher:

- *Iqaamah is the second call for prayer/Swalat and each word is said once plus addition of Qadi-qaamati-sswalla x2*
- Iqaamah:
 ALLAH AKBARU x2
 ASH'HADU AN LAA-ILAAHA ILLA LLAH x1
 ASH'HADU ANNA MUHAMMADA RASUULULLAH
 HAYYA ALA SWALAAT
 HAYYA ALAL FALAAH
 QADI QAAMATI SWALLAT x2
 ALLAHHU AKIBARU x2
 LAA-ILAAHA ILLA LLAHU

Qur'an r 62:9 "Believers, when the call for prayer is made on the day of congregation, hasten to the remembrance of Allah, and leave all worldly commerce, this is for your own benefit."

Lesson 3: The Meaning of Iqaamah

Reference: The Holy Qur'an, Translated Qur'an, Textbook of Islam by MA Quraishy

Key message	Competences
I should help others know the meaning of Iqaamah.	The learner: <ul style="list-style-type: none"> • recites/signs Iqaamah correctly • tells/signs the meaning of Iqaamah correctly

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, articulation • Accuracy • Verbal and non-verbal expression 	<ul style="list-style-type: none"> • appreciation • patience • responsibility
<ul style="list-style-type: none"> • Creative thinking 	<ul style="list-style-type: none"> • Logical reasoning 	

Instructional Strategies: Recitation, guided discussion

Instructional resources: The holy Qur'an

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Ask learners to recite/sign Iqaamah in prayer. • Guide learners to tell/sign the meaning of Iqaamah through guided discussion. • Ask learners to continue practicing Iqaamah in prayer. • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite/sign Iqaamah in prayer. • Tell/sign the meaning of Iqaamah correctly. • Practice Iqaamah in groups and individually • Recite/sign and discuss the meaning of the key message. <i>"I should help others know the meaning of Iqaamah."</i>

Guidance on Assessment:

- Assess as the learner give the meaning of Iqaamah correctly
- Observe and assess as the learner practices Iqaamah during the five daily prayers with correct articulation of words.

Sample activity: Giving/signing the meaning of Iqaamah.

Hints for the Teacher:

Meaning of Iqaamah:

Arabic text	Meaning
Allahu Akbar x 2	God is the Greatest
Ash-hadu An-laa ilaaha illAllah	I bear witness that there is no god but Allah
Ash-hadu anna Muhammad Rasuulullah x1	I bear witness that Mohammad is the messenger of Allah
Hayya ala sswalah x1	Come to prayer
Hayya alal Falaah	Come to success
Qadi qaamati swalaa	The prayer is ready to be performed
Allahu Akbar x2	Allah is the Greatest
Laa ilaaha illAllah	There is no god but Allah

Qur'an **62:9** "Believers when the call for prayer is made on the day of congregation, hasten to the remembrance of God, and leave all worldly commerce, this is for your own benefit".

Encourage learners to continue practicing Iqaamah in daily prayers.

WEEK EIGHT

Lesson 1: The Importance of Iqaamah

Reference: Holy Qur'an 62:9, Textbook of Islam by MA Quraishy Book 2, Islamic Religious Education for Primary by Juma Nsereko

Key message	Competences
Prayer is the key to Janat.	The learner: <ul style="list-style-type: none"> • Recites/signs Iqaamah • Gives/signs the importance of Iqaamah

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Audibility • Meaningfulness • Verbal and non-verbal expression 	<ul style="list-style-type: none"> • Responsibility • Appreciation • Respect
<ul style="list-style-type: none"> • Interpersonal relationship 	<ul style="list-style-type: none"> • Interacting freely with others 	

Instructional Strategies: Recitation, guided discussion, guided discovery.

Instructional resources: A chart showing the importance of Iqaamah

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to recite/sign Iqaamah • Guide learners to tell/sign the importance of Iqaamah through guided discussion • Help learners to relate Iqaamah to their daily life through guided discovery 	<ul style="list-style-type: none"> • Recite/sign Iqaamah with correct pronunciation of words • Give/sign the importance of Iqaamah correctly • Relate Iqaamah to their daily life • Recite/sign and discuss the meaning of the key message

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> Let the learners recite/sign and discuss the meaning of the key message. 	

Guidance on Assessment:

- Listen and assess as the learner gives the importance of Iqaamah correctly
- Assess as the learner tells how Iqaamah helps him/her be ready for prayers/ study.

Sample activity: Reciting/signing Iqaamah.

Hints for the Teacher:

- Importance of Iqaamah:**

- It guides Muslims to stand for Swalat*
- It helps Muslims to concentrate for Swalat*
- It helps Muslim congregation to straighten their rows in Swalat*
- It makes Muslims to be humble and focused for Swalat*
- Helps to send Satan away*

NB: *The importance of Adhan is related to the importance of Iqaamah.*

Qur'an 62:9 "O you, who believe (Muslims) when the call to prayer is made on the day of congregation (Juma), come to the remembrance of Allah."

Lesson 2: Similarities between Adhan and Iqaamah

Reference: Holy Qur'an 62:9, Textbook of Islam by MA Quraishy Book 2, Islamic Religious Education for Primary by Juma Nsereko and Deenyat for Primary Madressas Book 1

Key message	Competences
Adhan makes me ready for Swalat	The learner: <ul style="list-style-type: none"> Recites/signs Adhan correctly. Recites Iqaamah correctly. Gives/signs the similarities between Adhan and Iqaamah.

Key message	Competences
	<ul style="list-style-type: none"> • Relates/signs Adhan and Iqaamah in his/her daily life.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency • Accuracy • Verbal and non-verbal expression 	<ul style="list-style-type: none"> • Responsibility, appreciation • Respect
<ul style="list-style-type: none"> • Problem-solving 	<ul style="list-style-type: none"> • Making choice • Taking a decision 	
<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> • Self-identification • Knowing one's position and responsibility 	

Instructional Strategies: recitation, guided discussion, observation, brain storming.

Instructional resources: A chart showing Adhan and Iqaamah

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Ask learners to recite/sign Adhan and Iqaamah as a class • Display a chart showing Adhan and Iqaamah • Guide learners to identify the similarities between Adhan and Iqaamah through guided discussion • Guide learners to relate Adhan and Iqaamah to their daily life through brainstorming • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite/sign Adhan and Iqaamah as a class • Observe and identify what is common in both Adhan and Iqaamah • Mention/sign the similarities in Adhan and Iqaamah • Relate Adhan and Iqaamah to their daily life • Recite/sign and discuss the meaning of the key message <i>"Adhan makes me ready for Swalat"</i>.

Guidance on Assessment:

- Assess as the learner recites Adhan and Iqaamah with correct articulation of word
- Observe and assess as the learner identifies the similarities between Adhan and Iqaamah correctly.

Sample activity: Identifying similarities between Adhan and Iqaamah/Reciting/signing Adhan and Iqaamah

Hints for the Teacher:

- Write charts showing Adhan and Iqaamah

Similarities of Adhan and Iqaamah:

1. Both have similar words
2. Both Adhan and Iqaamah make people ready for Swalat
3. Both help Muslims to strengthen their faith in Allah.

Chapter 62:9 “O you, who believe (Muslims) when the call to prayer is made on the day of congregation (Juma), come to the remembrance of Allah.”

- Share with the learners how Adhan and Iqaamah are important to their daily life.

Lesson 3: The Difference between Adhan and Iqaamah

Reference: The Holy Qur’an 62:9, Textbook of Islam by MA Quraishy
 Book two, Islamic Religious Education for Primary by Juma Nsereko and Deenyat
 for Primary Madrassas Book 1

Key message	Competences
“Adhan keeps Satan far from me”	The learner: <ul style="list-style-type: none"> • recites/signs Adhan correctly • recites/signs Iqaamah correctly • gives/signs the difference between Adhan and Iqaamah correctly

Life Skills	Indicators	Values
• Effective communication	• Confidence, articulation • Verbal and non-verbal expression	• Responsibility • Appreciation • Respect
• Interpersonal relationship	• Interacting freely with others	
• Self-awareness	• Self-identification	

Instructional Strategies: Recitation, guided discussion,

Instructional resources: A chart showing Adhan and Iqaamah/Islamic CD with Adhan and Iqaamah

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to recite/sign Adhan and Iqaamah • Display the chart/play an Islamic CD with words of Adhan and Iqaamah • Guide learners to give/sign the difference between Adhan and Iqaamah, through guided discussion • Help learners to relate Adhan and Iqaamah to their daily life • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite/sign Adhan and Iqaamah as a class • Read/Listen to/observe Islamic CD with words of Adhan and Iqaamah. • Give/sign the differences between Adhan and Iqaamah correctly • Relate Adhan and Iqaamah to their daily life • Recite/sign and discuss the meaning of the key message "<i>Adhan keeps Satan far from me.</i>"

Guidance on Assessment:

- Listen and assess as the learners recites Adhan with correct articulation of words
- Listen and assess as the learner recites Iqaamah with correct articulation of words
- Observe and assess as the learner gives the difference between Adhan and Iqaamah.

Sample activity: Reciting/signing Adhan and Iqaamah

Hints for the Teacher:

- Make a chart showing Adhan and Iqaamah
- Write the differences between Adhan and Iqaamah.

Adhan is different from Iqaamah in that:

1. *In Adhan we say the verses twice, while in Iqaamah we say the verses once*
 2. *Adhan calls people of Swalat, while Iqaamah makes people start Swalat*
 3. *Adhan is made leaving some minutes before Swalat while Iqaamah is made at the exact time for Swalat*
 4. *In Iqaamah, we add the words “QADI QAAMAT SSWALLAH” which are not in Adhan.*
- Qur'an 62:9 “O you, who believe (Muslims) when the call to prayer is made on the day of congregation (Juma), come to the remembrance of Allah.”*

WEEK NINE

THEME 4: MORAL AND SPIRITUAL TEACHINGS.

Sub-theme: Good manners

Learning Outcome: The learner understands and appreciates good manners at home, school and community.

Lesson 1: Ways of Serving Others

Reference: The Holy Qur'an, Translated Qur'an, Islamic books

Key message	Competences
It is good to serve others.	The learner: <ul style="list-style-type: none"> identifies ways in which one can serve others.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Interpersonal relationship 	<ul style="list-style-type: none"> Interacting freely with others Sharing with others 	<ul style="list-style-type: none"> Obedience Care Concern Appreciation Love
<ul style="list-style-type: none"> Friendship formation 	<ul style="list-style-type: none"> Sharing Use of polite language 	

Instructional Strategies: Guided discussion, role play, recitation

Instructional resources: materials for sharing e.g sugar, soap and clothes among others

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to share experiences about serving other • Guide learners to identify/sign different ways of serving others • Share with the learners <i>Qur'an</i> 2:153 • Guide learners to roleplay serving others • Guide learners to share lessons learnt. • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Share their own experiences about serving people • Identify/sign different ways of serving others • Listen to/observe the message by the teacher • Roleplay serving others • Share lessons learnt about serving others • Recite/sign and discuss the meaning of the key message "<i>It is good to serve others.</i>"

Guidance on Assessment:

- Listen and assess as the learner identifies different ways of serving others correctly
- Observe and assess as the learner demonstrates serving others.

Sample activity: Roleplaying serving others

Hints for the Teacher:

Ways of serving others:

- Fetching water for the elderly
- Doing some housework with our parents
- Bringing chalk to class
- Respecting the leaders
- helping the sick
- helping the elderly
- Participating in community help projects e.g. cleaning the community
- By feeding the hungry through giving Swadaqah

- People have different needs in life e.g. food, clothing, shelter, care, water, education, security, e.t.c.
- We need to help other people whenever we have the ability to help others.

Qur'an 2:153 "You who believe seek help through patience and prayer, surely, Allah is with the steadfast."

Lesson 2: Usefulness of Peace

Reference: Holy Qur'an, Translated Qur'an, Islamic books

Key message	Competences
I should keep peace with others.	The learner: <ul style="list-style-type: none"> • Explains/signs the meaning of the word peace. • Explains/signs the usefulness of keeping peace.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Friendship formation 	<ul style="list-style-type: none"> • Sharing • Use of polite language • Concern • Care 	<ul style="list-style-type: none"> • Cooperation • Trustworthiness • Love • Honesty • Patience
<ul style="list-style-type: none"> • Non-violent conflict resolution 	<ul style="list-style-type: none"> • Resolving issues without fighting • Use appropriate language 	

Instructional Strategies: brainstorming, recitation, storytelling

Instructional resources: Hadith books.

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Tell/sign a story of people living in peace • Share the meaning of the word peace with the learners • Guide learners to identify/sign the usefulness of peace through brainstorming • Share with the learners guidance from Qur'an 2: 153 • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Listen to/observe the story and answer questions • Explain the meaning of peace • Identify/sign the usefulness of peace • Share lessons learnt from the Qur'an message • Recite/sign and discuss the meaning of the key message. "I should keep peace with others."

Guidance on Assessment:

- Assess as the learner gives the importance of peace correctly
- Listen and assess as the learner suggests what he/she is going to do to live in peace with others
- Observe and assess as the learner relates with others taking note of peacefulness reflected.

Sample activity: Identifying situations that show peace in your community

Hints for the Teacher:

Usefulness of peace:

- *Promotes co-existence*
- *Promotes Muslim brotherhood*
- *Tells real meaning of life*
- *Promotes unity*
- *Promotes love*
- *Promotes development*

Qur'an r 2: 153 "You who believe seek help through patience and prayer ..."

Lesson 3: Usefulness of Patience

Reference: The Holy Qur'an, Translated Qur'an, Islamic books

Key message	Competences
I need to be patient with others.	The learner: <ul style="list-style-type: none"> • Gives/signs the meaning of patience. • Explains/signs the usefulness of patience.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, articulation , Verbal and non-verbal expression 	<ul style="list-style-type: none"> • Honest • Patience • Respect
<ul style="list-style-type: none"> • Non-violent conflict resolution 	<ul style="list-style-type: none"> • Resolving issues without fighting • Use appropriate language 	

Instructional Strategies: Guided discussion, storytelling, recitation

Instructional resources: Hadith books

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Tell/sign a story related to patience bringing out its importance • Guide learners to give/sign the meaning of patience • Share with the learners the usefulness of patience through guided discussion • Guide the learners to recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Listen to/observe the story and say what they learn • Share the meaning of patience. • Tell/sign the usefulness of patience • Recite/sign and discuss the meaning of the key message <i>"I need to be patient with others."</i>

Guidance on Assessment:

- Assess as the learner identifies situations when patience can be practiced
- Assess as the learner gives the usefulness of patience correctly
- Listen and assess as the learner suggests what he/she is going to do to show patience.

Sample activity: Identify the usefulness of patience

Hints for the Teacher:**Usefulness of patience:**

- *Promotes Muslim brotherhood*
- *Promotes unity*
- *Promotes development*
- *Promotes love*

WEEK TEN

Lesson 1: Usefulness of Unity (Jamaa)

Reference: The Holy Qur'an, Translated Qur'an, Hadith books (Riyadh Swahhiina), Islamic website

Key message	Competences
We shall remain united.	The learner: <ul style="list-style-type: none"> • Explains/signs the meaning of unity (Jamaa). • Identifies/signs the usefulness of unity (Jamaa).

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Friendship formation 	<ul style="list-style-type: none"> • Sharing with others • Playing with others • Using polite language • Working in groups 	<ul style="list-style-type: none"> • cooperation • love • togetherness
<ul style="list-style-type: none"> • Interpersonal relationships 	<ul style="list-style-type: none"> • Forgiving others • Interacting freely with others 	

Instructional Strategies: guided discussion, recitation, role play

Instructional resources: A chart showing people holding hands together.

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> ● Guide learners to share experiences about unity ● Share with the learners the meaning of unity ● Discuss with the learners' occasions when there is unity ● Discuss with learners the usefulness of unity by joining hands firmly, so that one cannot break through to elaborate that when united, you can stand strong ● Guide learners to role play being united ● Guide learners to relate the Lesson to daily life experiences ● Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> ● Share their own experiences about unity ● Explain/sign the meaning of unity ● Identify/sign incidences when there is unity ● Give/sign the usefulness of unity ● Role play being united and share lessons learnt ● Relate the Lesson to daily life experiences ● Recite/sign and discuss the meaning of the key message <i>"We shall remain united."</i>

Guidance on Assessment:

- Observe and assess the level of unity as the learner relates with others
- Listen and assess as the learner suggests what he/she is going to do to promote unity when with others.

Sample activity: Role-playing being united

Hints for the Teacher:

Usefulness of unity:

Unity promotes:

- Development, communications
- Muslim brotherhood, peace
- sense of belongingness, *sharing of property*
- cooperation *with other people, love among Muslims*

Qur'an 3:103 "Let nothing divide you"

Lesson 2: Usefulness of good behaviour (Ihsan)

Reference: Holy Qur'an, Translated Qur'an, Islamic books, Islamic website

Key message	Competences
I need to behave well.	The learner: <ul style="list-style-type: none"> Explains/signs the meaning of good behaviour correctly. Gives/signs the usefulness of good behaviour correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Non-violent conflict resolution 	<ul style="list-style-type: none"> Resolving issues without fighting Negotiation Use appropriate language 	<ul style="list-style-type: none"> Honesty cooperation love responsibility
<ul style="list-style-type: none"> Empathy 	<ul style="list-style-type: none"> Caring for others Guiding others Listening to others Comforting others 	

Instructional Strategies: guided discussion, brainstorming, storytelling

Instructional resources: A chart showing usefulness of good behaviour

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Guide learners to share experiences of what happens to them when they behave well at home, through brainstorming Tell/sign a story about a young Muhammad (PBUH) who behaved well to his people 	<ul style="list-style-type: none"> Say/sign what happens to them when they behave well Listen to the story about a young Muhammad who behaved well to his people Explain the usefulness of good behaviours

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Share with the learners the usefulness of behaving well, through guided discussion • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite/sign and discuss the meaning of the key message "<i>I need to behave well.</i>"

Guidance on Assessment:

- *Assess as the learner gives the usefulness of good behaviour*
- *Listen and assess as the learner suggests how he/she is going to do to show good behaviour*
- *Observe and assess as the learner conduct with others noting how he/she behaves.*

Sample activity: Say/sign a prayer thanking young Muhammad for behaving well

Hints for the Teacher:

Acts of good behaviour:

(a) *At home –*

- *Doing work at home*
- *We can respect people (parents)*
- *We can greet people (parents)*
- *We can listen to our parents*

(b) *At school*

- *Respect teachers*
- *Protecting school property*
- *Cleaning our classrooms*
- *Keeping school compound clean*

(c) *On the road*

- *Respecting other people on the road*
- *Removing rubbish from the road*
- *Not throwing rubbish on the road*
- *Not overlooking at people*

Qur'an 3: 103 "Let nothing divide you ..."

Lesson 3: Demonstrating good behaviour through Hadith about Kindness, Neighborhood, visitors

Reference: The Holy Qur'an, Hadith books, Textbook of Islamic, Islamic website

Key message	Competences
I should behave well.	The learner: <ul style="list-style-type: none"> • Recites/signs the hadith about kindness, neighbourhood, and visitors correctly. • Demonstrates good behaviour.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Friendship formation 	<ul style="list-style-type: none"> • Sharing • Playing with others • Working in groups 	<ul style="list-style-type: none"> • Sharing • Cooperation • Loyalty • Concern • Respect • Working for unity
<ul style="list-style-type: none"> • Empathy 	<ul style="list-style-type: none"> • Caring for others • Listening to others 	

Instructional Strategies: Guided discussion, recitation, demonstration

Instructional resources: Translated Qur'an

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Ask learners to share experiences about how they show kindness to neighbours and visitors • Guide learners to tell/sign acts of kindness, good neighbourhood and respect to visitors, through guided discussion • Share with the learners the hadith about kindness, neighbourhood, and visitors, through demonstration • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Share their own experiences how they show kindness • Identify/sign the acts of kindness to neighbourhood and visitors • Recite/sign the hadith about kindness, neighbourhood, and visitors from hadith • Recite/sign and discuss the meaning of the key message <i>"I should behave well."</i>

Guidance on Assessment:

- Assess as the learner recites the hadith about kindness with correct articulation.
- observe and assess as the learner demonstrates good kindness to others.

Sample activity: Demonstrating kindness

Hints for the Teacher:

- Hadith about kindness, neighborhood and visitors and its meaning;
"Whoever believes on the Day of Judgment should say good words, should not annoy his/her neighbour and should respect his/her visitor."

Qur'an 3: 103 "Let nothing divide you ..."

WEEK ELEVEN

THEME 5: HISTORY OF ISLAM

Sub-theme: The Prophet's Family

Learning Outcome: The learner understands and appreciates the family of the Prophet and his character.

Lesson 1: The First Wife of Prophet Muhammad (PBUH)

Reference: The life of Prophet Muhammad (PBUH), Islamic Religious Education for Primary by Umar Juma Nsereko, Hadith books and Islamic website

Key message	Competences
“Lady Khadijah is my role model.”	The learner: <ul style="list-style-type: none"> Names/signs the first wife of Prophet Muhammad (PBUH) Gives/signs the qualities of the first wife of Prophet Muhammad (PBUH) Identifies/signs the qualities he/she admires from the first wife of Prophet Muhammad (PBUH).

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Decision-making 	<ul style="list-style-type: none"> Acceptance, refusal 	<ul style="list-style-type: none"> Appreciation Love Responsibility
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Responding to questions appropriately Analyzing statements Taking decision 	

Instructional Strategies: storytelling, guided discussion, think-pair-share

Instructional resources: Flash card showing the qualities of the first wife of Prophet Muhammad (PBUH)

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Ask questions about the life of Prophet Muhammad as learnt in P1 • Tell/sign a story about the first wife of Prophet Muhammad (PBUH) bringing out her qualities • Guide learners to mention the qualities they admire from Khadija, through guided discussion • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Answer questions on the life of Prophet Muhammad (PBUH) as a youth through think-pair-share • Listen to/observe the story about the first wife of Prophet Muhammad (PBUH) • Identify the qualities they admire from the first wife of Prophet Muhammad (PBUH) • Recite/sign and discuss the meaning of the key message "<i>Lady Khadijah is my role model.</i>"

Guidance on Assessment:

- Assess as the learner identifies the qualities of Khadija correctly
- Assess as the learner mentions what he/she admires from Khadija
- Listen and assess as the learner suggests what he/she is going to do to keep the good qualities.

Sample activity: Answer questions about the story

Hints for the Teacher:

The story about Khadija

- Prophet Muhammad (PBUH) married 12 wives (but at different intervals/times)
- Lady Khadija, daughter of Khuwaylid, was the first wife of Prophet Muhammad (PBUH)
- Lady Khadija was a widow and a businesswoman
- She had married twice before getting married to Prophet Muhammad (PBUH)
- She was the first woman to believe in the message of Prophet Muhammad (PBUH)
- She was beautiful, obedient and hardworking
- She produced six children for Prophet Muhammad (PBUH), 4 girls and 2 boys.

Lesson 2: The Daughters of Prophet Muhammad (PBUH)

Reference: Islamic Religious Education for Primary by Umar Juma Nsereko

Key message	Competences
I should be a person of good character.	The learner: <ul style="list-style-type: none"> • Names/signs the names of the daughters of Prophet Muhammad (PBUH). • Identifies the characters of daughters of Prophet Muhammad (PBUH). • Mentions/signs the characters he/she can copy from Prophet's daughters.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Assertiveness 	<ul style="list-style-type: none"> • Being open • Expressing one's point of view 	<ul style="list-style-type: none"> • Appreciation • Respect • Cooperation
<ul style="list-style-type: none"> • Friendship formation 	<ul style="list-style-type: none"> • sharing, use of polite language 	
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Confidence • Logical flow of ideas, • verbal and non- verbal 	

Instructional Strategies: Storytelling, guided discussion, recitation.

Instructional resources: A chart showing names of the children of Prophet Muhammad (PBUH)

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to share with others their characters • Tell/sign a story about the daughters of Prophet Muhammad (PBUH) • Share with the learners the characters of daughters of Prophet Muhammad (PBUH) and ask them to share lessons learnt • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Share with others about their characters • Listen to/observe the story about the daughters of Prophet Muhammad (PBUH) • Identify/sign the characters of the daughters of Prophet Muhammad (PBUH) and sharing lessons learnt • Recite/sign and discuss the meaning of the key message <i>"I should a person of good character."</i>

Guidance on Assessment:

- Assess as the learner identifies the characters of the daughters of Prophet Muhammad (PBUH)
- Listen and assess as the learner suggests what he/she is going to do to show the good character.

Sample activity: Answer questions about the story

Hints for the Teacher:

Prophet Muhammad's daughters:

- *Rukayya*
- *Ummu-Kulthum*
- *Zainab*
- *Fatuma*

Their mother was Lady Khadija

They all got married. Rukayya got married to Uthuman (the third Caliph) and when she died, Uthuman married Zainab., Fatumah got married to Ali (the fourth caliph and son of Abu Twalib).

Lesson 3: The sons of Prophet Muhammad (Pbuh)

Reference: The life of Prophet Muhammad (PBUH), Islamic Religious Education for Primary by Umar Juma Nsereko

Key message	Competences
Boys and girls are equal before Allah.	The learner: <ul style="list-style-type: none"> Names/signs names of the sons of Prophet Muhammad (PBUH). Names/signs names of the mothers of Prophet Muhammad's sons.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, audibility Verbal and non-verbal expression 	<ul style="list-style-type: none"> Love Responsibility Endurance Patience Confidence Cooperation
<ul style="list-style-type: none"> Decision-making 	<ul style="list-style-type: none"> Acceptance, refusal 	
<ul style="list-style-type: none"> Coping with stress 	<ul style="list-style-type: none"> Accepting advice Talking about personal problems Narrate personal experience 	

Instructional Strategies: storytelling, guided discovery

Instructional resources: Islamic storybooks

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to say/sign a prayer for the Prophet Muhammad (PBUH) • Tell/sign a story related to the sons of Prophet Muhammad (PBUH) and ask them questions • Guide learners to name/sign names of the mothers of the sons of the Prophet, through guided discovery • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Say/sign a prayer to the Prophet Muhammad (PBUH) • Listen to/observe the story related to the sons of Prophet Muhammad (PBUH) and answer questions • Name/sign names of the mothers of the sons of the Prophet • Recite/sign and discuss the meaning of the key message <i>“Boys and girls are equal before Allah.”</i>

Guidance on Assessment:

- Assess as the learner gives the number of sons Prophet Muhammad (PBUH) had
- Assess as the learner names the sons of Prophet Muhammad (PBUH).

Sample activity: Answer questions about the story

Hints for the Teacher:

The sons of Prophet Muhammad (PBUH):

- *Qassim /Kassim*
- *AbduLlah*
- *Ibrahim*

The mothers of Prophet Muhammad's sons;

- *Qassim, AbduLlah – Khadija*
- *Ibrahim – Mariat Khibutwiyat*

All the sons of Prophet Muhammad (PBUH) died at infancy.

WEEK TWELVE

Lesson 1: The name of the child who lived up to the Prophet's death

Reference: The Holy Qur'an, Hadith books, Islamic CDs, Islamic website.

Key message	Competences
"I admire Fatuma's moral and physical characteristics."	The learner: <ul style="list-style-type: none"> Names/signs the name of the child who lived up to the Prophet's death. Names/signs the name Fatumah's children. Tells/signs when Fatumah died.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Audibility, confidence Logical flow of ideas, verbal and non-verbal 	<ul style="list-style-type: none"> appreciation obedience responsibility sharing
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Selecting and evaluating information Giving reasons for actions taken 	

Instructional Strategies: storytelling, guided discussion, recitation

Instructional resources: Islamic storybook

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Say/sign a prayer to Prophet (PBUH) Muhammad Tell/sign a story about the child who lived up to Prophet Muhammad's death (PBUH) (Fatumah) 	<ul style="list-style-type: none"> Say/sign a prayer to Prophet Muhammad (PBUH) Listen to/observe the story of the life of Prophet Muhammad's daughter Fatumah Recite/sign and discuss the meaning of the key message "<i>I admire</i>

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Let the learners recite/sign and discuss the meaning of the key message. 	<p><i>Fatuma's moral and physical characteristics."</i></p>

Guidance on Assessment:

- Assess as the learner names the child who lived up to Prophet Muhammad's death, (PBUH)
- Assess as the learner shares lessons learnt.

Sample activity: Answer questions about the story

Hints for the Teacher:

- Prepare a story about Prophet Muhammad's child who lived up to his death.
- Fatumah is the child who lived up to the death of Prophet Muhammad (PBUH)*
 - Names of the children Fatumah produced:*
 - Hassan*
 - Hussein*
 - Asma*

Lesson 2: The conduct of the Prophet (PBUH) as a father

Reference: The Holy Qur'an, Hadith books, Islamic website

Key message	Competences
Prophet Muhammad is my role model.	<p>The learner:</p> <ul style="list-style-type: none"> Explains/signs how Prophet Muhammad (PBUH) conducted himself as a father Appreciates Prophet Muhammad (PBUH) as a father.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Empathy 	<ul style="list-style-type: none"> Guide others Use appropriate language Listening to others Comforting others 	<ul style="list-style-type: none"> Love Cooperation Care Responsibility Appreciation Honesty
<ul style="list-style-type: none"> Self-awareness 	<ul style="list-style-type: none"> Self identification Self evaluation Talking about one's potential e.g. tribe, home, religion 	

Instructional Strategies: Storytelling, guided discovery, guided discussion, recitation.

Instructional resources: Islamic CD about the Prophet as a father

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> Guide learners to share experiences about the conduct of their parents at home Tell/sign a story of the conduct of the Prophet Muhammad (PBUH) to his family Guide learners to share lessons learnt about Prophet Muhammad (PBUH) as a father Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Share experiences about the conduct of their parents Listen to/observe the story related to the conduct of Prophet Muhammad (PBUH) as a father Share lessons learnt from Prophet Muhammad. Recite/sign and discuss the meaning of the key message "<i>Prophet Muhammad is my role model</i>".

Guidance on Assessment:

- Assess as the learner tells the conduct of Prophet Muhammad (PBUH) as a father correctly
- Observe and assess as the learner writes short sentences on the pictures provided.

Sample activity:

Prepare a story about the conduct of Prophet Muhammad (PBUH) as a father (Qualities of a good father).

Hints for the Teacher:

- *Prophet Muhammad (PBUH) was a good father:*
- *He was honest*
- *He was faithful*
- *He was trustworthy*
- *He was also kind to his family*
- *He was polite*

Lesson 3: The Conduct of the Prophet (PBUH) in the Community

Reference: The Holy Qur'an, Hadith books, Islamic website

Key message	Competences
I should behave well in my community.	The learner: <ul style="list-style-type: none"> • tells/signs the conduct of the Prophet Muhammad (PBUH) outside his family. • appreciates Prophet Muhammad (PBUH) conduct in the community.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Empathy 	<ul style="list-style-type: none"> • Caring • Guide others • Use appropriate language 	<ul style="list-style-type: none"> • Kindness • Politeness • Trustworthiness • Love • Respect
<ul style="list-style-type: none"> • Self-esteem 	<ul style="list-style-type: none"> • Expressing likes and dislikes • Self-appreciation 	
<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> • Self-identification • Self-evaluation 	
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, audibility • Confidence 	

Instructional Strategies: Story telling, guided discussion, recitation

Instructional resources: Islamic CD about the Prophet as a father

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> ● Guide learners to say/sign a prayer thanking Prophet Muhammad (PBUH) for his good conduct at home ● Tell/sign a story on the conduct of Prophet Muhammad outside his family ● Guide learners to share lessons about Prophet Muhammad outside his family ● Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> ● Say/sign a prayer thanking Prophet Muhammad (PBUH) ● Listen to/observe the story on the conduct of Prophet Muhammad outside his family ● Share lessons learnt about Prophet Muhammad's conduct in the community ● Recite/sign and discuss the meaning of the key message ● "I should behave well in my community".

Guidance on Assessment:

- Assess as the learners tells the conduct of Prophet Muhammad (PBUH) in the community correctly.

Sample activity: Answer questions about the story

Hints for the Teacher:

Prepare a story about the conduct of the Prophet outside his family

Refer to Lesson 2 above i.e.

- Kind to people
- Trustworthy
- Polite
- Honest

TERM 3

THEME 1: READING FROM THE QUR'AN

Sub-theme: Surat Al-Masad (III)

Learning Outcome: The learner should be in position to understand the importance of the message in Surat Al-Masad.

WEEK ONE

Lesson 1: Reciting Surat Al-Masad (Qur'an 111:1-5)

Reference: Holy Qur'an, Translated Holy Qur'an, Yassaruna, Islamic website

Key message	Competences
I can recite Surat Al-Masad.	The learner: <ul style="list-style-type: none"> • Pronounces /signs letters, words and sentences related to Surat Al-Masad correctly. • recites Surat Al-Masad correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective Communication 	<ul style="list-style-type: none"> • Fluency, audibility • Articulation 	<ul style="list-style-type: none"> • Appreciation • Respect • Patience • Obedience
<ul style="list-style-type: none"> • Decision-making 	<ul style="list-style-type: none"> • Acceptance, refusal • Ask questions 	

Instructional Strategies: recitation, demonstration

Instructional Resources: Holy Qur'an, Islamic CDs, resource person

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to recite Surat Al-Masad, through demonstration • Ask learners to recite/sign the surah on their own • Encourage learners to recite the surah in prayer • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite Surat Al-Masad after the teacher • Recite Surat Al- Masad as a class, in groups and individually • Recite Surat Al-Masad in prayer • Recite/sign and discuss the meaning of the key message. <i>"I can recite Surat Al-masad"</i>.

Guidance on assessment:

- Assess as the learner recites Surat Al-Masad with confidence and correct articulation of words
- Observe and assess as the learner recites Surat- Al- Masad in prayer with correctly.

Sample activity: Practising reciting Surat Al-Masad (Qur'an 111:1-5)

Hint for the teacher:
Surat Al-Masad

Bismillahi Rahmaan Rahiim

1. *Tabbat Yadaa Abiilahabil- watabba*
2. *Maa agh-naa an-hu maaluhu wamaa kasaba*
3. *Sayaswulaa naaran zhaata lahabi*
4. *Wamra-atuhuu hammaalatal-hatwabi*
5. *Fijjiidihaa hablun mimmasadi*

Lesson 2: The Meaning of Surat Al-Masad (Qur'an 111:1-5)

Reference: Holy Qur'an, Translated Holy Qur'an, Yassaruna, Islamic website, IRE books by Umar Juma Nsereko

Key message	Competences
I need to respect Prophet Muhammad.	The learner: <ul style="list-style-type: none"> • reads/signs words related to Surat Al-Masad correctly. • recites Surat Al-Masad correctly. • gives/signs the meaning of Surat Al-Masad correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective Communication 	<ul style="list-style-type: none"> • Fluency, audibility • Articulation 	<ul style="list-style-type: none"> • Obedience • Respect • Responsibility • Patience • Appreciation
<ul style="list-style-type: none"> • Coping with emotions 	<ul style="list-style-type: none"> • Recognizing emotions • Identifying other people's emotions • Being sensitive about people's feelings 	
<ul style="list-style-type: none"> • Coping with stress 	<ul style="list-style-type: none"> • Being patient • Forgiving others • Accepting advice 	

Instructional Strategies: Recitation, guided discussion

Instructional Resources: Translated Qur'an

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Ask learners to recite Surat Al-Masad • Share with the learners the meaning of Surat Al-Masad through guided discussion • Guide learners to match the meaning of Surat Al-Masad to the Arabic text 	<ul style="list-style-type: none"> • Recite Surat Al-Masad as a class • Give/sign the correct meaning of Surat Al-Masad • Match the meaning of Surat Al-Masad to the Arabic text correctly

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Recite/sign and discuss the meaning of the key message "I can recite Surat Al-masad".

Guidance on assessment:

- Assess as the learner gives the correct meaning of Surat Al- Masad
- Assess as the learner matches the meaning of Surat Al-Masad to the Arabic text correctly
- Assess as the learner recites Surat Al- masad with correct articulation of words.

Sample activity: Practising reciting Surat Al- Masad

Hint for the teacher:

Meaning of Surat Al-Masad

In the name of Allah, the most gracious and the most merciful

- Perish the two hands of Abu Lahabi
- His wealth and his children will not benefit him
- He will be burnt in a fire of blazing flames
- And his wife too who carried wood (thorns of sadan)
- In her neck is a twisted rope

Lesson 3: Writing Surat Al-Masad in Transliteration

Reference: Holy Qur'an, Translated Qur'an, Islamic website

Key message	Competences
"Wealth and children benefit only the pious."	The learner: <ul style="list-style-type: none"> reads/signs Surat Al-Masad correctly in transliteration writes/brailles Surat Al-Masad in transliteration correctly

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective Communication 	<ul style="list-style-type: none"> Fluency, audibility Accuracy Verbal and non-verbal expression 	<ul style="list-style-type: none"> patience appreciation responsibility
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Logical reasoning 	

Instructional Strategies: Recitation, demonstration, observation, guided discussion

Instructional Resources: Holy Qur'an, exercise books, pencils

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> Guide learners to recite/sign Surat Al-Masad Guide learners to write/braille Surat Al-Masad in transliteration correctly, through demonstration Ask learners to write the Surah in their exercise books Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Recite/sign Surat Al-Masad as a class Observe as the teacher demonstrates writing Surat Al-Masad in transliteration Write/braille Surat Al-Masad in transliteration correctly Recite/sign and discuss the meaning of the key message "<i>Wealth and children benefit only the pious</i>".

Guidance on assessment:

- Assess as the learner recites/ signs Surat Al-Masad in transliteration
- Observe and assess as the learner writes/braille Surat Al-Masad correctly

Sample activity: Writing Surat Al-Masad.

Hint for the teacher:

Encourage learners to read/braille Arabic alphabet in Yassaruna.

WEEK TWO

Lesson 1: Reading Surat Al-Masad in the language of instruction

Reference: Holy Qur'an (111:1-5)

Key message	Competences
I do not take revenge, I forgive	The learner: <ul style="list-style-type: none"> • recites Surat Al-Masad correctly. • reads/brailles Surat Al-Masad correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective Communication 	<ul style="list-style-type: none"> • Fluency • Audibility • Accuracy • Verbal and non-verbal expression 	<ul style="list-style-type: none"> • Appreciation • Responsibility • Patience
<ul style="list-style-type: none"> • Interpersonal relationship 	<ul style="list-style-type: none"> • Sharing with others • Reacting appropriately 	

Instructional Strategies: Recitation, demonstration, I do, We do, You do,

Instructional Resources: Holy Qur'an

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Ask learners to recite Surat Al-Masad • Guide learners to read/braille Surat Al-Masad, through demonstration • Guide learners to read/braille Surat Al-Masad on their own • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite Surat Al-Masad as a class • Read Surat Al-Masad after the teacher • Read/braille Surat Al-Masad as a class, in groups and individually • Recite/sign and discuss the meaning of the key message "<i>I do not take revenge, I forgive.</i>"

Guidance on assessment:

- Assess as the learner recites Surat Al-Masad with confidence
- Assess as the learner reads/brailles Surat Al-Masad with correct pronunciation of words.

Sample activity: Practising reading/brailing Surat Al-Masad

Hint for the teacher:

Surat Al-Masad:

In the name of Allah the most gracious, most merciful

1. May the hands of Abu Lahab perish, may he be ruined
2. Neither his wealth nor his gains will avail him
3. He shall soon enter a blazing fire
4. And also his wife who carries wood
5. With a rope of twisted fibre round her neck.

- Help learners to use Surat Al-Masad in their daily life
- Help learners to read Arabic Alphabet from Yassaruna

Lesson 2: Writing Surat Al-Masad in the language of instruction

Reference: Holy Qur'an (111:1-5), Islamic website

Key message	Competences
Allah tells me to believe and respect the Prophet's message.	The learner: <ul style="list-style-type: none"> • recites Surat Al-Masad. • writes/brailles Surat Al-Masad in the language of instruction correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective Communication 	<ul style="list-style-type: none"> • Confidence • Verbal and non-verbal expression 	<ul style="list-style-type: none"> • Responsibility • patience
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Selecting and evaluating information 	

Instructional Strategies: I do, We do, You do, Observation.

Instructional Resources: Holy Qur'an, a chart showing Surat Al-Masad in the language of instruction

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Ask learners to recite Surat Al-Masad • Display a chart having Surat Al-Masad in the language of instruction and read/braille as learner's listen • Demonstrate writing/braille Surat Al-Masad in the language of instruction • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite Surat Al-Masad as a class • Listen and read/braille after the teacher • Recite/sign/braille Surat Al-Masad in English correctly • Write/braille Surat Al-Masad in the language of instruction • Recite/sign and discuss the key message "Allah tells me to love and respect Prophet's message".

Guidance on assessment:

- Assess as the learner writes Surat Al-Masad in the language of instruction correctly
- Observe and assess as the learner uses Surat Al-Masad in their daily Swalat.

Sample activity: Writing/ braille Surat Al-Masad in the language of instruction

Hint for the teacher:

Surat Al-Masad:

In the name of Allah the most gracious, most merciful.

1. *May the hands of Abu Lahab perish, may he be ruined*
2. *Neither his wealth nor his gains will avail him*
3. *He shall soon enter a blazing fire*
4. *And also his wife who carries wood.*
5. *With a rope of twisted fibre round her neck.*

Lesson 3: Importance of Surat Al-Masad

Reference: Holy Qur'an (111:1-5), Islamic website.

Key message	Competences
Allah tells me not to disobey His words.	The learner: <ul style="list-style-type: none"> gives/signs the importance of Surat Al-Masad. recites Surat Al-Masad.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective Communication 	<ul style="list-style-type: none"> Audibility, confidence Articulation Verbal and non-verbal expression 	<ul style="list-style-type: none"> concern patience care
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Selecting and evaluating information Analyzing statements 	

Instructional Strategies: guided discussion, recitation, storytelling

Instructional Resources: Holy Qur'an.

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Ask learners to recite Surat Al-Masad Narrate/sign a story about Prophet Muhammad (PBUH) and his uncle Abulhab Share with the learners the importance of Surat Al-Masad through guided discussion Encourage learners to recite Surat Al-Masad in daily 	<ul style="list-style-type: none"> Answer questions about Surat Al-Masad Listen to/observe the story and answer questions Give/sign the importance of Surat Al-Masad Recite Surat Al-Masad in prayer Recite/sign and discuss the meaning of the key message "<i>Allah tells me not to disobey His words</i>".

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Let the learners recite/sign and discuss the meaning of the key message. 	

Guidance on assessment:

- Listen and assess as the learner gives the importance of Surat Al-Masad correctly
- Observe and assess as the learner recites Surat Al- Masad in daily prayer.

Sample activity: Recite Surat Al-Masad

Hint for the teacher:

Help the learners explain why Surat Al-Masad was revealed.

- Importance of Surat Al-Masad:**
 - Blessings from Allah*
 - Rewards*
 - Praying for what you want from Allah*
- Verse of the week: Qur'an 111:1-5 "And also his wife who carries wood, in her neck is a twisted rope of masad (palm) leaves."*

WEEK THREE

Lesson 1: Memorizing Surat Al-Masad

Reference: Holy Qur'an, Translated Qur'an, Islamic website

Key message	Competences
I can memorize Surat Al-Masad.	The learner: <ul style="list-style-type: none"> • Recites Surat Al-Masad correctly. • Memorizes Surat Al-Masad correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective Communication 	<ul style="list-style-type: none"> • Audibility, fluency • Confidence • Verbal and non-verbal expression 	<ul style="list-style-type: none"> • Appreciation • responsibility • patience

Instructional Strategies: Recitation, memorization, demonstration

Instructional Resources: Holy Qur'an

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to recite Surat Al-Masad • Guide learners to memorize Surat Al-Masad, through demonstration • Guide learners continue practising memorizing Surat Al-Masad • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite Surat Al-masad with correct articulation of words • Memorize Surat Al-Masad as a class • Memorize Surat Al-Masad in groups, pairs and individually • Recite/sign and discuss the meaning of the key message "<i>I can memorize Surat Al-masad.</i>"

Guidance on assessment:

- Listen and assess as the learner recites Surat Al-Masad with correct articulation of words.
- Assess as the learner memorizes Surat Al-Masad correctly.
- Observe and assess as the learner uses Surat Al-masad in prayer with confidence.

Sample activity: Memorizing Surat Al- Masad

Hint for the teacher:

- Give learners opportunity to practice reciting Surat Al-Masad on their own.
- Encourage learners to memorize Surat Al-Masad even outside class.
- Encourage learners to use Surat Al- Masad in daily prayers.

Lesson 2: Incidents for the revelation of Surat Al-Masad

Reference: Holy Qur'an, Translated Qur'an, Islamic CD with a story on the revaluation, Islamic website

Key message	Competences
I believe in Allah.	The learner: <ul style="list-style-type: none"> • Recites Surat Al-Masad correctly. • Explains/signs the incidents that led to the revelation of Surat Al-Masad.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective Communication 	<ul style="list-style-type: none"> • Audibility • Logical flow of ideas • Verbal and non-verbal expression 	<ul style="list-style-type: none"> • Care • Concern to others • Sharing • Cooperation
<ul style="list-style-type: none"> • Self management 	<ul style="list-style-type: none"> • Persuasive language • Temper control 	

Life Skills	Indicators	Values
	<ul style="list-style-type: none"> • Responding appropriately 	
<ul style="list-style-type: none"> • Coping with emotions 	<ul style="list-style-type: none"> • Identifying other people's emotions and feelings • Being sensitive about people's feelings 	

Instructional Strategies: Storytelling, guided discussion, guided discovery, recitation.

Instructional Resources: Holy Qur'an, CD with a story on the revelation

Teacher's Activities	Learner's' Activities
<ul style="list-style-type: none"> • Guide learners to recite Surat Al-Masad • Tell/sign a story about Abu Lahab who disbelieved in Allah and Prophet Muhammad (PBUH). Use the CD where need be • Tell/sign to learners that Surat Al-Masad was revealed after Abu Lahab telling the Prophet that He may perish • Guide learners to share lessons learnt • Encourage learners to practise reciting/signing Surat Al- masad in prayer • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite Surat Al-Masad correctly • Listen to/observe the story about Abu Lahab and answer questions • Listen to/observe the teacher's explanation about the revelation of Surat Al-Masad • Share lessons learnt from the story • Practise Surat Al-Masad in prayer in the correct way • Recite/sign and discuss the meaning of the key message "I believe in Allah".

Guidance on assessment:

- Assess as the learner correctly names the incidents that led to the revelation of Surat Al-Masad
- Observe and assess as the learner recites Surat Al-Masad in daily prayer.

Sample activity: Answering questions about the story.

Hint for the teacher:

Chapter 111-TWISTED FIBRE

- *In the name of God/Allah, the most gracious, the most merciful*
 1. *When the hands of Abu Lahab perish, may he be ruined?*
 2. *Neither his wealth nor his gains will avail him*
 3. *He shall soon enter a blazing fire*
 4. *And also his wife who carries the wood*
 5. *With a rope of twisted fibre around her neck*

Story:

After the Prophet receiving the message, He was told by Allah to spread the message of Islam to the public. Prophet Muhammad stood at the top of the mountain of Swaffa in Mecca. He told the gathering that “I am a messenger of Allah.” Abu Lahab told him perish O Muhammad. Allah then revealed Surat Al-Masad cursing Abu Lahab.

Lesson 3: Practicing Surat Al-Masad in prayer

Reference: Holy Qur’an, Islamic books

Key message	Competences
I will recite Surat Al-Masad in my prayer.	The learner: <ul style="list-style-type: none"> • recites Surat Al-Masad in prayer. • pronounces/signs the words in Surat Al-Masad correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective Communication 	<ul style="list-style-type: none"> • Audibility, fluency • Confidence, verbal and non-verbal expression 	<ul style="list-style-type: none"> • Sharing • Respect

<ul style="list-style-type: none"> • Friendship formation 	<ul style="list-style-type: none"> • Use of polite language 	<ul style="list-style-type: none"> • Obedience
<ul style="list-style-type: none"> • Creative thinking 	<ul style="list-style-type: none"> • Logical reasoning 	

Instructional Strategies: Demonstration, recitation, guided discussion

Instructional Resources: Islamic storybook

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Ask learners to recite/sign Surat Al-Masad • Guide learners to say a prayer using Surat Al-Masad, through demonstration • Guide learners to practise performing prayer using Surat Al-Masad • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite/sign Surat Al-Masad • Demonstrate performing prayer using Surat Al-Masad after the teacher • Perform prayer using Surat Al-Masad in groups and as individuals • Recite/sign and discuss the meaning of the key message <i>"I will recite surat Al-masad in my Prayer"</i>.

Guidance on assessment:

- Observe and assess as the learner performs Surat Al-masad in prayer appropriately

Sample activity: Practising performing Surat Al-Masad in prayer.

Hint for the teacher:

- *Prepare a chart having Surat Al-Masad in transliteration*

WEEK FOUR

THEME 2: TAWHID (FAITH).

Sub-theme: Angels of ALLAH

Learning Outcome: The learner understands the importance of the Archangel.

Lesson 1: The Archangel

Reference: Holy Qur'an (16:102, 97:4, 2:97, Translated Qur'an

Key message	Competences
I respect the message brought by Angel Jibril.	The learner: <ul style="list-style-type: none"> Names/signs the Arch-Angel Jibril. Gives/signs the reasons why he is called Archangel. Tells/signs other names of the Arch Angel.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Critical thinking 	<ul style="list-style-type: none"> Responding to questions appropriately 	<ul style="list-style-type: none"> Obedience Respect Responsibility
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Logical flow of ideas Accuracy 	

Instructional Strategies: Storytelling, recitation

Instructional Resources: Holy Qur'an

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> Guide learners to say/sign a prayer 	<ul style="list-style-type: none"> Say/sign a prayer thanking Allah Listening to the story and answering questions

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Tell/ sign a story about the Arch Angel bringing out the other names of the Archangel • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite/sign and discuss the meaning of the key message <i>"I respect the message brought by Angel jibril."</i>

Guidance on assessment:

- Assess as the learner correctly names the Archangel of Allah
- Assess as the learner correctly gives the other names of the Archangel.

Sample activity: Listening to the story and answering questions about the Archangel

Hint for the teacher:

Guide learners to identify the other names of the Archangel from the story you will tell
Qur'an 2:97 "Say O Muhammad whoever is an enemy to Jibril, let him die in his fury for indeed he has brought it this Qur'an down to your heart by Allah's permission, confirming what came before it."

Lesson 2: Functions of the Archangel

Reference: Holy Qur'an, Translated Qur'an, Hadith books, Islamic website

Key message	Competences
The Archangel is my Angel.	The learner: <ul style="list-style-type: none"> • Names/signs the names of the Archangel. • Gives/signs the functions of the Archangel.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Creative thinking 	<ul style="list-style-type: none"> • Logical reasoning 	<ul style="list-style-type: none"> • Respect • Responsibility
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Logical flow of ideas • Accuracy • Verbal and non-verbal expression 	

Instructional Strategies: Recitation, guided discussion

Instructional Resources: Holy Qur'an

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Ask learners to mention the Archangel • Guide learners to tell/sign the functions of the Archangel, through guided discussion • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Name/sign the Archangel correctly • Share the functions of the Archangel with the teacher. • Recite/sign and discuss the meaning of the key message "<i>The Arch Angel is my Angel.</i>"

Guidance on assessment:

- Assess as the learner gives the main function of the Archangel

Sample activity: Identify the functions of the Archangel.

Hint for the teacher:

- "*Say O Muhammad whoever is an enemy to Jibril for indeed he has brought it this Qur'an down to your heart by Allah's permissim, confirming what came before it.*"

Lesson 3: Relationship between the Arch Angel and the Prophets

Reference: Holy Qur'an, Translated Qur'an, Islamic website

Key message	Competences
The Arch Angel is important to us.	The learner: <ul style="list-style-type: none"> tells/signs the relationship between Archangel and the prophets correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Decision-making 	<ul style="list-style-type: none"> Acceptance Ask questions Giving instructions 	<ul style="list-style-type: none"> Obedience Respect Care
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Logical reasoning 	

Instructional Strategies: Guided discussion, recitation

Instructional Resources: Holy Qur'an

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> Guide learners to say/sign a prayer Discuss with the learners the relationship between the Archangel and the prophets, through guided discussion Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Say/sign a prayer Share the relationship between the Archangel and the prophets Recite/sign and discuss the meaning of the key message "<i>The Archangel is important to us.</i>"

Guidance on assessment:

- Assess as the learner tells the relationship between the Archangel and prophets correctly

Sample activity: Discussing /sign the relationship between the Archangel and the prophets

Hint for the teacher:

Relationship between the Arch Angel and the prophets:

1. *The Archangel brought messages (wahy) from Allah to the Prophets*
2. *The Archangel revealed Holy books to some Prophets e.g. Tairat to Musa, Zabur to Daud, Injil to Isa, Qur'an to Muhammad (PBUH)*
3. *The Archangel comforted the Prophets when he was faced with problems*
4. *The Arch Angel helped Prophet Muhammad (PBUH) during battles of Badru*

Qur'an 16:102 "Say O Muhammad, Jibril has brought it (Qur'an) down from your Lord with truth."

WEEK FIVE

LESSON 1: Relationship between the Arch Angel and Prophet Muhammad (PBUH)

Reference: Holy Qur'an (16:102, 97:4, 2:97-98, Translated Qur'an, Islamic CDs about the Angels of Allah.

Key message	Competences
Angel Jibril guided Prophet Muhammad (PBUH) <i>and guides me also</i>	The learner: <ul style="list-style-type: none"> Names/signs the name of the place where the Archangel first met Prophet Muhammad (PBUH). Gives/signs reasons why the Archangel met Prophet Muhammad (PBUH). Tells/signs the form through which the Archangel used to meet Prophet Muhammad (PBUH).

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Coping with emotions 	<ul style="list-style-type: none"> Being sensitive about people's feelings Not letting your emotions affect others 	<ul style="list-style-type: none"> Concern Appreciation
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Logical flow of ideas verbal and non -verbal 	

Instructional Strategies: storytelling, guided discussion, recitation

Instructional Resources: Translated Qur'an

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Narrate/sign the story about Angel Jibril and Prophet Muhammad (PBUH) in the cave • Guide learners to tell the relationship Angel Jibril had with Prophet Muhammad (PBUH) • Guide learners to explain how Angel Jibril influences our daily life through guided discussion • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Listen to/observe the story and answer questions • Mention/sign relationship between Angel Jibril and Prophet Muhammad (PBUH) • Tell /sign how Angel Jibril helps us in our daily life • Recite/sign and discuss the meaning of the key message <i>“Angel Jibril guided Prophet Muhammad (PBUH) and guides me also.”</i>

Guidance on assessment:

- Assess as the learner tells when Angel Jibril met Prophet Muhammad (PBUH) in cave for the first time
- Assess as the learner correctly tells what Angel Jibril told Prophet Muhammad (PBUH) to do while in the cave.

Sample activity: Answer questions about the story.

Hint for the teacher:

The story about Prophet Muhammad (PBUH) and Angel Jibril in the cave:

- *Angel Jibril brought messages to Prophet Muhammad (PBUH)*
- *The first time Angel Jibril met Prophet Muhammad (PBUH) in the cave of Hira*
- *Prophet Muhammad (PBUH) used to go to the cave to meditate*
- *Angel Jibril told Prophet Muhammad (PBUH) to recite the message revealed to him*
- *Angel Jibril continued to come to Prophet Muhammad (PBUH) for 23 years, bringing messages from Allah*
- *Angel Jibril used to appear in form of a man.*

Qur'an 2:98 “Whoever is an enemy to Allah, His angels, his messengers, Jibril or Mikail, will find verily that Allah is an enemy to the disbelievers.”

Lesson 2: Mariam the Mother of Isa

Reference: Translated Qur'an (3:45, 19: 3:35-36), the chain of Prophets in Islam, Stories of prophets by Ibn Kathir.

Key message	Competences
I want to be faithful like Mariam the mother of Prophet Isa.”	The learner: <ul style="list-style-type: none"> Names/signs the name of the mother of Isa. Tells/signs the names of Mother and father of Mariam. Identifies/signs who Isa was.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Decision-making 	<ul style="list-style-type: none"> Acceptance making choice 	<ul style="list-style-type: none"> Loyalty Responsibility Appreciation
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Audibility Confidence Articulation 	

Instructional Strategies: storytelling, guided discussion, recitation

Instructional Resources: Translated Qur'an

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Guide learners to share experiences about the babies at home Narrate/sign the story about Mariam the mother of Isa Guide learners to identify/sign the names of the parents of Mariam 	<ul style="list-style-type: none"> Share experiences about babies in their home Listen to/observe the story about Mariam the mother of Isa and answer questions Name/sign the names of the parents of Mariam

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Let the learners recite/sign and guide them to discuss the meaning of the key message. 	<ul style="list-style-type: none"> Recite/sign and discuss the meaning of the key message "I want to be faithful like Mariam the Mother of Prophet Isa".

Guidance on assessment:

- Assess as the learner correctly names the parents of Mariam.
- Assess as the learner correctly names the mother of Isa.

Sample activity: Re-tell the story of the mother of Isa

Hint for the teacher:
The story of Mariam the mother of Isa

- Mariam was the Mother of Prophet Isa*
- Prophet Isa was the 24th prophet of Allah*
- Hana was the Mother of Mariam (Grandmother of Isa)*
- Imran was the father of Mariam (Grandfather of Prophet Isa)*
- Zakariya was the uncle of Mariam (He took care of Mariam)*

Qur'an 3:45 When the Angels said "O Mariam, your Lord gives you good news (tidings) of a word from Him, His name is Massih Isa son of Mariam, honoured in this world and hereafter and will be one of those who are near to Allah.

Lesson 3: The relationship between the Arch Angel and Mariam (Mother of Isa)

Reference: Translated Qur'an (19:17, 3:35-36), The chain of Prophets in Islam, Stories of prophets by Ibn Kathir.

Key message	Competences
I will serve Allah like Mariam the mother of Isa.	The learner: <ul style="list-style-type: none"> Names/signs names of the Angel that visited Mariam the mother of Isa. Identifies/signs the good news the Angel brought to Mariam the mother of Isa.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Decision-making 	<ul style="list-style-type: none"> Acceptance making choice 	<ul style="list-style-type: none"> Loyalty Responsibility Appreciation
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Audibility Confidence Articulation Logical flow of ideas Verbal and non-verbal expression 	

Instructional Strategies: Storytelling, roleplay, recitation

Instructional Resources: Islamic CD about stories of prophets by Sheikh Ismail Lugolobi (UMSC)

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> Guide the learners to say/sign a story thanking Allah for the Archangel 	<ul style="list-style-type: none"> Say/sign a prayer thanking Allah Listen to/observe the story about Angel Jibril and Mariam and answer questions

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Narrate/sign the story about Mariam and Angel Jibril • Guide learners to give/sign the message Angel Jibril brought to Mariam the mother of Isa • Guide learners to role-play Angel Jibril telling Maraim the good news • Let learners recite sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Identify/sign the message Angel Jibril brought to Mariam the mother of Isa • Role-play the good news to Mariam. • Recite/sign and discuss the meaning of the key message. <i>"I will serve Allah like Mariam the mother of Isa."</i>

Guidance on assessment:

- Assess as the learner tells the good news Angel Jibril brought to Mariam
- Assess as the learner shares lessons learnt from Mariam.

Sample activity: Roleplaying Angel Jibril telling Mariam the good news.

Hint for the teacher:

Angel Jibril visited Mariam 2 times:

- *When he came to give her the information about the birth of Isa*
- *When he came to help her give birth to Isa*

Qur'an 3:45 When the Angels said "O Mariam, your Lord gives you good news (tidings) of a word from Him, His name is Massih Isa son of Mariam, honoured in this world and here after and will be one of those who are near to Allah.

WEEK SIX

THEME 3: FIQH (PRACTICES)

Sub-theme: Prayer (Swalat)

Learning Outcome: The learner understands and appreciates how prayer (Swalat) is performed.

Lesson 1: Units (Rakaats) for Swalat Subuhi

Reference: Holy Qur'an, Translated Qur'an, Islam textbooks

Key message	Competences
I will always pray.	The learner: <ul style="list-style-type: none"> Explains/signs the meaning of Subuhi. Tells/signs the Rakaats in each swalat.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Friendship formation 	<ul style="list-style-type: none"> Sharing Working in groups 	<ul style="list-style-type: none"> Appreciation Endurance Love
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency Meaningfulness Articulation Accuracy Verbal and non-verbal expression 	<ul style="list-style-type: none"> Responsibility Faithfulness

Instructional Strategies: guided discussion, observation, recitation

Instructional resources: A chart showing people praying

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to sing/sign any known song related to prayer • Display a chart showing people praying Swalat Subuhi • Guide learners to tell/sign the number of rakaats in each Swalat • Guide learners to arrange flash cards in showing rakaats in prayer • Encourage learners to follow the rakaat in each prayer in their daily prayer • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Sing/sign a song as a class • Observe and tell/sign what is taking place • Give/sign the number of rakaats in each swalat. • Arrange flash cards to show the rakaats in prayer • Follow the rakaats in each Swalat in their daily prayer • Recite/sign and discuss the meaning of the key messages "<i>I will always pray.</i>"

Guidance on Assessment:

- Observe and assess as the learner assembles flash cards to show the rakaats in prayer.

Sample activity: Identifying the rakaats in prayer

Hints for the Teacher:

Rakaats in prayer

Prayer / Swalat	Rakaats
Subuhi (fajir)	2 rakaats
Dhuhuri	4 rakaats
Aswiri (Asr)	4 rakaats
Maghrib	3 rakaats
Isha-i	4 rakaats

Qur'an 23:1-2 "Successful indeed are the believers; those who are humble in their prayer."

Lesson 2: Performing Swalat Subuhi

Reference: Holy Qur'an, Islam textbooks

Key message	Competences
I can perform Swalat Subuhi perfectly	The learner: <ul style="list-style-type: none"> • Demonstrates how Swalat Subuhi is performed. • Mentions/signs the rakaats in Swalat Subuhi.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Friendship formation 	<ul style="list-style-type: none"> • Sharing • Working in groups 	<ul style="list-style-type: none"> • Appreciation • Endurance
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • audibility • Articulation, Accuracy • Verbal and non-verbal expression 	<ul style="list-style-type: none"> • Love • Responsibility

Instructional Strategies: Demonstration, roleplay, recitation

Instructional resources: Chart showing people praying

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Ask learners to tell/sign the rakaats in each prayer (Swalat) • Display a chart showing people praying Swalat Subuhi • Demonstrate to the learners how to perform the sequence of Swalat Subuhi • Guide learners to role play people performing Swalat Subuhi 	<ul style="list-style-type: none"> • Identify the rakaats in each prayer • Observe and tell/sign what is taking place • Perform the steps of Swalat Subuhi • Role play performing Swalat Subuhi • Practice Swalat in their daily life experience • Recite/sign and discuss the meaning of the key message "<i>I can perform Swalat Subuhi perfectly</i>".

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Encourage learners practice Swalat in their daily life • Let the learners recite/sign and discuss the meaning of the key message. 	

Guidance on Assessment:

- Observe and assess as the learners perform Swalat Subuhi correctly

Sample activity: Practising performing Swalat Subuhi

Hints for the Teacher:

Demonstrate how swalat subuhi is performed.

- *Verse of the week: Qur'an 23:1-2 "Successful indeed are the believers; those who are humble in their prayer."*

Lesson 3: Performing Swalat Dhuhuri

Reference: Holy Qur'an, Islam textbooks

Key message	Competences
I can perform Swalat Dhuhuri perfectly.	The learner: <ul style="list-style-type: none"> • Demonstrates how Swalat Dhuhuri is performed. • Mentions/signs the number of rakaats in Swalat Dhuhuri. • Recites/signs words related to Swalat Dhuhuri correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Friendship formation 	<ul style="list-style-type: none"> Sharing Working in groups 	<ul style="list-style-type: none"> Appreciation Love Joyfulness
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency Audibility 	
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Logical reasoning Initiating new ideas 	

Instructional Strategies: Demonstration, role-play, recitation

Instructional resources: Chart showing people praying

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> Ask learners questions about the performance of Swalat Dhuhuri Display a chart showing people praying Swalat Dhuhuri Guide learners to perform the sequence of Swalat Dhuhuri several times through demonstration Guide learners to roleplay people performing Swalat Dhuhuri Encourage learners to practise Swalat Dhuhuri in their daily prayer Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Answer to questions about the performance of Swalat Dhuhuri Observe a chart showing people praying Swalat Dhuhuri Performing the steps of Swalat several Dhuhuri times Roleplay performing the sequence of Swalat Dhuhuri Practice Swalat Dhuhuri in their daily prayer Recite/sign and discuss the meaning of the key message <i>"I can perform Swalat Dhuhuri perfectly."</i>

Guidance on Assessment:

- Observe and assess as the learner demonstrates performing Swalat Dhuhuri in daily prayers.

Sample activity: Practising performing Swalat Dhuhuri

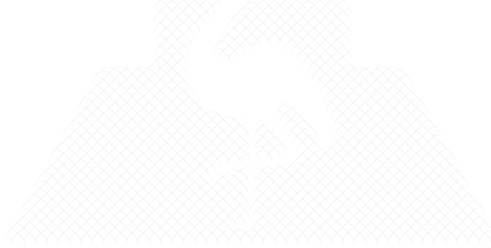
Hints for the Teacher:

Steps in performing Swalat Dhuhuri:

1. *Bring aniyya(intention): Nawayitu ...*
2. *Reciting Takbiiratul-Ikhiram: Allahu Akbar*
3. *Reciting Dua – opening dua (Iftitaahu)*
4. *Reciting Surat Al-Fatiha (Al-hamudu)*
5. *Reciting any Surat e.g Qul-Huwa Llahu Ahadi*
6. *Bowing on the knees (Rukuu) and say Subuhaan Rabbial-adhiini wabihaamadih x3*
7. *Leaving the rukuu (bowing by saying Samia Allahu Liman hamidah)u*
8. *Postrating (sujud) by reciting: Subuhaana rabbial-aala wabihamuduhi x3*
9. *Sitting and reciting a short dua*
10. *Postrating again saying the same word as in (8) x3*
11. *1 – 10 postures (steps complete are raaka (units)*
12. *Repeat the same steps for the second raaka, In the second raaka after postrating*
13. *Recite attahiyyatu*
14. *Repeating the same steps for the remaining 2 rakaas (units)*
15. *Reciting a dua after Swalat*

Verse of the week: Chapter 106:4-5 “So suffering is to those performers of Swalat who are negligent to their prayers.”

- *Draw pictures showing people (steps) performing Swalat Dhuhuri*
- *Qur’an 23:1-2 “Successful indeed are the believers; those who are humble in their prayer.”*



WEEK SEVEN

Lesson 1: Performing Swalat Asr

Reference: Holy Qur'an, Translated Qur'an, Hadith books, Islamic website, IRE books e.g. Umar Juma Nsereko, Quraishy.

Key message	Competences
I need to perform the Swalat Asr perfectly.	The learner: <ul style="list-style-type: none"> • Pronounces/signs words related to Swalat Asr correctly. • Demonstrates how to perform Swalat Asr correctly. • Performs Swalat Asr correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Accuracy • Articulation • Confidence • Meaningfulness 	<ul style="list-style-type: none"> • Cooperation • Patience • Respect • Obedience • Appreciation
<ul style="list-style-type: none"> • Decision-making 	<ul style="list-style-type: none"> • Acceptance • Making choice 	

Instructional Strategies: Demonstration, recitation, group work

Instructional resources: Resource person, charts showing steps in performing Asr.

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Display a chart showing the steps in pictures of how Swalat Asr is performed • Demonstrate how Swalat Asr is performed 	<ul style="list-style-type: none"> • Observe/study the steps of how Swalat Asr is performed • Observe the teacher demonstrating how Swalat Asr is performed

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Guide learners in groups to practice the performing of Swalat Asr • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Practice performing Swalat Asr as a class, in groups, and individually • Recite/sign and discuss the meaning of the key message "<i>I need to perform the Swalat Asr perfectly</i>".

Guidance on Assessment:

- Observe and assess as the learner practices performing Swalat Asr

Sample activity: Practising performing Swalat Asr

Hints for the Teacher:

Steps in performing Swalat Asr

Qur'an 106:4-5 "So suffering is to those performers of Swalat who are negligent to their prayers."

Lesson 2: Steps followed when performing Swalat Dhuhuri and Asr

Reference: Holy Qur'an, Translated Qur'an, Hadith books

Key message	Competences
I should perform Swalat perfectly.	The learner: <ul style="list-style-type: none"> • Reads/signs words related to Swalat Dhuhuri and Asr correctly. • Demonstrates Swalat Dhuhuri and Asr correctly. • Draws the steps followed when performing Swalat Dhuhuri and Asr correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Accuracy Articulation Confidence Meaningfulness Verbal and non-verbal expression 	<ul style="list-style-type: none"> Patience Obedience Appreciation

Instructional Strategies: Group work, demonstration, recitation, guided discussion

Instructional resources: Resource person, flash cards with steps followed when performing Swalat Dhuhuri and Asr

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> Ask learners to perform Swalat Dhuhuri and Asr individually Discuss with learners the steps involved in performing Swalat Dhuhuri and Asr, through guided discussion Ask learners in groups to re-arrange the flash cards of steps in performing Swalat Dhuhuri and Asr, through demonstration Guide learners to draw the steps followed Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Individual learners perform Swalat Dhuhuri and Asr Share with the teacher steps followed in performing Swalat Dhuhuri and Asr Re-arrange the flash cards of the steps in performing Swalat Dhuhuri and Asr Draw the steps for performing Swalat Dhuhuri and asr Recite/sign and discuss the meaning of the key message "<i>I should perform swalat perfectly</i>".

Guidance on Assessment:

- Observe and assess as the learner re-arranges the flash card pictures to make complete prayers of Swalat Dhuhuri and Asr
- Observe and assess as the learner correctly draws the steps followed.

Sample activity:

1. Arranging flash cards of the steps in performing Swalat Dhuhuri and Asr
2. Drawing steps followed in performing swalat Dhuhuri and Asr

Hints for the Teacher:

- *Steps in performing Swalat Dhuhuri and Asr.*

TAKBIRAT IHRAAMI (restrictional takbir)	RUKUU (Bowing)	ITIDAL (Raising from bowing)	SUJUDU (Prostrating)	MID SUJUD SITTING	SUJUD	SITTING
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Qur'an 106:4-5 "So suffering is to those performers of Swalat who are negligent to their prayers."

Lesson 3: Performing Swalat Maghrib

Reference: Holy Qur'an, Translated Qur'an, Hadith books

Key message	Competences
I should perform Swalat Maghrib perfectly.	The learner: <ul style="list-style-type: none"> • Pronounces /signs words related to Swalat Maghrib correctly. • demonstrates how Swalat Maghrib is performed. • performs Swalat Maghrib correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, audibility Confidence Verbal and non-verbal expression 	<ul style="list-style-type: none"> Obedience Respect Unity Appreciation Responsibility
<ul style="list-style-type: none"> Friendship formation 	<ul style="list-style-type: none"> Praying with others Working in groups Use of polite language 	
<ul style="list-style-type: none"> Peer resistance 	<ul style="list-style-type: none"> Standing for one's values and beliefs 	

Instructional Strategies: Demonstration, group work, recitation, guided discussion.

Instructional resources: A chart showing steps followed when performing Swalat Maghrib

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Sing/sign a song related to Swalat (prayer) Display a chart showing the steps in pictures (postures) for performing Swalat Maghrib Guide learners to perform Swalat Maghrib through demonstration Let learners perform Swalat Maghrib in groups and on their own Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Sing/sign a song as a class Observe the steps for performing Swalat Maghrib from the chart Perform Swalat Maghrib after the teacher Perform Swalat Maghrib as a class, in groups and individually. Recite/sign and discuss the meaning of the key message "<i>I should perform swalat maghrib perfectly</i>".

Guidance on Assessment:

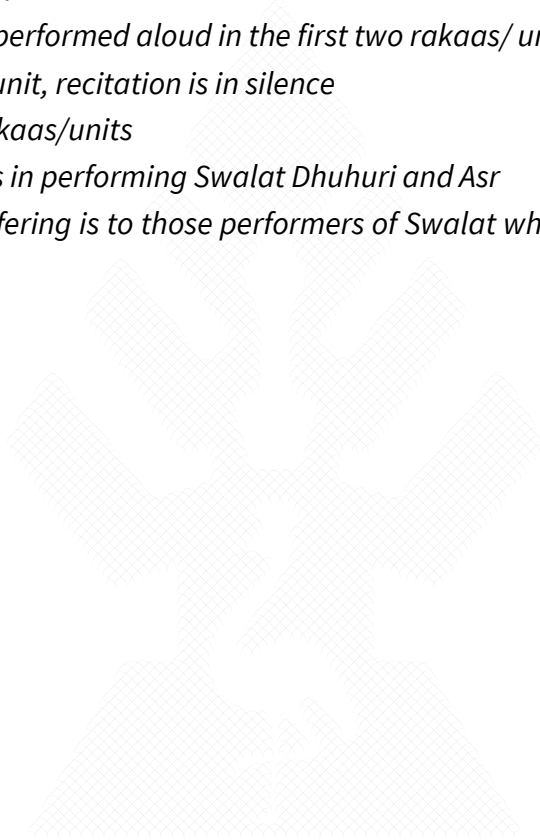
- Observe and assess as the learner performs Swalat Maghrib, following the right steps

Sample activity: Practising performing Swalat Maghrib

Hints for the Teacher:

- *Swalat Maghrib is performed aloud in the first two rakaas/ units*
- *In the third rakaas/unit, recitation is in silence*
- *It has only three rakaas/units*
- *Following the steps in performing Swalat Duhuri and Asr*

Qur'an 106:4-5 "So suffering is to those performers of Swalat who are negligent to their prayers."



WEEK EIGHT

Lesson 1: Steps followed when performing Swalat Maghrib

Reference: Holy Qur'an, Translated Qur'an, (Q.107:4-5) Text book of Islam by MA Quraishy Book 2, IRE for Primary by Umar Juma Nsereko

Key message	Competences
It is my obligation to perform Swalat.	The learner: <ul style="list-style-type: none"> • Performs Swalat Maghrib correctly. • Reads/signs the words related to Maghrib correctly. • Identifies the steps followed when performing swalat Maghrib.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, audibility • Confidence • Verbal and non-verbal expression 	<ul style="list-style-type: none"> • Appreciation • Responsibility
<ul style="list-style-type: none"> • Peer resistance 	<ul style="list-style-type: none"> • Standing for one's values and beliefs 	

Instructional Strategies: Demonstration, recitation, Guided discussion

Instructional resources: A chart of people performing Swalat

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Display a chart showing steps of prayers (Swalat) • Ask learners to line up and perform Maghrib 	<ul style="list-style-type: none"> • Observe/study a chart showing steps of Swalat • Line up and perform Swalat Maghrib • Draw steps followed • Perform Swalat Maghrib in their daily prayers

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to draw steps followed when performing swalat Maghrib • Encourage learners to perform Swalat Maghrib in their daily prayers • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite/sign and discuss the meaning of the key message <i>"It is my obligation to perform swalat."</i>

Guidance on Assessment:

- Assess as the learner performs Swalat Maghrib following the correct steps
- Observe and assess as the learner correctly draws pictures showing steps of Swalat Maghrib

Sample activity: Draw pictures showing steps taken in performing Swalat Maghrib

Picture (standing raising hands)

Picture (Bowling)

Picture (Prostrating)

Hints for the Teacher:

- *Encourage learners to follow the steps in the performance of Swalat Maghrib. Qur'an 107:4-5 "So woe (suffering) is to those who perform Swalat, Those who delay their Swalat from their stated time, those who do good deeds only to be seen."*

Lesson 2: Performing Swalat Isha

Reference: Holy Qur'an (11:114), Textbook of Islam by MA Quraishy Book 2, IRE for Primary by Umar Juma Nsereko

Key message	Competences
I perform Swalat to avoid going to hell.	The learner: <ul style="list-style-type: none"> • reads/signs the words related to Isha correctly. • demonstrates how Swalat Isha is performed. • performs Swalat Isha correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, audibility • Confidence • Verbal and non-verbal expression 	<ul style="list-style-type: none"> • Obedience • Respect • appreciation • responsibility

Instructional Strategies: Recitation, group work, demonstration, I do, we do, you do

Instructional resources: A chart showing people performing Swalat

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to perform Swalat Maghrib • Display a chart having steps in performing Swalat Isha • Demonstrate how Swalat Isha is performed • Ask learners to practise Swalat Isha • Encourage learners to perform Swalat Isha in prayer 	<ul style="list-style-type: none"> • Performing Swalat Maghrib correctly • Observing the chart having steps in Swalat Isha • Observe as the teacher demonstrates Swalat Isha • Practicing how to perform Swalat Isha as a class, in groups and individually

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Recite/sign and discuss the meaning of the key message "<i>I perform Swalat to avoid going to hell.</i>"

Guidance on Assessment

- Observe and assess as the learner performs Swalat Isha following the right steps

Sample activity:

- Practise performing Swalat Isha
- Arrange the flash cards to form the correct steps in performing Swalat Isha

1. Going to toilet	3. Saying Takibiratu Ihram	5. Bowing
2. Ablution	4. Reciting Al-faatiha	6. Prostrating

Hints for the Teacher:

Performing Swalat Isha

- Swalat Isha has four Rakaas (rounds)*
- The first two rakaas, recitation is aloud like in Maghrib and Isha*
- The last two rakaas, the recitation is done silently like in Dhuhuri, Aswir and the third rakaas of Maghrib*
- Follow the steps of Maghrib, but add on the fourth rakaas.*

Verse of the week: Qur'an 107:4-6 "So woe (suffering) is to those who perform Swalat, those who delay their Swalat from their stated time, those who do good deeds only to be seen."

- Organize learners in groups (Boys/Girls)
- Demonstrate how Swalat Isha is performed
- Make flash cards (flash cards) of steps of Swalat for learners to arrange correctly.

Lesson 3: Steps followed when performing Swalat Isha

Reference: Holy Qur'an (11:114), Text book of Islam by MA Quraishy Book 2, IRE for Primary by Umar Juma Nsereko.

Key message	Competences
Isha is my last Swalat of the day.	The learner: <ul style="list-style-type: none"> • Practises performing Swalat Isha correctly. • Reads/signs words related to Swalat Isha correctly. • Identifies the steps followed when performing Swalat Isha.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Fluency, audibility • Confidence • Verbal and non-verbal expression • Logical flow of ideas 	<ul style="list-style-type: none"> • Obedience • Respect • Appreciation • Responsibility

Instructional Strategies: Recitation, demonstration, guided discussion.

Instructional resources: A chart showing steps followed when performing swalat Isha

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Display a chart showing steps of prayers (Swalat) • Ask learners to perform swalat Asha, through demonstration • Guide learners to arrange the steps followed when performing Swalat Asha • Encourage learners to perform Swalat Asha in their daily prayers • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Observe/study a chart showing steps of Swalat • Perform Swalat Asha correctly • Arrange flash cards to form the correct sequence of performing Asha • Perform Swalat Asha in their daily prayers • Recite/sign and discuss the meaning of the key message "Isha is my last swalat of the day."

Guidance on Assessment:

- Observe and assess as the learner arranges the flash cards to form the correct sequence of Swalat Isha

Sample activity: Arranging cards showing steps in Swalat Isha

Sayig Takbirat ihram

Bowing

Reciting Sulat Alfatiha

Prostrating

Bringing Azkaari

Adhan

Hints for the Teacher:

- *Follow the steps in the performance of Swalat Isha*
Qur'an 107:4-6 "So woe (suffering) is to those who perform Swalat, Those who delay their Swalat from their stated time, Those who do good deeds only to be seen."

WEEK NINE

THEME 4: MORAL AND SPIRITUAL TEACHINGS

Sub-theme: Dua for acquisition of knowledge

Learning Outcome: The learner understands, appreciates prayers for different occasions and shows concern for different situations.

Lesson 1: The Dua for Acquisition of Knowledge

Reference: The Holy Qur'an, Translated Qur'an, Hadith books, Islamic website

Key message	Competences
I ask for wisdom from Allah.	The learner: <ul style="list-style-type: none"> • Recites/signs dua for acquisition of knowledge. • Pronounces/signs words related to the dua for acquisition of knowledge correctly. • Reads/signs words for acquisition of knowledge correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Audibility, articulation • Confidence • Verbal and nonverbal expression • Logical flow of ideas 	<ul style="list-style-type: none"> • Appreciation • Love
<ul style="list-style-type: none"> • Creative thinking 	<ul style="list-style-type: none"> • Logical reasoning 	

Instructional Strategies: Demonstration, guided discussion, recitation,

Instructional resources: The Holy Qur'an

Teacher's Activities:	Learner's Activities
<ul style="list-style-type: none"> ● Sing/sign a common song about the acquisition of knowledge ● Guide learners to read/sign the Dua for acquisition of knowledge, through demonstration ● Guide learners to recite/sign the dua for the acquisition of knowledge as in the Qur'an ● Encourage individual learners to recite/sign for dua of acquisition of knowledge ● Guide learners to relate the dua for acquisition of knowledge in their daily life experience. ● Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> ● Sing/sign a song on the acquisition of knowledge ● Read/sign the dua for acquisition of knowledge ● Recite/sign the dua for the acquisition of knowledge with correct articulation of words ● Recite/sign the dua for acquisition of knowledge in groups and individually ● Relate dua for acquisition of knowledge in their daily life experience ● Recite/sign and discuss the meaning of the key message "I ask for knowledge from Allah."

Guidance on Assessment:

- Assess fluency as the learner recites the dua for acquisition of knowledge with correct articulation of words

Sample activity: Practice reciting the dua for acquisition of knowledge.

Hint for the teacher:

Dua for acquisition of knowledge:

"Rabbi zidne-e ilmaa"

Dua for the acquisition of knowledge in transliteration.

(Qur'an.20:114) Rabbi zidnii ilmaa. "My Lord, increase me in knowledge."

Lesson 2: The Meaning of Dua for Acquisition of Knowledge

Reference: The Holy Qur'an, Translated Qur'an, Hadith books, Islamic website

Key message	Competences
I need to get knowledge from Allah.	The learner: <ul style="list-style-type: none"> • Recites/signs dua for acquisition of knowledge correctly. • Explains/signs the meaning of dua for acquisition of knowledge correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Audibility • Logical flow of ideas verbal and non -verbal 	<ul style="list-style-type: none"> • Obedience • Respect
<ul style="list-style-type: none"> • Creative thinking 	<ul style="list-style-type: none"> • Logical reasoning 	
<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Responding to questions appropriately 	

Instructional Strategies: Recitation, guided discussion

Instructional resources: The Holy Qur'an

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Ask learners to recite/sign the dua for acquisition of knowledge (Rabbi Zidnii ilmaa) • Discuss with the learners the meaning of Rabbi Zidnii ilmaa, through guided discussion • Ask learners to match the meaning of Rabbi Zidnii ilmaa with Arabic text • Encourage the learners to recite the dua (Rabbi Zidnee ilman) in daily prayer 	<ul style="list-style-type: none"> • Recite/sign the dua for acquisition of knowledge Rabbi zidnii ilmaa ...) • Give/sign the meaning of the dua for acquisition of knowledge (Rabbi Zidnii ilmaa) • Match the meaning of Rabbi Zidnii ilmaa with Arabic text • Recite the dua in their daily prayers • Recite/sign and discuss the meaning of the key message "I need to get knowledge from Allah".

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> Let the learners recite/sign and discuss the meaning of the key message. 	

Guidance on Assessment:

- Listen and assess as the learner gives the correct meaning of the dua
- Observe and assess as the learner matches the meaning of the dua with the Arabic text correctly.

Sample activity: Match the meaning of the dua with the Arabic text

Hint for the teacher:

Holy Qur'an 20:114 "Rabbi zidnee ilmaa"

Translation; "O my Lord, increase me in knowledge."

Lesson 3: The Importance of Dua for Acquisition of Knowledge

Reference: The Holy Qur'an, Translated Qur'an, Hadith books

Key message	Competences
Oh Allah, increase me in knowledge	The learner: <ul style="list-style-type: none"> gives/signs the importance of dua for acquisition of knowledge

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Fluency, accuracy Audibility Verbal and non- verbal expression Logical flow of ideas 	<ul style="list-style-type: none"> Sharing Love Obedience Righteousness
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Logical reasoning 	

Instructional Strategies: Guided discussion, recitation, Think-Pair-Share

Instructional resources: Holy Qur'an

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> ● Ask learners to recite/sign the dua for acquisition of knowledge ● Share with learners the importance of the dua for acquisition of knowledge, through guided discussion ● In pairs, let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> ● Recite/sign the dua correctly ● Give/sign the importance of the dua for acquisition of knowledge ● Recite/sign and discuss the meaning of the key message “<i>Oh Allah increase me in knowledge.</i>”

Guidance on Assessment:

- Observe and assess as the learner performs the dua of acquisition of knowledge
- Assess as the learner gives the correct importance of the dua for acquisition of knowledge.

Sample activity: Recite/sign the dua of acquisition of knowledge.

Hint for the teacher:

Importance of dua for acquisition of knowledge:

1. *Knowledge helps us to serve Allah better*
2. *Knowledge helps us to make right decisions*
3. *Knowledge helps us to make the world a better place*

Qur'an (20:114) “My Lord, increase me in knowledge.”

WEEK TEN

Lesson 1: The Dua for the Dead

Reference: The Holy Qur'an, Translated Qur'an, Hadith books (Riyaad Swahhiina), Islamic website.

Key message	Competences
I will always pray for the dead.	The learner: <ul style="list-style-type: none"> • Reads/signs the words dua for the dead correctly. • Recites/signs the dua for the dead.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Audibility • Articulation 	<ul style="list-style-type: none"> • Appreciation • Respect
<ul style="list-style-type: none"> • Coping with emotions 	<ul style="list-style-type: none"> • Identifying other people's emotions and feelings 	<ul style="list-style-type: none"> • Responsibility

Instructional Strategies: Recitation, demonstration, I do, we do, you do.

Instructional resources: Hadith books, resource person.

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Tell/sign a short story about death and burial • Ask learners to share experiences during death and burial • Share with the learners the verse from the Holy Qur'an about praying for the dead • Guide learners to recite/sign the dua for the dead through demonstration 	<ul style="list-style-type: none"> • Listen to/observe the story and answer questions • Say/sign what they see during death and burial • Listen to/observe the verse from Qur'an concerning praying for the dead and say what they learn • Recite/sign the dua for the dead as a class, in groups and individually • Recite/sign and discuss the meaning of the key message

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Let the learners recite/sign and discuss the meaning of the key message. 	<p><i>"I will always pray for the dead".</i></p>

Guidance on Assessment:

- Observe and assess as the learner recites the dua for the dead with correct articulation of words.

Sample activity: Recite/sign the dua for the dead.

Hint for the teacher:

Dua for the dead:

"Allahumma gufirulahu Allahummaruhumu"

Meaning; *"Oh Allah, forgive him/her, O Allah be merciful to him/her"*.

Qur'an (59:10) "Our Lord, forgive us and our brothers who preceded us in faith".

Lesson 2: The Meaning of Dua for the Dead

Reference: The Holy Qur'an, Translated Qur'an, Hadith books, IRE text books, Islamic website.

Key message	Competences
I will pray for the dead.	The learner: <ul style="list-style-type: none"> Recites/signs the dua for the dead Explains /signs the meaning of the dua for the dead correctly.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Audibility Articulation 	<ul style="list-style-type: none"> Appreciation Respect

Life Skills	Indicators	Values
	<ul style="list-style-type: none"> • Verbal and non-verbal expression 	<ul style="list-style-type: none"> • Responsibility
<ul style="list-style-type: none"> • Creative thinking 	<ul style="list-style-type: none"> • Logical reasoning 	

Instructional Strategies: Recitation, guided discussion

Instructional resources: A chart showing burial taking place, a chart showing the Arabic & transliterated text of the dua for the dead

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Ask learners to recite/sign the dua for the dead • Share with the learners the meaning of the dua for the dead, through guided discussion • Ask learners to match the meaning of the dua for the dead with Arabic text as displayed on the chart • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Recite/sign the dua for the dead • Discuss the meaning of the dua for the dead in groups • Match the meaning of the dua for the dead with Arabic text • Recite/sign and discuss the meaning of the key message "<i>I will pray for the dead</i>".

Guidance on Assessment:

- Assess as the learner recites the dua of the dead
- Assess as the learner gives the correct meaning of the dua of the dead
- Observe and assess as the learner matches the meaning of the dua for the dead to the Arabic text.

Sample activity: Matching the meaning of the dua for the dead and Arabic text.

Hint for the teacher:

- Meaning of the Dua for the dead:
"Oh Allah, forgive him/her, O Allah be merciful to him/her"
- Verse of the week: Qur'an (59:10) *"Our Lord, forgive us and our brothers who preceded us in faith."*

Lesson 3: The Importance of the Dua for the Dead

Reference: The Holy Qur'an, Translated Qur'an, Hadith books, IRE textbooks, Islamic website

Key message	Competences
I should pray for the dead.	The learner: <ul style="list-style-type: none"> • Recites/signs the dua for the dead correctly. • Gives/signs the importance of the dua for the dead.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Audibility • Accuracy • Verbal and non-verbal expression 	<ul style="list-style-type: none"> • Care • Respect • Love
<ul style="list-style-type: none"> • Empathy 	<ul style="list-style-type: none"> • Supporting others • Use appropriate language • Comforting others 	

Instructional Strategies: Guided discussion, recitation and Think-Pair-Share

Instructional resources: A chart showing the importance of the dua for the dead, Holy Qur'an

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to recite/sign the dua for the dead • Share with the learners the importance of dua for the dead • Recite/sign the hadith of Prophet Muhammad (PBUH) about the importance of dua for the dead 	<ul style="list-style-type: none"> • Recite/sign the dua for the dead with correct articulation of words • Discuss/sign the importance of the dua for the dead in groups • Listen to/observe the hadith about importance of dua for the dead • Share lessons learnt from the hadith related to the dua for the dead

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Guide learners to share lessons learnt from the hadith • Let the learners recite/sign and discuss the meaning of the key message 	<ul style="list-style-type: none"> • Recite/sign and discuss the meaning of the key message "<i>I should pray for the dead</i>".

Guidance on Assessment:

- Assess as the learner identifies the importance of the dua of the dead
- Observe and assess as the learner recites the dua for the dead with correct articulation of words.

Sample activity: Reciting/signing the dua for the dead.

Hint for the teacher:

Importance of the Dua for the dead:

1. *It helps a Muslim to seek forgiveness from Allah*
2. *Allah puts mercy on the dead person.*
3. *It helps the soul of the dead to rest in peace.*
4. *We get a reward when we pray for the dead.*
5. *The dead can go to paradise.*
6. *It is one way of respecting the dead.*
7. *It is one way of caring for the dead.*
8. *It is one way of remembering the dead.*
9. *It is one way of appreciating the dead.*

The Prophet's hadith about dua for the dead:

"When a son of Adam dies, his files are closed except for three things, a child who is pious and who prays for him. Flowing sadaq/charity and ilm (knowledge) that benefits the people."

Qur'an (59:10) "Our Lord, forgive us and our brothers who proceeded us in faith."

WEEK ELEVEN

THEME 5: HISTORY OF ISLAM

Sub-theme: Messenger ship of Prophet Muhammad PBUH

Learning Outcome: The learner should be able to understand and appreciate the concept of revelation and messenger ship.

Lesson 1: The Name of the Cave

Reference: The Holy Qur'an, Translated Qur'an, Hadith books, IRE textbooks e.g Let us learn Islam, Islamic website.

Key message	Competences
I need to worship Allah	The learner: <ul style="list-style-type: none"> • Mentions/signs the name of the cave correctly. • Explains what the prophet did in the cave.

Life Skills	Indicators	Values
<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Audibility, accuracy • Verbal and non-verbal expression • Logical flow of ideas 	<ul style="list-style-type: none"> • Determination • Appreciation

Instructional Strategies: storytelling, recitation, guided discovery, guided discussion

Instructional resources: Holy Qur'an

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> • Tell/sign a story about Prophet Muhammad (PBUH) in the cave • Guide learners to tell/sign the name of the cave • Share with the learners what the Prophet did when in the cave 	<ul style="list-style-type: none"> • Listen to/observe the story about Muhammad in the cave of Hira and answer questions • Name/sign the name of the cave where Prophet Muhammad (PBUH) visited • Give/sign what the prophet did while in the cave

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Recite/sign and discuss the meaning of the key message <i>"I need to worship Allah".</i>

Guidance on Assessment:

- Assess as the learner names the cave visited by Muhammad
- Assess as the learner explains what Muhammad (PBUH) used to do when he visited the cave.

Sample activity: Answer the questions about the cave where the prophet got the message from Allah.

Hint for the teacher:

Prepare a short story about Muhammad's visit to the cave of Hira.

- "The people of Mecca used to worship idols. Muhammad did not worship idols but worshipped Allah. He used to go to the cave Hira to worship Allah."*
- Qur'an 96:1-5 "Iqraa-bismirabbika aladhi khalaq....."*

Lesson 2: The Location of the Cave

Reference: The Holy Qur'an (96:1-5), Textbook of Islam by MA Quraishy Book 1, Islamic Religious Education for Primary by Umar Juma Nsereko

Key message	Competences
I love Mecca, the city of Islam.	The learner: <ul style="list-style-type: none"> Names/signs the name of the mountain where the cave was found Identifies/signs the name of the actual place where the cave was found

Life Skills	Indicators	Values
<ul style="list-style-type: none"> Effective communication 	<ul style="list-style-type: none"> Audibility, accuracy Verbal and non-verbal expression 	<ul style="list-style-type: none"> appreciation love
<ul style="list-style-type: none"> Creative thinking 	<ul style="list-style-type: none"> Logical reasoning 	

Instructional Strategies: Storytelling, guided discovery and recitation

Instructional resources: A chart illustrating the mountain and the location of the cave

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Ask learners to give/sign the name of the cave Display a chart and guide learners to name the mountain and identify the location of the cave, through guided discovery Guide learners to identify the city where the cave is found Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Name/sign the name of the cave Observe and locate the mountain and the position of the cave Name the city where the cave is found (Mecca) Recite/sign and discuss the meaning of the key message "<i>I love mecca, the city of Islam.</i>"

Guidance on Assessment:

- Assess as the learner correctly names where the cave Prophet Muhammad (PBUH) used to go is found
- Assess as the learner correctly names the mountain where the cave is found
- Assess as the learner correctly names the city where the cave is found.

Sample activity: Answer questions about the story

Hint for the teacher:

- The name of the cave is Hira*
- Cave Hira is found on Mountain Noor.*
- The cave is located in Mecca.*
- Mecca is found in Saudi Arabia.*

Qur'an (96:1-5) "In the name of your Lord who created. He created man from a clot. Read and your Lord is most honorable. Who taught by the pen taught man what he didn't know."

Lesson 3: The Situation that was in Mecca

Reference: The Holy Qur'an, Translated Qur'an, Hadith books, Islamic website

Key message	Competences
I worship Allah alone.	The learner: <ul style="list-style-type: none"> tells/signs the things that took place in Mecca during times of revelation correctly.

Life Skills	Indicators	Values
Effective communication	<ul style="list-style-type: none"> accuracy, logical flow of ideas verbal and no-verbal expression 	<ul style="list-style-type: none"> Perseverance Patience Endurance
Problem-solving	<ul style="list-style-type: none"> Making choice 	
Decision-making	<ul style="list-style-type: none"> Telling consequences of decisions made 	

Instructional Strategies: storytelling, guided discussion, recitation

Instructional resources: Islamic CDs of documentaries named 'The Message'

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Guide learners to say/sign a prayer thanking Allah Tell/sign a story / play a CD about the situation that was there in Mecca Discuss with learners the situations that were in Mecca, through guided discussion Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Say/sign a prayer thanking Allah for the message to Prophet Muhammad (PBUH) as a class Listen to/observe/watch the story on the CD and identify/sign situations that took place in Mecca Share the situations that were in Mecca during the time of Prophet Muhammad (PBUH) Recite/sign and discuss the meaning of the key message "I worship Allah alone."

Guidance on Assessment:

- Assess as the learner correctly identifies the situations that took place in Mecca.

Sample activity: Answer the questions about the story on situations in Mecca.

Hint for the teacher:

The situations that took place in Mecca:

- *Worshipping idols*
- *Oppressing the weak*
- *Mistreating women*
- *Killing young girls.*
- *Reducing weights and measurements*
- *Adultery and fornication*
- *Wine drinking /alcohol.*

Qur'an (96:1-5), "Read in the name of your Lord who has created all that exists."

WEEK TWELVE

Lesson 1: Reasons why Muhammad went to the Cave

Reference: The Holy Qur'an, Translated Qur'an, Hadith books

Key message	Competences
I raise Allah.	The learner: <ul style="list-style-type: none"> gives/signs the reasons why Muhammad went to the cave

Life Skills	Indicators	Values
Effective communication	<ul style="list-style-type: none"> Fluency, audibility Logical flow of ideas Verbal and non-verbal expression 	<ul style="list-style-type: none"> Patience honest endurance
Peer resistance	<ul style="list-style-type: none"> Standing for one's values and beliefs Defending one's decision 	<ul style="list-style-type: none"> confidence

Instructional Strategies: guided discovery, recitation and storytelling

Instructional resources: Holy Qur'an

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> Tell/sign a story about Muhammad in the cave Through guided discovery, discuss with the learners the reasons why Prophet Muhammad (PBUH) went to the cave according to the story Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Listen to/observe the story about Muhammad in the Cave and answer questions Discuss the reasons why Prophet Muhammad (PBUH) went to the cave according to the story Recite/sign and discuss the meaning of the key message "<i>I praise Allah</i>".

Guidance on Assessment:

- Assess as the learner gives the reasons why Prophet Muhammad (PBUH) went to the cave.

Sample activity: Answer questions about the story.

Hint for the teacher:

Reasons why Prophet Muhammad (PBUH) went to the cave:

1. To distance himself from idol worship
2. To praise His Lord (Allah) without being disturbed
3. To distance himself from pagan Meccans.
4. To have time to think about the Lord (Allah)

Story about Prophet Muhammad (PBUH) in the cave:

During the Jahiliyya period, Arabs were worshipping idols. Muhammad decided to go to the cave Hira to meditate and hide away from idol worship.

Qu'an. (96:1) "Read! In the name of your Lord who has created all that exists."

Lesson 2: The Coming of the Archangel to Muhammad (PBUH)

Reference: Holy Qur'an, Translated Qur'an, Islamic books, Islamic website

Key message	Competences
Prophet Muhammad (PBUH) is my mentor.	The learner: <ul style="list-style-type: none"> • Explains/signs the coming of the Archangel in the cave. • Identifies/signs the message brought to Muhammad by the Archangel.

Life Skills	Indicators	Values
Effective communication	<ul style="list-style-type: none"> • Audibility • Articulation • Confidence 	<ul style="list-style-type: none"> • Honest • Obedience • Respect
Critical thinking	<ul style="list-style-type: none"> • Responding to questions appropriately 	

Instructional Strategies: Guided discovery, guided discussion, storytelling, Recitation.

Instructional resources: Holy Qur'an

Teacher's Activities	Learners' Activities
<ul style="list-style-type: none"> • Ask learners to give/sign the reasons why Prophet Muhammad (PBUH) went to the cave • Tell/sign a story on the coming of the Archangel to Prophet Muhammad (PBUH) • Discuss with learners why the Archangel came to Prophet Muhammad (PBUH) as reflected in the story through guided discussion • Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> • Give/sign reasons why Prophet Muhammad (PBUH) went to the cave • Listen to/observe the story about the coming of the Archangel to Prophet Muhammad (PBUH) • Give/sign reasons why the Archangel visited Prophet Muhammad (PBUH) • Recite/sign and discuss the meaning of the key message "<i>Prophet Muhammad (PBUH) is my mentor.</i>"

Guidance on Assessment:

- Assess as the learners correctly tells the reasons why the Archangel went to Prophet Muhammad (PBUH) in the cave.

Sample activity: Answer questions about the coming of the Archangel

Hint for the teacher:

- Prophet Muhammad (PBUH) and the Arch Angel in the cave:

Note: It was while in the cave when Prophet Muhammad, was visited by Angel Jibril.

- From Iman Ahmad:

"Lady Aisha narrated that one day; Muhammad (PBUH) went to the cave of Hira to meditate. Angel Jibril appeared to him and ordered him to read. Muhammad (PBUH) replied, I cannot read. Jibril squeezed him firmly until he told him to read in the Name of Allah..."

REASONS:

1. The Arch Angel brought to him revelation from Allah.
2. The Angel taught him how to read the Holy Qur'an while in the cave.
3. The Angel brought to him the message of becoming a Prophet.
4. The Angel squeezed the Prophet while in the cave when teaching him to read. Qur'an (96:1) "*Read! In the name of your Lord who has created all that exists.*"

Lesson 3: Muhammad's First Experience with the Archangel (Jibril)

Reference: The Holy Qur'an, Translated Qur'an, IRE text books, Hadith books.

Key message	Competences
"I need to seek for knowledge".	The learner: <ul style="list-style-type: none"> narrates/signs Muhammad's first experience with the Archangel.

Life Skills	Indicators	Values
Effective communication	<ul style="list-style-type: none"> Audibility Verbal and non-verbal expression 	<ul style="list-style-type: none"> Caring Patience Endurance
Critical thinking	<ul style="list-style-type: none"> Responding to questions appropriately Selecting and evaluating information 	<ul style="list-style-type: none"> Perseverance Obedience

Instructional Strategies: storytelling, recitation and guided discovery

Instructional resources: Holy Qur'an, Resource person, a chart showing the first five verses of to be revealed to prophet Muhammad (PBUH)

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> Tell/sign a story about the first experience of Prophet Muhammad (PBUH) with the Archangel Discuss with learners Prophet Muhammad's (PBUH) first experience with the Arch Angel according to the story through guided discovery Share the first verse that was revealed to Prophet Muhammad (PBUH) by the Archangel Jibril (Q.96:1) Guide learners to write/braille the first verse revealed to Prophet Muhammad 	<ul style="list-style-type: none"> Listen to/observe the story and answer to questions about the story Share Prophet Muhammad's (PBUH) first experience with the Arch Angel Listen to/Observe the first verse to be revealed to Prophet Muhammad (PBUH) by the Archangel Jibril and share lessons learnt Write/ braille the first verse

Teacher's Activities:	Learners' Activities
<ul style="list-style-type: none"> Let the learners recite/sign and discuss the meaning of the key message. 	<ul style="list-style-type: none"> Recite/sign and discuss the meaning of the key message “I need to seek for knowledge.”

Guidance on Assessment:

- Assess as the learner names the Archangel
- Assess as the learner tells the first message which the Archangel brought to Prophet Muhammad (PBUH).

Sample activity: Write/braille the first verse of the Qur’an revealed to Muhammad.

Hint for the teacher:

Qur’an 96:1 In the name of Allah, the most gracious, the most merciful.

- “Read, In the name of your Lord who has created all that exists.
- He has created man from a clot of blood.
- Read your Lord is the most gracious.
- Who has taught the writing by pen?
- He taught man that which he knew not.

Qur’an (96:1) “Read! In the name of your Lord who has created all that exists.”

REFLECTIVE SELF - ASSESSMENT TOOL

Introduction

In Religious Education, learners' reflection on what they have learnt is very important. It enables learners to learn from religion and not merely about religion.

Learning from religion involves evaluating religious beliefs and values that learners have studied and reflecting on one's own belief in light of what he/she has learnt. This will enable you as the teacher to monitor attitude formation on learners after interacting with the content.

The current approaches in teaching RE have been rightly criticized because they lack tools for assessing attitude development. They give emphasis on cognitive competences which involve terminal examinations, yet values are not simply important for examination purposes but as a way of life.

In this resource book, the reflexive assessment tool is provided as a guide designed to help you the teacher to nature, monitor and assess attitude development.

NOTE:

- Attitudinal change may not be achieved in one Lesson or even more reflexive assessment, therefore, has to be carried out continuously
- You as the teacher of RE should be engaged in monitoring the learner to help them achieve the desired attitude formation
- Choose any topic to help in formulating the assessment
- Check learners' attitudes as you interact with them
- State your remarks on the values attained such as sharing, cooperation.

Reflective Self-assessment tool for Islamic Religious Education

This questionnaire is intended to guide the learner's self-assessment of his/her Attitude and values learnt Islamic Religious Education.

Sample Reflective Self-assessment of your attitude

Name: Shamim..... Level.....2.....Term.....1.....Year2019

Read and fill in a number from 1 to 5 in the Column according to:

A: The level to which you think you now possess the following skills (Your present attitude level)

Levels: Five very good at this, four good at this. Three slightly good at this, two not good at this, one poor at this

Topic	Area of self-assessment/ reflection	Number	Remarks
1	Reciting Surat-al-falaq		
	Performing ablution before prayers		
	Reciting dua after ablution		

Read and fill in a number from 1 to 5 in the Column according to:

B: How important do you think it is that you should possess/acquire the following skills:

Levels: Five very important, four important, three slightly important, two slightly not important, one not important

Topic	Area of self-assessment/ reflection	Number	Remarks
1	Reciting Surat-al-falaq		
	Performing ablution before prayers		
	Reciting dua after ablution		

ANNEX

ROOTS OF THE PHONETICS OF ARABIC LETTERS

The roots of the phonetics of the Arabic letters are related to the needs and meanings of the

Arab man throughout history, Arabic linguists divided these roots into three stages: forest, Agricultural and pastoral (Abbas, 1998).

1. Forest Phase:

This period extends until the twelfth century (12) BC. The Arab man relied on the Alphabetic sounds and spontaneous movements to express his limited need. Abbas Hassan (1998) argues that we inherit the characters: Hamzah (ء), Alef (ا), Waw (و) and Ya'a (ي).

2. Agricultural phase:

This period extends from the twelfth century (12) to the ninth millennium (9) BC. The Arab man relied on how to pronounce some of the Arabic letters to express (his gesture and representation) his needs and meanings. According to Abbas Hassan (ibid.), we inherited letters from him: Fa'a (ف), Lam (ل), Meem (م), Tha'a (ث) and Dal (د).

3. Pastoral phase:

This phase extends from the ninth millennium (9) BC until the early pre-Islamic times, during which, the Arab man relied on the echo of the sounds of the Arabic letters in the soul to express (suggest) the various needs and meanings.

Abbas Hassan (ibid.) believes that this method is the finest Humanity in the world of linguistic communication, which is no longer comparable in any of the languages of the world.

Classification of Arabic letters

Arabic linguists classified the sounds of letters in many groups: sometimes according to their phonetically production, sometimes depending on how they are pronounced, and sometimes by their ease or difficulty of their pronunciation (Abbas, 1998), and sometimes by their power or weakness, and consequently, its effects on the strength of words and utterances and so on.

The researcher here only discusses three of them:

1. Consonants and Vowels:

All Arabic letters are consonant except for three letters known as vowels: ‘Alef’, ‘Waw’, and ‘Ya’a’, which are also known as soft letters, letters of air, or interior\ventral letters.

2. Pronunciation-outputs and characteristics of Arabic letters

Determining the sound output of each character accurately plays an essential role in preserving the authenticity of the sounds of the Arabic letters, so it is no different from what the first Arab generations have said.

The province of each character echoed its original voice in the same Arabic as the original meaning. We, in the same sense, preserve the Arabic language in this way (Abbas, 1998).

This is in addition to the importance of the role played by the correct Pronunciation of the Arabic alphabet when teaching Arabic to non-native speakers, whose native languages do not contain ‘guttural letters’.

Teaching the proper pronunciation of Arabic letters to Arabic learners, especially at the beginning of their study of this language helps them to properly understand, to listen, to speak, to read, and to write. Moreover, it helps them understand Arabic.

Lastly, effective teaching and learning requires availability of teaching & learning materials.

Teaching and learning materials: Availability of instructional materials in local languages also needs to be considered as part of the long - term planning process (USAID, 2015; Ball, 2011).

Decentralised educational planning and budgeting can help countries develop their own local-language materials (Benson, 2004).

Local communities can collaborate with government agencies and linguists to create mother-tongue materials (Ball, 2011; Benson, 2004; Pinnock, 2009b).

Basing materials on standardised templates produced in the national or official language can be rapid and cost-effective, since it uses centralised technical expertise in curriculum development, illustrations, formatting, and other elements (Mackenzie and Walker, n.d.).

Open educational materials and technology can help make instructional materials more widely available (UNESCO, 2016).

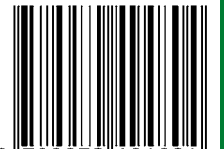




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NATIONAL CURRICULUM
DEVELOPMENT CENTRE

ISBN 978-9970-494-80-4



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