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**WEEK 1: LESSON 1**

**Strand:** Pillars of Iman

**Sub Strand:** Belief in Allah’s prophets  
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Identify the first and the last prophet chosen by Allah.  
2. Read and write the names of the prophets of Allah.  
3.Appreciate the prophets of Allah.  
  
**Key Inquiry Question(s):**- Which is the fourth pillar of Iman?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 37-39  
- Quran Flash cards  
- Juzuu  
- Pocket boards  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**- Based on learning experience, learners are guided in pairs, in groups, or individually to:

**Step 1:** Introduce the concept of prophets in Islam and discuss the significance of believing in them.  
**Step 2:** Explore the first and last prophets chosen by Allah (e.g., Prophet Adam and Prophet Muhammad).  
**Step 3:** Practice reading and writing the names of the prophets of Allah using flash cards and pocket boards.  
**Step 4:** Discuss the importance of appreciating the prophets of Allah and their teachings.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Create a class display showcasing information about different prophets.  
- Encourage students to write a short paragraph about their favorite prophet and why they admire them.  
  
**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** Pillars of Iman

**Sub Strand:** Why Allah (SWT) sent prophets  
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1.Listen to the story read by the teacher about ‘The ark’ and answer questions from the story correctly.  
2. Name the characters in the story read.  
3.Appreciate the story about ‘The ark’  
  
**Key Inquiry Question(s):** Who was told by Allah to build an ark?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 40-42  
- Quran Flash cards  
- Juzuu Pocket boards  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**- Based on learning experience:

**Step 1:** Introduce the story of ‘The ark’ and discuss the key characters involved.  
**Step 2:** Read the story aloud to the students, emphasizing important details.  
**Step 3:** Ask questions related to the story to check comprehension and understanding.  
**Step 4:** Encourage students to name the characters in the story and discuss the importance of the story in understanding why Allah sent prophets.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as a quick quiz or discussion.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Create a collaborative art project where students draw or create their interpretation of ‘The ark’ story.  
- Encourage students to discuss in pairs or groups why they think prophets are important in delivering Allah's message.  
  
**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Pillars of Iman

**Sub Strand:** Why Allah (SWT) sent prophets   
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learners should be able to:**

1. Discuss reasons why Allah sent prophets.  
2. Draw and color an ark.  
3. Appreciate lessons learnt from the story 'the ark'.  
  
**Key Inquiry Question(s):**- Why did Allah send prophets?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 40-42  
- QuranFlash cards  
- Juzuu  
- Colors  
  
**Organization of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**- Based on learning experience:

**Step 1:** Discuss reasons why Allah sent prophets. Guide students in pairs, groups, or individually to share their thoughts on the importance of prophets in Islam.  
  
**Step 2:** Draw and color an ark. Provide materials for students to draw and color an ark as a representation of the story being discussed.  
  
**Step 3:** Appreciate lessons learnt from the story 'the ark'. Facilitate a group discussion on the lessons that can be learned from the story of the ark.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Suggest students to create a short skit based on the story of the prophets to deepen their understanding and engagement with the topic.  
  
**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

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

**Sub Strand:** A foster parent  
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learners should be able to:**

1.Explain who is a foster parent.  
2. Read and retell the story of Halima As-Saadiya using own words read by the teacher.  
3. Enjoy finding names of people from the story in a grid.  
  
**Key Inquiry Question(s):**- Who is a foster parent?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 43-45  
- Quran Flash cards  
- Juzuu Pocket boards  
  
**Organization of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Discuss with learners the concept of a foster parent and elicit examples from students to reinforce understanding.  
**Step 2:** Read and retell the story of Halima As-Saadiya using simplified language to ensure comprehension.

**Step 3:** Engage students in a group activity where they find and match names of people from the story in a grid.

**Step 4:** Encourage students to share their understanding of the story and the role of a foster parent in the context of the story.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity (e.g., a quick quiz or discussion) to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- For extended activities, suggest creating a mini-drama reenacting the story of Halima As-Saadiya or designing a poster highlighting the importance of foster parents in society.  
  
**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**  
**Strand:** Sirah (Life of the Prophet)

**Sub Strand:** Amina and her son visit Yathrib (Madina)  
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learners should be able to:**

1. Read and retell the story Amina and her son visit Yathrib (Madina)  
2. Discuss lessons learnt from the story  
3. Appreciate the story Amina and her son visit Yathrib  
  
**Key Inquiry Question(s):**- Why did Amina and her son visit Madina?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 46-48  
- Quran Flash cards  
- Juzuu  
- Pocket boards  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**- Based on learning experience:  
**Step 1:** Introduce the story of Amina and her son visiting Yathrib, engaging students with visuals and interactive resources.  
**Step 2:** In pairs or small groups, have learners read and retell the story to each other, emphasizing key details and main events.  
**Step 3:** Facilitate a class discussion on the lessons learned from the story, encouraging students to share their interpretations and reflections.  
**Step 4:** Engage students in an activity where they express their appreciation for the story through drawing, writing, or role-playing.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as a mini-quiz or a group sharing session.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Assign a creative writing task where students imagine themselves in the place of Amina or her son during the journey to Yathrib.  
- Encourage students to research further about Madina and its significance in Islamic history, presenting their findings in a mini project or presentation.  
  
**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

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

**Sub Strand:** Guardians of the prophet  
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learners should be able to:**

1.Identify who a guardian and an orphan is.  
2.Read the story on Abdul Mutwalib (The prophet's grandfather) and answer questions from the story read.  
3.Appreciate reading the story on Abdul Mutwalib (The prophet's grandfather).  
  
**Key Inquiry Question:**- Do you know who an orphan is?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 48-50  
- QuranFlash cards  
- Juzuu  
- Pocket boards  
  
**Organization of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):  
Step 1:** Introduce the concepts of a guardian and an orphan. Discuss definitions and examples with the class.  
**Step 2:** Provide the learners with the story on Abdul Mutwalib. Read the story together and ask comprehension questions to ensure understanding.  
**Step 3:** Engage learners in group activities to identify guardians and orphans in different scenarios.  
**Step 4:** Facilitate a discussion on the importance of guardians in society, linking back to the story of Abdul Mutwalib.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage learners to create their own stories about guardians and orphans.  
- Have students draw illustrations depicting the roles of guardians in their lives.  
 **Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1**  
**Strand:** Sirah( Life of the Prophet)

**Sub Strand:** Guardians of the Prophet   
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learners should be able to:**

1. Identify how many people took care of the prophet (SAW) but were not his real parents.  
2. Write down the names of the guardians of the prophet (SAW).  
3. Appreciate the guardians of the prophet (SAW).  
  
**Key Inquiry Question(s):**- Do you know Abu Twalib?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 48-50  
- Quran  
- Pictures Flash cards  
- Juzuu  
- Digital devices  
  
**Organization of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**  
**Step 1:** Introduce the concept of guardians and discuss the importance of caring for someone.  
**Step 2:** Present information about the guardians of the Prophet (SAW), including Abu Twalib.  
**Step 3:** Engage students in a group activity to identify how many people took care of the Prophet (SAW) but were not his real parents.  
**Step 4:** Guide students to write down the names of the guardians of the Prophet (SAW).  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage students to create a poster showcasing the guardians of the Prophet (SAW) and their role.  
- Have students discuss with their family members about the importance of guardianship and caring for others.  
  
**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** Hadith

**Sub Strand:** Hadith on Swalah  
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learners should be able to:**

1.Identify the five fardh prayers.  
2. Read the hadith on Swalah and discuss its meaning.  
3. Appreciate the hadith on Swalah.  
  
**Key Inquiry Question:**- What does the hadith on Swalah mean?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** | * **Unity** * **Respect** * **Responsibility** | * **Life skills** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 51-53  
- Quran  
- Pictures Flashcards  
- Juzuu  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**- Based on learning experience, learners are guided in pairs, in groups, or individually to:

**Step 1:** Identify the five fardh prayers.  
**Step 2:** Read the hadith on Swalah and discuss its meaning.  
**Step 3:** Discuss the significance of the hadith on Swalah in daily life.  
**Step 4:** Reflect on ways to implement the teachings of the hadith in their own prayers.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Create a simple chart or poster illustrating the five fardh prayers.  
- Engage in a role-playing activity where students act out scenarios demonstrating the hadith on Swalah in practice.  
- Encourage students to share how they will incorporate the teachings of the hadith into their daily prayers.  
  
**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 3**

**Strand:** Qur’an

**Sub Strand:** Arabic Alphabet

**Specific Learning Outcomes:  
- By the end of the lesson, the learners should be able to:**

1.Name the five fardh prayers  
2. Recite the hadith on Swalah  
3.Appreciate performing Swalah on time  
  
**Key Inquiry Question(s):**- How many times are you supposed to pray daily?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 51-53  
- Quran  
- Pictures  
- Flash cards  
- Juzuu  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**- Based on learning experience:  
- Learners are guided in pairs, in groups, or individually to:  
- Name the five fardh prayers  
- Recite the hadith on Swalah  
  
- Lesson development MUST be split into 3 or 4 distinct steps:

**Step 1:** Introduce the concept of the five fardh prayers.  
**Step 2:** Discuss the importance of reciting the hadith on Swalah.  
**Step 3:** Practice reciting the hadith and linking it to the importance of praying on time.  
**Step 4:** Engage learners in a discussion about the benefits of performing Swalah on time.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Suggest grade-relevant extended activities that might help deepen understanding or apply the concepts discussed.  
  
**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** Hadith

**Sub Strand:** Times of the five daily prayers

**Specific Learning Outcomes:  
- By the end of the lesson, the learners should be able to:**

1.Mention how many times a Muslim prays in a day  
2.Dramatize the five daily prayers and tell when they are supposed to be performed.  
3. Appreciate the five daily prayers  
  
**Key Inquiry Question(s):**- Which prayer do you perform in the morning?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 53-57  
- Quran Pictures Flashcards  
- Juzuu  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**- Based on learning experience:

**Step 1:** Discuss with students how many times a Muslim prays in a day.

**Step 2:** Show visual aids like flashcards or pictures depicting the five daily prayers. Ask students to name and briefly describe each prayer.

**Step 3:** Divide students into pairs or small groups. Have them dramatize the five daily prayers and explain when each prayer is supposed to be performed.

**Step 4:** Facilitate a class discussion on the importance and significance of the five daily prayers in Islam.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as a quick quiz or memory game.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage students to create their own visual aids or posters illustrating the five daily prayers.  
- Have students write a short reflection on how they can incorporate the five daily prayers into their daily routines.  
  
**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 2**

**Strand:** Hadith  
  
**Sub Strand:** Times of the five daily prayers   
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Identify the prayer time for the five daily prayers  
2. Create a daily log of every prayer said on time and record for a week  
3. Appreciate performing prayers on time  
  
**Key Inquiry Question:**- When the Adhan is calling, where do you go?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 56-57  
- Quran Pictures Flash cards  
- Juzuu  
- Digital devices  
  
**Organization of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Encourage learners to read and discuss relevant content from the learning resources, emphasizing key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Prayer Times Identification  
- Introduce the five daily prayer times: Fajr, Dhuhr, Asr, Maghrib, and Isha.  
- Discuss the significance of praying at these specific times.  
  
**Step 2:** Creating a Prayer Log  
- Guide students to create a daily log where they record each prayer they say on time for a week.  
- Emphasize the importance of consistency in praying on time.  
  
**Step 3:** Appreciating Timely Prayers  
- Engage students in a discussion on the benefits and blessings of performing prayers at their designated times.  
- Encourage reflection on personal experiences related to praying on time.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the importance of praying on time.  
- Provide a preview of upcoming topics or questions to consider in the next session.  
  
**Extended Activities:**

- Encourage students to discuss with their families the practice of praying on time and share their experiences in the next class.  
- Create a chart showcasing the prayer times for each day of the week and discuss the variations in prayer timings.  
  
**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 3**

**Strand:** Hadith

**Sub Strand:** Hadith on Iman  
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1.Read the hadith on Iman.  
2. Discuss the meaning and teachings learned from the hadith on Iman.  
3. Appreciate the teachings from the hadith on Iman.  
  
**Key Inquiry Question(s):**- What does the hadith on iman say?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 58-60  
- Quran Pictures Flash cards  
- Juzuu  
- Digital devices  
  
**Organization of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**- Based on learning experience, learners are guided in pairs, groups, or individually to:

**Step 1**: Introduce the hadith on Iman and have students read it aloud.  
**Step 2:** Discuss the meaning of the hadith in small groups. What does it teach us about Iman?  
**Step 3:** Share insights from group discussions with the whole class.  
**Step 4:** Reflect on how the teachings from the hadith on Iman can be applied in daily life.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Grade-relevant extended activities could include creating artwork depicting the teachings of the hadith on Iman, writing a short reflection on its importance, or participating in a role-playing scenario that demonstrates the lessons learned.  
  
**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** Hadith

**Sub Strand:** Hadith on Iman   
 **Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Talk about why it is important to share what you have with neighbours and friends.  
2. Draw and name things you share with friends and neighbours.  
3. Appreciate sharing and helping others who are in need.  
  
**Key Inquiry Question(s):**- Why is it good to share what you have with our neighbours and friends?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 58-60  
- Quran Pictures  
- Flash cards  
- Juzuu  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**- Based on learning experience:

**Step 1:** Discuss with learners why it is important to share with neighbours and friends.  
**Step 2:** Engage learners in a drawing activity where they draw and name things they share with friends and neighbours.  
**Step 3:** Facilitate a discussion on appreciating sharing and helping those in need.  
**Step 4:** Reiterate key points and encourage reflection on how they can continue to practice sharing and helping others.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
 **Extended Activities:**

- Role-playing scenarios where students can practice sharing and helping each other.  
- Create a classroom sharing corner where students can bring in items to share with their classmates and discuss why sharing is important.  
  
**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 2**

**Strand:** Hadith

**Sub Strand:** Hadith on love  
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1.Read the hadith on love  
2. Discuss the teachings from the hadith on love  
3.Appreciate the hadith on love and its teachings  
  
**Key Inquiry Question(s):**- What does the hadith on love say?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 61-62  
- Quran  
- Pictures Flash cards  
- Juzuu  
- Digital devices  
  
**Organization of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
Lesson Development (20 minutes):  
- Based on learning experience, learners are guided in pairs, groups, or individually to:

**Step 1:** Read the hadith on love  
**Step 2:** Discuss the teachings from the hadith on love  
**Step 3:** Reflect on how the teachings can be applied in daily life  
**Step 4:** Share personal thoughts and experiences related to love and kindness  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Grade-relevant extended activities may include:  
- Role-playing scenarios based on the teachings of the hadith on love  
- Creating artwork or posters depicting acts of love and kindness  
- Writing short reflections on the importance of love in relationships with family and friends  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 2** | **IRE** |  |  |  |

**WEEK 5: LESSON 3**

**Strand:** Hadith

**Sub Strand:** Hadith on love   
 **Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Identify ways of showing love to others.  
2. Role play in pairs ways in which you can show love to others.  
3. Appreciate showing love to others.  
  
**Key Inquiry Question:**- How do you show love to other people?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 61-62  
- Quran  
- Pictures Flash cards  
- Juzuu  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of showing love to others by discussing examples from everyday life and explaining its importance.

**Step 2:** Engage learners in a group discussion to brainstorm different ways of showing love to others such as helping, sharing, being kind, etc.

**Step 3:** Divide learners into pairs and have them role-play scenarios where they demonstrate acts of love towards each other.

**Step 4:** Facilitate a class discussion after the role-plays to reflect on the experience and discuss the significance of showing love to others.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as asking learners to share one way they will show love to someone after the lesson.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage learners to create drawings or write short stories about showing love to others.  
- Have a class sharing session where learners can present their extended activities to each other and discuss the importance of showing love in all aspects of life.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 2** | **IRE** |  |  |  |

**WEEK 6: LESSON 1**

**Strand:** Hadith

**Sub Strand:** Hadith on love   
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Name things they have shared or ways they have shown love to others today  
2. Copy the hadith on love five times in their exercise book  
3. Appreciate sharing and showing love to others  
  
**Key Inquiry Question:**- Which way have you shown love to someone today?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 64-65  
- Quran Pictures  
- Flashcards  
- Juzuu  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**  
**Step 1:**- Engage students by asking them to share one way they have shown love to someone today.  
**Step 2:**- Present the hadith on love to the students and discuss its meaning.  
**Step 3:**- Guide students to copy the hadith on love five times in their exercise books.  
**Step 4:**- Encourage students to discuss the importance of sharing and showing love to others.  
  
**Conclusion (5 minutes):**- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage students to create a poster illustrating ways to show love to others.  
- Have students write a short paragraph about a time when they felt loved or showed love to someone.  
  
**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand:** Devotional Acts

**Sub Strand:** Pillars of Islam - Wudhu  
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1.Identify what wudhu is.  
2. Demonstrate how wudhu is performed.  
3. Appreciate performing wudhu to enhance cleanliness.  
  
**Key Inquiry Question:**- How do you perform Wudhu?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 66-70  
- Quran  
- Pictures  
- Flashcards  
- Juzuu  
- Digital devices  
 **Organization of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:**- Introduce the concept of wudhu through discussion and visual aids.  
**Step 2:**- Demonstrate the steps of performing wudhu using a visual guide.  
**Step 3:**- Allow students to practice performing wudhu in pairs or groups.  
**Step 4:**- Discuss the importance of wudhu in enhancing cleanliness and spiritual connection.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Role-play scenarios where students have to explain the steps of wudhu.  
- Create a wudhu checklist or poster for classroom display.  
- Encourage students to journal about their experiences performing wudhu and how it makes them feel.  
  
**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** Devotional Acts

**Sub Strand:** Pillars of Islam – Wudhu

**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1.Identify sources of clean water  
2. Draw, color, and name sources of clean water  
3.Appreciate using water without wasting when performing wudhu  
  
**Key Inquiry Question:**- Why is cleanliness important to a Muslim?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 66-70  
- Quran pictures flashcards  
- Juzuu  
- Digital devices  
  
**Organization of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**- Based on learning experience:  
- Learners are guided in pairs, in groups, or individually to:

**Step 1:** Discuss and identify sources of clean water important for wudhu (e.g., taps, wells, rivers).

**Step 2:** Engage in a drawing activity where they draw and color these sources of clean water.

**Step 3:** Label the drawn sources of clean water with their names.

**Step 4:** Discuss and demonstrate the importance of not wasting water when performing wudhu.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics (e.g., a quiz or discussion).  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Grade-relevant extended activities may include:  
- Role-playing scenarios where students act out the steps of wudhu using the sources of clean water they identified.  
- Creating posters or mini-books illustrating the significance of cleanliness in Islam and the importance of conserving water.  
  
**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 1**

**Strand:** Devotional Acts

**Sub Strand:** Pillars of Islam – Wudhu

**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. State the importance of cleanliness to a Muslim.  
2. Make a poster telling learners the importance of being clean at all times.  
3.Appreciate being clean at all times.  
  
**Key Inquiry Question(s):**- Where do you get clean water from?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 66-70  
- Quran  
- Pictures Flash cards  
- Juzuu  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**  
**Step 1:** Introduce the importance of cleanliness in Islam. Discuss why cleanliness is essential to Muslims and its connection to the Pillars of Islam.  
  
**Step 2:** Guide learners to brainstorm and list ways to stay clean, such as performing Wudhu, wearing clean clothes, and keeping the surroundings tidy.  
  
**Step 3:** In pairs or groups, have students create a poster highlighting the importance of cleanliness in Islam. Encourage the use of visuals and simple language to convey the message effectively.  
  
**Step 4:** Allow students to share their posters with the class, explaining their design choices and the key messages they aimed to convey.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as a group discussion on why cleanliness is important.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage students to practice Wudhu at home and share their experiences in the next class.  
- Ask students to write a short paragraph about how they can promote cleanliness in their daily lives.  
  
**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 2**

**Strand:** Devotional Acts

**Sub Strand:** Pillars of Islam - Parts we wash in Wudhu  
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1.Name parts of the body washed in Wudhu.  
2. Demonstrate how to perform Wudhu with guidance from the teacher.  
3. Enjoy singing the song on Wudhu.  
  
**Key Inquiry Question(s):**- Which parts of the body are washed in Wudhu?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 71-74  
- Quran pictures  
- Flash cards  
- Juzuu  
- Digital devices  
  
**Organization of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**- Based on learning experience:

**Step 1:** Introduce the concept of Wudhu and its importance in Islam.  
**Step 2:** Discuss and identify the parts of the body that are washed during Wudhu.  
**Step 3:** Demonstrate how to perform Wudhu step-by-step.  
**Step 4:** Practice Wudhu in pairs, groups, or individually with guidance from the teacher.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Role-playing activities where students can act out performing Wudhu.  
- Creating Wudhu posters or diagrams showing the steps and parts of the body washed.  
- Writing a short paragraph or drawing about the importance of Wudhu in Islam.  
  
**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** Devotional Acts

**Sub Strand:** Pillars of Islam - Parts we wash in Wudhu

**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1.Mention why some parts of the body are washed before praying to Allah  
2.Apply the teachings from the two hadith on wudhu  
3.Appreciate performing wudhu before prayers  
  
**Key Inquiry Question:**- Why is wudhu performed before prayers?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 71-74  
- Quran  
- Pictures Flash cards  
- Juzuu  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:**- Discuss with learners why wudhu is important before prayers. Encourage them to share their understanding based on the teachings.  
  
**Step 2:**- Introduce the two hadith on wudhu and explain their significance in Islamic practice. Discuss how they guide the process of wudhu.  
  
 **Step 3:**- Engage learners in a practical demonstration of performing wudhu. Emphasize the specific parts of the body that need to be washed and the correct method according to the teachings.  
  
**Step 4:**- Encourage learners to reflect on the importance of wudhu in preparing for prayers. Discuss how it helps in purifying the body and soul.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity such as a quiz or role-play to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Provide grade-relevant coloring sheets depicting the steps of wudhu for learners to complete.  
- Encourage learners to create a poster illustrating the benefits of wudhu in Islamic worship.  
- Facilitate a discussion on the importance of cleanliness in Islam and how wudhu demonstrates this principle.  
  
**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 1**

**Strand:** Devotional Acts

**Sub Strand:** Pillars of Islam - Hadith on Wudhu  
  
**Specific Learning Outcomes:  
-By the end of the lesson, the learner should be able to:**

1.State the importance of wudhu  
2.Read and recite the two hadith on Wudhu  
3. Appreciate the teachings from the two hadith on Wudhu  
  
**Key Inquiry Question(s):**- What do you say before performing Wudhu?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 75-77  
- Quran  
- Flash cards  
- Digital devices  
  
**Organization of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Discuss the importance of wudhu and its significance in Islam.  
**Step 2:** Introduce and explain the two hadith on Wudhu to the learners.  
**Step 3:** Practice reading and reciting the two hadith on Wudhu.  
**Step 4:** Engage learners in a discussion to appreciate the teachings from the two hadith on Wudhu.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as a quiz or a memory game.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage learners to create posters or illustrations depicting the steps of Wudhu and the importance of maintaining cleanliness.  
- Have students write a short paragraph about the significance of Wudhu in their daily lives.  
- Conduct a role-playing activity where students act out performing Wudhu and reciting the two hadith to reinforce learning.  
  
**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** Devotional Acts

**Sub Strand:** Swallah  
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1.Discuss the importance of Swallah.  
2.Perform the five daily Swallah at the right time.  
3.Appreciate the importance of Swallah.  
  
**Key Inquiry Question(s):**-

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 78-79  
- Quran Pictures  
- Flash cards  
- Juzuu  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:**- Introduce the concept of Swallah and its significance in Islam.  
**Step 2:**- Discuss the five daily Swallah and the importance of performing them at the right times.  
**Step 3:**- Engage learners in a group discussion about the benefits of Swallah in daily life.  
**Step 4:**- Encourage learners to share personal experiences related to Swallah and its impact.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Role-playing scenarios where students demonstrate performing Swallah at the right times.  
- Creating posters or drawings illustrating the importance of Swallah in daily life.  
- Encouraging students to keep a daily journal reflecting on their experiences with Swallah.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 3**

**Strand:** Devotional Acts

**Sub Strand:** The five Fardh Swallah  
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Identify and write the five fardh prayers in the order of how they are performed.  
2. Sing the song on Swalah.  
3. Enjoy singing the song on Swalah.  
  
**Key Inquiry Question:**- What time are the five fardh prayers performed?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 80-81  
- Quran  
- Pictures Flashcards  
- Juzuu  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of the five fardh prayers and discuss their importance in Islam.

**Step 2:** Have learners identify and write the five fardh prayers in the order of how they are performed.

**Step 3:** Teach learners the song on Swalah and practice singing it together.

**Step 4:** Conduct a group activity where learners take turns leading the singing of the song on Swalah.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Suggest grade-relevant extended activities such as creating a poster illustrating the five fardh prayers or role-playing the performance of the prayers.  
  
**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** Moral Teachings  
  
**Sub Strand:** Islamic Etiquette - Manners of Toileting  
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Discuss the Islamic manners of toileting.  
2. Demonstrate the Islamic manners of toileting.  
3. Appreciate the Islamic manners of toileting.  
  
**Key Inquiry Question(s):**- Why do you enter the toilet using your left foot?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** * **Citizenship** * **Health Issues** * **Child Road Safety** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 82-83  
- Quran  
- Pictures Flash cards  
- Juzuu  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of Islamic manners of toileting. Discuss why it is important to follow these manners based on Islamic teachings.

**Step 2:** Demonstrate and practice entering the toilet using the left foot. Discuss the significance and reasons behind this practice.

**Step 3:** Collaborative activity: In pairs or groups, students discuss scenarios related to toileting manners and come up with appropriate responses based on Islamic teachings.

**Step 4:** Individual reflection: Each student writes or draws one thing they have learned about Islamic manners of toileting.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Role-playing activity where students act out different scenarios to practice applying Islamic manners of toileting.  
- Art activity where students create posters illustrating the importance of following Islamic toileting etiquette.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 10: LESSON 2**

**Strand:** Moral Teachings

**Sub Strand:** Islamic Etiquette - Manners of Toileting

**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1.Watch a video clip on Islamic manners of toileting.  
2. Write down the manners of toileting.  
3. Enjoy practicing the manners of toileting.  
  
**Key Inquiry Question(s):**- Why do we perform istinjaa?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** * **Citizenship** * **Health Issues** * **Child Road Safety** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 82-83  
- Quran Pictures  
- Juzuu  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**- Based on learning experience, learners are guided in pairs, groups, or individually through the following steps:

**Step 1:** Introduce the concept of Islamic manners of toileting and discuss why it is important in Islam.

**Step 2:** Watch a video clip demonstrating the proper manners of toileting in Islam.

**Step 3:** Lead a discussion on the key points observed in the video and have learners write down the manners of toileting.

**Step 4:** Engage learners in a role-playing activity where they practice and demonstrate the manners of toileting.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as a quiz or discussion.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Grade-relevant extended activities could include creating posters illustrating the manners of toileting, role-playing different scenarios related to toileting etiquette, or writing a short paragraph explaining the significance of observing Islamic manners of toileting.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 2** | **IRE** |  |  |  |

**WEEK 10: LESSON 3**

**Strand:** Moral Teachings

**Sub Strand:** Islamic Etiquette - Manners of toileting  
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Find out and discuss other manners of toileting using digital devices.  
2. Practice manners of toileting in day to day life.  
3. Appreciate observing the Islamic manners of toileting in daily life.  
  
**Key Inquiry Question:**- Why is it wrong to talk while in the toilet?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** * **Citizenship** * **Health Issues** * **Child Road Safety** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 84-86  
- Quran Pictures  
- Flash cards  
- Juzuu  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (30 minutes):**

**Step 1:** Introduce manners of toileting in Islam.  
**Step 2:** Discuss and explore other manners of toileting using digital devices.  
**Step 3:** Practice manners of toileting in day-to-day life.  
**Step 4:** Appreciate observing and incorporating Islamic manners of toileting.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Role-playing scenarios to demonstrate proper toileting manners.  
- Create posters illustrating Islamic manners of toileting.  
- Engage in a class discussion on the importance of cleanliness in Islamic teachings.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 11: LESSON 1**

**Strand:** Moral Teachings

**Sub Strand:** Islamic Etiquette - Dua for Entering the Toilet  
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Read the dua for entering the toilet.  
2. Discuss the meaning of the dua for entering the toilet.  
3.Appreciate the dua for entering the toilet.  
  
**Key Inquiry Question(s):**- What is the meaning of the dua for entering the toilet?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** * **Citizenship** * **Health Issues** * **Child Road Safety** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 87-88  
- Quran Flash Cards  
- Digital Devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**- Based on learning experience:

**Step 1:** Introduce the dua for entering the toilet and practice reading it together as a class.

**Step 2:** Discuss the meaning of the dua with learners, encouraging them to share their interpretations.

**Step 3:** Explore the significance of the dua in Islamic etiquette and daily life.

**Step 4:** Engage learners in a group activity where they create posters illustrating the dua and its meaning.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as reciting the dua together.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Grade-relevant extended activities may include:  
- Encouraging learners to practice reciting the dua at home and sharing their reflections with the class.  
- Creating a classroom display showcasing different duas and their meanings.  
- Role-playing scenarios where learners demonstrate the appropriate use of the dua in various situations.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK11: LESSON 2**  
**Strand:** Moral Teachings

**Sub Strand:** Islamic Etiquette - Dua for Entering the Toilet

**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. State why we should say dua for entering the toilet.  
2. Memorize and recite the dua for entering the toilet.  
3. Appreciate saying dua for entering the toilet in daily life.  
  
**Key Inquiry Question(s):**- Why do we say dua when entering the toilet?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** * **Citizenship** * **Health Issues** * **Child Road Safety** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 87-88  
- Quran  
- Pictures Flash cards  
- Juzuu  
- Digital devices  
  
**Organisation of Learning:**  
Introduction (5 minutes):  
- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Discuss Reasoning for Saying Dua  
- Engage learners in a discussion on the importance of saying dua for entering the toilet.  
  
**Step 2:** Memorization and Recitation  
- Teach learners the dua for entering the toilet and encourage them to memorize and practice its recitation.  
  
**Step 3:** Real-life Application  
- Connect the concept to daily life by discussing scenarios where saying the dua for entering the toilet is appropriate.  
  
**Step 4:** Interactive Practice  
- Provide opportunities for learners to practice reciting the dua in pairs or groups.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Grade-relevant extended activities could include creating posters with the dua for entering the toilet, role-playing scenarios where the dua is said, or writing a short reflection on the importance of dua in daily routines.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 2** | **IRE** |  |  |  |

**WEEK 11: LESSON 3**

**Strand:** Moral Teachings

**Sub Strand:** Islamic Etiquette - Dua for leaving the toilet  
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1.Read the dua for leaving the toilet.  
2. Discuss the meaning of the dua for leaving the toilet.  
3. Appreciate the dua for leaving the toilet.  
  
**Key Inquiry Question:**- What is the meaning of the dua for leaving the toilet?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** * **Citizenship** * **Health Issues** * **Child Road Safety** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 88-90  
- Quran  
- Pictures  
- Flashcards  
- Juzuu  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**- Based on learning experience:  
  
**Step 1:** Introduce the dua for leaving the toilet and its significance in Islamic etiquette.

**Step 2:** Engage learners in a shared reading of the dua for leaving the toilet and discuss its literal translation.

**Step 3:** Explore the deeper meaning and importance of reciting the dua for leaving the toilet in everyday life.

**Step 4:** Encourage learners to reflect on how they can apply this etiquette in their daily routines.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as a role-play scenario or a matching game with flashcards.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Invite students to create their own illustrations of the dua for leaving the toilet.  
- Encourage learners to practice reciting the dua regularly and share their experiences in the next class.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 12: LESSON 1**

**Strand:** Moral Teachings

**Sub Strand:** Islamic Etiquette - Dua for Leaving the Toilet  
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1.State why we should say dua for leaving the toilet.  
2. Memorize and recite the dua for leaving the toilet.  
3. Appreciate saying dua for leaving the toilet in daily life.  
  
**Key Inquiry Question:**- Why do we say dua when leaving the toilet?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** * **Citizenship** * **Health Issues** * **Child Road Safety** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 88-90  
- Quran  
- Pictures Flashcards  
- Juzuu  
- Digital devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Discuss the importance of saying dua for leaving the toilet.  
- Teach learners about the significance of dua in Islamic etiquette.  
- Engage in a discussion on the reasons why Muslims are encouraged to say dua when leaving the toilet.  
  
**Step 2:** Memorize and recite the dua for leaving the toilet.  
- Introduce the specific dua for leaving the toilet.  
- Practice reciting the dua as a class, emphasizing correct pronunciation and understanding of the words.  
  
**Step 3:** Appreciate saying dua for leaving the toilet in daily life.  
- Discuss the relevance of saying dua for leaving the toilet in daily routines.  
- Encourage learners to reflect on the importance of incorporating this practice into their daily lives.  
  
**Step 4:** Application and Reflection  
- Provide opportunities for learners to apply their knowledge by discussing scenarios where they can say the dua for leaving the toilet.  
- Reflect on the lesson by summarizing key points learned.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage learners to practice saying the dua for leaving the toilet at home and share their experiences in the next class.  
- Create a simple craft activity where learners can make visual reminders to say the dua before leaving the toilet.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 2** | **IRE** |  |  |  |

**WEEK12:LESSON2**  
**Strand:** Moral Teachings

**Sub Strand:** Islamic Etiquette - Manners of Sleeping  
  
**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Tell what you do before sleeping.  
2. Write down the activities you carry out before sleeping.  
3. Appreciate the activities you carry out before sleeping.  
  
**Key Inquiry Question:**- What do you do before sleeping?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** * **Citizenship** * **Health Issues** * **Child Road Safety** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 91-92  
- Quran  
- Pictures Flashcards  
- Juzuu  
- Digital Devices  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson on Islamic Etiquette.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Discuss with students the importance of manners before sleeping.

**Step 2:** Introduce different activities that are recommended before sleeping, such as reciting specific verses from the Quran.

**Step 3:** Engage students in a group activity where they list down the activities they carry out before sleeping.

**Step 4:** Emphasize the importance of appreciating these activities as a form of gratitude.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as a quiz or discussion.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage students to maintain a sleep diary for a week, noting down the activities they do before sleeping.  
- Have students create a poster or drawing illustrating the manners of sleeping discussed in the lesson.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 12: LESSON 3**  
**Strand:** Moral Teachings

**Sub Strand:** Islamic Etiquette - Dua before sleeping  
 **Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Read the dua before sleeping.  
2. Discuss the meaning of the dua before sleeping and its importance.  
3. Appreciate the dua before sleeping.  
  
**Key Inquiry Question(s):**- Why do we say dua before sleeping?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Imagination and creativity** | * **Unity** * **Responsibility** * **Respect** | * **Life skills** * **Citizenship** * **Health Issues** * **Child Road Safety** |

**Learning Resources:**- KLB Visionary IRE Activities Learner’s Book Grade 2 Pg. 93-94  
- Quran  
- Pictures Flash cards  
- Juzuu  
- Digital devices  
  
**Organisation of Learning:  
  
Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Introduce the dua before sleeping by reading it aloud and explaining its significance.

**Step 2:** Have learners pair up or work in groups to discuss the meaning of the dua and its importance in their own words.

**Step 3:** Facilitate a class discussion where each group shares their understanding of the dua before sleeping.

**Step 4:** Guide learners to reflect on why it is important to recite dua before sleeping and encourage them to share personal experiences or examples.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity, such as a role-play scenario where learners practice reciting the dua.  
- Prepare learners for the next session by providing a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Invite learners to create their own dua for a specific occasion and explain why they chose those words.  
- Encourage learners to recite the dua before sleeping for a week and journal about any changes in their bedtime routine or feelings.  
  
**Teacher Self-Evaluation:**