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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **IRE** |  |  |  |

**WEEK 1: LESSON 1**

**Strand:** Pillars of Iman

**Sub Strand:** Attributes of Allah (S.W.T)  
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**1. Discuss the attributes of Allah (S.W.T)  
2. Read and memorize Surah Aaraaf 7:180  
3. Appreciate Allah as the most gracious and merciful  
  
**Key Inquiry Question:**- What happens when we ask Allah (S.W.T) for his forgiveness?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Citizenship** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 45-47  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**- Based on learning experience:

**Step 1:** Introduce the attributes of Allah (S.W.T) through a brief discussion.  
**Step 2:** In pairs, read and memorize Surah Aaraaf 7:180.  
**Step 3:** Discuss the significance of seeking forgiveness from Allah (S.W.T).  
**Step 4:** Reflect on how Allah's attributes of grace and mercy influence our lives.  
  
**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:**

- Have students create artwork depicting Allah's attributes of grace and mercy.  
- Organize a group discussion on real-life situations where seeking Allah's forgiveness is important.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 1: LESSON 2**

**Strand:** Pillars of Iman

**Sub Strand:** Attributes of Allah (S.W.T)   
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1. Watch a video clip on the attributes of Allah (S.W.T)  
2. Write down and discuss the attributes of Allah (S.W.T)  
3. Appreciate calling upon Allah (S.W.T) by his attributes.  
  
**Key Inquiry Question(s):**- What is the meaning of the attributes of Allah?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Citizenship** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 48-51  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**- Based on learning experience:

**Step 1:** Introduce the concept of the attributes of Allah by discussing the meaning and importance.  
**Step 2:** Watch a video clip on the attributes of Allah (S.W.T) together as a class.  
**Step 3:** In groups, have learners write down and discuss the attributes of Allah (S.W.T) they have learned from the video.  
**Step 4:** Come back together as a class to share and discuss the attributes identified by each group.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity where learners can recall and share the attributes of Allah discussed.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage learners to create their own visual representations or posters showcasing the attributes of Allah (S.W.T).  
- Organize a group discussion where students can share how they apply the attributes of Allah in their daily lives.  
 **Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Pillars of Iman

**Sub Strand:** Angels and their duties  
  
**Specific Learning Outcomes:**

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

1. Define who an angel is.  
2. Read the story about prophet Adam (A.S) and the Angels and write down what you learn from it.  
3.Appreciate angels created by Allah.  
  
**Key Inquiry Question(s):**- Who are angels?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Citizenship** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 52-53  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**

**Step 1:** Introduction to Angels  
- Define who an angel is and discuss their characteristics and duties.  
  
**Step 2:** Reading and Understanding  
- In pairs, learners read the story about prophet Adam (A.S) and the Angels. Discuss and write down what they learn from it.  
  
**Step 3:** Appreciating Angels  
- Encourage learners to appreciate the role of angels created by Allah and their significance 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.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage learners to create a visual representation of an angel based on their understanding from the lesson.  
- Ask students to research and share stories of angels from different religious traditions to deepen their understanding of the concept.  
  
**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Pillars of Iman

**Sub Strand:** Angels and their duties   
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1. State why Allah (S.W.T) created Angels.  
2. Write down the names of Angels created by Allah and their duties.  
3. Appreciate the duties carried out by the Angels created by Allah (S.W.T).  
  
**Key Inquiry Question(s):**- Why did Allah (S.W.T) create Angels?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Citizenship** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 53-56  
- Qur'an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**- Based on learning experience:  
  
**Step 1:**- Discuss the importance of Angels in Islam.  
  
**Step 2:**- Have learners work in groups to identify and write down the names of Angels created by Allah and their duties.  
  
**Step 3:**  
- Facilitate a group discussion where learners share their findings and appreciate the duties carried out by the Angels.  
  
**Step 4:**- Engage learners in a reflective discussion on the reasons why Allah (S.W.T) created Angels.  
  
**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:**

- To deepen understanding, students can create posters or presentations about the different Angels and their duties to present to the class. They can also write short stories or reflections on the roles Angels play in their own lives or in the world in general.  
  
**Teacher Self-Evaluation:**

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

**Strand:** Pillars of Iman  
  
**Sub Strand:** Angels and their duties  
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1. Explain how Angels were created by Allah (S.W.T).  
2. Sing qasidas on angels created by Allah (S.W.T).  
3. Enjoy singing qasidas on angels (S.W.T).  
  
**Key Inquiry Question(s):**- How many times will Angel Israfil blow the trumpet?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Citizenship** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 53-56  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**

**Step 1:** Explanation of Angel Creation  
- Guide learners to explain how Angels were created by Allah (S.W.T) using information from the provided resources.  
  
**Step 2:** Qasidas Singing in Pairs  
- In pairs, learners are guided to sing qasidas on angels created by Allah (S.W.T), fostering creativity and engagement.  
  
**Step 3:** Interactive Group Discussion  
- Facilitate a discussion among learners to share their reflections on the significance of angels and their duties.  
  
**Step 4:** Inquiry into Angel Israfil  
- Pose the key inquiry question: How many times will Angel Israfil blow the trumpet? Encourage critical thinking and discussion among students.  
  
**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 art project where students can illustrate angels based on their understanding from the lesson.  
- Encourage students to research further into the role of angels in different religious traditions to broaden their understanding.  
  
**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** Pillars of Iman

**Sub Strand:** Prophets mentioned in the Quran  
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1. Identify who prophets are.  
2. Write down the names of prophets mentioned in the Quran.  
3. Appreciate the prophets mentioned in the Quran.  
  
**Key Inquiry Question(s):**- Who are prophets and what are their duties?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Citizenship** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 56-59  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**

- Based on learning experience:

**Step 1:** Introduction to Prophets  
- Define who prophets are and discuss their roles and duties in spreading the message of God.

**Step 2:** Names of Prophets in the Quran  
- Provide a list of prophets mentioned in the Quran.  
- In small groups, have learners write down the names of prophets and discuss why they are important.  
**Step 3:** Appreciation of Prophets  
- Explore stories or characteristics of different prophets to help learners appreciate their significance.  
**Step 4:** Interactive Activity  
- Engage learners in a discussion or activity where they can reflect on the lessons learned about prophets.  
  
**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:**

- Have students create posters or presentations about their favorite prophet mentioned in the Quran.  
- Encourage students to research and write short biographies of different prophets.  
- Conduct a class play or skit depicting the stories of prophets for a deeper understanding and engagement.

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**WEEK 3: LESSON 1**  
**Strand:** Pillars of Iman

**Sub Strand:** Prophets mentioned in the Quran

**Specific Learning Outcomes:**

**- By the end of the sub-strand, the learner should be able to:**

1.Discuss the duties of prophets of Allah (S.W.T).  
2. Read and recite Quran verses on prophets of Allah (S.W.T).  
3. Appreciate the duties of prophets of Allah (S.W.T).  
  
**Key Inquiry Question(s):**- Why were prophets chosen by Allah (S.W.T)?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Citizenship** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 56-59  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**

**Step 1:** Discussing the Duties of Prophets of Allah  
- Engage learners in a discussion about the duties of prophets of Allah (S.W.T).

**Step 2:** Reading and Reciting Quran Verses  
- Pair up students and guide them to read and recite relevant Quran verses on prophets of Allah (S.W.T).  
  
**Step 3:** Appreciating Prophet's Duties  
- Facilitate a group activity where students appreciate the duties of prophets of Allah (S.W.T) through discussions and reflections.  
  
**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 flashcards with the names of prophets and their duties for revision.  
- Ask students to research and prepare short presentations on a chosen prophet mentioned in the Quran.  
- Organize a Quranic recitation competition focusing on verses related to prophets.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 3: LESSON 2**

**Strand:** Pillars of Iman

**Sub Strand:** Ulul Azm Prophets  
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1. Identify the Ulul Azm Prophets.  
2. Write the names of the Ulul Azm Prophets on flashcards and use them to recite the names.  
3. Appreciate the Ulul Azm Prophets.  
 **Key Inquiry Question:**- Who are the Ulul Azm Prophets?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Citizenship** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 60-61  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**  
**Step 1:** Introducing Ulul Azm Prophets  
- Begin by explaining who the Ulul Azm Prophets are and their significance in Islam.  
- Show pictures or charts depicting the Ulul Azm Prophets to help students visualize.  
  
**Step 2:** Identifying the Ulul Azm Prophets  
- Guide students to work individually to identify the names of the Ulul Azm Prophets using the provided resources.  
- Encourage students to discuss their findings with a partner or in small groups.  
  
**Step 3:** Creating Flashcards  
- In groups, have students write the names of the Ulul Azm Prophets on flashcards.  
- Encourage them to decorate their flashcards creatively.  
  
**Step 4:** Reciting the Names  
- Have each group take turns using their flashcards to recite the names of the Ulul Azm Prophets.  
- Emphasize correct pronunciation and understanding of each name.  
  
**Conclusion (5 minutes):**

- Summarize key points about the Ulul Azm Prophets and the importance of knowing and appreciating them.  
- Conduct a brief interactive activity where students quiz each other on the names of the Ulul Azm Prophets.  
- Preview the next session's topics or questions for students to consider.  
  
**Extended Activities:**

- Encourage students to create a skit or presentation about the lives and teachings of one of the Ulul Azm Prophets.  
- Have students research and write a short paragraph about why each Ulul Azm Prophet is considered significant in Islam.  
  
**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 3**

**Strand:** Pillars of Iman

**Sub Strand:** Ulul Azm Prophets   
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1. Discuss what is outstanding about the Ulul Azm Prophets.  
2. Select and color names of the Ulul Azm Prophets.  
3. Appreciate the importance of the prophets of Allah (S.W.T).  
  
**Key Inquiry Question:**- Why should we believe in the prophets of Allah (S.W.T)?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Citizenship** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 60-61  
- Qur'an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**

**Step 1:** Discuss what is outstanding about the Ulul Azm Prophets.  
**Step 2:** In pairs, select and color names of the Ulul Azm Prophets.  
**Step 3:** Appreciate the importance of the prophets of Allah (S.W.T).  
  
**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 poster highlighting the key attributes of Ulul Azm Prophets.  
- Write a short reflection on why believing in the prophets of Allah is important in one's life.  
  
**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** Pillars of Iman

**Sub Strand:** Significance of Belief in Prophets in the Life of a Muslim  
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1. Discuss the significance of belief in prophets in the life of a Muslim.  
2. Write down reasons why we believe in the prophets of Allah.  
3. Appreciate the significance of believing in prophets in the life of a Muslim.  
  
**Key Inquiry Question(s):**- What is the significance of believing in prophets for a Muslim?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Citizenship** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

Learning Resources:  
- KLB Visionary IRE Learner’s Book Grade 4 pg. 61-62  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):  
  
Step 1:**- Discuss the significance of belief in prophets in the life of a Muslim.  
  
**Step 2:**- In groups, learners are guided to write down reasons why we believe in the prophets of Allah.  
  
**Step 3:**- Reflect on how believing in prophets influences the life of a Muslim daily.  
  
**Step 4:**- Illustrate through examples the impact of following the teachings of the prophets in everyday 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:**

- Have students create a skit or role-play showcasing a scenario where the belief in a prophet impacts their decisions.  
- Ask students to research and present on a specific prophet and their significance in Islam.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 4: LESSON 2**

**Strand:** Pillars of Iman

**Sub Strand:** Virtues we learn from the prophets  
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1.Identify and list virtues practiced by the prophets of Allah (S.W.T).  
2.Apply the virtues learnt from the prophets of Allah (S.W.T) in day to day life.  
3. Appreciate the virtues learnt from the prophets of Allah (S.W.T).  
  
**Key Inquiry Question(s):**- What are virtues?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Citizenship** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 62-66  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**

**Step 1:**- Introduce the concept of virtues and explain what virtues are.  
  
**Step 2:**- Guide learners to identify and list virtues practiced by the prophets of Allah (S.W.T). Use examples from the learning resources and real-life scenarios.  
  
**Step 3:**- In pairs, learners are guided to apply the virtues learnt from the prophets of Allah (S.W.T) in day-to-day life. Encourage them to think of practical examples where these virtues can be applied.  
  
**Step 4:**- Discuss as a group how appreciating the virtues learnt from the prophets of Allah (S.W.T) can positively impact their lives and interactions with 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:**

- Ask students to create a poster illustrating the virtues practiced by the prophets.  
- Role-play scenarios where students have to apply the virtues in different situations.  
- Encourage students to write a short reflection on how they can incorporate these virtues in their daily lives.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **IRE** |  |  |  |

**WEEK 4: LESSON 3**

**Strand:** Pillars of Iman

**Sub Strand:** Virtues we learn from the prophets   
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1.Discuss how pupils can practice the virtues practiced by prophets.  
2. Practice the virtues portrayed by the prophets of Allah (S.W.T) at school and at home.  
3. Appreciate practicing the virtues portrayed by the prophets of Allah (S.W.T) in daily life.  
  
**Key Inquiry Question(s):**- Which virtue did Prophet Muhammad (S.A.W) practice when working for Khadija (A.S)?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Citizenship** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 62-66  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**

**Step 1:** Discuss how pupils can practice the virtues practiced by prophets.  
- Guide students in identifying virtues from the prophets' stories and how they can apply them in their own lives.

**Step 2:** Practice the virtues portrayed by the prophets of Allah (S.W.T) at school and at home.  
- In pairs, have students role-play scenarios where they demonstrate these virtues, discussing how it aligns with the teachings of the prophets.

**Step 3:** Analyze the virtue Prophet Muhammad (S.A.W) practiced when working for Khadija (A.S).  
- Engage students in a discussion about Prophet Muhammad's virtues and actions during his time working for Khadija, emphasizing the specific virtue in focus.

**Step 4:** Reflect on how students can actively appreciate and incorporate the virtues of the prophets in their daily lives.  
  
**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:**

- Students can create posters showing different virtues of the prophets and how they can practice them.  
- Encourage students to keep a journal to reflect on how they applied the virtues of the prophets in their daily interactions.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 5: LESSON 1**

**Strand:** Devotional Acts

**Sub Strand:** Twahara (Ritual Purity)  
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1.Identify what Twahara is and when it is done.  
2. Read Surah Al-Baqarah verse 222 and memorize it.  
3. Appreciate the importance of Twahara to a Muslim.  
  
**Key Inquiry Question(s):**- What is Twahara?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 69  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**- Based on learning experience:

**Step 1:** Introduce the concept of Twahara to the learners, define what it is and discuss why it is important in Islam.

**Step 2:** Guide learners to identify when Twahara is done and the significance of performing it correctly.

**Step 3:** In groups, learners are guided to read Surah Al-Baqarah verse 222, discuss its meaning, and work on memorizing it together.

**Step 4:** Facilitate a discussion on the verse's connection to Twahara and the broader understanding of ritual purity 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 group discussion.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- For extended activities, students can create posters illustrating the steps of Twahara or write a short paragraph explaining the verse they memorized and its significance in their own words.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 5: LESSON 2**

**Strand:** Devotional Acts

**Sub Strand:** Twahara (Ritual Purity)   
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1. Discuss the things that make our bodies and environment dirty.  
2.Perform Twahara before Ibadah.  
3.Appreciate performing Twahara before Ibadah.  
  
**Key Inquiry Question(s):**- How do you clean yourself after using the toilet or latrine?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 69  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**

**Step 1:** Discuss the things that make our bodies and environment dirty.  
**Step 2:** In pairs, learners are guided to perform Twahara before Ibadah.  
**Step 3:** Discuss the importance of performing Twahara before Ibadah.  
**Step 4:** Consolidate learning by summarizing key points.  
  
**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 the proper way to perform Twahara before Ibadah.  
- Create posters or infographics highlighting the importance of Twahara in Islamic practices.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 5: LESSON 3**

**Strand:** Devotional Acts

**Sub Strand:** Types of Najasaat  
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1. Identify types of Najasaat.  
2. Write down the different types of Najasaat and their examples in each category.  
3.Appreciate the different types of Najasaat.  
  
**Key Inquiry Question(s):**- What is Najasaat?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB; Visionary IRE Learner’s Book Grade 4 pg. 69-72  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**- Based on learning experience:

**Step 1:** Introduce the concept of Najasaat and discuss its significance in Islamic teachings.

**Step 2:** Guide learners to identify different types of Najasaat using real-life examples and pictures.

**Step 3:** In groups, learners are guided to write down the different types of Najasaat and their examples in each category.

**Step 4:** Engage learners in a discussion to appreciate the importance of avoiding Najasaat 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:**

- Create a chart or poster displaying different types of Najasaat with relevant examples.  
- Role-play situations where students have to identify and avoid Najasaat in their environment.  
- Encourage students to research and present a short report on the significance of cleanliness in Islam.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 7: LESSON 1**

**Strand:** Devotional Acts

**Sub Strand:** Ways of cleaning Najasaat  
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1.Discuss ways of cleaning Najasaat.  
2.Role play ways of cleaning Najasaat.  
3.Appreciate cleaning Najasaat in the required way.  
  
**Key Inquiry Question(s):**- How do we clean Najasaat?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 73-74  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**

**Step 1:** Introduce the concept of Najasaat and discuss why it is important to clean them.

**Step 2:** Facilitate a class discussion on different ways of cleaning Najasaat.

**Step 3:** Divide learners into pairs and have them create and perform role plays showing different scenarios of cleaning Najasaat.

**Step 4:** Discuss the importance of cleaning Najasaat in the required way and its significance 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.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Ask students to create posters illustrating the proper ways of cleaning Najasaat.  
- Encourage students to identify and share examples of Najasaat in their environment and discuss how they can be cleaned according to Islamic teachings.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **IRE** |  |  |  |

**WEEK 7: LESSON 2**

**Strand:** Devotional Acts

**Sub Strand:** Wudhu (Ablution)  
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1. Mention the parts of the body washed when performing Wudhu.  
2. Read and write down verses from the Quran about the different nullifiers of Wudhu.  
3. Appreciate performing Wudhu before Salah.  
  
**Key Inquiry Question:**- Can you mention the parts we wash when we are performing Wudhu?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 76-77  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**

**Step 1:** Discuss and explain the importance of Wudhu and its significance in Islamic practice.

**Step 2:** Guide learners to mention the parts of the body washed when performing Wudhu.

**Step 3:** In groups, learners to read and write down verses from the Quran about the different nullifiers of Wudhu.

**Step 4:** Discuss and reflect on the key verses and their implications in maintaining 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 group discussion.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage students to practice performing Wudhu with proper technique and mindfulness.  
- Assign a reflective journal task where students write about their experiences with maintaining Wudhu throughout a day.  
- Create a poster or presentation showcasing the steps of Wudhu and its importance in Salah.  
  
**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** Devotional Acts

**Sub Strand:** Significance of Wudhu in the life of a Muslim  
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1. Discuss the significance of Wudhu in the life of a Muslim  
2. Copy the hadith on how Wudhu clears anger and memorize it  
3.Appreciate the significance of Wudhu in the life of a Muslim  
  
**Key Inquiry Question(s):**- How can anger affect our relationship with Allah (S.W.T) and other people?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 77-79  
- Qur’an  
- Assessment books  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**

**Step 1:** Introduction to Wudhu  
- Teacher introduces the concept of Wudhu and its importance in Islam.  
- Discuss the steps involved in performing Wudhu.  
  
**Step 2:** Significance of Wudhu  
- Explore with learners the significance of Wudhu in purity and preparation for prayer.  
- Discuss how Wudhu helps in spiritual cleansing.  
  
**Step 3:** Hadith on Wudhu and Anger  
- Teach learners the hadith on how Wudhu clears anger and discuss its meaning.  
- Encourage learners to copy the hadith and begin memorizing it.  
  
**Step 4:** Appreciation of Wudhu  
- Engage learners in a discussion on the overall significance of Wudhu in a Muslim's daily life.  
- Encourage reflection on how Wudhu contributes to spiritual well-being.  
  
**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.  
- Preview upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Encourage learners to observe and participate in Wudhu rituals at home and reflect on its importance.  
- Ask students to create a poster or drawing showing the steps of Wudhu and its significance.  
- Invite students to share personal experiences related to Wudhu and its impact on their daily lives.  
  
  
**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 1**

**Strand:** Devotional Acts

**Sub Strand:** Conditions for Swalah  
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1. Discuss the conditions for Swalah.  
2. Write down the conditions for Swalah.  
3. Appreciate the conditions for Swalah.  
  
**Key Inquiry Question(s):**- Which conditions should you observe before performing Swalah?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 79-81  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**- Based on learning experience:

**Step 1:** Introduce the concept of Swalah and its importance in Islam. Discuss why following the conditions for Swalah is crucial.  
  
**Step 2:** Present and explain each condition for Swalah using charts, realia, and pictures. Encourage class discussion on the significance of each condition.  
  
**Step 3:** In pairs, guide learners to write down the conditions for Swalah in their own words. Monitor and provide support as needed.  
  
**Step 4:** Conduct a group discussion where each pair shares their understanding of the conditions for Swalah. Address any misconceptions and reinforce key points.  
  
**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 role-playing scenario.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- For an extended activity, students can create a poster or digital presentation showcasing the conditions for Swalah. This can involve drawing, writing, and researching to deepen their understanding and creativity.  
  
**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 2**

**Strand:** Devotional Acts

**Sub Strand:** Conditions for Swalah   
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1. Identify the direction of Qiblah and its importance when performing Swalah.  
2. Show the direction of Qiblah from the class using a compass.  
3. Appreciate the importance of facing the Qiblah when performing Swalah.  
  
**Key Inquiry Question:**- Why do Muslims face the Qiblah when performing Swalah?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 79-81  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 key concepts.  
  
**Lesson Development (25 minutes):**

**Step 1:** Discuss the importance of facing the Qiblah when performing Swalah.  
**Step 2:** Introduce the concept of Qiblah and its significance in Islamic prayer.  
**Step 3:** Demonstrate how to use a compass to determine the direction of Qiblah.  
**Step 4:** In groups, have learners practice using a compass to show the direction of Qiblah from the class.  
  
**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:**

- Conduct a scavenger hunt activity where learners find and mark the direction of Qiblah in various locations on the school premises.  
- Have students create a visual presentation illustrating the importance of facing the Qiblah in Swalah.  
  
**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 3**  
**Strand:** Devotional Acts

**Sub Strand:** Pillars of Swalah  
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1.Discuss the pillars of Swalah.  
2. Memorize the fourteen pillars of Swalah in the correct order.  
3. Appreciate the pillars of Swalah.  
  
**Key Inquiry Question(s):**- Which are the pillars of Swalah?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 81-87  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**

**Step 1:**- Introduce the concept of the pillars of Swalah.  
- Discuss the importance of Swalah in Islamic faith.  
- Identify the key inquiry question on the pillars of Swalah.  
 **Step 2:**- Guide learners to identify and discuss each of the fourteen pillars of Swalah.  
- Use charts, pictures, and realia to visually represent the pillars for better comprehension.  
- Encourage active participation through group discussions.  
  
**Step 3:**- Have learners actively engage in dramatizing the pillars of Swalah.  
- Divide students into groups and assign each group a pillar to act out.  
- This interactive activity will help reinforce understanding and memorization of the pillars.  
  
**Step 4:**- Summarize the key points discussed during the lesson.  
- Conduct a brief review and ensure learners have grasped the concepts well.  
  
**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 practicing the recitation of the pillars of Swalah for memorization.  
- Encourage learners to reflect on the significance of each pillar in their daily lives.  
- Assign a project where students create a chart or booklet showcasing the pillars of Swalah for further reinforcement.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 9: LESSON 1**  
**Strand:** Devotional Acts

**Sub Strand:** Pillars of Swalah   
  
Specific Learning Outcomes:  
**- By the end of the sub-strand, the learner should be able to:**

1. Look at pictures and discuss the postures of Swalah  
2. Practice performing the fourteen pillars of Swalah in their correct order  
3. Appreciate performing the fourteen pillars of Swalah in their correct order  
  
**Key Inquiry Question(s):**- How many postures are performed in Swalah?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 81-87  
- Qur’an  
- Brushes  
- Water  
- Toothpaste  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**

**Step 1:** Look and Discuss Postures  
- Show pictures of Swalah postures and discuss with learners.  
  
**Step 2:** Practice Pillars of Swalah  
- Guide learners to practice performing the fourteen pillars of Swalah in the correct order.  
  
**Step 3:** Appreciation of Pillars  
- Discuss the importance and significance of performing the fourteen pillars of Swalah in the correct order.  
  
**Step 4:** Review and Reflect  
- Recap the key points learned and reflect on the significance of the pillars of 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:**

- Encourage learners to create a visual representation of the fourteen pillars of Swalah.  
- Role-play scenarios where learners demonstrate the postures and recite the relevant prayers.  
- Assign a reflective writing task where learners write about their personal experience practicing the pillars of Swalah.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **IRE** |  |  |  |

**WEEK 9: LESSON 2**  
**Strand:** Akhlaq (Moral Values)

**Sub Strand:** Virtues-kindness to Allah’s creatures  
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1. Identify and name creatures created by Allah (S.W.T).  
2. Draw and color creatures created by Allah (S.W.T).  
3. Appreciate all the creatures created by Allah (S.W.T).  
  
**Key Inquiry Question(s):**- Why should we show kindness to Allah’s creatures?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 90-94  
- Qur’an  
- Brushes  
- Water  
- Toothpaste  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**

**Step 1:** Discuss why showing kindness to Allah’s creatures is important.  
**Step 2:** In groups, have learners identify and name different creatures created by Allah (S.W.T).  
**Step 3:** In groups, guide learners to draw and color creatures created by Allah (S.W.T).  
**Step 4:** Discuss and share the drawings, highlighting the appreciation of all creatures created by Allah (S.W.T).  
  
**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 observe and appreciate nature around them, such as birds, plants, and animals, and reflect on their gratitude for Allah's creations.  
- Assign a creative writing task where students write a short story or poem about showing kindness to Allah's creatures.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **IRE** |  |  |  |

**WEEK 9: LESSON 3**  
**Strand:** Akhlaq (Moral Values)

**Sub Strand:** Virtues-kindness to Allah’s creatures   
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1. Discuss how animals, birds, insects, fish, and plants are important in our lives.  
2. Take care of Allah’s creation in the environment.  
3. Appreciate taking care of Allah’s creation.  
  
**Key Inquiry Question(s):**- Can you name Allah’s creation?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 90-94  
- Qur’an  
- Assessment books  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**- Based on learning experience:

**Step 1:** Guide learners to discuss how animals, birds, insects, fish, and plants are important in our lives.

**Step 2:** Facilitate learners to take care of Allah’s creation in their surroundings.

**Step 3:** Engage students in an activity that demonstrates appreciation for Allah's creation.

**Step 4:** Encourage students to share their thoughts and reflections on the importance of caring for Allah's creatures.  
  
**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:  
- Create a poster showcasing different examples of Allah's creation.  
- Write a short paragraph describing how they can personally take care of Allah's creatures.  
- Conduct a nature walk and identify different creatures, discussing their importance.  
- Create a digital presentation highlighting the beauty and diversity of Allah's creation.  
  
**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**  
  
**Strand:** Akhlaq (Moral Values)  
  
**Sub Strand:** Virtues-kindness to Allah’s creatures  
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learners should be able to:**

1. Mention ways of showing kindness to Allah’s creatures.  
2. Read Hadith on kindness to Allah’s creatures and demonstrate showing kindness to Allah’s creatures.  
3. Appreciate the importance of showing kindness to Allah’s creatures.  
  
**Key Inquiry Question:**- How do you show kindness to Allah’s creation?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 90-94  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**

**Step 1:** Discuss ways of showing kindness to Allah’s creatures.

**Step 2:** Read Hadith on kindness to Allah’s creatures and share examples of showing kindness.

**Step 3:** Demonstrate acts of kindness to Allah’s creatures in a role-play or real-world scenario.

**Step 4:** Engage in a group discussion on the importance of showing kindness to Allah’s creatures.  
  
**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 poster showcasing ways to show kindness to Allah’s creatures.  
- Write a short reflection on a personal experience demonstrating kindness to Allah’s creatures.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 10: LESSON 2**  
**Strand:** Akhlaq (Moral Values)

**Sub Strand:** Virtues - Importance of being kind to Allah’s creatures  
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1.Discuss the importance of being kind to Allah’s creatures.  
2. Write down the importance of Allah’s creatures to human beings.  
3. Appreciate the importance of being kind to Allah’s creatures.  
  
**Key Inquiry Question(s):**- How are Allah’s creatures important to us?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 95-96  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**- Based on learning experience:

**Step 1:** Discussing the importance of being kind to Allah’s creatures in pairs.  
**Step 2:** Writing down the importance of Allah’s creatures to human beings individually.  
**Step 3:** Sharing and discussing the written importance of Allah’s creatures in small groups.  
**Step 4:** Reflecting on the discussion and emphasizing the importance of kindness towards Allah’s creatures.  
  
**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 or a short quiz.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- For extended activities, students can create posters or digital presentations showcasing the importance of being kind to Allah’s creatures. They can also write short stories or poems highlighting the significance of showing kindness to all creations of Allah.  
  
**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 3**  
  
**Strand:** Akhlaq (Moral Values)  
  
**Sub Strand:** Islamic manners of dressing  
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1.State reasons why people dress.  
2. Observe pictures and identify features of a Muslim dress for a man and woman.  
3.Appreciate Islamic manners of dressing.  
  
**Key Inquiry Question(s):**- What are the qualities of a Muslim dress?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 96-98  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**- Based on learning experience, the lesson development will be split into 3 distinct steps:  
  
**Step 1:** Reasons Why People Dress  
- Discuss with students the various reasons why people dress, including practical, cultural, and religious reasons.  
  
**Step 2:** Features of Muslim Dress  
- In pairs, students will observe pictures and identify key features of a Muslim dress for a man and woman.  
  
**Step 3:** Appreciating Islamic Manners of Dressing  
- Discuss with students the importance of dressing modestly according to Islamic teachings and values.  
  
**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:**

- Students can design their own traditional Islamic attire using art materials.  
- Role-play scenarios where students demonstrate appropriate and inappropriate dressing based on Islamic etiquette.  
  
**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **IRE** |  |  |  |

**WEEK 11: LESSON 1**  
**Strand:** Akhlaq (Moral Values)

**Sub Strand:** Islamic manners of dressing   
 **Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1.Identify dressing trends to be avoided by a Muslim.  
2. Write the dua for wearing a new cloth and memorize it.  
3. Appreciate decent dressing to protect and guard our respect and honor.  
  
**Key Inquiry Question(s):**- How would you advise learners who dress indecently?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 99-100  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**- Based on learning experience:

**Step 1:** Discuss the importance of dressing modestly in Islam and why it is important to avoid certain dressing trends.  
**Step 2:** Introduce the dua for wearing a new cloth to the learners.  
**Step 3:** Have learners write down the dua and practice memorizing it.  
**Step 4**: Discuss the significance of decent dressing in protecting one's respect and honor.  
  
**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 learners can practice advising others on dressing modestly.  
- Designing posters or digital presentations showcasing the importance of decent dressing in Islam.  
  
**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 2**  
**Strand:** Akhlaq (Moral Values)

**Sub Strand:** Positive usage of media  
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1. Identify different types of media and their symbols.  
2. Write good ways of using social media.  
3. Appreciate using social media positively.  
  
**Key Inquiry Question(s):**- How can we use media in a positive way?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 100-104  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**

**Step 1:** In pairs, learners identify different types of media and their symbols.  
**Step 2:** Learners write down good ways of using social media.  
**Step 3:** Discuss as a class the importance of social media in connecting people and ideas.  
**Step 4:** Encourage learners to think of creative ways to use social media positively.  
  
**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 a poster or infographic showcasing the positive uses of social media, role-playing scenarios where social media is used positively and negatively, or conducting a class discussion on responsible digital citizenship.  
  
**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 3**  
**Strand:** Akhlaq (Moral Values)

**Sub Strand:** Positive usage of media   
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1. Discuss Islamic teachings on the use of social media.  
2. Read the story of Yaqub and answer questions that follow.  
3. Encourage others to use social media positively.  
  
**Key Inquiry Question(s):**- How can we use media while observing Islamic teachings?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 100-104  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**

**Step 1:** Discuss Islamic teachings on the use of social media.  
**Step 2:** Read the story of Yaqub and answer questions that follow.  
**Step 3:** Explore examples of positive social media usage and brainstorm ways to encourage others to use it positively.  
**Step 4:** Share group discussions and key insights with the class.  
  
**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 positive social media interactions.  
- Creating posters or digital media campaigns promoting positive online behavior.  
- Reflecting on personal social media usage and setting goals for improvement.  
  
**Teacher Self-Evaluation:**

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**WEEK 12: LESSON 1**  
**Strand:** Akhlaq (Moral Values)

Sub Strand: Vices - Evils of begging  
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1.Read the hadith on begging and discuss what it means.  
2. State why begging is discouraged for a Muslim.  
3. Appreciate the evils of begging.  
  
**Key Inquiry Question:**- Why is begging discouraged?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 105-110  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing devices  
  
**Organization of Learning:**  
**Introduction (5 minutes):**1. Review the previous lesson.  
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (25 minutes):**

**Step 1:**- In groups, learners are guided to read the hadith on begging.  
**Step 2:**- Discuss what the hadith means in the context of begging.  
**Step 3:**- Each learner states why begging is discouraged for a Muslim.  
**Step 4:**  
- Facilitate a class discussion on appreciating the evils of begging.  
  
**Conclusion (5 minutes):**

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

- Engage students in a role-playing activity where they demonstrate scenarios of encountering begging and responding with kindness and dignity.  
- Encourage students to reflect on a time when they helped someone in need without resorting to begging and share their experiences in a writing task.  
  
**Teacher Self-Evaluation:**

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**WEEK 12: LESSON 2**  
**Strand:** Akhlaq (Moral Values)

**Sub Strand:** Vices- Evils of begging   
  
**Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1.Name people who deserve assistance in society.  
2. Write down the importance of work and read the points.  
3. Appreciate the importance of work to a Muslim.  
  
**Key Inquiry Question(s):**- Why should we work?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 105-110  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 key concepts.  
  
**Lesson Development (25 minutes):**- In groups, learners are guided through the following steps:

**Step 1:** Discuss and name people who deserve assistance in society.  
**Step 2:** Write down the importance of work.  
**Step 3:** Read the points about the importance of work.  
**Step 4:** Discuss and appreciate the importance of work to a Muslim.  
  
**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:  
1. Role-playing scenarios where students act out situations where helping others is important.  
2. Writing short paragraphs or creating posters illustrating the importance of work and helping those in need in the community.  
 **Teacher Self-Evaluation:**

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**WEEK 12: LESSON 3**  
**Strand:** Akhlaq (Moral Values)

**Sub Strand:** Dua (Supplication)  
 **Specific Learning Outcomes:  
- By the end of the sub-strand, the learner should be able to:**

1. Identify dua for leaving and entering the house.  
2. Recite the dua for leaving and entering the house.  
3. Appreciate the importance of the dua for leaving and entering the house.  
  
**Key Inquiry Question:**- Which dua do you pray when leaving the house?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Digital literacy** | * **Unity** * **Respect** * **Love** * **Responsibility** * **Social justice** | * **Self- esteem** * **Self- awareness** |

**Learning Resources:**- KLB Visionary IRE Learner’s Book Grade 4 pg. 110-113  
- Qur’an  
- Digital devices  
- Charts  
- Realia  
- Pictures  
- Computing 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 (25 minutes):**

**Step 1:** Group Discussion  
- Organize learners into groups to identify the dua for leaving and entering the house.  
  
 **Step 2:** Recitation Practice  
- Guide learners to recite the dua for leaving and entering the house individually or in pairs.  
  
**Step 3:** Understanding Importance  
- Discuss with learners the significance of reciting the dua when leaving and entering the house.  
  
**Step 4:** Application Activity  
- Engage learners in a simple scenario-based activity where they apply the dua in real-life situations.  
  
**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:**

- Ask learners to create a poster illustrating the dua for leaving and entering the house.  
- Encourage learners to teach the dua to family members and discuss its importance with them.  
  
**Teacher Self-Evaluation:**