Grade 2 Christian Religious Education

Term 3 - 31 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 30-minute lessons | PDF and editable Word

ABOUT THIS PACK

31 complete, ready-to-teach Grade 2 Christian Religious Education lesson plans for Term 3, covering sharing, obedience, honesty, thankfulness, forgiveness, responsibility, work, prayer and the Holy Spirit.

TOPICS IN THIS PACK

Topic	Name	Lessons
4.1	Sharing	3
4.2	Obedience	3
4.3	Honesty	3
4.4	Thankfulness	3
4.5	Forgiveness	4
4.6	Responsibility	4
4.7	Work	3
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INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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Things we share at school

Strand 4.0 Christian Values > Sub-strand 4.1 Sharing | Lesson 1 of 3 | 30 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	**TIME**	**ROLL (B / G)**

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) identify five items shared at school; b) draw and colour items we share

KEY INQUIRY QUESTION(S)

- Why is it important to share with others?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Collaboration**	Developed through the activities in this lesson.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Love**	Learners help a classmate who is stuck.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

A children's Bible | Classroom items: books, crayons, balls, desks | Drawing paper | Flashcards

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

share | kindness | needy | together | Hebrews

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
4 min	7 min	8 min	7 min	4 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Look around the classroom. Point to something everyone uses." Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	7	Take learners through "Sharing at school" (bible teaching and activity on the next page), explaining as you go. Use a children's Bible, classroom items: books, crayons, balls, desks, drawing paper. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	8	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	7	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Name a play item you share at break time."	Say the key idea in their own words and answer the exit question in the exercise book.

BIBLE TEACHING AND ACTIVITY

Sharing at school

At school we share desks, books, crayons, balls, skipping ropes, the playground, toilets, water taps and the library corner.

Some things are shared by the whole class, like the chalkboard and the class Bible.

In groups, draw and colour five things we share and label them.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name five items shared at school.	**Any five of: desks, books, crayons, balls, ropes, taps, playground**
2	Name one thing the whole class shares.	**Answers vary; for example the chalkboard, class Bible**
3	Should we share a water bottle we drink from?	**No; for health we use our own cup**
4	Name a play item you share at break time.	**Answers vary; for example ball, rope**

WATCH OUT FOR

Learners include personal items (toothbrush, cup). Recall Strand 1: some items are not shared for health.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can identify five items shared at school confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can identify five items shared at school accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly identify five items shared at school, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet identify five items shared at school without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Walk round the class and name shared items together.
Learners ready for more	Count the shared items in your drawing and write the number. (Answer: Answers vary)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "things we share at school" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

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Sharing with those in need

Strand 4.0 Christian Values > Sub-strand 4.1 Sharing | Lesson 2 of 3 | 30 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	**TIME**	**ROLL (B / G)**

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) talk about a time I shared with someone in need; b) list reasons for sharing (Hebrews 13:16)

KEY INQUIRY QUESTION(S)

- Why is it important to share with others?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Collaboration**	Developed through the activities in this lesson.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Love**	Learners help a classmate who is stuck.
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LEARNING RESOURCES

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ORGANISATION OF LEARNING

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KEY WORDS

share | kindness | needy | together | Hebrews

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Write Hebrews 13:16 on flashcards and read it aloud." Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	7	Take learners through "Hebrews 13:16 (summarised)" (bible teaching and activity on the next page), explaining as you go. Use a children's Bible, classroom items: books, crayons, balls, desks, drawing paper. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	8	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	7	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Tell about a time you shared with someone."	Say the key idea in their own words and answer the exit question in the exercise book.

BIBLE TEACHING AND ACTIVITY

Hebrews 13:16 (summarised)
Do not forget to do good and to share with others, because these gifts please God.
Why share? It pleases God, shows kindness, makes friends, helps the needy and brings peace.
Story: Amina forgot her pencil. Brian shared his spare one. Amina smiled and they finished their work together.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What does Hebrews 13:16 tell us to do?	**Do good and share with others**
2	Give two reasons for sharing.	**Any two of: pleases God, shows kindness, makes friends, helps the needy**
3	What did Brian share with Amina?	**A pencil**
4	Tell about a time you shared with someone.	**Answers vary**

WATCH OUT FOR

Sharing being forced on one child. Teach that sharing is a kind choice and we take turns fairly.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
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SUPPORT AND EXTENSION

Learners who need support	Give the sentence frame: "I shared my ... with ..."
Learners ready for more	Plan one way to share with a needy person this week. (Answer: Answers vary)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "sharing with those in need" and bring one question of your own to ask next lesson.

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