Grade 3 Christian Religious Education

Term 2 - 29 complete lesson plans

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

ABOUT THIS PACK

29 complete, ready-to-teach Grade 3 Christian Religious Education lesson plans for Term 2, covering Elisha and the boys, the birth of Jesus Christ, the good Samaritan, the little boy with five loaves and two fish, Jesus Christ walks on water, raising of Jairus' daughter and Easter.

TOPICS IN THIS PACK

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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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ELIMU254

The boys who mocked Elisha

Strand 2.0 The Bible > Sub-strand 2.6 Elisha and the boys | Lesson 1 of 4 | 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) read 2 Kings 2:23-24; b) retell the story of Elisha and the boys

KEY INQUIRY QUESTION(S)

- How did Elisha respond to the boys who insulted him?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Imagination and creativity**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

A children's picture Bible | Drawing paper and crayons | Manila paper for the poems

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

Elisha | prophet | Bethel | insult | mock | bald | bears | mischief | elderly | respect

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: "Ask: "How do you feel when someone calls you a bad name?"" 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 "2 Kings 2:23-24 (summarised)" (bible story and activity on the next page), explaining as you go. Use a children's picture Bible, drawing paper and crayons, manila paper for the poems. 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: "What came out of the woods?"	Say the key idea in their own words and answer the exit question in the exercise book.

BIBLE STORY AND ACTIVITY

2 Kings 2:23-24 (summarised)

Elisha the prophet was walking on the road to Bethel.

Some boys came out of the town and made fun of him. They shouted, "Go away, baldhead!"

Elisha turned, looked at them and cursed them in the name of the Lord. Two bears came out of the woods and hurt forty-two of the boys.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Where was Elisha going?	**To Bethel**
2	What did the boys call Elisha?	**"Baldhead"**
3	How did Elisha respond to the boys?	**He cursed them in the name of the Lord**
4	What came out of the woods?	**Two bears**

WATCH OUT FOR

Keep the telling calm and short; do not add frightening details. Learners who laugh at "baldhead" are reminded that mocking hurts people.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can read 2 Kings 2:23-24 confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can read 2 Kings 2:23-24 accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly read 2 Kings 2:23-24, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet read 2 Kings 2:23-24 without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Retell with three picture cards: road, boys mocking, two bears.
Learners ready for more	Retell the story to a partner in four sentences. (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 "the boys who mocked Elisha" 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.

ELIMU254

Counting in the story

Strand 2.0 The Bible > Sub-strand 2.6 Elisha and the boys | Lesson 2 of 4 | 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) mention the number of boys and bears in the story; b) draw and display the two bears

KEY INQUIRY QUESTION(S)

- How did Elisha respond to the boys who insulted him?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Imagination and creativity**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
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LEARNING RESOURCES

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ORGANISATION OF LEARNING

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KEY WORDS

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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: "Recall the story with the class. Ask: "How many bears? How many boys were hurt?"" 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 "Numbers in the story" (bible story and activity on the next page), explaining as you go. Use a children's picture Bible, drawing paper and crayons, manila paper for the poems. 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: "How many tens and ones are in 42?"	Say the key idea in their own words and answer the exit question in the exercise book.

BIBLE STORY AND ACTIVITY

Numbers in the story

Two bears came out of the woods.

Forty-two boys were hurt. 42 is 4 tens and 2 ones.

Activity: draw and colour the two bears in the woods. Display the drawings on the wall.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	How many bears came out of the woods?	**2**
2	How many boys were hurt?	**42**
3	Write 42 in words.	**Forty-two**
4	How many tens and ones are in 42?	**4 tens and 2 ones**

WATCH OUT FOR

Learners drawing the boys being hurt. Ask them to draw only the bears and the woods.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Use bundles of sticks: 4 bundles of ten and 2 single sticks to show 42.
Learners ready for more	Label your drawing: "Two bears came out of the woods." (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 "counting in the story" and bring one question of your own to ask next lesson.

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- Did every learner get a turn to handle materials or explain their thinking?
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