Grade 3 Christian Religious Education

Term 3 - 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 3, covering honesty, thankfulness, forgiveness, trust, responsibility, prayer and the Holy Spirit.

TOPICS IN THIS PACK

Topic	Name	Lessons
4.1	Honesty	5
4.2	Thankfulness	3
4.3	Forgiveness	4
4.4	Trust	4
4.5	Responsibility	4
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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

What is honesty?

Strand 4.0 Christian Values > Sub-strand 4.1 Honesty | Lesson 1 of 5 | 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) say what honesty means; b) give examples of honest and dishonest acts

KEY INQUIRY QUESTION(S)

- Why should you practise honesty as a Christian?
- Why should you respect other people's property?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

A children's picture Bible | An offering envelope or small basket | Everyday items for role-play (pencil, eraser, ball, water bottle)

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

honest | lie | Ananias | Sapphira | apostles | Peter | offering | property | respect | borrow

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

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Story: Otieno broke a cup and said the cat did it. Ask: "Was Otieno honest? What should he have said?"" 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 "Being honest pleases God" (bible teaching and activity on the next page), explaining as you go. Use a children's picture Bible, an offering envelope or small basket, everyday items for role-play (pencil, eraser, ball, water bottle). 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 should Otieno have said?"	Say the key idea in their own words and answer the exit question in the exercise book.

BIBLE TEACHING AND ACTIVITY

Being honest pleases God

Honesty means telling the truth and doing what is right, even when no one is watching.

Honest acts: owning up when you make a mistake, returning extra change, giving back what you borrowed, doing your own work in a test.

Dishonest acts: lying, cheating, stealing, taking things without asking. Proverbs 12:22 (summarised): the Lord hates lying lips but is pleased with people who are truthful.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What does honesty mean?	**Telling the truth and doing right even when no one is watching**
2	Name two honest acts.	**Answers vary; for example owning up, returning extra change, giving back borrowed things**
3	Name two dishonest acts.	**Answers vary; for example lying, cheating, stealing**
4	What should Otieno have said?	**That he broke the cup / the truth**

WATCH OUT FOR

Learners naming classmates as liars. Keep examples to story characters, never real children.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Sort picture cards into "honest" and "not honest".
Learners ready for more	Write about a time you told the truth even though it was hard. (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 "what is honesty?" 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

Ananias and Sapphira

Strand 4.0 Christian Values > Sub-strand 4.1 Honesty | Lesson 2 of 5 | 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) picture-read Acts 5:1-11; b) narrate the story of Ananias and Sapphira

KEY INQUIRY QUESTION(S)

- Why should you practise honesty as a Christian?
- Why should you respect other people's property?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

A children's picture Bible | An offering envelope or small basket | Everyday items for role-play (pencil, eraser, ball, water bottle)

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

honest | lie | Ananias | Sapphira | apostles | Peter | offering | property | respect | borrow

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

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Ask: "Have you ever been asked to carry money to someone? How did you keep it safe?"" 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 "Acts 5:1-11 (summarised)" (bible teaching and activity on the next page), explaining as you go. Use a children's picture Bible, an offering envelope or small basket, everyday items for role-play (pencil, eraser, ball, water bottle). 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 happened to Ananias and Sapphira?"	Say the key idea in their own words and answer the exit question in the exercise book.

BIBLE TEACHING AND ACTIVITY

Acts 5:1-11 (summarised)

In the early Church, believers shared what they had. Ananias and his wife Sapphira sold a piece of land. They kept part of the money for themselves and brought the rest to the apostles, pretending it was all the money. Peter said Ananias had lied, not just to people but to God. Ananias fell down and died. Later Sapphira came and told the same lie, and she also died. Everyone in the Church was filled with fear.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What did Ananias and Sapphira sell?	**A piece of land**
2	What did they do with the money?	**Kept part of it and pretended to give all of it**
3	To whom did Peter say Ananias had lied?	**To God**
4	What happened to Ananias and Sapphira?	**They both died**

WATCH OUT FOR

Learners frightened by the ending. Stress the point: God wants truth. When we do wrong, we confess and God forgives.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can picture-read Acts 5:1-11 confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can picture-read Acts 5:1-11 accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly picture-read Acts 5:1-11, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet picture-read Acts 5:1-11 without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Three picture cards in order: selling land, bringing part of the money, Peter speaking.
Learners ready for more	What should Ananias and Sapphira have said? (Answer: The truth: "This is part of the money.")
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 "ananias and Sapphira" 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.
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