



Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: THE EARLY LIFE OF JESUS CHRIST

SUBSTRAND/SUB-THEME/SUB-TOPIC: The wise men are guided by a star

Specific lesson learning outcome.

By the end of the lesson, the learner should be to identify the star that guided the wise men and desire to be led by God in their daily life.

KEY INQUIRY QUESTION (s)

Who were the wise men? What guided the wise men to baby Jesus?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> Digital literacy Learning to learn Imagination and creativity 	<ul style="list-style-type: none"> Obedience Love Trust Peace, sharing 	Effective communication Decision making Self-esteem Self-awareness

LEARNING RESOURCES

Good news bible.

Video of the wise men being led by the star.

Laptop and projector.

Costumes and props for role play.

Learner's Book 3 page 46-48.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide learner to the picture on page 46 and take them to questions on page 47.

Step 2: Guide learners to find and read the verses.

Step 3: Using questions, guide learners into understanding that the wise men were guided to where Jesus was born by the star.

Step 4: Ask learners what they learn from the story and what they will do different going forward.

Step 5: Lead through activity 1 and ask learners to draw and colour the stars.

SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer questions.

EXTENSION OF ACTIVITIES

Learners to participate on a nature walk to appreciate the beauty of God's creation.

REFLECTION ON THE LESSON/SELF-REMARKS





Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST*

SUBSTRAND/SUB-THEME/SUB-TOPIC: **The wise men are guided by a star**

Specific lesson learning outcome.

By the end of the lesson, the learner should be to identify the star that guided the wise men and desire to be led by God in their daily life.

KEY INQUIRY QUESTION (s)

Who were the wise men? What guided the wise men to baby Jesus?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Digital literacy • Learning to learn • Imagination and creativity 	<ul style="list-style-type: none"> • Obedience • Love • Trust • Peace, sharing 	Effective communication Decision making Self-esteem Self-awareness

LEARNING RESOURCES

Good news bible.

Video of the wise men being led by the star.

Laptop and projector.

Costumes and props for role play.

Learner's Book 3 page 46-48.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide learner to watching the video and play it for them.

Step 2: Ask learners if they can follow stars to get to a place.

Step 3: Guide learners to see the need to seek God's special guidance in everything they do.

Step 4: Take learners through the questions you had developed.



SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer questions.

EXTENSION OF ACTIVITIES

Learners to participate on a nature walk to appreciate the beauty of God's creation.

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST***SUBSTRAND/SUB-THEME/SUB-TOPIC:** The wise men are guided by a star**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to identify the star that guided the wise men and desire to be led by God in their daily life.

KEY INQUIRY QUESTION (s)

Who were the wise men? What guided the wise men to baby Jesus?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> Digital literacy Learning to learn Imagination and creativity 	<ul style="list-style-type: none"> Obedience Love Trust Peace, sharing 	Effective communication Decision making Self-esteem Self-awareness

LEARNING RESOURCES

Good news bible.

Video of the wise men being led by the star.

Laptop and projector.

Costumes and props for role play.

Learner's Book 3 page 46-48.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)*Step 1:* Direct the learners to conduct the role play in question of activity 1 on page 48.*Step 2:* Guide learners in pairs or groups to role play the story.*Step 3:* Using questions guide learners to appreciate that the wise men were guided by God to where Jesus was.

Step 4: Direct the learners to activity 2. The learners should trace the path using their finger.



SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer questions.

EXTENSION OF ACTIVITIES

Learners to participate on a nature walk to appreciate the beauty of God's creation.

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST***SUBSTRAND/SUB-THEME/SUB-TOPIC:** The home town of Jesus Christ**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to name the home town of Jesus Christ and their own town to promote a sense of belonging.

KEY INQUIRY QUESTION (s)

Where do you come from? In which town did Jesus grow up?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Communication and collaboration • Self-efficacy • Citizenship 	<ul style="list-style-type: none"> • Respect • Patriotism • Love • Unity 	Social cohesion Self-esteem Self-awareness

LEARNING RESOURCES

Good news bible.

Copies of a birth certificate.

Learner's Book 3 page 49-50.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Direct the learners through activity 1. Give them time to look at the picture, more specifically the birth certificate.

Step 2: Guide learners to find and read Luke 2:39-40.

Step 3: Guide learners to remember where Jesus was born and where was he taken for naming and dedication.

Step 4: Ask the learners to say what they learn from the bible verse.

SUMMARY

Learners to read summary notes.



CONCLUSION (Assessment of Learning)

Learners to ask and answer questions.

EXTENSION OF ACTIVITIES

Learners to participate in writing short letters to others in neighbouring schools.

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST***SUBSTRAND/SUB-THEME/SUB-TOPIC:** The home town of Jesus Christ**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to name the home town of Jesus Christ and their own town to promote a sense of belonging.

KEY INQUIRY QUESTION (s)

Where do you come from? In which town did Jesus grow up?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Communication and collaboration • Self-efficacy • Citizenship 	<ul style="list-style-type: none"> • Respect • Patriotism • Love • Unity 	Social cohesion Self-esteem Self-awareness

LEARNING RESOURCES

Good news bible.

Copies of a birth certificate.

Learner's Book 3 page 49-50.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)*Step 1:* Guide learners in pairs or groups to read the verses out loud as others listen.*Step 2:* Using questions to guide the learners into understanding the difference between where Jesus was born and his home town, which is where he grew up.*Step 3:* Guide learners to want to grow up in the same way as Jesus did..*Step 4:* Guide learners through activity 2.**SUMMARY**

Learners to read summary notes.



CONCLUSION (Assessment of Learning)

Learners to ask and answer question and explain the take home activity.

EXTENSION OF ACTIVITIES

Learners to participate in writing short letters to others in neighbouring schools

REFLECTION ON THE LESSON/SELF-REMARKS

.....



Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST***SUBSTRAND/SUB-THEME/SUB-TOPIC:** The Story of the Good Samaritan**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to narrate the story of the Good Samaritan and relate it to their daily lives.

KEY INQUIRY QUESTION (s)

Who was the Good Samaritan? What did the Good Samaritan do?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Communication and collaboration • Self-efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Compassion • Kindness • Empathy • Responsibility 	Social cohesion Self-esteem Self-awareness

LEARNING RESOURCES

Good news bible.

Props and costumes.

Papers with lyrics to a song about the Good Samaritan.

Chart listing the good qualities of the Good Samaritan, learner's tablet.

Learner's Book 3 page 51-52

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)*Step 1:* Ask learners to read the first part of Activity 1 and answer it.*Step 2:* Direct learners to part 2 of activity 1. Allow them time to look at the pictures and read the story.

Step 3: Guide learners through questions to the realization that the Good Samaritan was a good neighbour because he helped the injured man. Even though he did not know him.



Step 4: Ask learners what they have learnt from the story and how they will apply the lesson in their own lives.

Step 5: Guide learners to sing the song about the Good Samaritan.

SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer question and inform them of the next lesson.

EXTENSION OF ACTIVITIES

Learners to participate in writing short letters to others in neighbouring schools

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST***SUBSTRAND/SUB-THEME/SUB-TOPIC:** The Story of the Good Samaritan**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to narrate the story of the Good Samaritan and relate it to their daily lives.

KEY INQUIRY QUESTION (s)

Who was the Good Samaritan? What did the Good Samaritan do?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Communication and collaboration • Self-efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Compassion • Kindness • Empathy • Responsibility 	Social cohesion Self-esteem Self-awareness

LEARNING RESOURCES

Good news bible.

Props and costumes

Papers with lyrics to a song about the Good Samaritan.

Chart listing the good qualities of the Good Samaritan, learner's tablet.

Learner's Book 3 page 51-52.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide learners in picking roles and choosing sequence of the role-plays by the different groups.

Step 2: Direct learners to role-play the story.

Step 3: Guide learners to appreciate the actions of the Good Samaritan and that his actions show what it means to be a good neighbour



Step 4: Guide learners to commit to helping people who are in need of help

SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer question and inform them of the next lesson.

EXTENSION OF ACTIVITIES

Encourage learners to join the First Aid or St. John Ambulance club to learn about doing simple first aid.

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST***SUBSTRAND/SUB-THEME/SUB-TOPIC:** The Story of the Good Samaritan**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to narrate the story of the Good Samaritan and relate it to their daily lives.

KEY INQUIRY QUESTION (s)

Who was the Good Samaritan? What did the Good Samaritan do?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Communication and collaboration • Self-efficacy • Imagination and creativity • Digital literacy 	<ul style="list-style-type: none"> • Compassion • Kindness • Empathy • Responsibility 	Social cohesion Self-esteem Self-awareness

LEARNING RESOURCES

Good news bible.

Props and costumes.

Papers with lyrics to a song about the Good Samaritan.

Chart listing the good qualities of the Good Samaritan, learner's tablet.

Learner's Book 3 page 51-52

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)*Step 1:* Guide learners in reading the story of the Good Samaritan from the bible.*Step 2:* Direct the learners to activity 3 and ask them to carry out the activity in groups.

Step 3: Point out each quality and ask the learners to say how the Good Samaritan showed quality.



SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer question and inform them of the next lesson.

EXTENSION OF ACTIVITIES

Encourage learners to join the First Aid or St. John Ambulance club to learn about doing simple first aid.

REFLECTION ON THE LESSON/SELF-REMARKS

.....



Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Helping people in Need

Specific lesson learning outcome.

By the end of the lesson, the learner should be to appreciate the acts of the Good Samaritan by being kind to people in need.

KEY INQUIRY QUESTION (s)

How can I be a good neighbour?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Communication and collaboration • Self-efficacy • Imagination and creativity • Learning to learn 	<ul style="list-style-type: none"> • Responsibility • Social justice • Love • Kindness • Empathy and compassion 	<p>Social cohesion Peace and reconciliation</p>

LEARNING RESOURCES

Good news bible.

Newspaper cuttings of people doing kind things (photos or headings).

Learner's Book 3 page 52-53.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide learners through activity 4 and take them through it.

Step 2: Using questions, guide learners to recall the story of the Good Samaritan. Help make it clear who needed help and who offered it.

Step 3: Using questions, lead learners to state how they will be of help to others like the Good Samaritan.

Step 4: Take learners through activity 5.

SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer question and inform them of the next lesson.

EXTENSION OF ACTIVITIES

Encourage learners to join the First Aid or St. John Ambulance club to learn about doing simple first aid.

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Helping people in Need

Specific lesson learning outcome.

By the end of the lesson, the learner should be to appreciate the acts of the Good Samaritan by being kind to people in need.

KEY INQUIRY QUESTION (s)

How can I be a good neighbour?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Communication and collaboration • Self-efficacy • Imagination and creativity • Learning to learn 	<ul style="list-style-type: none"> • Responsibility • Social justice • Love • Kindness • Empathy and compassion 	<p>Social cohesion Peace and reconciliation</p>

LEARNING RESOURCES

Good news bible.

Newspaper cuttings of people doing kind things (photos or headings).

Learner's Book 3 page 52-53.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Ask learners to say how they have helped people in need since the last lesson.

Step 2: Using questions, guide learners to recall the story of the Good Samaritan.

Step 3: Lead learners to appreciate the help that the Good Samaritan gave to the injured man and caution learners of those that take advantage to attack when they need help.

Step 4: Lead learners to commit to help people in need.

SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer question and explain the take home activity.

EXTENSION OF ACTIVITIES

Encourage learners to join the First Aid or St. John Ambulance club to learn about doing simple first aid.

REFLECTION ON THE LESSON/SELF-REMARKS

.....





Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST*

SUBSTRAND/SUB-THEME/SUB-TOPIC: The story of the little boy with five loaves of bread and two fish

Specific lesson learning outcome.

By the end of the lesson, the learner should be to:-

- Explain the miracle of five loaves and two fish and practice kindness to others.
- Appreciate the miracle of the five loaves and two fish by sharing with others.

KEY INQUIRY QUESTION (s)

Where did Jesus get the food to feed the people?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> Communication and collaboration Self-efficacy Imagination and creativity Learning to learn 	<ul style="list-style-type: none"> Kindness Generosity, responsibility Sharing Love compassion 	Social cohesion Human rights Problem solving

LEARNING RESOURCES

Good news bible.

Props and costumes.

Cards/papers with the words of a song about the story.

Learner's Book 3 page 54-55.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Direct learners to part one of activity 1.

Step 2: Direct learners to part 2 of activity 1. Allow them look at the photos before pairing them up and asking them to try and tell the story.



Step 3: Read for learners the story from the bible.

Step 4: Guide learners to first appreciate that the boy shared his food without complaining.

Step 5: Guide learners to say what they learn from the story and ask learners to carry out activity 2

SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer question and inform them of the next lesson.

EXTENSION OF ACTIVITIES

Encourage learners to do charity work to those in the immediate environment.

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST*

SUBSTRAND/SUB-THEME/SUB-TOPIC: The story of the little boy with five loaves of bread and two fish

Specific lesson learning outcome.

By the end of the lesson, the learner should be to:-

- 1) Explain the miracle of five loaves and two fish and practice kindness to others
- 2) Appreciate the miracle of the five loaves and two fish by sharing with others.

KEY INQUIRY QUESTION (s)

Where did Jesus get the food to feed the people?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Communication and collaboration • Self-efficacy • Imagination and creativity • Learning to learn 	<ul style="list-style-type: none"> • Kindness • Generosity, responsibility • Sharing • Love • compassion 	<p>Social cohesion Human rights Problem solving</p>

LEARNING RESOURCES

Good news bible.

Props and costumes.

Cards/papers with the words of a song about the story.

Learner's Book 3 page 54-55.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Prepare learners to role play.

Step 2: Direct learners to activity 3 in which they are required to act out the story.

Step 3: Guide learners to appreciate the boy's act of sharing and the miracle of Jesus Christ feeding all people using the five loaves and two fish.



Step 4: Use questions to lead learners to commit to sharing with others just like the little boy did.

SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer question and inform them of the next lesson.

EXTENSION OF ACTIVITIES

Encourage learners to do charity work to those in the immediate environment.

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST*

SUBSTRAND/SUB-THEME/SUB-TOPIC: The story of the little boy with five loaves of bread and two fish

Specific lesson learning outcome.

By the end of the lesson, the learner should be to:-

Explain the miracle of five loaves and two fish and practice kindness to others.

- a) Appreciate the miracle of the five loaves and two fish by sharing with others.

KEY INQUIRY QUESTION (s)

Where did Jesus get the food to feed the people?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Communication and collaboration • Self-efficacy • Imagination and creativity • Learning to learn 	<ul style="list-style-type: none"> • Kindness • Generosity, responsibility • Sharing • Love • compassion 	<p>Social cohesion</p> <p>Human rights</p> <p>Problem solving</p>

LEARNING RESOURCES

Good news bible.

Props and costumes.

Cards/papers with the words of a song about the story.

Learner's Book 3 page 54-55.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Ask learners to say some of the things they have shared and with whom.

Step 2: Distribute the card/paper with the words of the song to the learners.

Step 3: lead the learners in singing the song, first as they read from the card/papers, and eventually without reading



Step 4: Guide learners to appreciate the boy's act of sharing and the miracle of Jesus Christ feeding all the people using five loaves and two fish.

Step 5: Use questions to lead the learners to commit to being generous in sharing with others just like the little boy was generous.

SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer question and inform them of the next lesson.

EXTENSION OF ACTIVITIES

Encourage learners to do charity work to those in the immediate environment.

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST*

SUBSTRAND/SUB-THEME/SUB-TOPIC: The story of the little boy with five loaves of bread and two fish

Specific lesson learning outcome.

By the end of the lesson, the learner should be to:-

1. Explain the miracle of five loaves and two fish and practice kindness to others.
2. Appreciate the miracle of the five loaves and two fish by sharing with others.

KEY INQUIRY QUESTION (s)

Where did Jesus get the food to feed the people?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Communication and collaboration • Self-efficacy • Imagination and creativity • Learning to learn 	<ul style="list-style-type: none"> • Kindness • Generosity, responsibility • Sharing • Love • compassion 	<p>Social cohesion Human rights Problem solving</p>

LEARNING RESOURCES

Good news bible.

Props and costumes.

Cards/papers with the words of a song about the story.

Learner's Book 3 page 54-55.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Ask learners about the occasions they have shared with others since the last lesson.

Step 2: Select some learners and guide them to find and read the bible verses on the story.

Step 3: Guide the learners to appreciate the boy's act of sharing and explore the good that comes from sharing.



Step 4: Use questions to lead learners to state how they will practice sharing at home and at school.

Step 5: Direct learners to the I wonder question.

SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer question and inform them of the next lesson.

EXTENSION OF ACTIVITIES

Encourage learners to do charity work to those in the immediate environment.

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST***SUBSTRAND/SUB-THEME/SUB-TOPIC:** Keeping the environment clean**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to state the number of baskets that remained after feeding the people and relate it to keeping the environment clean

KEY INQUIRY QUESTION (s)

How many baskets remained after Jesus fed the people?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> Communication and collaboration Learning to learn 	<ul style="list-style-type: none"> Responsibility 	Environmental awareness Problem solving

LEARNING RESOURCES

Good news bible.

Learner's Book 3 page 56.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)**Step 1:** Ask learners what they do with food leftovers at school or at home.**Step 2:** Direct them to activity 4. Let them look at the picture before attempting the questions that follow.**Step 3:** Select and guide some learners to find and read the verses out loud as the others listen.**Step 4:** Guide learners to take note of the fact that Jesus Christ and his disciples were keen on not wasting food and keeping the environment clean.**Step 5:** Use leading questions to guide learners to state what they learn from the story and how they will apply the lesson in their lives.**SUMMARY**

Learners to read summary notes.



CONCLUSION (Assessment of Learning)

Learners to ask and answer question and inform them of the next lesson.

EXTENSION OF ACTIVITIES

Encourage learners to do charity work to those in the immediate environment.

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST***SUBSTRAND/SUB-THEME/SUB-TOPIC:** Keeping the environment clean**Specific lesson learning outcome.**

By the end of the lesson, the learner should be able to state the number of baskets that remained after feeding the people and relate it to keeping the environment clean.

KEY INQUIRY QUESTION (s)

How many baskets remained after Jesus fed the people?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> Communication and collaboration Learning to learn 	<ul style="list-style-type: none"> Responsibility 	Environmental awareness Problem solving

LEARNING RESOURCES

Good news bible.

Learner's Book 3 page 56.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION.

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Show learners the various photos and ask them to pick out the ones that show places they would like to live or go to school.

Step 2: Guide learners to read John 6:12-14. They can take turns in doing this.

Step 3: Lead learners into appreciating a clean environment just as Jesus and the disciples wanted the environment clean.

Step 4: Guide learners to talk about what they have done so far to keep the environment clean.

Step 5: Guide learners in pairs or groups and ask them to make posters of things they will do to keep the environment clean in part two of activity 5..

SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer question and inform them of the next lesson.

EXTENSION OF ACTIVITIES

Encourage learners to do charity work to those in the immediate environment.

REFLECTION ON THE LESSON/SELF-REMARKS





Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Jesus walks on water

Specific lesson learning outcome.

By the end of the lesson, the learner should be to:-

- Describe the miracle of Jesus walking on water and have faith in God.
- Appreciate Jesus power in their lives to overcome daily challenges.

KEY INQUIRY QUESTION (s)

Who walked on water? Why were the disciples frightened while at sea?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> Imagination and creativity Learning to learn Digital literacy 	<ul style="list-style-type: none"> Responsibility Faith Courage Compassion and love 	Environmental awareness Problem solving Decision making Self-awareness

LEARNING RESOURCES

Good news bible.

Video of Jesus walking on water.

Laptop, projector.

Learner's Book 3 page 57-58.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Direct the learners to part one of activity 1.

Step 2: Direct learners to part two of activity 1. Let them look at the picture and then attempt to answer questions.

Step 3: Guide some learners to read Mathew 14:22-33.

Step 4: Work with the learners to explain that Jesus walked on the water without sinking and warn learners again trying to walk on water.



Step 5: Guide learners to appreciate the power of Jesus in being able to do what no one can do- walking on water and guide learners to part one of activity 2.

SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer question and inform them of the next lesson.

EXTENSION OF ACTIVITIES

Encourage learners to join religious clubs in the school and attend PPI classes to learn more about the power of Jesus Christ.

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: THE EARLY LIFE OF JESUS CHRIST

SUBSTRAND/SUB-THEME/SUB-TOPIC: Jesus walks on water

Specific lesson learning outcome.

By the end of the lesson, the learner should be to :-

1. Describe the miracle of Jesus walking on water and have faith in God
2. Appreciate Jesus power in their lives to overcome daily challenges.

KEY INQUIRY QUESTION (s)

Who walked on water? Why were the disciples frightened while at sea?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Imagination and creativity • Learning to learn • Digital literacy 	<ul style="list-style-type: none"> • Responsibility • Faith • Courage • Compassion and love 	Environmental awareness Problem solving Decision making Self-awareness

LEARNING RESOURCES

Good news bible.

Video of Jesus walking on water.

Laptop, projector.

Learner's Book 3 page 57-58.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Remind learners how it is impossible to walk on water but Jesus did without sinking.

Step 2: Guide learners into watching the video.

Step 3: Together with the learners, explore the meaning of the miracle of Jesus walking on water. The learners to appreciate the power of Jesus.

Step 4: Lead learners to state how they will respond to Jesus Christ now that they know how powerful he is.



Step 5: Use the questions you have developed, guide learners to recall what they watched in the video.

SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer question and inform them of the next lesson.

EXTENSION OF ACTIVITIES

Encourage learners to join religious clubs in the school and attend PPI classes to learn more about the power of Jesus Christ.

REFLECTION ON THE LESSON/SELF-REMARKS

.....



Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Jesus walks on water

Specific lesson learning outcome.

By the end of the lesson, the learner should be to:-

- Describe the miracle of Jesus walking on water and have faith in God.
- Appreciate Jesus power in their lives to overcome daily challenges.

KEY INQUIRY QUESTION (s)

Who walked on water? Why were the disciples frightened while at sea?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> Imagination and creativity Learning to learn Digital literacy 	<ul style="list-style-type: none"> Responsibility Faith Courage Compassion and love 	Environmental awareness Problem solving Decision making Self-awareness

LEARNING RESOURCES

Good news bible.

Video of Jesus walking on water

Laptop, projector.

Learner's Book 3 page 57-58.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Ask learners what they think a challenge is. Guide them to the definition you prepared earlier.

Step 2: Ask learners the various challenges they have faced and how they overcame those challenges.

Step 3: Pick out the verses that show how Jesus helped the disciples and Peter when they were in trouble.

Step 4: Use questions to further explore the two statements by Jesus about faith



Step 5: Guide learners to the appreciation that Jesus can come to their aid when they have challenges. And direct them to activity 3 and lead them in singing a song.

SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer question and inform them of the next lesson.

EXTENSION OF ACTIVITIES

Encourage learners to join religious clubs in the school and attend PPI classes to learn more about the power of Jesus Christ.

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST*

SUBSTRAND/SUB-THEME/SUB-TOPIC: The Raising of Jairus daughter

Specific lesson learning outcome.

By the end of the lesson, the learner should be to

1. Analyze the miracle of raising Jairus' daughter and have faith in God
2. Appreciate the power of Jesus Christ over death

KEY INQUIRY QUESTION (s)

What happened at the House of Jairus? Whose daughter did Jesus raise from death?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Imagination and creativity • Learning to learn • Communication and collaboration 	<ul style="list-style-type: none"> • Responsibility • Concern • Faith • Compassion and love 	Environmental awareness Problem solving assertiveness Self-awareness

LEARNING RESOURCES

Good news bible

Props and costumes for role-play

Learner's Book 3 page 59-61

ORGANIZATION OF LEARNING

Learners to work in pairs or groups

INTRODUCTION

Review the previous lesson

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Direct learners to part one of Activity 1 and ask them to read and attempt to answer the question.

Step 2: Direct learners to part two of activity 1. Ask them to look at the pictures before attempting the activities.

Step 3: Lead learners through questions, to understand that Jesus brought the little girl back to life.

Step 4: Ask learners what happens when someone or something dies and whether that person or thin can come back to life..



SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer question and inform them of the next lesson.

EXTENSION OF ACTIVITIES

Encourage learners to create get-well cards for fellow pupils who are sick and visit the sick at home and in the hospital.

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST*

SUBSTRAND/SUB-THEME/SUB-TOPIC: The Raising of Jairus daughter

Specific lesson learning outcome.

By the end of the lesson, the learner should be to:-

- Analyze the miracle of raising Jairus' daughter and have faith in God.
- Appreciate the power of Jesus Christ over death.

KEY INQUIRY QUESTION (s)

What happened at the House of Jairus? Whose daughter did Jesus raise from death?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> Imagination and creativity Learning to learn Communication and collaboration 	<ul style="list-style-type: none"> Responsibility Concern Faith Compassion and love 	Environmental awareness Problem solving assertiveness Self-awareness

LEARNING RESOURCES

Good news bible.

Props and costumes for role-play

Learner's Book 3 page 59-61.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Direct learners to activity 2. Let them do the questions in groups.

Step 2: Guide learners to explain the miracle as it happened

Step 3: Guide learners to talk about what lessons they learn from the story and how they will apply them in their lives.

Step 4: Ask learners questions to gauge them on how well they understand what happened in Jairus' house.



SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer question and inform them of the next lesson.

EXTENSION OF ACTIVITIES

Encourage learners to create get-well cards for fellow pupils who are sick and visit the sick at home and in the hospital.

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST***SUBSTRAND/SUB-THEME/SUB-TOPIC:** The Raising of Jairus daughter**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to:-

1. Analyze the miracle of raising Jairus' daughter and have faith in God.
2. Appreciate the power of Jesus Christ over death.

KEY INQUIRY QUESTION (s)

What happened at the House of Jairus? Whose daughter did Jesus raise from death?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Imagination and creativity • Learning to learn • Communication and collaboration 	<ul style="list-style-type: none"> • Responsibility • Concern • Faith • Compassion and love 	Environmental awareness Problem solving assertiveness Self-awareness

LEARNING RESOURCES

Good news bible.

Props and costumes for role-play.

Learner's Book 3 page 59-61.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)**Step 1:** Guide learners in pairs or groups and have them act out the story.**Step 2:** Guide learners to talk about how they can show compassion, empathy and concern for others in the same way that Jesus Did.**Step 3:** Review the key learning points with the learners through oral questions.

SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer question and inform them of the next lesson.

EXTENSION OF ACTIVITIES

Encourage learners to create get-well cards for fellow pupils who are sick and visit the sick at home and in the hospital.

REFLECTION ON THE LESSON/SELF-REMARKS





Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST*

SUBSTRAND/SUB-THEME/SUB-TOPIC: The Raising of Jairus daughter

Specific lesson learning outcome.

By the end of the lesson, the learner should be to:-

- Analyze the miracle of raising Jairus' daughter and have faith in God.
- Appreciate the power of Jesus Christ over death.

KEY INQUIRY QUESTION (s)

What happened at the House of Jairus? Whose daughter did Jesus raise from death?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> Imagination and creativity Learning to learn Communication and collaboration 	<ul style="list-style-type: none"> Responsibility Concern Faith Compassion and love 	Environmental awareness Problem solving assertiveness Self-awareness

LEARNING RESOURCES

Good news bible.

Props and costumes for role-play.

Learner's Book 3 page 59-61.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide learners in reading the story from the bible.

Step 2: Lead learners to appreciate the fact that after the girl came back to life, Jesus asked that she be given food.

Step 3: Lead the learners in appreciating that the death of his daughter was a problem to Jairus.

Step 4: Put the learners in groups and direct them to activity 3 and ask them to carry out the second question of activity 3



SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer question and inform them of the next lesson.

EXTENSION OF ACTIVITIES

Encourage learners to create get-well cards for fellow pupils who are sick and visit the sick at home and in the hospital.

REFLECTION ON THE LESSON/SELF-REMARKS

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Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST*

SUBSTRAND/SUB-THEME/SUB-TOPIC: The Raising of Jairus daughter

Specific lesson learning outcome.

By the end of the lesson, the learner should be to:-

- Analyze the miracle of raising Jairus' daughter and have faith in God.
- Appreciate the power of Jesus Christ over death.

KEY INQUIRY QUESTION (s)

What happened at the House of Jairus? Whose daughter did Jesus raise from death?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> Imagination and creativity Learning to learn Communication and collaboration 	<ul style="list-style-type: none"> Responsibility Concern Faith Compassion and love 	Environmental awareness Problem solving assertiveness Self-awareness

LEARNING RESOURCES

Good news bible.

Props and costumes for role-play.

Learner's Book 3 page 59-61.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide learners in reading the bible verse Mark 5:41.

Step 2: Guide learners in pairs and direct them to read and help each other memorize the verse in the memory verse section on page 61.

Step 3: Guide learners to appreciate that with only those few words, Jesus was able to bring the girl back to life.

Step 4: Lead the learners to talk about how they will show compassion and concern for others in the same way Jesus did for Jairus.

SUMMARY



Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer question and inform them of the next lesson.

EXTENSION OF ACTIVITIES

Encourage learners to create get-well cards for fellow pupils who are sick and visit the sick at home and in the hospital.

REFLECTION ON THE LESSON/SELF-REMARKS

.....



Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST***SUBSTRAND/SUB-THEME/SUB-TOPIC:** The Raising of Jairus daughter**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to:-

1. Analyze the miracle of raising Jairus' daughter and have faith in God.
2. Appreciate the power of Jesus Christ over death.

KEY INQUIRY QUESTION (s)

What happened at the House of Jairus? Whose daughter did Jesus raise from death?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> • Imagination and creativity • Learning to learn • Communication and collaboration 	<ul style="list-style-type: none"> • Responsibility • Concern • Faith • Compassion and love 	Environmental awareness Problem solving assertiveness Self-awareness

LEARNING RESOURCES

Good news bible.

Props and costumes for role-play.

Learner's Book 3 page 59-61.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson/

LESSON DEVELOPMENT (Assessment as learning)**Step 1:** Guide learners in reading the bible verse Mark 5:41.**Step 2:** Guide learners in pairs and direct them to read and help each other memorize the verse in the memory verse section on page 61.**Step 3:** Guide learners to appreciate that with only those few words, Jesus was able to bring the girl back to life.

Step 4: Lead the learners to talk about how they will show compassion and concern for others in the same way Jesus did for Jairus.



SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer question and inform them of the next lesson.

EXTENSION OF ACTIVITIES

Encourage learners to create get-well cards for fellow pupils who are sick and visit the sick at home and in the hospital.

REFLECTION ON THE LESSON/SELF-REMARKS

.....



Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST*

SUBSTRAND/SUB-THEME/SUB-TOPIC: **Why Easter is Important**

Specific lesson learning outcome.

By the end of the lesson, the learner should be to mention the importance of Easter in the life of a Christian.

KEY INQUIRY QUESTION (s)

Why do you celebrate Easter? Why is Easter important to us?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> Imagination and creativity Learning to learn Communication and collaboration 	<ul style="list-style-type: none"> Love Unity Faith perseverance 	Environmental awareness Problem solving assertiveness Self-awareness

LEARNING RESOURCES

Good news bible.

Props and costumes for role-play.

Chart with an Easter song.

Learner's Book 3 page 62-63.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Ask learners to talk about what they learnt in Grade 2 about the death of Jesus and summarize their discussion by stating that Jesus died for our sins.

Step 2: Direct the learners to activity 1. Let them look at the picture before trying to answer the questions that follow.

Step 3: Select a few learners and help them to read Mathew 28:1-6.

Step 4: Lead learners to recognize that Easter is the time when we celebrate the death and resurrection of Jesus Christ.



Step 5: Lead learners to appreciate Jesus' sacrifice for us, and commit to giving thanks to him and following his teachings

SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer question and inform them of the next lesson.

EXTENSION OF ACTIVITIES

Encourage learners to form a choir and prepare a song that they will present to the rest of the school before the Easter break.

REFLECTION ON THE LESSON/SELF-REMARKS

.....



Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST***SUBSTRAND/SUB-THEME/SUB-TOPIC:** Why Easter is Important**Specific lesson learning outcome.**

By the end of the lesson, the learner should be to mention the importance of Easter in the life of a Christian.

KEY INQUIRY QUESTION (s)

Why do you celebrate Easter? Why is Easter important to us?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> Imagination and creativity Learning to learn Communication and collaboration 	<ul style="list-style-type: none"> Love Unity Faith perseverance 	Environmental awareness Problem solving assertiveness Self-awareness

LEARNING RESOURCES

Good news bible.

Props and costumes for role-play.

Chart with an Easter song.

Learner's Book 3 page 62-63.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Divide learners into their groups and have them role-play the resurrection of Jesus Christ (part 1 of Activity 2)

Step 2: Lead learners to the understanding that Jesus died on Good Friday and came back to life on the third day.

Step 3: Guide learners to appreciate the need to appreciate the sacrifice Jesus made and have them commit to thanking Jesus for it.

Step 4: Direct learners to part 2 of activity 2.



SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer question and inform them of the next lesson.

EXTENSION OF ACTIVITIES

Encourage learners to form a choir and prepare a song that they will present to the rest of the school before the Easter break.

REFLECTION ON THE LESSON/SELF-REMARKS

.....



Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Celebrating Easter

Specific lesson learning outcome.

By the end of the lesson, the learner should be to:-

Identify the vents that take place during Easter Celebrations.

Appreciate the resurrection of Jesus by taking part in Easter celebrations.

KEY INQUIRY QUESTION (s)

How do we celebrate Easter? Which activities take place during Easter?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> Imagination and creativity Learning to learn Communication and collaboration 	<ul style="list-style-type: none"> Love Unity Kindness 	Friendship formation Self-awareness

LEARNING RESOURCES

Good news bible.

An Easter card.

Picture of people celebrating Easter in various ways.

Learner's Book 3 page 64-65.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Direct the learners through the inquiry questions.

Step 2: Display the card and ask one learner to read it aloud.



Step 3: Inform the learners that exchanging card is one way in which Christians celebrate Easter and direct them through activity 4.

Step 4: Using questions remind learners of the death and resurrection of Jesus Christ as described in Mather 28:1-6.

Step 5: Guide the learners to plan to celebrate Easter in appreciation of the death and resurrection of Jesus and direct learners to activity 5

SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer question and inform them of the next lesson.

EXTENSION OF ACTIVITIES

Encourage learners to form a choir and prepare a song that they will present to the rest of the school before the Easter break.

REFLECTION ON THE LESSON/SELF-REMARKS

.....



Week: _____

Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	THREE			

STRAND/THEME/TOPIC: *THE EARLY LIFE OF JESUS CHRIST*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Celebrating Easter

Specific lesson learning outcome.

By the end of the lesson, the learner should be to:-

Identify the vents that take place during Easter Celebrations.

Appreciate the resurrection of Jesus by taking part in Easter celebrations.

KEY INQUIRY QUESTION (s)

How do we celebrate Easter? Which activities take place during Easter?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> Imagination and creativity Learning to learn Communication and collaboration 	<ul style="list-style-type: none"> Love Unity Kindness 	Friendship formation Self-awareness

LEARNING RESOURCES

Good news bible.

An Easter card.

Picture of people celebrating Easter in various ways.

Learner's Book 3 page 64-65.

ORGANIZATION OF LEARNING

Learners to work in pairs or groups.

INTRODUCTION

Review the previous lesson

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide learners to remember the death and resurrection of Jesus Christ as described in the bible

Step 2: Emphasize the link between Easter celebrations and the death and resurrection of Jesus Christ.

Step 3: Display the pictures and have the learners say whether the people in the pictures are celebrating Easter in the right way or not.



Step 4: Ask some learners to come to the front of the class and teach the rest of the class simple Easter songs that they know.

Step 5: Direct the learners to Exercise 3 on page 65 of the learners Book.

SUMMARY

Learners to read summary notes.

CONCLUSION (Assessment of Learning)

Learners to ask and answer questions and inform them of the next lesson.

EXTENSION OF ACTIVITIES

Encourage learners to form a choir and prepare a song that they will present to the rest of the school before the Easter break.

REFLECTION ON THE LESSON/SELF-REMARKS

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