

Lesson One

Surat Al-Balad

1

This lesson teaches me to

- ✿ recite Surat Al-Balad correctly.
- ✿ give the meaning of the terms of the surah.
- ✿ explain the general meaning of the holy surah.
- ✿ infer that faith is the way to get rid of unhappiness.
- ✿ recite Surat Al-Balad by heart.

I take the initiative to learn

- ✿ What would happen if a man had no country to live in?
- ✿ What is the duty of man toward his country?
- ✿ In which city was our Prophet Muhammad (ﷺ) born?

I use my skills to learn



I recite and memorize:

لَا أُقِسِّمُ بِهَذَا الْبَلَدِ ١٠ وَأَنْتَ حِلٌّ بِهَذَا الْبَلَدِ ١١ وَالَّذِي وَمَا وَلَدَ ١٢ لَقَدْ خَلَقْنَا الْإِنْسَنَ فِي كَيْدٍ ١٣
 أَيْحَسَبُ أَنَّ لَنْ يَقْدِرَ عَلَيْهِ أَحَدٌ ١٤ يَقُولُ أَهْلَكْتُ مَا لَأَبْلَدَ ١٥ أَيْحَسَبُ أَنَّ لَمْ يَرَهُ أَحَدٌ ١٦ الْمُتَجَعَّلُ
 لَهُ عَيْنَيْنِ ١٧ وَلِسَانًا وَشَفَّيْنِ ١٨ وَهَدَيْنَاهُ التَّجْدِيْنِ ١٩ فَلَا أَقْنَحْمُ الْعَقَبَةَ ٢٠ وَمَا أَدْرِكَ مَا
 الْعَقَبَةُ ٢١ فَكَرَبَةٌ ٢٢ أَوْ إِطْعَمَهُ فِي يَوْمِ ذِي مَسْعَةٍ ٢٣ يَتَمِّمَا ذَا مَقْرَبَةٍ ٢٤ أَوْ مُسْكِنَاهُ ذَا مَتْرِبَةٍ
 ثُمَّ كَانَ مِنَ الَّذِينَ إِذَا أَمْنَوْا وَتَوَاصَوْا بِالصَّبَرِ وَتَوَاصَوْا بِالْمَرْحَمَةِ ٢٥ أُولَئِكَ أَحْبَبُ الْمُيْمَنَةَ ٢٦ وَالَّذِينَ
 كَفَرُوا إِذَا يَئِنَّا هُمْ أَصْحَبُ الْمَشْعَمَةِ ٢٧ عَلَيْهِمْ نَارٌ مُؤْصَدَهُ ٢٨ [سُورَةُ الْبَلَدِ] ٢٩

Bismi Al-Lahi Ar-Rahmāni Ar-Rahīm

1 *Lā 'Uqsimu Bihadhā Al-Baladi* 2 *Wa 'Anta Ḥillun Bihadhā Al-Baladi* 3 *Wa Wālidin Wa Mā Walada* 4 *Laqad Khalaqnā Al-'Insāna* *Fī Kabadin* 5 *'Ayaḥsabu 'An Lan Yaqdīra 'Alayhi 'Aḥadun* 6 *Yaqūlu 'Ahlaktu Mālāan Lubadāan* 7 *'Ayaḥsabu 'An Lam Yarahu 'Aḥadun* 8 *'Alam Naj`al Lahu 'Aynayni* 9 *Wa Lisānāan Wa Shafatayni* 10 *Wa Hadaynāhu An-Najdayni* 11 *Falā Aqtahāma Al-'Aqabah* 12 *Wa Mā 'Adrāka Mā Al-'Aqabah* 13 *Fakku Raqabah* 14 *'Aw 'It 'āmun Fī Yawmin Dhī Masghabah* 15 *Yatīmāan Dhā Maqrabah* 16 *'Aw Miskīnāan Dhā Matrabah* 17 *Thumma Kāna Mīna Al-Ladhīna 'Āmanū Wa Tawāṣaw Biṣ-Ṣabri Wa Tawāṣaw Bil-Marḥamah* 18 *'Ulā'ika 'Aṣḥābu Al-Maymanah* 19 *Wa Al-Ladhīna Kafarū Bi'l-ayātinā* *Hum 'Aṣḥābu Al-Mash'amah* 20 *'Alayhim Nārun Mu'uṣadah*

In the name of Allah, the All-Beneficent, All-Merciful.

“1. Nay, I swear by this city, 2. And you are an indweller of this city 3. And the begetter and that which he begat, 4. We verily have created man in an (atmosphere of) toil: 5. Thinks he that none has power over him? 6. And he says (boastfully): *I have destroyed vast wealth (in my hostility to Muhammad):* 7. Thinks he that none beholds him? 8. Did We not assign unto him two eyes 9. And a tongue and two lips, 10. And show him the two ways (of good and evil)? 11. Why has he not attempted the Ascent 12. Ah, what will convey unto you what the Ascent is! 13. (It is) to free a slave, 14. And to feed in the day of hunger 15. An orphan near of kin, 16. Or some poor wretch in misery, 17. And then to be of those who believe and exhort one another to perseverance and export one another to pity. 18. Their place will be on the right hand (and will receive their records in the right hand). 19. But those who disbelieve Our revelations, their place will be on the left hand (and will receive their records in the left hand). 20. Fire will close over them (like a vault).” (Surat Al-Balad)

I understand the meaning of the words:

الْبَلَدُ Al-Baladi	The city	Makkah Al-Mukarramah
وَالْبَدِّ وَمَاؤَلَّةُ Wālidin Wa Ma Walada	The begetting and the begotten; parents and children	Adam (ﷺ)
كَبَدٌ Kabadin	Toil and struggle	Difficulty and toil
النَّجْدَيْنِ An-Najdayni	the two paths (of good and evil)	The path of good and the path of evil

I read the general meaning of the holy verses and answer:

Allah (تعالى) swears by Makkah Al-Mukarramah, where the Prophet (ﷺ) was born, that the whole life of man from birth is hard work and hardship. Yet this man may feel too proud of the power and wealth granted to him by Allah and think that no one has power over him or can overcome him. He forgets that Allah, Who created him, is able and has power over everything. It would have been more proper for him to obey his Lord and choose the path of good, which would protect him from misery, and help him avoid the path of evil, which would take him to misery and destruction.



- ❖ What did Allah (تعالى) swear by?
- ❖ What did Allah (تعالى) swear for?
- ❖ How does a Muslim use wealth to please his Lord?
- ❖ Give some examples of the hard works that man usually does.



I cooperate with my classmates



We read and answer:

Allah (تعالى) says:



5 'Ayaḥsabu 'An Lan Yaqdira 'Alayhi 'Aḥadun 6 Yaqūlu 'Ahlaqtu Mālāan Lubadāan
 7 'Ayaḥsabu 'An Lam Yarahu 'Aḥadun

“5. Thinks he that none has power over him? 6. And he says (boastfully): I have destroyed vast wealth (in my hostility to Muhammad): 7. Thinks he that none beholds him?” (Surat AL-Balad)

Questions	Answers
What does a boastful man think about Allah's bounties?	He thinks that no one will
How does man destroy his wealth?	Because he spend it on
Who is the One Who sees and hears us, and is always with us?	He is

A Muslim spends his money on to please his Lord, and feels that watches you.



I observe and think

Allah (تعالى) says:

أَلَمْ يَجْعَلْ لَهُ عَيْنَيْنِ ۖ ۗ وَهَدِينَةُ النَّجْدَيْنِ ۖ ۗ وَلِسَانًا وَشَفَّيْنِ ۖ ۗ ۸ ۙ ۱۰ ۙ

[سورة البَلْد]

قَالَ تَعَالَى:

8 'Alam Naj` al Lahu `Aynayni 9 Wa Lisānāan Wa Shafatayni 10 Wa Hadaynāhu
An-Najdayni

8. Did We not assign unto him two eyes 9. And a tongue and two lips, 10. And show him the two ways (of good and evil)?

“Allah has created us, bestowed on us a lot of bounties and guided us to know the ways of good and evil in order to take the way of good.”



What would have happened if:

- ✿ Allah had created man without eyes to see?
- ✿ Allah had not endowed man with two lips to cover his mouth?
- ✿ Man had had no mind to help him distinguish or identify things?

A Muslim thanks Allah for

O Allah! As you have perfected my creation, perfect my character!





I infer



فَلَا أَقْنَحَ الْعَقْبَةَ ١١ وَمَا أَدْرَاكَ مَا الْعَقْبَةُ ١٢ فَكُّ رَقَبَةٌ ١٣ أَوْ إِطْعَمْ فِي يَوْمِ ذِي مَسْعَةٍ
يَتِيمًاً ذَادَ مَقْرَبَةً ١٤ أَوْ مُسْكِنًاً ذَادَ مَتْرَبَةً ١٥ (سورة البالد) ١٦

11 Falā Aqtahama Al-'Aqabah 12 Wa Mā 'Adraka Mā Al-'Aqabah 13 Fakku Raqabah 14 'Aw 'It'āmun Fī Yawmin Dhī Masghabah 15 Yatīmāan Dhā Maqrabah 16 'Aw Miskīnāan Dhā Matrabah

“11. Why has he not attempted the Ascent 12. Ah, what will convey unto you what the Ascent is! 13. (It is) to free a slave, 14. And to feed in the day of hunger 15. An orphan near of kin, 16. Or some poor wretch in misery” (Surat Al-Balad)

What the Qur'an calls us to:	What the Prophet (ﷺ) calls us to:	Each of them calls us to:
[14 'Aw 'It'āmun Fī Yawmin Dhī Masghabah 15 Yatīmāan Dhā Maqrabah]	The Prophet (ﷺ) said, “If you want to soften your heart, then feed the poor and pat the head of the orphan.” (Ahmad)	
“14. And to feed in the day of hunger 15. An orphan near of kin”		

[16] ۱۶ مِسْكِنَانِ دَهَ مَطْرَابَه

“16. Or some poor wretch in misery”

The Prophet (ﷺ) said, “Charity given to the poor person is charity, but the one given to a relative it is two things: charity and upholding ties of kinship.” (Tirmithi)

I describe the pictures and write similar statements:

۱۶ أَوْ إِطْعَمْتُهُ فِي يَوْمٍ ذِي مَسْعَةٍ

[14] ۱۴ أَوْ إِطْعَمْتُهُ فِي يَوْمٍ ذِي مَسْعَةٍ

“14. And to feed in the day of hunger.”

۱۵ يَتِيمًا ذَادَ مَقْرَبَةً

[15] ۱۵ يَتِيمًا ذَادَ مَقْرَبَةً

“15. An orphan near of kin.”



I feed hungry people.



﴿أَوْ مَسْكِينًا ذَا مَنْزَلَةً﴾

[16 'Aw Miskīnāan Dhā Matrabah]

“16. Or some poor wretch in misery”



﴿ثُمَّ كَانَ مِنَ الَّذِينَ إِمْنَوْا وَتَوَاصَوْا بِالصَّبْرِ﴾

﴿وَتَوَاصَوْا بِالْمَرْحَمَةِ﴾

[17 Thumma Kāna Mīna Al-Ladhīna 'Āmanū Wa Tawāṣaw Biṣ-Ṣabri Wa Tawāṣaw Bil-Marḥamah]

“17. And then to be of those who believe and exhort one another to perseverance and export one another to pity.”



I give charity to the needy.

.....

We read and compare the attributes of those who receive their records with their right hands on the Day of Judgement with the attributes of those who receive their records with their left hands:

Allah (تعالى) says:

فَلَّا تَعَالَىٰ: (١٧) ثُمَّ كَانَ مِنَ الَّذِينَ آمَنُوا وَنَوَّاصُوا بِالصَّبْرِ وَتَوَاصُوا بِالْمَرْحَمَةِ ١٨ أُولَئِكَ أَصْحَابُ الْمَيْمَنَةِ
وَالَّذِينَ كَفَرُوا إِثْنَا نَصَارَىٰ هُمْ أَصْحَابُ الْمَشْمَمَةِ ١٩ عَلَيْهِمْ نَارٌ مَوْصَدَةٌ ٢٠ (سورة البالد)

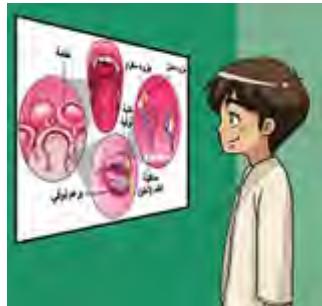
17 Thumma Kāna Mina Al-Ladhīna 'Āmanū Wa Tawāṣaw Biṣ-Ṣabri Wa Tawāṣaw Bil-Marḥamah 18 'Ulā'ika 'Aṣḥābu Al-Maymanah 19 Wa Al-Ladhīna Kafarū Bi'ayātinā Hum 'Aṣḥābu Al-Mash'amah 20 'Alayhim Nārun Mu'uṣadah

“17. And then to be of those who believe and exhort one another to perseverance and export one another to pity. 18. Their place will be on the right hand (and will receive their records in the right hand). 19. But those who disbelieve Our revelations, their place will be on the left hand (and will receive their records in the left hand). 20. Fire will close over them (like a vault).” (Surat Al-Balad)

Faith is the way to salvation.	The attributes of the right-handed people	The attributes of the left-handed people	Disbelief is the way to destruction
	those who and exhort and exhort	those who and do not exhort and do not exhort	



I imagine and try



"that I am a scientist and have devices that show me how man tastes food and the places of taste on the tongue." I try and discover the positions of tasting salt, sweetness, sourness and bitterness, and indicate the benefits of the lips.

- ✿ I describe my feeling toward the bounties of Allah on us.



Praise be to You, my Lord, for all your favors, what we know of them and what we do not know.

I read and imitate:

The Prophet (ﷺ) said, "For any adversity a Muslim suffers, even though it may be no more than a thorn pricking him, Allah elevates him a degree or erases one of his sins." (Muslim)

The Prophet (ﷺ) said, "Allah does not have mercy on those who do not have mercy on people." (Al-Bukhari)

- ✿ I speak about the works that I will do to be patient and merciful.



I organize my concepts

Surat Al-Balad

Allah (عَزَّوَجَلَّ) swore by Makkah Al-Mukarramah that the life of man is in atmosphere of hardship.

Allah bestowed many favors on us and guided us to the way of good to take it and keep away from the way of evil.

A Muslim should spend money for good purposes.

Those who receive their records with their right hands have characteristics that we adhere to, including: , which is the way to get rid of misery, and

Those who receive their records with their left hands have characteristics that we keep away from, including:



I train to recite the Holy Qur'an

قَالَ تَعَالَى: ﴿أَلَمْ يَجْعَلْ لَهُ عَيْنَيْنِ ٨٠ وَلِسَانًا وَشَفَّيْنِ ٩٠ وَهَدَيْنَاهُ لِنَجْدَيْنِ ١٠﴾ [سورة البَلَد]

8 'Alam Naj`al Lahu 'Aynayni 9 Wa Lisānāan Wa Shafatayni 10 Wa Hadaynāhu An-Najdayni (Surat Al-Balad)

8. Did We not assign unto him two eyes 9. And a tongue and two lips, 10. And show him the two ways (of good and evil)? (Surat Al-Balad)



My Imprint



My behavior
is my
responsibility

I adhere to the
way of good and
keep away from
the way of evil.

I love my
country

I perform the works
that are useful to my
country and spread
what is good.



Student Activities



I answer by myself

Activity One:

I omit the unsuitable word in the group:

1 – some deeds that help to enter Paradise:

(Feeding the poor – sponsoring orphans – torturing animals)

2 – A faithful person is patient at the time of:

(disaster – hardship – joy)

Activity Two:

I write how I would act in the following situations:

1 – My fellow student lost his daily pocket money.

.....

2 – The restaurant owner was late in bringing food.

.....

A patient came in but did not find a seat while I was sitting.

.....

Enriching my experience

I look for the name of a prophet who was tested by Allah; he lost everything he had, yet he endured and thanked Allah.

I assess myself

1 – I color the box that shows my commitment to the specific behavior:

	The Behavior	Always	Some-times	Never
1	I help and feed the poor and the needy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I treat little children mercifully and treat orphans kindly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 – I color the box that shows how skillful I am in learning:

	Aspect of Learning	Excellent	Good	Acceptable
1	I recite Surat Al-Balad correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I recite Surat Al-Balad by heart.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I give the meaning of the terms of the surah.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I explain the general meaning of the holy surah.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I infer that faith is the way to get rid of unhappiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Lesson Two

Cooperation is the Secret behind Success

2

This lesson teaches me to

- explain that cooperation is part of a Muslim's character.
- infer the role of cooperation in the building of society, as well as the bad effects of selfishness.
- enumerate the forms of cooperation.
- find out how cooperation is realized.

I take the initiative to learn

I notice and compare:



Point of comparison	The action of one man	The action of a group of men
Quick achievement:
Well-done work:
Result:	Team work is better than work.	



(Cooperation is an attribute of Muslims)

Cooperation is a noble characteristic and a good deed advocated and encouraged by Islam. Allah (تعالى) says:

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالنَّقْوَىٰ وَلَا تَنَعَّمُوا عَلَى الْإِثْمِ وَالْعُدُوْنَ ﴿٢﴾
[Surah Al-Ma'idah: 2]

“2. ... Wa Ta`āwanū `Alá Al-Birri Wa At-Taqwá Wa Lā Ta`āwanū `Alá Al-Ithmi Wa Al-`Udwāni”

“2. ... but help you one another unto righteousness and pious duty. Help not one another unto sin and transgression.” (Surat Al-Ma'idah)

Cooperation is the Secret behind Success

- ❖ What does Allah (تعالى) order us to do in the above verse?

- ❖ What is cooperation required for?

- ❖ The Prophet (ﷺ) said,

“Allah helps a person as long as he helps his brother.” (Muslim)

- ❖ What is the reward of cooperation with others?

I read and analyze, then find out how cooperation is achieved:

The Prophet (ﷺ) managed to migrate from Makkah to Al-Madinah and Quraysh could not stop him from migrating. Everyone of his Companions had a role in that:

- ❖ Abu Bakr As-Siddeeq (رضي الله عنه) prepared two camels for migration and accompanied the Prophet (ﷺ) on his journey to Al-Madinah.
- ❖ Ali bin abi Talib (رضي الله عنه) slept in the Prophet's bed and covered himself with his bed sheet so that the polytheists would think that the Prophet (ﷺ) was still sleeping.
- ❖ The Prophet (ﷺ) employed Abdulla bin Uraiqit to be their guide on the journey to Al-Madinah.
- ❖ Asmaa bint Abi Bakr As-Siddeeq (رضي الله عنه) prepared and carried food to their cave.
- ❖ Abdullah bin Abi Bakr As-Siddeeq (رضي الله عنه) came to Thawr Cave to inform them of the news about the people of Makkah at night.
- ❖ Aamir bin Fuhaira grazed his sheep in the area to erase the footprints of Abdullah while he was on his way to the Prophet (ﷺ) and his Companion (رضي الله عنه) so that no one would be able to know their hiding place.

Cooperation is realized if everyone in the team accurately.

I observe the following pictures and complete:

(Some forms of cooperation)



Cooperation in seeking knowledge

Cooperation in helping



Cooperation in helping

Cooperation with the female
worker in



I cooperate with my classmates



We identify the action and the result and complete:

1. A fire erupted in a store. A passer-by called the Civil Defense and others came quickly to help people get out of the store. On the arrival of firemen, people gave them way; so, the firemen were able to extinguish the fire. No one was hurt.

Action	The cooperation of people and passers-by with firemen.	Result
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2. After the migration of the Prophet (ﷺ) to Al-Madinah, he worked with his Companions to build a mosque for Muslims to pray in.

Action	Result	Managed to build the mosque.
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3. A group of students from Grade Three worked together to plant the Union Tree at school. Some of them prepared soil for farming, one of them prepared the water hose to water the plant, another one brought the plant, and the last one prepared a signboard on which he wrote a nice statement about the union and the members of the working team, then fixed it beside the tree.

Action	Result
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I would like to cooperate with my classmates, for cooperation helps us benefit from the skills of one another.



My friends love me when I cooperate with them.



We suggest

How to achieve cooperation in the following cases:

- ❖ The mother was sick, and the doctor recommended her to stay in hospital for several days.
- ❖ The father wanted to cultivate the house garden.
- ❖ The family went on a trip to the desert.

We infer the negative effects of selfishness:

One of the football players insisted that he would not pass the ball to his fellow student because he wanted to score the goal by himself. Every time he approached the goal, the defense of the other team snatched the ball from him and the match ended with his team as loser.

- ❖ What is the result of the player's insistence on scoring a goal by himself?

- ❖ How do you describe the player's behavior?

- ❖ What do you expect the Team's feeling toward the player will be?



I read and expect



Saeed helped his family with household affairs, and outside he cooperated with his friends to do some works actively.

What is the feeling of:

- ◊ Saeed's family:
- ◊ His friends:



I imitate and cooperate

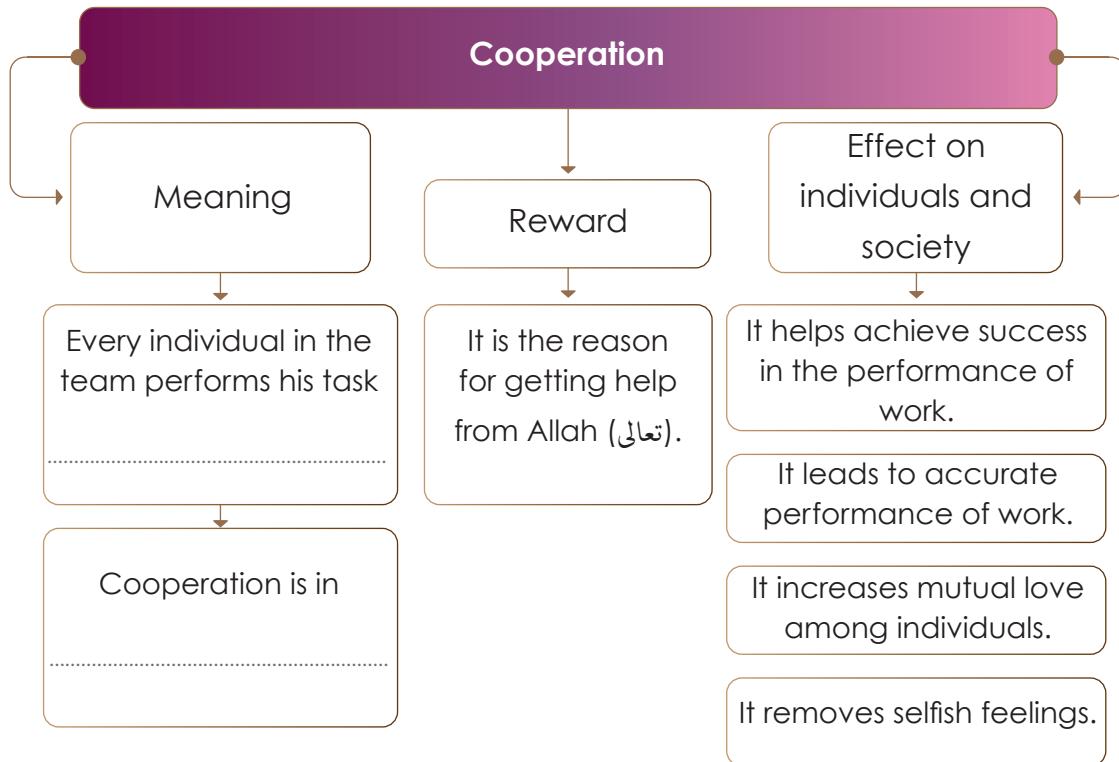


The Prophet (ﷺ) cooperated with his Companions to build the mosque after his migration to Al-Madinah. What do you do to follow the Prophet's example?





I organize my concepts



I train to recite the Holy Qur'an

Allah (تعالى) says:

قالَ تَعَالَى: ﴿وَتَعَاوَنُوا عَلَى الْبِرِّ وَالنَّقْوَىٰ ۚ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدُونَ ۚ﴾ [سورة المائدة: 2]

“2. .. Wa Ta`āwanū `Alá Al-Birri Wa At-Taqwá Wa Lā Ta`āwanū `Alá Al-Ithmi Wa Al-`Udwāni”

“2. .. but help you one another unto righteousness and pious duty. Help not one another unto sin and transgression.” (Surat Al-Ma`idah)



My Imprint



**My behavior
is my
responsibility**

I cooperate with others to follow the example of the Prophet (ﷺ).



I cooperate with others to achieve success for myself, my society and my country.



Student Activities



I answer by myself

Activity One:

In the following cases ,I identify the behavior that shows cooperation:

Behavior	Cooperation	Selfishness
Five students cooperated to execute a radio program at school.		
A student drew a work of art of Khalifa Tower. He requested one of his classmates to color it, another one to hang it and a fourth one to speak about it.		
A group of school girls refused to let a fellow school girl engage with them in performing the task because she was not good at drawing		
One of the football players insisted that he would not pass the ball to his fellow student because he wanted to score the goal by himself.		

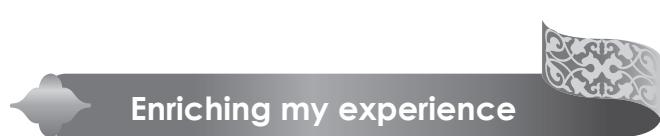
Activity Two:

What do you do in the following cases:

Cases	Action
You saw a traffic accident.	
Your brother was sick, and you have no one else at home.	
You noticed water leaking from a pipe at a public place.	
A friend asked you to join him in laughing at one of your schoolmates.	

Activity Three:

I write a beautiful statement in which I express my thanks to a classmate who cooperated with me:


Enriching my experience

I look for a story about cooperation and read it ,then narrate it to my classmates.

I assess myself:

1. I color the box that shows my commitment to the specific behavior:

Ser. No.	The Behavior	Always	Some-times	Never
1	I cooperate with my brothers in a work for which they need my help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I join my classmates and perform my assignment carefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I help my schoolmate if he needs me to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I help my parents in case they are sick, and provide them with what they need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I do all work by myself and do not allow anyone to help me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	When we go on a trip, I get busy playing and leave work to my brothers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. I color the box that shows how skillful I am in learning:

Ser. No.	Aspect of Learning	Excellent	Good	Acceptable
1	I explain how cooperation is achieved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I find out the effect of cooperation and the bad effects of selfishness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I mention the forms of cooperation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Lesson Three

Mutual Mercy

3

This lesson teaches me to

- ✿ read the noble Hadith from memory.
- ✿ find out the most important Prophet's guidelines in the noble Hadith.
- ✿ indicate the characteristics of Muslim society.

I take the initiative to learn



I read and answer

Their Highnesses Rulers of the Emirates offered their condolences to the families of the Nation's brave martyrs who participated in the Arab Coalition Forces to restore hope in Yemen.





Condolence Majlises replace the clothing of grief with solidarity and cohesion between the leadership and the people.



I am the son of the martyr. I am proud of the martyrdom of my father in defense of the truth and help for the oppressed. I feel the love of the UAE people for me and my family. I am also happy about the parental relationship and care on part of our Sheikhs and leaders.

- ❖ What helped the martyr's son to overcome his grief?
- ❖ What does the attitude of our leaders indicate?

I use my skills to learn



I recite and memorize:



A Noble Hadith

عَنِ النُّعْمَانِ بْنِ بَشِيرٍ - رَضِيَ اللَّهُ عَنْهُمَا - قَالَ: قَالَ رَسُولُ اللَّهِ ﷺ:

«مَثُلُ الْمُؤْمِنِينَ فِي تَوَادُّهِمْ وَتَرَاحُمِهِمْ وَتَعَاطُفِهِمْ: مَثُلُ الْجَسَدِ، إِذَا اشْتَكَى مِنْهُ عُضُّوٌ: تَدَاعَى لَهُ سَائِرُ الْجَسَدِ بِالسَّهَرِ وَالْحُمَّى». (رواه البخاري ومسلم)

An-Nu'man bin Basheer (رضي الله عنه) reported: The Messenger of Allah (ﷺ) said,

“The parable of the believers in their affection, mercy, and compassion for each other is that of a body. When any limb aches, the whole body reacts with sleeplessness and fever.” (Al-Bukhari and Muslim)

I give the meaning of words:

تَوَادُّهِمْ

Mutual love

تَرَاحُمِهِمْ

Mutual mercy

تَعَاطُفِهِمْ

Mutual compassion

اَشْتَكَى

Feel pain, ache

I read the general meaning of the noble Hadith:

The Messenger of Allah (ﷺ) informs us that the Muslim community should have mutual love, mercy and compassion. He instructs us to love and support each other and feel compassion for one another. In order to understand the extent of this solidarity and mutual sympathy, he (ﷺ) gave us the example of the human body and what happens in it when one limb or organ feels pain; the whole body feels pain and fever for this limb until the pain of that limb stops.



I expect



While was running, he fell down on the ground. His was wounded, so he cried for help. He felt pain in , his shook and his teared from pain. His increased its pulses to send to the wounded hand. Blood vessels were expanded round the wound to carry to it energy, oxygen and antibodies to protect the wound from .

- ✿ I expect the other limbs that felt pain in sympathy with the hand when it was wounded.



I watch and describe



I watch a documentary about the human eye, then describe the collaboration of the body organs when the eye complains of a foreign body when it enters it.





I discover

Among the pictures of mutual mercy in a cohesive community:

The City of Mutual Mercy

1 – To feel mercy for

2 -

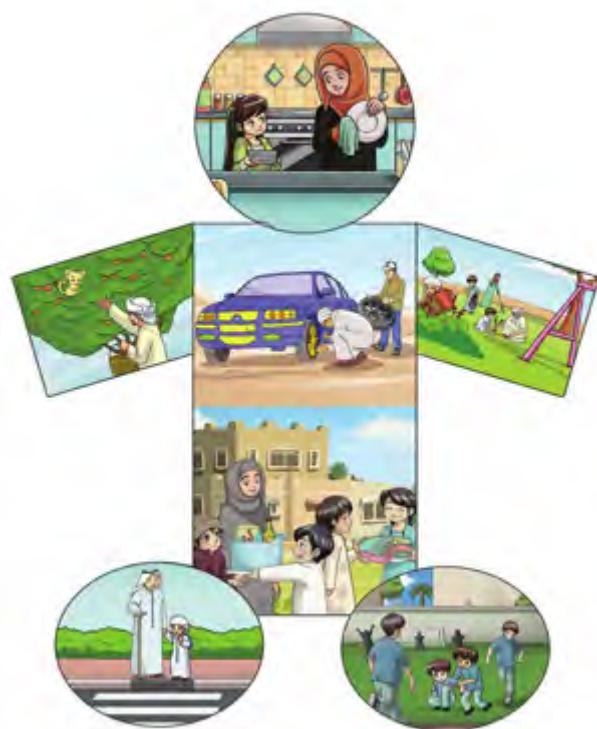
3 -

4 -

5 -

6 -

7 -



✿ The characteristics of a cohesive community include,
..... and



I justify

✿ The Prophet likened the Muslim community to a single body.



Be a positive and useful individual in life so that our community should be a cooperative one, where people feel mercy for, and help one another.



I cooperate with my classmates

In cooperation with my group, I classify the following attitudes:

(mutual affection - mutual mercy – mutual sympathy – help)

<ul style="list-style-type: none">✿ You share your classmate his pleasure with winning the award.	()
<ul style="list-style-type: none">✿ You pray for the recovery of your classmate who has been injured in a traffic accident.	()
<ul style="list-style-type: none">✿ You donate the price of the breakfast of a fasting Muslim through charitable societies.	()
<ul style="list-style-type: none">✿ You feel sad about the destruction caused by flood in one of the regions.	()

In the morning meeting, the school announced the start of "the UAE Compassion (Tarahamu) campaign" and urged students to provide support and assistance for the children who are suffering the severe cold weather in Syria.



We observe and suggest

Compassion (Tarahamu)

From the UAE of Goodness (Al-Khair) to their own people in Syria for the relief of 1,000,000 refugees facing fierce winter conditions

"Tarahamu"



- ✿ We speak about what we see in the picture.
- ✿ What suggestions can we provide to help those affected by the winter's cold weather in Syria?



I act

How should I act in the following situations?



My friend was admitted into hospital.



An old man stood confused and could not cross the street.



My neighbor has to travel and is afraid that his house will be exposed to danger.



A little child was lost by his mother in the park.



I share my idea



I speak in my own style about the help I can provide for my classmates who need assistance.



I am a blind boy in your classroom; how can you help me?



I have difficulty in speaking.



I expect



the reward of those who provide assistance for those who need it.

I would like to perform my duty toward my fellow students by helping those who are in need among them.



I imagine



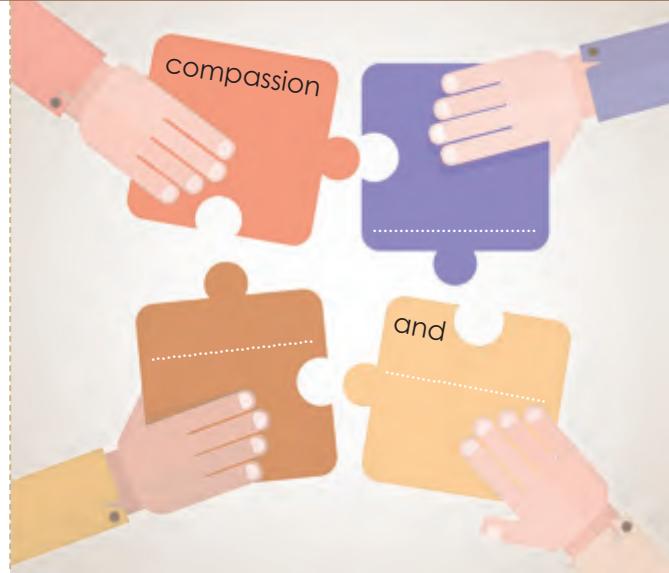
that I can fly. I hurry to help everywhere to draw a

..... on and feel

because I would like everyone to live in

I organize my concepts

A united Society has



So, love and spread among all its members.

I train to recite the Holy Qur'an

قَالَ تَعَالَى: ﴿ثُمَّ كَانَ مِنَ الَّذِينَ ءَامَنُوا وَقَوَاصُوا بِالصَّبْرِ وَتَوَاصَوْا بِالْمَرْحَمَةِ ۚ أُولَئِكَ أَحَبُّ الْمُجْمَعَةَ ۚ﴾ [سورة البعد] ١٧-١٨

17 Thumma Kāna Mina Al-Ladhīna ‘Āmanū Wa Tawāṣaw Biṣ-Ṣabri Wa Tawāṣaw Bil-Marḥamah 18 ‘Ulā’ika ‘Aṣḥābu Al-Maymanah

“17. And then to be of those who believe and exhort one another to perseverance and export one another to pity. 18. Their place will be on the right hand (and will receive their records in the right hand).” (Surat Al-Balad)



My Imprint



My behavior is my responsibility

I am responsible for providing assistance for those who need it anywhere.

I love my country

I encourage the young members of my family to volunteer in important social issues of public service, such as Takatof program.



Student Activities



I answer by myself

Activity One:

I put a check (✓) under the picture that indicates compassion, love and mercy toward one another:



Activity Two:

I complete the noble Hadith by inserting the suitable words in the spaces:

"The parable of the believers in their , , and
..... for each other is that of a body. When any limb , the
whole body reacts with and "

Activity Three

On the signboards, I write down the characteristics that Islam requires in the **City of Compassion**:

**Enriching my experience**

I search one of the Noble Hadith encyclopedias online for a noble Hadith that explains the virtue of providing relief for the needy.


I assess myself:


1. I color the box that shows my commitment to the specific behavior:

Ser. No.	The Behavior	Always	Sometimes	Never
1	I help others when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I collect an amount in my money box to donate it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I share my father his donation to the needy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I urge my classmates to join relief campaigns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. I color the box that shows how skillful I am in learning:

Ser. No.	Aspect of Learning	Excellent	Good	Acceptable
1	I read the noble Hadith from memory.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I infer the key guidelines contained in the noble Hadith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I indicate the characteristics of the Muslim community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Lesson Four

Care for the Needy

4

This lesson teaches me to

- ✿ explain the concept of the needy.
- ✿ infer that providing help for the needy is a national and religious duty.
- ✿ cite evidence for the reward of care for the poor and the needy.
- ✿ indicate the UAE's role in care for the needy inside and outside the country.

I take the initiative to learn



I observe and expect



Al-Bayan
Weekly

The UAE paints a smile on the faces of the blind.



- ❖ What is a blind man?
- ❖ How did the UAE paint a smile of the face of the blind?
- ❖ Are there groups other than the blind that need to draw a smile on their faces and help them?
- ❖ What is the term that we give to all of them?
- ❖ How can we help them?



I use my skills to learn



I read and answer



The Family of Khalid's father sat waiting for him, for he was late from his usual time.

Salim: My father is very late today, Mother!

Khalid: Today, the nineteenth of Ramadan is **Zayed Humanitarian Day**.

My father and those working with him in helping and caring for the needy will be honored. Sheikh Zayed (ﷺ) was a pioneer in humanitarian action.

Salim: What is meant by the needy?

Omar: they are the people who – due to their poverty, disability or orphanhood - are unable to provide the necessities of their lives partly or completely, so they need financial or moral help from others.

Khalid: I always feel proud of my father's work; when I grow up, I will be like him.

Mother: Working in humanitarian assistance has a great reward from Allah (تعالى). The Messenger of Allah (ﷺ) taught us to be merciful toward the weak, the poor and needy, people of special needs and those suffering from disasters.

Khalid :Yes ,this has a significant role in reducing suffering for millions of people around the world.

Omar :The UAE is a role model in humanitarian action thanks to its continuous commitment to help everyone in need and support every human being .Its wise leadership always stands by sisterly and friendly countries.

Khalid :As part of our dear country's care for the different categories of people with special needs ,it has provided for them medical, psychological and social care and educational services ,to live a natural life with their country people and depend on themselves.

Omar :The humanitarian action was established by Sheikh Zayed.(عليه السلام) Through this ,the UAE has become a leader of humanitarian action and ranked top in this field.

Mother :It aims to help people with special needs and widows ,sponsor orphans and modest families ,assist the families of prisoners ,patients and poor students .On the international level ,it also concentrates

on providing support and relief for those affected by natural disasters, conflicts and wars, through urgent aid and development projects to restore natural life in disaster-stricken areas.

- ❖ What groups are in need of assistance?
- ❖ What do we call action in the field of care for the needy?
- ❖ What is the reward of those who help and care for the needy?
- ❖ What is the annual anniversary of Zayed Humanitarian Day?



I cooperate with my classmates



We identify the group in need from the following texts:

Evidence	The group in need
<p>Allah (تعالى) says:</p> <p>فَالْتَّعَالَىٰ: وَيُطْعِمُونَ الْطَّعَامَ عَلَىٰ حُجَّةٍ مِسْكِينًا وَيَتِيمًا وَأَسِيرًا</p> <p>[الإِنْسَانُ: 8]</p> <p>[8 Wa Yuṭ `imūna Aṭ-Ta `āma `Alá Ḥubbihi Miskīnān Wa Yatīmān Wa 'Asīrā]</p> <p>“8. And feed with food despite their love and desire for it, the needy wretch, the orphan and the prisoner” (Surat Al-Insan)</p>	

The Messenger of Allah (ﷺ) said, "Those who help widows and the needy are (in status) like the fighters in the cause of Allah or the worshippers who pray all night and fast all days." (Al-Bukhari)

The Prophet (ﷺ) said, "The doors of goodness are many ... listening to the deaf, leading the blind, guiding one to the object of his need, hurrying with the strength of your legs to one in sorrow who is asking for help, and supporting the feeble with the strength of your arms-- all of these are acts of charity (whose reward is earned by you)." (Saheeh bin Hibban)



We read

The Prophet (ﷺ) said, "The best of people is the most useful to them." (At-Tabarani)

This Hadith opens the doors of goodness and mercy for all those whom Allah has honored with the existence of people with special needs, including parents, teachers, trainers, physicians and nurses. It causes them to make more effort to care for them. Providing them with care and service and pleasing them are among the most favorite acts to Allah (تعالى).



We infer



We match" the action of caring for those in need "to" reward:"

Action	Reward
<p><i>The Prophet (ﷺ) said, "The best of people are those who are most beneficial to them." (At-Tabarani)</i></p>	For them is Paradise.
<p><i>The Prophet (ﷺ) said, "Would you like to soften your heart and satisfy your needs: be merciful to orphans, pass your hand over his head, feed him from your food, then your heart will be made softer and you will satisfy your need."</i></p>	They are the best people with Allah (تعالى).
<p><i>The Prophet (ﷺ) said, "Whoever embraces an orphan of two Muslim parents by feeding him and giving him drink until he is independent of him, Paradise will certainly be due to him." (Ahmad)</i></p>	Whoever helps them will win the help of Allah (تعالى).
<p><i>The Prophet (ﷺ) said, "Allah helps a person as long as he helps his brother." (Muslim)</i></p>	It causes tenderness of heart and ease.



We read and speak



Zayed Humanitarian Day

Love and Loyalty for the Generous Zayed

19 Ramadan

The UAE and care for the needy:

Help for the needy is an approach established by Sheikh Zayed bin Sultan Al Nahyan (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ), UAE President, and his brothers Rulers of the Emirates (خَلِيفَاتُ آلِ نَهَيْانِ). This policy is adopted by the UAE – not for showy display or to appear on the records of humanitarian aid – but because it believes in the value and importance of this aid. It is part of the teachings of our upright religion, which urged us to do good without waiting for a worldly reward. Allah (تعالى) has given us of his bounties, which are distributed to the needy and the victims of disasters and wars.

The domains of care for those in need:

- ✿ **Physical domains:** by providing the necessities of life (money, food, clothing and medicine) for those who need them.
- ✿ **Moral domains:** by appreciating and respecting these groups and treating them kindly.
- ✿ **Intellectual domains:** by providing education for these groups to help them overcome their difficulties.

We speak about examples of humanitarian action and providing help for those who are in need:



I give my opinion



I write my opinion (Agree) or (Disagree) in the following attitudes:

Attitudes	Agree	Disagree
My mother asked me to deliver some things to our widow neighbor and her orphan children.		
A friend of mine refused a student with special needs on a wheelchair to join our team in the scientific competition.		
My teacher suggested that I participate in "Faz'a" Team for sponsoring people with special needs.		
My brother asked me to work with him in the service of those fasting as part of the project for serving breakfast to the needy who are fasting.		
My friend asked me to help him move the shoes of our blind friend from its place so that he would search for it and some people would laugh at him.		

**I imagine**

I imagine that I am member of a humanitarian organization and mention the acts that I will do to care for the needy.

**I search**

for Emirati models with special needs who challenged disability and achieved advanced positions in international championships.

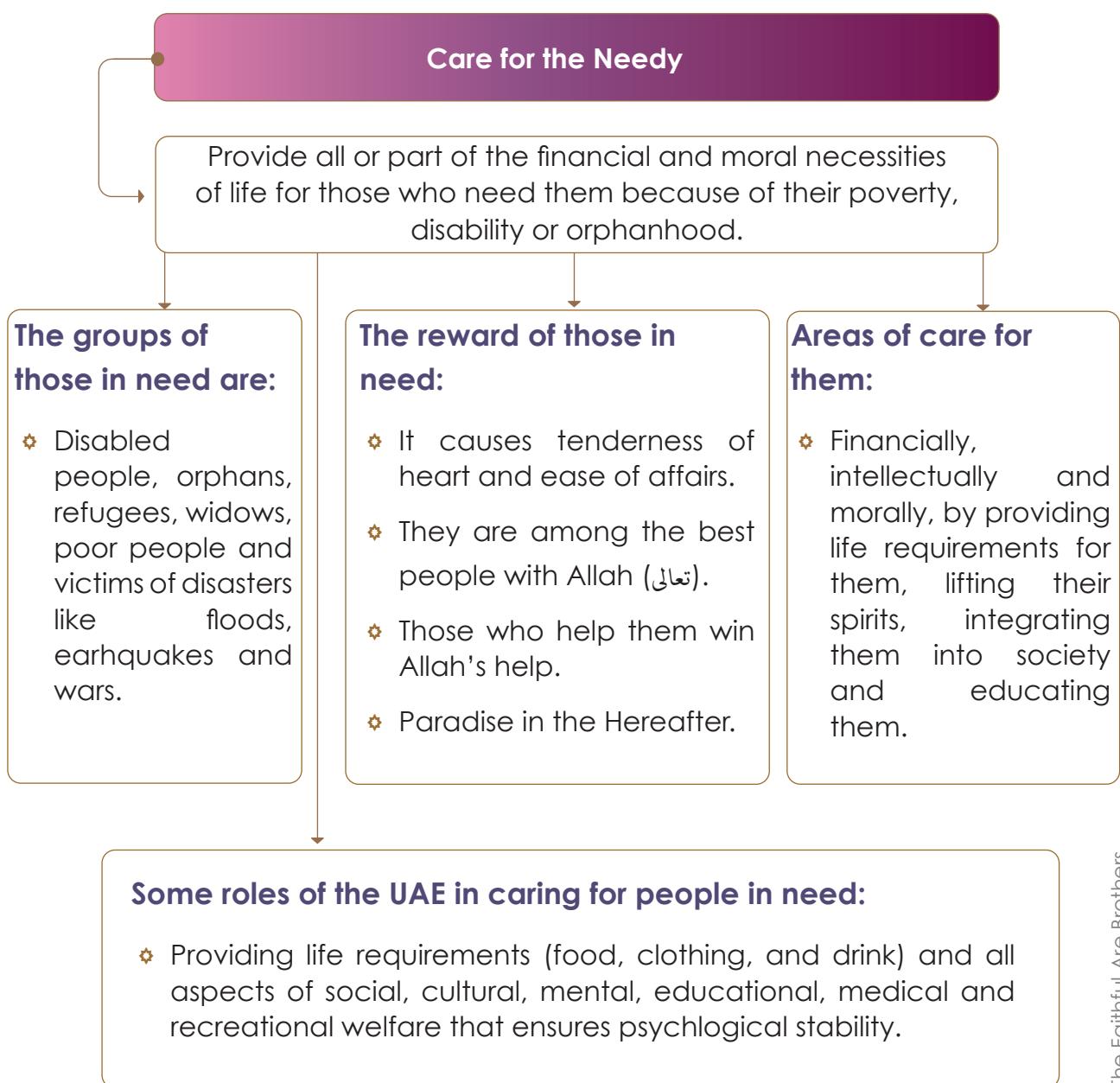
**I think to be creative:**

Together with my classmates, I write some signboards that show the importance of participation in providing help and care for those who are in need.





I organize my concepts





I train to recite the Holy Qur'an



Allah (تعالى) says:

قَالَ تَعَالَى: ﴿وَيُطْعَمُونَ الظَّعَامَ عَلَى حُبِّهِ، مِسْكِينًا وَيَتِيمًا وَأَسِيرًا﴾ [سورة الإنسان : 8]

[8 Wa Yuṭ `imūna Aṭ-Ṭa`āma `Alá Ḥubbihī Miskīnāan Wa Yatīmāan Wa Ḥasīrā]

“8. And feed with food despite their love and desire for it, the needy wretch, the orphan and the prisoner” (Surat Al-Insan)



My Imprint



My behavior
is my
responsibility

I am responsible
for the welfare of
those in need as
far as possible. It
is an Islamic and
national duty.

I love my
country

I readily help to disseminate
the culture of humanitarianism
(by participating in the care
for the needy). I follow the
example of the rulers of my
country, UAE, in their initiatives
to serve and care for those in
need.

**Student Activities****I answer by myself****Activity One:**

I identify those who need care by coloring the circle in green :

Refugees

Secure
in their
country

Patients

Orphans

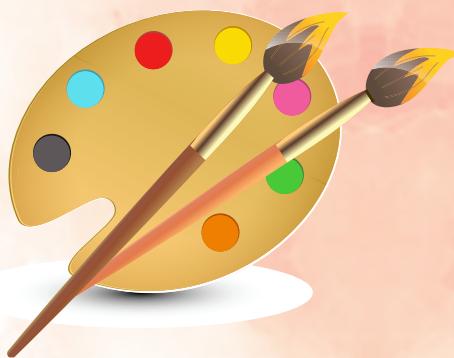
The poor

The rich

The
elderly

The
healthy

Widows



Activity Two:**How do you behave in the following situations?**

Situations	Action
If you are in the airport bus, sitting on a chair, and see an old man standing.
If you are in the grocer's and hear the sound of a blind woman's stick falling on the ground.
Your brother asked you to join the Committee on Helping Modest Families in order to deliver Ramadan aid to them.
You saw a boy on a wheelchair who wants to take off his shoes in order to enter the mosque.
The school made an announcement to those who would like to participate in Compassion (Tarahamu) Campaign for those affected with disasters and wars.

Activity Three:

I draw or take photos of the logos of three charitables establishments in the UAE and write a brief report about their activities for the welfare of the needy, then submit it to my teacher.

Establishment	Its logo	Its major activities
.....
.....
.....

**Enriching my experience**

The UAE leadership launched many global humanitarian initiatives. Write about three of them.

1 -

2 -

3 -

I assess myself

1 – I color the box that shows my commitment to the specific behavior:

	The Behavior	Always	Sometimes	Never
1	I explain the concept of those in need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I infer that providing help for those in need is a national and Islamic duty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I cite evidence of the reward of providing welfare for the poor and the needy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I cite examples of the roles of the UAE in caring for the needy inside the country and abroad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Enriching Information

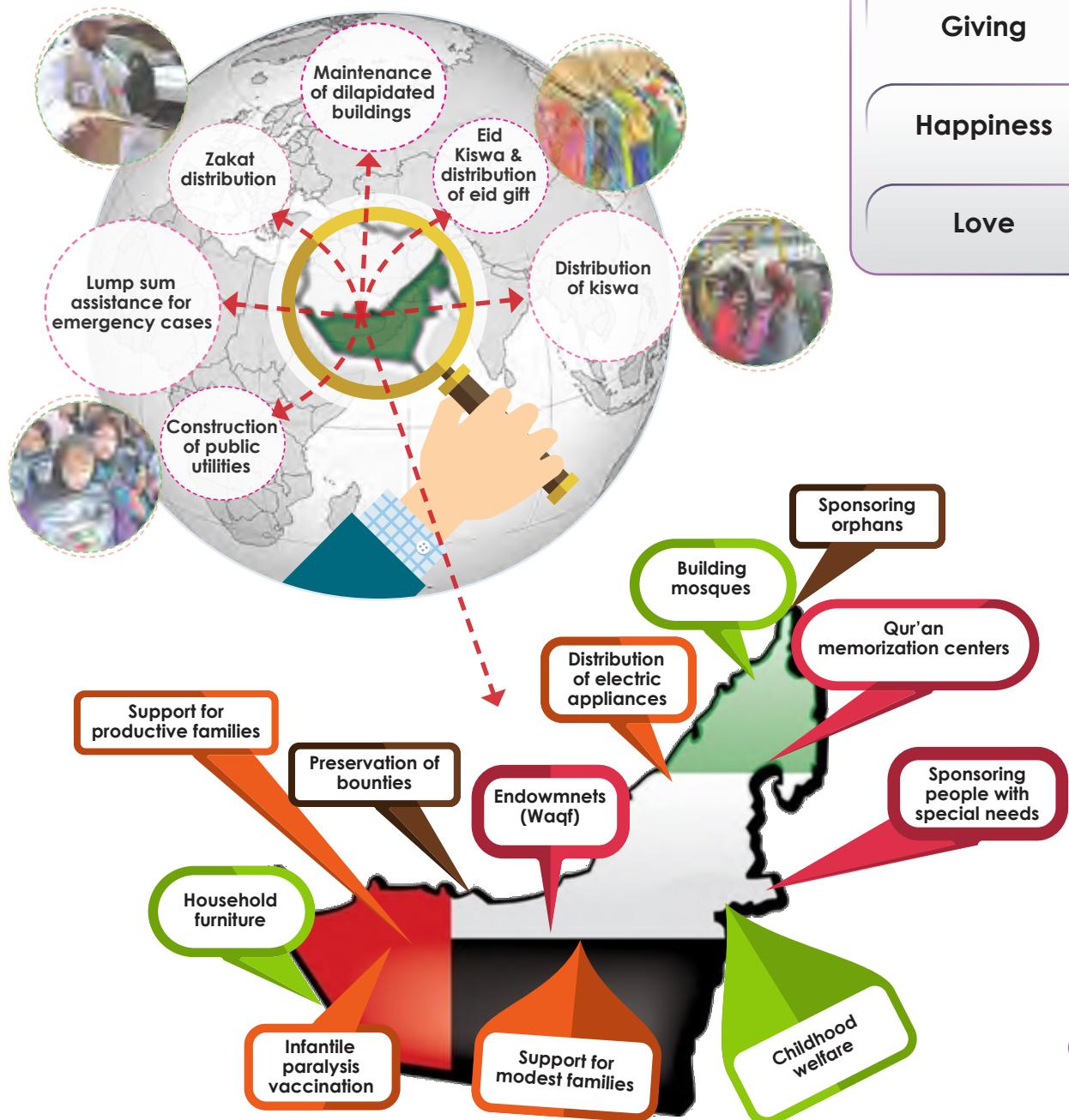
The UAE of Goodness and Giving



Goodness and
Giving

Happiness

Love

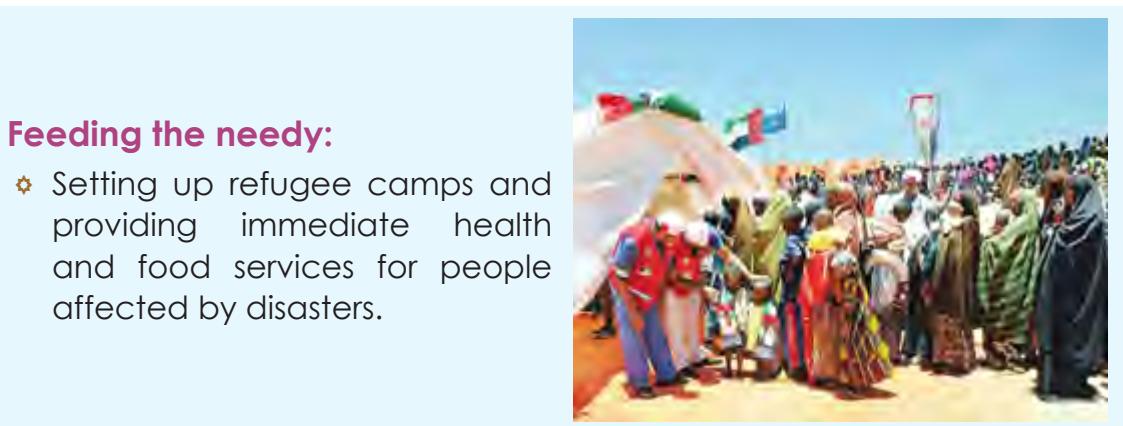




Winter Kiswa (Clothing)

Winter Kiswa (Clothing):

- ❖ Sending qualified volunteering teams to carry out field relief operations in disaster areas.



Feeding the needy:

- ❖ Setting up refugee camps and providing immediate health and food services for people affected by disasters.



Care for Patients:

- ❖ Providing disaster areas with tents, blankets, medicines and various medical requisites.
- ❖ Setting up treatment centers for severe malnutrition cases among children in draught regions.

Education:

- ✿ Building schools and vocational training centers.
- ✿ Providing financial assistance and scholarship for students.
- ✿ Providing school bags and stationery for the needy students and orphans.
- ✿ Providing schools with the essential equipment and supplies and various educational tools.

**Wells:**

- ✿ Digging wells and extension of water networks.
- ✿ Sustainable development projects for productive families.
- ✿ Seasonal projects in the month of Ramadan and the two eids.



Lesson Five

Surat At-Teen

5

This lesson teaches me to

- ◊ recite Surat At-Teen correctly.
- ◊ recite Surat At-Teen by heart.
- ◊ explain the general meaning of the holy verses.
- ◊ infer the outcome of faith and good deeds in human life.
- ◊ thank Allah (تعالى) for His favors.

I take the initiative to learn



I think and answer

- ◊ What is the benefit of figs?
- ◊ How many seeds are there in one fig?
- ◊ How many trees can grow from the seeds of one fig?
- ◊ What does this indicate?





I recite and memorize:

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَالْيَنْ وَالرَّيْتُونَ ١ وَطُورِ سِينِينَ ٢ وَهَذَا الْبَلْدُ الْأَمِينُ ٣ لَقَدْ خَلَقْنَا الْإِنْسَنَ فِي أَحْسَنِ
تَقْوِيمٍ ٤ ثُمَّ رَدَدْنَاهُ أَسْفَلَ سَفَلَيْنَ ٥ إِلَّا الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ فَلَهُمْ أَجْرٌ غَيْرُ مَمْتُوْنٍ
فَمَا يُكَذِّبُكَ بَعْدُ بِالْدِينِ ٧ أَلَيْسَ اللَّهُ بِأَحْكَمِ الْحَكَمَاتِ ٨ [سورة التين]

Bismi Al-Lahi Ar-Rahmāni Ar-Rahīm

1 Wa At-Tīni Wa Az-Zaytūni 2 Wa Ṭūri Sīnīna 3 Wa Hadhā Al-Baladi Al-’Amīni 4 Laqad Khalaqnā Al-’Insāna Fī ’Ahsani Taqwīm 5 Thumma Radadnāhu ’Asfala Sāfilīna 6 ’Illā Al-Ladhīna ’Āmanū Wa ’Amilū Aṣ-ṣāliḥāti Falahum ’Ajrun Ghayru Mamnūn 7 Famā Yukadhdhibuka Ba` du Bid-Dīni 8 ’Alaysa Al-Lahu Bi’ahkami Al-’Hākimīna

In the name of Allah, the All-Beneficent, All-Merciful.

“1. By the fig and the olive, 2. By Mount Sinai, 3. And by this inviolate city; 4. Surely We created man of the best stature 5. Then We reduced him to the lowest of the low, 6. Save those who believe and do good works, and theirs is a reward unfailing. 7. What, then, can after this make you (O disbeliever) deny (the Day of) judgment? 8. Is not Allah the most conclusive and fairest of all judges?” Surat At-Teen”

I understand the meaning of words:

وَطُورِ سِينِينَ Wa Tūri Sīnīna	Mount Tur in Sinai
الْبَلَدُ الْأَمِينُ Balad Al-'Amīn	Makkah Al-Mukarramah
أَحْسَنِ تَقْوِيمٍ Āhsani Taqwīm	The best shape and perfect creation
أَسْفَلَ سَفَلِينَ Asfala Sāfilīna	The lowest of the low at old age
غِيرَ مُتَنَوْنٍ Ghayru Mamnūn	A reward without end
بِأَحْكَمِ الْحَكِيمَينَ Bi'aḥkamī Al-Ḥākimīna	The best of judges



I use my skills to learn



I read the general meaning of the verses then answer:

At the beginning of the holy surah, Allah (تعالى) swore by and in view of their numerous benefits for human beings. trees grow in the Blessed Land (Palestine), where Allah (تعالى) sent Jesus (ﷺ). He (تعالى) swore by the Tur, which is a in the land of Sinai in Egypt, where Allah spoke to Moses (ﷺ). Allah (تعالى) swore by Makkah Al-Mukarramah, where our Master Muhammad (ﷺ) was born and was sent as Messenger of Allah. He (تعالى) swears by all these that He created man in the best shape and most perfect form, and distinguished him by the mind. Later he will be returned to the worst part of life when his strength and skills become weaker. Those who believe in Allah and do righteous deeds in their youth continue to reap the reward of his deeds. This is part of Allah's justice and wisdom.

- ✿ What did Allah (تعالى) distinguish man with from other creatures?
- ✿ What is the reward of those who believe in Allah and perform good deeds?
- ✿ What is the evidence of Allah's wisdom and justice?

I match the name of the prophet to the suitable place:

Muhammad (ﷺ)
Jesus (ﷺ)
Moses (ﷺ)

Tur of Sinai
Makkah Al-Mukarramah
Bait Al-Maqdis

I discover the relationship:

- ❖ What is the relationship between figs and olives on the one hand ,and the Tur of Sinai and the peaceful city of Makkah ,on the other?



I cooperate with my classmates

We compare figs to olives ,then complete the following table:

Point of Comparison	Fig	Olive
Color	Green - Red -
Size	small
Taste	Sweet
Season of ripeness	Fall

- ❖ Why did Allah (تعالى) create figs and olives?
- ❖ Why did Allah (تعالى) begin the holy surah with figs and olives?
- ❖ What is our duty toward Allah (تعالى)?



We speak



about the manifestations of Allah's honoring of man and distinguishing him from other creatures.



We explain



Every human being is honored by Allah ;(تعالى) how do I honor each of the following?

The housemaid

Sanitation workers

My non-Muslim neighbor



We arrange



the stages of human life in the following figures:





I organize my concepts

Surat At-Teen

Allah created man in



Allah's wisdom and justice

The best

His reward does not stop at age.

The person who believes in Allah and performs



I train to recite the Holy Qur'an

Allah (تعالى) says:

قَالَ تَعَالَى: ﴿وَلَقَدْ كَرَّمَنَا بَنَىٰ آدَمَ وَحَمَلْنَاهُ فِي الْبَرِّ وَالْبَحْرِ وَرَزَقْنَاهُ مِنْ كُلِّ الطَّيْبَاتِ وَفَضَّلْنَاهُمْ عَلَىٰ كَثِيرٍ مِّمَّنْ خَلَقْنَا تَقْضِيَّاً﴾ [سورة الإسراء: 70]

70. wa-la-qad karramnā banī 'ādama wa-hamalnā-hum fī l-barri wa-l-bahri wa-razaqnā-hum mina t-tayyibāti wa-fadḍalnā-hum 'alā katīrin mim-man halaqnā tafḍīlan. (Surat al-'Isrā')



My Imprint



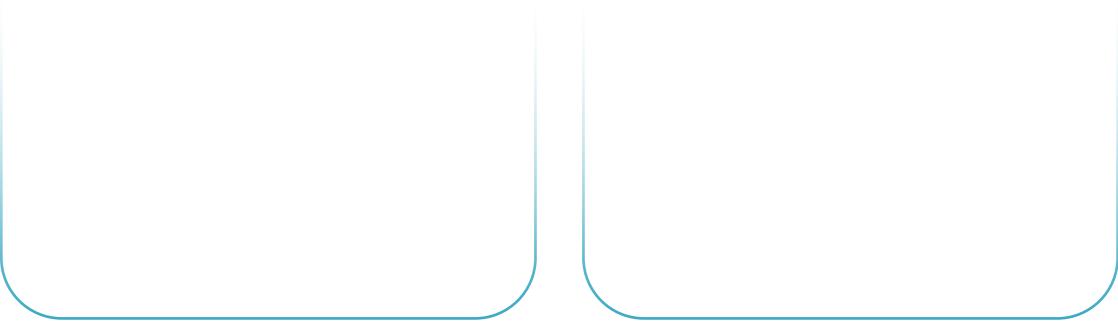
I thank Allah (تعالى) for His bounties, obey His orders, do good deeds and avoid bad deeds.

I love my country

I respect and appreciate everyone living in my country.

 Student Activities I answer by myself**Activity One:**

I draw and color a fig and an olive:

**Activity Two:**

I complete the following table:

Some good deeds a Muslim is keen to do	Some bad deeds a Muslim is keen to avoid

Activity Three:

I match each sentence in List (A) to its relevant complement in List (B):

Ser. No.	(A)	(B)
1	Allah Created man in the best	Makkah Al-Mukarramah
2	Allah distinguished man by	without end
3	The inviolable city is	shape
4	The reward of those who do good deeds is	the mind


Enriching my experience

I search for the benefits of olives, prepare a presentation about them and present it to my classmates.


I assess myself

I color the box that shows how skillful I am in learning:

	Aspect of Learning	Excellent	Good	Acceptable
1	My ability to recite the verses properly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	My correct memorization of Surat At-Teen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	My ability to explain the meaning of the verses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Lesson Six

Ties of Kinship

This lesson teaches me to

- ✿ read from memory the noble Hadith: "The one who severs the ties with the relatives will not be among the first to enter Paradise."
- ✿ give the general meaning of the noble Hadith.
- ✿ infer the guidelines contained in the noble Hadith.
- ✿ cite evidence that observing the ties of kinship is a reason for entering Paradise.
- ✿ identify the acts that help to observe the ties of kinship.
- ✿ I avoid cutting off the ties of kinship because it is a sin against Allah (تعالى).

I take the initiative to learn

I observe and think



Hello. I am happy with your visit to me after my return from treatment.



Imagin my nephew, none of my family visited me except you and your son.



Don't worry, my uncle! They will certainly come to visit you. A wise man does not lose the reward for observing the ties of kinship.

- ✿ What is the relationship of the person whom Rashid and his father visited?
- ✿ Why was the uncle sad?
- ✿ How did Rashid's father reassure his uncle?
- ✿ What do you think the reward of keeping in touch with relatives is with Allah?

I use my skills to learn



I read and learn by heart

A noble Hadith

عَنْ أَبِي جُبَيْرِ بْنِ مُطْعَمٍ عَنِ النَّبِيِّ قَالَ:
 «لَا يَدْخُلُ الْجَنَّةَ قَاطِعُ رَحْمٍ». (رواه مسلم)

Abu Jubair bin Mut'rim (رضي الله عنه) reported that the Prophet (ﷺ) said,

“The one who cuts off the ties of kinship will not enter Paradise.” (Muslim)

I give the meaning of words:

قطاع رحم

The person who does not communicate with his relatives.

I read the general meaning of the noble Hadith, and answer:

The noble Hadith indicates the punishment of those who cut off the ties of kinship, that is, relatives from the side of the father or the mother. They will be punished by preventing them from entering Paradise with the first batches because they disobeyed Allah (تعالى) Who ordered them to communicate with their relatives. They severed the ties of kinship and did not keep in touch with them or treat them kindly. Thus, they deprived themselves in this worldly life from the increase of sustenance, blessing of life, love by their relatives, and in the Hereafter from Paradise.

- ❖ Who are the kins (close relatives)?
- ❖ Why does Allah (تعالى) punish those who cut off the ties of kinship?
- ❖ I mention some benefits of observing the ties of kinship in this worldly life.



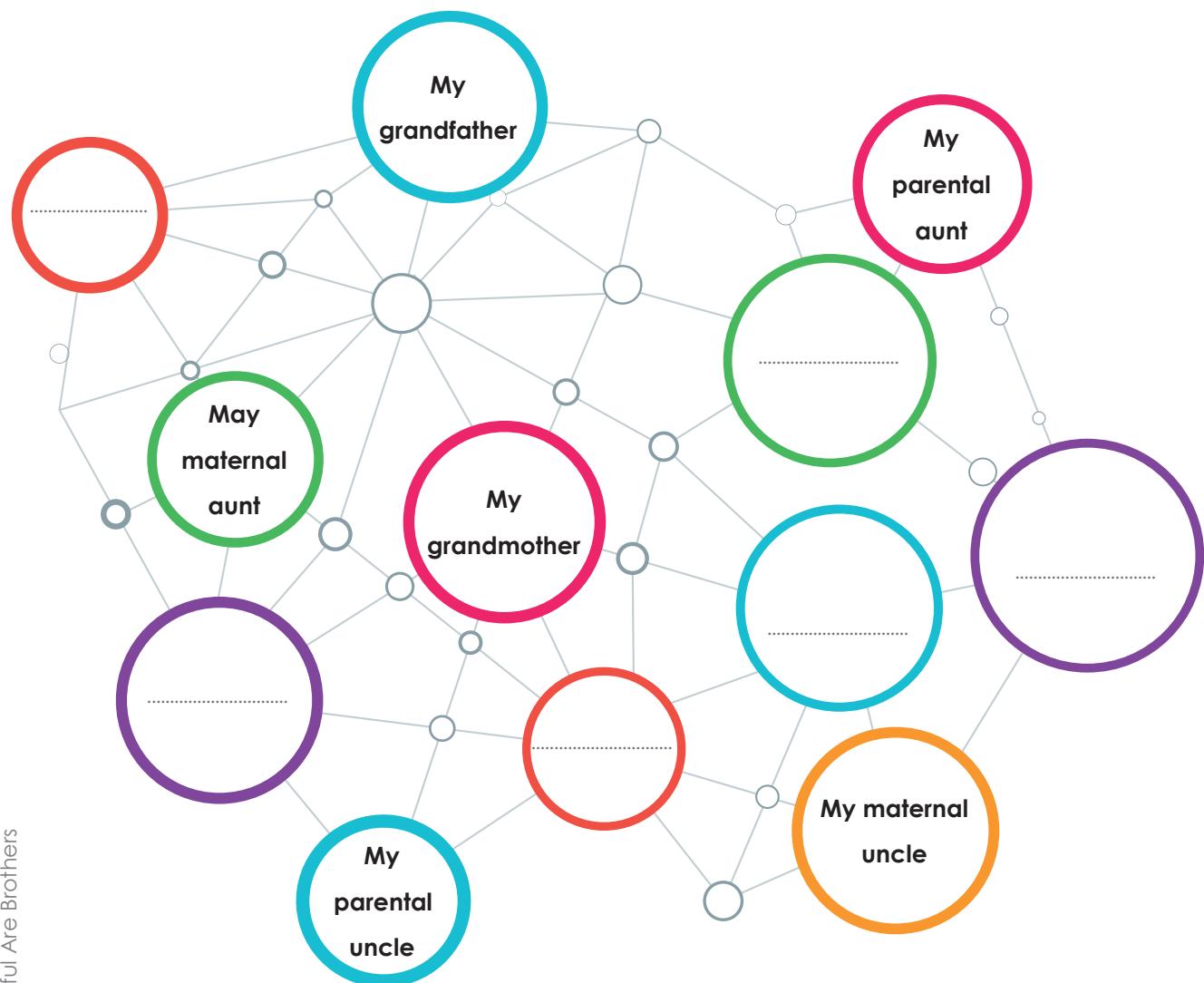
I observe and expect



- ❖ Who are the kins of Rashid and Noura?



I complete the chart of parental and maternal relatives.





I cooperate with my classmates



We read and infer:

Allah (تعالى) says:

قَالَ تَعَالَى: ﴿وَالَّذِينَ يَصِلُونَ مَا أَمْرَ اللَّهُ بِهِ أَنْ يُوَصَّلَ وَيَخْشُونَ رَبَّهُمْ وَيَخَافُونَ سُوءَ الْحِسَابِ﴾

[سورة الرعد: 21]

21 Wa Al-Ladhīna Yaṣilūna Mā 'Amara Al-Lahu Bihi 'An Yūṣala Wa Yakhshawnā Rabbahum Wa Yakhāfūna Sū'a Al-Ḥisāb (Sūrat ar-Ra`d)

“21. Such as unite that which Allah has commanded should be joined,* and fear their Lord, and dread a woeful reckoning.” (Sūrat ar-Ra`d)

- ✿ A faithful Muslim's behavior which Allah (تعالى) loves is :
- ✿ The characteristic of faithful Muslims is :

Abu Huraira (رضي الله عنه) reported that the Prophet (صلوات الله عليه وسلم) said,

“Whoever believes in Allah and the Last Day let him maintain the bonds of his kinship.” (Al-Bukhari)

- ✿ Maintaining the bonds of kinship is evidence of



We classify



We classify the following acts according to the following table:

)meanness - accepting excuses – admitting mistakes – tolerance–
arrogance – envy – cruelty – seeking help from Allah – moderation in
joking – thinking about the effects of maintaining the bonds of kinship–
facing abuse with abuse.

Help to maintain the bonds of kinship	Lead to severing the bonds of kinship
.....
.....
.....
.....
.....
.....
.....

I look at the pictures and complete:

I want to enter Paradise. Therefore, I maintain the bonds of my kinship and keep away from all that results in cutting off the bonds of kinship; I



I want to enter Paradise; therefore, I receive my close relatives cheerfully and

I want to enter Paradise. Therefore, I maintain the bonds of my kinship and offer them to express my love and respect for them and share their sorrows with them.



I want to enter Paradise. Therefore, I keep in touch with my kins, invite them to visit me and during events and eids.

I want to enter Paradise. Therefore, I keep in touch with my kins, and If they need anything.



I want to enter Paradise. Therefore, I keep in touch with my kins, visit them and to cure them of diseases.



I find a solution



Fatimah wishes to keep in touch with her maternal aunt and parental uncle. However, she cannot visit them because her aunt lives in the Kingdom of Saudi Arabia, while her uncle is working in the UAE Embassy in Sudan. I help Fatimah to find alternative means to communicate with her close relatives.



What would happen if:

- ✿ I joked with one of my relatives and called him names that he disliked.
- ✿ One of my relatives apologized, and I accepted his apology.

We thank Allah for having relatives in our life to deal with them kindly and get rewarded.

I have many relatives; I and my parents will maintain close bonds with them.





I read and imitate



Abdullah Amr bin Al-Aas (رضي الله عنه) reported that the Prophet (ﷺ) said,

“Al-Wasil (the one who does good to his relatives) is not he who recompenses the good done to him by his relatives, but Al-Wasil is he who keeps good relations with those relatives who had severed the bond of kinship with him.”

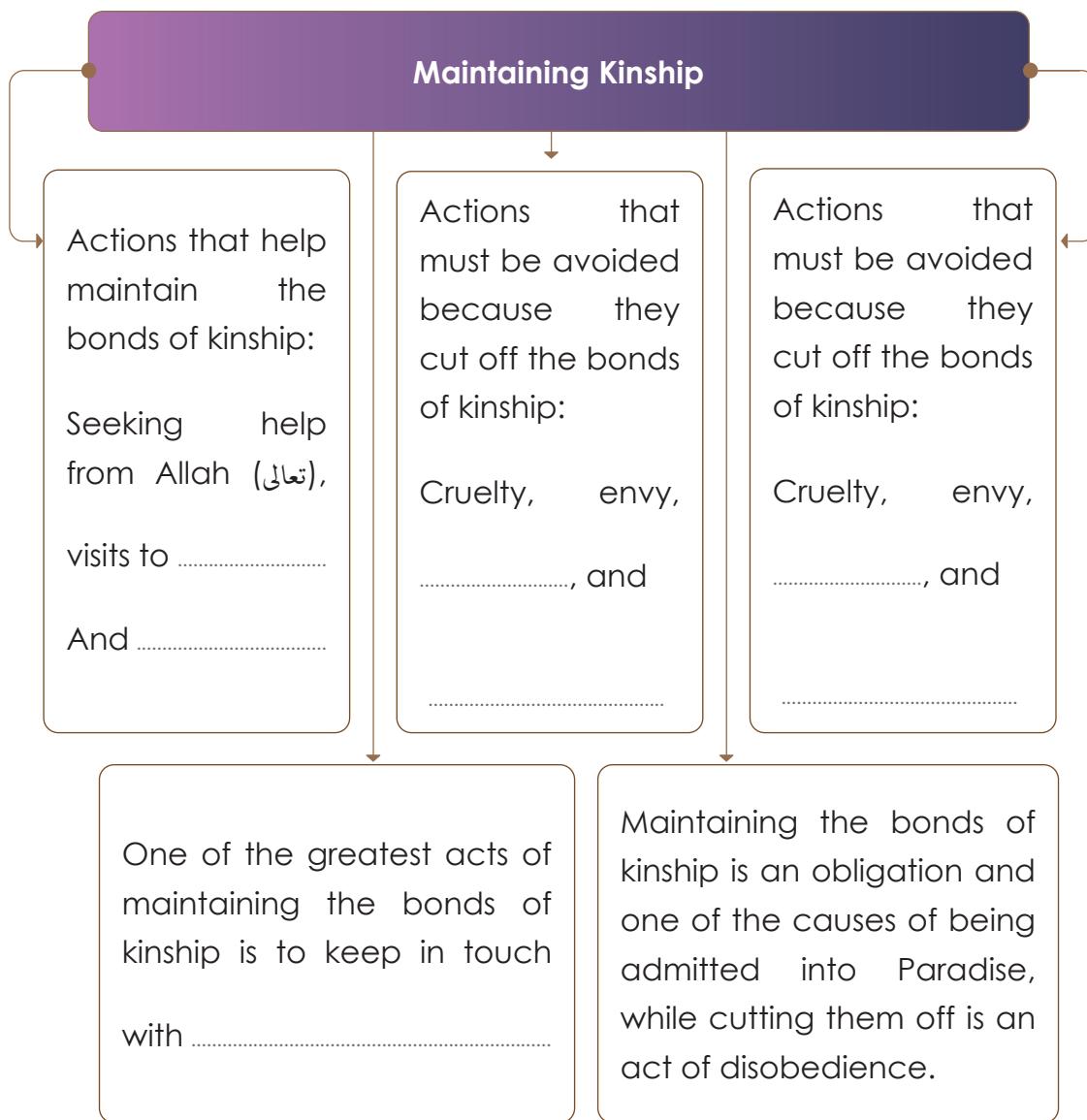
(Al-Bukhari)

- ✿ I speak about the greatest forms of keeping good relations with close relatives, as you understand from the Hadith.
- ✿ I describe my feeling when I keep good relations with my close relatives.



I forgive those who cut off my kinship and maintain relations with them to win the pleasure of Allah (تعالى) so that He may bless my life.

I organize my concepts





I train to recite the Holy Qur'an



Allah (تعالى) says:

قَالَ تَعَالَى: ﴿يَأَيُّهَا النَّاسُ أَتَقُولُ رَبُّكُمُ الَّذِي خَلَقَكُمْ مِّنْ تَقْسِيرٍ وَّهُدَىٰ وَخَلَقَ مِنْهَا زَوْجَهَا وَبَثَ مِنْهُمَا رِجَالًا كَثِيرًا وَنِسَاءً وَأَتَقُولُ أَللهُ الَّذِي تَسَاءَلُونَ بِهِ وَالْأَرْحَامُ إِنَّ اللَّهَ كَانَ عَلَيْكُمْ رَّقِيبًا﴾

[سورة النساء: ١]

1Yā 'Ayyuhā An-Nāsu Attaqū Rabbakumu Al-Ladhi
Khalaqakum Min Nafsin Wāhidatin Wa Khalaqa Minhā Zawjahā Wa Baththa
Minhumā Rijālāan Kathirāan Wa Nisā'an Wa Attaqū Al-Laha Al-Ladhi
Tasā'alūna Bihi Wa Al-'Arhāma 'Inna Al-Laha Kāna 'Alaykum Raqībā

“1. O mankind! Be careful of your duty to your Lord Who created you from a single soul and from it created its mate and from them twain has spread abroad a multitude of men and women. Be careful of your duty toward Allah in Whom you claim (your rights) of one another, and toward the wombs (that bare you). Lo! Allah has been a Watcher over you.” (Surat An-Nisa)

My Imprint

**My behavior
is my
responsibility**

I maintain the bonds
of my kinship and
communicate with
them.

**I love my
country**

I respect all
my relatives,
cooperate with
them and ask Allah
everything good
for them.





Student Activities



I answer by myself



Activity One:

What do I do in the following cases?

- ✿ I had an argument with my cousin, but he laughed at me.
- ✿ My female relative was sick and stayed for three days in hospital.
- ✿ I knew that my nephew, who is in my class, is in need of help with his studies.
- ✿ My maternal uncle invited me to visit him at home together with my family.

Activity Two:

I draw a line between each of the following persons and their respective relatives they are going to visit:

- ✿ Ahmed would like to go to his maternal uncle Mohammed.
- ✿ Jameela would like to go to her parental aunt Salama.
- ✿ Abu Rashid would like to go to his grandmother.
- ✿ Umm Rashid would like to go to her grandfather.

Parental Aunt Salama



Umm Rashid



Abu Rashid



Jameela



Ahmed



Grandfather

Maternal Uncle
Mohammed

Grandmother




Enriching my experience

I ask my father about the names of my parental and maternal relatives and their relationship with them, then write them down in a book which I decorate in my own way (like a pedigree or chart).


I assess myself

1 – I color the box that shows my commitment to the specific behavior:

	The Behavior	Always	Some-times	Never
1	I receive my relatives cheerfully with a smile and welcome them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I visit my maternal and parental relatives with my parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 – I color the box that shows how skillful I am in learning:

	Aspect of Learning	Excellent	Good	Acceptable
1	I read the noble Hadith from memory.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I give the general meaning of the noble Hadith.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I cite evidence that observing the ties of kinship is a reason for entering Paradise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I avoid cutting off the ties of kinship because it is a sin against Allah (تعالى).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

An Enriching Story



2. [Wa Ta `āwanū `Alá Al-Birri Wa At-Taqwá Wa Lā Ta `āwanū `Alá Al-Ithmi Wa Al-`Udwān]

2. "but help you one another unto righteousness and pious duty. Help not one another unto sin and transgression" (Surat Al-Ma'idah)



Lesson One

The Grace of Water

1

This lesson teaches me to

- ◊ show the importance of water as a source of life.
- ◊ enumerate the means of protecting and preserving water resources.
- ◊ describe the risks of pollution to environment, land and human beings.
- ◊ conclude that preserving Allah's blessings on earth (e.g. water, plants .. etc.) is a national and legal duty.
- ◊ demonstrate the efforts exerted by the UAE to protect the environment.

I take the initiative to learn

- ◊ I reflect on the bounties of Allah (جَلَّ جَلَّ) to His creatures and talk about them:



I use my skills to learn

Let us look at our planet and at the plants, animals and inanimate (lifeless) objects existing on it. We will find that all of them have been created for us.

Allah (تعالى) said:



قالَ اللَّهُ تَعَالَى: ﴿ هُوَ الَّذِي أَنْزَلَ مِنَ السَّمَاءِ مَاءً لَكُمْ مِنْهُ شَرَابٌ وَمِنْهُ شَجَرٌ فِيهِ تُسِيمُونَ ١٠ ﴾
 يُنْبِتُ لَكُمْ بِهِ الرِّزْقَ وَالرَّيْوَنَ وَالنَّخِيلَ وَالْأَعْنَبَ وَمِنْ كُلِّ الشَّمَرَاتِ إِنَّ فِي ذَلِكَ لَذَيْهَ لِقَوْمٍ يَنْفَكِّرُونَ ١١ ﴾ وَسَخَرَ لَكُمْ أَيْلَالَ وَالنَّهَارَ وَالشَّمْسَ وَالقَمَرُ وَالنُّجُومُ وَمُسْخَرَاتٌ بِأَمْرِهِ إِنَّكَ فِي ذَلِكَ لَذَيْهَ لِقَوْمٍ يَعْقُلُونَ ١٢ ﴾ وَمَا ذَرَأَ لَكُمْ فِي الْأَرْضِ مُخْلِفًا لَوْنًا إِنَّكَ فِي ذَلِكَ لَذَيْهَ لِقَوْمٍ يَدَكَّرُونَ ١٣ ﴾ وَهُوَ الَّذِي سَخَرَ الْبَحْرَ لِتَأْكُلُوا مِنْهُ لَحْمًا طَرِيًّا وَتَسْتَخْرِجُوا مِنْهُ حِلْيَةً تَبْسُونَهَا وَتَرَى الْفَلَكَ مَوَاحِرَ فِيهِ وَلِتَبْغُوا مِنْ فَضْلِهِ وَلَعَلَّكُمْ تَشَكُّرُونَ ١٤ ﴾

[سورة النَّحْل] ١٤

[Huwal ladhee anzala minas samaa'i maa'al lakum minhu sharaabunw wa minhu shajarun feehi tuseemoon (10) Yunbitu lakum bihiz zar'a wazzaitoona wanna kheela wal-a'naaba wa min kullith thamaraat, inna fee dhaalika la Aayatal liqawmin yatafakkaroон (11) Wa sakhkhara lakumul laila wannahaara wash shamsa walqamara wannujoomu musakhkharaatun bi amrih; inna fee dhaalika la Aayaatil liqawmin ya'qiloон (12) Wa maa dharaa lakum fil ardi mukhtalifan alwaanuh; inna fee dhaalika la Aayatal liqawmin yadhakkaroон (13) Wa Huwal ladhee sakhharyl bahra litaakuloo minhu lahman tariyyanw wa tastakhrijoo minhu hilyatan talbasoonahaa wa taral fulka mawaakhira feehi wa litabtaghoo min fadlihee wa la'allakum tashkuroon (14)]

(It is He who sends down rain from the sky; from it is drink and from it is foliage in which you pasture [animals]. (10) He causes to grow for you thereby the crops, olives, palm trees, grapevines and from all the fruits. Indeed in that is a sign for a people who give thought. (11) And He has subjected for you the night and day, the sun and moon, and the stars are subjected by His command. Indeed in that are signs for a people who reason. (12) And [He has subjected] whatever He multiplied for you on the earth of varying colors. Indeed in that is a sign for a people who remember. (13) And it is He who subjected the sea for you to eat from it tender meat and to extract from it ornaments which you wear. And you see the ships plowing through it, and [He subjected it] that you may seek of His bounty; and perhaps you will be grateful (14)) (Surat An-Nahl)

I match the statements in group (A) to the phrases in group (B):

(A)	(B)
❖ Animals are subjected for us.	❖ For construction, adornment, medical treatment and other benefits.
❖ Inanimate objects are subjected for us.	❖ For eating, riding and sheltering.

In the following list, I color the sign  in front of the correct statements:

The beauty of natural landscape is a blessing that Allah (تعالى) has granted us.	
We can count the favors that Allah (تعالى) has bestowed upon us.	
Water is the source of life for all creatures on earth.	
Fish is the only thing we get from the seas.	
Food and water are important for man's life on earth.	
Planet Earth is one of Allah's gifts that are subjected for man to live on it and benefit from its blessed resources.	
Thanking Allah () for His graces can be expressed by worshiping Him and preserving them.	



I read and conclude

Rashid noticed that Adnan, his friend, was using water wastefully. He explained to him that water is one of Allah's greatest blessings and it is the origin of life on earth for all living creatures. Without water, there would have been no life on earth. Water is not only the basis on which civilized and prosperous societies are built, but also an important pillar of economic growth. Rashid told his friend that we must fully realize the great importance of this grace and avoid wasting it.

Allah said:

قَالَ اللَّهُ تَعَالَى: ﴿ وَجَعَلْنَا مِنَ الْمَاءِ كُلَّ شَيْءٍ حَيٌّ ﴾ [سُورَةُ الْأَنْبِيَا: 30]

[wa ja'alnaa minal maa'i kulla shai'in haiyin]

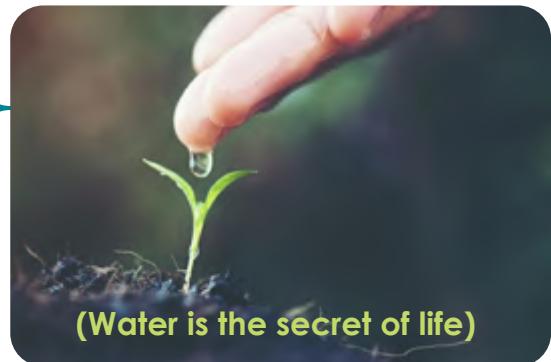
(We made from water every living thing) (Surat Al-Anbiya': 30)

- ❖ What was Adnan's mistake?

- ❖ What are the creatures that benefit from water?

- ❖ What are uses of water in life?

- ❖ What was the advice that Rashid gave to his friend Adnan?





I notice and answer



❖ What is the common element in these pictures?

❖ How is it important to you?

❖ Identify five of its sources:

•	•	•
.....
•	•	•

•	•
.....

•	•
.....



I cooperate with my classmates



We specify the behavior that we must abide by based on the following texts:

Evidence	Behavior
<p>Allah's Messenger (ﷺ) passed by Sa'ad when he was performing ablution. He said,</p> <p><i>“What is this extravagance?” Sa'ad said, “Can there be any extravagance in ablution?” He said, “Yes, even if you are on the bank of a flowing river.”</i></p> <p><i>(Narrated by Ahmad)</i></p>	<p>.....</p>
<p>It was narrated that Jabir bin Abdullah (رضي الله عنه) reported Allah's Messenger (ﷺ) as saying:</p> <p><i>“Cover the vessels and tie the water-skin . . .”</i></p> <p><i>(Sahih Muslim)</i></p>	<p>.....</p>



We expect



Some people use water excessively. I collect as many as possible of students' incorrect water-using behaviors:



-
-



Expected Result



-
-



I imagine



- ◊ What would have happened if we had not had water?

I paste or draw a picture of a draught-hit land, showing the conditions of creatures living on it.



We watch a video about water pollutants and define:

(1) We draw a red circle (O) around the substance that causes water pollution:

- ❖ Industrial wastes.
- ❖ Wastewater.
- ❖ Agricultural chemical fertilizers.
- ❖ Pollution by algae.
- ❖ Wastes of living creatures.
- ❖ Sewage.
- ❖ Pesticides.
- ❖ Oil spills into the seas and oceans.



Water pollution

! is the presence in water bodies of sewage water, toxic chemicals, oil or any other harmful substances.

(2) We talk about the risks of water pollution:

I read and notice:

The UAE leadership has been keen on following the teachings of Islam in terms of preserving the environment and its resources, such as water, air and soil.

Sheikh Zayed bin Sultan (ﷺ) was known as the "Man of Environment." One of his quotes states:

"Our environment and resources do not belong to us. Rather it is a trust entrusted to us by Allah (ﷻ). We all bear the responsibility for protecting and taking care of our environment and hand it over intact and safe to the future generations."



In the context of its keenness on preserving the environment, the UAE has accomplished a series of achievements, the most important of which are:

1. The establishment of competent environmental bodies and institutions.
2. The expansion of the green areas and combating desertification by **planting desert and mountainous areas**.
3. Protecting and handling water resources through water desalination, for example.
4. Preserving the local environment and establishing wildlife protected lands to protect endangered animals, fish and birds that face the threat of extinction.



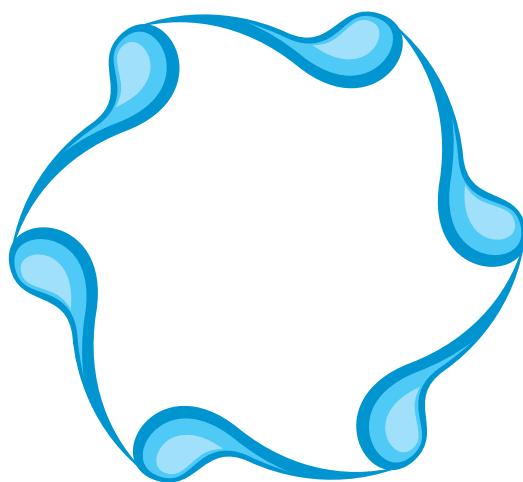
5. Taking the necessary steps to rationalize the use of water and maintain its cleanliness. Examples include:

- ❖ Providing water for residential neighborhoods, farms and roads.
- ❖ Dealing with the challenges of water scarcity.
- ❖ Building dams and making use of stormwater.



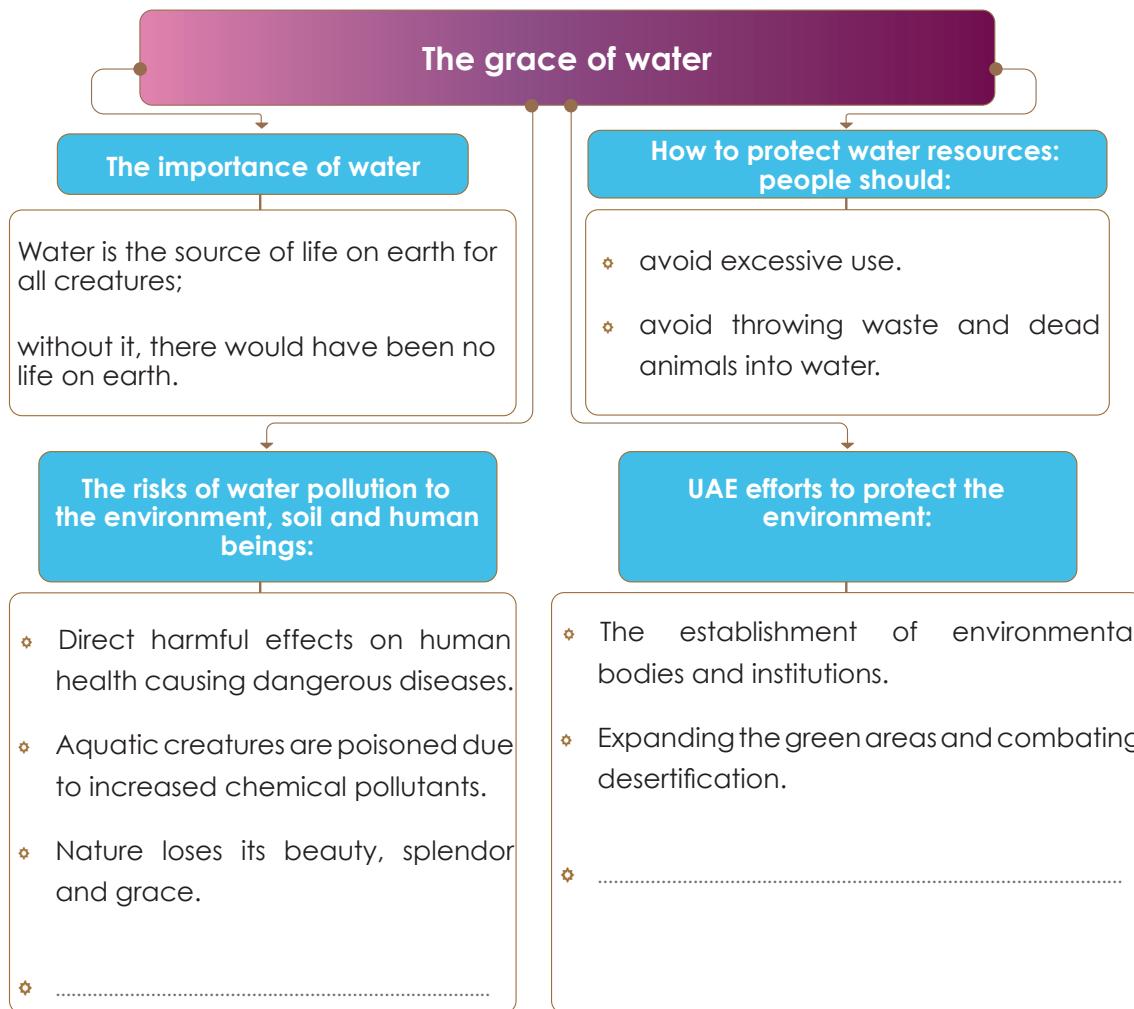
I apply

In cooperation with my classmates and teachers, we set up a small exhibition aimed at encouraging schoolmates to follow and promote good behaviors in the context of water conservation.





I organize my concepts:





I train to recite the Holy Qur'an

Allah (تعالى) says:

وَأَنْزَلْنَا مِنَ الْمَعْصَرَاتِ مَاءً شَجَاجًا ١٤ لَتَسْرِحَ بِهِ حَبًّا وَبَنَاتٍ ١٥ وَجَنَّتِ الْفَافًا ١٦ [سورة النَّبِيُّ: ١٦]

[Wa anzalna minal m'usiraati maa-an thaj-jaaja (14) Linukhrija bihee habbwawana baata (15) Wa jannaatin alfafa (16)]

(And sent down, from the rain clouds, pouring water (14) That We may bring forth thereby grain and vegetation (15) And gardens of entwined growth (16))
(Surat An-Naba')



My imprint

My behavior
is my
responsibility

I thank Allah for His blessings – including the grace of water–by maintaining them and helping environmental institutions preserve these blessings.

I love my
country

I protect my beloved country's environment and avoid polluting it.



Student Activities



I answer by myself

Activity One:

- ✿ I draw a line to connect between the following behaviors and their expected results:

He uses water excessively when cleaning his teeth.

He urinates in the pool when swimming.

He avoids leaving water tanks uncovered.

Protecting water from pollution.

Water becomes unclean and becomes unsuitable for drinking, ablution and washing.

Water grows less and is depleted.

Activity Two:

I write a report supported by pictures about effective methods used to conserve water and present it to my teacher:



Activity Three:

I complete the following phrases:

- ✿ The “UAE Water Aid Foundation (Suqia) (Arabic: سُقِيَا Initiative” was lunched by Sheikh:



- ✿ The goal of the Initiative is:

**I search:**

I do a search on:

- ✿ the names of three environmental institutions in the United Arab Emirates:

•	•	•
.....
•	•	•

- ✿ the aspects that illustrate the UAE keenness on expanding cultivated agricultural areas.

the means and ways adopted by the UAE to protect the endangered animals, birds and fish.

I assess myself

1. I color the box that expresses my commitment to the specific behavior:

Ser. No.	Behavior	Always	Some-times	Never
1	I use water properly.			
2	I avoid polluting or wasting water.			
3	I do not keep it away from those who may need it.			
4	I thank Allah (ﷻ) for this blessing by preserving it.			

2. I color the box that illustrates how skillful I am at learning the specified aspect:

Ser. No.	Learning Aspect	Excellent	Good	Acceptable
1	My ability to explain the importance of water as a source of life.			
2	My ability to count means of protecting and preserving water resources.			
3	My ability to clarify the risks of pollution to the environment, soil and human beings.			
4	My ability to cite evidence indicating the leading role that the UAE has played in preserving the environment.			

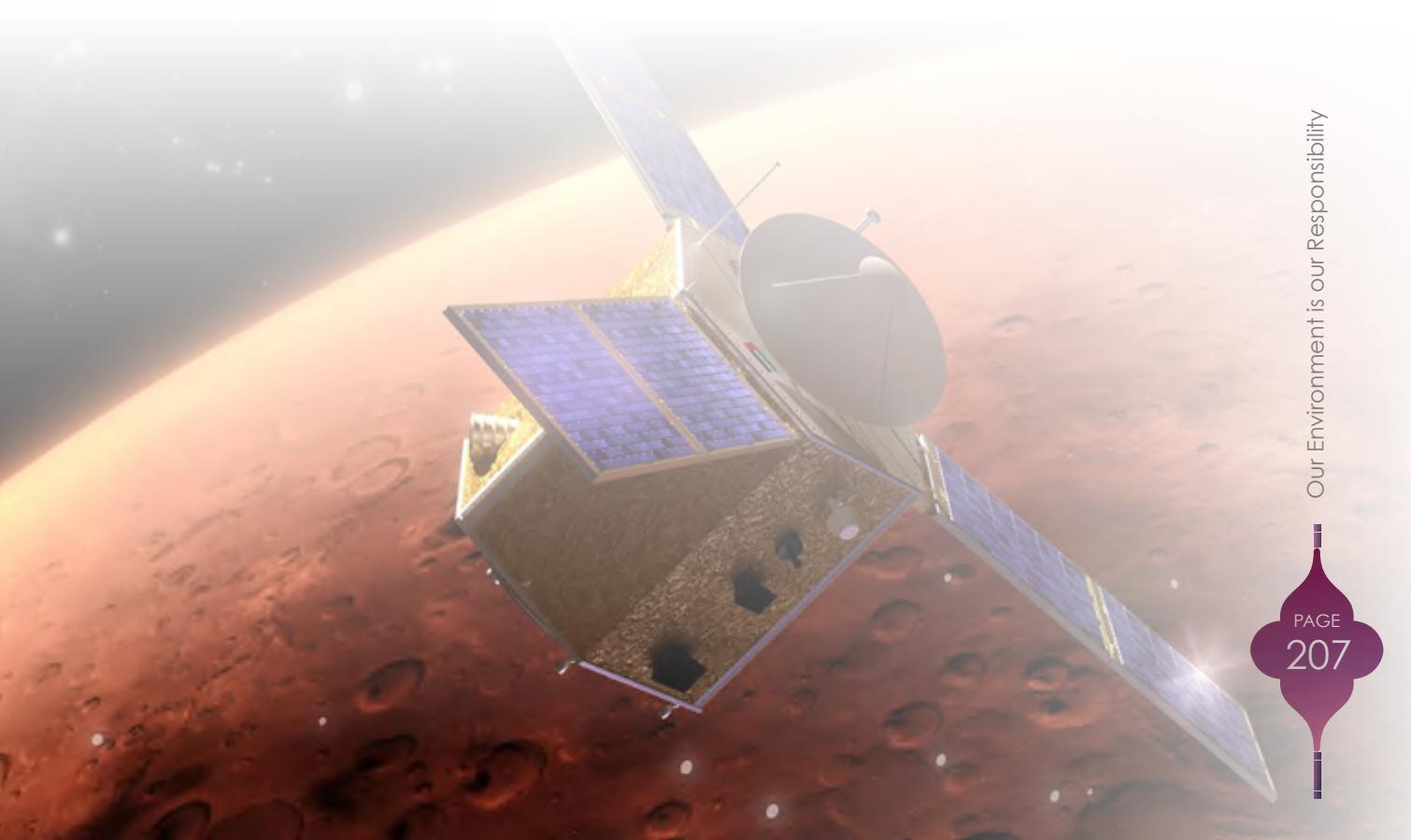
Enriching information

Industries and Innovations

How would I benefit from the “Hope Probe”?

The “Hope Probe” will help me consolidate and increase my faith in Allah's power and creation of the universe and learn new things about space. Human beings may benefit from Allah's creation to improve the quality of their lives.

- ❖ I will do all I can to be a space scientist, a space researcher, an inventor or an astronaut.



This is what they have made. What will I invent?

Innovation

I will benefit from it in

I will invent and add:

Innovation

I will benefit from it in

I will invent and add:

Innovation

I will benefit from it in:

I will invent and add:

Innovation

I will benefit from it in:

I will invent and add:

Our Environment is our Responsibility



Lesson

Surat Az-Zalzalah
(The Earthquake)

2

This lesson teaches me to

- ✿ read Surat Az-Zalzalah properly and correctly.
- ✿ clarify the meanings of terms mentioned in the Surah.
- ✿ explain the overall meaning of the holy Surah.
- ✿ recite Surat Az-Zalzalah from memory.

I take the initiative to learn**I notice and answer**

- ✿ What do you see in the picture?
- ✿ What are the damages that an earthquake would cause?



I use my skills to learn



I recite and memorize:

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

إِذَا زُلْزِلَتِ الْأَرْضُ زِلْزَالَهَا ۝ وَأَخْرَجَتِ الْأَرْضُ أَثْقَالَهَا ۝ وَقَالَ إِلَيْنَاهُ مَا لَهَا ۝
 يَوْمَئِذٍ تُحَدِّثُ أَخْبَارَهَا ۝ يَا نَّبِيَّ رَبَّكَ أَوْحَى لَهَا ۝ يَوْمَئِذٍ يَصُدُّرُ الْأَنْسَابُ أَشْنَانَ الْيَرْوَأَ ۝
 أَعْمَلَهُمْ ۝ فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ حَيْرًا يَرَهُ ۝ وَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ
 شَرًا يَرَهُ ۝ [سورة الزلزلة]

[Idhaa zul zilatil ardu zil zaalaha (1) Wa akh rajatil ardu athqaalaha (2)
 Wa qaalal insaanu ma laha (3) Yawmaa idhin tuhad dithu akhbaaraha
 (4) Bi-anna rabbaka awhaa laha (5) Yawma idhiny yas durun naasu ash
 tatal liyuraw a'malahum (6) Faman ya'mal mithqala dharratin khai
 ran-yarah (7) Wa man-y'amal mithqala dharratin sharran-yarah (8)]

In the name of Allah, the All-Beneficent, All-Merciful.

(When the earth is shaken with its [final] earthquake (1) And the earth throws out its burdens (2) And man says, "What is [wrong] with it?" (3) That Day, it will declare its news. (4) Because Your Lord has commanded it. (5) That Day, the people will depart separated [into categories] to be shown [the result of] their deeds. (6) So whoever does good equal to the weight of an atom will see it. (7) And whoever does evil equal to the weight of an atom will see it. (8)) (Surat Az-Zalzalah)

I learn the meanings of terms mentioned in the Surah:

الْأَرْضُ زَلَّا هَا <i>ardu zil zaalaha</i>	the earth is shaken very strongly.
أَنْقَالَهَا <i>athqaalaha</i>	everything inside the earth.
أَشْتَاتَا <i>ashtata</i>	in scattered groups.
مِثْقَالَ ذَرَّةٍ <i>mithqala dharratin</i>	very tiny amount.

I read the overall meaning of the holy verses and answer:

On the Day of Judgment, the earth will be moved and shaken violently. It will throw out whatever is *within* it, and people are raised for the purpose of judgment. They will stand in front of Allah (ﷻ) in scattered groups according to their deeds and actions. Those who have done good deeds in this world, however small, will be glad to see that their reward is Paradise. Those who committed bad deeds, however tiny, will be sad and miserable and will receive their fair punishment.

1. When will the earth be shaken violently?
2. What will happen when the earth is so shaken?



People's conditions when the earth is shaken violently.



I Discover

I find out the correct meaning of each of the following holy verses:

﴿يَوْمَئِذٍ تُحَدِّثُ أَخْبَارَهَا﴾
(1)

Yawmaa idhin tuhad dithu akhbaaraha)

- ❖ The earth tells what man has done of good and evil. (.....)
- ❖ The earth attests to what every human being has done. (.....)
- ❖ The earth talks with people on the Day of Judgment. (.....)

﴿يَوْمَئِذٍ يَصُدُّرُ النَّاسُ أَشْتَانًا﴾
(2)

Yawma idhiny yas durun naasu ashtata

- ❖ People proceed joyful and cheerful. (.....)
- ❖ every human being proceeds alone. (.....)
- ❖ People proceed joined and united. (.....)



I talk about

- ◊ I talk to my classmates about the good deeds as shown in the following pictures:



(I love Allah (ﷻ); therefore, I do good and avoid doing evil deeds)

(Allah (ﷻ) rewards man for any good deed he/she performs, however small)





I criticize:



I criticize the following actions by putting the sign 😊 in front of the good behavior and the sign 😥 in front the bad one:

◊ He offers a bottle of water to the bus driver.	
◊ He throws broken glass in the people pathway.	
◊ He allocates a pot of water in his house for the birds to drink from.	
◊ He tears apart his sister' book because he quarreled with her.	



I conclude



I conclud the effect of these easy deeds on those who perform them:





I cooperate with my classmates



- ❖ We write down five good deeds that please Allah (ﷻ) in order to perform them.

•	•	•
•	•	•
.....

•	•
•	•
.....

- ❖ We write down five evil deeds that do not please Allah (ﷻ) in order to avoid doing them.

•	•	•
•	•	•
.....

•	•
•	•
.....



I share my thoughts



An earthquake occurs in a country and its people there need help .We do not have enough money to donate .I make a list of the alternative actions which we can take to help them:

.....
.....
.....
.....
.....



I organize my concepts

On the Day of Judgment, Allah will judge people for

.....



After judgment, people are divided into

.....:



Those who have done.....
deed



will enter.

Those who have done.....
deed

will enter Hellfire.



I train to recite the Holy Qur'an



Allah (ﷻ) said:

قالَ تَعَالَى: ﴿يَتَأْيِهَا النَّاسُ أَتَقُوَّ رَبَّكُمْ إِنَّ زَلْزَلَةَ السَّاعَةِ شَيْءٌ عَظِيمٌ﴾

[الحج: ١]

[Yaaa ayyuhan naasuttaqoo Rabbakum; inna zalzalatas Sa'ati shai'un 'azeem]

(O Mankind, fear your Lord. Indeed, the convulsion of the [final] Hour is a terrible thing) (Surat Al-Hajj: 1)

My imprint

**My behavior
is my
responsibility**

I am responsible
for any deed I
do no matter
how small it is.

**I love my
country**

I take the initiative
to participate
in humanitarian
aid and relief
organizations in the
UAE.



Khalifa Bin Zayed Al Nahyan
Foundation



المدينة العالمية للخدمات الإنسانية
INTERNATIONAL HUMANITARIAN CITY



مؤسسة محمد بن راشد آل مكتوم للأعمال الخيرية والإنسانية
Mohammed Bin Rashid Al Maktoum Humanitarian & Charity Est.

 Student Activities I answer by myself**Activity One:**

- I put a check (✓) beneath the photo that indicates a good deed and the sign (✗) beneath the one that indicates a bad deed:



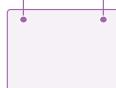
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• •



• •



• •



Activity Two:

I draw a line to connect each of the following verses to the proper complement:

إِذَا زُلْزِلَتِ الْأَرْضُ

[Idhaa zul zilatil ardu]

(When the earth is shaken)

وَأَخْرَجَتِ الْأَرْضُ

[Wa akh rajatil ardu]

(And the earth throws out its)

وَقَالَ الْإِنْسَنُ

[Wa qaalal insaanu]

(And man says)

يَوْمَئِذٍ تُحَدِّثُ

[Yawmaa idhin tuhad dithu]

(That Day, it will declare)

بِأَنَّ رَبَّكَ أَوْحَى

[Bi-anna rabbaka awhaa]

(Because your Lord has commanded)

أَثْقَالَهَا

[athqaalaha]

(burdens)

لَهَا

[laha]

(it)

أَخْبَارَهَا

[akhbaaraha]

(its news)

مَا لَهَا

[ma laha]

"What is [wrong] with it?"

زِلْزَالَهَا

[zil zaalaha]

(its [final] earthquake)

Activity Three:

- ✿ I paste photos illustrating the aid and assistance that the UAE offered to an earthquake-hit country:

Enriching my experience

On the Internet, I do a search to find out the name of the first person to whom the Paradise gate will be open.

I assess myself

1. I color the box that expresses my commitment to the specified behavior:

Ser. No.	Behavior	Always	Sometimes	Never
1	I am keen on performing good deeds, however little.			
2	I avoid doing bad deeds, no matter how small.			

2. I color the box that illustrates how skillful I am at learning the specified aspect:

Ser. No.	Learning Aspect	Excellent	Good	Acceptable
1	My ability to read Surat Az-Zalzalah properly and correctly.			
2	My ability to recite Surat Az-Zalzalah from memory.			
3	My ability to clarify the meanings of terms mentioned in the Surah.			
4	My ability to explain the overall meaning of the holy Surah.			

Lesson

The Prophet (ﷺ) Loves his Neighbors

3

This lesson teaches me to:

- ◊ state how Allah's Messenger (ﷺ) treated his neighbors.
- ◊ describe the neighbor's rights that Islam calls for.
- ◊ talk about how to follow the example of Prophet Muhammad (ﷺ) in treating neighbors.

I take the initiative to learn**I read and answer**

Salih used to live next to Ghanim in an old neighborhood. Later, Salih moved to another house in a new area. However, he still missed his former neighbor Ghanim and always described him as an excellent neighbor.

- ◊ What is the relationship between Salih and Ghanim?
- ◊ What are the deeds that you expect that Ghanim was doing and made his neighbor, Salih, miss him?





I use my skills to learn



I read and conclude



The Prophet (ﷺ) dealt with his neighbors kindly and with high morals. In addition, he would recommend his family and Companions to follow his example.

I read the following Hadiths and connect between each Hadith and the proper commandment made by the Prophet (ﷺ) with regards to treatment of neighbors:



(“I was sent to perfect good character.”)

The Noble Hadith	Prophet's commandment
<p>The Prophet (ﷺ) said:</p> <p><i>“He who believes in Allah and the Last Day should do good to his neighbor.” (Narrated by Muslim)</i></p>	<p>Believers must not do harm to their neighbors.</p>
<p>The Prophet (ﷺ) said:</p> <p><i>“Let him who believes in Allah and the Last Day be generous to his neighbor.” (Narrated by Al-Bukhari and Muslim)</i></p>	<p>Believers must do good to their neighbors.</p>
<p>The Prophet (ﷺ) said:</p> <p><i>“Whoever believes in Allah and the Last Day should not hurt (or insult) his neighbor.” (Narrated by Al-Bukhari and Muslim)</i></p>	<p>Believers must love doing good to their neighbors.</p>
<p>The Prophet (ﷺ) said:</p> <p><i>“By Him in Whose Hand my soul is, a slave of Allah does not truly believe till he wishes for his neighbor what he wishes for himself.” (Narrated by Muslim)</i></p>	<p>Believers must show generosity to their neighbors.</p>



I read, conclude and complete



Noura came back home crying .Her mother asked her" :Why are you crying"?

Noura: I was playing chess with Salma, the daughter of our neighbors. When I beat her, she began to scream saying that I cheated and that she would not play with me any more.

Mother: Have you really cheated?

Noura: Of course not. I am skilled in this game because I play it a lot with my brothers.

Mother: Do not be sad. Forgive her because she is the daughter of our neighbors. The Prophet (ﷺ) told us to treat our neighbors kindly and politely. Neighbors have rights on us.

Noura: What are these rights?

Mother: They can be summarized as follows:





He should be greeted and received cordially



His family should be taken care of in his absence



..... if he is poor



We should not him in word or in deed, his , be patient with him and forgive him



We should visit him when he is , pray to Allah to cure him and congratulate him in times of and console him in times of misfortune



We should accept his if he holds a feast)



We honor him if he is rich by offering him to earn his love and affection

Noura: O Mother, how wonderful Islam is! It is a great religion!

Mother: Indeed. Besides, our great and noble Prophet (ﷺ) teaches us how to co-exist cordially and affectionately with others.

Noura: I have forgiven Salma. I will play with her if she asks me. I will not be annoyed with her anymore.

Mother: Awesome. May Allah bless you and guide you to what He likes and what pleases Him.

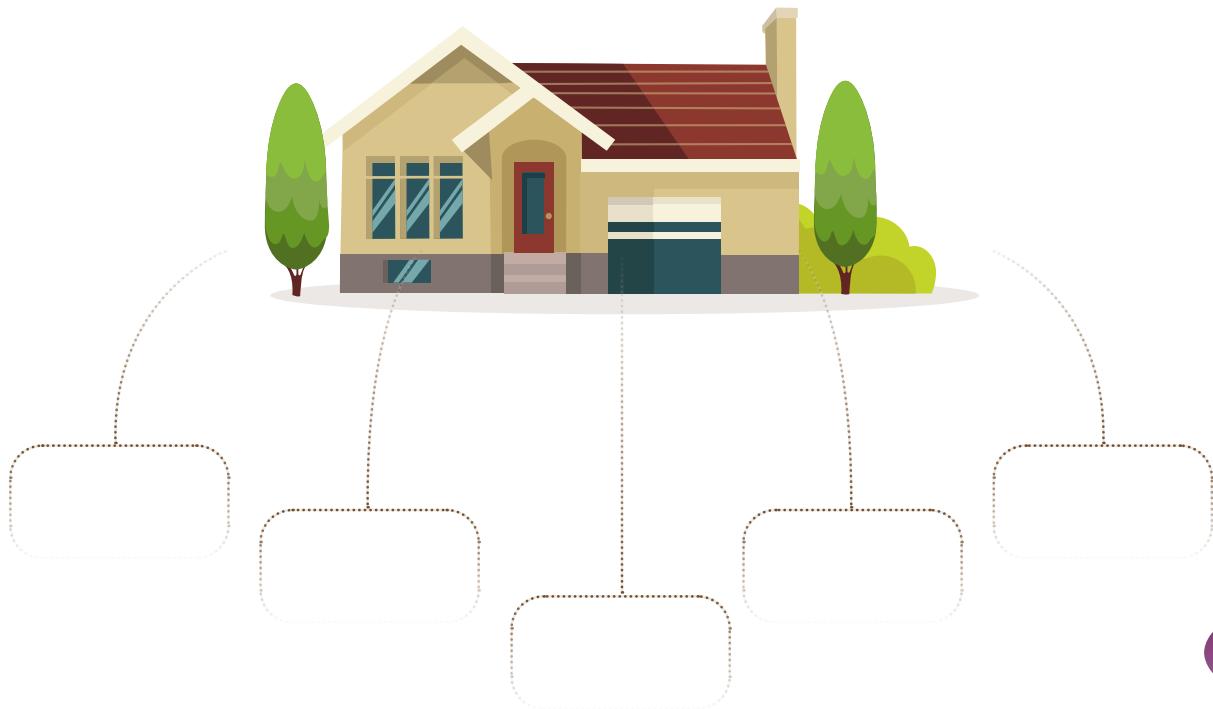


I read and arrange



‘Aisha (رضي الله عنها) asked Allah’s Messenger (ﷺ): “I have two neighbors. To whom shall I send my gifts?” The Messenger of Allah (ﷺ) said: “To the one whose door is nearer to you.” (Narrated by Muslim)

- ❖ I write the names of five of my neighbors starting from the nearest to the farthest:





I cooperate with my classmates

We read and conclude

The Messenger of Allah (ﷺ) said:

“The best of companions in the sight of Allah is the best of them toward his companion, and the best of neighbors in the sight of Allah is the best of them toward his neighbor.” (Narrated by Al-Tirmithi)

- ❖ What is the deed that the Messenger of Allah (ﷺ) urges us to do?

- ❖ We write down as many as possible of the deeds that the neighbor should perform to be the best one.



1. The Messenger of Allah (ﷺ) said:

“He will not enter Paradise whose neighbor is not secure from his wrongful conduct.” (Narrated by Muslim)

- ❖ What is the punishment of those who do harm to their neighbors?

2. It was narrated that ‘Abdullah ibn Omar (ﷺ) had a sheep slaughtered for his family. When he came, he said:

“Have you given some to our neighbor, the Jew? Have you given some to our neighbor, the Jew? I heard the Messenger of Allah (ﷺ) saying: ‘Jibril continued to advise me about (treating) the neighbors so (kindly and politely), that I thought he would order me (from Allah) to make them heirs.’” (Narrated Al-Tirmithi)

- ❖ How do you treat your non-Muslim neighbor?



Hamad usually returns from his work in the evening. In order to open the door of his house, he makes so loud noises with his car horn that his neighbors are very disturbed. One day, a little child of his neighbor was asleep and the sound of Hamad car's horn frightened her. She woke up crying.

- ❖ I expect what would happen if Hamad continued to disturb his neighbors.

- ◊ I state a possible cause of the problem:

- ◊ I suggest a solution to the problem:





We expect and answer orally



What do we expect to happen in the following situations?

- ❖ If we did not have neighbors.
- ❖ If our neighbors loved us and did good to us.



We read and follow the example



The Prophet (ﷺ) used to do good to his neighbors and treat them kindly. He would recommend his family members and Companions to provide them with food as a gift.

The Prophet (ﷺ) said:

“O Abu Dharr! Whenever you prepare a broth, put plenty of water in it, and give some of it to your neighbors.” (Narrated by Muslim)



FORBEARANCE IS THE
MASTER OF MORALITY

- ❖ What would you do to follow the example of the Prophet?

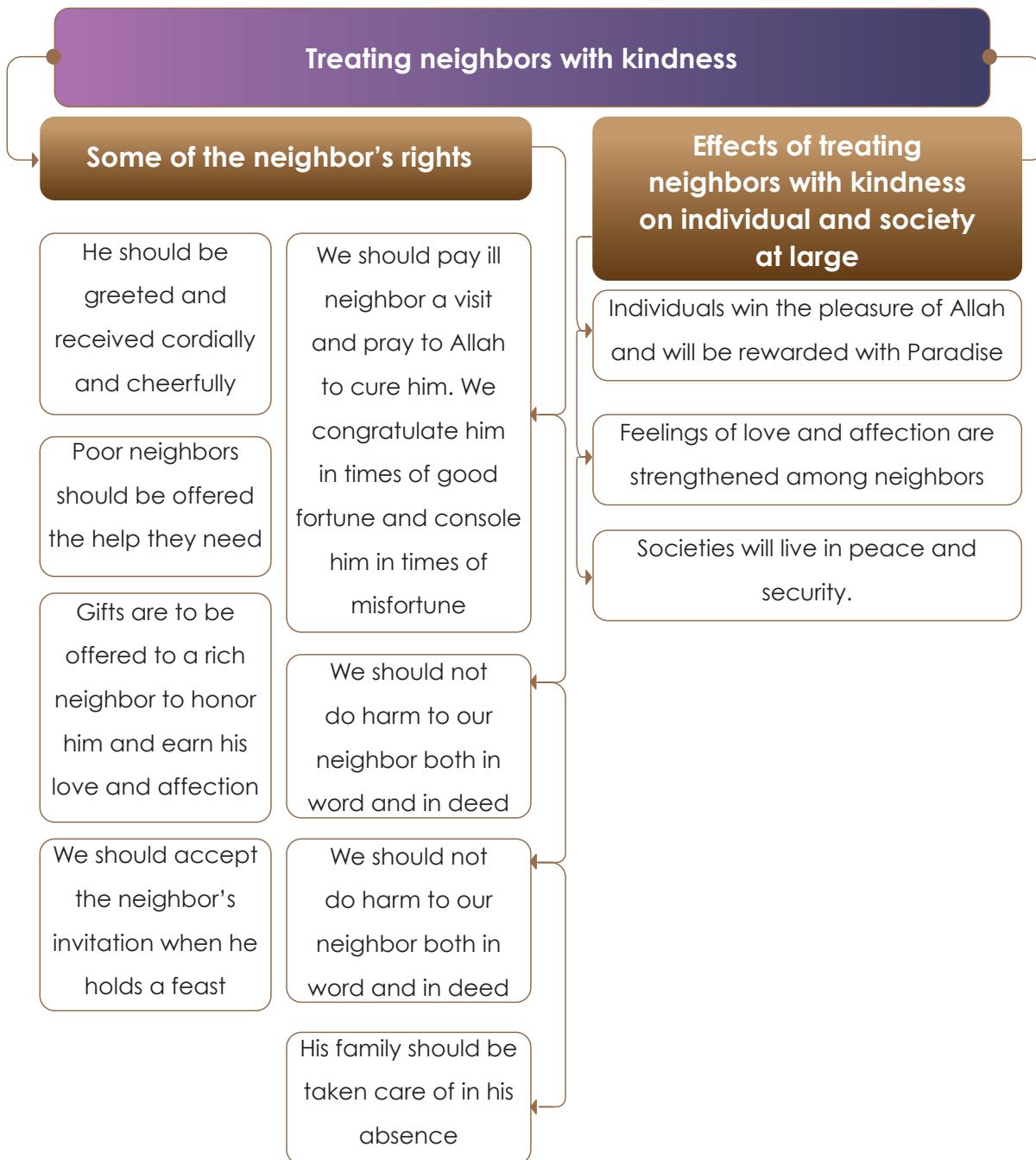


(Allah's Messenger (ﷺ) was the best neighbor to his neighbors. I am keen to be like him)



(I follow the example of the Prophet (ﷺ). I treat my neighbors with kindness and refrain from harming them)

I organize my concepts:





Allah (ﷻ) said:

﴿وَاعْبُدُوا اللَّهَ وَلَا تُشْرِكُوا بِهِ شَيْئًا وَبِالْوَالِدَيْنِ إِحْسَنَا وَبِذِي الْقُرْبَى وَالْيَتَامَى وَالْمَسَاكِينِ وَالْجَارِ ذِي الْقُرْبَى وَالْجَارِ الْجُنُبِ وَالصَّاحِبِ بِالْجَنَبِ وَابْنِ السَّيِّلِ وَمَا مَلَكَتْ أَيْمَانُكُمْ إِنَّ اللَّهَ لَا يُحِبُّ مَنْ كَانَ مُحْكَمًا لَّا فَخُورًا ﴾ (٣٦) (سورة النساء)

[Wa'budul laaha wa laa tushrikoo bihee shai'anw wa bilwaalidaini ihsaanaw wa bidhil qurbaa walyataamaa walmasaakeeni waljaari dhilqurbaa waljaaril junubi wassaahibi biljanbi wabnis sabei wa maa malakat aimaanukum; innal laaha laa yuhibbu man kaana mukhtaan fakhooraa]

(Worship Allah and associate nothing with Him, and do good to parents, relatives, orphans, the needy, the near neighbor, the neighbor farther away, the companion at your side, the traveler, and what your right hands possess. Indeed, Allah does not like those who are arrogant and boastful (36)) (Surat An-Nisa')



To follow the example of the Prophet (ﷺ), I treat my neighbors with kindness and avoid doing anything that may disturb them.

I love my country

I do good to my neighbors even if they are non-Muslims to spread affection and peace all over my country.



Student Activities



I answer by myself

Activity One:

Suleiman's neighbors loved him. They did not hesitate to visit him to make sure that he was fine or to share his happy occasions with him.

I expect:

- ❖ Why did Suleiman's neighbors love him?

.....

.....

- ❖ How would Suleiman feel toward his neighbors?

.....

.....

Activity Two:

- ❖ What would you do in the following situations?

Situation	Action
You saw your neighbor's son writing on the walls of your house.	
Your neighbor's son did not attend the stadium for three days.	
You saw water leaking out of a pipe in a wall of your neighbor's house.	

Activity Three:

We identify the result of each of the following deeds:

Deed	Result
He treats his neighbors kindly, gives them some of his food as a gift and avoids any conduct that might disturb them.	
He often offends, harasses and mocks his neighbors.	
One of his neighbors treated him badly. He was patient with him and forgave him.	

- ❖ I write an impressive phrase in which I express my keenness on following the example of the Prophet (ﷺ) in treating neighbors with kindness.

Enriching my experience

- ❖ I look for a story about treating neighbors kindly and politely. I read it and tell it to my classmates in the classroom.

I assess myself

- ❖ I color the box that illustrates how skillful I am at learning the specified aspect:

Ser. No.	Learning Aspect	Excellent	Good	Acceptable
1	My ability to explain how Allah's Messenger (ﷺ) treated his neighbors.			
2	My ability to clarify the rights of neighbors in Islam.			
3	My ability to express how to follow the example of Muhammad, Allah's Messenger (ﷺ), in treating his neighbors.			

Lesson Four

The Taste of Faith

4

This lesson teaches me to

- ◊ read the Noble Hadith from memory.
- ◊ explain the overall meaning of the Hadith.
- ◊ infer the guidelines contained in the Noble Hadith.

I take the initiative to learn



I notice and expect

The teacher placed some date fruits in front of a group of students. In front of the other group, he laid pictures of types of dates. He said:

"I want the first team to try the dates and tell us what their tastes and flavors like. The second team will look carefully at the pictures of dates, identify their types and colors and talk about them."



- ◊ Which team do you expect will feel the sweetness of dates? Why?
- ◊ Just like dates, faith also has the sweetness that the believers will realize and feel.



I use my skills to learn



I recite and memorize:



The Noble Hadith

It is narrated on the authority of 'Abbas bin 'Abdul-Muttalib that he heard the Messenger of Allah (ﷺ) saying:

"He has tasted the sweetness of faith who is content with Allah as his Lord, with Islam as his religion and with Muhammad as his Prophet." (Narrated by Muslim)

Meaning of terms mentioned in the Hadith:

content with Allah as his Lord: he who is convinced by Allah as his Lord and associate no one with him.

I read the overall meaning of the Hadith and answer:

The Hadith indicates that the believers, who are convinced by Allah as their Lord, Islam as their religion and Muhammad (ﷺ) as their Prophet, will feel and taste the sweetness of faith. The true believer is he who obeys Allah, accepts His judgments and does not seek help except from him. Believers should pray to Allah for mercy, trust in Him and abide by the teachings of his Messenger (ﷺ) in managing the affairs of their lives. As a result, they will feel happy and reassured since they have won the great faith while their hearts are full of joy and comfort.

- ❖ When does man feel the sweetness of faith?



I think and complete



I believe in Allah,

..... and

I consider the following situations and write:

- ❖ I write about the feelings of people concerned and the results:

Situations	Feelings	Results
	<p>When man eats nice food, he/she feels the</p>	<p>He/she tasted a delicious food by the tongue and felt the</p>
	<p>When this boy smells a rose that has a nice fragrance, he feels the</p>	<p>He did not taste the rose by tongue, but by the sense of smell; yet he felt the</p>
	<p>When a child hears word of praise from his teacher and his father, he/she feels</p>	<p>He did not taste the words of praise and praise by his tongue or his sense of smell, but by the sense of hearing; yet he felt</p>

Believers show satisfaction towards Allah's judgments and wills.	If they thank Allah in times of good fortune and show patience towards adversities, they will feel the	They did not taste faith by their tongues or by sense of smell. However, they felt the
Whoever is content with Allah as his Lord, they will taste the and lead a happy life.		



I express and complete



- They are doing good deeds. They are:



I talk about



I talk about the morals of our Master Muhammad (ﷺ) and how to adhere to them (in treating people, animals and plants).

- ❖ The Messenger of Allah (ﷺ) was honest, and I love to
- ❖ I follow his example in his sayings, and
- ❖ If I stood in front of him, I will show him how much I am eager to meet him by saying:

Whoever is content with our Master Muhammad (ﷺ) as a Messenger of Allah has tasted the and live happily.



I think and answer



- ❖ I am the origin of devotion and the key to Islam and Paradise. Who am I?
-
- ❖ I am one of the pillars of religion. I meet you five times day and night. Who am I?
-
- ❖ I join together the rich and the poor and spread love among people. Do you know me?
-
- ❖ I have been imposed upon you by Allah () once in a lifetime; I gather people from all over the world. Who am I?
-

- I visit you in a holy month during which the Qur'an was revealed. I tend to teach you how to be patient. Who am I?

I am Muslim. I abide by the five pillars of Islam and follow the example of Allah's Messenger (ﷺ).



I comment and color



In the following images, I color the sign 😊 for the correct behavior and the sign 😕 for the incorrect one:

😕	😊
😕	😊
😕	😊
😕	😊
😕	😊
😕	😊
😕	😊



(I bear witness that there is no God but Allah and that Muhammad is His servant and messenger. I am content with Allah as my Lord, with Muhammad as my Prophet and with Islam as my religion)



I follow the example and repeat:



I cooperate with my classmates:



❖ We conclude the benefits of content with Allah and His Messenger:

Abu Sa'eed Al-Khudri reported Allah's Messenger (ﷺ) as saying: "Whoever says, 'I am pleased with Allah as Lord, with Islam as religion and with Muhammad (ﷺ) as Messenger' Paradise will be his due." (Narrated by Abu Dawood)

❖ One of the benefits of being content with Allah as Lord, with Islam as religion and with Muhammad as Messenger is to win

Allah's Messenger (ﷺ) said: "There are three things, whoever attains them will find therein the sweetness of faith: When Allah and His Messenger are dearer to him than all else; when he loves a person and only loves him for the sake of Allah; and when he would hate to go back to disbelief as much as he would hate to be thrown into the fire." (Narrated by Al-Bukhari)

- One of the benefits of loving Allah and His Messenger (ﷺ) is tasting the sweetness of

Allah's Messenger (ﷺ) said: "If anyone says on hearing the Mu'adhin, 'I testify that there is no God but Allah alone Who has no partner, that Muhammad is His servant and His Messenger, (and that) I am satisfied with Allah as my Lord, with Muhammad as Messenger, and with Islam as my religion' his sins would be forgiven."

- One of the benefits of being content with Allah as Lord, with Islam as religion and with Muhammad as Messenger is that sins would be

We classify:

According to the table below, we classify the manifestations illustrating love for Allah and His Messenger and adhering to the teachings of Islam as shown in the following list:

(Neglecting the prayer – reading the Qur'an – tolerance – arrogance – understanding the biography of the Prophet (ﷺ) – showing respect for the teacher – lying – abuse of people – backbiting – showing mercy for animals)

Manifestations indicating love for Allah and His Messenger and adherence to the teachings of Islam	Manifestations that show lack of love for Allah and His Messenger
.....
.....
.....
.....

I am a Muslim who is committed to the pillars of Islam and follow the example of our beloved Muhammad ﷺ



I believe in Allah the one and the only, trust in him and accept his judgments and wills



I organize my concepts

Tasting the (Sweetness of) Faith

Those who believe in Allah and His Messenger and abide by the teachings of His religion will realize the sweetness of faith.

One of the benefit of believing in Allah and His Messenger is the feeling of and

Those who believe in Allah and His Messenger and abide by the teachings of His religion will realize the sweetness of faith.

I train to recite the Holy Quran

Allah ﷺ said:

﴿وَمَن يُطِعَ اللَّهَ وَرَسُولَهُ وَيَخْشَى اللَّهَ وَيَتَّقَهُ فَأُولَئِكَ هُمُ الْفَابِرُونَ﴾ (النور)

[Wa mai yuti' il laaha wa Rasoolahoo wa yakhshal laaha wa yattaqhi fa ulaa'ika humul faa'izoon]

(And whoever obeys Allah and His Messenger and fears Allah and is conscious of Him, it is those who are the attainers) (Surat An-Nur: 52)



My Imprint



**My behavior
is my
responsibility**

I adhere to the religion of Islam and follow the example of our Master Muhammad (ﷺ).

**I love my
country**

I obey Allah's commands and avoid the acts that He prohibited in order to be an example to others in terms of content with Islam as my religion.



Student Activities



I answer by myself

Activity One:

- I put a check (✓) under the picture that shows acts of obedience to Allah and His Messenger (ﷺ) and of adherence to his religion:



Activity Two:

I write down two deeds that if the Muslim did, he would feel the sweetness of faith.

.....

Enriching my experience

- ✿ I do a search on the verse that illustrates noble character of Allah's Messenger (ﷺ) and follow his example.

I assess myself

1. I color the box that expresses my commitment to the specific behavior:

Ser. No.	Behavior	Always	Some-times	Never
1	I maintain my prayer and read the Holy Qur'an.			
2	I abide by the morals of Allah's Messenger (ﷺ) and follow his example.			

1. I color the box that illustrates how skillful I am at learning the specified aspect:

Ser. No.	Learning Aspect	Excellent	Good	Acceptable
1	My ability to read the The Noble Hadith from memory.			
2	My ability to explain the overall meaning of the Hadith.			
3	My ability to identify guidance derived from the The Noble Hadith.			
4	My ability to clarify the sweetness of faith.			
5	My ability to demonstrate the benefits of content with Allah and His Messenger ﷺ and of showing obedience to them.			
6	My ability to count the acts that indicate love of Allah and His Messenger ﷺ.			

Lesson Five

Surat Al-Qari'ah

5

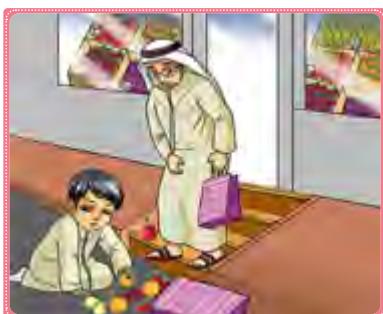
This lesson teaches me

- ✿ read Surat Al-Qari'ah properly and correctly.
- ✿ recite Surat Al-Qari'ah from memory.
- ✿ clarify the meanings of terms mentioned in the Surah.
- ✿ explain the overall meaning of the holy Surah.

I take the initiative to learn



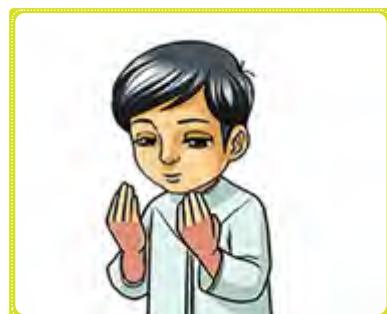
I notice and expect



Well done, my son.
May Allah bless
you



May Allah reward you
well



O Allah, guide me to
the best character, for
no one guides to the
best of them but you

- ◊ In the above pictures, what are the good deeds that the boy has done?
- ◊ How do you expect his balance would be on the Day of Judgment?



I use my skills to learn



I recite and memorize:

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْقَارِعَةُ ۗ ۱۰۱ مَا الْقَارِعَةُ ۗ ۱۰۲ وَمَا أَدْرَاكَ مَا الْقَارِعَةُ ۗ ۱۰۳ يَوْمَ يَكُونُ النَّاسُ كَالْفَرَاشِ الْمَبْثُوثِ ۗ ۱۰۴ وَتَكُونُ الْجِبَالُ كَالْعَهْنِ الْمَنْفُوشِ ۗ ۱۰۵ فَإِمَّا مَنْ ثَقَلَتْ مَوَازِينُهُ ۗ ۱۰۶ فَهُوَ فِي عِيشَةٍ رَّاضِيَةٍ ۗ ۱۰۷ وَإِمَّا مَنْ خَفَّتْ مَوَازِينُهُ ۗ ۱۰۸ فَإِمَّا هُوَ كَاوِيَةٌ ۗ ۱۰۹ وَمَا أَدْرَاكَ مَا هِيَةٌ ۗ ۱۱۰ نَارٌ حَامِيَةٌ ۗ ۱۱۱ [سُورَةُ الْقَارِعَةِ]

[Al qaari'ah (1) Mal qaariah (2) Wa maa adraaka mal qaari'ah (3) Yauma ya koonun naasu kal farashil mabthooth (4) Wa ta koonul jibalu kal 'ihnil manfoosh (5) Fa-amma man thaqulat mawa zeenuh (6) Fahuwa fee 'ishatinr raadiyah (7) Wa amma man khaffat mawa zeenuh (8) Fa-ummuhu haawiyah (9) Wa maa adraaka maa hiyah (10) Naarun hamiyah (11)]

(The Striking Calamity (1) What is the Striking Calamity? (2) And what can make you know what the Striking Calamity is? (3) It is the Day when people will be dispersed like moths. (4) And the mountains will be like wool, fluffed up. (5) Then as for one whose scales are heavy [with good deeds] (6) He will be in a pleasant life (7) But as for one whose scales are light (8) His refuge will be an abyss (9) And what can make you know what that is? (10) It is a Fire, intensely hot (11) (Surat Al-Qari'ah)

I understand the meanings of terms mentioned in the Surah:

الْقَارِعَةُ <i>Al qaari'ah</i>	The Day of Judgment.
كَالْفَرَّارِشِ الْمَبْثُوثِ <i>kal farashil mabthooth</i>	like moths scattered around.
كَالْعَهْنِ الْمَنْفُوشِ <i>kal 'ihnil manfoosh</i>	like fluffy, blown-up and light wool that can be easily moved by air.
فَأَمْهُدُ <i>Fa-ummuhu</i>	the front of the head.
هَاوِيَةٌ <i>haawiyah</i>	falls down very quickly.

I read the overall meaning of the holy verses and answer:

Al-Qari'ah (Arabic: القارعة) is one of the names of the Day of Judgment. It was so called because it knocks the ears. By Allah's command, people on that Day come out from inside the earth like scattered moths to be brought to account and punishment. Mountains will look like blown-up wool. People's deeds will be weighed, even if they were as tiny as an atom. Those who had performed good deeds will enter Paradise, while those who did bad deed will be taken to the Fire (Hell).

- ❖ What is the Al-Qari'ah?
- ❖ What will be weighed on the Day of Judgment?
- ❖ Who wins Paradise on the Day of Judgment?





I find out and complete

- ◊ The pleasant life will be in
- ◊ It is the wretched (unblessed) who will enter on the Day of Judgment.



I speak

- ◊ I talk about the conditions of some people on the Day of Judgment as shown in the holy Surah.



I compare and clarify

- ◊ What is the difference between the reward of those whose scales are heavy with good deeds and that of those whose scales of good deeds are light?



I discover

Allah's Messenger (ﷺ) said: "There are two statements that are light for the tongue to remember, heavy in the Scale and are dear to the Merciful: 'Glory be to Allah and His is the praise, (and) Allah, the Greatest, is free from imperfection' [Subhan-Allahih wa bihamdihi, Subhan-Allahil-Azim]." (Narrated by Al-Bukhari and Muslim)



- The two phrases, which will make heavier the balance of deeds on the Day of Judgment, are:



I cooperate with my classmates

- We classify the below mentioned deeds and write them down according to the following table:

(Love of good – lying– cheating– honesty– helping the needy– smile– theft – stirring up dissension among friends– pray (dua'a) – vanity – showing respect for others– cursing)



(I want to enter Paradise; so I perform good deeds and keep away from evil ones)

Deeds that please Allah (ﷻ)	Deeds that do not please Allah (ﷻ)

- ❖ We make a two-scale balance by recycling simple and useful materials.



I think and decide



- ❖ Do I like to enter Paradise?
- ❖ My friend chose honoring parents. what would I choose to enter Paradise?

I contemplate on the creation of Allah:

- ❖ How can these solid mountains become as light as blown-up wool on the Day of Judgment?



I organize my concepts



On the Day of Judgment, Allah (ﷻ) will judge people according to their deeds

Those who perform
deeds will enter

Those who perform
deeds will enter



I train to recite the Holy Qur'an



Allah (ﷻ) said:

﴿فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ، ٧ وَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ شَرًّا يَرَهُ، ٨﴾ (الزلزلة)

[Faman ya'mal mithqala dharratin khairan-yarah (7) Wa man-y'amal mithqala dharratin sharran-yarah (8)]

(So whoever does an atom's weight of good will see it (7) And whoever does an atom's weight of evil will see it (8)) (Surat Az-Zalzalah)



My imprint



My behavior
is my
responsibility

I am responsible for my choice; so I choose to do the right thing and refrain from doing wrong deeds.

I love my
country

I am keen on doing the good deeds which are of benefit to my country, the United Arab Emirates.


Student Activities


I answer by myself

Activity One:

- ◊ I mark the picture that illustrates a good deed with the sign (✓):


Activity Two:

- ◊ I draw a line to connect between words in the following table to form useful sentences:

People of Paradise:	Their good deeds are	less	Their evil deeds are	less
People of Fire (Hell):	People of Fire (Hell):	more	more	more

Activity Three:

- ◊ Based on my understanding of Surat Al-Qari'ah, I describe each of the following conditions:

1. The condition of people on the Day of Judgment:	
2. The condition of mountains on the Day of Judgment:	
3. The state of believers in Paradise:	

Activity Four:

- ◊ In the empty box, I paste a picture of light, blown-up wool.



Enriching my experience

On the Internet, I look for three names of the Day of Judgment.

I assess myself

1. I color the box that expresses my commitment to the specified behavior:

Ser. No.	Behavior	Always	Some-times	Never
1	I am keen on performing good deeds in order to make my scale heavier on the Day of Judgment.			

2. I color the box that illustrates how skillful I am at learning the specified aspect:

Ser. No.	Learning Aspect	Excellent	Good	Acceptable
1	My ability to read Surat Al-Qari'ah properly and correctly.			
2	My ability to recite Surat Al-Qari'ah from memory.			
3	My ability to clarify the meanings of terms mentioned in the Surah.			
4	My ability to explain the overall meaning of the holy Surah.			

The little inventor



