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Islamic Education



Grade
01

Islamic Education

Student book

Grade 1

Volume 1

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Introduction

Praise be to Allah, the Most Powerful, the Most Bountiful, Who taught by the pen; taught man that which he knew not. Blessings and peace be upon the most honored of messengers, our master Muḥammad ﷺ, who was sent as a mercy to all nations, and upon his family and companions.

The Curriculum Design Team of the Islamic Education Series is pleased to present to our dear students this new edition of Islamic Education textbook, praying to Allah ﷻ that it will help them increase their knowledge, expand their intellectual horizons, and elevate and refine their moral character; for Allah is the All-Hearing, Always Ready to Answer.

In terms of structure, this book has adopted a unit-based approach with each unit comprising diverse topics that collectively represent the domains and core themes of the curriculum in an integrated and holistic manner such as:

1. Divine Revelation (Waḥy),
2. Islamic Creed ('Aqīdah)
3. Values and Manners of Islam (Qiyam wa Ādāb)
4. Islamic Rulings and their Higher Purposes (Aḥkām wa Maqāṣid)
5. Life of the Prophet (Sīrah) and Prominent Muslim Personalities (Shakhṣiyyāt)
6. National Identity and Contemporary Issues (Huwīyyah wa Qaḍāyā).

This new textbook has sought to translate the curriculum standards into comprehensive tables of contents and stipulate the learning outcomes at the beginning of each lesson under the heading: **'I learn from this lesson'**

Each lesson consists of an introduction entitled: **'I take initiative to learn'**; a presentation entitled: **'I use my skills to learn'**; and a conclusion entitled: **'I organize my concepts'**.

This is followed by student activities which focus on three specific types:

general activities for all students entitled: **'I answer by myself'**; enrichment activities for outstanding students entitled: **'I enrich my experience'**; and applied activities entitled: **'Self-Assessment'**.

The book strikes a balance between religious knowledge and educational activities by providing students with the necessary Islamic knowledge and concepts while at the same time affording them the opportunity to enrich and broaden their knowledge through classroom activities.

The textbook aims to:

- realize the defining traits of Emirati students,
- strengthen their loyalty and sense of belonging to their country,

- protect and fortify them against the ideas of extremism and terrorism,
- develop 21st century skills and thinking skills, and
- meet the pressing needs and demands of sustainable development.

The textbook focuses on the religious knowledge and ideas that students are required to have. It furthermore connects this religious knowledge and ideas to their contemporary life in accordance with the lenient teachings of Islam which are characterized by moderation, balance, tolerance, love, peace, cohesion, harmony, respect for human dignity, rejection of violence and hatred, reinforcing positivity, and a sense of individual and communal responsibility. Moreover, the book attaches importance to developing performance skills that are specific to Islamic education and places special emphasis on Islamic values in order to build conscientious personalities who are committed their religion, take pride in their heritage, contribute to nation building and open up new horizons of cooperation and collaboration for promoting common human values.

Moreover, the learning activities are both numerous and diverse so as to contribute towards developing critical thinking in learners. Critical thinking constitutes today a necessary and indispensable tool of contemporary life to fortify students against aberrant and deviant ideas and imprudent and rash imitation. Moreover, the book aims to develop creative and innovative thinking, which the UAE endeavors to achieve by 2021 through its vision entitled “United in Ambition and Determination”, en route to becoming one of the best countries in the world. In addition, it seeks to develop the skills for solving problems in life and for making sound and timely decisions. Similarly, it contributes towards the honing students skills and fine-tuning their competencies and raising their awareness of investing material and human capabilities and preserving and developing the nation’s wealth.

We hope that this way of presenting the topics and subject matter will aid our students in utilizing their learning competencies such as observation, thinking, experimentation, application, self-learning, research, inquiry, and inferring and extrapolating evidence-based results.

As we present this book to our students, we pray to Allah that the planned and intended benefits be realized, by bringing into effect the learning standards of Islamic Pedagogy and by developing thinking and performance skills with a view to building a generation with the ability to create and innovate, face the challenges of their time and raise their country in honor and dignity.

Allah Alone grants success

Curriculum Design Team of the Islamic Education Series

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content is defined on smart learning app

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1

Unit One I Love My Lord



No.

Domain


Theme

Lesson

1	Islamic Creed of Islam ('Aqīdah)	Faith (Īmān)	Allah is my Lord
2	Divine Revelation	The Holy Qur'ān	Sūrat al-Fatiḥah
3	Values and Manners in Islam	Values	Truthfulness is the Way to Paradise
4	Divine Revelation	Noble Hadīth	Pillars of Islam
5	Divine Revelation	The Holy Qur'ān	Sūrat al-Fīl
6	Life of the Prophet and Prominent Personalities	The Prophet's Biography	The Birth of Prophet Muhammad ﷺ



Learning Outcomes

- ▶ conclude that Allah is the Lord of this universe.
 - ▶ deduce that Allah is the Director of all affairs.
 - ▶ recall that Allah is the Lord of all the worlds.
 - ▶ recite Sūrat al-Fatiḥah correctly.
 - ▶ - recite Sūrat al-Fatiḥah from memory.
 - ▶ recall that Allah is the Most-Compassionate, the Most-Merciful, that He is our Lord and the Possessor of this world and the hereafter.
 - ▶ begin actions with the Bismillah (In the Name of Allah) and end them with Al Ḥamdu lillah (Praise be to Allah).
 - ▶ deduce that the Straight Path is the way that leads to the pleasure of Allah and the Gardens of Paradise.
 - ▶ clarify the concept of truthfulness and the concept of falsehood.
 - ▶ list the disadvantages of telling lies.
 - ▶ compare the reward of the truthful and the fate of those who lie.
 - ▶ demonstrate his own adherence to truth.
 - ▶ list the Pillars of Islam.
 - ▶ practice some of the Pillars of Islam.
 - ▶ recite Sūrat al-Fīl correctly.
 - ▶ recite Sūrat al-Fīl from memory.
 - ▶ infer that the Ka'bah is the Holy House of Allah where Muslims go for Hajj.
 - ▶ infer that Allah protects His House forever, and that every aggressor will ultimately be a loser..
 - ▶ recall the story of the birth of the Prophet ﷺ and his being cared for in early childhood.
 - ▶ express his love for the Messenger of Allah ﷺ
- 

I am Rashid, the Thinker. I memorize the Holy Qur'ān and recite it well. I like to engage in deep reflection, conduct research and solve problems. I assume responsibility and I love my country.



I am Noura, the responsible one. I assume responsibility for my behavior and I love my country, the UAE.



This is my father, and this is my mother.



Allah Is My Lord

I learn from this lesson to:

- ▶ infer that Allah is the Lord of this universe.
- ▶ demonstrate that Allah is the Director of all affairs.
- ▶ always remember that Allah is the Lord of the worlds.

I take initiative to learn

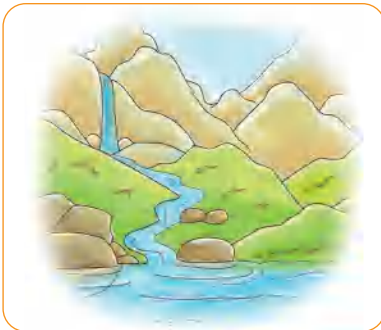
I observe and infer



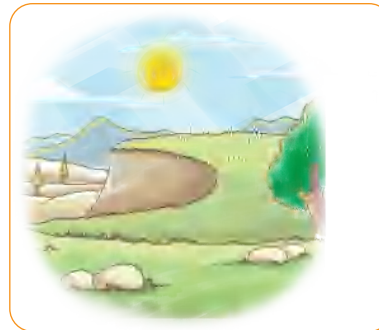
Who is the Lord of animals?



Who is the Lord of Plants?



Who is the Lord of Mountains and Rivers?



Who is the Lord of the Sun and the Earth?

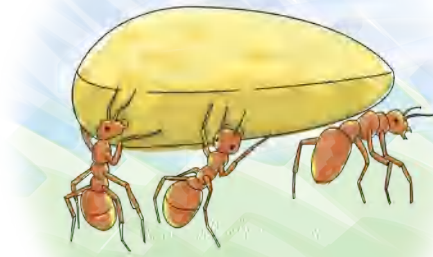


Who is the Lord of human beings?

----- is the Lord of all creatures.
----- is the Lord of the worlds.

I use my skills to learn

I reflect, then answer



Allah Is My Lord



- ◆ How do animals get their food?
- ◆ Who taught them?
- ◆ Why did He teach them?
- ◆ Why does a mother treat the wound of her child?
- ◆ Who gave her concern for her child?

I infer:

----- taught animals how to get their food in order to live.

----- cares for creatures and guides them to their welfare.

I listen and discuss



Father says: What do you think about this place, Rashid?

Rashid: The land is dry and has no plants or green grass.

Father: The earth will become green soon if Allah wills, my son, when it rains.

Rashid: Who sends the rain down, Dad?

Father: That would be Allah! He sends the rain down, sends the wind and creates the clouds. Everything is in His control..

Rashid: Then why don't we ask Him to send the rain down?

Father: Excellent, Rashid. You really do think positively.

Rashid and his Father then raise their hands and the Father prays:

"O Allah, send the rain down upon us, and do not make us from those who despair.."

Rashid: Āmīn!



Why do we ask Allah ﷻ to send the rain down?

I observe and discover



Who causes the sun to rise and set every day?



Who keeps the birds from falling?



Who heals the sick?

Allah controls everything.

I cooperate with my classmates

- ◆ We mention some of Allah's favors upon mankind?
- ◆ We play the game of: What if?

I reflect

- ◆ What would happen if I did not have a nose?

I participate with my ideas

I listen, then speak about:



I love you, my Lord, because You are loving and merciful to me. You were keeping me safe even when I was a baby in the stomach of my mother.



All praises are for You, my Lord. You have created me in the most beautiful of forms. You have granted me two eyes to see through, two ears to hear with and a tongue with which to speak.

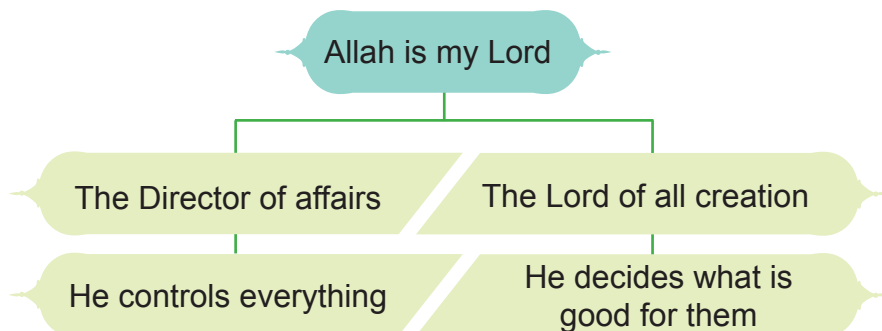
- 1 My thanks to my Lord.
- 2 How I keep myself clean.
- 3 My love for my Lord and gratitude for His grace to me.

I practice reciting the Holy Qur'ān



The student practices pronouncing the letters correctly.

I organize my ideas





I leave my Imprint



◆ I honor the creatures of Allah and do not hurt them.



◆ I adhere to the rules in my school.

Allah Is My Lord

Student Activities

I answer by myself

1 Activity One

I color in the word "Allah":



الله رب العالمين

Allah is the Lord of the worlds.

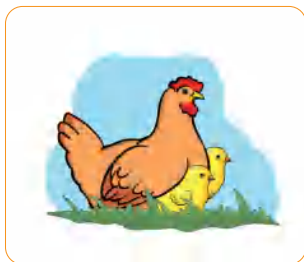
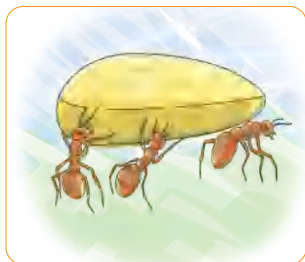
ربي الله

Allah is my Lord.



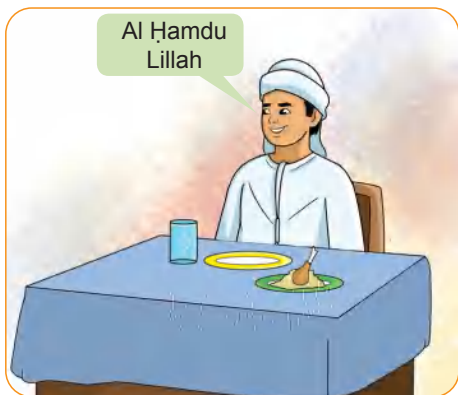
2 Activity Two:

I circle the picture that demonstrate that Allah guides His creatures to good:



3 Activity Three:

I choose the pictures that demonstrate the correct behavior:




☐

☐

I organize my ideas

I search in the classroom library for the name of an animal that is mentioned in the Holy Qur'ān And I speak about it before my classmates.

Self-Assessment

I color in the square which shows that I observe the specific behavior:

No.	Statements	Yes	No
1	I say "Bismillah" [In the name of Allah] before eating food.	<input type="checkbox"/>	<input type="checkbox"/>
2	I say "Al Ḥamdu Lillah Rabb al- Ā'lamīn" [All praise is due to Allah, Lord of all the Worlds] at the end of every deed.	<input type="checkbox"/>	<input type="checkbox"/>
3	I adhere to the rules in my school .	<input type="checkbox"/>	<input type="checkbox"/>

Sūrat al-Fatiḥah

I learn from this lesson to:

- recite Sūrat al-Fatiḥah correctly.
- recite Sūrat al-Fatiḥah from memory.
- always remember that Allah is the Compassionate the Merciful, our Lord and the Possessor of this world and the Hereafter.
- begin actions with the Bismillah (In the Name of Allah) and end them with Al Ḥamdu lillah (Praise be to Allah).
- infer that the Straight Path is the way that leads to the pleasure of Allah and the Gardens of Paradise.

I take initiative to learn

I observe and answer

- What is the book that Rashid and Noura are reading from in the picture?
- What is the name of the first Sūrah in the Holy Qur'ān?



I recite and memorize

سورة الفاتحة

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ (1) الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ (2) الرَّحْمَنِ الرَّحِيمِ (3) مَلِكِ يَوْمِ الدِّينِ (4) إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَعِينُ (5) اهْدِنَا الصِّرَاطَ الْمُسْتَقِيمَ (6) صِرَاطَ الَّذِينَ أَنْعَمْتَ عَلَيْهِمْ غَيْرِ الْمَغْضُوبِ عَلَيْهِمْ وَلَا الضَّالِّينَ (7)

Bi-smi llāhi r-raḥmāni r-raḥīmi (1) Al-ḥamdu li-llāhi rabbi l-‘ālamīna (2) Ar-raḥmāni r-raḥīmi (3) Māliki yawmi d-dīni (4) ‘Iyyāka na ‘budu wa-‘Iyyāka nasta ‘Inu (5) Ihdinā ṣ-ṣirāṭa l-mustaḳīma (6) Ṣirāṭa lladhīna ‘an ‘amta ‘alayhim ghayri l-maghḍūbi ‘alayhim wa-lā ḍ-ḍāllīna (7) .

(Sūrat al-Fatiḥah)

1. In the name of Allah, the All-Compassionate, the All-Merciful
2. Praise be to Allah, Lord of the Worlds,
3. The All-Compassionate, the All-Merciful.
4. Owner of the Day of Judgment,
5. You (Alone) we worship; and You (Alone) we ask for help.
6. Show us the straight path,
7. The path of those whom You have favored; not (the path) of those who earn Your anger nor of those who go astray."

The meaning of the vocabulary

يَوْمُ الدِّينِ

The Day of Judgment

نَسْتَعِينُ

We ask for help

الصِّرَاطَ الْمُسْتَقِيمَ

The straight and clear path that has no deviation in it, which is Islam.

General Meaning of the Verses:

Allah ﷻ informs us that all praise is due unto Him. For He is the Lord and Creator of everything. And He the Owner of the Day of Judgment. Therefore, we must worship him and seek His help alone. We must ask Him to guide us to the straight path, Which He is the path of Islam. Then He ﷻ called us to follow the way of righteous people, such as the Prophets, and to leave the way of those who are misguided.

I use my skills to learn

I discuss and find out

- ◆ What is the benefit of having eyelashes around our eyes?
- ◆ Why did Allah create our eyebrows?
- ◆ Why does my eye produce tears if something enters them?
- ◆ What does Allah's care for me and His creation indicate?
- ◆ Who is the Lord of the worlds? And who is the owner of this world and the Hereafter?



Allah is the Compassionate and Merciful.

He is the Lord of the worlds, and the Lord of this life and the Hereafter.

I observe and infer



The boy is praying to Allah.



The mother is praying to Allah.



The father is supplicating to Allah.

O Allah, bless me in my work!



The man is asking Allah for help in his work.

In Your Name, O Allah, I live and die!



The boy is seeking help from Allah, to keep him safe.

O Allah, heal me through your healing!



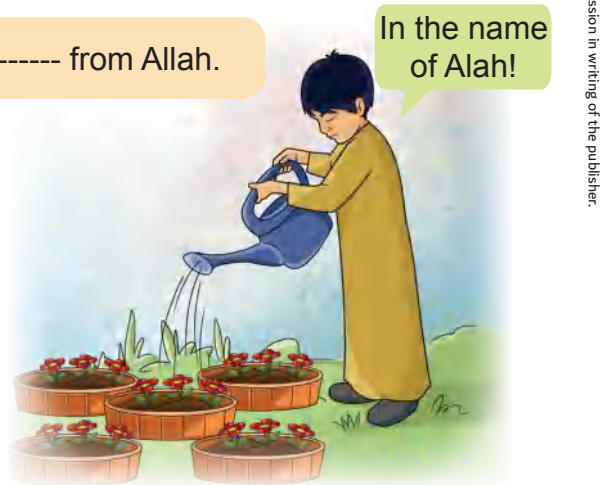
The woman is seeking help from Allah, to heal her.

A Muslim ----- from Allah.

In the name of Allah!

I observe and implement

- What does a Muslim say at the beginning of every action he does?



All praise is for Allah! I have finished my revision.



- Why does a Muslim say: "Praise be to Allah, Lord of all the worlds"?

I participate with my creativity

- I design an innovative separator from cardboard for the Qur'ān I color it in and give it as a gift to my mother.



I search

- For the action that a Muslim does before reading the Qur'ān in order to be purified?

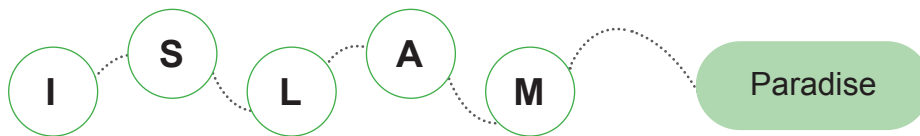


Sūrat al-Fatiḥah

I cooperate with my classmates

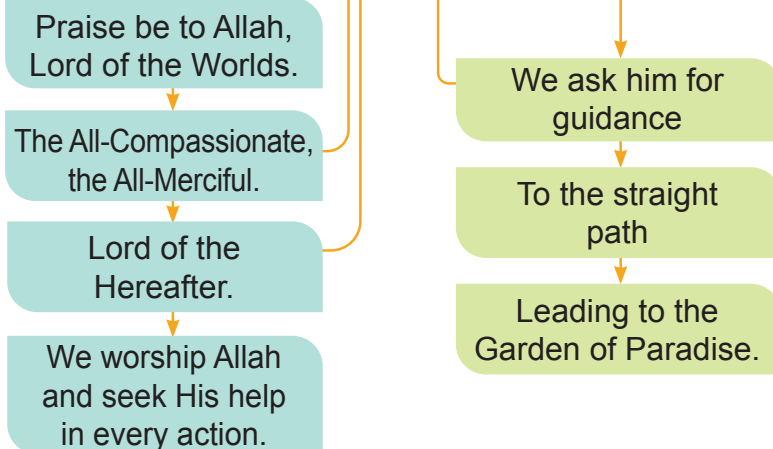
We discover:

We follow the circles and discover the straight path that leads to Paradise.



I organize my ideas

Sūrat al-Fatiḥah



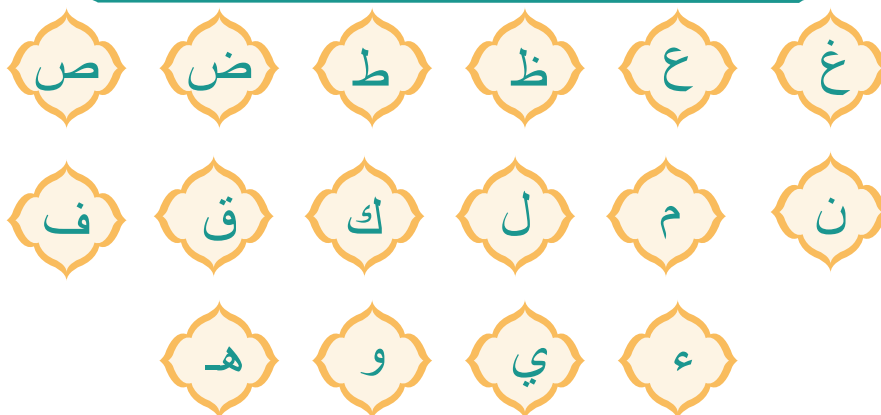
I practice reciting the Qur'ān

ربُّ العالمين Rabb al-Ā'lamīn
The Lord of the Worlds

الرَّحْمَنُ Al-Raḥmān
The All-Compassionate



Letters from the Arabic Alphabet



◆ The student practices reading the letters correctly.



I leave my Imprint



◆ I memorize Sūrat al-Fatīḥah in order to recite it in my prayer.



◆ I open my day with Bismillah al-Raḥmān al-Raḥīm (In the Name of Allah, the All-Compassionate, the All-Merciful), and enthusiastically go to school.

Sūrat al-Fatīḥah

Student Activities

I answer by myself

1 Activity One:

I color in the name of Allah (الله):



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(In the Name of Allah, the All-Compassionate, the All-Merciful)



2 Activity Two:

I place a tick (✓) in front of the right behavior for of a Muslim in the following pictures:



3 Activity Three:

I place a tick (✓) in front of the correct statement:

- ☐ A Muslim worships Allah alone.
- ☐ Allah سبحانه وتعالى is the Lord of all creation.
- ☐ Sūrat al-Nās is the first Sūrah in the book (Mushaf) of the Holy Qur'ān.
- ☐ Allah سبحانه وتعالى is the Lord of the Hereafter.

I enrich my experience

I search for another name of Sūrat al-Fatiḥah

Self-Assessment

A Color in the square that shows my level of learning:

No.	Learning	★★★★★ 5	★★★ 3	★ 1
1	My reading of Sūrat al-Fatiḥah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	My learning of Sūrat al-Fatiḥah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	My ability to explain the meaning of vocabulary in the verses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B I color in the square that shows my compliance with the mentioned behavior:

No.	Behavior	Yes	No
1	I say Bismillah al-Raḥmān al-Raḥīm at the beginning of every action I do.	<input type="checkbox"/>	<input type="checkbox"/>
2	I say Al-Ḥamdu Lillah at the end of every good deed I do.	<input type="checkbox"/>	<input type="checkbox"/>
3	I seek help from Allah in everything.	<input type="checkbox"/>	<input type="checkbox"/>

Truthfulness is the Way to Paradise

I learn
from this
lesson to:

- ▶ clarify the concept of truthfulness and the concept of falsehood.
- ▶ list the disadvantages of telling lies.
- ▶ compare the reward of the truthful and the fate of liars.
- ▶ indicate my adhering to truth.

I take initiative to learn



Truthfulness is the Way to Paradise

The father entered the room to find the window glass broken.

He asked his sons: Who broke it, my sons?

The sons all stood silent except for Ahmed. He came towards his father apologizing and crying. Then he said: Forgive me, dad. I did not mean it. It happened by accident.

The father hugged his son and said to him: Do not cry, my son. I am pleased that you were truthful.

I answer verbally

- 1 Why did the father hug his son, Ahmed?
- 2 I mention what I would have done if I had been in his place?

I use my skills to learn

I listen and infer

When Tariq left for his school, his schoolmates told him that they would meet after the Asr Prayer for a bike race. He really wanted to join them but he could not dare to tell his father. For Tariq knew that his father would always refuse to let him participate in dangerous races. So instead he lied and claimed that he was going to visit his friend, Imran, who was in the hospital, and his father then allowed him to go.

The race began and the levels of excitement rose. Tariq was reckless in riding his bike, for he began riding very fast and in an unsafe place outside the normal race track. About an hour later his bike overturned and Tariq fell upon the ground suffering from extreme pain. He had broken his leg!

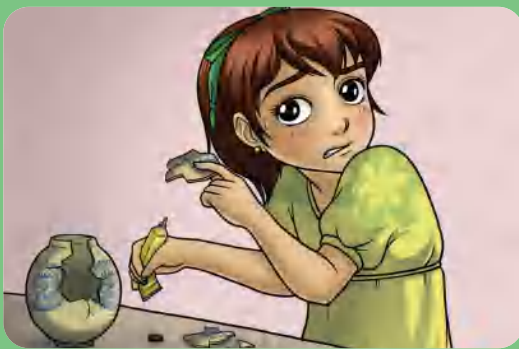
Tariq was taken to the hospital and his father came to know about what had happened and of course was very angry. The time had come for Tariq to tell the truth, so he apologized for lying. When he finally returned home he was leaning on a walking stick with his leg in a bandage. But his father was gentle and said to him: "Son, I will always love you and my advice is based on concern for you. So make sure you always tell the truth."

I anticipate Tariq's feeling after his father had discovered his lying.



Truthfulness is the Way to Paradise

I notice and speak



- ◆ What is the girl doing in the picture?
- ◆ Why is she looking around?
- ◆ I mention what I would do if I were in her place.



- ◆ I describe what I see in the picture.
- ◆ Why did the School Principal honor the student?
- ◆ I describe my feeling if I were him.

I listen and emulate

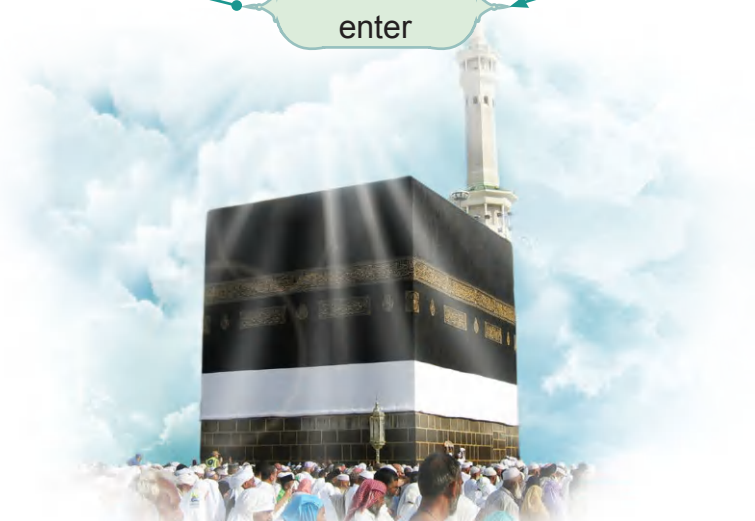
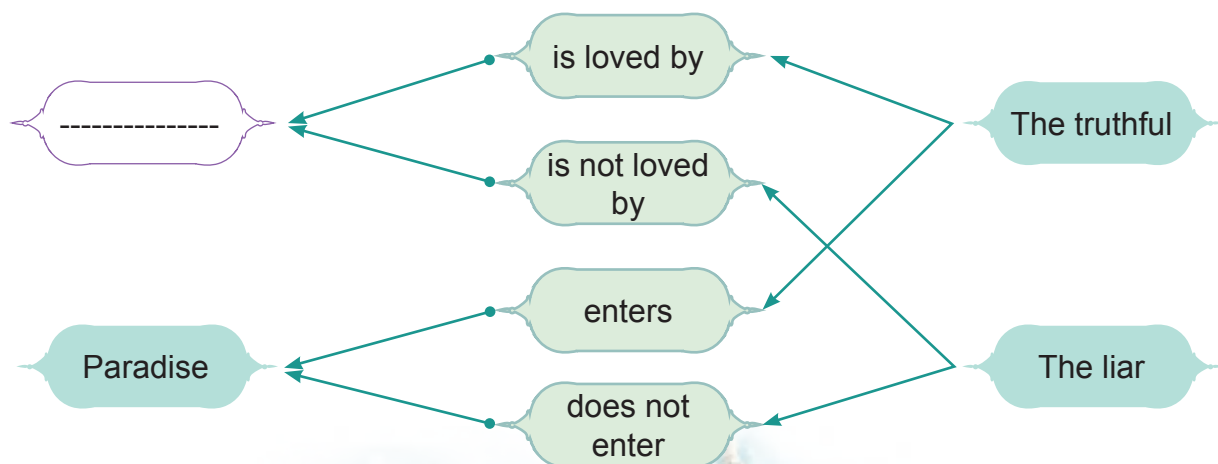
I always tell the truth to everyone so that my friends appreciate me.

I want to be like the Messenger of Allah ﷺ who was always truthful and honest.

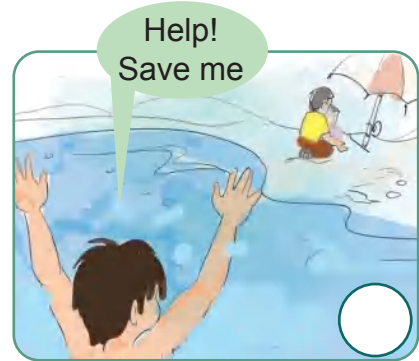
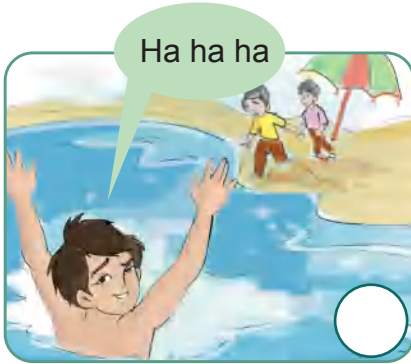
I always supplicate to my Lord and say: "O Allah, keep my tongue from telling lies."



I complete the following diagram and notice the difference.



I look at the pictures then arrange the events



Truthfulness is the Way to Paradise

- Why did they not come to save their drowning friend?
- I anticipate what would happen if the lifeguard was not there.



I search for

- The title given to the Messenger of Allah ﷺ in Makkah al-Mukarramah?



I cooperate with my classmates

I talk with my classmates about an occasion when a friend of mine demonstrated he was truthful.



I reflect

- ◆ I imagine the reward of the one who tells the truth.

We follow your guidance

The Messenger of Allah ﷺ always told the truth, even when joking. In following him we should likewise always tell the truth.

I organize my ideas



Truthfulness

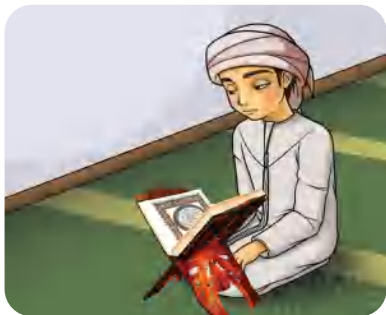
is stating the truth

leads unto Paradise

is good character

pleases Allah

I practice reciting the Qur'ān



طَبَعَ	صَفَحَ	نَفَعَ	سَمِعَ
نَشَرَ	هُوَ	حَطَبَ	كَسَبَ
عَمِلَ	دَفَعَ	مَلَكَ	حَمَلَ
نَفَعَ	سَأَلَ	عَلِمَ	جَمَعَ

Truthfulness is the Way to Paradise



I leave my Imprint



- ◆ I guard and protect my tongue and hence adhere to the truth.



- ◆ To serve my nation and society: I protect the classroom desks from damage and advise my friends to do the same.

Student Activities

I answer by myself

1 Activity One:

I identify which is the position that indicates truthfulness:



2 Activity Two

I match each sentence with the suitable answer:

Allah ﷻ loves the truthful and allows them to enter



the truth



A Muslim is truthful; he does not



lie



I love



Paradise



3 Activity Three

I read, then color in the words below:



الصدق طريق الجنة

الله يحب الصادقين



4 Activity Four

I place a tick mark (✓) against the correct statement and a cross (X) against the incorrect statement:

1	Allah ﷻ loves truthful Muslims and enters them into Paradise.	()
2	A Muslim child tells the truth to his friends only.	()
3	A truthful student helps the cleaners and does not throw paper in the classroom.	()
4	A truthful student asks his elder brother to write his homework for him.	()
5	A truthful girl is loved by her teachers.	()

Truthfulness is the Way to Paradise

I enrich my experience

- ◆ I read a story from the classroom library about telling the truth, then narrate it to my friends.

Self-Assessment

- ◆ I color in the square that shows that I observe the required behavior:

No.	Behavior	Yes	No
1	I adhere to the truth when I talk.	<input type="checkbox"/>	<input type="checkbox"/>
2	I advise my classmates to tell the truth.	<input type="checkbox"/>	<input type="checkbox"/>
3	I apologize if I am mistaken.	<input type="checkbox"/>	<input type="checkbox"/>

The Pillars of Islam

I learn from this lesson to:

- ▮ recount the Pillars of Islam.
- ▮ practice some of the Pillars of Islam.
- ▮ deduce the benefit of each of the Pillars of Islam.

I take initiative to learn

I observe and infer



What would happen if one of the Pillars of the house was missing?

- ◆ What would happen to the building if one Pillar fell down?
- ◆ What makes the house strong and firm?

I use my skills to learn

I listen and memorize

A Noble Hadīth

Ibn Umar رضي الله عنه, narrates that: The Messenger of Allah ﷺ said:

“Islam is based on five Pillars: the testimony that there is nothing worthy of worship except Allah, and that Muhammad is the Messenger of Allah, the offering of ṣalāt (prayer), giving of zakāt (alms to the poor), fasting the month of Ramadān, and the Pilgrimage to House of Allah (The Holy Mosque in Makkah)” [Bukhārī & Muslim]

The Pillars of Islam

- ◆ What are Pillars upon which Islam is based?
- ◆ What is the reward of one who performs all Pillars of Islam?



The giving of
zakāt (alms to
the poor)

The offering of
ṣalāt (prayer)

Fasting
throughout the
month of
Ramadan

The testimony
that there is
nothing worthy
of worship
except Allah, and
that Muhammad
is the Messenger
of Allah

Pilgrimage to
the House of
Allah (Hajj)

The Pillars of Islam

I observe and discuss

I bear witness that there is nothing worthy of worship except Allah, and that Muhammad ﷺ is His messenger.

◆ Why does this man say the two testimonies?

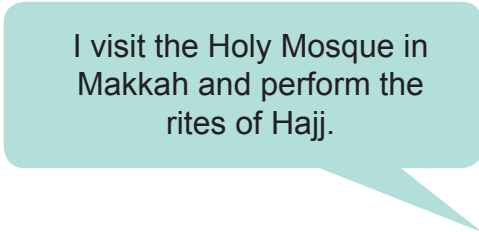
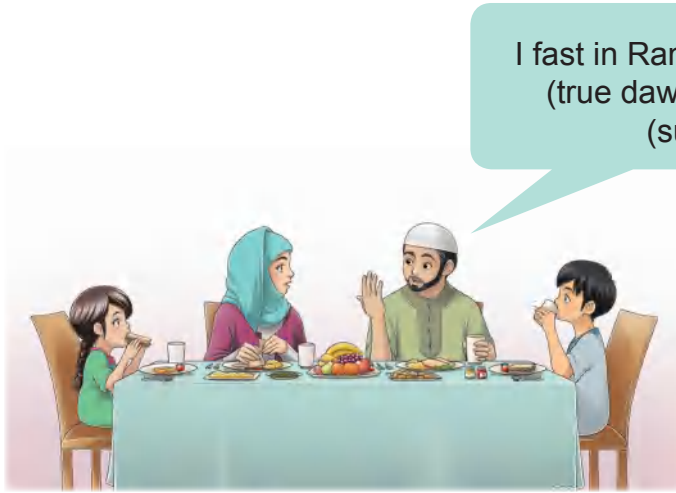


I offer five prayers every day and night.



My father owns money, and every year he gives out some of it as zakāt.





[Labbayka Allahumma Labbayk]

I observe and answer verbally



- ◆ How do Muslims stand in line for prayer?
- ◆ What do we learn from prayer?



- ◆ What do we learn from fasting?



- ◆ What is the benefit of giving zakāt to the poor?



- ◆ What do we learn from Hajj?

I listen and repeat verbally



1 I am keen to always pray in the right time because it draws me nearer to Allah and teaches me order and cleanliness.



2 I learn from the two testimonies of faith that Allah is One with no partner worthy in sharing such devotion and worship.



3 I love fasting. It teaches me patience and compassion for the poor.



4 I donate my money to the poor because I want my Lord to make me enter the Garden of Paradise.

I cooperate with my classmates

◆ We match the words in column (A) with suitable ones in column (B):

A

The two testimonies of faith
Prayer
Zakāt
Fasting
Hajj

B

It meets the needs of the poor and builds mutual love between the poor and the rich.
It is from the greatest forms of remembrance.
It brings me nearer to Allah and teaches me order and cleanliness.
It removes sins and through it Muslims come to know each other.
It teaches me patience and compassion for the poor.

I organize my ideas

The Pillars of Islam

The testimony that there is nothing worthy of worship except Allah, and that Muhammad is the Messenger of Allah.

The offering of ṣalāt (prayer).

The giving of zakāt (alms to the poor).

Fasting throughout the month of Ramadān.

Pilgrimage to the House of Allah (Hajj).

I practice reciting the Holy Qur'ān



ل	لا	ل	با	لا	لا
كا	كب	ك	ك	باب	لح
ي	ن	ت	ب	تكت	بكت



I leave my Imprint



◆ I learn how to perform the Pillars of Islam and apply them in my life.



◆ I give charity to the poor and the needy. This will spread love amongst community members.

Student Activities

I answer by myself

1 Activity One:

I color in:



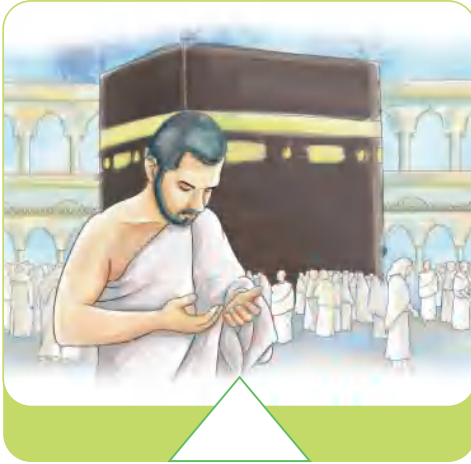
2 Activity Two

I place a tick mark (✓) against the correct statement and a cross (X) against the incorrect statement:

- ◆ A Muslim helps the poor and his needy relatives with his money. ()
- ◆ We learn from the two testimonies of faith that Allah is uniquely One, with no partner sharing His right of worship. ()
- ◆ A Muslim fasts in the month of Dhul Hijjah. ()
- ◆ Zakāt builds bonds of mutual love between the poor and the rich. ()

3 Activity Three:

I color in the triangle at the bottom of the picture which indicates the Pillars of Islam.



I enrich my experience

- ◆ I search for the name of a door in Paradise through which only those who fast will enter.

Self-Assessment

Prayer Timetable



Prayer Day	Fajr	Dhuhr	Asr	Maghrib	Isha'
Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

Sūrat al-Fīl

I learn
from this
lesson to:

- recite Sūrat al-Fīl correctly.
- recite Sūrat al-Fīl from memory.
- deduce that the Ka'bah is the Holy House of Allah, where Muslims go for Hajj.
- conclude that Allah protects His House forever, and that loss is the fate of all aggressors.

I take initiative to learn

I observe and infer



- What is the name of this house?
- What is the name of the city where this house is?
- Why do Muslims visit it?



I recite and memorize

سورة الفيل

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَلَمْ تَرَ كَيْفَ فَعَلَ رَبُّكَ بِأَصْحَابِ الْفِيلِ (١) أَلَمْ يَجْعَلْ كَيْدَهُمْ فِي تَضْلِيلٍ (٢) وَأَرْسَلَ عَلَيْهِمْ طَيْرًا أَبَابِيلَ (٣)
تَرْمِيهِمْ بِحِجَارَةٍ مِّن سِجِّيلٍ (٤) فَجَعَلَهُمْ كَعَصْفٍ مَّأْكُولٍ (٥)

Sūrat al-Fīl

Bi-smi llāhi r-raḥmāni r-raḥīmi 'A-lam tara kayfa fa'ala rabbuka
bi-'aṣḥābi l-fīl (1) 'A-lam yaj'al kaydahum fī taḍlīlin (2) Wa-'arsala
'alayhim ṭayran 'abābīla (3) Tarmīhim bi-ḥijāratin min sijjīlin (4)
Fa-ja'alahum ka-'aṣfin mākul (5)

Sūrat al-Fīl

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

1. Have you not seen how your Lord dealt with the owners of the Elephant?
2. Did He not bring their plot to nothing,
3. And send against them birds, in flocks,
4. Which dropped on them stones of baked clay,
5. And made them like green crops devoured (by animal)?

Meaning of Vocabulary

kaydahum كَيْدُهُمْ

Their plot

fi taḍlīlin فِي تَضْلِيلٍ

To come to nothing
(state of loss)

ṭayran 'abābīla طَيْرًا أَبَابِيلًا

Birds in flocks

sijjīlin سِجِّيلٍ

Baked clay

ka- 'aṣṣīn mākul كَعَصْفٍ مَّأْكُولٍ

Like green crops devoured by animals.

General meaning of the verses:

Allah ﷻ protected His Holy House in Makkah from the evil plans of the army of the Elephant. He sent against them birds that carried burning stones. The birds threw the stones on them and killed them all.

I use my skills to learn

I discuss and infer



Abraham the Abyssinian wanted to destroy the Holy Ka'bah. So he decided to lead his huge army with a big Elephant in the front. His aim was to keep people away from Makkah and destroy the Holy House. However, Allah ﷻ will always protect His Holy House. So Allah ﷻ sent flocks of birds that dropped small burning stones on the army of Abraham and they perished.

- ❖ Why did the Army of the Elephant come?
- ❖ Who sent the birds? Why?
- ❖ What did the birds do to Abrahah and his army?
- ❖ What was the end of the aggressors who wanted to destroy the Holy Ka'bah?



The Ka'bah is the House of Allah.
Allah always protects His house.

Loss is the fate of every wrongdoer
and aggressor.

I look and reflect upon the power of Allah سبحانه وتعالى



How could the small stones
destroy the Army of Abrahah?



Why did the Elephant refuse to go
to the Ka'bah to destroy it?

How could the birds carry the burning stones without being burnt themselves?

I talk

- ❖ About the story of the army of the Elephant in front of my classmates.



I give my opinion

About the following attitudes:

- ◆ He entered the mosque drinking from a cup in his hand. When he left the mosque, he left the cup on the floor.
- ◆ He entered the mosque after the end of the prayer and wrote on its walls.



Sūrat al-Fīl

I share my creativity

- ◆ I make a small model of the mosque or the Holy Ka'bah from cardboard and show it to my classmates.



I cooperate with my classmates

We discover:

We use the compass to discover the direction of the Ka'bah and fix it.





I search

◆ For the name of the prophet ﷺ who built the Holy Ka'bah

I organize my ideas



Sūrat al-Fīl

The Ka'bah

The army of Abrahah could not destroy it.

Muslims go to it for Hajj.

The Holy House of Allah . سُبْحَانَكَ يَا رَبِّ الْعَالَمِينَ

Bitter loss is the end of everyone who attacks the Holy places of Allah.

Allah protects His House.

I practice reciting the Holy Qur'ān

أَلَمْ تَرَ كَيْفَ فَعَلَ رَبُّكَ بِأَصْحَابِ الْفِيلِ

'a-lam tara kayfa fa'ala rabbuka
bi-'aṣḥābi l-fīli .



تَ رَ فَعَلَ

الْحَرَكَاتُ - ١ -

أَ	إِ	أُ	بَ	بِ	بُ
تَ	تِ	تُ	ثَ	ثِ	ثُ
جَ	جِ	جُ	حَ	حِ	حُ

دُ	دِ	دَ	خُ	خِ	خَ
رُ	رِ	رَ	ذُ	ذِ	ذَ
سُ	سِ	سَ	زُ	زِ	زَ
صُ	صِ	صَ	شُ	شِ	شَ

- ◆ Students practice reciting loudly the sounds of the letters with the diacritic marks (short vowels).



I leave my Imprint



- ◆ I love the Holy House of Allah ﷺ and visit it together with my family.



- ◆ Mosques are the houses of Allah ﷻ. I keep them clean and do not play in them.



Student Activities

I answer by myself



1 Activity One:

I color in the word "The Ka'bah":

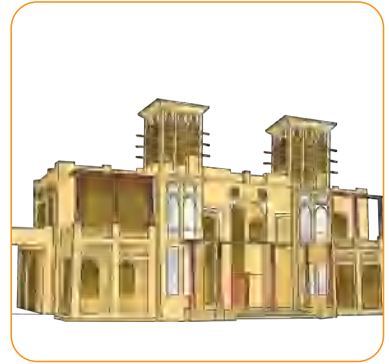
الكعبة بيت الله

The Ka'bah is the House of Allah

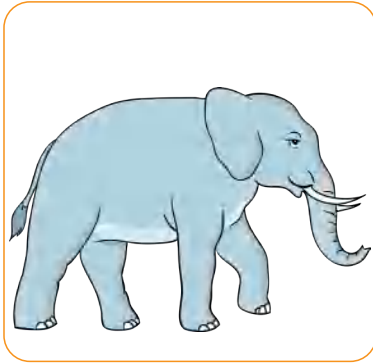
2 I color in the square under the correct picture:



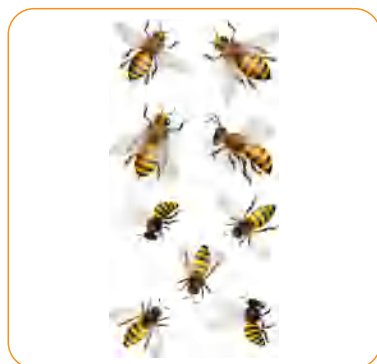
◆ The House of Allah : سُجَّاتُكَ وَغَالِي



◆ Elephant:



◆ The soldiers Allah ﷻ sent to destroy Abrahah's Army:







3 Activity Three: Complete by drawing:

◆ They threw on them of baked clay.

◆ He sent against them in flocks.

I enrich my experience

I search another name of Makkah al-Mukarramah.

Self-Assessment

I color in the square that shows my level of learning:

No.	Learning	★★★★★ 5	★★★ 3	★ 1
1	My reading of the verses correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	My memorizing of Sūrat al-Fīl.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	My recalling and mentioning the meaning of the vocabulary in the verses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Birth of Prophet Muhammad ﷺ

I learn from this lesson to:

- recall and mention the story of the birth and nursing of the Prophet ﷺ in his early childhood.
- express my love for the Messenger of Allah ﷺ

I take initiative to learn

I remember and answer

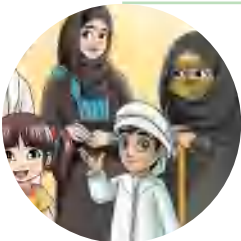
- What did the Army of the Elephant want?
- What happened to them?

I listen and infer

As usual, the family meet in the evening every day to talk with the children and know their latest news:



Dear children! The universe welcomed the noblest of all creation. The whole earth rejoiced with the birth of our beloved Prophet ﷺ who brought to us all goodness with him. He is Muhammad son of Abdullah, son of Abdul Muṭṭalib son of Hāshim the Qureyshi.



Yes, dad! We are eager to know the story of the childhood of the Prophet ﷺ



The Prophet ﷺ was born in Makkah on Monday, during the month of Rabīa' al-Awwal in the year of the Elephant.



Who was his father, dad? And who was his mother?



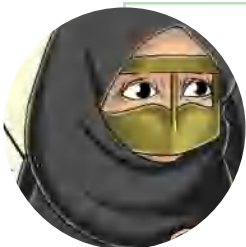
His father, Abdullah, married Āminah bint Wahb, the noblest of the Qurayshi women. Then he traveled to Syria for trade. On his way back, he died. Thus Āminah remained and was pregnant with the noblest of all mankind, our Prophet Muhammad ﷺ. She was very sad because her son had become an orphan, fatherless, before he was even born.



How did she feel when she gave birth to him whilst being alone?



She was not alone: rather Allah ﷻ was always with her. She was very happy with the birth of the Messenger of Allah ﷺ. When his grandfather, Abdul Muṭṭalib heard of his birth, he was very happy too and hurried to see him. He carried him, kissed him and named him “Muḥammad” to be praised on earth and in heaven. His nanny Barakah, who was known as Umm Ayman, cared for him.



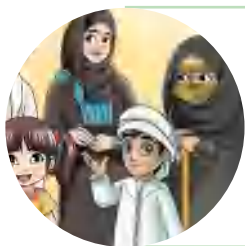
The Arabs at that time used to send their sons to the desert to learn the Arabic language in its purest and most eloquent form and so that they could grow healthy and strong in the clean desert air.



Was our beloved Prophet, Muhammad ﷺ sent to the desert, too?



Yes. In-fact all the wet nurses refused to take and nurse him, simply because he was an orphan. But one wet nurse called Halimah as-Sa'diyyah took him to her house. At the time she did not have anything except a little milk from a weak sheep. But when she returned with him to the desert land, Allah blessed and increased her milk and increased for her all manners of goodness. So her husband said: "By Allah, indeed it is the blessing of the baby, Muhammad ﷺ". So the Prophet Muhammad ﷺ stayed in the desert until he completed four years, which is when Halimah returned him to his mother, Āminah bint Wahb in Makkah.



All praise is for Allah, who protected our Prophet ﷺ when he was in his mother's womb and as a child, and provided him with those who cared for him.

I use my skills to learn

I think and then answer

I match (by drawing a line with a pen) between the words in column (A) with suitable ones in column (B):

A

The Messenger of Allah was born on
His father
His grandfather
His mother
His wet nurse
His tribe
His nanny

B

Āminah bint Wahb
Monday in the month of Rabī' al-Awwal
Quraysh
Abdul Muṭṭalib
Abdullah
Barakah (Umm Ayman)
Halimah as-Sa'diyyah

I listen with my group to Sūrat al-Fīl, then paste suitable images of the events of the story of Abrahah and the destruction of the Ka'bah in the following squares.

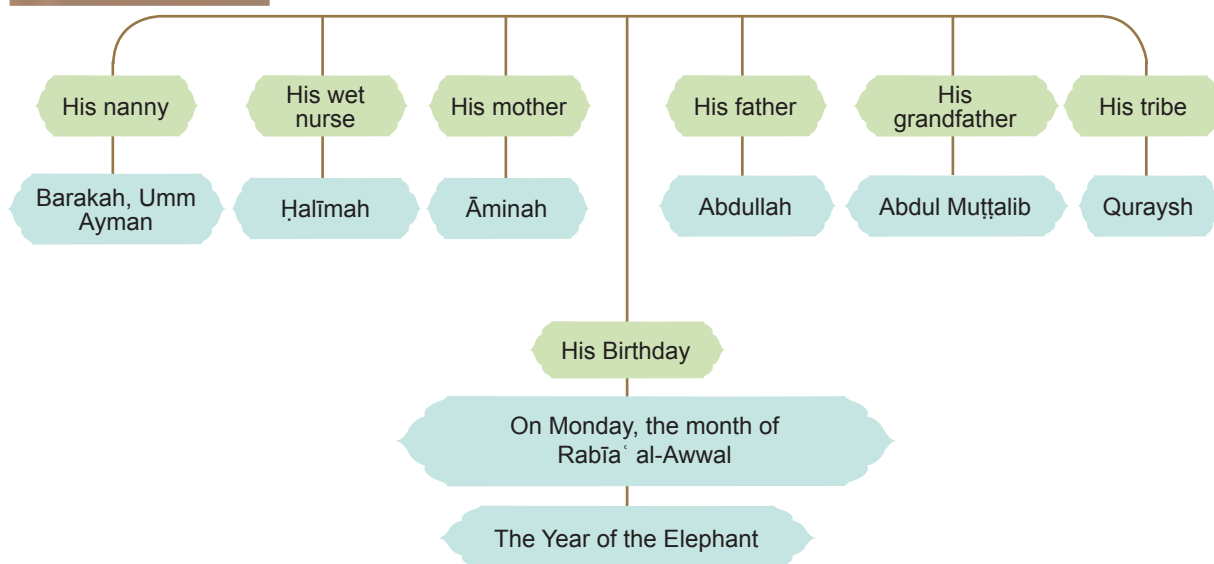
I talk

I talk to my classmates about the story of Halīmah as-Sa'diyyah as she nursed the Prophet Muhammad ﷺ when he was a baby.

I organize my ideas



Muhammad, is the Messenger of Allah ﷺ



I practice reciting the Holy Qur'an



ظُ	ظِ	ظَ	طُ	طِ	طَ	ضُ	ضِ	ضَ
فُ	فِ	فَ	عُ	عِ	عَ	عُ	عِ	عَ
لُ	لِ	لَ	كُ	كِ	كَ	قُ	قِ	قَ
هُ	هِ	هَ	نُ	نِ	نَ	مُ	مِ	مَ
			يُ	يِ	يَ	وُ	وِ	وَ

◆ Students practice pronouncing letters marked with short vowels.



I leave my Imprint



◆ I love the Messenger of Allah ﷺ and treat my family kindly, like him.



◆ I visit the Orphanage with my parents and help them.

Student Activities

I answer by myself

1 Activity One

I color in:



Orphanage

كُلُّنَا نُحِبُّكَ يَا رَسُولَ اللَّهِ وَنُقْتَدِي بِكَ

We all love you, O Messenger of Allah ﷺ,
and try and follow in your footsteps.

2 Activity Two

◆ I circle the correct around answer below:

A He was happy with his birth and gave him the name of "Muhammad":

His mother Āminah

His father Abdullah

His grandfather Abdul Muṭṭalib

B The Messenger of Allah ﷺ was born in the year of:

the Lion

the Camel

the Elephant

3 Activity Three:

I learn and color in the name of my beloved
Prophet, Muhammad ﷺ



I enrich my experience

I search in the classroom library for the story of the Elephant and tell my friends the story.

Self-Assessment

I color in the square that shows my level of learning:

No.	Attitude	★★★★★ 5	★★★ 3	★ 1
1	I recall and mention the name of the Prophet ﷺ, and his father and mother.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I recall and mention the year of his birth ﷺ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I recall and mention the name of his wet nurse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I recall and mention the name of his nanny.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



2

Unit Two With Your Mercy I Live



No.

Domain

Theme

Lesson

1	Creed of Islam (‘Aqīdah)	Faith (Īmān)	Allah, the All-Compassionate
2	Divine Revelation	The Holy Qur’ān	Sūrat al-‘Falaq
3	Divine Revelation	Noble Hadīth	Bedtime supplication (Du‘ā’)
4	The Life of the Prophet and Prominent Personalities	Prominent Personalities	Abu Hurayrah رضي الله عنه
5	Islamic Rulings and Purposes	The Rulings of Worship	Wuḍū’ (Ablution)
6	Divine Revelation	Noble Hadīth	Kindness to Animals

Learning Outcomes

- ▶ He infers that Allah سُبْحَانَهُ وَبِحَمْدِهِ is Merciful to His creation.
- ▶ He deduces that the mercy of Allah covers all of His creation.
- ▶ He recalls and mentions examples of Allah's mercy towards His creation.
- ▶ He expresses his love for Allah سُبْحَانَهُ وَبِحَمْدِهِ the All-Compassionate the All-Merciful.
- ▶ He recites Sūrat al-‘Falaq correctly according to Tajwīd rules.
- ▶ He recites Sūrat al-‘Falaq from memory.
- ▶ He finds out the importance of Sūrat al-‘Falaq
- ▶ He explains the general meaning of Sūrat al-‘Falaq
- ▶ He learns bedtime supplication by heart.
- ▶ He applies Islamic etiquette at bedtime.
- ▶ He speaks about Abu Hurayrah’s رَضِيَ اللَّهُ عَنْهُ mercy and kindness to animals.
- ▶ He demonstrates how to follow Abu Hurayrah’s رَضِيَ اللَّهُ عَنْهُ example in his mercy and kindness to animals.
- ▶ He performs Wuḍū’ (Ablution) properly.
- ▶ He discover the states in which wudu is required.
- ▶ He recites the Noble Hadīth from memory.
- ▶ He concludes that kindness to animals is an act that pleases Allah, glory be to Him.
- ▶ He discusses how to be kind to animals.

Allah, the All-Compassionate

I learn from this lesson to:

- ▶ infer that Allah ﷻ is Merciful to His creation.
- ▶ deduce that the mercy of Allah ﷻ covers all His creation.
- ▶ discuss examples of mercy towards Allah's creatures.
- ▶ express my love for Allah, the All-Compassionate the All-Merciful.

I take initiative to learn

I observe and answer



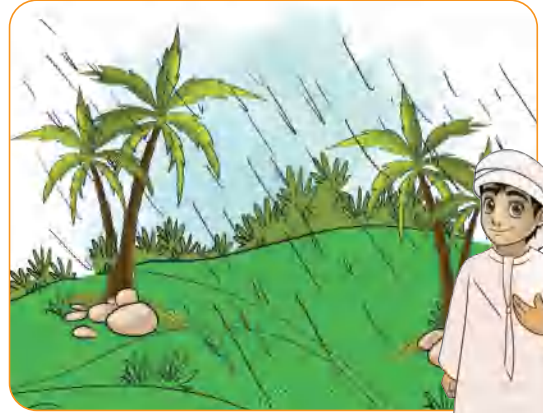
◆ Which of these is merciful?

I use my skills to learn

I observe and infer



- ◆ What do animals in the picture eat?
- ◆ What would happen if animals did not find food to eat?



- ◆ Why does Allah ﷻ send down rain?

Allah, the All-Compassionate

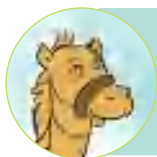
Allah ﷻ sends down rain so that grass may grow and animals may find food to eat.

Allah ----- creatures and gives them food.

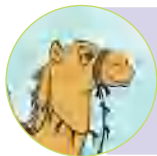


- ◆ Why does a cat suckle its kittens?
- ◆ What would happen to kittens if they did not find one to feed them?
- ◆ How does a cat know that it should suckle its kittens?
- ◆ ----- is merciful to the creation. He placed mercy in a mother's heart so that she would have mercy for us on her little ones.

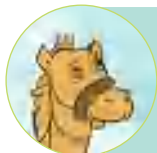
I listen and answer



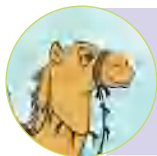
Little camel asked his mother, the She-Camel: Why has Allah created for us a hump on our back?



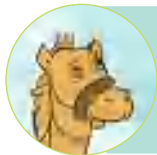
She-Camel: Because we live in the desert and need to store water.



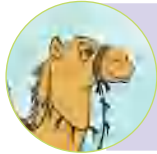
Little camel: Why has created broad feet for us?



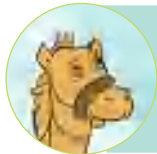
She-Camel: Because it helps us to walk on the sand of the desert and protects us from sinking into it.



Little camel: Why Has Allah made our eyelashes long?



She-Camel: Because eyelashes, my son, protect our eyes from the sand of the desert.



Little camel: I cannot tell you the amount I love Allah, Merciful! He is so cares for us so much سُبْحَانَكَ يَا رَبِّ الْعَالَمِينَ

- ◆ Why does a camel need to store water?
- ◆ What would happen if a camel did not find water to drink?
- ◆ What is the use of broad feet for camels?
- ◆ What would happen if the camel's feet were like those of a goat?
- ◆ Why does the little camel love his Lord?

I sing



Raḥmān yā raḥmān - Rabbī yā raḥmān
O Merciful Lord and Cherisher,
Compassionate Sustainer,
Revealing the Qur'ān,
Filling us with Īmān.

Raḥmān yā raḥmān - Rabbī yā raḥmān
In your care, you have guided us,
Provision you have provided us,
Where, despite appearance for everyone,
Lies sufficient providence like the sun,

Raḥmān yā raḥmān - Rabbī yā raḥmān
Watching the action, determining right,
Covered by cloud, is unwavering light,
Grace descending from up above,
Filling us with infinite love,

Raḥmān yā raḥmān - Rabbī yā raḥmān
For whatever conditions appear,
The Path is undoubtedly clear,
Assurance that freedom is won,
Through complete trust in the One.

Raḥmān yā raḥmān - Rabbī yā raḥmān

Allah, the All-Compassionate



I think to be creative

The students went on a trip to the park with their teacher. At the end of the day, they rode the bus to head back. However Sa'īd was still in the bathroom. No one had noticed his absence. By the time he had come out, he could not find the bus, it had left without him! Standing around, Sa'īd did not know what to do, can you help him?

- ◆ I suggest a solution for Sa'īd's problem.
- ◆ I describe how to avoid such a problem occurring in the future.



I cooperate with my classmates:

- ◆ We describe some actions that we can do to have mercy upon:

Mothers

Workers

House nannies

I share my idea

- ◆ In my own way, I express my love for my Compassionate Lord and appreciate His mercy upon me.

I love you my Lord,
because you have filled my
heart with faith and guided
me with the Qur'ān



How grateful I am towards and how much
love I feel for my Compassionate Lord. He
has created for me a mind with which to think,
eyes with which to see, ears with which to
hear and above all guided me to Him. So with
the tongue he gave me, I shall express my
love and give my thanks to Him!



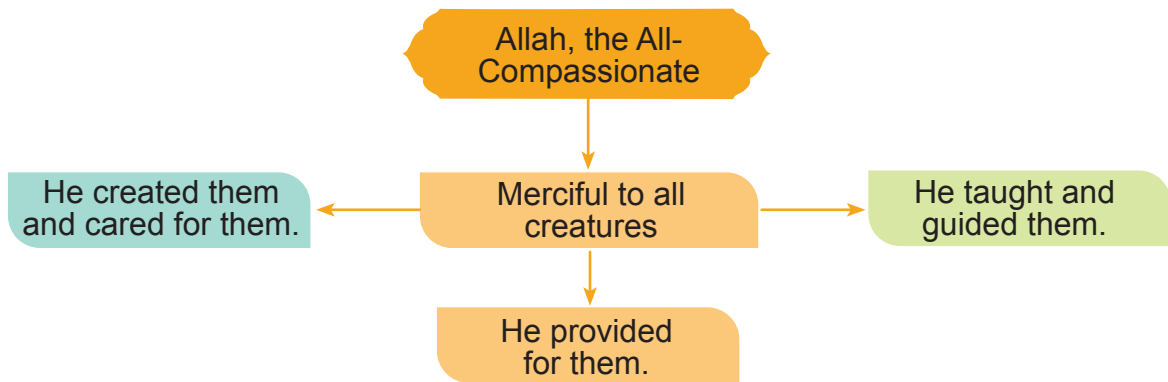
I search

- ◆ in the classroom's library for a story about mercy and narrate the story to my classmates.

I organize my ideas



Allah, the All-Compassionate



I leave my Imprint



◆ I have mercy and compassion on the creation of Allah.



◆ I participate in the national initiative of "Giving thanks to Workers".

I practice reciting the Qur'an

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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



Words with short vowels (diacritics)					
خَ	اَ	قَ	وَ	عَ	دَ
خَلَقَ			وَعَدَ		
بَ	دَ	أَ	أَ	كَ	لَ
بَدَأَ			أَكَلَ		
نَ	هَ	بَ	نَ	ظَ	رَ
نُهِبَ			نَظَرَ		
كَ	تَ	بَ	حَ	ضَ	رَ
كَتَبَ			حَضَرَ		
حَ	دَ	رَ	ظَ	اَ	مَ
حَدَرَ			ظَلَمَ		
أَ	خَ	دَ	نَ	كَ	صَ
أَخَذَ			نَكَصَ		

◆ The Student practices composing words and reads them correctly.

Student Activities

I answer by myself

1 Activity One: I color in:

الله الرحمن الرحيم

Allah, the All-Compassionate
the All-Merciful

Allah, the All-Compassionate

2 Activity Two: write:

لَا إِلَهَ إِلَّا اللَّهُ

There is nothing worthy of worship except
Allah, The All-compassionate, the All-Merciful.

3 Activity Three:

I circle the picture that indicates Allah's mercy to His creatures:





4 Activity Four

I put a tick (✓) in front of the correct behavior in the following pictures:





I enrich my experience

I search for a Sūrah from the Holy Qur'ān that begins with the word (الرَّحْمَن), i.e. the All-Compassionate and learn the first three verses of it by heart.

Self-Assessment

A I color in the square which shows that I observe the specific behavior:

No.	Behavior	Yes	No
1	I visit my grandfather and grandmother and help them out of mercy to them.	<input type="checkbox"/>	<input type="checkbox"/>
2	I obey my parents and do not annoy them out of mercy to them.	<input type="checkbox"/>	<input type="checkbox"/>

B I color in the square that shows my level of learning:

No.	Learning	★★★★★ 5	★★★ 3	★ 1
1	My ability to mention examples of mercy to Allah's creatures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	My ability to express my love for Allah, the Compassionate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sūrat al-‘Falaq

I learn from this lesson to:

- ▶ recite Sūrat al-‘Falaq correctly according to Tajwīd rules.
- ▶ recite Sūrat al-‘Falaq from memory.
- ▶ find out the importance of Sūrat al-‘Falaq.
- ▶ give the general meaning of Sūrat al-‘Falaq.

I take initiative to learn

I listen and infer

Say: I seek refuge in the Lord of Daybreak



Sa‘īd complained of pain in his stomach, so his mother read the Mu‘awwidhatayn (the two Sūrahs that seek Allah’s protection; Sūrat al-Falaq and Sūrat al-Nās).

- ◆ What is meant by the Mu‘awwidhatayn?

Allah’s protection; Sūrat al-‘Falaq and Surat An-Nas.



Maryam reads the Mu‘awwidhatayn at bedtime.

- ◆ Why does Maryam recite the Mu‘awwidhatayn at bedtime?

I use my skills to learn

I read and recite

سُورَةُ الْفَلَقِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿قُلْ أَعُوذُ بِرَبِّ الْفَلَقِ ۝١ مِنْ شَرِّ مَا خَلَقَ ۝٢ وَمِنْ شَرِّ غَاسِقٍ إِذَا وَقَبَ ۝٣ وَمِنْ شَرِّ النَّفَّاثَاتِ فِي الْعُقَدِ ۝٤ وَمِنْ شَرِّ حَاسِدٍ إِذَا حَسَدَ ۝٥﴾

Bi-smi llāhi r-raḥmāni r-raḥīmi

1. Qul 'a'ūdhu bi-rabbi l-falaqi 2. Min sharri mā khalaqa 3. Wa-min sharri ghāsiqin 'idhā waqaba 4. Wa-min sharri n-naffāthāti fī l-'uqadi 5. Wa-min sharri ḥāsidiṉ 'idhā ḥasada

Sūrat al-'Falaq

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

1. Say: I seek refuge in the Lord of Daybreak
2. From the evil of that which He created;
3. From the evil of the darkness when it is intense,
4. And from the evil of malignant witchcraft,¹
5. And from the evil of the envier when he envies.

I match



العُقَد Knots



غَاسِقٍ Darkness



الْفَلَق Daybreak

Sūrat al-'Falaq

General meaning of the verses:

A Muslim turns to Allah to protect him from all evils. He also wishes good for everybody.

I observe and answer

I seek refuge in Allah from Satan, the outcast.



Who does this boy seek refuge in?

- ◆ Who does a Muslim seek refuge in?
- ◆ When does a Muslim seek refuge in Allah?



Who do these men seek refuge in?



Why does this woman read evening supplications?

I follow in the footsteps of the Prophet ﷺ

When traveling, the Prophet ﷺ used to say before staying at any place: "أعوذ بكلمات الله" (التامات من شر ما خلق), ("I seek refuge in the Perfect Words of Allah from the evil of what He has created"). Thus he was protected from any evil happening to him during his stay.

- ◆ Who did the Prophet ﷺ seek refuge in to protect him from evil?
- ◆ I mention when I say supplications.
- ◆ What is the use of the supplications which the Prophet taught us to say?

I listen and emulate



I always say: "I seek refuge in Allah from Satan, the outcast," so that Allah may protect me from the devil.



Sūrat al-'Falaq



I feel strong and brave because I seek help from Allah, the Almighty.

I suggest a solution

- ◆ You were in the market, and suddenly you were separated from your family and could not find them. What do you do?
- ◆ I suggest some possible solutions.



I cooperate with my classmates:

- ◆ We compete in learning Sūrat al-'Falaq
- ◆ We play the game of colors.

I organize my ideas

Sūrat al-‘Falaq



It is read in the morning.

Allah keeps us with it
from the evil of harmful
creatures.

I practice reciting the Holy Qur’ān

Say: I seek refuge in the Lord
of Daybreak

﴿قُلْ أَعُوذُ بِرَبِّ الْفَلَقِ﴾



أَخَذَ	أَذِنَ	أَمَرَ	خَلَقَ
جَعَلَ	خَشِيَ	حَسَدَ	حَشَرَ
جَمَعَ	بَخَلَ	عَبَسَ	ذَكَرَ
رَفَعَ	خُلِقَ	فَعَلَ	قَدَرَ

◆ Students practice reading the words with short vowels correctly.



I leave my Imprint



◆ I say the morning and evening supplications following the example of the Prophet ﷺ so that Allah may always protect me.



◆ I ask Allah in His Name to protect you, my homeland.

Student Activities

I answer by myself

1 Activity One:

I place a tick mark (✓) against the correct statement and a cross (X) against the incorrect statement:

- ◆ Turning to Allah benefits the Muslim and brings them the good. ()
- ◆ It is only through Allah that the Muslim seeks refuge from the evil of Satan. ()
- ◆ The Muslim wishes good for all people. ()
- ◆ I always say my bedtime supplications so that Allah may keep safe from nightmares. ()

2 Activity Two:

I choose the correct answer:

- ◆ A Muslim seeks refuge in Allah from:

good

evil

- ◆ A Muslim takes recourse in:

Allah

himself

3 Activity Three:

I color in:

The Daybreak
Darkness

الْفَلَقُ الغَسَقُ

I enrich my experience

- ◆ I search for a supplication to be said in the evening and learn it by heart.

Self-Assessment

	Yes	No
I recite Sūrat al-‘Falaq at bedtime.		
I seek refuge in Allah سُبْحَانَكَ وَبِحَمْدِكَ before reading invocations.		

Bedtime Supplication (Du‘ā’ al-nawm)

I learn from this lesson to:

- memorize the bedtime supplication by heart.
- apply Islamic etiquette at bedtime.

I take initiative to learn

I listen and answer

Mother: Have you performed wuḍū Maryam, and have you cleaned your teeth?

Maryam: Yes, Mum!

Mother: Goodnight, my daughter, and do not forget to recite the mu‘awwidhatayn (the two sūrahs for protection) and the bedtime supplication.

Maryam: If Allah wills, mum.

◆ What is the bedtime supplication?



I listen and memorize

حَدِيثٌ شَرِيفٌ

عَنْ أَبِي حُدَيْفَةَ رَضِيَ اللَّهُ عَنْهُ أَنَّ رَسُولَ اللَّهِ ﷺ كَانَ إِذَا أَوَى إِلَى فِرَاشِهِ يَقُولُ: «بِاسْمِكَ رَبِّي وَضَعْتُ جَنْبِي وَبِكَ أَرْفَعُهُ».
رَوَاهُ الْبُخَارِيُّ وَمُسْلِمٌ

A Noble Hadīth

Abū Hudhaifa رَضِيَ اللَّهُ عَنْهُ narrates: When the Messenger of Allah ﷺ would go to bed, he would say: “In Your Name, my Lord, do I lay my side (on the bed) and in Your Name I will raise it.” (Bukhāri and Muslim)

Vocabulary:

أَوَى

Went to (bed)

أَرْفَعُهُ

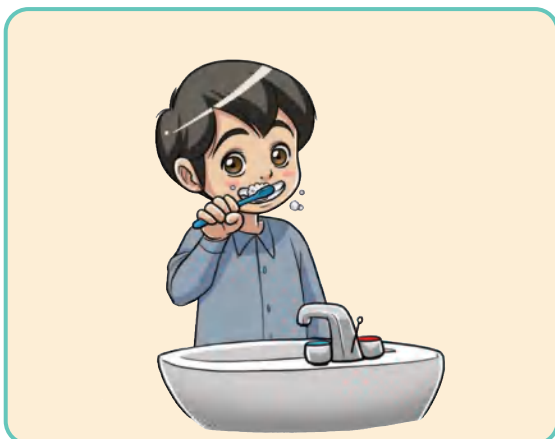
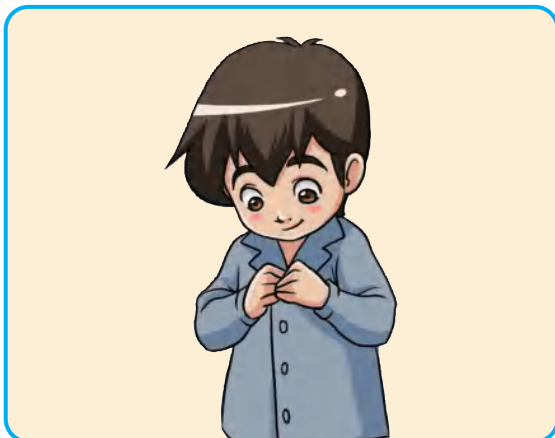
I will raise it

وَضَعْتُ جَنْبِي

I lay my side (on the bed)

I use my skills to learn

I observe and talk about the etiquette of sleep



I listen and emulate the example of the Prophet ﷺ

When the Prophet ﷺ wanted to sleep, he performed wuḍū then would dust off his bed, sleep on his right hand side, put his right hand under his right cheek, then he would invoke Allah ﷻ and slept.

◆ What will you do when sleeping in order to emulate the Prophet ﷺ?



I use technology

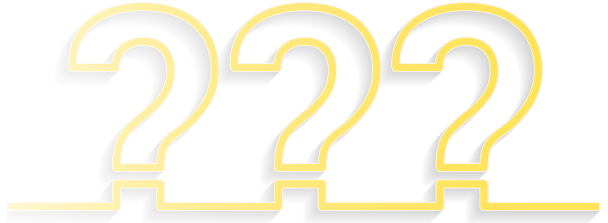
I have someone from my family take a picture of myself whilst applying bedtime etiquette and sleeping. I then show the picture to my classmates.



I reflect

Salim entered his room, wore his nightclothes, then slept.
However Salim forgot to do three very important acts before sleeping.

- ◆ What do you think these acts are?
- ◆ Why do you think Salim forgot t these acts? Mention three probable reasons.



I cooperate with my classmates

- ◆ We compete in memorizing the bedtime supplication.
- ◆ We play a game: What is the thing missing?

I share my ideas

I suggest an idea that reminds my classmates of bedtime etiquette.



I search

- ◆ The number of hours of sleep a person needs.
- ◆ What a Muslim says when he wakes up.



I organize my ideas

Bedtime Etiquette

I perform wuḍū

I sleep on my right side

I clean my teeth

I read the mu'awwidhatayn sūrahs

I wear nightclothes

I say the bedtime supplication



Bedtime Supplication (Du'ā' al-nawm)

I practice reciting the Holy Qur'ān



أ	ب	ت	ث	ج	ح	خ
د	ذ	ر	ز	س	ش	ص
ض	ط	ظ	ع	غ	ف	ق
ك	ل	م	ن	هـ	و	ي

◆ Students practice pronouncing the letters correctly



I leave my Imprint



- ◆ I sleep early and observe bedtime etiquette so that Allah may protect me during my sleep.



- ◆ I make sure to switch off the lights at night in order to save electricity.

Student Activities

I answer by myself

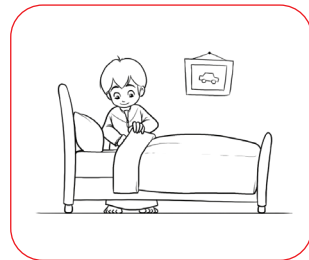
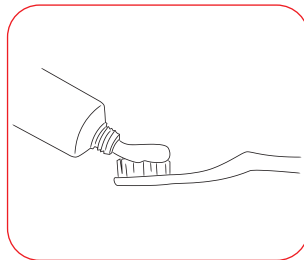
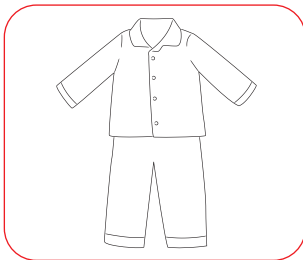
1 Activity One:

I color in the square of the picture that shows the correct behavior in bedtime etiquette:



2 Activity Two:

I emulate and color in:



I enrich my experience

I search for the supplication of entering and leaving bathrooms and memorize it by heart.

Self-Assessment

I color in the square that shows that I observe the specific behavior:

S	Statements	Yes	No
1	I perform wuḍū	<input type="checkbox"/>	<input type="checkbox"/>
2	I say the mu‘awwidhatayn Sūrahs and bedtime supplication before I sleep.	<input type="checkbox"/>	<input type="checkbox"/>
3	I sleep on my right side.	<input type="checkbox"/>	<input type="checkbox"/>
4	I switch off the lights before I sleep.	<input type="checkbox"/>	<input type="checkbox"/>
5	I go to bed early.	<input type="checkbox"/>	<input type="checkbox"/>

Abū Hurayrah

رَضِيَ اللَّهُ عَنْهُ

I learn
from this
lesson to:

- speak about the mercy of Abū Hurayrah رَضِيَ اللَّهُ عَنْهُ and his kindness to animals.
- demonstrate how I follow Abu Hurayrah's example in his mercy and kindness to animals.

I take initiative to learn

I listen and answer



I am a pet animal. I love living in houses. The sound I make is called a "meow". I like to climb trees and my favorite food is fish.. The Messenger of Allah ﷺ said concerning me that I am pure and he ﷺ performed wuḍū with water from which I which I had drank. Who do you think I am?

I use my skills to learn

I listen and think about

Father: What are you doing in the garden, Rashid?

Rashid: I am playing with cats and feeding them, dad.

Father: God bless you, Rashid. Being merciful to animals is part of the teachings of Islam. Before you, the notable companion of the Prophet, Abdul Raḥmān al-Dawsī رَضِيَ اللَّهُ عَنْهُ, loved cats to such an extent that the The Messenger of Allah ﷺ called him "Abū Hurayrah".

Rashid: How was that, dad?

Father: One day, Abdul Raḥmān al-Dawsī was herding sheep for his family, when he saw a kitten [in Arabic: Hurayrah] standing all alone and vulnerable. He felt compassion and mercy for it, so he carried it gently and put it in his sleeve,



then he continued to walk carrying the kitten. At night, he put it on a low hanging tree to be safe, and in the morning, he took it with him and played with it. One day, a group of the Prophet's companions saw him and said to him: What is this Abdul Raḥmān? He said: A kitten, I found it in on my way. When the Prophet ﷺ heard this, he called him "Abū Hurayrah" which the means "The Father of the Kitten".

I answer verbally

- 1 Where did Abū Hurayrah رَضِيَ اللَّهُ عَنْهُ find the cat?
- 2 What did Abū Hurayrah رَضِيَ اللَّهُ عَنْهُ do with the kitten?
- 3 Who named him "Abū Hurayrah" or "Father of the Kitten"?

I cooperate with my classmates

- ◆ Together, we summarize the story of "Abū Hurayrah" رَضِيَ اللَّهُ عَنْهُ with the kitten.

I learn to emulate the example



Abū Hurayrah رَضِيَ اللَّهُ عَنْهُ



Abū Hurayrah رَضِيَ اللَّهُ عَنْهُ loved the Messenger of Allah ﷺ. I also love the Messenger ﷺ.



Abū Hurayrah رَضِيَ اللَّهُ عَنْهُ was merciful, and I like to be -----



Abū Hurayrah رَضِيَ اللَّهُ عَنْهُ was kind to animals, and I am also kind -----

I imagine

- What would happen if mankind was not kind to animals?

I love the companions of the Prophet ﷺ and strive to follow their example in their kindness to animals.



I listen and emulate

I take care of animals and feed them in order to be rewarded by Allah ﷻ

O Allah, I ask you for beneficial knowledge that is not forgotten.



I Complete

I complete verbally:

animals I follow his example I have mercy on

- ◆ I thank Allah for His favors, so I have mercy on _____.
- ◆ I want Allah to love me, so _____ animals.
- ◆ I love Abū Hurayrah رضى الله عنه, so _____.



I organize my ideas

Abū Hurayrah رَضِيَ اللَّهُ عَنْهُ

He is Abdul Raḥmān al-Dawsī.

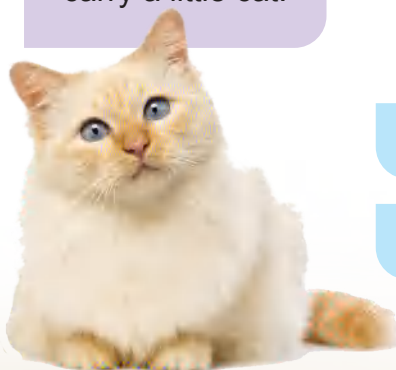
His qualities

Merciful

One of the companions of the Prophet.

The Prophet ﷺ called him "Abū Hurayrah"

because he used to carry a little cat.



Animals are creatures of Allah.

They need

food and water

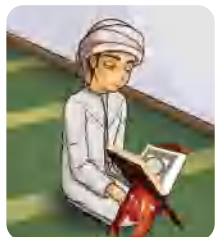
and kindness to them.



رَضِيَ اللَّهُ عَنْهُ
Abū Hurayrah



I practice reciting the Holy Qur'ān



تي	تو	تا	بي	بو	با
حي	حو	حا	ثي	ثو	ثا
ري	رو	را	خي	خو	خا
طي	طو	طا	زي	زو	زا
في	فو	فا	ظي	ظو	ظا
يي	يو	يا	هي	هو	ها
جي	جو	جا	إي	أو	آ
سي	سو	سا	دي	دو	دا
شي	شو	شا	ذي	ذو	ذا
عي	عو	عا	صي	صو	صا

Students practice pronouncing the three long vowels (ا، و، ي) correctly.



I leave my Imprint



◆ I am responsible for taking care of every pet animal or bird in my house.



◆ I visit Sir Bani Yas Island. I enjoy watching the animals there and follow the rules put in place for their safety.

رضي الله عنه
Abū Hurayrah

Student Activities

I answer by myself

1 Activity One:

In the following table, there is a quality of Abū Hurayrah رضي الله عنه, I search it, and circle around it:

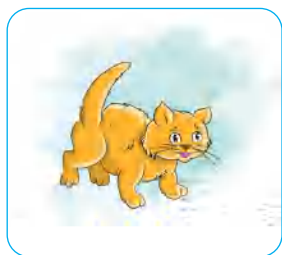
ر	ب	ح	ي
ل	ر	م	ق
ت	ب	ح	س
م	ب	ع	ل

2 Activity Two:

I draw or paste a picture of an animal I would love to treat kindly

3 Activity Three

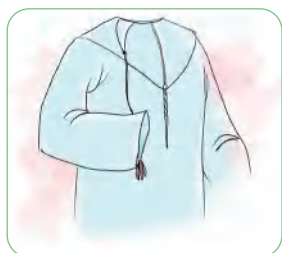
I connect the picture and the suitable statement:



Abū Hurayrah رضي الله عنه
herded



Abū Hurayrah رضي الله عنه
saw



Abū Hurayrah رضي الله عنه
carried the small cat and
put it in

I enrich my experience

- ◆ I search for the name of the Prophet ﷺ who understood the language of ants and smiled at their speech.

Self-Assessment

No.	Aspect of Learning	★★★★★ 5	★★★ 3	★ 1
1	I discuss about the mercy of Abū Hurayrah رَضِيَ اللَّهُ عَنْهُ, to animals.			
2	I am kind to animals, emulating the example of Abū Hurayrah رَضِيَ اللَّهُ عَنْهُ			
3	I take care of pet animals.			



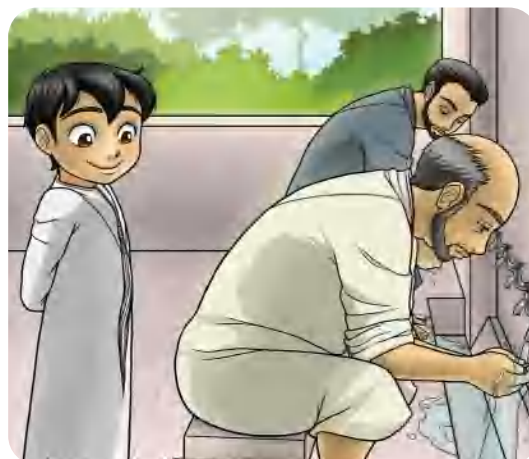
Wuḍū' (Ablution)

I learn from this lesson to:

- perform Wuḍū' (Ablution) properly.
- discover the states in which wuḍū is required.

I take initiative to learn

I reflect and describe



I observe learn and apply

Rashid went out with his father. On their way, it was time for Adhān al-Aṣr. So the father stopped at the nearest mosque to perform prayer. He said: Come, son; let us perform wuḍū for prayer.

Rashid watched his father while performing wuḍū.

I would like you to see me while performing wuḍū and to correct me if I am wrong, dad!



The steps Rashid took whilst wuḍū

- 1 Intending in one's heart to perform wuḍū then saying: "Bi-smillāhi r-raḥmāni r-raḥīmi" (i.e. In the Name of Allah, the All-Compassionate, the All-Merciful).



- 2 Washing the hands three times.



- 3 Rinsing the mouth with the right hand (3 times).



- 4 Rinsing the nostrils with the right hand and clearing them (the nostrils) with the left hand (3 times).



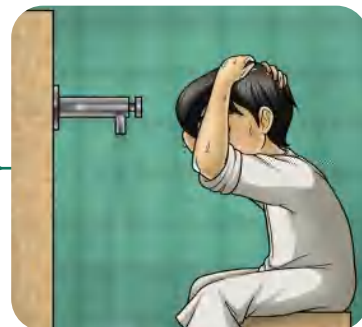
- 5 Washing the face (3 times).



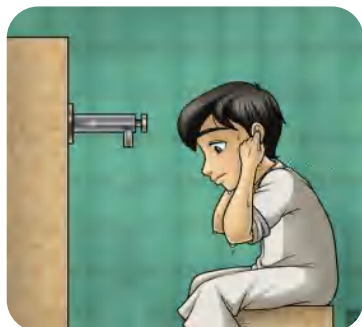
- 6 Washing the right hand and arm up to the elbow (3 times).



- 7 Washing the left hand and arm up to the elbow (3 times).



- 8 Wiping the head with the wet hand.



- 9 Wiping the ears with wet fingers.



- 10 Washing the right foot up to the ankle, and cleaning with the fingers the space between the toes (3 times).



- 11 Washing the left foot up to the ankle, and cleaning with the fingers the space between the toes (3 times).

Father: Well done, my son. Your wuḍū' was correct. However make sure you do not forget this supplication after you have completed wuḍū' :

(أَشْهَدُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ وَحْدَهُ لَا شَرِيكَ لَهُ، وَأَشْهَدُ أَنَّ مُحَمَّدًا عَبْدُهُ وَرَسُولُهُ،
اللَّهُمَّ اجْعَلْنِي مِنَ التَّوَّابِينَ، وَاجْعَلْنِي مِنَ الْمُتَطَهِّرِينَ).

I bear witness that there is nothing worthy of worship but Allah, and that Muhammad is His servant and messenger. O Allah, make me of those who constantly repent to You and of those who constantly purify themselves.

I use my skills to learn

I match each picture with the correct phrase

The place to
perform Wuḍū'



Rinsing the mouth



Rinsing and
clearing the nose



I cooperate with my classmates

◆ I discover

Through cooperation with my classmates the cases in which wuḍū is required.

I use the following words and pictures:

Prayer –Anger –Sleep –Ṭawāf (circling the Ka‘bah 7 times) – the Holy Qur’ān



Wuḍū' (Ablution)

- 1 I perform wuḍū before ----- I perform wuḍū before reading -----.
- 2 I perform wuḍū before ----- I perform wuḍū before -----.
- 3 I perform wuḍū hoping that my Lord will save me from -----.



I arrange and speak

I arrange the following pictures concerning the steps of wuḍū' and then speak about them:



I apply

I apply in practice the steps of wuḍū' with my classmates.



I think to be creative

I innovate a solution to preserve the blessings of water.

I organize my my ideas

I complete the numbering of the pictures to arrange the steps of the wuḍū.

Wuḍū' (Ablution)



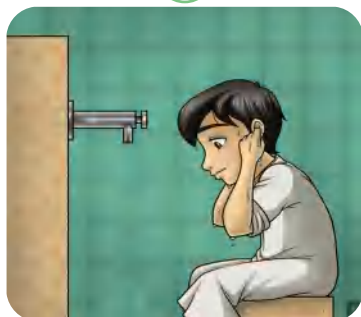
○



○



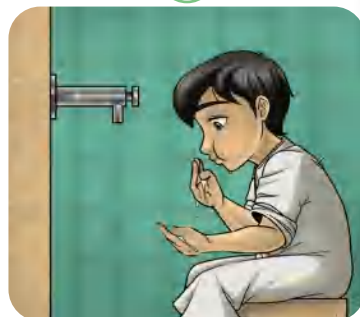
○



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○



○



○



○



○

I practice reciting the Qur'ān



هي	زي	دي	حي	سي	تي
هيـ	زيـ	ديـ	حيـ	سيـ	تيـ
خيـ	جي	ثي	بيـ	ريـ	شي
خي	جيـ	ثيـ	بي	ري	شيـ
صافي	قاني	خالي	غالي	جاري	داري
هادي	سامي	رامي	عالي	حادي	شادي



I leave my Imprint



◆ I perform wuḍū every night before sleeping,, following the example of the Prophet ﷺ



◆ I preserve water because it is our lifeline.



Student Activities

I answer by myself

1 Activity One:

- ◆ I mark the limbs used for wuḍū, then I color them in.

2 Activity Two:

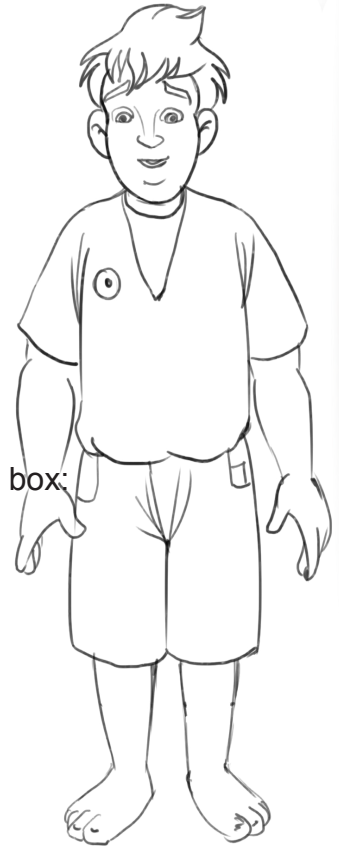
- ◆ I choose the correct behavior by placing a tick (✓) in the box:

A Sultan performed wuḍū so he washed his face:

- ☐ four times
- ☐ five times
- ☐ three times

B Salim wiped his head whilst performing wuḍū':

- ☐ one time
- ☐ three times
- ☐ four times



I enrich my experience

- ◆ I search for a verse from the Qur'ān or a noble Hadīth that indicates the excellence of wuḍū.

Self-Assessment

- ◆ My beloved mother! Please take pictures of me performing the steps of wuḍū' so that I can make my teacher happy!

Kindness to Animals

I learn from this lesson to:

- recite certain Noble Hadīth from memory.
- discover that kindness to animals is an act that pleases Allah ﷻ
- discuss how one can be kind to animals.

I take initiative to learn

I observe and anticipate the events



What made the cat bring its injured friend to the doctor?

I use my skills to learn

I listen and memorize

حَدِيثُ شَرِيفٍ

عَنْ عَبْدِ اللَّهِ بْنِ عُمَرَ رَضِيَ اللَّهُ عَنْهُمَا أَنَّ رَسُولَ اللَّهِ ﷺ قَالَ: «دَخَلَتْ امْرَأَةٌ النَّارَ فِي هِرَّةٍ حَبَسَتْهَا، فَلَا هِيَ أَطْعَمَتْهَا، وَلَا هِيَ تَرَكَتْهَا تَأْكُلُ مِنْ خَشَاشِ الْأَرْضِ».

رَوَاهُ الْبُخَارِيُّ وَمُسْلِمٌ

Abdullah ibn Umar رَضِيَ اللَّهُ عَنْهُمَا reported that the Messenger of Allah ﷺ said: "A woman entered Hell for having imprisoned a cat, this was because she neither fed it nor allowed for it to seek food on its own, until it died of hunger." (Bukhāri and Muslim)

Vocabulary

هَرَّةٌ

Cat

خَشَاشُ الْأَرْضِ

Earth worms

النَّارُ

Hell

I answer verbally

- ◆ I mention how we benefit from animals.
- ◆ Why did the woman enter Hell?
- ◆ I imagine what the outcome would have been had the woman fed and cared for the cat.



I reflect to be creative



- ◆ What happened to this bird?
- ◆ I imagine the probable causes of its death?
- ◆ I suggest how to be kind to birds in our city?

I read the story and answer



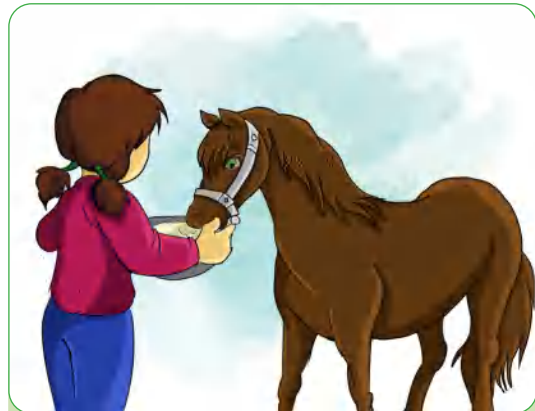
Aisha is merciful. She loves animals and cares for them.



She feeds hens.



She gives the lamb milk to drink.



She gives water to the small pony.

- ◆ What does Aisha do to be kind to animals?
- ◆ Why does Aisha take care of animals?

I love animals and
care for them to please
Allah ﷻ



I talk

About the acts I do to be kind to animals.

I cooperate with my classmates

We think about what we would do in the following situations:

- ◆ One of the pet animals in our house becomes sick.
- ◆ The pet bird in our house stopped singing.
- ◆ We are due to travel on a journey for two weeks, but we have a pet at home which we cannot take with us.

I listen and follow the example of the Prophet ﷺ

رُويَ عَنْ رَسُولِ اللَّهِ ﷺ أَنَّهُ ذَاتَ يَوْمٍ دَخَلَ بُسْتَانًا فَرَأَى بِهِ جَمَلًا، حَنَّ الْجَمَلُ وَذَرَفَتْ عَيْنَاهُ، فَاقْتَرَبَ مِنْهُ رَسُولُ اللَّهِ ﷺ وَمَسَحَ الْعَرَقَ مِنْ خَلْفِ أُذُنِهِ، وَسَأَلَ عَنْ صَاحِبِهِ، وَقَالَ لَهُ: «أَفَلَا تَتَّقِي اللَّهَ فِي هَذِهِ الْبَهِيمَةِ الَّتِي مَلَكَكَ اللَّهُ إِيَّاهَا؟ فَإِنَّهُ شَكَا إِلَيَّ أَنَّكَ تُجِيعُهُ وَتُدْبِيهِ» (تُعَبِّهُ بِالْعَمَلِ الْمُتَوَاصِلِ).

رَوَاهُ أَحْمَدُ وَأَبُو دَاوُدَ.

It was narrated that one day the Prophet ﷺ entered a garden. A camel approached the Prophet ﷺ and its eyes were filled with tears. The Messenger of Allah ﷺ wiped its back and its eyes. The Messenger ﷺ then asked about its owner. A boy from Ansar came and told him that he is the owner of the camel. The Messenger ﷺ said to him, 'Do you not fear Allah? This animal you own has complained to me that it is hungry and tired because you use it continuously in your work'. (Narrated by Ahmad and Abū Dawūd)

- ◆ What was the reason for of the camel crying?
- ◆ What did the Prophet ﷺ do to have mercy on the camel?
- ◆ What will you do to follow the Prophet's ﷺ example?





I listen and describe



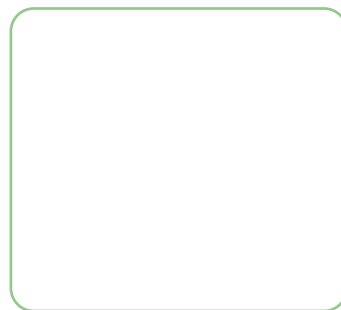
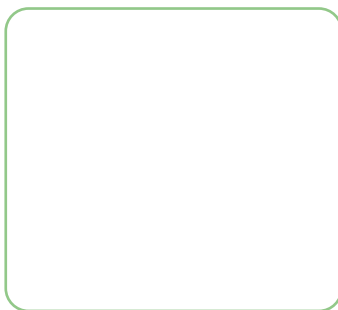
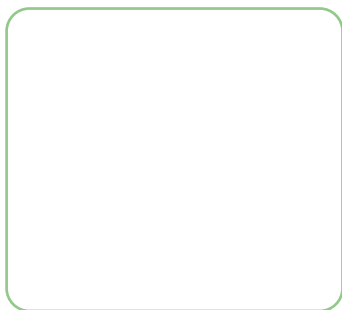
I have mercy on animals
and care for them
because Allah ﷻ
ordered us to do so.



When I have mercy on
animals I feel happy and
content because mercy
is from the qualities of
believers.

I describe the following verbally or by drawing:

- 1 My feeling when I have mercy on animals.
- 2 The feeling of animals when I care for them.
- 3 The feeling of animals when they are hurt.



I search for

The title of the doctor who treats animals.

I organize my ideas



Mercy on animals

An act

That pleases Allah

And makes animals happy.

Aspects of mercy on animals

Avoid hurting animals.

Providing food and shelter for them.

Providing treatment if they are sick.

Not making them tired by too much work.

Kindness to Animals

I practice reciting the Qur'ān

جَرَحَ	ذَكَرَ	دَخَلَ	وَهَبَ	هَرَبَ	نَشَرَ
صَدَعَ	ضَغَطَ	عَرَفَ	طَبَعَ	وَرَدَ	وَأَدَّ
طَارَ	قَرَأَ	غَسَلَ	حَطَبَ	خَذَلَ	حَبَسَ
قَالَ	فَازَ	غَارَ	نَامَ	عَابَ	غَابَ
صَالَ	وَضَعَ	ضَرَبَ	سَحَبَ	قَامَ	دَامَ

Students practice being able to distinguish the elongated vowels in words and to read words correctly.





I leave my Imprint



◆ I treat animals kindly and care for them.



◆ I ensure the zoo is kept clean when I visit it.

Student Activities

I answer by myself

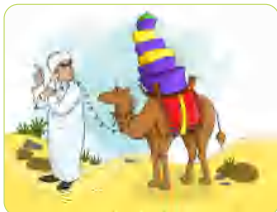
1 Activity One:

I put a tick mark (✓) below the picture that shows the correct behavior and a cross (X) below the picture that shows the wrong behavior:

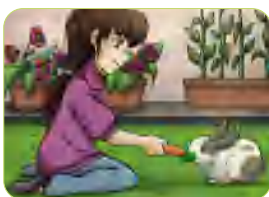


2 Activity Two

I match the picture of behavior with the suitable result:



Actions that
please Allah



Actions that do
not please Allah

Kindness to Animals

I enrich my experience

I look in the classroom library for the story of the man who brought water for the dog to drink, and was rewarded with Paradise. I tell my classmates the story.

Self-Assessment

A I color in the square that shows that I observe the specific behavior:

No.	Behavior	Yes	No
1	If I saw a hungry cat on the road, I would feed it.	<input type="checkbox"/>	<input type="checkbox"/>
2	If I saw bullfighting, I would avoid it.	<input type="checkbox"/>	<input type="checkbox"/>

B I color in the square that shows my level of learning:

No.	Learning	★★★★★ 5	★★★ 3	★ 1
1	My memorization of the noble Hadīth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	My ability to speak about my kindness to animals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



3

Unit Three I Believe in Allah

سُبْحَانَكَ وَبِحَمْدِكَ

Say 'I Believe in Allah,'
then be Steadfast!

What is Islam, Dad?



No.

Domain


Theme

Lesson

1	Divine Revelation	The Holy Qur'ān	Sūrat al-Ikhlās
2	Creed of Islam ('Aqīdah)	Faith (Īmān)	Pillars of Faith
3	Values and Ethics of Islam	Ethics of Islam	Islamic Etiquette of Cleanliness
4	Divine Revelation	Noble Hadīth	A Muslim Helps his Brother
5	Identity and Contemporary Issues	Belonging	I love my Family
6	The Life of the Prophet and Prominent Personalities	The Life of the Prophet ﷺ	Our Prophet Muhammad ﷺ in the care of his Grandfather and Uncle



Learning Outcomes

- ▶ He recites Sūrat al-Ikhlās correctly and learns it by heart.
 - ▶ He explains the vocabulary of the Sūrah
 - ▶ He gives the general meaning of the Sūrah
 - ▶ He recites Sūrat al-Ikhlās correctly and learns it by heart.
 - ▶ He explains the vocabulary of the Sūrah
 - ▶ He gives the general meaning of the Sūrah
 - ▶ He explains that Islamic belief has pillars.
 - ▶ He mentions the six pillars of Islamic belief.
 - ▶ He testifies that there is nothing worthy of worship except Allah (lā 'ilāha 'illā llāh).
 - ▶ He explains the importance of cleanliness to Muslims.
 - ▶ He finds out the etiquette of cleanliness in Islam.
 - ▶ He recites the Noble Hadīth from memory.
 - ▶ He discovers that Allah helps a Muslim provided he helps his brothers in humanity.
 - ▶ He talks about ways of helping his brothers in humanity.
 - ▶ He mentions the duties of family members.
 - ▶ He mentions the rights of family members.
 - ▶ He mentions instances of cooperation among family members.
 - ▶ He provides instances of his kindness to his relatives.
 - ▶ He narrates the story of the guardianship of the Prophet ﷺ
 - ▶ He discovers the qualities of the Prophet ﷺ and his kindness to his family.
- 

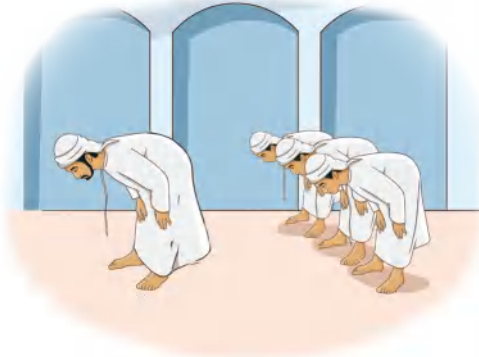
Sūrat al-Ikhlās

I learn from this lesson to:

- recite Sūrat al-Ikhlās correctly and memorize.
- explain the vocabulary of the Sūrah.
- give the general meaning of the Sūrah.

I take initiative to learn

I observe and infer



- Who do Muslims direct their faces to in worship?
- Whom do Muslims supplicate to?

I use my skills to learn

I recite and memorize

سُورَةُ الْإِخْلَاصِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿قُلْ هُوَ اللَّهُ أَحَدٌ ۝ (١) اللَّهُ الصَّمَدُ ۝ (٢) لَمْ يَكِدْ وَلَمْ يُولَدْ ۝ (٣)﴾

﴿وَلَمْ يَكُنْ لَهُ كُفُوًا أَحَدٌ ۝ (٤)﴾

Sūrat al-Ikhlās

Bi-smi llāhi r-raḥmāni r-raḥīmi

1- Qul huwa llāhu 'aḥadun 2- Allāhu ṣ-ṣamad 3- Lam yalid wa-lam yūlad 4- Wa-lam yakun lahū kufuwan 'aḥadun.

Sūrat al-Ikhlās

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

1. Say: He is Allah, the One!
2. Allah is He on Whom all depend!
3. He begets not nor was begotten.
4. And there is none comparable unto Him.

Vocabulary:

أَحَدٌ aḥadun

Uniquely One, with no partner

الصَّمَدُ ṣ-ṣamadu

The One on Whom all creation depends

كُفُوا kufuwan

Equal, comparable

Sūrat al-Ikhlās

General meaning of the verses:

Allah is Uniquely One and has no partners; he is free of need of everything, whereas everything is in need of Him. Nothing is similar to Him. He has no son or daughter, no father nor mother. All of creation is continually dependent on Him for its existence.

Allah is One, with no partner.

I answer verbally

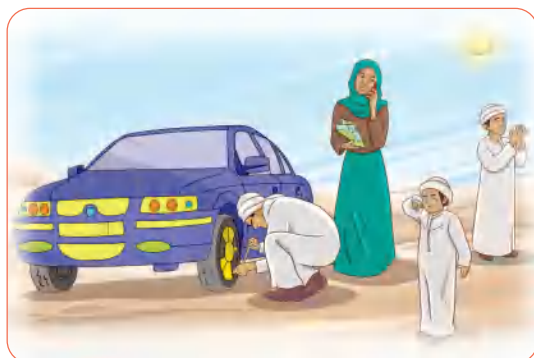
- 1 Who is the Creator of everything?
- 2 Can anyone other than Allah ﷻ create as He has created?
- 3 Can anyone other than Allah ﷻ provide us with life and sustenance?
- 4 Is there anything worthy of worship other than Allah?



I reflect to be creative

Abū Mājid went with his family on a desert picnic. While they were in the desert, his car broke down. He tried his best to repair it, but could not. Unfortunately he had no means of contacting anyone to rescue him and his family.

- Who should the family pray to for help?
- Who is capable of answering their supplication?
- Anticipate: How could Allah ﷻ answer their supplication so they arrive back safe and sound?



I reflect deeply

- 1 Who taught man what he had not known before?
- 2 Who created his thinking mind?
- 3 Who caused creatures to serve man?



Allah is my Lord! Nothing is like Him.



I speak about the greatness of Allah ﷻ through His creation. I believe in Allah ﷻ, the One and Only God

I look at everything around me and reflect. I see that everything proves the greatness of Allah ﷻ.





Nothing other than Allah ﷻ is worthy of being worshipped.



Sūrat al-Ikhlās

I share my idea

- ◆ I speak in my own style about the greatness of Allah ﷻ in His creation that is created to serve man.

I say

- ◆ I say: Lā 'ilāha 'illā llāh (There is nothing worthy of worship except Allah).

I cooperate with my classmates

- ◆ We speak about the acts that we do to show our love for Allah ﷻ

I organize my ideas

Sūrat al-Ikhlās

Allah is One, with no partners.

We worship only Allah alone.

We should always turn to in Allah through our supplications.

He has no father or son.

Nothing is like Him.



I practice reciting the Qur'an

◆ Ahad **ha hi hu**

◆ Samad **sa si su**

نَشَرَ	نَاشِرٌ	وَهَبَ	وَاهِبٌ	ذَكَرَ	ذَاكِرٌ
وَرَدَ	وَارِدٌ	طَبَعَ	طَابِعٌ	ضَغَطَ	ضَاغِطٌ
جَمَعَ	جَامِعٌ	حَطَبَ	حَاطِبٌ	طَارَ	طَائِرٌ
غَابَ	غَائِبٌ	نَامَ	نَائِمٌ	صَامَ	صَائِمٌ
دَامَ	دَائِمٌ	صَعِدَ	صَاعِدٌ	ضَرَبَ	ضَارِبٌ



I leave my Imprint



My behavior
is my
responsibility

◆ I read Sūrat al-Ikhlās
before I sleep.



I love my
country

◆ I pray to Allah, the
One who everything
is dependent upon,
to keep my country,
the UAE, away from
every evil.

Student Activities

I answer by myself

1 Activity One:

I read and color in:

قُلْ هُوَ اللَّهُ أَحَدٌ
Say: He is Allah, the One!

2 Activity Two:

I circle the suitable word for each space in the following statements:

- ◆ Allah is with no partners. .
- ◆ There is no one like
- ◆ Muslims seek from Allah.

3 Activity Three:

I match each word with its meaning:

The One (aḥad)

On whom all depend (al-ṣamad)

comparable (kufuwwan)

Similarity

One Who is not similar to
any of His creation

All creation resort to Him

4 Activity Four:

I search for the names of certain creatures that I love and that prove that that Allah is One سُبْحَانَكَ يَا إِلَهَ

Self-Assessment

I color in the square that shows my level of learning:

No.	Learning	*****	***	*
		5	3	1
1	My memorization of the Sūrat al-Ikhlās and its good recitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	My ability to explain the meaning of the words of Sūrat al-Ikhlās	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Pillars of Islamic Belief

I learn from this lesson to:

- recall that Islamic belief has pillars.
- list the six pillars of Islamic belief.
- testify that there is nothing worthy of worship but Allah (lā 'ilāha 'illā llāh).

I take initiative to learn

I observe and infer

- Who is the creator of everything.
- Is there a creator other than Allah ﷻ؟



- Who is it that keeps travelers safe on land and sea?



- Is there anything worthy of worship other than Allah ﷻ؟

There is nothing worthy of worship but Allah

I use my skills to learn

I listen and answer

Mother: Mā shā' Allah! What is this beautiful card, Rashid?

Rashid: My teacher gave it to me, because I was excellent.

Mother: Very good! What are you excellent at, son?

Rashid: I was able to memorize the six pillars of the Islamic faith before the end of the lesson.

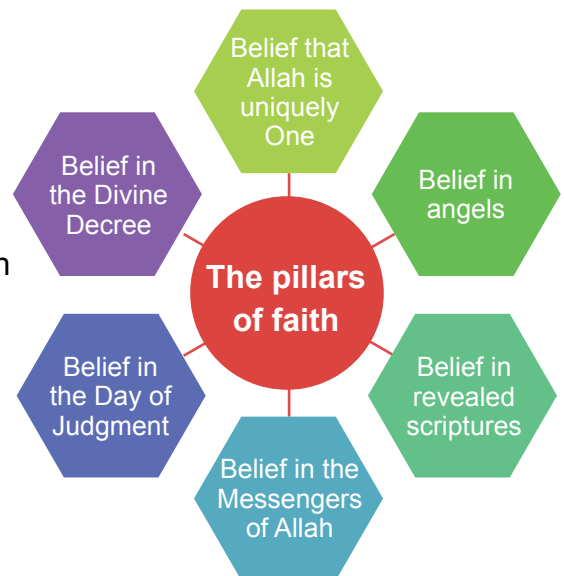
Mother: Great! What are the pillars of faith that you have learnt?

Rashid: The pillars of faith are six, namely:

- 1 Belief that Allah is uniquely One and has no partner.
- 2 Belief in Angels.
- 3 Belief in revealed Scriptures.
- 4 Belief in the Messengers of Allah.
- 5 Belief in the Day of Judgment.
- 6 Belief in the Divine Decree, both its apparent good and evil.

Mother: May Allah bless you, my son. With such an attitude an Emirati citizen will always be excellent.

- ◆ How many are the pillars of faith?
- ◆ Why did Allah send the Prophets, peace be upon them all?
- ◆ When will Allah bring people to account for their deeds?



I sing

Amāntu billahi wa malāikatihi,
 Wa kutubihi wa rusulihi wa al-yawm al-akhīri,
 Wa al-qadri khayrihi wa sharrihi min Allah,
 Wa al-ba'thi ba'd al-mawt, la ilāha illa Allah.
 We believe in Allah, Lord and Cherisher:
 The One, the True, of All, the Sustainer.
 We believe in Angels, for His worship, they strive:
 Constantly in love and praise, they eternally thrive.
 We believe in Messengers, to His guidance was the call:
 In belief and truthfulness, they did give their all.
 We believe in the Books, being His guiding Hand,
 Leading mankind safely unto the promised Land.
 We Believe in the Last Day, making sure we Pray,
 Knowing that its Judgment shall turn hairs grey.
 Finally we do believe in Destiny,
 In Decree of good and bad,
 Its result, you shall see.
 Alayhi Ṣalātullah, La ilaha illa Allah.



I reflect to be creative

Allah سبحانه وتعالى has created man in the best of forms. He has distinguished him from the rest of creation.

- ◆ I mention the various ways through which human beings are distinguished from the rest of creation.

I cooperate with my classmates

- ◆ We compete in learning the names of by heart.
- ◆ We choose from the Tree of Prophets and Messengers the names of four of the Messengers of Allah.



I search

- ◆ The names of three Divine Books and tell my classmates about them.



I listen and emulate

- ◆ I express – in my own words – my happiness for the fact that Allah keeps me safe and cares for me.

I am happy, my Lord, because You see me and keep me safe, and you will reward me for my deeds.



There is nothing worthy of worship except Allah, Alone, with no partners.



How happy I am when I say: Glory be to Almighty Allah! Nothing is like Allah. He is Able to do all things.



Pillars of Islamic Belief

I organize my ideas

Pillars of Faith

Belief in Allah
سُبْحَانَكَ يَا رَبِّي

Belief in Revealed Books

Belief in the Day of Judgment

Belief in Angels

Belief in the Messengers of Allah

Belief in Divine Decree: both good and evil



I practice reciting the Qur'ān

- ◆ آمَنَ الرَّسُولُ - كُتِبَ - رُسُلِهِ
◆ Āmana al-Rasūlu – kutubihi – rusulihi

سو	فو	صو	جو	دو	حو
خودُ	كوزُ	ثومُ	هودُ	روحُ	كوبُ
نورُ	حورُ	سورُ	توتُ	طوبُ	عودُ
خو	لوطُ	كوخُ	بومُ	نونُ	دورُ





I leave my Imprint



◆ I love Allah, obey His orders and avoid disobedience.



◆ I love and obey the rulers of my country.

Student Activities

I answer by myself

1 Activity One:

I color in:

الله واحد لا شريك له

Allah is One. He has no partners.

2 Activity Two:

Complete as in the example:

A Muslim believes in

Pillars of Faith

Angels

6

are created
by Allah

Allah

I enrich my experience

I search the names of three angels and show them to my classmates.

Self-Assessment

I color in the square which shows that I observe the specific behavior:

No.	Behavior	Yes	No
1	I say: Lā 'ilāha 'illā llāh waḥdahu la sharīka lahu (There is nothing worthy of worship except Allah, Alone with no partner) in the supplications of morning and evening.	<input type="checkbox"/>	<input type="checkbox"/>
2	I recite Sūrat al-Ikhlās in the morning and in the evening.	<input type="checkbox"/>	<input type="checkbox"/>
3	When the Prophets and Messengers of Allah are mentioned, I say; 'Blessings and Peace be upon them.'	<input type="checkbox"/>	<input type="checkbox"/>
4	When Angels are mentioned, I say: 'Peace be upon them.'	<input type="checkbox"/>	<input type="checkbox"/>
5	I say: Praise be to Allah in both times of happiness and misfortune.	<input type="checkbox"/>	<input type="checkbox"/>

I color in the square that shows my level of learning:

No.	Aspect of Learning	*****	***	*
		5	3	1
1	I recall the pillars of faith.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I read Sūrat al-Ikhlās in the morning and in the evening.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

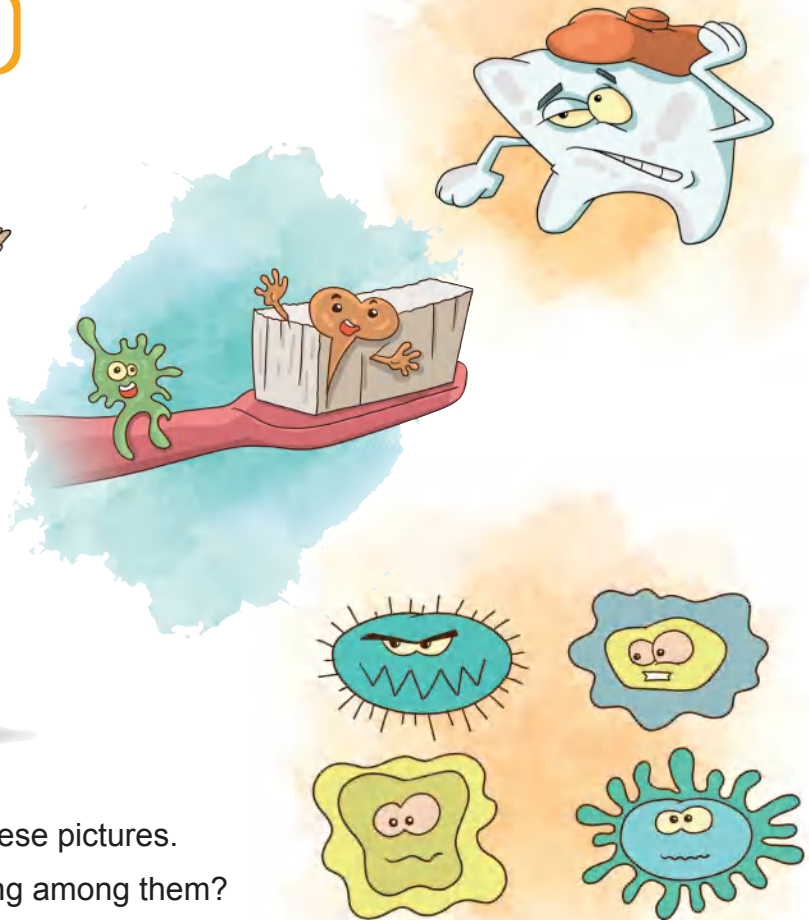
Islamic Etiquette of Cleanliness

I learn from
this lesson
to:

- ▶ clarify the importance of cleanliness to Muslims.
- ▶ find out the etiquette of cleanliness in Islam.
- ▶ apply the Islamic etiquette of cleanliness.

I take initiative to learn

I observe and answer



- 1 I explain what I see in these pictures.
- 2 What is the common thing among them?
- 3 I mention the name of these organisms.
- 4 I mention the solution that gets me rid of them.

I use my skills to learn

I listen and reflect

Ahmed: Welcome Omar, into our house. This is my room.

Omar: Your room is clean and beautiful, Ahmed.

Ahmed: Thank you, my friend!

Omar: Is there anyone who cleans it for you?

Ahmed: No. I clean it myself, Omar. My mum taught me how to clean my room, tidy my bed and cupboard, and keep my body and clothes clean

(For Islam teaches us cleanliness).

Omar: This is good. I have learnt a lot from you, Ahmed!



I answer verbally

- ◆ What was Omar amazed by?
- ◆ How did Ahmed learn to tidy his room?
- ◆ Why does Ahmed keep his room clean?

I observe and read

◆ My Mother has taught me to:



wear clean clothes and
take care of my appearance.



take a shower
with water and soap.



wash my teeth with a
toothbrush and toothpaste.



wash my hands with water and soap
before and after meals.



clean my room.



keep my city clean.

I connect

◆ I connect by drawing a line between the picture and the suitable statement:

An act that Allah ﷻ loves.



An act that Allah ﷻ does not love.



Islamic Etiquette of Cleanliness

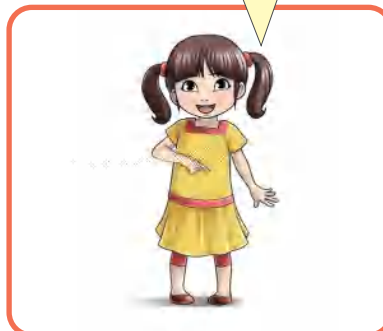
Cleanliness is an apt description of a Muslim and good behavior is the way they conduct their life.

I listen and emulate

Allah is great and pure, and He loves those who keep themselves clean and pure. This is why I keep my body, house and school clean so that Allah will love me too.



I regularly take a shower so that my body smells fresh and clean and so everybody likes being around me.



Our government takes great effort in keeping our cities clean and beautiful. We should also keep them clean because we love our country.



I imagine



- ◆ I talk about what I expect to happen if people were to keep throwing waste on the ground.



I reflect to be creative

- ◆ We suggest ideas to keep our school bus clean.

I find out

One day, the Messenger of Allah ﷺ saw a man whose clothes were dirty. He said: "Could not this man find what he can wash his garment with?"

(Narrated by Ahmed)

- ◆ I try to find out the matters that the Prophet ﷺ wanted Muslims to be involved in and act upon.

I give my opinion

- ◆ I give my opinion about the following behavior:
- ◆ He wastes too much water when he washes his hands.
- ◆ He is lazy so he does not throw waste in the bin.
- ◆ He does not clean his teeth before he sleeps.



I cooperate with my classmates:

We think and answer: Who am I?

I am a tool of cleaning. Everyone uses me to keep their teeth clean

I am a place where you come every day to learn. You would always like me to be clean.

I am a person who likes cleanliness and performs wuḍū before prayer

I organize my ideas

I keep clean:

my body and clothes

my school

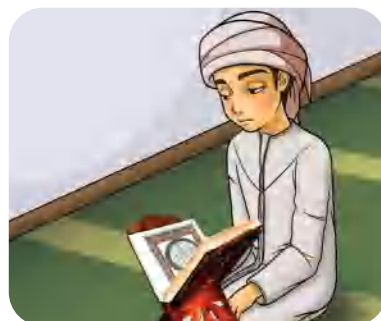
my house

my country



I practice reciting the Qur'an

رُو	دُرُوعٌ	بُو	حُبُورٌ	رُو	ضُرُوسٌ
غُو	لُغُوبٌ	بُو	رُبُوعٌ	مُو	جُمُوعٌ
جِي	جُجِيْبٌ	مِي	سَمِيْعٌ	حِي	رَحِيْمٌ
خُو	دُخُوْلٌ	لُو	جُلُوسٌ	عُو	قُعُودٌ



- ◆ The student practices pronouncing the elongated vowel letters. He reads the words pronouncing the last letter as silent (with sukūn).



I leave my Imprint



- ◆ I keep myself clean.



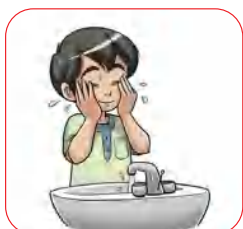
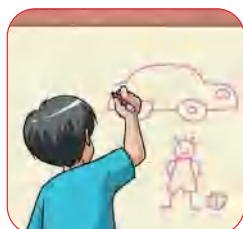
- ◆ I keep my country clean and healthy.

Student Activities

I answer by myself

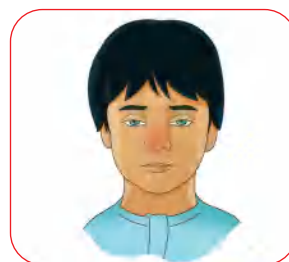
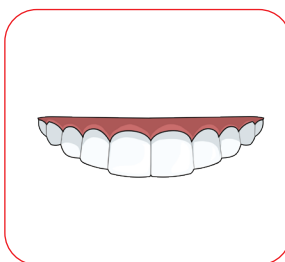
1 Activity One:

Because I am Muslim, I indicate the right behavior by placing a tick mark (✓) against it :



2 Activity Two:

I match the cleaning tool with the right picture:



I enrich my experience

What is the act of worship that requires being in a state of purity?

Self-Assessment

I color in the square which shows that I observe the specific behavior:

No.	Aspect of Cleanliness	Yes	No
1	I keep my body clean.	<input type="checkbox"/>	<input type="checkbox"/>
2	I keep my clothes clean.	<input type="checkbox"/>	<input type="checkbox"/>
3	I keep my room clean.	<input type="checkbox"/>	<input type="checkbox"/>
4	I keep my house clean.	<input type="checkbox"/>	<input type="checkbox"/>
5	I keep my school clean.	<input type="checkbox"/>	<input type="checkbox"/>
6	I keep my city clean.	<input type="checkbox"/>	<input type="checkbox"/>

A Muslim Helps his Brother

I learn from this lesson to:

- recite the Noble Hadīth from memory.
- discover that Allah helps a Muslim commensurate to the help he gives his brother in humanity.
- discuss the ways in which a Muslim can help his brother in humanity.

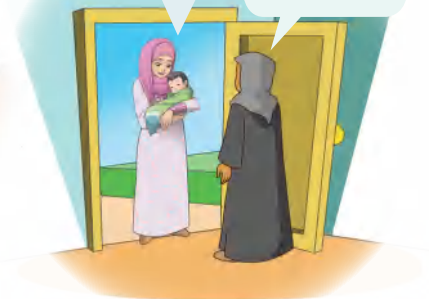
I take initiative to learn

I observe and imagine the event



Can I leave my little girl with you until I come back from the market?

Yes, of course.



1 What are the persons in the above pictures doing?

2 What is the action that each of them did?

I use my skills to learn

I listen and memorize

حَدِيثُ شَرِيفٍ

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ، عَنِ النَّبِيِّ ﷺ قَالَ: «... وَاللَّهُ فِي عَوْنِ الْعَبْدِ مَا كَانَ الْعَبْدُ فِي عَوْنِ أَخِيهِ».

رَوَاهُ مُسْلِمٌ

A Noble Hadīth

Abū Hurayrah رَضِيَ اللَّهُ عَنْهُ reported the Prophet ﷺ as saying: "Allah is in the aid of his servant so long as the servant is in the aid of his brother [in humanity]." (Narrated by Muslim)

Vocabulary:

عَوْن (al-'awn)

help

العَبْدُ (al-'abd)

Slave; servant

The general meaning of the Hadīth:

Allah ﷻ helps his servant and makes it easy for him to meet his needs in matters of this world and the Hereafter, as long as he strives to meet the needs of his Muslim brothers.

I discuss and derive

- 1 What is the act that is mentioned in the Noble Hadīth
- 2 What is the reward of the person who helps others?

I read and answer

Salim: Did you know, Sa'īd, that our dear country, the UAE has won the world's top position in humanitarian aid?

Sa'īd: Yes, brother, our country has been eager to help the needy since it was founded by the late Sheikh Zayed bin Sultan Al Nahyan, may Allah rest his soul in peace. He is our role model in this regard.

Salim: How about we go and participate in the donation campaigns to help the needy? Allah helps those who help the needy.

Sa'īd: What an excellent idea! I will take some clothes and money with me.

Salim: I will also donate foodstuff.

- 1 How will Salim and Sa'īd help the needy?
- 2 I discuss what I anticipate the reward of Sa'īd and Salim will be with Allah.



I observe and discuss



I cooperate with my classmates

- ◆ We specify how we would act in the following situations:
- ◆ One student fell down and broke his leg.
- ◆ A wheelchair bound student wanted to leave the class, but he could not find anyone to push him.
- ◆ A student made a mistake while reciting the Holy Qur'ān
- ◆ The house of a neighbor in the local quarter caught fire.

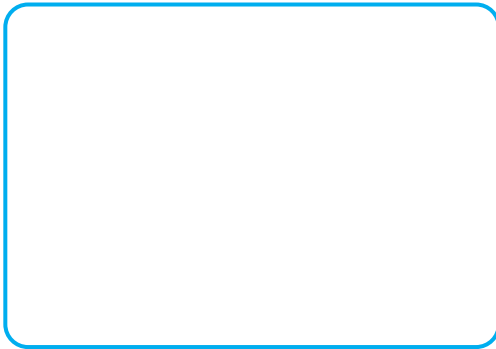


I search

- ◆ A verse from the Qur'ān that encourages cooperation.

I share my creativity

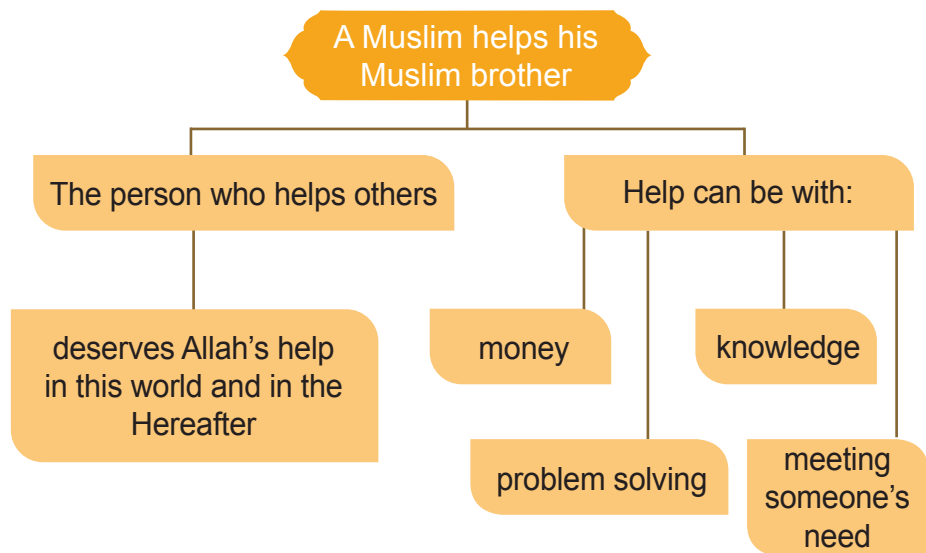
- ◆ I design a logo for charitable activities .



الهلال الأحمر الإماراتي
Emirates Red Crescent

A Muslim Helps his Brother

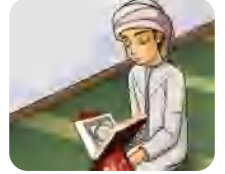
I organize my ideas



I practice reciting the Qur'ān

وَتَعَاوَنُوا. وَتَعَاوَنُوا

كُرُوم	رَفِيع	رَافِع	رَفَع	عُلُوم	سَمِيع	سَامِع	سَمِع
قُلُوب	جَمِيع	جَامِع	جَمَع	ظُرُوف	عَمِيل	عَامِل	عَمِل



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Students practice pronouncing words correctly.



I leave my Imprint



I help the needy and recall that Allah will help me if I help others.



I participate in donation campaigns for the needy.

Student Activities

I answer by myself

1 Activity One:

I draw in three tools that I can share with my schoolmates.

2 Activity Two:

I put a tick mark (✓) against the picture that shows cooperative behavior:



A Muslim Helps his Brother

I enrich my experience

I search in the classroom library for a story about helping others, and narrate it to my classmates.

Self-Assessment

I color in the square which shows that I observe the specific behavior:

No.	Behavior	Yes	No
1	If my classmate needs help, I will help him.	<input type="checkbox"/>	<input type="checkbox"/>
2	I participate in the campaigns of donation to the poor and the needy.	<input type="checkbox"/>	<input type="checkbox"/>

I color in the square that shows my level of learning:

No.	Aspect of Learning	*****	***	*
		5	3	1
1	My memorization of the Noble Hadīth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	My ability to speak about the forms of help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	My ability to derive useful benefit and lessons from the Hadīth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I love my Family

I learn from this lesson to:

- ▶ list the duties of family members.
- ▶ clarify the rights of family members.
- ▶ discuss some cases of cooperation amongst family members.
- ▶ demonstrate proof of my kindness to my relatives.

I take initiative to learn

I observe and infer



- ◆ How many people are there in the picture?
- ◆ Why did they go to visit grandfather and grandmother?
- ◆ I mention the people who are the nearest to me.

I use my skills to learn

I listen and reflect

Rashid: I love my mum and dad, and am always keen to seek their pleasure.

Teacher: How do we win their pleasure?

Hamdan: I strive to succeed in my studies because this makes them happy and please.

Teacher: And you, Sa'īd?

Sa'īd: I always cooperate with my brothers and sisters in all matters such as household affairs, playing and studies.

Rashid: I love my grandfather and grandmother, and am keen to visit them and win their pleasure.

Teacher: Yes. Similarly, you can visit other relatives, such as uncles and aunts, and join with them in festivities and events. This gives them comfort, shows that you care and are there to help them whenever they may be needy.

I answer verbally

- 1 How does a mother express her love for her children?
- 2 I list the acts I do to help my mother.
- 3 I talk about how I express my love for my mother and father.
- 4 I talk about the prayers and supplications I make for them.



I reflect and discover

- 1 I mention who it is I see in the picture.
- 2 How is kindness to parents apparent in the picture?
- 3 I mention someone to whom I did the same thing.



I observe and discuss

I verbally describe my love for my family using the help of the following pictures:



I reflect and decide

Khalid said: I love my family for the following reasons:

My mother and father have chosen my beautiful name.

My mother strives to make my life comfortable.

My father returns home before I sleep to sit with us, talk to us and is overjoyed with our success.

My father and mother are keen on my education and doing everything that pleases my Lord.

I go out with them to visit my grandparents, uncles and aunts, in order to know my family and relatives.



Rashid said: I do everything that pleases my Lord with regards to my family:

Because their obedience is obedience to my Lord.

They are my role model in hard work.

And also in the love of my country.

My mother and father taught me to pray to Allah to ask for mercy and forgiveness for the Father of our Nation, the late Sheikh Zayed, may Allah have mercy on him.



I love my Family

I talk about what it is about their acts that I like.

I decide: am I going to be like Khalid and Rashid?

O my Lord, have mercy on them as they have raised me up from childhood.

My mother is my best friend. I talk to her about everything that pleases or annoys me.

My father is my best friend. I tell him about everything that happens to me at school, and he guides me to do what is right and to give up what is wrong.



I cooperate with my classmates

I work with my classmates to solve the following problem:

Your uncle stopped visiting you at home, and your father was unhappy because of that. The family – father, mother and children – all met and gathered to solve the problem.

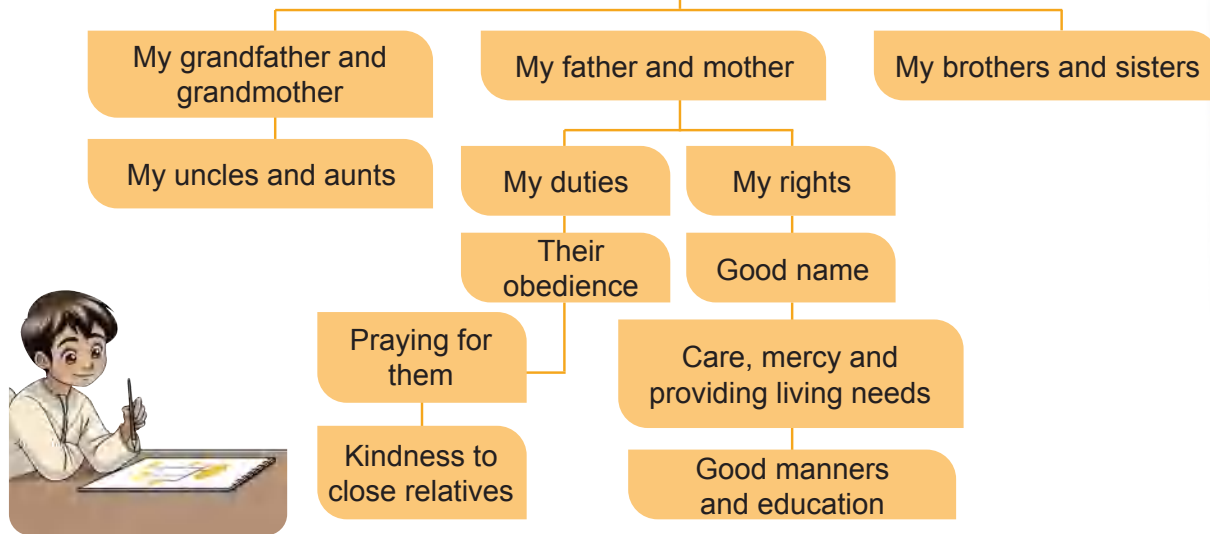
- ◆ I imagine the solutions that were suggested and mention them.
- ◆ I mention what in my opinion is the best solution.

I share my ideas

- ◆ I design a card in which I will describe my love for my father and mother.

I organize my ideas

I love my family



I love my Family

I practice reciting the Qur'ān



فَلَا تَقُلْ لَهُمْ أُفٍّ وَلَا نَهْرَهُمَا وَقُلْ لَهُمَا قَوْلًا كَرِيمًا

23. .. Fa-lā taqul lahumā 'uffin wa-lā tanharhumā wa-qul lahumā qawlan karīman

“Say not "Pooh" unto them nor repulse them, but speak unto them a gracious word.” (Surat Al-Isra:23)

أُف ف ف فِ Uffin fa fi fu

وَقُل ق ق قِ Wa qul qa qi qu

تَبَجَانْ	جَوْعْ	فَازْ
جِيرَانْ	عَوْدْ	قَاسْ
دِيدَانْ	رُبُوعْ	قَادْ
نِيرَانْ	جُمُوعْ	قَالَ
ثِيرَانْ	هُمُومْ	نَالَ
حَيَاتَانْ	عُيُومْ	دَامْ



I leave my Imprint



◆ I obey my father and respect all members of my family.



◆ My family and I have one country and our house is united.

Student Activities

I answer by myself

1 Activity One:

I match each word with a picture:

My father

My mother

My brother

My grandfather

My uncle



2 Activity Two:

I place a tick mark (✓) in front of the correct behavior and a cross (X) in front of the picture that shows the wrong behavior:

- ◆ I ask permission from my father and mother when I want to visit my friend. ()
- ◆ I help my grandfather and grandmother whenever they ask for help. ()
- ◆ I throw my clothes on the floor so that my mother can arrange them. ()
- ◆ I interfere in the conversation between my mother and my uncle (her brother). ()
- ◆ I visit my relatives with my father and know their children. ()

3 Activity Three:

I search a Holy verse from the Qur'ān in which Allah tells us to be kind to our parents.

Self-Assessment

I color in the square that shows my level of learning:

No.	Aspect of Learning	*****	***	*
		5	3	1
1	I mention my duties to my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I mention my rights in my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Our Prophet Muhammad ﷺ In the care of his Grandfather and Uncle

I learn
from this
lesson to:

- ▶ narrate the story of custody and guardianship of the Prophet ﷺ
- ▶ discover the qualities of the Prophet ﷺ and his kindness to his family.

I take initiative to learn

I remember and answer

- ◆ Who was the wet-nurse of Prophet Muhammad,
- ◆ Why did Halīma al-Sa'diyah, the blessed wet-nurse, love the baby Prophet ﷺ?

I listen and infer

Rashid: and Noura: We love the Messenger of Allah ﷺ and we are eager to know more of his story, dad.

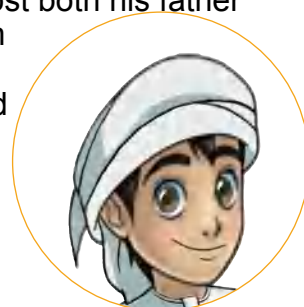
Father: Who will remind me where we stopped last time?

Rashid: Dad, we stopped at the time when the Messenger of Allah ﷺ returned from the desert to his mother in Makkah.

Father: Yes, after he returned to his mother, Āminah bint Wahb, she took him to visit his uncles, from the tribe of Bani Uday ibn al-Najjar, in Madinah. He stayed there for one month. On their way back to Makkah, she became very sick and died. So now he had lost both his father and mother. It was his Nanny, Baraka, also known as Umm Ayman, who then took him back to his grandfather Abdul Mutṭalib. She was the one who was like his mother now and took care of him after the death of his mother. This is why the Prophet ﷺ used to say about her: "Umm Ayman is my mother after my mother."

Noura: Oh no! His mother died when he was six years old and he was a little boy who must have needed her care!

Father: That was the will of Allah ﷻ. Sometime Allah tests those He loves specifically so they can grow closer to Him. This is why the Prophets often faced the hardest of tests, but always remember that after every hardship comes ease. That is how it was in the Prophet's case, for after his mother's



death, his loving grandfather took care of him. His grandfather, Abdul Muṭṭalib, loved the Prophet and honored him even more than his own sons. This was because of the noble character of honesty and morals he could see in the Prophet, which were clear even when the Prophet was young. He used to let the Prophet sit beside him on his mattress, in a place normally reserved for the noble elderly men of Quraysh and when it was meal time he would say: "Bring me Muhammad!" and would then feed him with the best of food. In return, the Prophet ﷺ loved his grandfather too, and there was much kindness and affection between them. Despite his young age, the Prophet would strive to respond to the needs of his grandfather, until when he was eight years old, his grandfather, Abdul Muṭṭalib, also died. .



Our Prophet Muhammad ﷺ
In the care of his Grandfather and Uncle

Ahmed: Oh no! Who took care of him after the death of his grandfather?

Father: Now it was the turn of his uncle, Abū Ṭālib, who took care of him thereafter. He took him into his family, making him like one of his sons, even giving him preference over them and loved him very much. The Prophet ﷺ would often accompany Abū Ṭālib whenever he went out on his travels. Similarly, the wife of his uncle, Fatimah bint Asad, cared for him too. She loved him a lot and was kind to him. He ﷺ described her as being like his mother. Thus, he lived under the care of his uncle until he grew up and became a mature, strong young man.

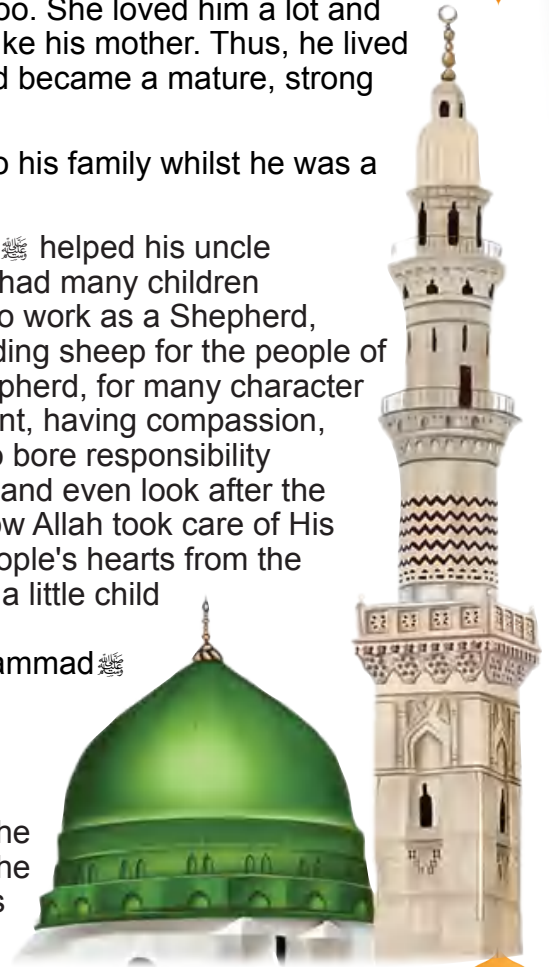
Noura: How did the Prophet ﷺ demonstrate kindness to his family whilst he was a little boy?

Father: When he was still relatively young, the Prophet ﷺ helped his uncle financially, this was mainly because Abu Ṭālib had many children and had little wealth. So the Prophet ﷺ began to work as a Shepherd, something all the Prophets did before him, herding sheep for the people of Makkah. There is a great secret in being a Shepherd, for many character traits can be learnt therein, such as being patient, having compassion, and acquiring wisdom. In turn, the Prophet also bore responsibility for himself, and actually was able to contribute and even look after the care of others. And thus, my children, that is how Allah took care of His beloved Prophet ﷺ and put love for him into people's hearts from the moment he was born, through the time he was a little child until today.

Noura: Do you know, dad, that I love our Prophet Muhammad ﷺ very much too?

Ahmed: And I love him, too, dad!

Father: Of course, I do know you both love him, we all love him. May Allah send upon our Prophet ﷺ the greatest of peace and blessings and give him the highest of ranks (maqām al-maḥmūd) that he is promised.



I use my skills to learn

I describe

- ◆ the feelings of our Prophet Muhammad ﷺ when his mother died.
- ◆ the love of grandfather, Abdul Muṭṭalib for him.



I reflect to be creative

- ◆ I mention the qualities that made our Master Muhammad ﷺ so beloved to his his grandfather and uncle.

I cooperate with my classmates

- ◆ We talk about Abū Ṭālib's guardianship of the Prophet ﷺ

I share my ideas

- ◆ I speak to my classmates about the character of the Prophet ﷺ in his childhood.

.....

.....

.....

.....

.....

.....

I organize my ideas

Incidents in the Prophet's Childhood

Under care of his mother, Āminah bint Wahb

Under the care of his Uncle, Abū Ṭālib

He was 6 years old.

Under the care of his grandfather, Abdul Muṭṭalib

Until he became a young man

He was 8 years old.

He ﷺ was kind to all of them.



Our Prophet Muhammad ﷺ
In the care of his Grandfather and Uncle



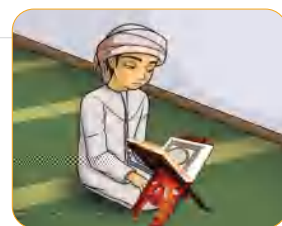
I leave my Imprint



◆ I respect skilled professions and labor and honor the workers in all of those difficult occupations.



◆ I learn about the life of the Prophet ﷺ and strive to follow his example.



I practice reciting the Holy Qur'ān

جَاءَ	أَمَنَ	يَخَافُ	يُقَالُ	أَكِيدُ	أَعُوذُ
إِذَا	عَابِدُونَ	أَنَا	كَافِرُونَ	يُولَدُ	شَاءَ
جِيَدِهَا	ذَاتَ	مَالُهُ	أَبِي	مَاعُونَ	يُرَاءُونَ

Student Activities

I answer by myself

1 Activity One:

I color in the circle with the color of the right balloon:



Abū Ṭālib



Āminah bint
Wahb



Abdul
Muṭṭalib



His mother



His
grandfather



His uncle

2 Activity Two:

I match the statement and the relevant word according to the similar color:

◆ The Prophet ﷺ lived his childhood and youth in

◆ He traveled with his mother to

Al-Madinah
al-Munawwarah

Al-Quds al
-Shareef

Makkah
al-Mukarramah

3 Activity Three

I circle in the correct answer:

A The mother of the Prophet ﷺ died:

On the return
journey to Makkah

On the way to
al-Madinah

When she arrived
in Makkah

B Abū Ṭālib took care of the Prophet ﷺ after the death of:

his mother

his grandfather

his father

I enrich my experience

I search in the classroom library for examples of the Prophet's kindness to his foster mother, Halīma al-Sa'diyah.

Self-Assessment

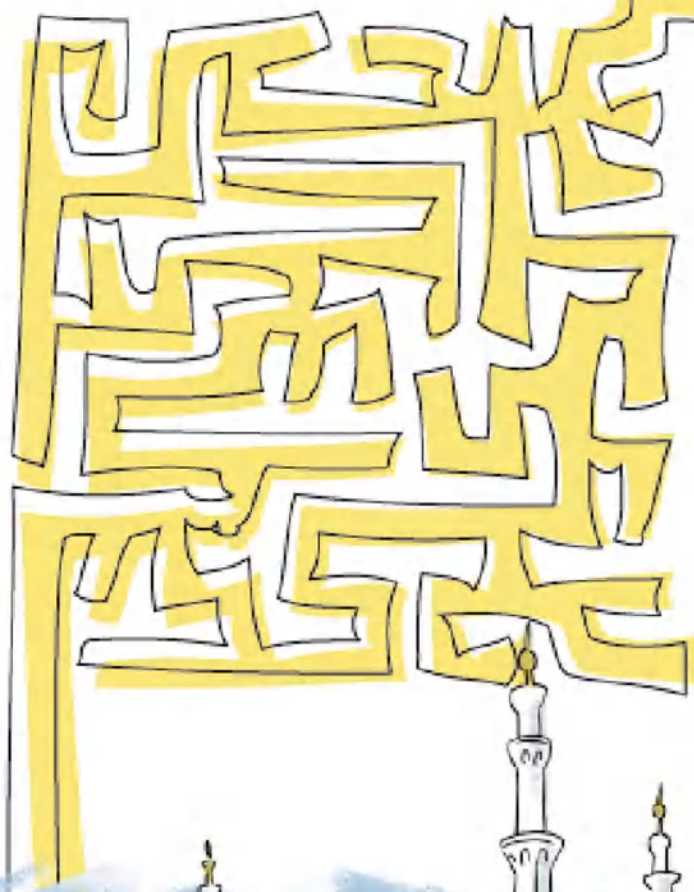
I color in the square that shows that I observe the specified behavior:

No.	Behavior	*****	***	*
		5	3	1
1	I speak about Abdul Muṭṭalib's taking care and guardianship of the Prophet ﷺ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I speak about the characteristics by which the Prophet was distinguished ﷺ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I speak about the Prophet's being a Shepherd and his herding of sheep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



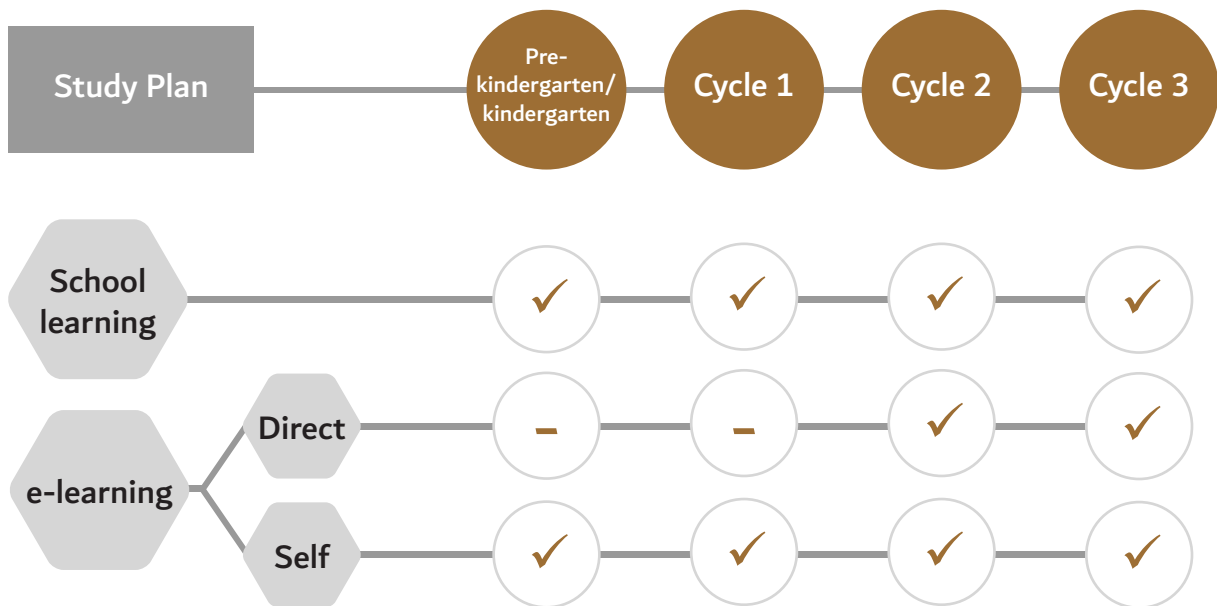
Help me!

I help the student to reach
Sheikh Zayed Grand Mosque



Hybrid education in the Emirati school

Within the strategic dimension of the development plans in the Ministry of Education, and its endeavor to diversify education channels and overcome all the challenges that may prevent it, and to ensure continuity in all circumstances, the Ministry has implemented a hybrid education plan for all students at all levels of education.



Channels for obtaining a textbook:



برنامج محمد بن راشد
للتعلم الذكي
Mohammed Bin Rashid
Smart Learning Program

Electronic units





UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

