



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Islamic Education

Grade 1

Student Book

Part One

1st Edition
1438 - 1439 A.H.
2017 - 2018 A.D.

Preparation and Development By

A Special committee from the Ministry of Education and Department of Education and knowledge in collaboration with the UAE University and the General Authority of Islamic Affairs and Endowments



Dear Student,

AI Diwan App

To get the digital version of the book, visit the below link to download the app

www.elib.moe.gov.ae/MoElib/getting-started





“Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work.

We succeeded in entering the third millennium, while we are more confident in ourselves.”

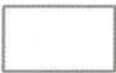
H.H. Sheikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates

The Meanings of the United Arab Emirates Flag Colors

The colors of the United Arab Emirates (UAE) flag are inspired by the famous verse of the poet Safiyuddin Al-Hilli:

White are our deeds, Green are our pastures,
Black are our Battles, Red are our Swords



Symbolizes goodness, welfare and giving, as well as the State's approach of supporting peace and security all over the world.



symbolizes growth, prosperity, green environment, cultural revival in the country.



Symbolizes the strength, staunchness and might of the people of the State, as well as the rejection of injustice and extremism.



symbolizes the sacrifices of the Pre-Union generation, and of the nation's martyrs who sacrificed their lives to protect the homeland's achievements and gains.

The UAE Vision 2021

United in Responsibility

- Confident and responsible Emiratis.
- Cohesive and prosperous families.
- Strong and vital social relations.
- Rich and vibrant culture.

United in Destiny

- Following the example of the Founding Fathers.
- Safety and security of the nation.
- Enhancement of the UAE's status on the international arena.

United in Knowledge

- Harness full potential of national human capital.
- Sustainable and diversified economy.
- Knowledge-based and highly productive economy.

United in Prosperity

- Long and healthy life.
- First-class educational system.
- Well-rounded lifestyles.
- Environmental protection.



Introduction

Praise be to Allah, the Most Gracious, the Most Bountiful, Who taught by the pen; taught man that which he knew not. Blessings and peace be upon our Prophet, Muhammad, who was sent as a mercy to all nations, and upon his family and companions.

The Team of Authors of the Islamic Education curriculum is pleased to present to our dear students the Islamic Education textbook in its new form, praying to Allah, Exalted be He, that it will help them increase their knowledge, expand their perceptions, and elevate their morals; He is the All-Hearer, the All-Answerer. In constructing the book, the unit-based approach has been adopted. Each unit is comprised of a variety of subjects, representing, in an integrated manner, the curriculum's fields and themes, including: the divine revelation; the Islamic creed; Islamic values and moral teachings; Islamic rulings and purposes; the Prophet's biography; Islamic

personalities; national identity and modern issues.

The book has sought to translate the curriculum standards into comprehensive content, identifying 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 the Initiative to Learn'; a presentation under the title: 'I Use my Skills to Learn'; and a conclusion entitled: 'I Organize my Concepts'.

The students' activities focus on three specific types: general activities for all students under the heading: 'I Answer on my Own'; enrichment activities for distinguished students titled: 'Enriching my experience; and applied activities entitled: "I Assess Myself".

The book strikes a balance between religious knowledge and educational activities by providing students with the necessary Islamic knowledge and concepts. At the same time, it has allowed them the opportunity of enriching and broadening their knowledge through class learning activities.

The book aims to realize the attributes of Emirati students, strengthen their loyalty and belonging to their homeland, protect them from the ideas of extremism and terrorism, develop the skills of thinking in particular, and those of the 21st century in general, and achieve the requirements of sustainable development.

The book focuses on the religious knowledge and concepts that students need to acquire. It links them to contemporary life in accordance with the teachings of Islam, which are based on the concepts of moderation, balance, tolerance, love, peace, cohesion, harmony, respect for human dignity, renunciation of violence and hatred, positivity, and individual and communal responsibility. Moreover, the book attaches importance to developing performance skills that relate to Islamic education and has placed special emphasis on Islamic values in order to build conscious personalities that adhere to their religion, and take pride in their heritage, contribute to nation building and open new horizons of cooperation to promote common human values.


Moreover, the book comprises multiple and diverse learning activities that contribute to developing critical thinking in learners. This is a pressing contemporary requirement that fortifies students against aberrant ideas and imprudent imitation. The book also aims to develop creative and innovative thinking, which the UAE seeks to achieve by 2021 through its vision entitled "United in Ambition and Determination", and to become one of the best countries in the world.

In addition, the book seeks to develop the skills of problem-solving in real life and making the right decisions in a timely manner. It helps to hone students' capabilities and raise their awareness of investing material and human potential and preserving and developing the nation's wealth.

We hope that the method of presenting topics will help our students to utilize their learning methods of observing, thinking, experimenting, applying, self-learning, researching, investigating, and drawing evidence-based results.

As we present this book to our students, we pray to Allah that the planned and sought benefits will be realized, by realizing the learning criteria of Islamic education and developing thinking and performance skills with a view to building a creative and innovative generation.

May Allah grants success





Fatwas

answered by:



The Official Fatwa Centre in the United Arab Emirates

1

Free Fatwa line (8 am – 8 pm)
(Arabic – English – Urdu):
[8002422]

2

Fatwa service through SMS
(Etisalat - Du): [2535]

3

Public Fatwas through the website
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4

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[00971 2 20 52 555]



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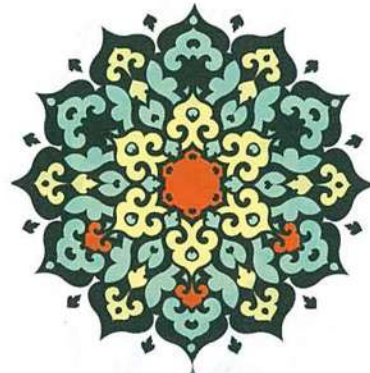
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1

Unit 1

I Love My Lord




Ser.**Field****Theme****Lesson**

1	Islamic Belief	Islamic Belief	Allah, my Lord
2	Divine Revelation	The Holy Qur'an	Surat Al-Fatihah
3	Values and Ethics of Islam	Values	Truthfulness is the way to Paradise
4	Divine Revelation	Noble Hadith	Pillars of Islam
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Learning Outcome

- ▶ He finds out that Allah is the Lord of this universe.
 - ▶ He finds evidence that Allah is the Organizer of everything.
 - ▶ He mentions that Allah is the Lord of the worlds.
 - ▶ He recites Surat Al-Fatihah correctly.
Recites Surat Al-Fatihah from memory.
 - ▶ He mentions that Allah is the Beneficent, the Merciful, our Lord and the Owner of this world and the Other Life.
 - ▶ He begins his actions with the “name of Allah” [Bismillah], and ends them with “Praise be to Allah” [Al Hamdu Lillah].
 - ▶ He finds out that the straight path is the way leading to the pleasure of Allah and the Garden of Paradise.
 - ▶ He explains the concept of truthfulness and the concept of falsehood.
 - ▶ He mentions the disadvantages of telling lies.
 - ▶ He compares the reward of the truthful and the end of liars.
 - ▶ He proves that he always tells the truth.
 - ▶ He mentions the pillars of Islam.
 - ▶ He applies some pillars of Islam.
 - ▶ He recites Surat Al-Feel correctly.
 - ▶ He recites Surat Al-Feel from memory.
 - ▶ He finds out that the Ka’ba is the Holy House of Allah where Muslims go for Hajj.
 - ▶ He comes to the result that Allah protects His House forever, and that loss is the end of all aggressors.
 - ▶ He mentions the story of the birth and nursing of the Prophet, peace be upon him, in his early childhood.
 - ▶ He expresses his love for the Messenger of Allah, peace be upon him.
- 

I am Rashid, the Thinker. I have learnt the Holy Qur'an by heart and recite it well. I like reflection, research and problem solving. I bear responsibility and love my country.



I am Noura. I am a responsible person. I take responsibility for my behavior and love my country, the UAE.



This is my father, and this is my mother.



Allah Is My Lord

I learn from this lesson to:

- ▶ find out that Allah is the Lord of this .universe
- ▶ discover that Allah is the Organizer of .everything
- ▶ mention that Allah is the Lord of the .worlds

I take the initiative to learn

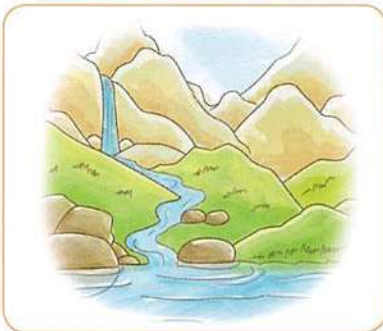
I notice and find out



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?



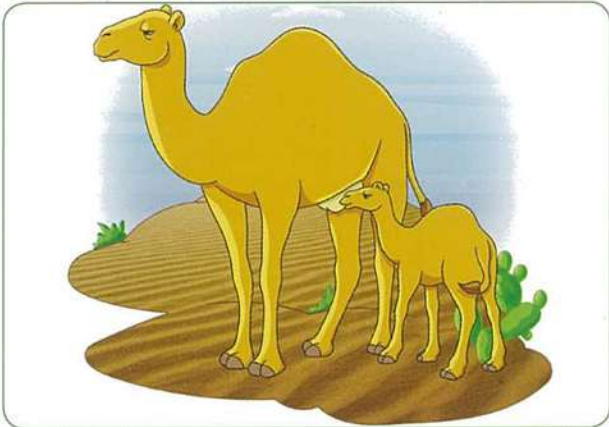
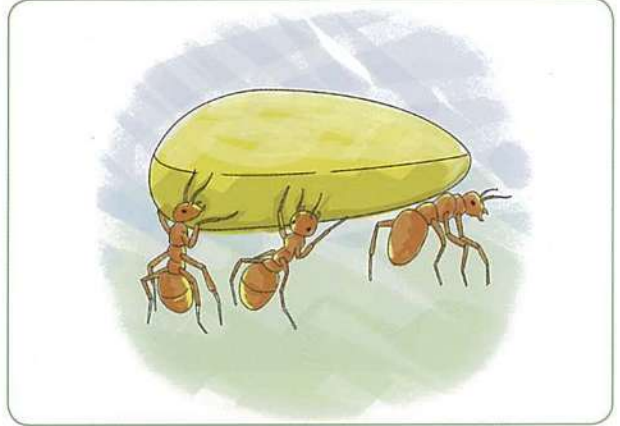
Who is the Lord of human beings?

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

----- is the Lord of the worlds.

I use my skills to learn

I think, then answer:



- ◆ 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 taught her to take care of 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 rain down, Dad?

Father: Allah! It is He Who sends rain down, sends wind and creates clouds. Everything is in His hand.

Rashid: Why don't we ask Him to send rain down?

Father: Good, Rashid. You think positively.

Father and Rashid raised their hands, then the father prayed:

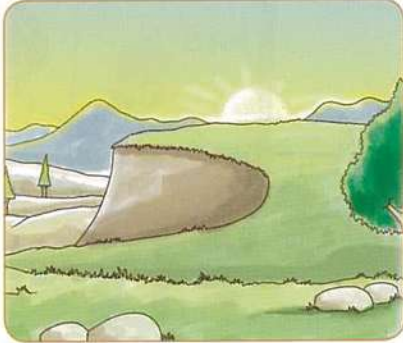
“O Allah, give us rain to drink, and do not make us desperate.

Rashid: Amen!

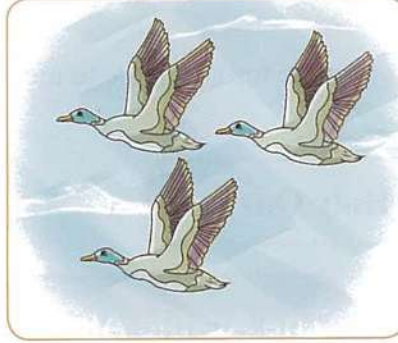


Why do we ask Allah, glory be to Him, to send rain down?

I notice and discover



Who causes the sun to rise and set every day?



Who keeps birds from falling?



Who heals patients?

Allah controls everything.

I cooperate with my classmates:

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

I think:

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



I share my idea?

I listen, then speak about:



I love you, my Lord, because You are merciful to me. You kept me safe when I was an embryo in the womb of my mother.



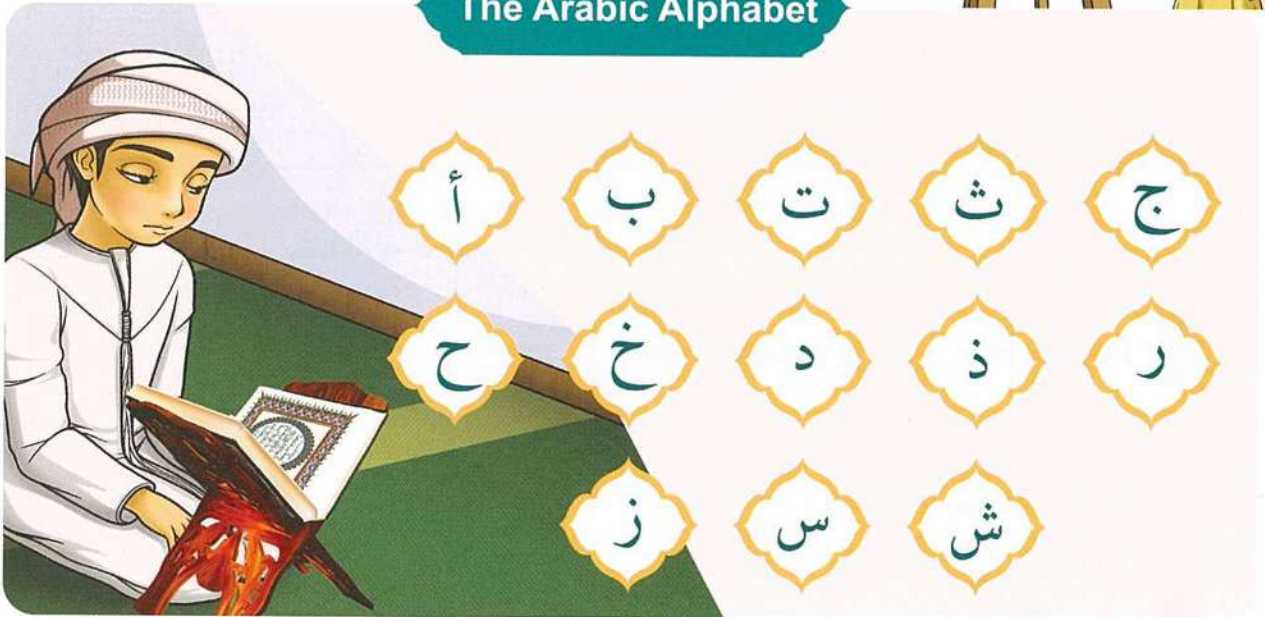
Thank You, my Lord. You have created me in the best shape. You granted me two eyes to see, two ears to hear and a tongue to speak.

- 1 my thanks to my Lord
- 2 how to keep myself clean
- 3 my love of my Lord and gratitude for His grace to me



I train to recite the Holy Qur'an

The Arabic Alphabet



The student trains to speak the letters correctly.

I organize my concepts

Allah, my Lord

The Organizer

The Lord of all creatures

Controls everything

Decides what is good for them





My Imprint



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



◆ My behavior is my responsibility:

Student Activities

I answer by myself:

1 Activity One



I color the word "Allah":

الله رب العالمين

Allah is the
Lord of the worlds.

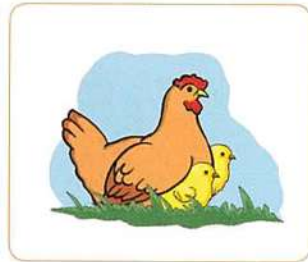
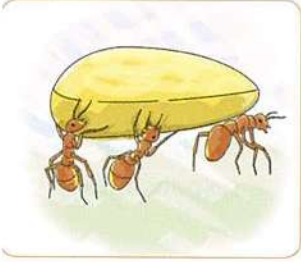
الله ربي

Allah is
my Lord.



2 Activity Two:

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



3 Activity Three:

I choose the picture that shows the correct behavior:













I organize my concepts

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

I evaluate myself:

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

Ser. No.	Statements	Yes	No
1	I say "Bismillah" [In the name of Allah] before having food.	<input type="checkbox"/>	<input type="checkbox"/>
2	I say "Alhamdu Lillah Rabbil Aalameen" [Thank Allah, Lord of the worlds] at the end of every action.	<input type="checkbox"/>	<input type="checkbox"/>
3	I keep order in my school.	<input type="checkbox"/>	<input type="checkbox"/>

Surtat Al-Fatihah

I take the initiative to learn

I notice and answer:

- ◆ What is the book that Rashid and Noura are reading in the picture?
- ◆ What is the name of the first surah in the Holy Qur'an?

I learn from this lesson to:

- ▶ recite Surat Al-Fatihah correctly.
- ▶ recite Surat Al-Fatihah from memory.
- ▶ mention that Allah is the Beneficent, the Merciful, our Lord and the Owner of this world and the Other Life.
- ▶ begin my actions with the "name of Allah" [Bismillah], and end them with "Praise be to Allah" [Al Hamdu Lillah].
- ▶ find out that the straight path is the way leading to the pleasure of Allah and to the Garden of Paradise.



I recite and learn by heart:

سورة الفاتحة

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ① الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ ② الرَّحْمَنِ الرَّحِيمِ ③ مَلِكِ يَوْمِ الدِّينِ ④
 ⑤ إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَعِينُ ⑥ أَهْدِنَا الصِّرَاطَ الْمُسْتَقِيمَ ⑦ صِرَاطَ الَّذِينَ أَنْعَمْتَ عَلَيْهِمْ غَيْرِ
 الْمَغْضُوبِ عَلَيْهِمْ وَلَا الضَّالِّينَ ⑧

[Bismillahi Ar-Raḥmāni Ar-Raḥīm 001. Al-Ḥamdu Lillahi Rabbi Al-`Ālamīna 002. Ar-Raḥmāni Ar-Raḥīmi 003. Māliki Yawmi Ad-Dīni 004. 'Īyāka Na`budu Wa 'Īyāka Nasta`īnu 005. Ahdinā Aṣ-Ṣirāṭa Al-Mustaqīma 006. Ṣirāṭa Al-Ladhīna 'An`amta `Alayhim Ghayri Al-Maghḏūbi `Alayhim Wa LāAḏ-Ḍāllīna 007.]

(Surat Al-Fatihah)

1. In the name of Allah, the All-Beneficent, the All-Merciful
2. Praise be to Allah, Lord of the Worlds,
3. The All-Beneficent, 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

يَوْمَ الدِّينِ

The Day of Judgement

الصِّرَاطَ الْمُسْتَقِيمَ

Ask for help

نَسْتَعِينُ

The straight and clear way; that is, Islam

The General Meaning of the Verses:

Allah, glory be to Him, informs us that all praise is due to Him. He is the Lord and Creator of everything. He is the Owner of the Day of Judgement. Therefore, we must worship him and seek His help alone. We must ask Him to guide us the straight path, which is the path of Islam. Then He, glory be to Him, called us to follow the way of righteous people, not the way of those who are misguided.

I use my skills to learn

I discuss and find out

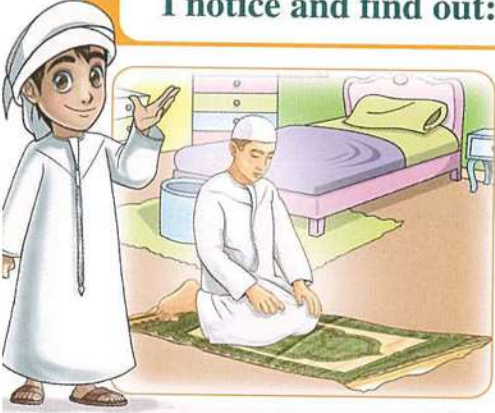
- ◆ What is the use of eyelashes around our eyes?
- ◆ Why did Allah create our eyebrows?
- ◆ Why does my eye produce tears if something comes into it?
- ◆ What does Allah's care for me and His creatures indicate?
- ◆ Who is the Lord of the worlds, and who is the owner of this world and the other life (the Hereafter)?



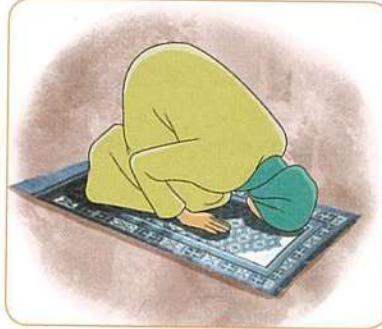
Allah is the Beneficent.

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

I notice and find out:



The boy is praying to Allah.



The mother is praying to Allah.



The father is begging Allah.

O Allah, bless my work for me!



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.

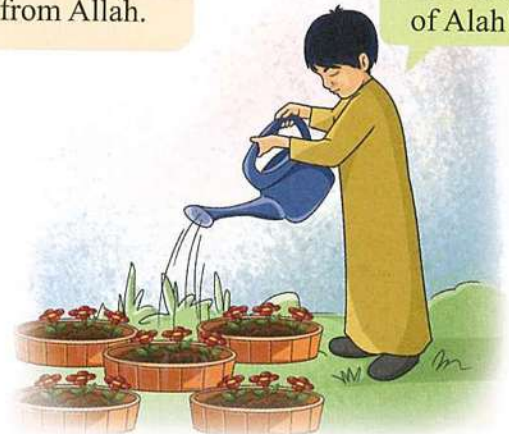
O Allah, heal me!



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

A Muslim ----- from Allah.

In the name of Allah!



I notice and act:

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

Thank Allah! I have finished my review of lessons



- ◆ Why does a Muslim say: “Praise be to Allah, Lord of the worlds”?

I share my creativity:

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



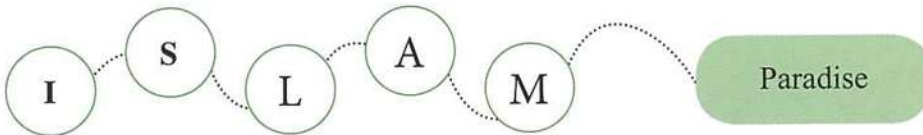
I search:

- ◆ for the act that a Muslim does before reading the Qur’an in order to be pure?

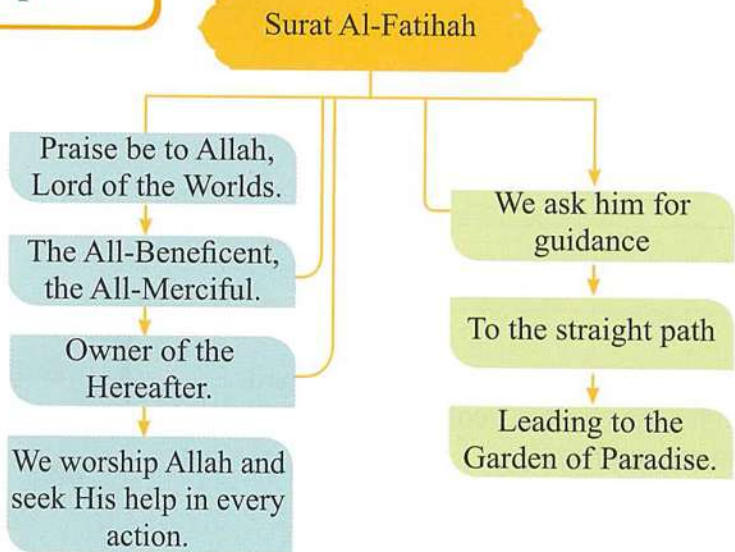
I cooperate with my classmates:

We discover:

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



I organize my concepts:



I train to recite the Qur'an:

The Lord of the Worlds

The All-Beneficent



Letters from the



◆ The student trains in reading the letters correctly.



My Imprint:



- ◆ I learn Surat Al-Fatihah by heart in order to read it in my prayer.



- ◆ I open my day with “Bismillahi Arrahmani Arraheem” (i.e. In the Name of Allah, the All-Beneficent, the All-Merciful.), and go actively to school.

Student Activities

I answer by myself:

1 Activity One:



I color the name of Allah

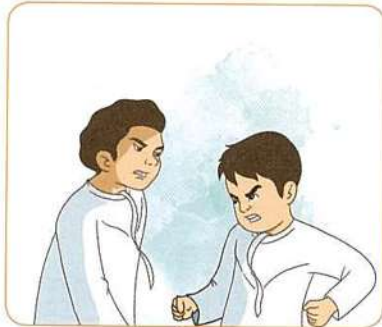
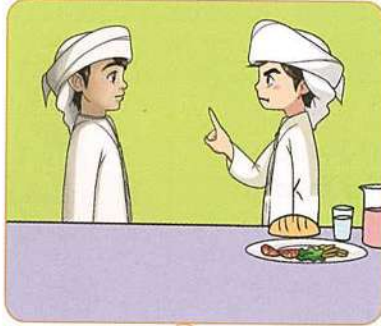
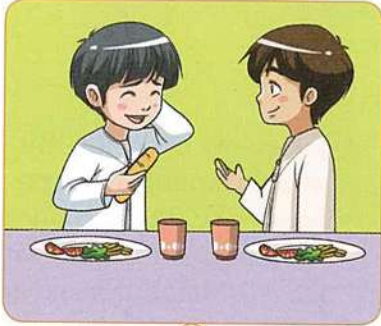
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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



2 Activity Two:

I check (✓) the right behavior of a Muslim in the following pictures:



3 Activity Three:

I check (✓) the correct statement:

- A Muslim worships Allah alone.
- Allah, glory be to Him, is the Lord of all creatures.

- Surat An-Nas is the first surah in the book (Mus-haf) of the Holy Qur'an.
- Allah, glory be to Him, is the Owner of the Hereafter.

Enriching my experience:

I look for another name of Surat Al-Fatihah.

I evaluate myself:

A color the square that shows my level of learning:

Ser. No.	Learning	★★★★★	★★★	★
		5	3	1
1	My reading of Surat Al-Fatihah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	My learning of Surat Al-Fatihah by heart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	My ability to give the meaning of vocabulary in the verses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Ser. No.	Behavior	Yes	No
1	I say "Bismillahi Arrahmani Arraheem" at the beginning of any action I do.	<input type="checkbox"/>	<input type="checkbox"/>
2	I say "Alhamdu Lillah" at the end of every action 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:

- ▶ explain the concept of truthfulness and that of falsehood.
- ▶ mention the disadvantages of telling lies.
- ▶ compare the reward of the truthful and the end of liars.
- ▶ prove that I always tell the truth.

I take the 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, sons?

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

The father hugged his son and said to him: Do not cry, son!

I answer verbally

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

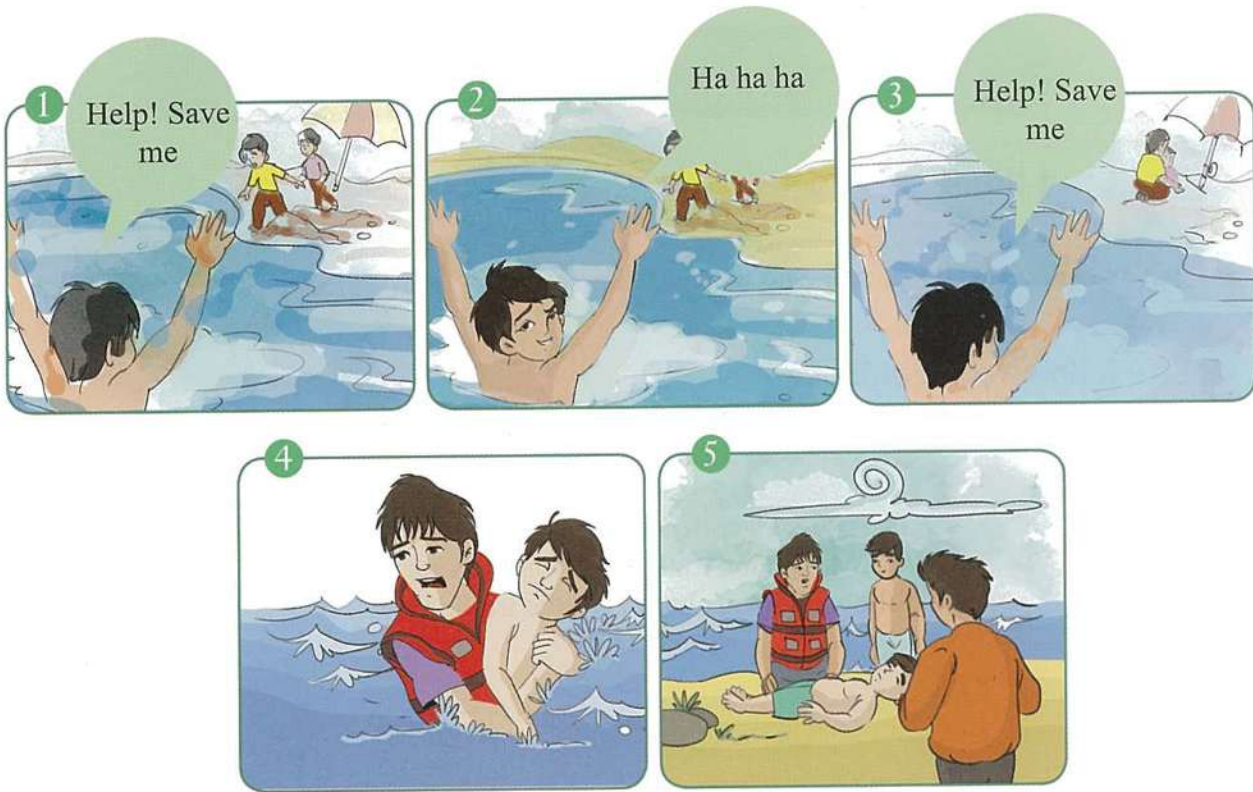
I use my skills to learn

I listen and find out

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



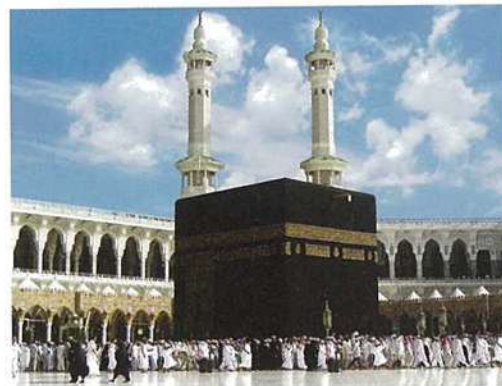
I look at the pictures then arrange the events:



- ◆ Why didn't the friends come to save their drowning friend?
- ◆ I expect what would happen if the rescue man were not there.

I look for:

- ◆ What was the nickname of the Messenger of Allah, peace be upon him, in Makkah Al-Mukarramah?



Truthfulness is the
Way to Paradise

I cooperate with my friends:

I talk with my classmates about an attitude of a friend of mine in which he was truthful.



I think

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

We follow your guidance

The Messenger of Allah, peace be upon him, always told the truth, even when joking. We follow him and always tell the truth.

I organize my concepts



Telling the truth

Telling the truth

leads into Paradise.

is one of the good manners.

pleases Allah.



I train to read the Qur'an



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

My Imprint



My behavior is my responsibility:

◆ I keep my tongue and tell the truth.



I love my country.

◆ To serve my nation and society: I keep the classroom desks safe and advise my friends to do the same.

Student Activities

I answer by myself:

1 Activity One:

I tell which is the attitude of telling the truth:



Which of you did not arrange his bed today?



Me, Mum.

Truthfulness is the Way to Paradise

2 Activity Two

I match each sentence with the suitable answer:

Allah, glory be to Him, loves the truthful and allows them to enter

A Muslim is truthful; he does not

I love

the truth

lie

Paradise

3 Activity Three

I read, then color

الصدق طريق الجنة
الله يحب الصادقين





4 Activity Four

I put a check mark (✓) against the correct statement and the mark (X) against the incorrect statement:

1	Allah, glory be to Him, loves truthful Muslims and allows them to enter Paradise.	()
2	A Muslim child tells the truth to his friends only.	()
3	A truthful student helps the cleaner and does not throw waste paper in the classroom.	()
4	A truthful student asks his elder brother to write the homework for him.	()
5	A truthful girl is loved by her teachers.	()

Enriching my experience

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

I evaluate myself

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

Ser. No.	Behavior	Yes	No
1	I always tell 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"/>

Truthfulness is the
Way to Paradise

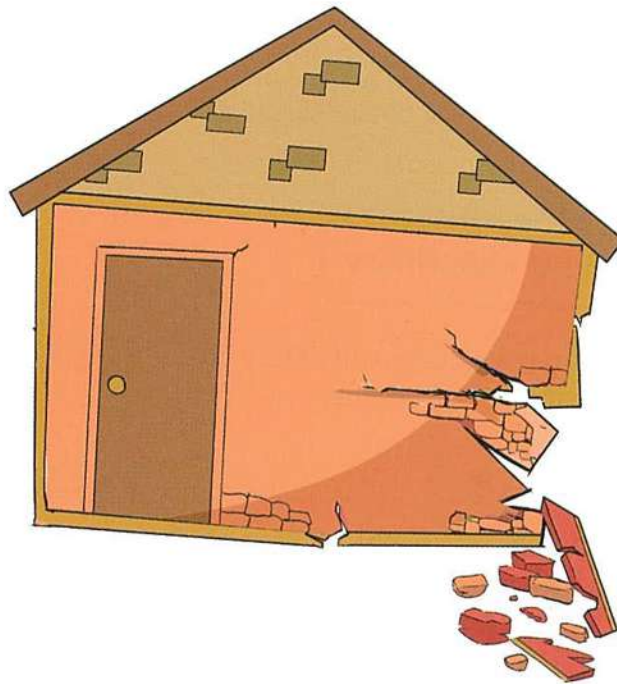
The Pillars of Islam

I learn from this lesson to:

- ▶ mention the pillars of Islam.
- ▶ apply some pillars of Islam.
- ▶ find out the benefit of each of the pillars of Islam.

I take the initiative to learn

I notice and find out



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

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

I use my skills to learn

I listen and learn by heart

A Noble Hadith

Ibn Omar, may Allah be pleased with them, said: The Messenger of Allah, peace be upon him, said:

“Islam is based on five pillars: the testimony that there is no God but Allah, and that Muhammad is His messenger, offering salah (prayer), giving zakat (poor-due), fasting throughout the month of Ramadan, and the pilgrimage to House of Allah (The Holy Mosque)” (Bukhari & Muslim)

- ◆ What are the pillars of Islam?
- ◆ What is the reward of the one who performs all pillars of Islam?



giving zakat
(poor-due)

offering salah
(prayer),

fasting throughout
the month of
Ramadan

the testimony
that there is no God
but Allah, and that
Muhammad is His
Messenger

the pilgrimage
to the House of
Allah (The Holy
Mosque)

**The Pillars
of Islam**

The Pillars of Islam

I notice and speak

I bear witness that there is no God but Allah, and that Muhammad is His messenger.

- ◆ Why does this man say the two testimonies?



I offer five prayers every day and night.

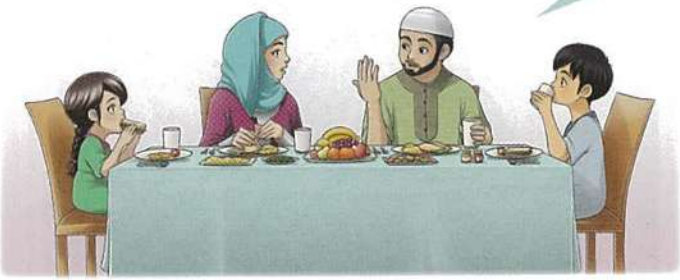


My father owns money, and every year he gives out its zakat.

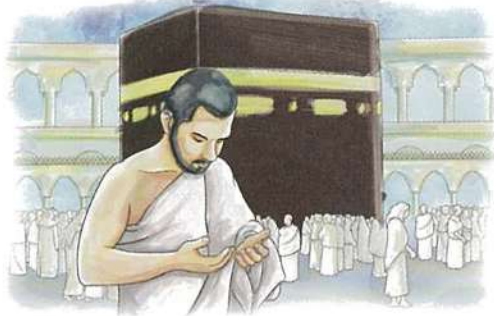




I fast in Ramadan from Fajr (dawn) till sunset.



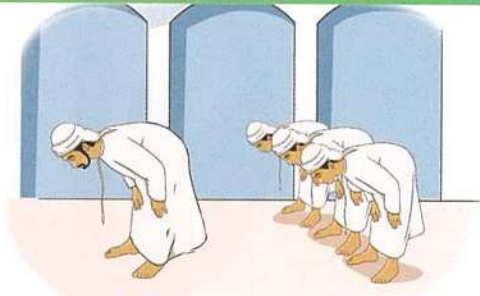
I visit the Holy Mosque in Makkah and perform the rites of Hajj.



The Pillars of Islam

[Labbyka Allahumma Labbayk]

I notice and answer verbally



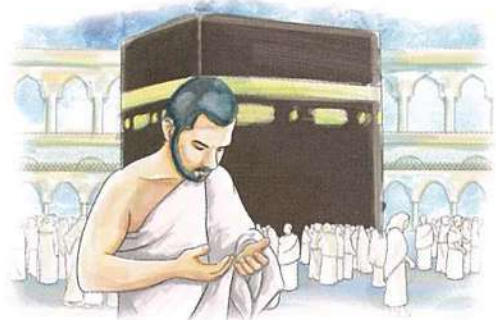
- ◆ How do Muslims stand in line for prayer?
- ◆ What do we learn from prayer?



- ◆ What do we learn from fasting?



- ◆ What is the benefit of zakat to the poor?



- ◆ What do we learn from Hajj?

I listen and imitate verbally



1 I always pray in time. Prayer makes me nearer to Allah and teaches me order and cleanliness.



2 I learn the two testimonies of faith that Allah is One with no partner.



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
Zakat
Fasting
Hajj

B

It meets the need of the poor and makes him love the rich.
They are one of the greatest supplications.
It brings me nearer to Allah and teaches me cleanliness.
It removes sins and Muslims know each other and meet there.
It teaches me patience and compassion for the poor.

I organize my concepts

The
Pillars of
Islam

the testimony that there is no God but Allah, and that Muhammad is His messenger

offering salah (prayer), giving zakat (poor-due)

fasting throughout the month of Ramadan the pilgrimage to House of Allah (The Holy Mosque)

I train to read the Holy Qur'an



ل	لا	ل	با	لا	لا
كا	كب	ك	ك	كب	لح
ي	ن	ت	ب	ت	ت

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 among the community members.

Student Activities

I answer by myself:

1 Activity One:

I color



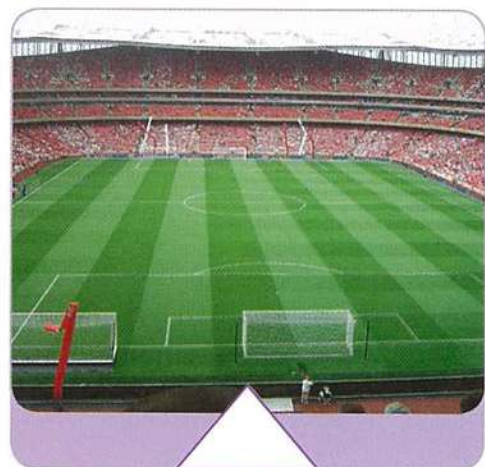
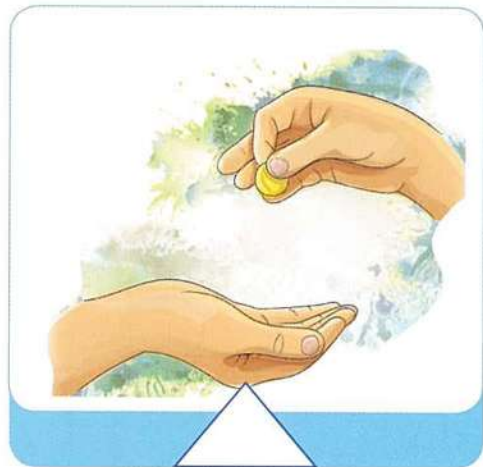
2 Activity Two

I put a check mark (✓) against the correct statement and the mark (x) against the incorrect statement:

- ◆ A Muslim helps the poor and relatives with his mon ()
- ◆ We learn from the two testimonies of faith that Allah is One, with no partner. ()
- ◆ A Muslim fasts in the month of Dhul Hijjah. ()
- ◆ Zakat makes the poor love the rich. ()

3 Activity Three:

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





Enriching my experience

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

I evaluate myself



Prayer Timetable

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

Surat Al-Feel

I learn
from this
lesson to:

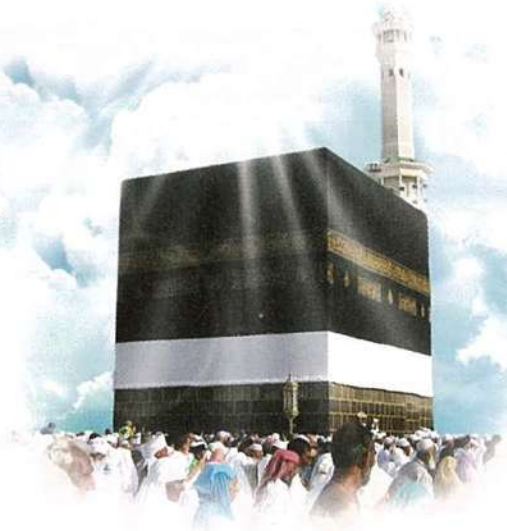
- ▶ recite Surat Al-Feel correctly.
- ▶ recite Surat Al-Feel from memory.
- ▶ find out that the Ka'ba is the Holy House of Allah, where Muslims go for Hajj.
- ▶ come to the result that Allah protects His House forever, and that loss is the end of all aggressors.

I take the initiative to
learn

I notice and find out



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



I read and learn by heart

سورة الفيل

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿۱﴾ أَلَمْ تَرَ كَيْفَ فَعَلَ رَبُّكَ بِأَصْحَابِ الْفِيلِ ﴿۱﴾ أَلَمْ يَجْعَلْ كَيْدَهُمْ فِي تَضْلِيلٍ ﴿۲﴾ وَأَرْسَلَ عَلَيْهِمْ طَيْرًا أَبَابِيلَ ﴿۳﴾ تَرْمِيهِمْ بِحِجَارَةٍ مِّن سِجِّيلٍ ﴿۴﴾ فَجَعَلَهُمْ كَعَصْفٍ مَّأْكُولٍ ﴿۵﴾

Surat Al-Feel

Bismi Al-Lahi Ar-Rahmāni Ar-Rahīm

'Alam Tarā Kayfa Fa`ala Rabbuka Bi`aṣḥābi Al-Fīl 1. 'Alam Yaj`al Kaydahum Fī Taḍlīlin 2.

Wa 'Arsala `Alayhim Ṭayrāan `Abābīla 3. Tarmīhim Biḥijāratin Min Sijjīlin 4.

Faja`alahum Ka`aṣfin Ma`kūlin 5.

(Surat Al-Feel)

In the name of Allah, the All-Beneficent, 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 cattle)?

Meaning of Vocabulary

كَيْدَهُمْ

Their evil plans

فِي تَضَالِيلٍ

To nothing

طَيْرًا أَبَابِيلَ

Birds in flocks

سَجِيلٍ

Baked clay

كَعَصْفٍ مَّأْكُولٍ

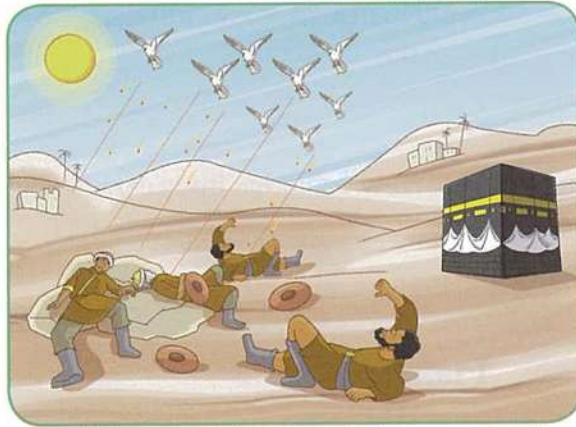
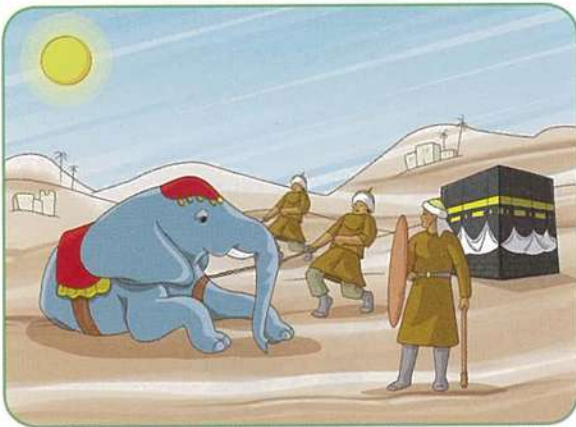
Like tree leaves that were eaten up by animals.

General meaning of the verses:

Allah, glory be to Him, protected His Holy House in Makkah from the evil plans of the army of the Elephant. He sent 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 find out



Abraha the Abyssinian wanted to destroy the Holy Ka'ba. He led his huge army with a big elephant in the front. He wanted to keep people away from Makkah and the Holy House. However, Allah protected His Holy House. He sent flocks of birds that dropped small burning stones on them.

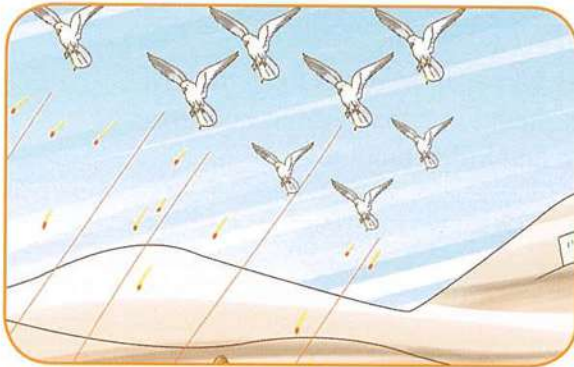
- ◆ Why did the Army of the Elephant come?
- ◆ Who sent the birds? Why?
- ◆ What did the birds do to Abraha and his army?
- ◆ What was the end of the aggressors who wanted to destroy the Holy Ka'ba?



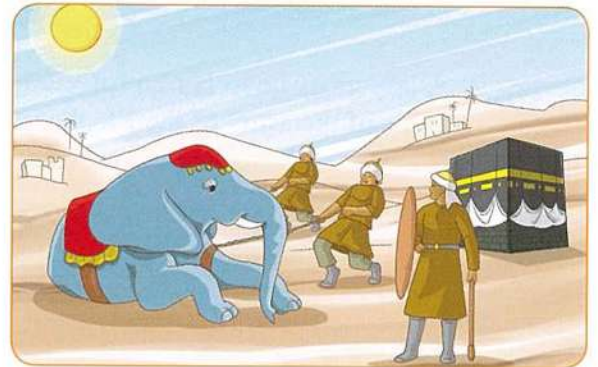
The Ka'ba is the House of Allah. Allah always protects His house.

Loss is the end of every wrongdoer and aggressor.

I look and think about the power of Allah



How could the small stones kill the Army of Abraha?



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

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

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.



I share my creativity

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



I cooperate with my classmates

We discover:

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





I search

- ◆ For the name of the prophet who built the Holy Ka'ba.

I organize my concepts



Surat AL-Feel

The Ka'ba

The army of Abraha could not destroy it.

Muslims go to it for Hajj.

The Holy House of Allah.

Defeat is the end of everyone who attacks the Holy places of Allah.

Allah protects His House.

I train to read the Holy Qur'an

أَلَمْ تَرَ كَيْفَ فَعَلَ رَبُّكَ بِأَصْحَابِ الْفِيلِ

Alam Tará Kayfa Fa`ala Rabbuka'
Bi'aṣḥābi Al-Fīl



تَ رَ فَعَلَ

الْحَرَكَاتُ - - -

بُ	بِ	بَ	أُ	إِ	أَ
تُ	تِ	تَ	تُ	تِ	تَ
حُ	حِ	حَ	حُ	حِ	حَ



ذُ	دِ	دَا	خُ	خِ	خَا
رُ	رِ	رَا	ذُ	ذِ	ذَا
سُ	سِ	سَا	زُ	زِ	زَا
صُ	صِ	صَا	ثُ	ثِ	ثَا

◆ Students train to read loudly the sounds of the letters with the diacritic marks (short vowels).

My Imprint



My behavior is my responsibility.

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



I love my country.

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



Surat Al-Feel

Student Activities

I answer by myself:



- Activity One:
I color the word "The Ka'ba":

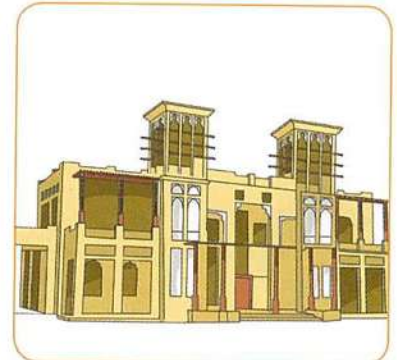
الكعبة بيت الله

The Ka'ba is the House of Allah

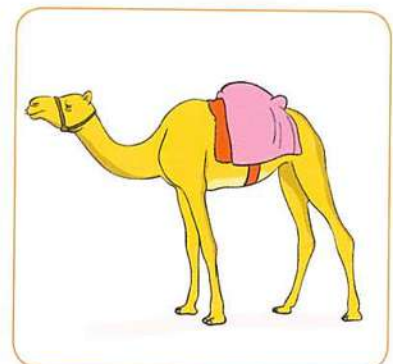
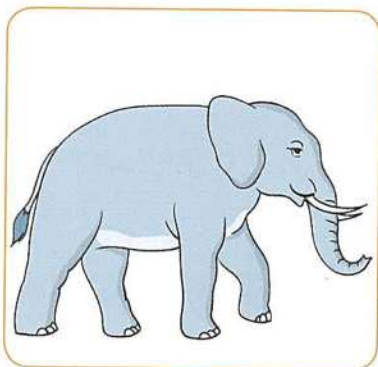


- I color the square under the correct picture:

◆ The House of Allah:



◆ Elephant:





◆ The soldiers Allah sent to destroy Abraha's Army:







Activity Three: Complete by drawing:

◆ They threw on them of baked clay.

◆ They dropped on them in flocks.

Enriching my experience

I look for another name of Makkah Al-Mukarramah.

I evaluate myself

I color the square that shows my level of learning:

Ser. No.	Learning	***** 5	*** 3	* 1
1	My reading of the verses correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	My learning of Surat Al-Feel by heart.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	My ability to give the meaning of the vocabulary in the verses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Birth of Prophet Muhammad, peace be upon him

I learn
from this
lesson to:

- ▶ mention the story of the birth and nursing of the Prophet, peace be upon him, in his early childhood.
- ▶ express my love for the Messenger of Allah, peace be upon him.

I take the
initiative to learn

I remember and answer:

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

I listen and find out

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



Dear children! The universe welcomed the noblest of all creation. The whole earth was happy with the birth of our beloved Prophet, peace be upon him, who brought all goodness with him. He is Muhammad son of Abdullah, son of Abdul Muttalib, son of Hashim the Qureyshi.



Yes, dad! We are eager to know the story of the childhood of the Prophet, peace be upon him.



The Prophet, peace be upon him, was born in Makkah on Monday, during the month of Rabee' Al-Awwal in the year of the Elephant.



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



His father, Abdullah, married Aminah bint Wahb, the noblest of the Qureyshi women. Then he traveled to Syria for trade. On his way back, he died. Aminah was pregnant with the noblest of all, Muhammad, peace be upon him. She was very sad because her son became an orphan, fatherless, before he was born.



How did she feel when she gave birth to him while alone?



She was not alone: Allah, glory be to Him, was with her. She was very happy with the birth of the Messenger of Allah, peace be upon him. When his grandfather, Abdul Muttalib, heard of his birth, he was very happy and hurried to see him. He carried him, kissed him and named him "Muhammad" to be praised on earth and in heaven. His nanny Baraka, who was nicknamed Um Ayman, cared for him.



Arabs at that time used to send their sons to the desert to learn the excellent Arabic language and grow healthy.



Was our beloved Prophet, Muhammad, peace be upon him, sent to the desert, too?



Yes. All nannies refused to take and nurse him, because he was an orphan. But one nanny called Haleema As-Sa'diya took him to her house. She had little milk from a weak ewe (female sheep). When she returned with him to the desert, Allah blessed and increased her milk. Her husband said: By Allah, it is the blessing of the baby, Muhammad (peace be upon him). Muhammad, peace be upon him, stayed in the desert until he was four years old, when Haleema returned him to his mother, Aminah bint Wahb in Makkah.



Thank Allah, Who protected our Prophet 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

We match (by drawing a line with pen) 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 nanny
His tribe
His nurse

B

Aminah bint Wahb
Monday in the month of Rabee' Al-Awwal
Qureysh
Abdul Muttalib
Abdullah
Baraka (Um Aman)
Haleema As-Sa'diya

I listen with my group to Surat Al-Feel, then paste suitable images of the events of the story of Abraha and the destruction of the K'aba in the following squares.

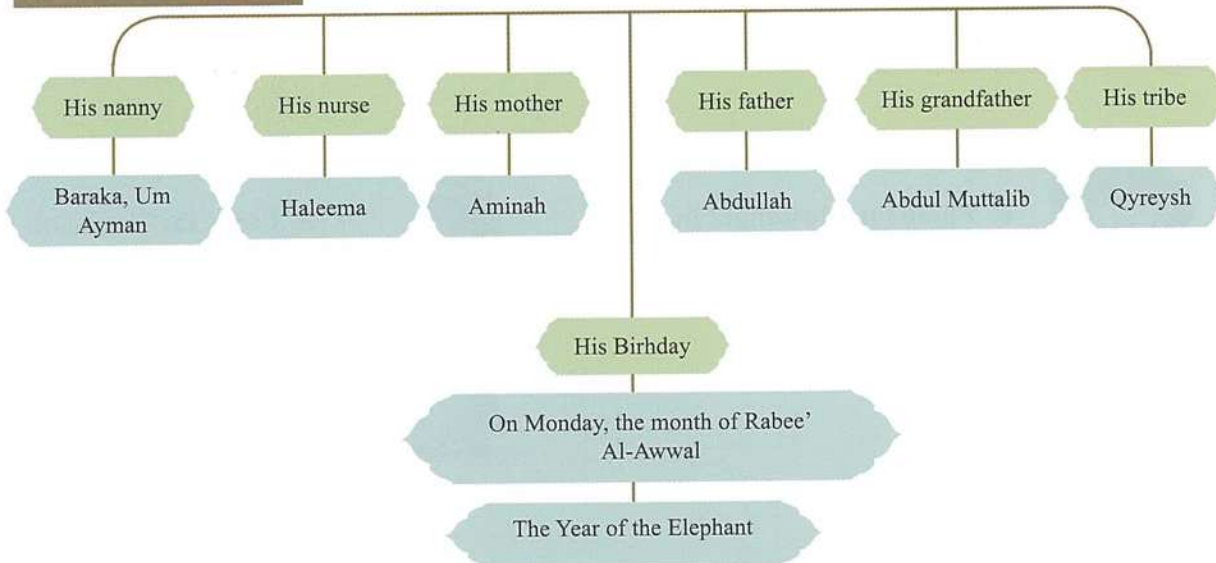
I talk

I talk to my classmates about the story of Haleema As-Sa'diya as she nursed Muhammad, peace be upon him, when he was a baby.

I organize my concepts



Muhammad, Allah's Messenger, peace be upon him



The Birth of Prophet Muhammad, peace be upon him

I train to read the Holy Qur'an



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

◆ Students train to pronounce letters marked with short vowels.

My Imprint



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



◆ I visit the House of Orphans and help them.

Student Activities

I answer by myself

Activity One

I color:



Orphan House

كُلُّنَا نُحِبُّكَ يَا رَسُولَ اللَّهِ وَنُقْتَدِي بِكَ

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

Activity Two

◆ I circle the correct answer below:

① He was happy with his birth and gave him the name of "Muhammad":

His mother Aminah

His father Abdullah

His grandfather Abdul Muttalib


② The Messenger of Allah, peace be upon him, was born in the year of:

the Lion

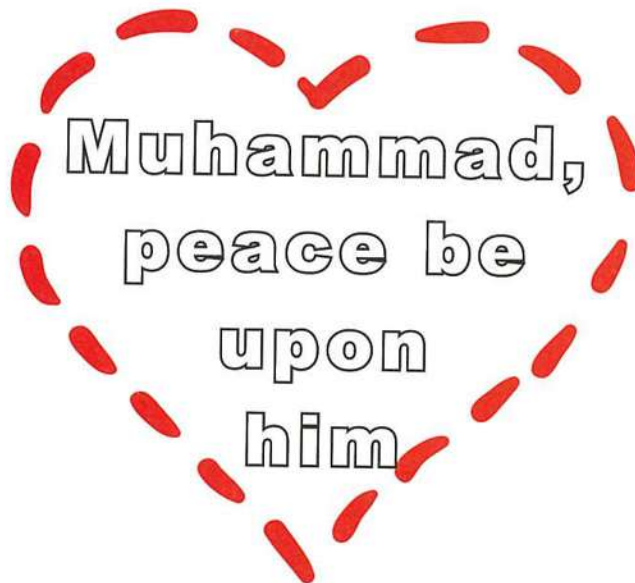
the Camel

the Elephant

The Birth of Prophet
Muhammad, peace be upon him

 Activity Three:

I learn and color the name of my beloved Prophet, Muhammad, peace be upon him:



Enriching my experience

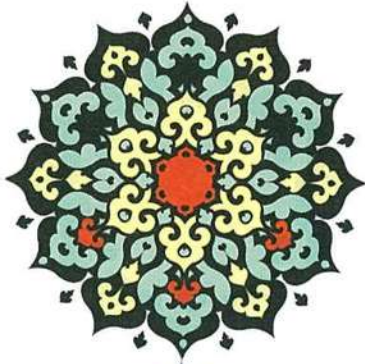
I look in the classroom library for the story of the elephant and tell my friends the story.

I evaluate myself:

I color the square that shows my level of learning:

Ser. No.	Attitude	***** 5	*** 3	* 1
1	I say the name of the Prophet, peace be upon him, his father and mother.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I say the year of his birth, peace be upon him.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I say the name of his nurse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I say the name of his nanny.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Birth of Prophet
Muhammad, peace be upon him



2

Unit 2

With Your Mercy

I live



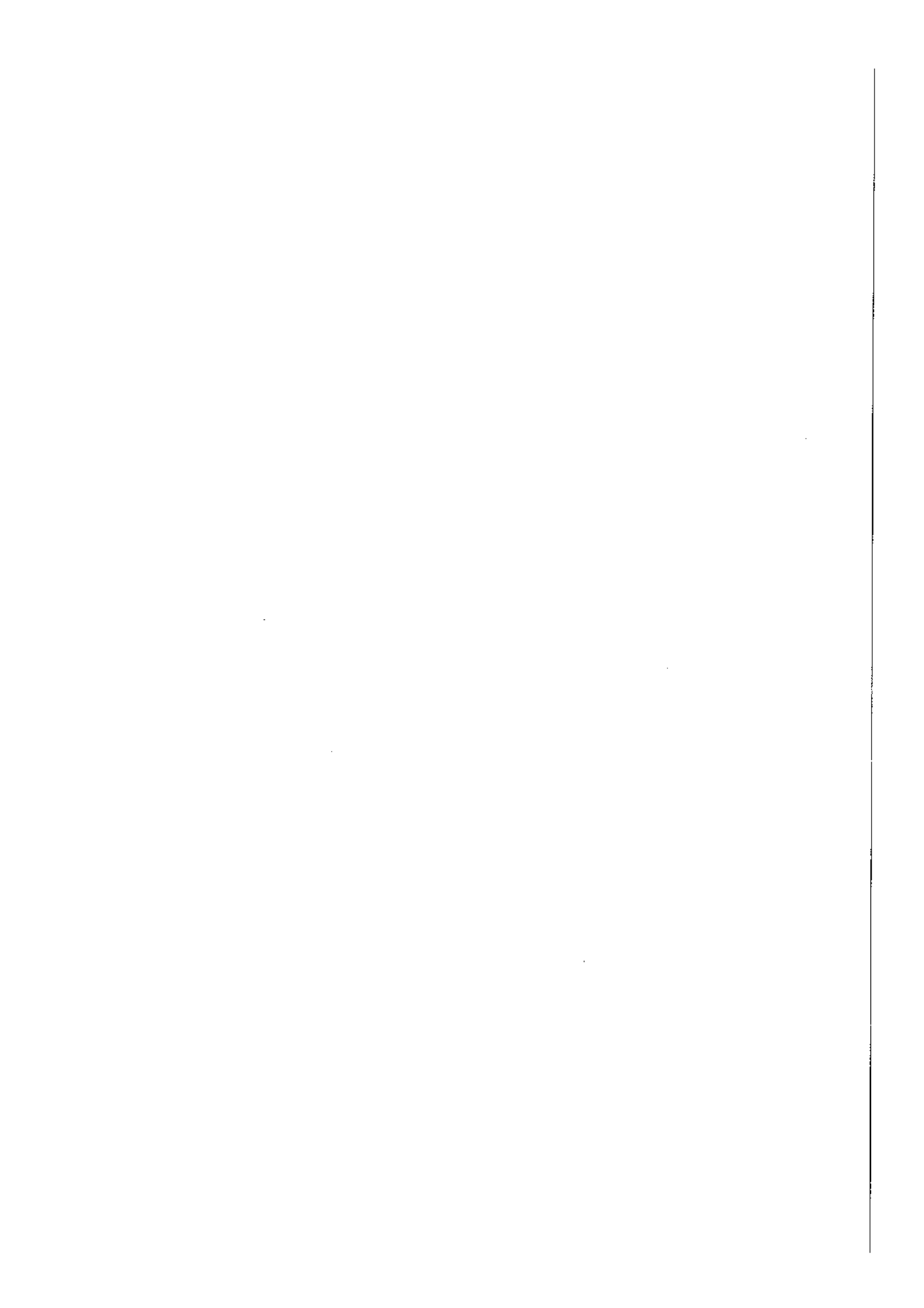
Ser.**Field****Theme****Lesson**

1	Islamic Belief	Islamic Belief	Allah, my Lord
2	Divine Revelation	The Holy Qur'an	Surat Al-'Alaq
3	Divine Revelation	Noble Hadith	Bedtime supplication) Du'aa
4	The Prophet's Biography and Personalities	Personalities	Abu Hurairah, may Allah be pleased with him
5	Islamic Rulings and Purposes	The Rulings of Worship	Wudu (Minor Ablution)
6	Divine Revelation	Noble Hadith	Kindness to Animals



Learning Outcome

- ▶ He discovers that Allah, glory be to Him, is Merciful to His creation.
 - ▶ He finds out that the mercy of Allah covers all His creation.
 - ▶ He mentions examples of mercy towards Allah's creatures.
 - ▶ He expresses his love for Allah, the All-Beneficent, the All-Merciful.
 - ▶ He recites Surat Al-Falaq correctly according to Tajweed rules.
 - ▶ He recites Surat AL-Falaq from memory.
 - ▶ He finds out the importance of Surat Al-Falaq.
 - ▶ He gives the general meaning of Surat Al-Falaq.
 - ▶ He learns bedtime supplication by heart.
 - ▶ He applies Islamic etiquette at bedtime.
 - ▶ He speaks about Abu Hurairah's mercy and kindness to animals (may Allah be pleased with him).
 - ▶ He shows how to follow Abu Hurairah's example in his mercy and kindness to animals.
 - ▶ He performs wudu (minor ablution) properly.
 - ▶ He finds out the states in which wudu is required.
 - ▶ He reads the Noble Hadith from memory.
 - ▶ He finds out that kindness to animals is an act that pleases Allah, glory be to Him.
 - ▶ He tells how to be kind to animals.
- 



Allah, the All-Beneficent

I learn from this lesson to:

- ▶ discover that Allah, glory be to Him, is Merciful to His creation.
- ▶ find out that the mercy of Allah covers all His creation.
- ▶ mention examples of mercy towards Allah's creatures.
- ▶ express his love for Allah, the All-Beneficent, the All-Merciful.

I take the initiative to learn

I notice and answer:



◆ Which of these is merciful?





I use my skills to learn

I notice and find out



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

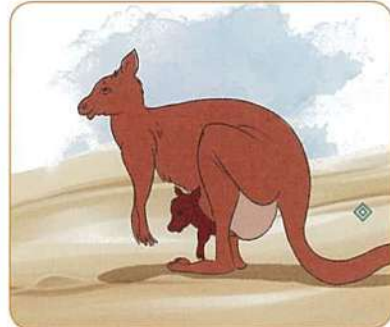


- ◆ Why does Allah, glory be to Him, send down rain?



Allah, glory be to Him, 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 implanted mercy in a mother's heart so that she should have mercy on her little ones.

Allah, the All-Beneficent

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 Allah created a broad foot for us?



She-Camel: Because it helps us to walk on the sands of the desert and protect us from sinking into them.



Little camel: Why Has Allah made our eyelashes long?



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



Little camel: I love Allah, the Merciful! He cares for us, glory be to Him!

- ◆ 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 the 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:



O Beneficent, Merciful Lord!
 You have taught me the Qur'an,
 And filled me with faith.
 O Beneficent, Merciful Lord!
 You have guided me!
 You have provided us,
 And to you have led us.
 You have filled me with feelings of love,
 You have mercy on me, and you protect me.
 O Beneficent, Merciful Lord!



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. But Saeed was in the bathroom. No one noticed his absence. When he went out, he did not find the bus; so he stood not knowing what to do.

- ◆ I suggest a solution for Saeed's problem.
- ◆ I say how to avoid the happening of such a problem in the future.



I cooperate with my classmates:

- ◆ We mention some acts that we can do to have mercy on:

mother

workers

house nannies

I share me idea:

- ◆ In my own way, I express my love for my Merciful Lord and appreciation of His mercy to me.

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



How happy I am with my Merciful Lord. He has created for me a mind to think and to be guided to Him, and a tongue to speak and express his love and thanks to Him!



I search:

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

I organize my concepts:



Allah, the All-Beneficent

He created them and cared for them.

Merciful to all creatures

He taught and guided them.

He provided for them.

My Imprint:



- ◆ I have mercy and pity on the creatures of Allah.



- ◆ I participate in the initiative of "Thanks to workers".

Allah, the All-Beneficent

I train to read the Qur'an:

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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



Words with short vowels (diacritics)					
خ	أ	ق	و	ع	أ
خَلَقَ			وَعَدَ		
ب	أ	أ	أ	ك	ل
بَدَأَ			أَكَلَ		
أ	ه	ب	أ	ظ	ر
أَهَبَ			نَظَرَ		
ك	أ	ب	ح	ض	ر
كَتَبَ			حَضَرَ		
ح	أ	ر	ظ	أ	م
حَظَرَ			ظَلَمَ		
أ	خ	أ	ن	ك	ص
أَخَذَ			نَكَصَ		

◆ Students train to compose words and read them correctly.

Student Activities

I answer by myself:

1 Activity One: I color:

الله الرحمن الرحيم

Allah, the All-Beneficent,
the All-Merciful

2 Activity Two: write:

There is no God but Allah, The
All-Beneficent, the All-Merciful.

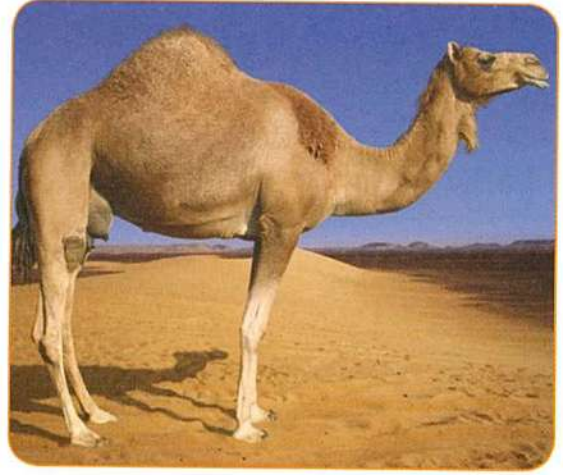
لَا إِلَهَ إِلَّا اللَّهُ

3 Activity Three:

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



Allah, the All-Beneficent



4 Activity Four

I put check mark (✓) in front the correct behavior in the following pictures:





Enriching my experience

I look for a surah from the Holy Qur'an that begins with the word (الرَّحْمَن), i.e. the All-Beneficent, and learn the first three verses by heart.

I evaluate myself:

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

Ser. 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 the square that shows my level of learning:

Ser. 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 Merciful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Surat Al-Falaq

I learn from this lesson to:

- ▶ recite Surat Al-Falaq correctly according to Tajweed rules.
- ▶ recite Surat AL-Falaq from memory.
- ▶ find out the importance of Surat Al-Falaq.
- ▶ give the general meaning of Surat Al-Falaq.

I take the initiative to learn

I listen and find out:

Say: I seek refuge in the Lord of Daybreak



Saeed complained of pain in his stomach, so his mother read the two Mu'awwadhas (the two surahs that seek

- ◆ What is meant by the two Mu'awwadhas?

Allah's protection; Surat Al-Falaq and Surat An-Nas).



Maryam reads the two Mu'awwadhas at bedtime.

- ◆ Why does Maryam read the two Mu'awwadhas at bedtime?

I use my skills to learn

I read and recite:

سورة الفلق

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﴾ ﴾

Bismi Al-Lahi Ar-Rahmāni Ar-Rahīm

1 Qul 'A`ūdhu Birabbi Al-Falaq. 2 Min Sharri Mā Khalaq. 3 Wa Min Sharri Ghāsiqin 'Idhā Waqab. 4 Wa Min Sharri An-Naffāthāti Fī Al-'Uqad. 5 Wa Min Sharri Hāsadin 'Idhā Hāsad

(Surat Al-Falaq)

In the name of Allah, the All-Beneficent, 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

غَاسِقٍ

الْفَلَقِ

Surat Al-Falaq

The general meaning of the verses:

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

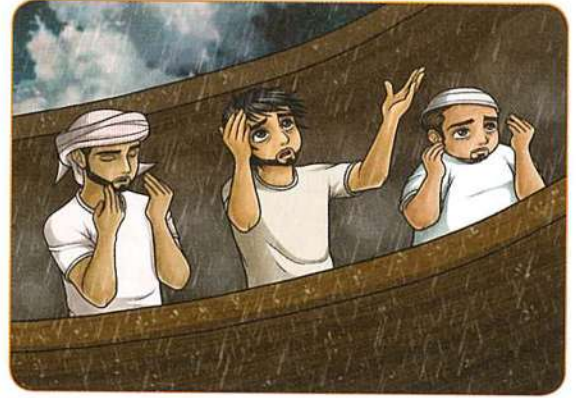
I notice and answer:

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, peace be upon him:

كَانَ النَّبِيُّ ﷺ إِذَا سَافَرَ يَقُولُ قَبْلَ أَنْ يَجْلِسَ فِي أَيِّ مَكَانٍ: «أَعُوذُ بِكَلِمَاتِ اللَّهِ التَّامَّاتِ مِنْ شَرِّ مَا خَلَقَ» فَلَا يُصِيبُهُ شَيْءٌ حَتَّى يَرْحَلَ.

When traveling, the Prophet, peace be upon him, said before staying at any place: “أعوذ بكلمات: ”اللله التتامات من شر ما خلق“ (I seek refuge in the perfect words of Allah from the evil of what He has created). So no evil happened to him during his stay.

- ◆ Who did the Prophet, peace be upon him, 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 imitate:



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



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 separate 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 Surat Al-Falaq.
- ◆ We play the game of colors.

I organize my concepts:

Surat Al-Falaq



It is read in the morning.

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

I train to recite the Holy Qur'an

Say: I seek refuge in the Lord of Daybreak

قُلْ أَعُوذُ بِرَبِّ الْفَلَقِ



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

◆ Students train to read the words with short vowels correctly.

My Imprint



My behavior is my responsibility:

◆ I say the morning and evening supplications after the example of the Prophet, peace be upon him, so that Allah may protect me forever.



I love my country.

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

Student Activities

I answer by myself:

1 Activity One:

I put a check mark (✓) against the correct statement and the mark (✗) against the incorrect statement:

- ◆ Supplicating Allah benefits Muslims and brings them welfare. ()
- ◆ A Muslim seeks refuge in Allah from the evil of Satan, the outcast. ()
- ◆ A Muslim wishes goodness for all people. ()
- ◆ I always say bedtime supplications so that Allah may keep me from bad dreams. ()

2 Activity Two:

I choose the correct answer:

- ◆ A Muslim seeks refuge in Allah from:
- ◆ A Muslim seeks refuge in

Good

evil

Allah

himself

3 Activity Three:

I color:

The Daybreak
Darkness

الفلق الغسق

Enriching my experience

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

I evaluate myself

	Yes	No
I read Surat Al-Falaq at bedtime.		
I seek refuge in Allah, glory be to Him, before reading supplications.		

Bedtime Supplication (Du'aa)

I learn
from this
lesson to:

- learn bedtime supplication by heart.
- apply Islamic etiquette at bedtime.

I take the initiative to learn

I listen and answer:

Mother: Have you performed wudu, Maryam, and cleaned your teeth?
Maryam: Yes, Mum!
Mother: Goodnight, my daughter. Do not forget to read the two mu'awwadhas and bedtime supplication.
Maryam: If Allah wills, mum.

◆ What is bedtime supplication?



I listen and learn by heart:

حَدِيثٌ شَرِيفٌ

عَنْ أَبِي حُدَيْفَةَ رَضِيَ اللَّهُ عَنْهُ أَنَّ رَسُولَ اللَّهِ - صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ - كَانَ إِذَا أَوَى إِلَى فِرَاشِهِ يَقُولُ: «بِاسْمِكَ رَبِّي وَضَعْتُ جَنْبِي وَبِكَ أَرْفَعُهُ».

رَوَاهُ الْبُخَارِيُّ وَمُسْلِمٌ

A Noble Hadith

Abu Hudhaifa, may Allah be pleased with him, said: When the Messenger of Allah lay in bed, he said: "In Your Name, my Lord, I put down my side and in Your Name I raise it." (Bukhari and Muslim)

Vocabulary:

أَوَى

Went to bed

وَضَعْتُ جَنْبِي

I raise it

أَرْفَعُهُ

Slept in bed on my side

I organize my concepts



Sleep Etiquette

I perform wudu

I clean my teeth

I wear sleep clothes

I sleep on my right side

I read the two
Mu'awwadha surahs

I say sleep supplication

I train to read the Holy Qur'an



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 train to read letters correctly



My Imprint

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



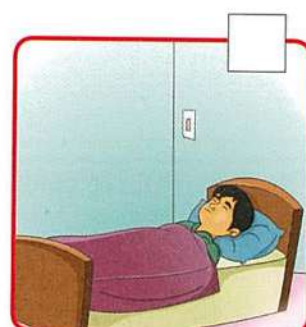
- ◆ I make sure to switch off lights at night in order to save electricity.



Student Activities

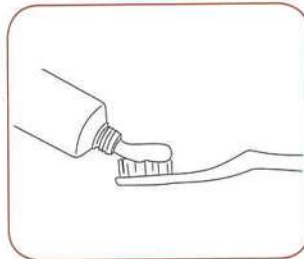
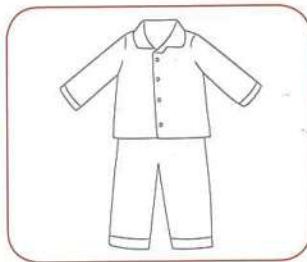
I answer by myself:

- 1 Activity One: I color the square of the picture that shows the correct behavior in sleep etiquette:



2 Activity Two:

I imitate and color:



Enriching my experience:

I look for the supplication of entering and leaving bathrooms and learn it by heart.

I evaluate myself:

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

S	Statements	Yes	No
1	I perform wudu.	<input type="checkbox"/>	<input type="checkbox"/>
2	I say the two mu'awwadha surahs and sleep 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 lights before I sleep.	<input type="checkbox"/>	<input type="checkbox"/>
5	I go to bed early.	<input type="checkbox"/>	<input type="checkbox"/>

Abu Hurairah, may Allah be pleased with him

I learn
from this
lesson to:

- ◀ He speaks about Abu Hurairah's mercy and kindness to animals (may Allah be pleased with him)..
- ◀ I show how I follow Abu Hurairah's example in his mercy and kindness to animals.

I take the initiative to
learn

I listen and answer:



I am a tame animal. I like living in houses. My sound is called meow. I like to climb trees and my favorite food is fish. The Messenger of Allah, peace be upon him, said about me that I am pure. He performed wudu with water from which I drank. Who am I

I use my skills to learn

I listen and think

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

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

Father: God bless you, Rashid. Mercy to animals is part of the teachings of Islam. Before you, the notable companion of the Prophet, Abdurrahman Ad-Dawsi, loved cats. The Messenger of Allah, peace be upon him, called him "Abu Hurairah".

Rashid: How is that, dad?



My Imprint

- ◆ I visit Sir Bani Yas Island. I enjoy watching animals there and obey instructions.



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



Student Activities

I answer by myself:

1 Activity One:

In the following table, there is a quality of Abu Hurairah; I look for it and circle it:

ر	ف	ح	ي
ل	ر	م	ق
ت	ف	ح	س
م	ف	ع	س

Abu Hurairah, may Allah be pleased with him

2. Activity Two:

I draw or paste a picture of an animal I like to treat it kindly:

3 Activity Three

I match the picture and the suitable statement:



Abu Hurairah, may
Allah be pleased with
him, herded



Abu Hurairah, may
Allah be pleased with
him, saw



Abu Hurairah, may
Allah be pleased with
him, carried the cat
and put it in

Enriching my experience

- ◆ I look for the name of the prophet who understood the language of ants and smiled at their speech.

I evaluate myself:

Ser. No.	Aspect of Learning	★★★★★ 5	★★★ 3	★ 1
1	I speak about the mercy of Abu Hurairah, may Allah be pleased with him, to animals.			
2	I am kind to animals after the example of Abu Hurairah, may Allah be pleased with him.			
3	I take care of tame animals.			



Abu Hurairah, may Allah be pleased with him

Wudu' (Minor Ablution)

I learn from this lesson to:

- ▶ perform wudu (minor ablution) properly.
- ▶ find out the states in which wudu is required.

I take the initiative to learn

I look and describe



I notice, learn and apply

Rashid went out with his father. On their way, it was time for Adhan Al-Asr. The father stopped at the nearest mosque to perform prayer. He said: Come, son; let's perform wudu for prayer. Rashid watched his father while performing wudu.

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



perform wudu for prayer. Rashid watched his father while performing wudu.

The steps of Rashid while performing wudu:

1 I intend – in my heart - to perform wudu; then say: “Bismillahi Arrahmani Arraheem”



2 I wash my hands three times.



3 I rinse my mouth with the right hand (3 times).



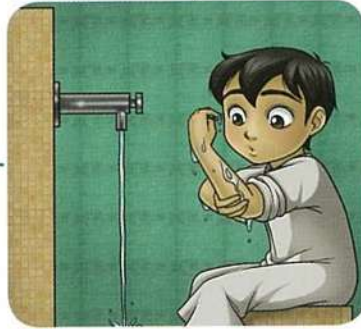
4 I rinse my nostrils with the right hand, (3 times) and clear them (the nostrils) with my left hand.



5 I wash my face (3 times).



6 I wash my right hand and arm up to the elbow (3 times).



7 I wash my left hand and arm up to the elbow (3 times).



8 I wipe my head with wet hand.



9 I wipe my ears with wet fingers.



10 I wash my right foot up to the ankle, and clean with my fingers the space between foot fingers (3 times).



11 I wash my left foot up to the ankle, and clean with my fingers the space between foot fingers (3 times).

Father: Well done, my son. Your wudu is correct. Do not forget this supplication after wudu:

(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 no God but Allah, and that Muhammad is His servant and messenger. O Allah, make me one of those who repent to You and purify themselves.

I use my skills to learn

I match each picture with the correct word

Wudu washing place



Rinsing the mouth



Rinsing and clearing the nose

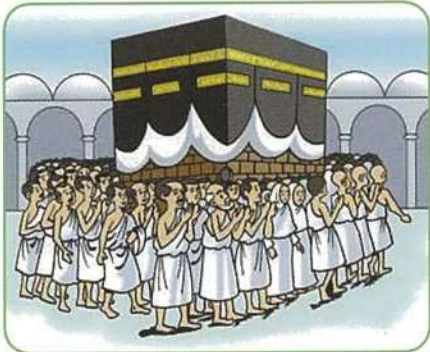




I cooperate with my classmates

◆ I discover

in cooperation with my classmates the cases in which wudu is required. I use the following words and pictures:



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

Wudu' (Minor Ablution)



I arrange and speak

I arrange the following pictures and speak about them:



I apply

I apply in practice the acts of wudu with my classmates.



I think to be creative

I innovate a solution to keep the favor of water.



I organize my concepts

I complete the numbering of the pictures to arrange the acts of the wudu:



○



○



○



○



○



○



○



○



○



○

Wudu' (Minor Ablution)

I train to read the Qur'an



هي	زي	دي	حي	سي	تي
هـيـ	زـيـ	دـيـ	حـيـ	سـيـ	تـيـ
خـيـ	جـيـ	ثـيـ	بـيـ	رـيـ	شـيـ
خي	جي	ثي	بي	ري	شي
صافي	قاني	خالي	غالي	جاري	داري
هادي	سامي	رامي	عالي	حادي	شادي

My Imprint



My behavior
is my
responsibility:

◆ I perform wudu every night before sleeping, after the example of the Prophet, peace be upon him.



I love my
country.

◆ I save water because it is our lifeline.



Student Activities

I answer by myself:

1 Activity One:

- ◆ I mark the organs of wudu, then I color them.

2 Activity Two:

- ◆ I choose the correct behavior and put (✓) in the square:

1 Sultan performed wudu; he washed his face:

four times

five times

three times

2 Salim wiped his head in wudu:

one time

three times

four times



Enriching my experience

- ◆ I look for a verse from the Qur'an, or a noble Hadith, about the excellence of wudu.

I evaluate myself

- ◆ My beloved mother! Take photos of the steps of my wudu in order to please my teacher!

Kindness to Animals

I learn from this lesson to:

- ▶ read the Noble Hadith from memory.
- ▶ find out that kindness to animals is an act that pleases Allah, glory be to Him.
- ▶ tell how to be kind to animals.

I take the initiative to learn

I notice and expect events:



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

I use my skills to learn

I listen and learn by heart

حَدِيثٌ شَرِيفٌ

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

رَوَاهُ الْبُخَارِيُّ وَمُسْلِمٌ

Abdullah ibn Omar, may Allah be pleased with them, reported that the Messenger of Allah, peace be upon him, said: "A woman entered Hellfire for having confined a cat, neither feeding it nor allowing it to seek food on its own, until it died of hunger." (Bukhari and Muslim)



Vocabulary

هَرَّةٌ

Cat

خَشَاشُ الْأَرْضِ

Earth worms

النَّارُ

Hellfire



I answer verbally

- ◆ I mention what we benefit from animals.
- ◆ Why did the woman enter Hellfire?
- ◆ I expect the result in case the woman fed and cared for the cat.



I think to be creative



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

Kindness to Animals

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, glory be to Him.



I speak

about the acts I do to be kind to animals.

I cooperate with my classmates:

We think about what we do in the following situations:

- ◆ One of the tame animals in our house was sick.
- ◆ The bird living in our house stopped singing.
- ◆ We will travel on a journey for two weeks, but we have a tame animal at home which we cannot take with us.



I listen and follow the example of the Prophet, peace be upon him:

رُويَ عَنْ رَسُولِ اللَّهِ -صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ- أَنَّهُ ذَاتَ يَوْمٍ دَخَلَ بُسْتَانًا فَرَأَى بِهِ جَمَلًا، حَنَّ الْجَمْلُ وَذَرَفَتْ عَيْنَاهُ، فَأَقْتَرَبَ مِنْهُ رَسُولُ اللَّهِ -صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ- 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 وَتُذِيبُهُ» (تُتَعَبُهُ بِالْعَمَلِ الْمُتَوَاصِلِ).
رَوَاهُ أَحْمَدُ وَأَبُو دَاوُدَ.

Abdullah ibn Omar, may Allah be pleased with them, reported that the Messenger of Allah, peace be upon him, said: "A woman entered Hellfire for having confined a cat, neither feeding it nor allowing it to seek food on its own, until it died of hunger." (Bukhari and Muslim)

- ◆ What was the reason for the weeping of the camel?
- ◆ What did the Prophet, peace be upon him, do to have mercy on the camel?
- ◆ What will you do to follow the Prophet's example?





I listen and describe



I have mercy on animals and care for them because Allah, glory be to Him, ordered us to do so.



When I have mercy on animals I feel happy because mercy is one of the qualities of Muslims.

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 look for:

the title of the doctor who treats animals.

organize my concepts



Mercy on animals

An act

that pleases Allah

And makes animals happy.

Aspects of mercy on animals

Avoid hurting animals.

Provide food and shelter for them.

Provide treatment if they are sick.

Do not make them tired by much work.

I train to read the Qur'an

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

Students train to distinguish the elongated vowel in words and to read words correctly.



Kindness to Animals

My Imprint



◆ I treat animals kindly and care for them.



◆ I keep the zoo clean when I visit it.

Student Activities

I answer by myself:

1 Activity One:

I put check mark (✓) below the picture that shows the correct behavior and (x) below the picture that shows the wrong behavior:



2 Activity Two

I match the picture of behavior with the suitable result:



An act that pleases Allah



An act that does not please Allah

Enriching 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.

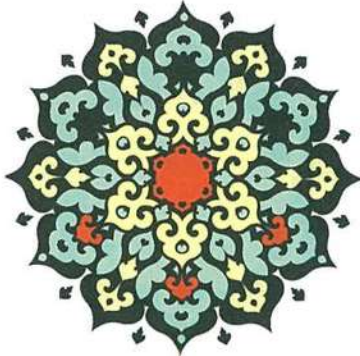
I evaluate myself:

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

Ser. 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"/>

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

Ser. No.	Learning	★★★★★ 5	★★★ 3	* 1
1	My learning of the noble Hadith.	<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"/>



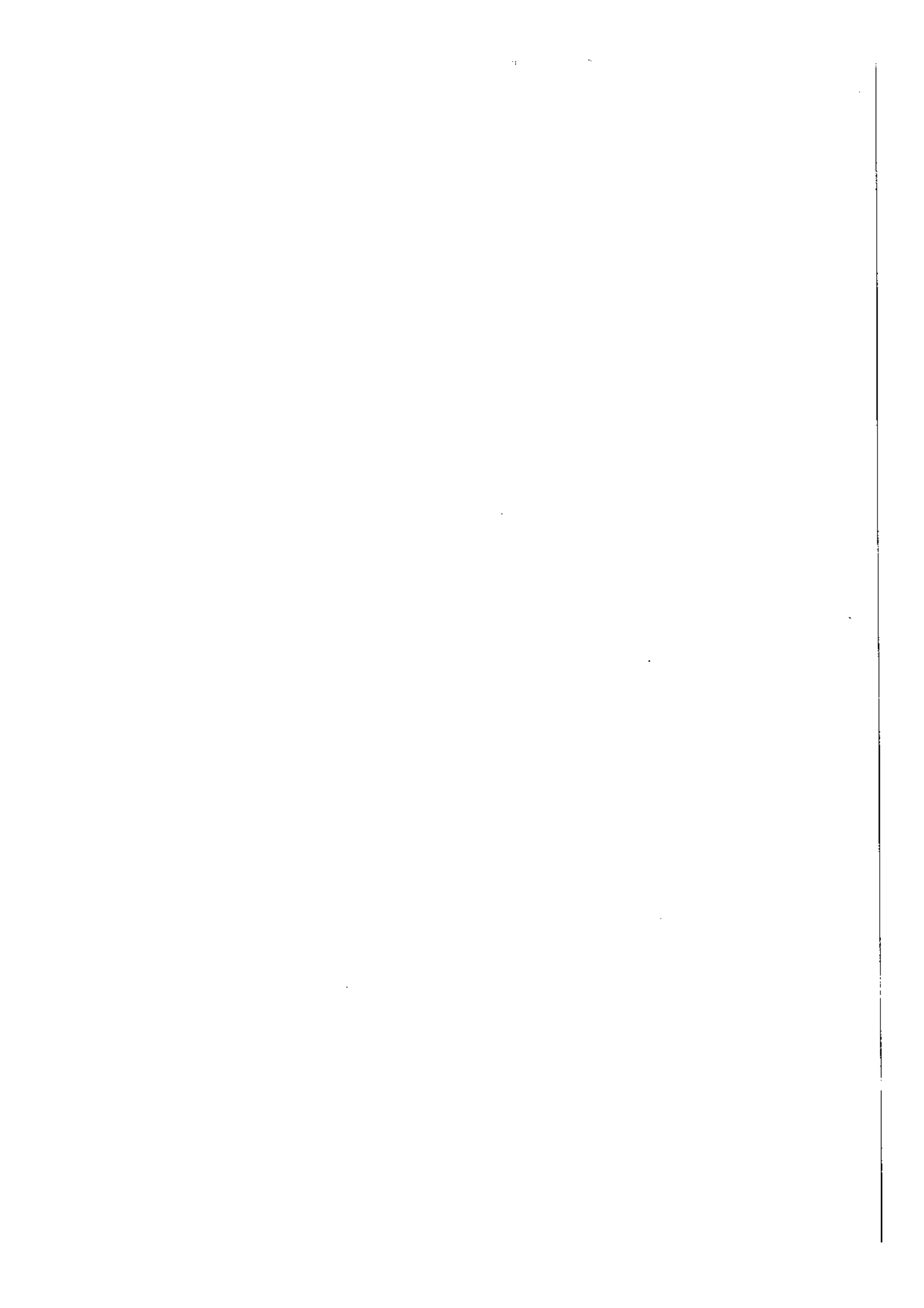
3

Unit 2
**With Your Mercy
I live**

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

What is Islam, Dad?





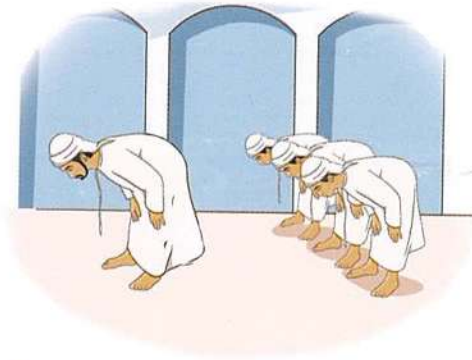
Surat AL-Ikhlās

I learn
from this
lesson to:

- ▶ recite Surat Al-Ikhlās correctly and learn it by heart.
- ▶ explain the vocabulary of the surah.
- ▶ give the general meaning of the surah.

I take the
initiative to learn

I notice and find out



1 Who do Muslims direct their faces to in worship?

2 Whom do Muslims supplicate?

I use my skills to learn

I recite and learn by heart

سورة الإخلاص

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿ قُلْ هُوَ اللَّهُ أَحَدٌ ① اللَّهُ الصَّمَدُ ② لَمْ يَلِدْ وَلَمْ يُولَدْ ③

وَلَمْ يَكُنْ لَهُ كُفُوًا أَحَدٌ ④ ﴾

Sūrat Al-'Ikhlāṣ

Bismillahi Arrahmani Arraheem

1 Qul Huwa Al-Lahu 'Aḥad. 2 Allahu Aṣ-Ṣamad. 3 Lam Yalid Wa Lam Yūlad. 4 Walam Yakun Lahu Kufūan 'Aḥad.

Surat Al-Ikhlās

In the name of Allah, the All-Beneficent, 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

One, with no partner

الصَّمَدُ

The One on Whom all creation depends

كُفُوًا

Equal, comparable

The general meaning of the verses:

Allah is One and has no partners; he does not need anyone. No one is similar to Him. He has no son or daughter. He has no father or mother. All creation always depends on Him and resorts to Him.

I answer verbally:

- 1 Who is the Creator of everything?
- 2 Can anyone create as Allah, glory be to Him, has created?
- 3 Can anyone other than Allah provide us with life and sustenance?
- 4 Is there a god worthy of worship other than Allah?

I think to be creative:

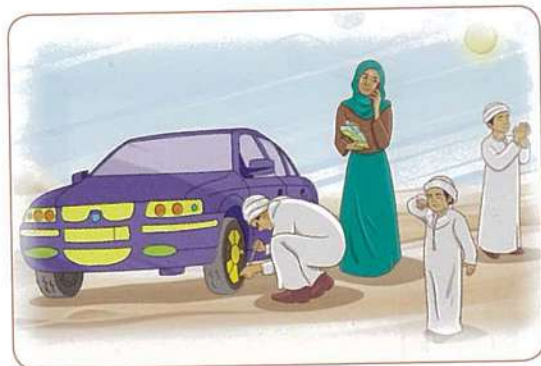
Abu Majid went with his family on a desert picnic. While they were in the desert, his car broke down. He tried to repair it, but he could not. There was no more contact between him and those who can rescue him and his family.

- ◆ Who does this family pray to for help?
- ◆ Who is able to answer their supplications?

Expect:

- ◆ How did Allah, glory be to Him, answer their supplication so they arrived safe?

Allah is One, with no partner.



I think deeply:

- 1 Who taught man what he had not know
- 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, glory be to Him, through His creation. I believe in Allah, the One and Only God:

I look at everything and think well. I see that everything proves the greatness of Allah.





No other than Allah is worthy of being worshipped.



I share my idea:

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

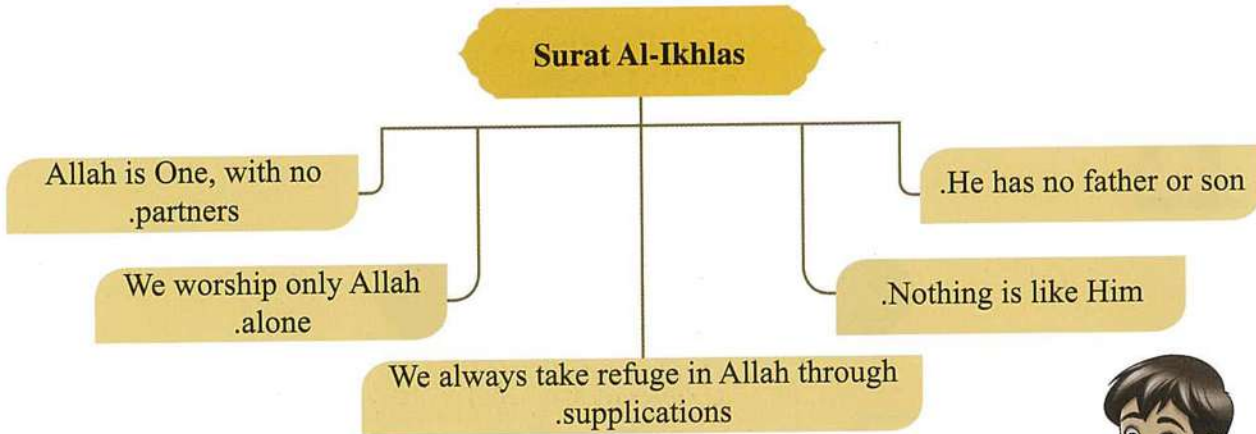
I say:

◆ I say: La Ilaaha Illa Allah (There is no God but Allah, Alone with no partner.)

I cooperate with my classmates:

◆ We speak about the acts that we do to show our love for Allah, glory be to Him.

I organize my concepts:



Surat AL-Ikhlās

I train to read the Qur'an

◆ Ahad ha hi hu

≥ Samad sa si su

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



My Imprint



◆ I read Surat AL-Ikhlās before my sleep.



◆ I pray to Allah, the One Who is begged by all, to keep my country, the UAE, from every evil.

Student Activities

I answer by myself:

1 Activity One:

I read and color:

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

3 Activity Three:

I match each word with its meaning:

The One	similar
on Whom all depend	One Who is not similar to any of His creation
comparable	All creation resort to Him

4 Activity Four:

I look for the names of certain creatures that I love and they are proofs that Allah is One, glory be to Him.

I evaluate myself

I color the square that shows my level of learning:

Ser. No	Learning	*****	***	*
		5	3	1
1	My learning of the Surat Al-Ikhlās by heart and its good recitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	My ability to give the meaning of the words of Surat Al-Ikhlās	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Pillars of Islamic Belief

I learn from this lesson to:

- ▶ explain that Islamic belief has pillars.
- ▶ mention the six pillars of Islamic belief.
- ▶ say that there is no God but Allah (La Ilaaha Illa Allah).

I take the initiative to learn

I notice and find out:

- 1 Who is the creator of everything.
- 2 Is there any creator other than Allah?



- 3 Who keeps travellers safe on land and sea?

- 4 Is there a god other than Allah?

There is no God but Allah

I use my skills to learn

I listen and answer:

Mother: Ma shaa Allah! What is this beautiful card, Rashid?

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

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

Rashid: I was able to learn the six pillars of Islamic faith by heart 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 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 Judgement.
- 6 Belief in Divine Decree, both good and evil.

Mother: May Allah bless you, my son. Thus is an Emirati citizen: always excellent.

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



Pillars of Islamic Belief

To be filled from the above conversation as mentioned by Rashid

I sing:

We believe in Allah, our Lord,
 One, with no partners;
 To Him all needs are raised.
 We believe in His angels,
 Seeking His pleasure
 And full of love for Him.
 We believe in His messengers:
 To his guidance they called,
 And sincerely they believed in Him.
 We believe in the books
 He revealed with His Wisdom and Commandments.
 We believe in the Day of Judgement,
 And Divine Decree: both good and evil!

**I think to be creative:**

Allah, glory be to Him, has created man in the most perfect shape. He distinguished him from other creatures

- ◆ I mention the largest number of acts with which man is distinguished from other creatures.

I cooperate with my classmates:

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

**I look for:**

- ◆ the names of three divine books and tell my classmates about them.





I listen and imitate:

◆ I express – in my own words – my happiness, because I feel 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.



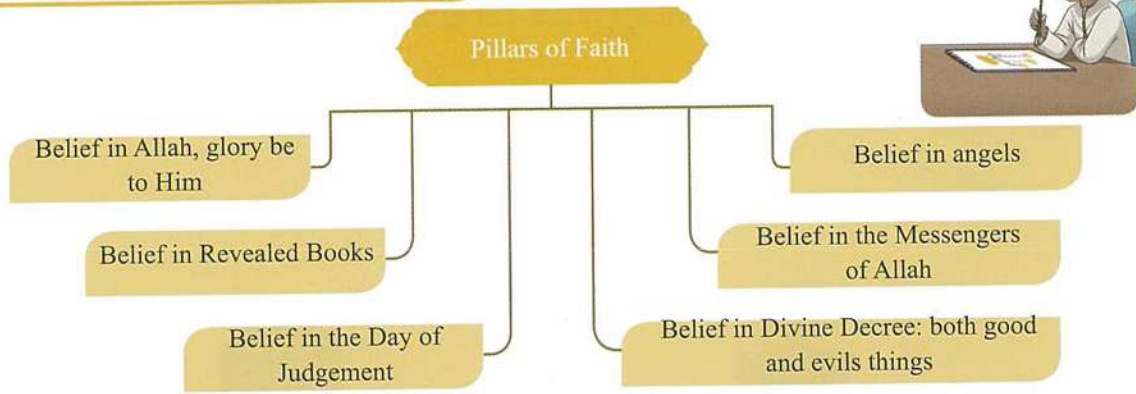
There is no God but Allah, Alone, with no partners.



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



I organize my concepts:



I train to read the Qur'an:

◆ Aamanar Rasoolu – kutubihi – rusulihi

سو	فو	صو	جو	دو	حو
خوُدُ	كوَزُ	ثوْمُ	هوُدُ	روْحُ	كوْبُ
نوْرُ	حوْرُ	سوْرُ	توْتُ	طوْبُ	عوْدُ
خو	لوْطُ	كوْحُ	بوْمُ	نوْنُ	دوْرُ



Pillars of Islamic Belief

My Imprint



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



◆ I love and obey the rulers of my country.

Student Activities

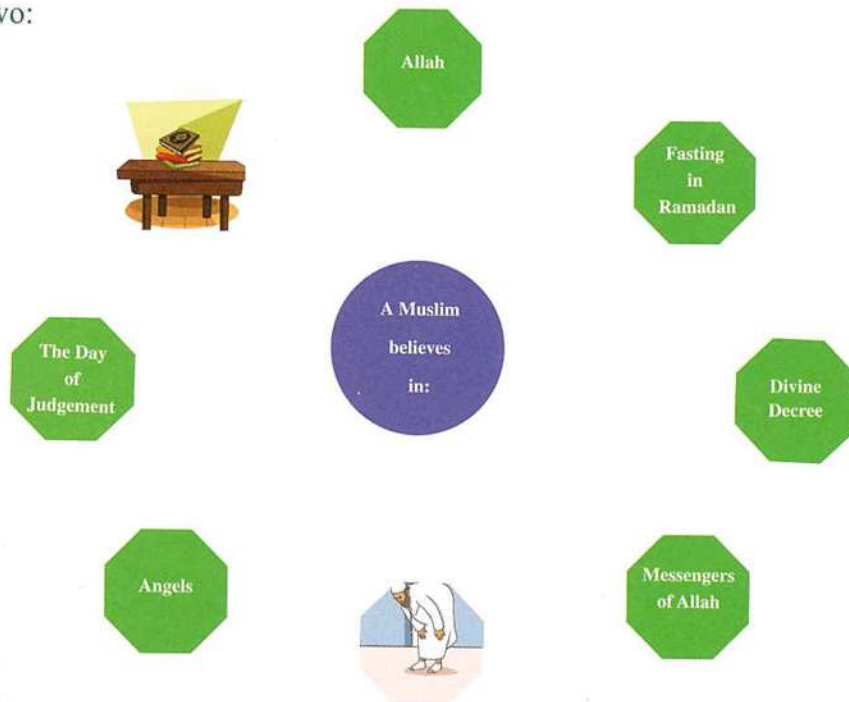
I answer by myself:

- 1 Activity One: I color:

الله واحد لا شريك له

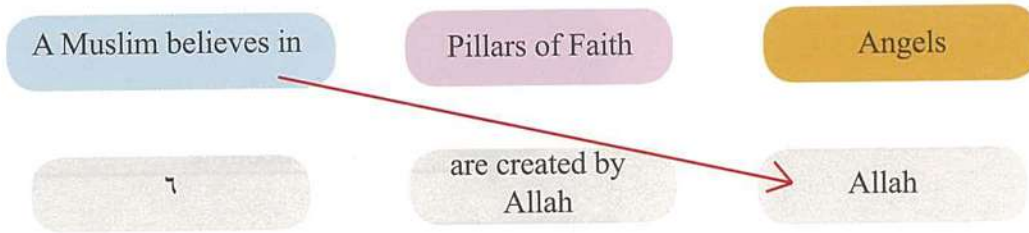
Allah is One. He has no partners.

- 2 Activity Two:



3 Activity Three:

Complete as in the example:



Enriching my experience

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

I evaluate myself:

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

Ser. No.	Behavior	Yes	No
1	I say: La Ilaaha Illa Allahu wahdahu la shareeka lahu (There is no God but Allah, Alone with no partner) in the supplications of morning and evening.	<input type="checkbox"/>	<input type="checkbox"/>
2	I read Surat Al-Ikhlās in the morning and in the evening.	<input type="checkbox"/>	<input type="checkbox"/>
3	When 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 the square that shows my level of learning:

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

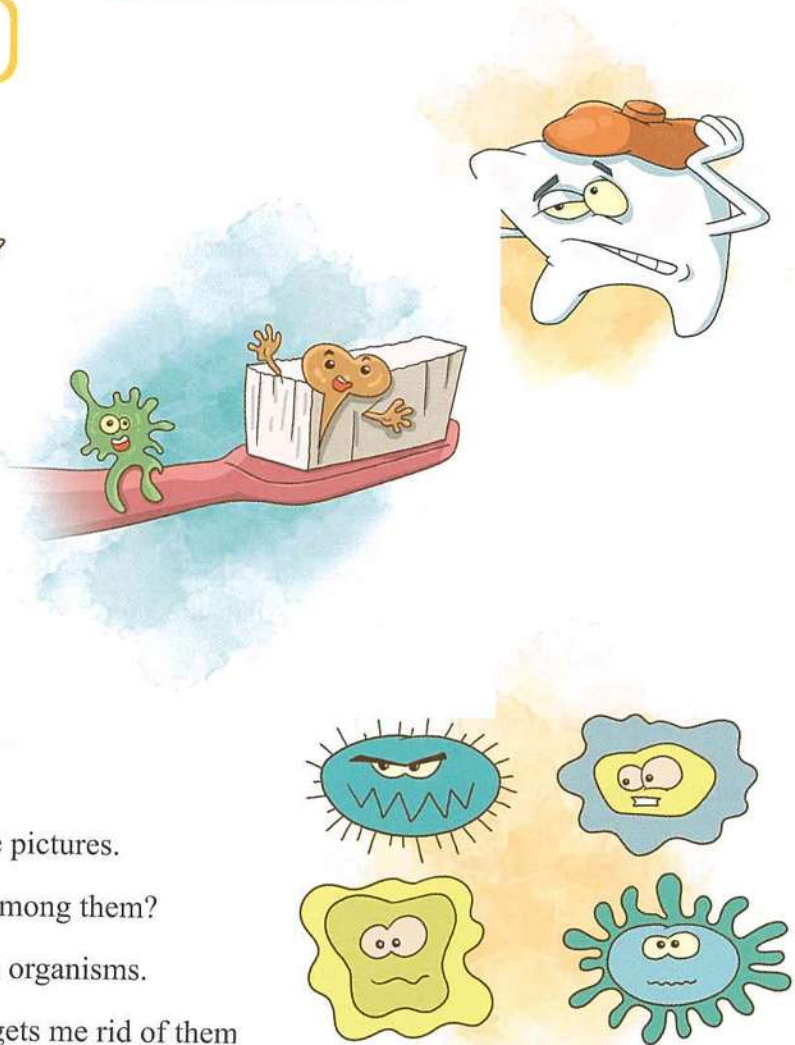
Islamic Etiquette of Cleanliness

I learn
from this
lesson to:

- ▶ explain the importance of cleanliness to Muslims.
- ▶ find out the etiquette of cleanliness in Islam.
- ▶ Apply the Islamic etiquette at bedtime.

I take the
initiative to learn

I notice 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 think:

Ahmed: You are 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

(Islam teaches us cleanliness).

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



I answer verbally:

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

I notice and read:

◆ My Mother has taught me to:



wear clean clothes and take care of my look.



take 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 match:

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

An act that Allah, glory be to Him, likes.



An act that Allah, glory be to Him, does not like.



Cleanliness is the title of Muslims and their life behavior.

I listen and follow example:

Allah is clean, and He likes cleanness. I keep my body, house and school clean so that Allah will love me.



I always take shower so that my smell will be fresh and everybody around will love me.



Our government makes great effort to keep our cities clean and beautiful. We also keep them clean because we love our country.



I expect:

- ◆ I say what I expect to happen if people kept throwing waste on the ground.

**I think to be creative:**

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

I find out:

One day, the Messenger of Allah, peace be upon him, saw a man whose clothes were dirty. He said: "Couldn't this man find what he washes his dress with?" (Narrated by Ahmed)

- ◆ I try to find out the things that the Prophet, peace be upon him, wanted Muslims to have.

I give my opinion:

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



I cooperate with my classmates:

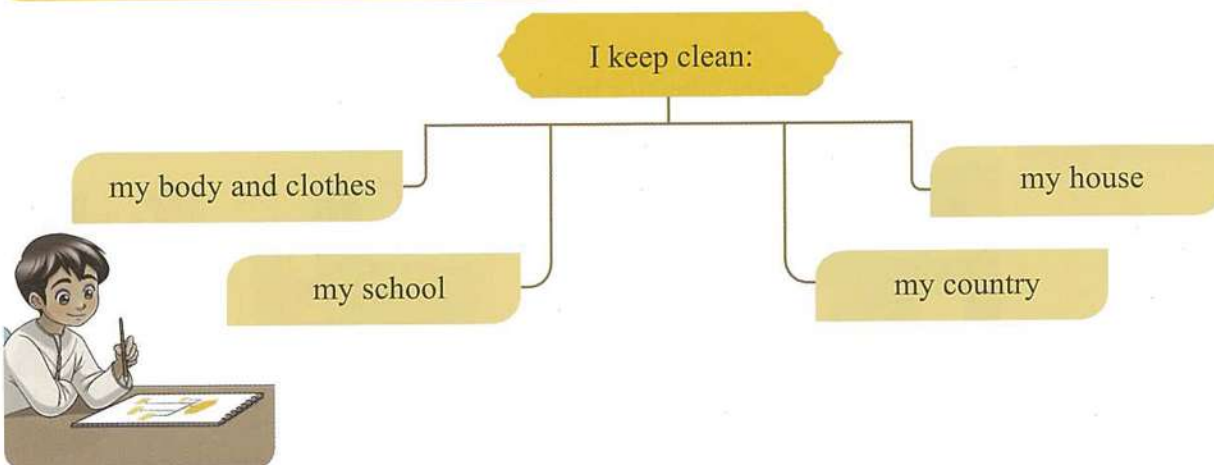
We think and answer: Who am I?

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 like me to be always clean?

I am a person who likes cleanliness and performs wudu before prayer?

I organize my concepts:



I train to read the Qur'an:

رو	دُرُوعٌ	بو	حُبُورٌ	رو	ضُرُوسٌ
غو	لُغُوبٌ	بو	رُبُوعٌ	مو	جُمُوعٌ
جيد	مُجِيبٌ	ميد	سَمِيعٌ	حيد	رَحِيمٌ
خو	دُخُولٌ	لو	جُلُوسٌ	عو	قُعودٌ



- ◆ The student trains to pronounce elongated vowel letters. He reads the words pronouncing the last letter as silent (with sukun).

My Imprint



◆ I keep myself clean.

My behavior
is my
responsibility:



◆ I keep my country clean and healthy.

I love my
country.

Student Activities

I answer by myself:

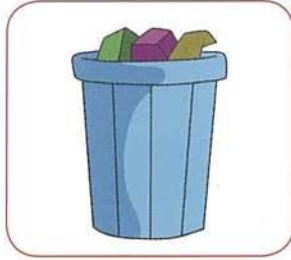
1 Activity One:

Because I am Muslim, I choose the right behavior by using check mark (✓):



2 Activity Two:

I match the cleaning tool with the right picture:



Enriching my experience

What is the act of worship that requires purity?

I evaluate myself:

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

Ser. 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:

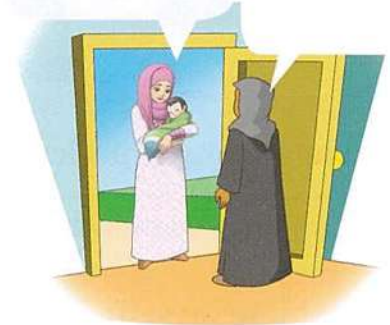
- ▶ read the Noble Hadith from memory.
- ▶ find out that Allah helps a Muslim because he helps his brother.
- ▶ speak about forms of helping a Muslim brother.

I take the initiative to learn

I notice and expect the event:



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



1 What are the persons in the above pictures doing?

2 What was the action that each of them did?

I use my skills to learn

I listen and learn by heart:

حَدِيثٌ شَرِيفٌ

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ عَنِ النَّبِيِّ - صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ - قَالَ: «...وَاللَّهِ فِي عَوْنِ الْعَبْدِ مَا كَانَ الْعَبْدُ فِي عَوْنِ أَخِيهِ.»
رَوَاهُ مُسْلِمٌ

A Noble Hadith

Abu Hurairah, may Allah be pleased with him, reported the Prophet, peace be upon him, as saying: “..Allah helps his servant as long as the latter helps his brother.”
(Narrated by Muslim)

Vocabulary:

عَوْنٍ

help

العَبْدُ

Slave; servant

The general meaning of the Hadith:

Allah, glory be to Him, helps his servant and makes easy for him to meet his needs in matters of this world and the Hereafter, as long as he tries to meet the needs of his Muslim brothers.

I discuss and find out:

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

I read and answer:

Salim: Do you know, Saeed, that our dear UAE has won the world's top position in humanitarian aid?

Saeed: Yes, brother, our state has been eager to help the needy since its foundation 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: What about going to participate in donation campaigns to help the needy? Allah helps those who help the needy.

Saeed: An excellent idea. I will take some clothes and money with me.

Salim: I will also donate foodstuff.

- 1 How will Salim and Saeed help the needy?
- 2 I say what I expect will be the reward of Saeed and Salim with Allah.



A Muslim Helps his Brother

I notice and speak:



I cooperate with my classmates:

◆ We say how we act in the following situations:

- One student fell down and broke his leg.
- A disabled student wanted to go out, but he did not find anyone to push him.
- One student made a mistake while reading the Holy Qur'an.
- The house of a neighbor in the quarter was on fire.



I look for:

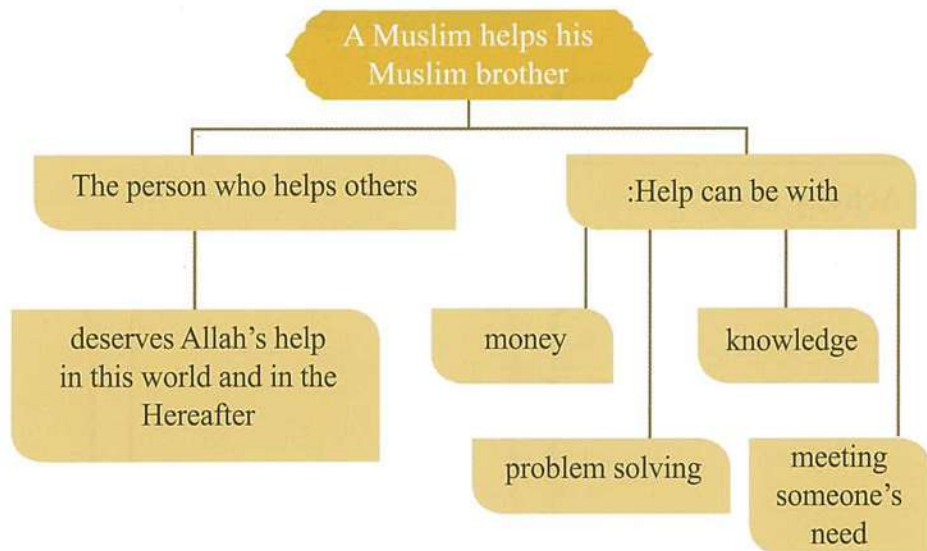
- ◆ A verse from the Qur'an that encourages cooperation.

I share my creativity:

- ◆ I design a logo for volunteering action.



I organize my concepts:



A Muslim Helps his Brother

I train to read the Qur'an:

وَتَعَاوَنُوا. وَتَعَاوَنُوا

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



◆ Students train to pronounce words correctly.

My Imprint



My behavior
is my
responsibility:

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



I love my
country.

◆ I participate in donation campaigns for the needy.

Student Activities

I answer by myself:

1 Activity One:

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

2 Activity Two:

I put a check mark (✓) against the picture that shows cooperation:



Enriching my experience

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

I evaluate myself:

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

Ser. 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 the square that shows my level of learning:

Ser. No.	Aspect of Learning	*****	***	*
		5	3	1
1	My learning of the Noble Hadith.	<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 know the lesson from the Hadith.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I love my Family

I learn from this lesson to:

- ▶ mention the duties of family members.
- ▶ mention the rights of family members.
- ▶ mention some cases of cooperation among family members.
- ▶ give proofs of my kindness to my relatives.

I take the initiative to learn

I notice and find out



- ◆ What is the number of the persons in the picture?
- ◆ Why did they go to visit their grandfather and grandmother?
- ◆ I say who are the nearest people to me.

I use my skills to learn

I listen and think

Rashid: I love my mum and dad, and seek their pleasure.

Teacher: How do you win their pleasure?

Hamdan: I work hard to succeed in my study because this makes them happy.

Teacher: And you, Saeed?

Saeed: I cooperate with my brothers and sisters in the matters of home, playing and study.

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

Teacher: Yes. You can also visit relatives, like uncles (The brothers of fathers and mothers), join them in feasts and events, ask about them and give help to those who need help.

I answer verbally:

- 1 How does a mother express her love for her children?
- 2 I mention the acts I do to help my mother.
- 3 I tell how I express my love for my mother and father.
- 4 I mention the supplications I say for them.



I look and find out

- 1 I say who I see in the picture.
- 2 what are the signs of kindness to parents in the picture?
- 3 I say to whom I do the same act.



I love my Family

I notice and speak

- ◆ I describe my love for my family verbally, with the help of the following pictures:



I think well and decide

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

My mother and father have chosen my beautiful name.

My mother tries hard to make me comfortable.

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

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



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

◆ Rashid said: I do everything that pleases my Lord in 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 give mercy and forgiveness to our father the late Sheikh Zayed, may Allah have mercy on him.



◆ I speak 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 the best friend of mine. I talk to her about all that pleases or annoys me.

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



I love my Family

I cooperate with my classmates:

I work with my classmates to solve the following problem:

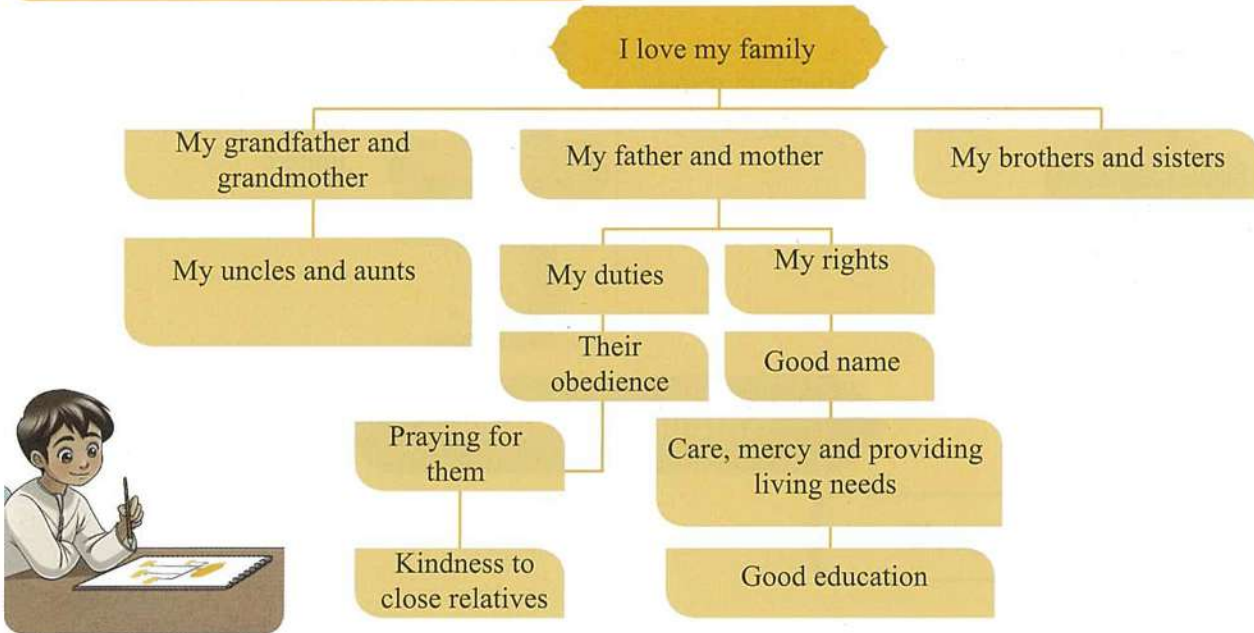
- ◆ Your uncle stopped visiting you at home, and your father was unhappy because of that. The family – father, mother and children – met to solve the problem ..
- ◆ I expect the solutions that were suggested and mention them.
- ◆ I mention the best solution in my opinion.

I share my idea

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



I organize my concepts:



I train to read the Qur'an:



فَلَا تَقُلْ لَهُمْ أُفٍّ وَلَا تَنْهَرْهُمْ وَلَا تَقُلْ لَهُمَا قَوْلًا كَرِيمًا

23. .. Falā Taqul Lahumā 'Uffin Wa Lā Tanharhumā Wa Qul Lahumā Qawlāan Karīmā

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

Uffin fa fi fu

Waqul qa qi qu

تِيْجَانْ	جُوْعْ	فَاَزْ
جِيْرَانْ	عُوْدْ	قَاَسْ
دِيْدَانْ	رُبُوْعْ	قَاَدْ
نِيْرَانْ	جُمُوْعْ	قَاَلْ
ثِيْرَانْ	هُمُوْمْ	نَاَلْ
حِيْتَانْ	غِيُوْمْ	دَاَمْ

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 put check mark (✓) in front the correct behavior and (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 when they ask for help. ()
- ◆ I throw my clothes on the floor so that my mother would 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 look for a Holy verse from the Qur'an in which Allah orders us to be kind to our parents.

I evaluate myself:

I color the square that shows my level of learning:

Ser. 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"/>

I love my Family

Our Prophet Muhammad, peace be upon him, Nurtured by his Grandfather and Uncle

I learn
from this
lesson to:

- ▶ narrate the story of guardianship of the Prophet, peace be upon him.
- ▶ find out the qualities of the Prophet, peace be upon him, and his kindness to his family.

I take the
initiative to learn

I remember and answer

- ◆ Who was the nurse of Prophet Muhammad, peace be upon him?
- ◆ Why did Haleema As-Sa'diya love the nursling, Muhammad, peace be upon him?

I listen and find out

Rashid and Noura: We love the Messenger of Allah, peace be upon him, 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 Muhammad, peace be upon him, returned from the desert to his mother in Makkah.

Father: Yes, after he returned to his mother, Aminah bint Wahb, she took him to visit his uncles, from the tribe of Bani Uday ibn An-Najjar, in Al-Madinah. She stayed there for one month. On their way back to Makkah, she was very sick and died. His Nanny, Baraka, Umm Ayman, took him back to his grandfather, Abdul Muttalib. She took care of him after the death of his mother. The Prophet, peace be upon him, used to say about her: "Umm Ayman is my mother after my mother."

Noura: His mother died when he was six years old. He was a little boy who needed her care!



Father: This is the will of Allah, glory be to Him. His loving grandfather took care of him. He loved him and respected him more than his sons in view of his honesty and high morals. He used to let him sit on his mattress. When it was meal time he said: "Bring Muhammad!" and fed him with the best food. Muhammad, peace be upon him, exchanged love and kindness with him. Despite his young age, he tried to respond to the needs of his grandfather. When he was eight years old, his grandfather, Abdul Muttalib, died.



Ahmed: Who took care of him after the death of his grandfather, my dad?

Father: His uncle, Abu Talib, took care of him. He took him into his family and loved him very much. He accompanied him whenever he went out. The wife of his uncle, Fatimah bint Asad, cared for him. She loved him a lot and was kind to him. He, peace be upon him, described her as his mother. Thus, he lived under the care of his uncle until he grew up and became a mature, strong young man.

Nourah: How was the Prophet, peace be upon him, kind to his family when he was a little boy?

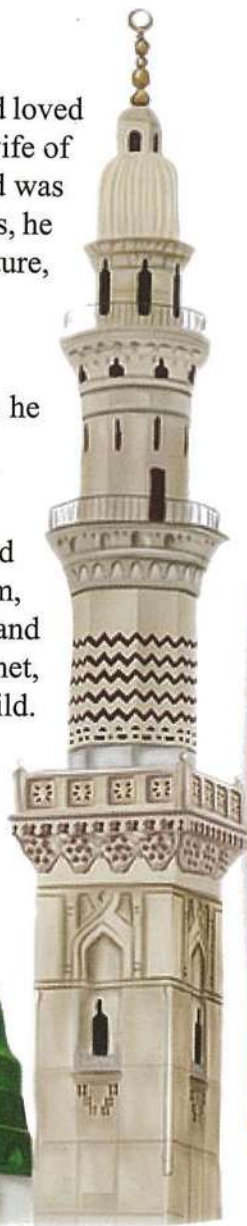
Father: When he was young, he helped his uncle, Abu Talib, because he had many children and little money. The Prophet, peace be upon him, herded sheep for the people of Makkah. He depended on himself and bore responsibility. Thus, my children, Allah took care of His Prophet, peace be upon him, and put his love into hearts since he was a little child.

Noura: Do you know, dad, that I loved

our Prophet Muhammad,

peace be upon him, very much?

Ahmed: An I loved him, too, my dad!



Our Prophet Muhammad, peace be upon him,
Nurtured by his Grandfather and Uncle

I use my skills to learn**I describe**

- ◆ the feelings of our Prophet Muhammad, peace be upon him, when his mother died.
- ◆ his grandfather, Abdul Muttalib's, love for him.

**I think to be creative:**

- ◆ I mention the qualities that made our Master Muhammad, peace be upon him, loved by his grandfather and uncle.

I cooperate with my classmates:

- ◆ We talk about Abu Talib's guardianship of the Prophet, peace be upon him.

I share my idea

- ◆ I speak to my classmate about the character of the Prophet, peace be upon him, in his childhood.

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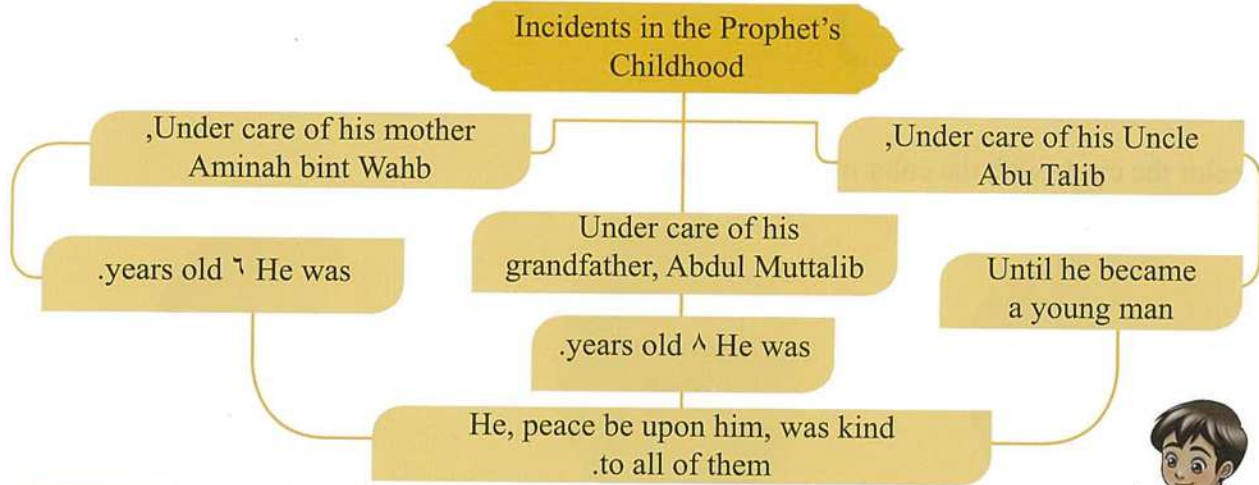
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I organize my concepts:



My Imprint



- ◆ like occupations and value workers in those occupations.



- ◆ I learn for the life of the Prophet, peace be upon him, and follow his example.



I train to read the Holy Qur'an

جاء	أَمَنَ	يَخَافُ	يُقَالُ	أَكِيدُ	أَعُوذُ
إذا	عَابِدُونَ	أَنَا	كَافِرُونَ	يَوْلَدُ	شَاءَ
جيدها	ذَاتَ	مَالَهُ	أَبِي	مَاعُونَ	يُرَاعُونَ



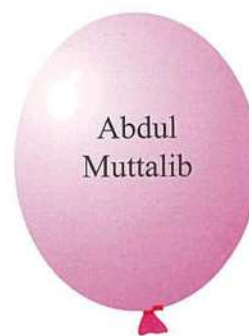
Our Prophet Muhammad, peace be upon him,
Nurtured by his Grandfather and Uncle

Student Activities

I answer by myself:

1 Activity One:

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



2 Activity Two:

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

◆ The Prophet, peace be upon him, lived his childhood and youth in.....

◆ He traveled with his mother to

Al-Madinah
Al-Munawwarah

Al-Quds
Ash-Shareef

Makkah
Al-Mukarramah

3 Activity Three

I circle the correct answer:

1 the Prophet's mother died:

on the way to Makkah

on the way to Al-Madinah

when she arrived in Makkah

2 Abu Talib sponsored the Prophet, peace be upon him, after the death of:

his mother

his grandfather

his father

Enriching my experience

I look in the classroom's library for examples of the Prophet's kindness to his foster mother, Haleema As-Sa'diya.

I evaluate myself

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

Ser. No.	Behavior	*****	***	*
		5	3	1
1	I speak about Abdul Muttalib's sponsorship of the Prophet, peace be upon him.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I speak about the characteristics of the Prophet, peace be upon him.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I speak about the Prophet's herding of sheep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Our Prophet Muhammad, peace be upon him,
Nurtured by his Grandfather and Uncle

*End of Book
Praise be to Allah*