GRADE

K

STEPS TO PERFECTION

An Islamic Curriculum For Children

TEACHER'S GUIDE

Under the Guidance of
NABI R. MIR (ABIDI)

AL-KISA FOUNDATION
SABA

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Acknowledgments

The Shiʿa-Muslim Association of the Bay Area and Al-Kisa Foundation would like to thank the authors, editors, and reviewers for their contributions to the Islamic curriculum development project.

We are especially thankful to Shaykh Salim Yusufali, Srs. Urooj Kazmi, Samina Ali, Bhavani Ali, Sabika Mithani, Fatima Falahati, Zahra Sabur, Liliana Villalvazo, Amna Hussain, Fatima Hussain, Zahra Eslami, Fathema Abidi, Zehra Abbas, Maryam Hakimpanah, Maryam Ershad, Zahra Memar, Rabab Jafri, Maria Al-Janabi, Shamama Zehra, Irum Abbas, Nida Syed, Abeda Khimji, Anjum Afzal, Brs. Taymaz Tabrizi, Mohammad Hendijanifard, the Tabatabai family, all the illustrators who allowed us to use their illustrations, SAB, RISE Academy, Kisa Kids syllabus committees, teachers, and staff for their support and assistance in the development and testing of the curriculum.

SABA and Al-Kisa Foundation are also very thankful to the Islamic organizations and schools of Ahlul'Bait at London-Stanmore, London-Hujjat, Vancouver, Minnesota, Toronto, and all others whose syllabus and books were used for the inspiration and creation of this curriculum.

Please remember all the people involved in this project in your prayers.

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Library of Congress Control Number: 2020913110

Published by: Shiʿa-Muslim Association of the Bay Area (SABA) Inc., Al-Kisa Foundation 4415 Fortran Court, San Jose, CA 95134, U.S.A.

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Preface

"All praise is for Allah (swt) whose worth cannot be described by speakers, whose bounties cannot be counted by calculators, and whose claim (to obedience) cannot be satisfied by those who attempt to do so; whom the height of intellectual courage cannot appreciate, and the diving of understanding cannot reach; He for whose description no limit has been laid down, no eulogy exists, no time is ordained and no duration is fixed. He brought forth creation through His Omnipotence, dispersed winds through His Compassion, and made firm the shaking earth with rocks."

- Nahj al-Balāghah, Sermon 1

Islamic Sunday schools and full-time Islamic schools in the West have struggled to create a dynamic curriculum for a long time. However, with the grace of Allah (swt), in the past few years, the Islamic educational field has experienced some great achievements. May Allah bless all those who have endeavored to put together Islamic information to help our children grow. This new edition is an attempt by Al-Kisa Foundation, School of Ahlul Bait (SAB), and RISE Academy to create a curriculum for children of today, which we hope is relevant, vibrant, and engaging. We referred to many different Islamic curricula throughout the course of developing this curriculum and are grateful to them for sharing their work.

As teachers, we are blessed to be able to inherit the honorable job of teaching from the Prophets. The Prophets' main mission was to teach and nurture the human being. As Allah says in the Qurʾān, "It is He who has sent among the unlettered a Messenger from themselves reciting to them His verses and purifying them and teaching them the Book and wisdom" (Noble Qurʾān, 62:2). Thus, as individuals who strive for our students, we have two main jobs: to teach our students and to nurture them through these teachings, so that they can develop their souls and fulfill the purpose for which Allah has created us. While teaching is the most valued job in the eyes of Allah, it also comes with many challenges. As teachers, we must constantly remind ourselves of the value of this great job.

It is our responsibility to nurture our children and students through knowledge and help them become individuals that make good choices, which will lead them to become true and strong believers. In this path, as teachers, we must remember to be reliant only on Allah, be hopeful, be sincere, be responsible, be safe, and be flexible.

The present curriculum also has a teacher's huide portion that we pray will be a useful tool and resource for teachers to refer to and aid them in their job of teaching. Inshāʾ Allāh, the Teacher's Guide will help you engage students and provide suggestions and ideas for projects to help students better grasp the material.

The philosophy behind this revision of the curriculum was to establish a strong foothold on the guiding force of our religion: the Uṣūl ad-Dīn and Furūʿ ad-Dīn. That is why you will see

that beginning from 1st grade, these two concepts are emphasized and gradually increase in depth all the way until 6th grade. Furthermore, we wanted to incorporate a more project-based and story-based curriculum that engages students and allows them to develop a strong bond with Islam and the teachings of the Ahl al-Bayt (ʿa).

We attempted to include general information that we felt children need to know in order to be educated and successful Muslims. Overall, the curriculum is divided into four core areas: Aqāʾid, Fiqh, History, and Akhlāq. For grades 1-3, the Furūʿ ad-Dīn are included in the ʿAqāʾid section, but for grades 4-6, it has been moved to the Fiqh section. This is to help students to first understand the basics of the Furūʿ ad-Dīn and then gradually increase their understanding and practical application.

In each grade, we have covered all of the Uṣūl ad-Dīn and the Furūʿ ad-Dīn, which are analyzed more extensively each year. It is our firm belief that a strong foundation gives way to a healthy growth, which is why there was great emphasis on this. We referenced many other curricula in developing this section and thank them for their contributions.

Furthermore, in the Fiqh section, we tried to incorporate those Fiqh topics that are relevant and integrate more stories in order to make it more interactive for students.

You will find that the History section has a greater emphasis on stories. By introducing the Maʿṣūmīn through stories that highlight their characteristics, the hope is that children will be able to connect to them and develop a bond and unfaltering love that will take root in their hearts. The History section in Kindergarten focuses solely on the Ahl al-Bayt (ʿa). In first grade, the students learn about the first seven Maʿṣūmīn, and in second grade the last seven. Then, in third grade, they once again review all 14 Maʿṣūmīn. In fourth grade, students will learn about the lives and messages of the Prophets. Finally, in fifth and sixth grades, students will take a comprehensive look at the life of the Noble Prophet (ṣ).

We attempted to make the Akhlāq section aesthetically-pleasing through colorful illustrations, ahadith, and ayahs from the Qurʾān. In the older grades, we attempted to include more relevant stories that would allow them to form tangible connections with the lessons.

Any Islamic school should feel free to use this curriculum. If you are using this curriculum, please do let us know so that we may keep in contact. Similarly, please let us know if you have found any errors or would like to give us feedback; this will definitely help us, and is appreciated.

I want to thank all of those who were involved in this great project. I pray that Allah (swt) accepts our efforts and gives us more strength to continue our mission.

With Duʿās,
Nabi R. Mir (Abidi)

Goals

Dear Teachers,

Salāmun ʿalaykum. Below are some basic goals and concepts we believe are necessary for a child to know at this age. Use these guidelines to better understand how much the child needs to know and to better prepare yourself for teaching.

At the end of the book, there is an assessment for the teacher and parents/ guardians to use as a tool to test the child and see if they have met these goals or if they still need to learn. They will be based on whether they answer the questions independently, they answer with some help, or they needmore guidance and help.

1. Islam: the religion we follow
2. Muslim: what we are/people who follow Islam
3. Our basic beliefs
4. Salām: how we greet each other
5. Bismillāh: beginning every action with the name and help of Allah
6. Qurʾān: the book of Allah sent to guide us
7. Shahādah: our testimony of faith
8. Prophet Ādam (ʿa): our first PProphet
9. Prophet Muḥammad (ṣ): our last PProphet
10. Ahl al-Kisāʾ: the family of Prophet Muḥammad (ṣ)
11. Imām ʿAlī (ʿa): our first Imām
12. Imām al-Mahdī (ʿaj): our last Imām
13. Najāsah and ṭahārah

A Letter to Teachers

Dear Teacher,

Salāmun ʿalaykum. You are honored with a great duty —the duty of the Prophets— and that is, teaching. As you know, teaching is an ever-evolving duty, and one that requires the teacher, him or herself, to constantly be in a state of learning.

As you may have noticed, the newest revision of the *Steps to Perfection* curriculum features a new form of transliteration with diacritic characters in all the books, from Kindergarten to 6th grade. The decision to switch to this standard was reached after much deliberation and through from our advisor board of scholars and educators. Due to limitations in the English alphabet, there are many different spellings of Arabic terms, none of which truly capture the pronunciation of certain terms, and there is no real standard that exists. This can be confusing for our children. Therefore, our main goal is to help them pronounce these terms correctly. If we teach them from the beginning, this will help them have proper pronunciation right from the beginning.

Although there is a slight learning curve on understanding how to read words according to the new transliteration standards, it is a useful skill. With these guidelines, we are better able to teach students the proper and correct pronunciation of Arabic words more accurately.

The first lesson in this book is a lesson on introducing the new transliteration standards to students and helping them understand how to read the words with the diacritics. We hope that this lesson will help students strengthen their pronunciation and recognition of Arabic words.

If you are not already familiar with the transliteration guidelines, we suggest you read through the first lesson so that you are more familiar and able to transfer this knowledge to students.

If you have any suggestions or feedback, please feel free to email us at info@kisakids.org.

Transliteration Guidelines

Arabic terms in this textbook have been transliterated according to the following guidelines*:

ء	a, i, or u (initial form)
ء	ʾ(medial or final form)
ا	a
ب	b
ت	t
ث	th
ج	j
ح	ḥ
خ	kh
د	d
ذ	dh
ر	r
ز	z
س	s
ش	sh
ص	ṣ
ض	ḍ
ط	ṭ
ظ	ẓ
ع	ʿ
غ	gh
ف	f
ق	q
ك	k
ل	l
م	m
ن	n
ه	h
و	w
ي	y
ة	h (without iḍāfah)
ة	t (with iḍāfah)

ـَ	a
ـِ	i
ـُ	u
آ / ـَا / ى ٰ	ā
ـِي	ī
ـُو	ū
آ	ʾā (medial form)

*Please note that due to limitations, the transliteration is not 100% accurate in capturing tajwīd rules. To read with proper tajwīd, please refer to the Arabic.

Transliteration Lesson

VOCABULARY

- Salām (سَلام)
- Raḥīm (رَحِيم)
- Sūrah (سُورَة)

TASK BAR

EXAMPLES

Write the words on the board and have students practice pronouncing them, focusing on the long vowels.

This lesson is meant as an introductory lesson to familiarize students with the transliteration standards used throughout the textbook.

Ensure every student has a copy of the textbook. Give them a few minutes to look through the textbook.

SAY: As you were looking through your books, what did you notice about some of the words? (Wait for answers.)

SAY: Yes, you must have seen that some of the letters have weird lines or dots. These letters have different symbols on top, under, before, or after them, because they represent Arabic letters, like the alifs (ا), bās (ب), and tās (ت) you are learning about in Qurʾān class!

Are the Arabic and English language the same? No, they're not! But many English letters have the same sound as Arabic letters. Let me give you an example. Which English letter sounds like the Arabic letter م (mīm or mm sound)? (Wait for answers.)

SAY: Good! M and mīm (م) make the same sound — mm. But there are some Arabic letters whose sounds do not exist in English. So, when we want to write Arabic words in English, we sometimes put dots under them. This lets us know which letters they are in Arabic and that we should be pronouncing these letters a certain way.

Now you will also see that some letters have lines on top of them. When we see the lines, this means that we have to stretch that letter out. Let's look at an example. (Write ā on the board.)

SAY: So, if I see an a with a line on top of it, this means that I have to stretch out the aa sound. Can you say it with me? Say aaa. (Have students practice pronouncing the long vowel.)

SAY: Good. Let's look at another letter. (Write ī on the board.)

SAY: When you see an i with a line on top of it, you have to stretch out the ee sound. Can you say it with me? Say eee. (Have students practice pronouncing the long vowel.)

SAY: Māshāʾ Allāh, you are really getting the hang of this! Let's try another letter. (Write ū on the board.)

SAY: When you see a u with a line on top of it, you have to stretch out the oo sound. Can you say it with me? Say ooo. (Have students practice pronouncing the long vowel.)

Transliteration Lesson (cont'd)

SAY: You all are doing so well! Let's practice reading some words!

Write the following words on the board:
- Salām
- Raḥīm
- Sūrah

Point to each word as you practice saying it.

SAY: The first word is salām. Can you all say it with me? (Pronounce it slowly, emphasizing each letter as you point to it.) We don't say salam (say it quickly, not prolonging the a). We say salām (stretch out the ā, even exaggerating it a bit, for emphasis).

SAY: The second word is Raḥīm. Can you all say it with me? (Pronounce it slowly, emphasizing each letter as you point to it.) We don't say raḥim (say it quickly, not prolonging the i). We say Raḥīm (stretch out the ī, even exaggerating it a bit, for emphasis).

SAY: The third word is sūrah. Can you all say it with me? (Pronounce it slowly, emphasizing each letter as you point to it.) We don't say sūrah (say it quickly, not prolonging the u). We say sūrah (stretch out the ū, even exaggerating it a bit, for emphasis).

Ensure students have a good grasp and understanding on how to pronounce these letters. You may choose to do a few more EXAMPLES on the board. Some good words to practice are Fāṭimah, ʿAlī, Imām, Rasūlullāh, and ṣalah.

As you read through lessons later on, point out certain letters and how to pronounce them correctly. Specifically focus on the correct pronunciation of the following letters:
- ḍ (pronounced as ض)
- ẓ (pronounced as ظ)
- ṣ (pronounced as ص)
- ṭ (pronounced as ط)
- ḥ (pronounced as ح)
- ʿ (pronounce as ع)

ʿAQĀʿID
(BELIEFS)

CHAPTER 1

INTRODUCTION

Lesson 1.1: Islam and Muslims

KEY WORDS

- Islam (اِسْلَام)
- Muslim (مُسْلِم)
- Allah (اَللّٰه)
- Salāmun ʿalaykum (سَلَامٌ عَلَيْكُمْ)
- Wa ʿalaykum salām (وَ عَلَيْكُمُ السَّلَام)
- Bismillāhir Raḥmānir Raḥīm (بِسْمِ ٱللّٰهِ ٱلرَّحْمٰنِ ٱلرَّحِيْم)

TASK BAR

WORKSHEET

Students must circle the things that good Muslims should do.

COLORING

On the coloring page, students can color the picture of the Muslim boy if they are boys, or Muslim girl if they are girls.

Islam is a religion or a way of life that is followed by a group of people who testify that There is no god except Allah and that Muḥammad is the Messenger of Allah. A person who follows the religion of Islam is called a Muslim, which literally means “one who submits” to Allah. There are around 1.6 billion Muslims in the world today, and it is the fastest growing religion.

SAY: Does anyone know what religion we follow?
(Wait and listen for answers until “Islam” is mentioned)

SAY: Good. Now what is a person who follows the religion of Islam called? (Again, wait and listen for answers until “Muslim” is mentioned)

SAY: Yes. What do Muslims believe in? Who do we listen to?
(Wait and listen for answers until “Allah” is mentioned)

SAY: Yes. A Muslim is someone who obeys or listens to Allah. There is no other god, except for Allah. Does anyone know who Allah’s final Prophet is?
(Wait and listen for answers until “Muḥammad” is mentioned)

SAY: Good. A Muslim is someone who believes that there is no god but Allah and that Muḥammad is the Prophet of Allah. We are Muslims, and we follow the religion of Islam. What are some actions that Muslims do?

Wait for students to say things like praying, fasting, and worshipping Allah. If these things aren’t mentioned, you can mention them and see if they agree or disagree to get an idea of what being Muslim means to them. Here is a list of things you can ask them about. Have them say “Yes” if it describes a Muslim and “No” if it does not describe a Muslim:

-Offering ṣalāh	-Stealing	-Saying bad words
-Lying	-Reading Qurʾān	-Respecting Mom
-Fasting	-Being messy	-Helping others

SAY: Very good!

At this time, students can work on the WORKSHEET and COLORING activities located in the TASK BAR.

Lesson 1.1: Islam and Muslims

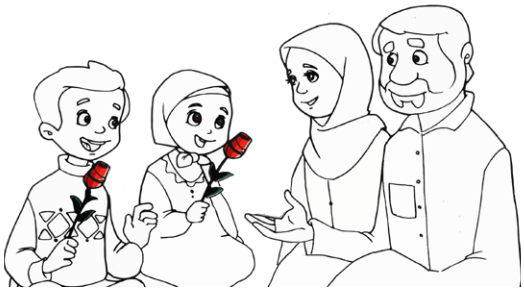
As Muslims, we follow the religion of Islam!

As Muslims, some of the important things that we should do are:

Offer ṣalāh

Help others

Read Qurʾān



Listen to and respect our parents

Give charity

We should also be careful to NOT do bad things, such as:

Steal or lie

Say bad words

Be messy

Worksheet 1.1: I am a Muslim

Circle all the things that a good Muslim should do.

Steal

Offer Ṣalāh

Read Qurʾān

Say bad words

Help others

Respect parents

Help the poor

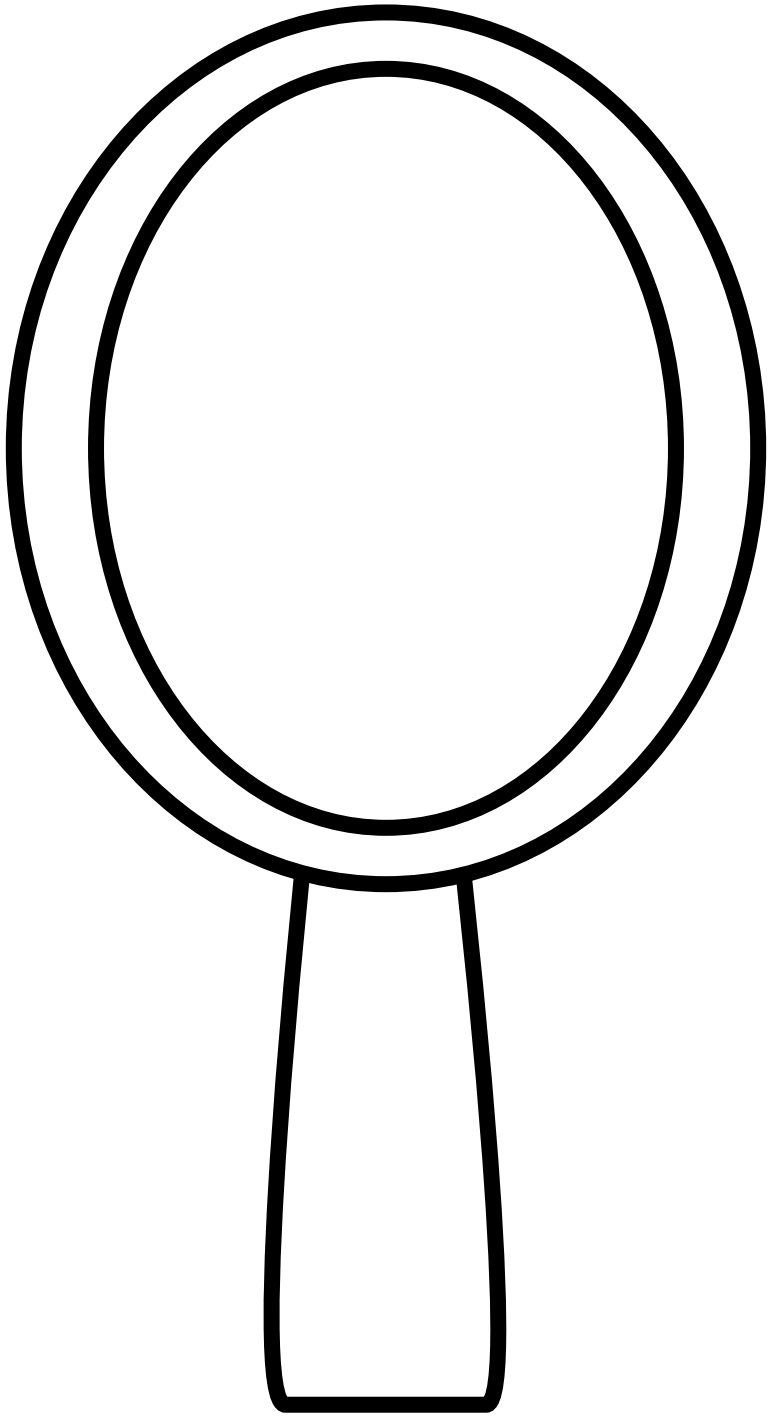
Be messy

Coloring 1.1

Color the picture of the Muslim boy if you are a boy or the Muslim girl if you are a girl.

Art Extension 1.1

A muˀmin is a mirror for another muˀmin. We should help others to make good choices by telling them when they are making bad choices, just like a mirror tells us how we look. Cut out the mirror and paste it onto a black paper. Color and decorate the mirror with gems. Then, put a piece of foil in the middle where the mirror should be.



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Lesson 1.2: Islamic Greeting

TASK BAR

GROUP ACTIVITY

Students can act out ways to show another person they care for them.

STORYTIME

Read to students the story about Imām al-Bāqir (ʿa) and his companion.

QURʾĀN CONNECTION

Read the āyah to the students, along with the meaning, and have them color the related picture.

TIP: Create a small story around the picture to help students memorize the āyah.

GAMETIME

In this game, students will practice the Islamic greeting and learn each other's names. Have everyone sit in a circle. One student starts by saying, "Salāmun ʿalaykum, my name is Fāṭimah." Then, the whole circle of students should respond, "Wa ʿalaykum salām, Fāṭimah!"Everyone in the circle should have a chance to say salām and his/her name.

Muslims greet each other by wishing each other peace. In this lesson, students will learn how to properly greet each other in Arabic and how to say the obligatory response.

SAY: Does anyone know what we say when we see another Muslim (our friends, parents, teacher)? (Wait for answers until someone says "Salāmun ʿalaykum" or "Assalāmu ʿalaykum")

SAY: Since we are Muslims, whom must we obey? (Wait for someone to say Allah). This means everything we do is for Allah. Allah tells us that all Muslims are brothers and sisters and that we should care for each other. What are some ways that you can show another person that you care for them? (Wait for answers or at this time you can do the GROUP ACTIVITY found in the TASK BAR)

SAY: By saying "Salāmun ʿalaykum" you are not just saying hello, but you are telling the person that you care about them and you will not hurt them in any way because "Salāmun ʿalaykum" means "Peace be upon you." What does "peace" mean and what are some examples of peace? (Wait for answers. You can give them some ideas)

SAY: We can act peacefully by being nice to each other, not shouting or yelling, not fighting, etc. We can ask Allah to give peace to someone by keeping them safe, healthy, and good Muslims.

Next, discuss the different times one could say "Salāmun ʿalaykum" to another.

SAY: When Muslims enter heaven, they will hear a voice saying "Salāmun ʿalaykum" to them. So, before you talk to a Muslim, you should first say, "Salāmun ʿalaykum" to him or her. When you wake up in the morning, the first thing you should say to your mom and dad is "Salāmun ʿalaykum" or when you pick up the telephone, you should first say "Salāmun ʿalaykum."

At this time, follow the instructions for STORYTIME in the TASK BAR.

SAY: When someone says "Salāmun ʿalaykum" to you, then you should reply with "Wa ʿalaykum salām," which means "And peace be upon you, too." Allah does not like it if you do not reply to someone who says "Salāmun ʿalaykum" to you. Let us practice again by responding with "Wa ʿalaykum salām" when your partner says "Salāmun ʿalaykum" to you.

Allow students to greet each other and respond using the correct phrases. Walk around and help students pronounce it correctly. At this time you could also do the GAMETIME and QURAN CONNECTION activities found in the TASK BAR.

Lesson 1.2: Salām

One day, Imām al-Bāqir (ʿa) was traveling. On his journey, he kept bumping into one of his friends and, each time the Imām saw his friend, he would say “Salāmun ʿalaykum” and ask his friend how he was doing. The Imām’s friend was surprised that the Imām kept repeating salām, so Imām al-Bāqir (ʿa) said to him, “Do you know that every time Muslims say ‘salām’ to each other and shake hands, Allah looks at them with kindness?”

“Just like the leaves fall from the trees during the fall, saying salām erases all of your mistakes.” When the Imām’s friend heard this, he became very happy.

Coloring 1.2a

Qur'ān Connection 1.2

Salām: The Word of Allah

سَلَٰمٌ قَوْلًا مِّن رَّبٍّ رَّحِيمٍ

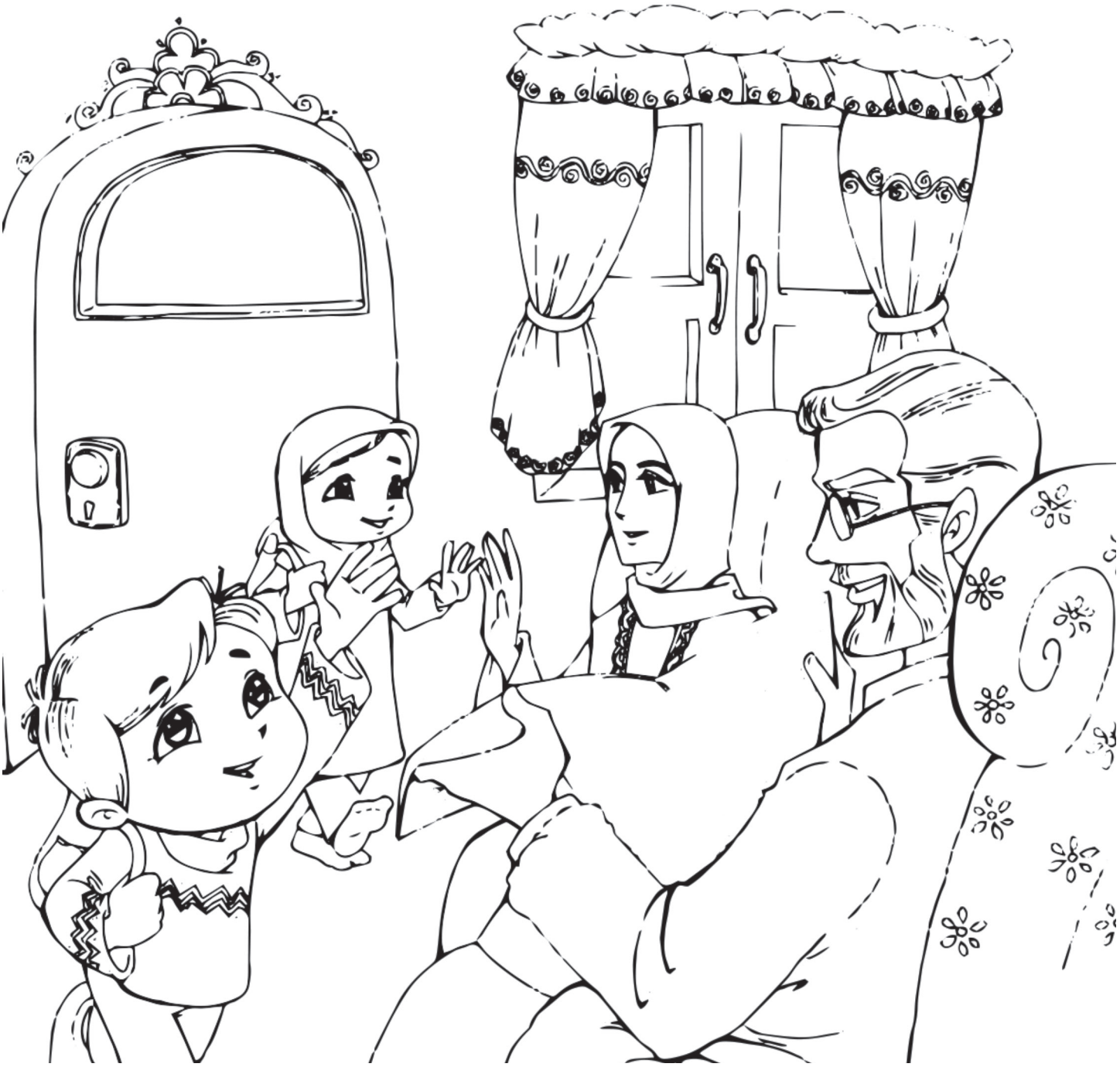
Salām (peace) is a word from your kind Lord.

Sūrah Yāsīn, Verse 58

Coloring 1.2b

“Salām (peace) is a word from your kind Lord.”

Sūrah Yāsīn, Verse 58



Lesson 1.3: Saying Bismillāh

TASK BAR

STORYTIME

Have students turn to the page with the story. Have them look at the pictures while you read the story.

GAMETIME

Students can play the "Bismillāh" game. Similar to Simon Says, one student is the leader and will lead the class in a series of instructions. For example, the student might say, "Bismillāh, I eat my food." So the students should follow and pretend to eat food. After a series of different instructions, the leader should not say bismillāh before the instruction. For example, "I jump up and down." The students should NOT perform the task because bismillāh was not said. Whoever does it is 'out.' The last student standing will be the leader for the next round.

COLORING

Students can color the picture of the boy saying bismillāh.

Another phrase that students should become accustomed to is "Bismillāhir Raḥmānir Raḥīm."

SAY: Does anyone know what we should say before beginning any activity?

Wait for answers until "Bismillāhir Raḥmānir Raḥīm" is mentioned. Then have everyone practice saying it and check for pronunciation.

SAY: We should say "Bismillāhir Raḥmānir Raḥīm," which means "In the name of Allah, the All-Merciful, the All-Kind." When we say this, it means that we begin something with Allah's name. Why should we begin something by remembering Allah first? (Wait for answers and ideas from students.)

SAY: We should say Bismillāhir Raḥmānir Raḥīm before we do anything because we want Allah to help us in whatever we are doing. If we say Bismillāhir Raḥmānir Raḥīm, then Allah sends his special blessings on us and gives us special rewards for remembering Him. Now, we are going to read a story about the importance of saying "Bismillāhir Raḥmānir Raḥīm."

Follow the directions in the TASK BAR for the STORYTIME Activity.

SAY: Can you give some examples of when it is good to say "Bismillāhir Raḥmānir Raḥīm?" (Wait for examples.)

SAY: Good. Before we eat, go on a trip, start our work, or go to sleep are all good times to say bismillāh. In fact, before anything and everything we do, we should start by saying it, because Allah is our God and we know that He can help us.

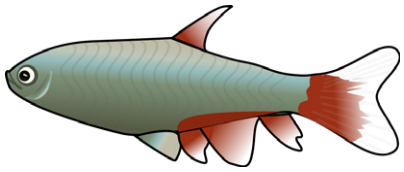
At this time you can do the GAMETIME and COLORING activities found in the TASK BAR.

Lesson 1.3: Saying Bismillāh

A long time ago, there lived a woman who always used to say “Bismillāhir Raḥmānir Raḥīm” before she did anything. Every night before this woman went to sleep, she would take off her ring and put it in her cupboard. As always, before she took off her ring, she would say, “Bismillāhir Raḥmānir Raḥīm.”

Her husband did not believe that Allah would just help someone if they said “Bismillāhir Raḥmānir Raḥīm.” One night, to show his wife that saying bismillāh ” did not make any difference, the husband took his wife's ring from the cupboard, where she had kept it safely, and threw it in the river.

The next morning, because the woman was late getting to the store, she did not have time to get her ring, which she thought was still in the cupboard. She went to the store and bought a fish for their dinner that evening. When she got home, she began to cut the fish so that she could cook it. What do you think she found inside the fish?



Yes, there was her ring that her husband had thrown into the river. The fish had swallowed it. The woman was very surprised to find her ring inside the fish, and when her husband came home, she told him all about it.

The husband was shocked. He then told her how he had thrown her ring in the river. He also told her how sorry he was, and that now he truly believed that Allah looks after anyone who says “Bismillāhir Raḥmānir Raḥīm.”

“Bismillāhir Raḥmānir Raḥīm”

Moral: Always say “Bismillāhir Raḥmānir Raḥīm” before you do anything so that Allah will look after you.

Coloring 1.3

CHAPTER 2

WHO IS ALLAH?

Lesson 2.1: Allah is al-Khāliq

KEY WORDS

- Attribute
- Al-Khāliq (اَلْخَالِق)
- Al-Karīm (اَلْكَرِيْم)
- Blessing
- Qur'ān (قُرآن)

TASK BAR

NASHĪD

You can play the "Allah, the Creator" nashīd for students on YouTube: https://www.youtube.com/watch?v=xUiL16GdrZY

ART EXTENSION

Students can make a collage by cutting out pictures of things Allah created from magazines and gluing them together to create a collage. You can also print out pictures from the internet and give them to the students.

WORKSHEET

As a follow-up to the Show n' Sort activity, students can do the attached worksheet where they can draw examples of people, places and things that Allah has created.

Emphasize that Allah is one, but He also has many attributes. An attribute is a quality or feature regarded as a characteristic or inherent part of someone. In these two lessons, we will learn about two of Allah's attributes and try to understand their application in our lives.

SAY: We all know that Allah is one. Now we are going to learn about Allah and His attributes. I am going to use the word attribute in a sentence and I want you to guess what the word attribute might mean. "One of Allah's attributes is that He is generous and kind." Can anyone guess what an attribute is? (Wait and take some guesses.)

SAY: Good. An attribute is something that describes or tells us about another person or thing. We are going to learn about Allah's attributes, so we can better understand Allah. Let's begin by seeing if we can name some attributes of Allah. What do you know about Allah that can describe Him?

Wait and listen for answers and encourage students to give examples to back up their answers. For example, if a student says that Allah is nice, ask them to give a specific instance in their life where Allah was nice to them.

SAY: Good. Allah has many attributes. In fact, there are 99 famous names of Allah and each is an attribute of Allah. Today, we are going to learn about 2 of these attributes. The first attribute that we will discuss is that Allah is al-Khāliq or the Creator. Repeat after me "al-Khāliq - the Creator." (Wait and make sure students are repeating after you and pronouncing the Arabic correctly.)

SAY: Good. What does it mean to be al-Khāliq or the Creator? (Wait and listen for answers. If students aren't guessing correctly, give them hints as to what it means to create something.)

SAY: Good. Allah has created everything. Can you give me some examples of things that Allah created? (Wait for answers and examples.)

SAY: Good. Let's go around in a circle and say our favorite color and something Allah created that is that color. I'll start. My favorite color is green, and Allah created leaves that are green!

Have all the students share their favorite color and creation.

Once they've all shared, do the SHOW N' SORT activity that is located in the TASK BAR. The worksheet can also be done as a follow-up activity.

For the Show n' Sort activity, hold up your previously prepared pictures (or just say the name of it) and have students decide if what Allah has created is a person, place, or a thing. Students can also add examples of what Allah has created and categorize it as a person, place, or thing.

Lesson 2.1 (cont'd)

TASK BAR

SHOW N' SORT

Before class, prepare pictures of places (e.g., parks, Mecca, the moon), people (e.g., a baby, teacher, astronaut), and things (e.g., TV, book, toy). Try to find at least 3 of each. During the class discussion, show each picture and have students identify if it's a person, place, or thing that Allah created. Bottom line: Allah created everything!

WORKSHEET

Students should circle all the things that Allah created. They will discover that they circled everything on the page because Allah created everything. Then they can color the pictures.

COLORING

Students can color "Al-Khāliq" written in Arabic and English. The class can discuss what the āyah on the bottom means.

SAY: Good. Now we have several examples of people, places, and things that Allah has created. Can anyone think of anything that Allah did not create?

Wait for student responses. They may try to guess things that they think were not created, but explain to them that EVERYTHING goes back to Allah creating it. For example, it is not uncommon for students to say, "Allah didn't create me, my mom did!" So then, explain how a person's mom is created by Allah and goes all the way up to Prophet Ādam (ʿa) as the first human and that even when babies grow in their mom's tummies, Allah is the one who helps them grow.

At this time, you could introduce the NASHĪD "Allah, the Creator" found in the TASK BAR.

SAY: We now understand the meaning of al-Khāliq: that Allah created all people, places, and things. He has created the Prophets, the Imāms, and our parents. He has also created animals and plants. He has created the sun that shines its light on the earth, which He also created for us to live in. He created the air that we breathe and the water we drink. There is nothing that He did not create!

At this time, students can complete the two WORKSHEETS and the COLORING activity. They can then work on the ART EXTENSION activity in the TASK BAR.

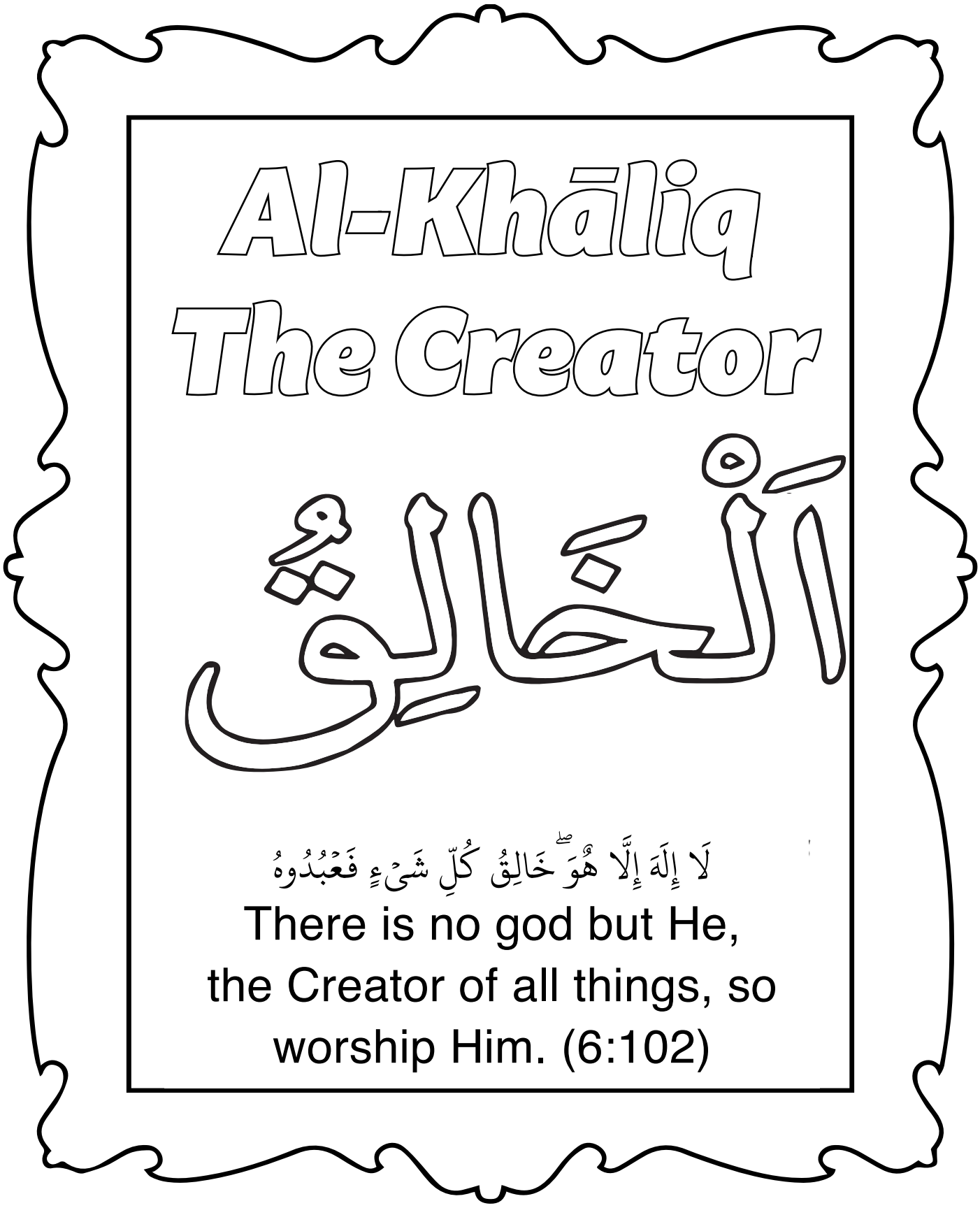
Lesson 2.1: Allah is al-Khāliq

Allah the Creator

Audio File: https://www.youtube.com/watch?v=xUiL16GdrZY

Who made the sun and the skies so blue?
Who made the stars and the planets, too?
Allah is the One, Allah is the One,
Allah made the stars, and the moon, and the sun.
Allah is the One, Allah is the One,
Allah, the Creator, the All-Mighty One.
Who made the flowers, and the plants, and trees?
Who made the spiders and the honeybees?
Allah is the One, Allah is the One,
Allah made the stars, and the moon, and the sun.
Allah is the One, Allah is the One,
Allah, the Creator, the All-Mighty One.
Who made the animals both big and small?
Who made the tiny mouse, the giraffe so tall?
Allah is the One, Allah is the One,
Allah made the stars, and the moon, and the sun.
Allah is the One, Allah is the One,
Allah, the Creator, the All-Mighty One.
Who made the universe from A to Z?
Who made all the people, who made you and me?
Allah is the One, Allah is the One,
Allah made the stars, and the moon, and the sun.
Allah is the One, Allah is the One,
Allah, the Creator, the All-Mighty One.

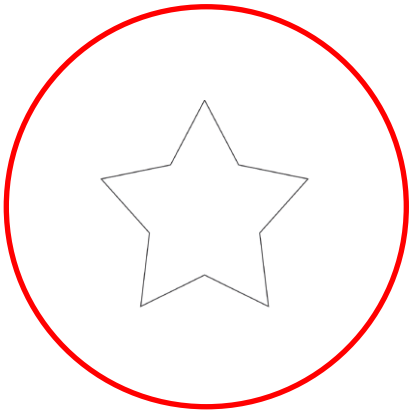
Coloring 2.1

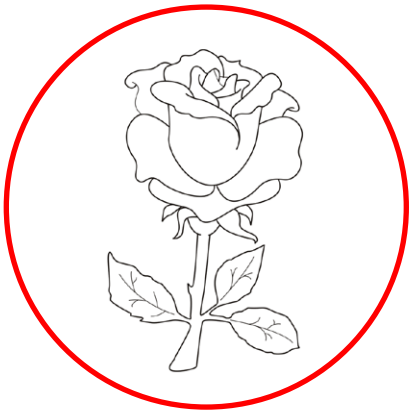

Al-Khāliq
The Creator
اَلْخَالِقُ
لَا إِلَهَ إِلَّا هُوَ ۖ خَالِقُ كُلِّ شَيْءٍ فَعْبُدُوهُ
There is no god but He,
the Creator of all things, so
worship Him. (6:102)

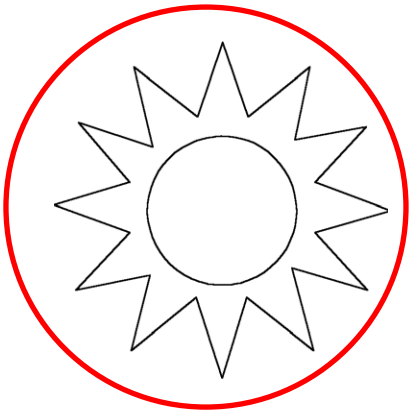
Worksheet 2.1a

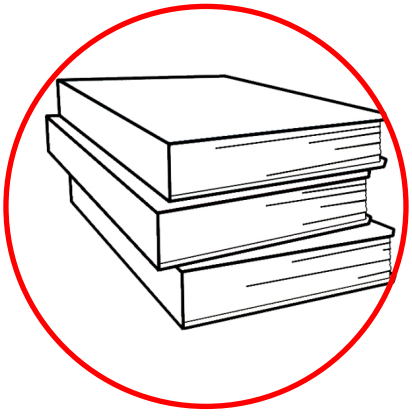
Allah is al-Khāliq (the Creator)

Circle all of the things that Allah created. Then, color the pictures you have circled.









Worksheet 2.1b

What did Allah Create?

In each box, draw pictures of the different things Allah created:

Beach
Forest
Park

PLACES

Mother
Father
Teachers

PEOPLE

Fruits
Flowers
Birds

THINGS

Lesson 2.2: Allah is al-Karīm

TASK BAR

AMAZING ACTIVITY

The object of this activity is for students to realize the blessings that Allah has given them, such as their hands and eyesight. Begin the session by putting thick mittens on the students' hands, then ask them to perform tasks such as picking up small objects, putting on and fastening their coats and shoes, etc. Then blindfold the students and ask them to perform certain tasks, such as reading and recognizing a person without touching or seeing them. They will find this impossible, and begin to realize how important the gifts of hands and eyesight are to us.

ACTIVITY TIME

Give each student a quarter and tell them that they have the option of keeping the quarter or being generous, like Allah, and putting it in the sadaqa box, where the money will go to help those who are less fortunate.

In the last lesson, students learned about Allah's attribute al-Khāliq (the Creator). In this lesson, we will learn about His attribute of al-Karīm (the Generous) by exploring the blessings He has given us.

SAY: Can anyone remember the first attribute of Allah that we learned in the last lesson? (Wait for answers until al-Khāliq is mentioned.)

SAY: Good. What does al-Khāliq mean again? Can you give some examples? (Wait for answers and examples.)

SAY: Good. Today, we will be learning about another attribute of Allah. The second attribute we will discuss is that Allah is al-Karīm - the Generous. Can anyone tell me what it means to be generous? (Wait for answers. Encourage students to give examples of what it means to be generous.)

SAY: Good. Allah is very generous to us. To remind us how generous He is, we call Him by the name of al-Karīm. What are some ways that we can be generous to others just as Allah is generous to us? How can we show generosity toward the following people:

-Friend	-Parents	-Sibling
-Teacher	-Neighbor	-Animals

Go through the list and wait for answers and ideas on how one can show generosity in different circumstances.
Next, discuss ways we can show generosity to people even when they may not be generous to us.

SAY: We did a good job brainstorming ideas of how to be generous toward people. Sometimes people can be mean toward you or do things that you do not like. Do you think it is still important to show generosity to these types of people? (Wait for student responses. Answers may vary.)

SAY: Do you think we always do everything that Allah wants us to? We may try, but sometimes we may make mistakes. But Allah is still generous to us. He continues to give us chances. We should also be generous to those who may not be nice to us. What can we do in the following cases to show generosity to someone who is not being nice to us?

- Someone cuts in front of you in the lunch line
- Someone pushes you because they want the toy you are playing with
- An adult blames you for something you didn't do, like making a mess

(Wait for student responses. Answers may vary.)

SAY: Good. Allah is al-Karīm, or the Generous, because He has given us so many blessings. What is a blessing? (Wait for answers and ideas.)

Lesson 2.2 (cont'd)

TASK BAR

WORKSHEET

For the "Allah's Blessings" worksheet, students should think about the more detailed blessings for each general blessing shown. For example, for the house, students can draw a picture of a bed, which is a blessing contained within a blessing. Then they can color the pictures.

COLORING

Students can color "al-Karīm" in English and Arabic, and in the Qurʾān Connection.

QURʾĀN CONNECTION

Read the āyah to the students along with the meaning and have them color the related picture.

TIP: Create a small story around the picture to help students memorize the āyah.

ART EXTENSION

Create an "Our Blessings" poster. On a big poster, write "Our Blessings" in the center, and allow each student to draw his or her blessings on the poster. You can display this in the classroom.

SAY: A blessing is a favor or a gift that Allah gives you. It is something that no one else can give you and it is something that we need or want that will help us survive or make us happy. Sometimes it's easy to name blessings, and sometimes we have blessings right in front of us but do not recognize them. We are going to do an activity to show some of Allah's blessings.

Do the AMAZING ACTIVITY from the TASK BAR.

SAY: Now, turn to your partner and try to think about 3 blessings in your life and share them with each other. Try to think of blessings that are different from each other.

Give students a few minutes to talk to each other. Walk around and encourage students to think of blessings that haven't been mentioned before. Then let all students share with the class.

SAY: We did a good job naming some of Allah's blessings. Since Allah is so generous to us and gives us so many blessings, we should also try to be generous by sharing these blessings. Some people around the world aren't as lucky as us because they don't have some of the blessings that we have. We should help them by sharing some of our blessings. I'm going to be generous and give each of you one quarter. You can either keep this quarter or you can also be generous and share this blessing by putting it in the ṣadaqah box and giving it to someone who doesn't have as much money as us.

Lead students to the ṣadaqah box and allow them to put their money in, if they wish.

To emphasize the activity that you just completed, have students complete the WORKSHEETS, COLORING, and ART EXTENSION activities in the TASK BAR.

SUGGESTION: It would be good to pair this chapter with the Akhlāq chapter on being grateful and saying alḥamdulillāh.

Lesson 2.2: Allah is al-Karīm

Allah's Blessings

Allah is very kind and has given us many blessings.

He made air for us to breathe.

- He made water for us to drink and wash ourselves.
- He made trees and plants for us to eat their sweet and tasty fruits.
- How could we live if we didn't have air, water, trees, or plants?

Who could have created such great blessings for us other than Allah?

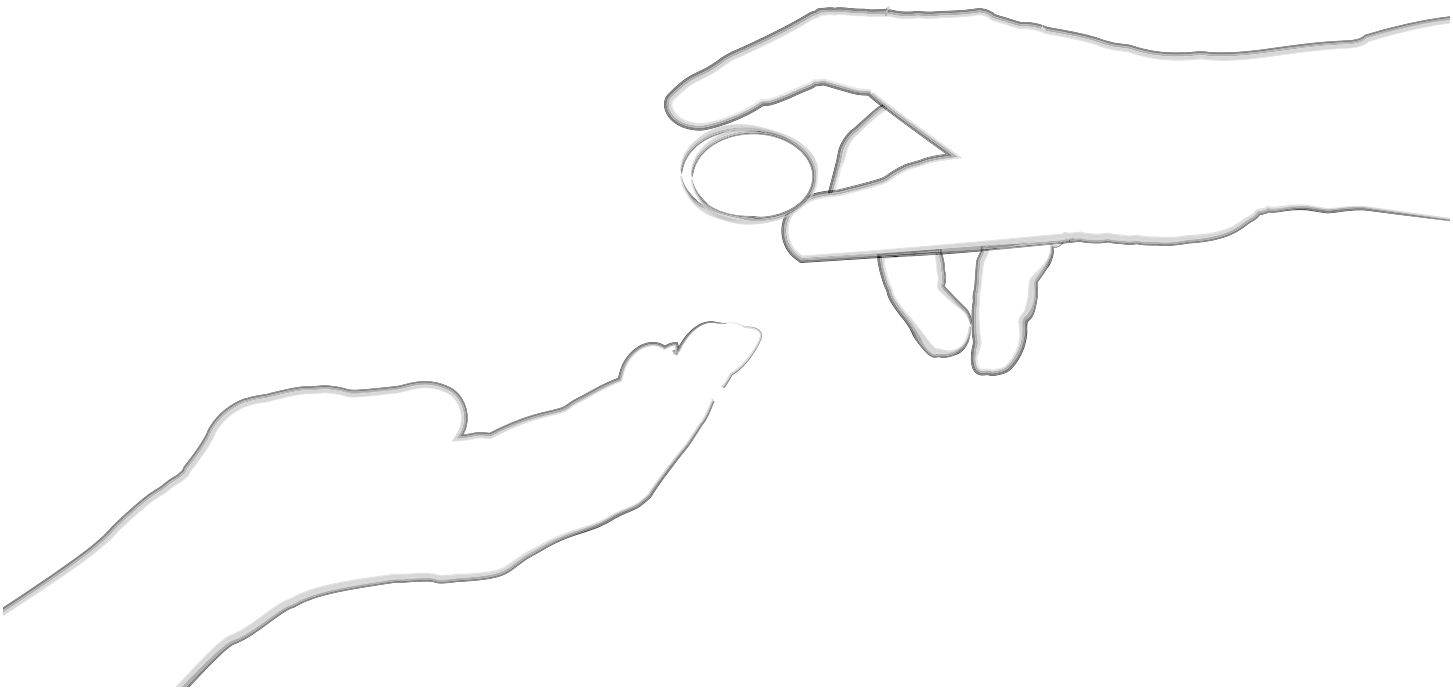
Alḥamdulillāh!
Thank you, Allah!

We love Allah, and Allah loves us!

Worksheet 2.2a

Allah is al-Karīm (the Generous)

Color the picture below, which is an example of being generous toward others.



Worksheet 2.2b

Allah's Blessings

In each cloud, draw a picture of a blessing you can find in each of the pictures. Explain what you drew, then say Alḥamdulillāh to thank Allah for that blessing and all blessings!

Mother

Father

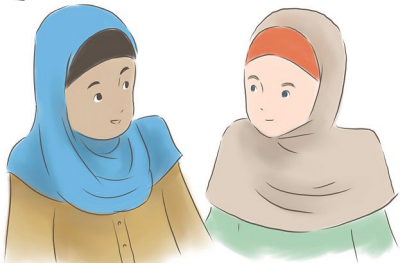
Wood

Your house

Nose

Mouth

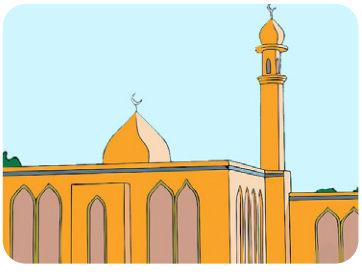
Eyes



Your face and body

Scholars

Sunday School

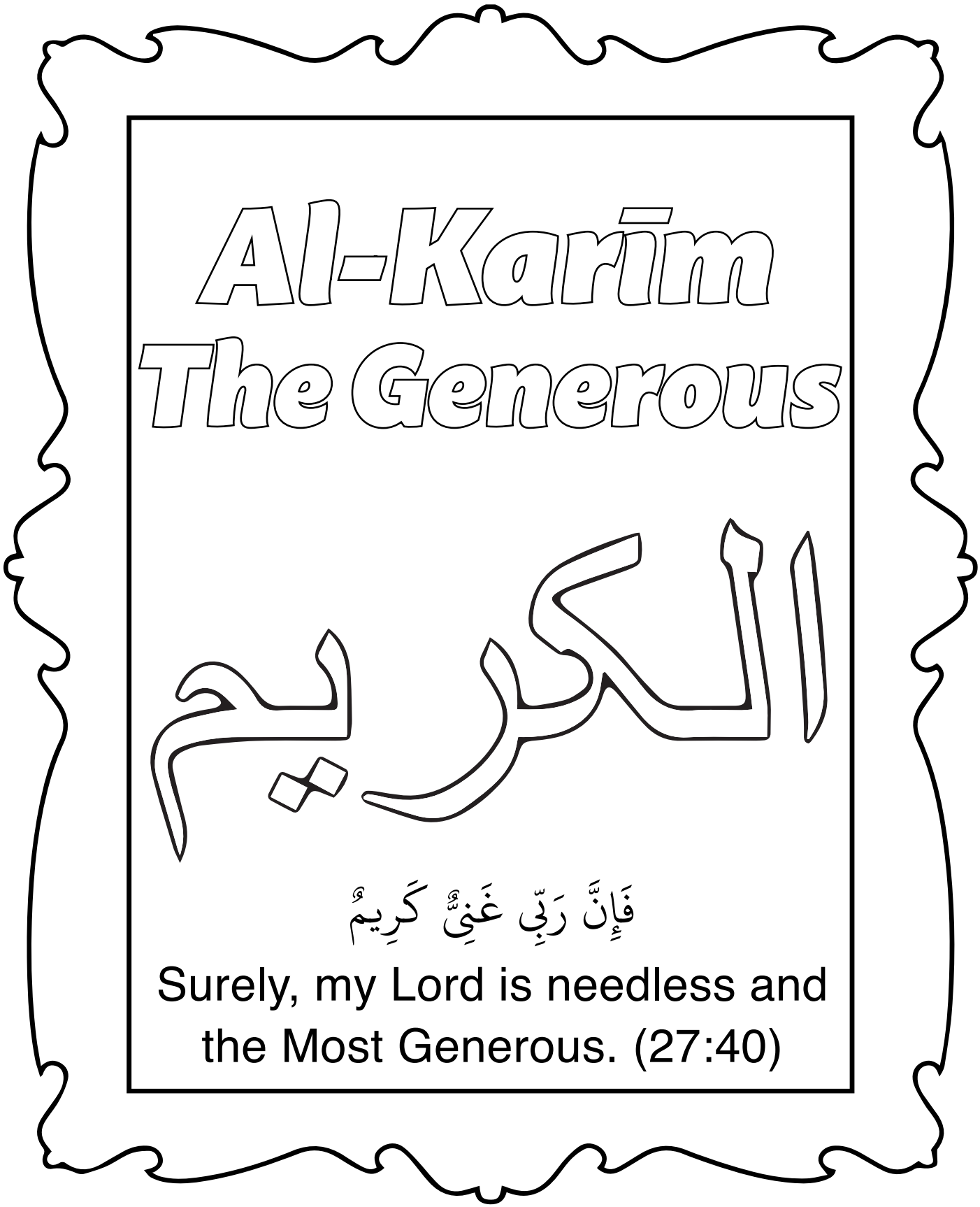


The masjid

Trees

The park

Coloring 2.2a



Qurʾān Connection 2.2

Allah's Favors

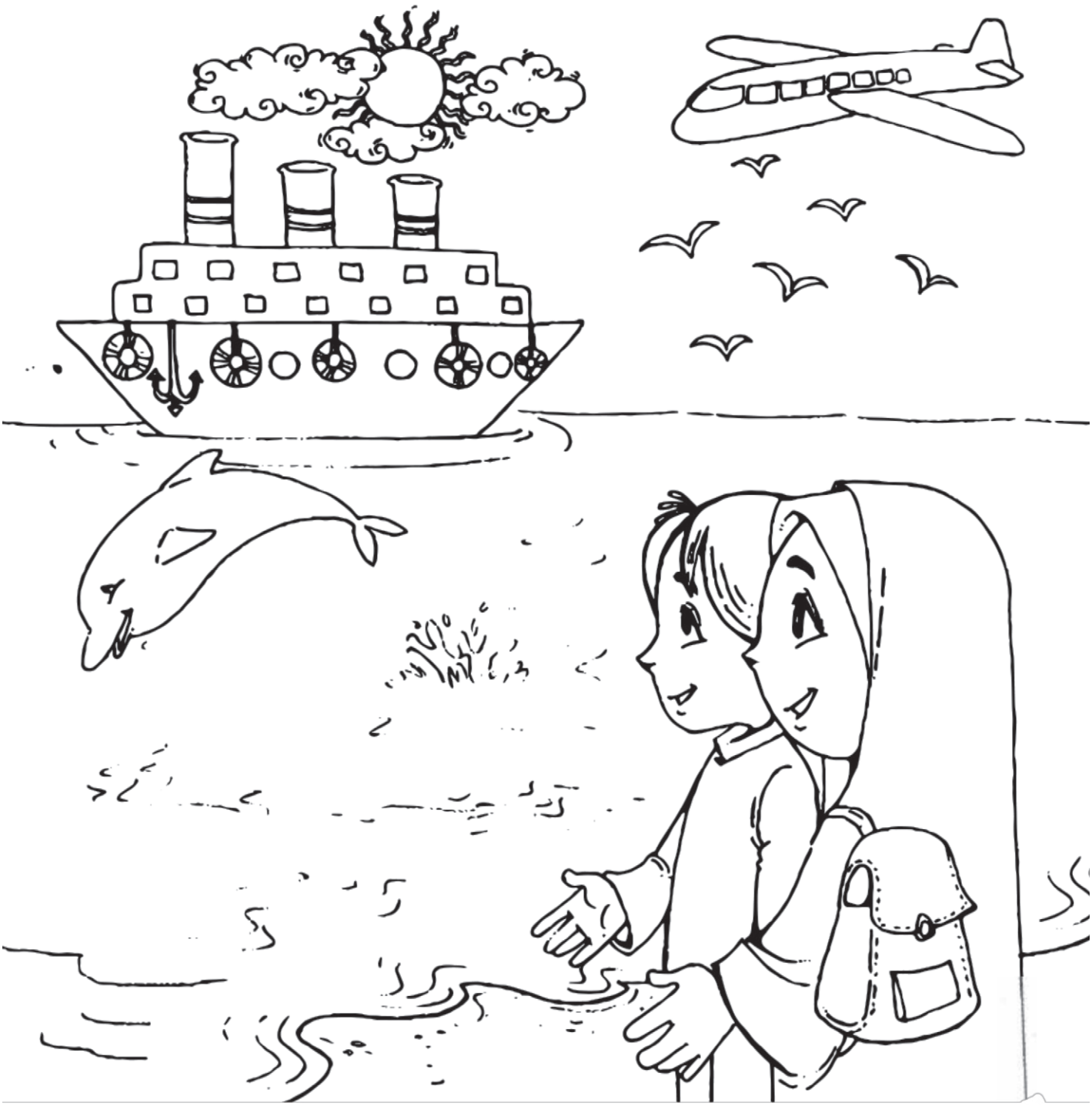
هَٰذَا مِنْ فَضْلِ رَبِّي

This is all from the favors (blessings) of my Lord.

Sūrah an-Naml, Verse 40

Coloring 2.2b

Can you count how many favors are in this picture?



Lesson 2.3: Allah is Everywhere

TASK BAR

STORYTIME
You can read the illustrated story to the students as they look at the pictures.

ACTIVITY
Give each child a small apple or piece of fruit and ask them to go eat it somewhere in the class where no one can see them. After they eat it and return to the meeting area, read the apple story to them.

STORYTIME
After completing the Apple Activity, read the Apple Story to the students.

QURʾĀN CONNECTION
Read the āyah to the students along with the meaning and have them color the related picture.

READING RESOURCES
- *Ilyas and Duck Search for Allah* by Omar S. Khawaja
- *My Allah Series #9: Allah is Everywhere* by Kisa Kids Publications

SAY: We learned that there is only one Allah and that He is al-Khāliq, the Creator, and He is al-Karīm, the Generous. Do any of you wonder where this great Allah is? (Wait for answers.)

SAY: Allah is everywhere! He is with the mountains, the desert, the oceans, the jungles, up above, down below. He is with us at home, at the masjid, at the playground, and in our classroom. Let me give you an example to help you understand. We all need air to help us breathe, but can you see it? Where is air? (Wait for answers and ideas from students.)

SAY: Good. We can't see the air, but it's everywhere. Just because we can't see the air doesn't mean we don't breathe it. Similarly, even though we can't see Allah, He is everywhere.

At this time, complete the STORYTIME in the TASK BAR. Afterwards, follow the directions for the APPLE ACTIVITY in the TASK BAR.

SAY: What did we learn from the Apple Activity and Story? (Wait for answers and ideas from students.)

SAY: Good. Now, we are going to learn an āyah from the Qurʾān. I'm going to say it, and you can repeat after me.

Turn to the QURʾĀN CONNECTION page and read the āyah out loud. Be sure to recite the āyah in correct Arabic pronunciation.

SAY: This āyah means, "Does one not know that Allah is always watching?"

After this, students can complete the coloring page after the QURʾĀN CONNECTION.

Lesson 2.3: Allah is Everywhere

The Apple Story

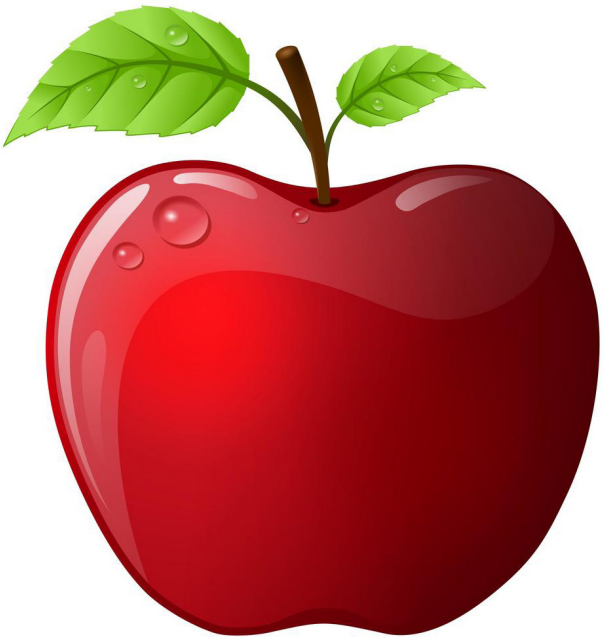
One day, Sister Leila gave each of her kindergarten students a shiny red apple. She told them that they each needed to go to a secret hiding place where nobody could see them and eat their apples over there. One student hid under a desk. Another student went behind the bookshelf. One girl hid behind the door. One boy even hid in the closet. But Alia wandered around the room, searching for a hiding place. Finally, she went back to her seat and didn't eat the apple.

After five minutes, the teacher called them back to the rug. She asked them where they hid and how the apple tasted. Zahra said, "I hid under the desk, and my apple was sweet and yummy!" Sister Leila noticed that Alia hadn't eaten her apple. She asked her, "Alia, why didn't you eat your apple?"

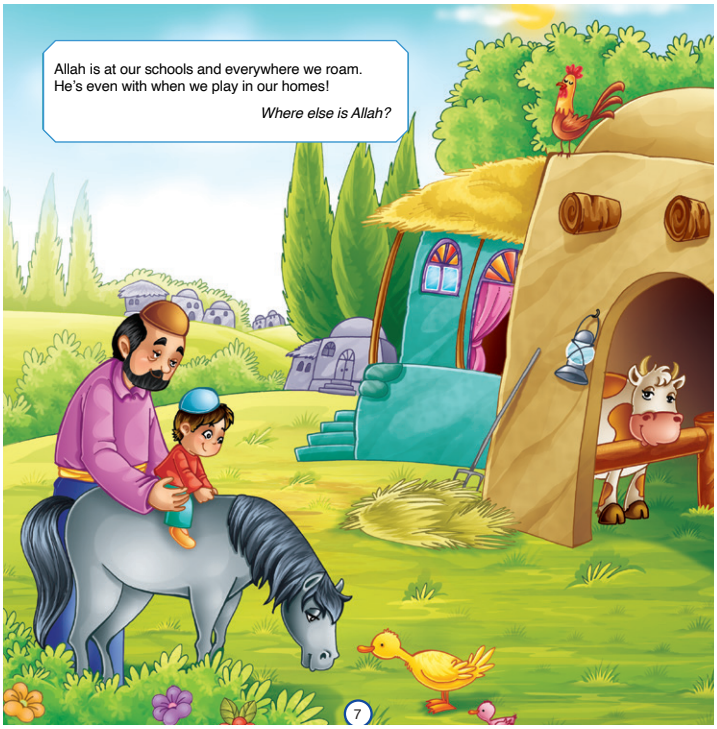
Alia said, "I tried to look for a good hiding place. I thought about hiding underneath the table or behind the door, or even in the closet, but then I realized that no matter where I hid, Allah would be able to see me, and you had asked us to eat the apple where no one could see us. That's why I couldn't eat my apple."

Sister Leila smiled and said, "Māshāʾ Allāh! That's correct! Allah is everywhere!"

اللّٰه

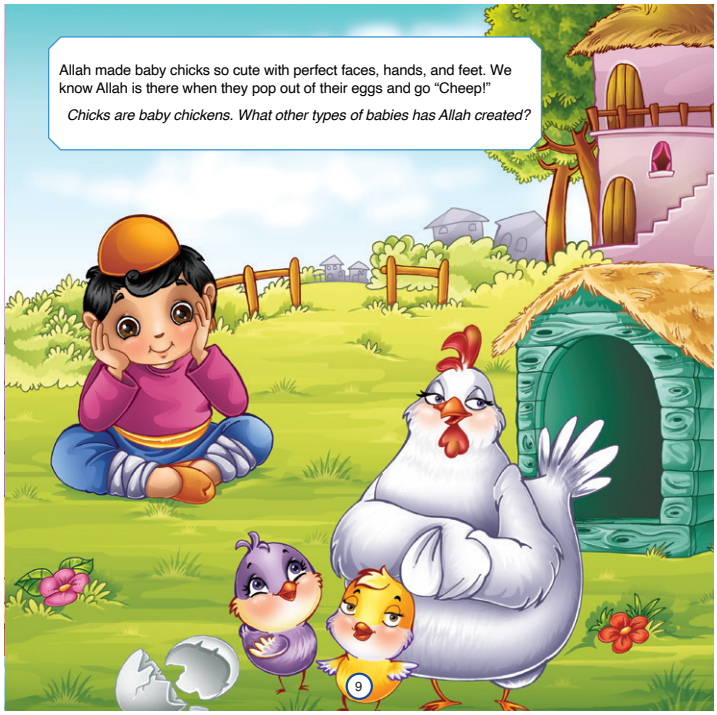


Lesson 2.3 (cont'd)


Allah is at our schools and everywhere we roam.
He's even with when we play in our homes!
Where else is Allah?
7

Allah created birds, fish, butterflies, and flowers.
SubḥānAllāh,* everywhere I look, I see Allah's power.
What creatures do you see that Allah created?
Pronunciation Guide:
ḥ is a heavy "ha" sound that comes from the middle of the throat; ā is an elongated "a" sound, like "aa"
8

I love to hear the singing birds so high up in the tree.
Allah is also there, watching over you and me!
How many beautiful birds are on the cherry tree?
11


Allah made baby chicks so cute with perfect faces, hands, and feet. We know Allah is there when they pop out of their eggs and go "Cheep!"
Chicks are baby chickens. What other types of babies has Allah created?
9

Lesson 2.3 (cont'd)

Qurʾān Connection 2.3

Allah is Everywhere

أَلَمْ يَعْلَمْ بِأَنَّ اللَّـهَ يَرَىٰ

Do you not know that Allah is always watching?

Sūrah al-ʿAlaq, Verse 14

Coloring 2.3

"Do you not know that Allah is always watching?"

Sūrah al-ʿAlāq, Verse 14

Lesson 2.4: The Qurʾān

TASK BAR

SHOW N' TELL

Show students different mushafs of the Qurʾān and explain how Arabic is read from right to left.

ḤADĪTH TIME

Students can color the picture of the children reading Qurʾān with the ḥadīth about reading Qurʾān.

Students will learn about Allah's book for us, the Qurʾān.

SAY: Does anyone know where we can go if we want to hear Allah's words? (Wait for answers and ideas.)

SAY: There is a special book that contains the words of Allah, and if we read it, it is as if Allah is talking to us. Does anyone know what the name of this book is? (Wait for answers.)

SAY: The name of the book is the Qurʾān. This book has only the words of Allah, which were sent down by Allah to our Prophet Muḥammad (ṣ). Our Prophet (ṣ) then recited the words to the people, and they were written down in the Arabic language.

Do the SHOW N' TELL Activity from the TASK BAR.

SAY: The Qurʾān has not been changed since it first came down to the people. Allah has protected it from anyone changing His words. Does anyone have any idea about what Allah tells us in the Qurʾān? (Wait for student responses.)

SAY: Good ideas. In the Qurʾān, Allah tells us true stories about the Prophets. He teaches us about Heaven and Hell, and He tells us how He wants us to act. It is a very important book, one that we should really get to know very well so we know what Allah wants from us. What are some ways we can get to know the Qurʾān? (Wait for ideas.)

SAY: We can learn to recite verses from the Qurʾān. We can also learn Arabic so that we can read the Qurʾān, and try our best to understand the meaning of the Qurʾān in order to behave in the way Allah wants us to!

Students can now work on the ḤADĪTH TIME activity located in the TASK BAR, followed by the coloring page.

Lesson 2.4: The Qurʾān

There is a special book that contains the words of Allah, and if we read it, it is as if Allah is talking to us.

The name of the book is the Qurʾān. This book only has the words of Allah, which He sent down to our Prophet Muḥammad (ṣ). Our Prophet (ṣ) then recited the words to the people, and it was written down in the Arabic language.

The Qurʾān has not been changed since it first came down to the people. Allah has protected it from anyone changing His words.

In the Qurʾān, Allah tells us true stories about the Prophets. He teaches us about making good choices and bad choices, and He tells us how He wants us to act. It is a very important book that we should get to know very well so we can know what Allah wants from us.

We should take proper care of the Qurʾān because it is such a special book. We should hold the Qurʾān properly, never leave it open when no one is reading it, and we should not touch the writing without first doing wuḍūʾ. It is also good to cover your hair (for girls), face the qiblah, and say bismillāh before you start reading the Qurʾān.

We should learn to recite verses from the Qurʾān. We can also learn Arabic so that we can read the Qurʾān, and try our best to understand the meaning of the Qurʾān in order to behave in the way Allah wants us to!

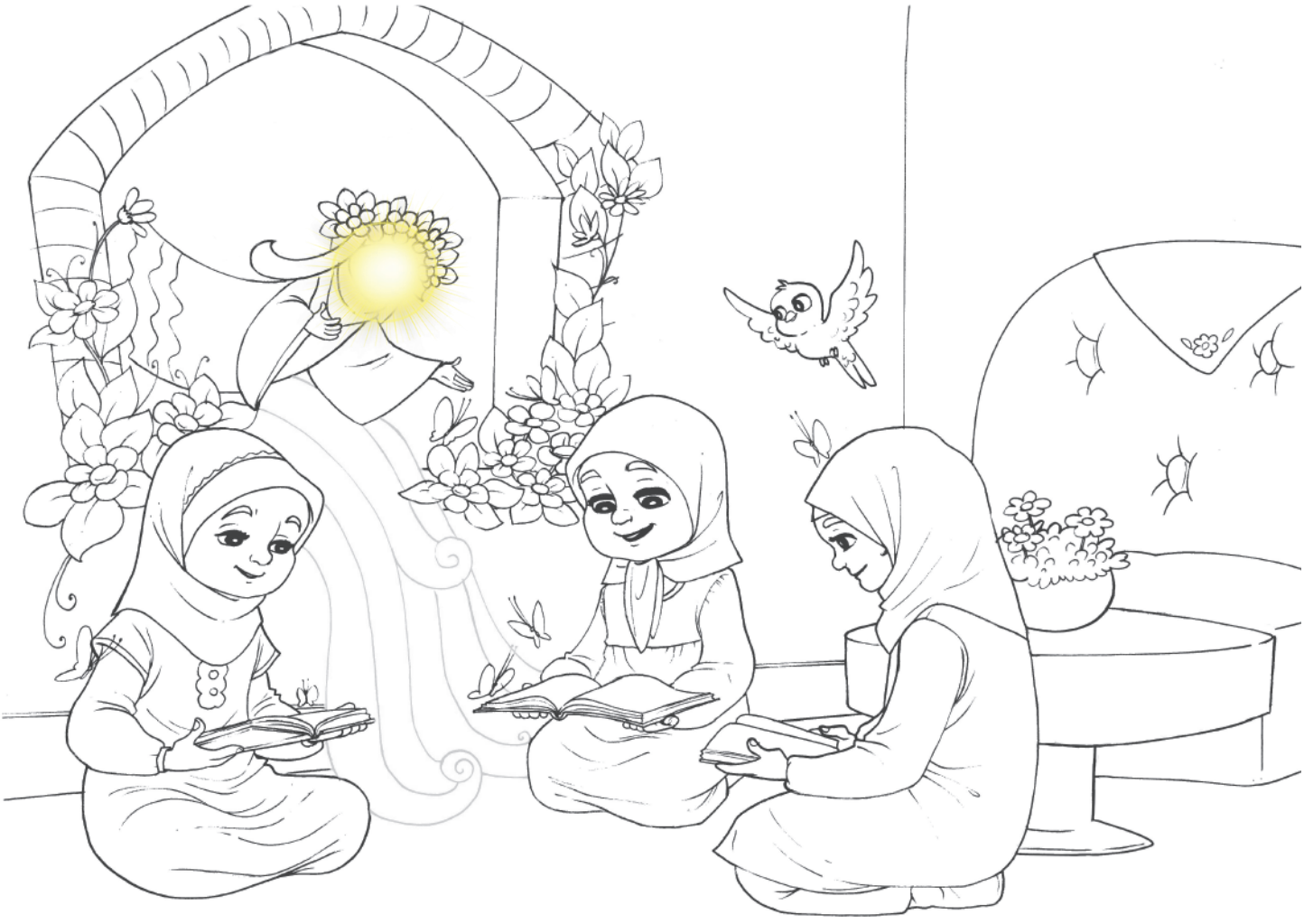
Ḥadīth Time 2.4

Prophet Muḥammad (ṣ) said:

“Angels visit the house in which the Qurʾān is recited.”

Coloring 2.4

Prophet Muḥammad (ṣ) said: "Angels visit the house in which the Qur'ān is recited."



CHAPTER 3

SHAHĀDAH (TESTIMONY OF FAITH)

Lesson 3.1: Instruction & 1st Line

KEY WORDS

- Shahādah (شَهَادَة)
- Messenger
- Successor
- Prophet
- Walīyullah (وَلِيُّ الله)
- Imām (اِمَامْ)

TASK BAR

PRACTICE

Students should practice reciting the Shahādah daily like the pledge of allegiance.

LEARNING AID

Use the hand gestures on the next page to help students memorize the shahādah and the meaning.

The Shahādah or testimony of faith, is important for all Muslims. It is a statement that one believes whole-heartedly and that identifies them as a Muslim. In this chapter, students will learn to recite the Shahādah in Arabic and English and understand its meaning. In this lesson, we will introduce the Shahādah and learn its first line.

SAY: Today, we will begin with a small activity.

Show pictures or slides of flags from different countries. Try to include flags from countries that students are from. As you show each flag, ask students which country they think the flag represents.

SAY: Can anyone tell me what a flag is? (Wait for answers.)

SAY: A flag is something that represents a country. Sometimes, a flag has pictures or symbols on it that have something to do with that country.

You can use the pictures as examples to show what the colors mean to the country.

SAY: As Muslims, we don't all come from one country. There are Muslims all around the world. We have something that represents all Muslims as well, however, it is not actually a flag. The Shahādah is the flag of Islam and the Shahādah is important for all Muslims to know and believe. The Shahādah is made up of words that have a very important meaning. It is important for us to be able to know why we are Muslims and remind ourselves of our responsibilities every day. By saying the Shahādah, we remind ourselves that there is no god but Allah, that Prophet Muḥammad (ṣ) is Allah's Messenger, that Imām ʿAlī (ʿa) is the one who is close to Allah, and that Imām ʿAlī (ʿa) is the leader after the Prophet (ṣ) died and he is the true khalīfah, meaning the one Allah made in charge of the Muslims after the Prophet (ṣ). Can someone tell me whom I mentioned first? (Wait for answers until Allah is mentioned.)

SAY: Good. After Allah, which two people did I mention? (Wait for answers until Prophet Muḥammad (ṣ) and Imām ʿAlī (ʿa) are mentioned.)

SAY: Ok good. Now we are going to recite the whole Shahādah in Arabic and English. Please repeat after me.

Lesson 3.1 (cont'd)

TASK BAR

Other activities for this lesson are located on the next page.

Have students repeat every line after you. Try to check for correct pronunciation.

لآ إِلٰهَ إِلَّا اللهُ

Lā ilāha illallāh

There is no god except Allah

مُحَمَّدٌ رَّسُولُ اللهِ

Muḥmmadur Rasūlullāh

Prophet Muḥammad (ṣ) is the Messenger of Allah

عَلِيٌّ وَلِيُّ اللهِ

ʿAlīyun Walīyullāh

Imām ʿAlī (ʿa) is one who is close to Allah

وَصِيُّ رَسُولِ اللهِ

Waṣiyyu Rasūlillāh

Imām ʿAlī (ʿa) is the leader after Prophet Muḥammad (ṣ)

وَخَلِيفَتُهُ بِلَا فَصْلٍ

Wa khalīfatuhu bilā faṣl

Imām ʿAlī (ʿa) is the true khalīfah

SAY: Good job. Inshāʾ Allāh you will be able to say the whole Shahādah soon. Today, let's begin with the first line. Can anyone remember what it is? (Wait for answers until "Lā ilāha illallāh" is mentioned.)

SAY: Good. Everyone repeat after me and do what I'm doing: "Lā ilāha illallāh."

As you are saying "Lā ilāha illallāh," introduce the hand gesture.

SAY: Does anyone know what "Lā ilāha illallāh" means? (Wait for answers until "There is no god except Allah" is mentioned.)

SAY: Good. Lā ilāha illallāh means that There is no god except Allah. That's why I'm holding up one finger. In our very first lesson, we learned that part of what makes someone a Muslim is that they believe there is no god except for Allah and that Allah is one. Can anyone tell me why there cannot be more than one Allah? (Wait for answers. There may be many different ideas.)

Lesson 3.1 (cont'd)

TASK BAR

COLORING

Students can color the worksheet that has the one finger. While coloring, they should practice saying the first line and its meaning.

SAY: Good. Let's explore this idea a little bit. In this classroom, I am your teacher. You only have one teacher. We are going to do a little activity. I am going to give you some simple instructions, like hop on one foot, and I want you to do your best to follow everything I tell you to do.

Give students a few instructions. Examples of instructions could be to jump up and down, turn around, close their eyes, raise their hands, etc.

SAY: Was it hard to follow my instructions? (They should say NO.) Now I need one person to help me be the teacher.

SAY: Ok class, now you will have two teachers giving you instructions. Try your best to follow along.

As the student who is being the teacher is giving instructions, try to give students opposing instructions at the same time. For example, if the student says "close your eyes," you should tell students to open their eyes. Try to oppose the student each time so that the rest of the students are confused about which direction to follow. After they are confused, have everyone sit down.

SAY: Was it easier or more difficult to follow instructions when you had two teachers? (They should say it was more difficult.)

SAY: Good. This activity should give you an idea of why there can only be one God. If there were more than one, then there would be different instructions and we would be confused about what to do. This is why there is only one God and we call Him Allah in Arabic. This is what the first line of the Shahādah is saying.

At this time, students can do the COLORING in the TASK BAR.

Lesson 3.1: Shahādah

لآ إِلٰهَ إِلَّا اللّٰه
Lā ilāha illallāh
There is no god except Allah

مُحَمَّدٌ رَّسُولُ اللّٰهِ
Muḥmmadur Rasūlullāh
Prophet Muḥammad (ṣ) is the Messenger of Allah

عَلِيٌّ وَّلِيُّ اللّٰهِ
‘Alīyun Walīyullāh
Imām ʿAlī (ʿa) is one who is close to Allah

وَصِيُّ رَسُولِ اللّٰهِ
Waṣiyyu Rasūlillāh
Imām ʿAlī (ʿa) is the leader after Prophet Muḥammad (ṣ)

وَخَلِيفَتُهُ بِلَا فَصْلٍ
Wa khalīfatuhu bilā faṣl
Imām ʿAlī (ʿa) is the true khalīfah

Lesson 3.1 Learning Aid

1
Lā ilāha illallāh
There is no God except Allah

Students will hold up one finger to signify that there is only one God.

2
Muḥmmadur Rasūlullāh
Prophet Muḥammad (ṣ) is the messenger of Allah

Students will flap their arms like a messenger bird. Please emphasize that this action is only to explain what messenger means.

3
ʻAlīyun Walīyullāh
Imām ʿAlī (ʿa) is one who is close to Allah

Students will hold their hands together to signify that Allah chose Imām ʿAlī (ʿa).

4
Waṣiyyu Rasūlullāh
Imām ʿAlī (ʿa) is the leader after Prophet Muḥammad (ṣ)

Students will reenact the scene of the event of Ghadīr.

5
Wa khalīfatuhu bilā faṣl
Imām ʿAlī (ʿa) is the true khalīfah

Students will make a crown on their head, because a khalīfah is like a king.

1

2

3

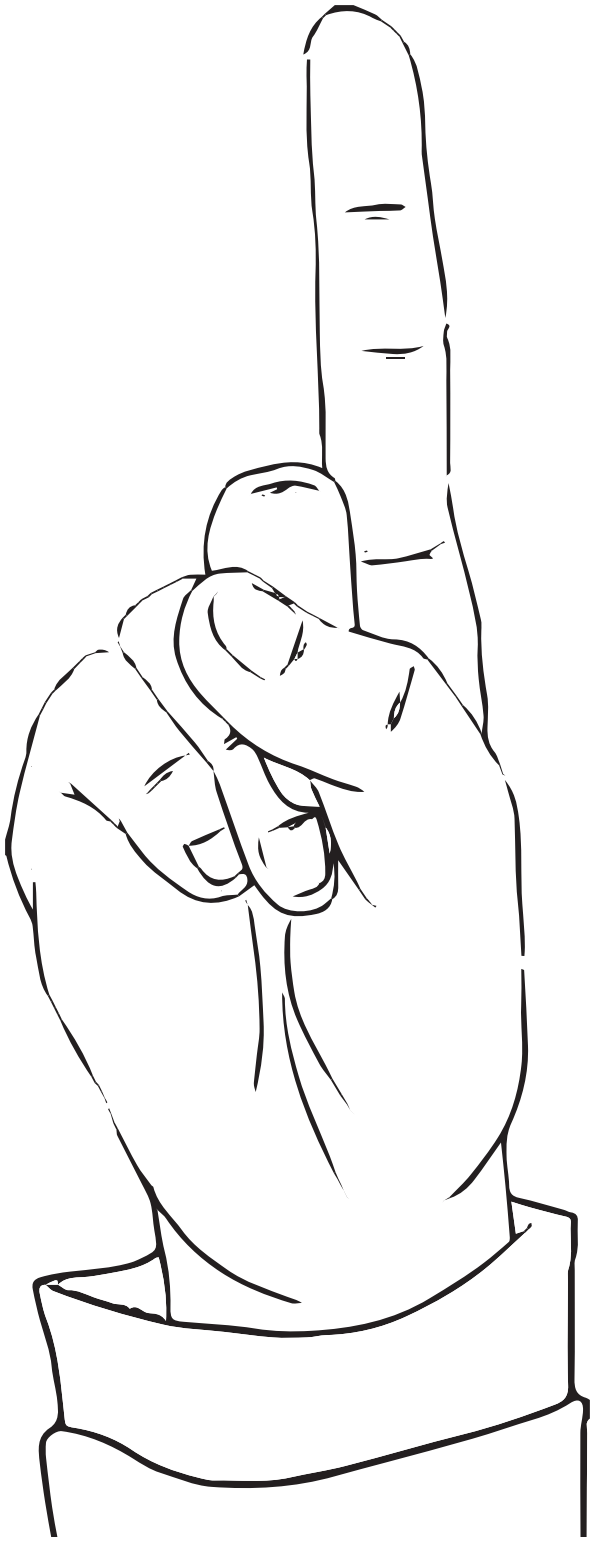
4

5

Coloring 3.1

Allah is One

While saying “There is no god but Allah,” color the picture.



1

Lesson 3.2: The 2nd Line

TASK BAR

ART EXTENSION

In the apple found on the worksheet, students should draw a picture of a good deed that they can do that Prophet Muḥammad (ṣ) taught us. For example, being clean, reading Qurʾān, praying, being nice to others, etc. They should draw this good deed in their apple and color it. They should outline their apple in red or paste it on red construction paper. Then they should post it on a teacher-generated tree on the classroom wall. The title could be "Good Deeds are Fruitful!" or "A Tree of Good Deeds."

COLORING

Students will color the Arabic and English name of the Messenger of Allah. They will also color a picture of a messenger bird.

In this lesson, we will review the first line of the Shahādah and learn to recite the second line.

SAY: Can someone remind me why knowing the Shahādah is important? (Wait for answers.)

SAY: Good. The Shahādah is the flag of Muslims, and it is important for all Muslims to know. Does anyone remember the first line of the Shahādah and what it means? (Wait for answers until "Lā ilāha illallāh" and the meaning are mentioned.)

SAY: Yes. Now, let's all repeat the first line together in Arabic and the meaning in English with our hand symbol. "Lā ilāha illallāh – There is no god but Allah."

SAY: Good. Today, we will learn the second line of the Shahādah. Does anyone know what the second line might be? (Wait for answers.)

SAY: I will say the second line in Arabic and you think about what it may mean in English. "Muḥmmadur Rasūlullāh." Any ideas what this may mean?

While saying Muḥmmadur Rasūlullāh, do the appropriate hand gesture. Wait for ideas.

SAY: "Muḥmmadur Rasūlullāh" means that Muḥammad (ṣ) is the Messenger of Allah. Does anyone know what "messenger" means? (Wait for ideas.)

SAY: Good. A messenger is someone who brings a message or information from one place to another. That's why I'm flapping my hands like a bird. Birds are sometimes messengers who deliver messages. If Prophet Muḥammad (ṣ) is the Messenger of Allah, whom is he bringing information from? (Wait for "Allah" to be mentioned.)

SAY: Good. Prophet Muḥammad (ṣ) is Allah's Messenger. This means that, without Prophet Muḥammad (ṣ), we would not know what Allah expects of us and how we should behave. He taught us Islam. Can you think of things that Prophet Muḥammad (ṣ) brought to us as the Messenger of Allah? For example, he taught us how to pray. What are some other things he has taught us?

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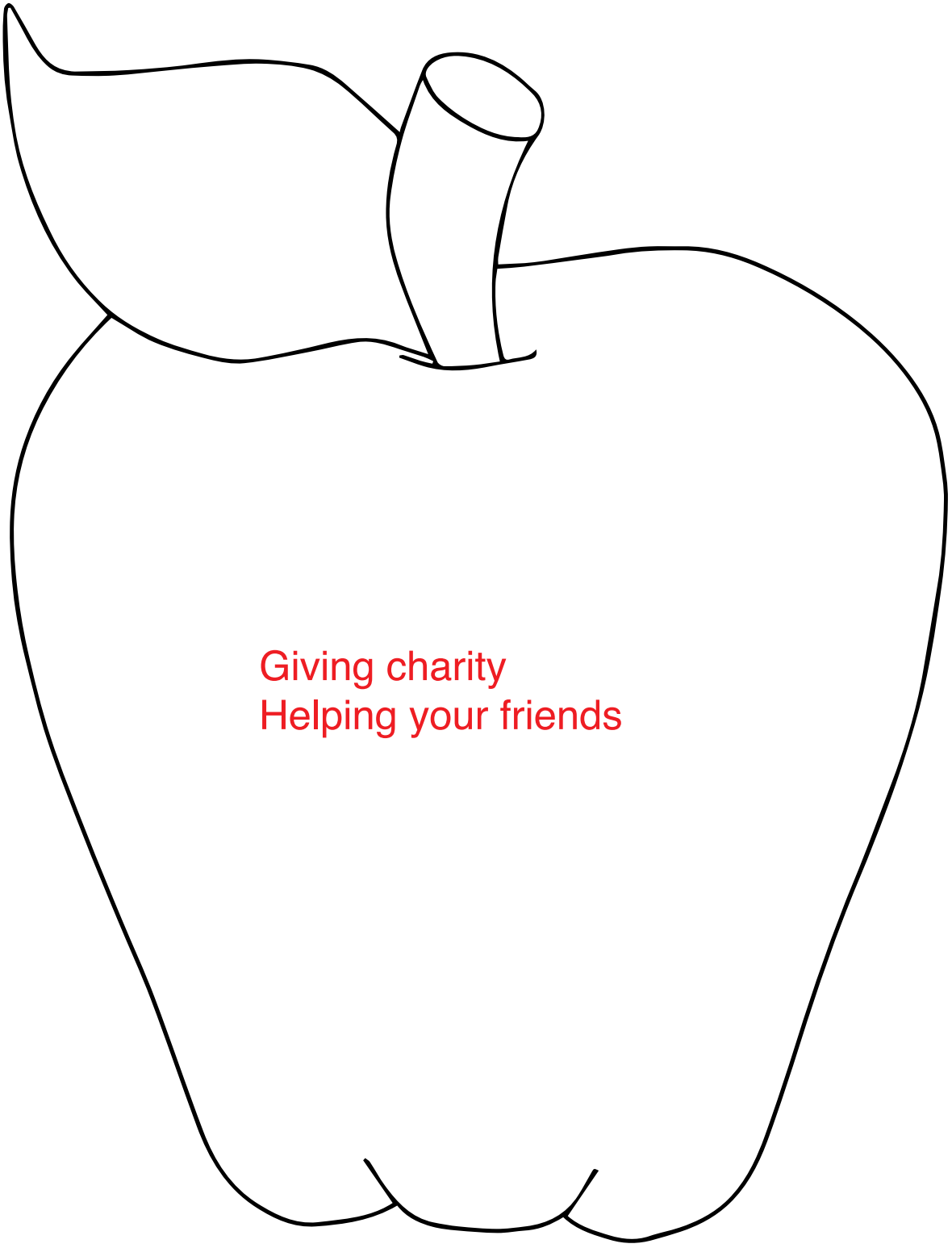
Art Extension 3.2

Prophet Muḥammad (ṣ) was the Messenger of Allah and taught us to do good deeds. Draw and color a good deed that you can do to make Allah and His Messenger happy.



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Coloring 3.2a

Prophet Muḥammad (ṣ)

Coloring 3.2b

PROPHET MUḤAMMAD (Ṣ) IS THE MESSENGER OF ALLAH

Lesson 3.3: The 3rd Line

TASK BAR

Activities for this lesson are located on the next page.

In this lesson, students will practice the first two lines of the Shahādah and learn the 3rd line.

SAY: Who can recite the first 2 lines of the Shahādah in Arabic for me? (Pick volunteers and then have the whole class repeat it.)

SAY: Good. Now, who can tell me what those words mean?

Again, choose some volunteers to recall the English meaning.

SAY: Good. "Lā ilāha illallāh" means There is no god except Allah and "Muḥmmadur Rasūlullāh" means that Prophet Muḥammad (ṣ) is the Messenger of Allah. Today, we are going to learn the 3rd line of the Shahādah. Listen carefully as I recite it in Arabic: "'Aliyyun Waliyullāh." Can anyone tell me what you think this line may mean or whom it is talking about?

Do appropriate hand gestures while saying it. Wait for answers and ideas.

SAY: "'Aliyyun Waliyullāh" means that Imām ʿAlī (ʿa) is the one who is close to Allah. That's why I'm holding my hands like this because Allah chose Imām ʿAlī (ʿa). Imām ʿAlī (ʿa) is not a Prophet or Messenger of Allah, but he is an Imām, or leader. Who was our LAST Prophet? (Wait for students to answer "Prophet Muḥammad (ṣ).")

SAY: Good. So after Muḥammad (ṣ) there can be no other prophet. Do you remember what Prophet Muḥammad's (ṣ) job was as the Messenger of Allah? (Wait for answers.)

SAY: Prophet Muḥammad (ṣ) taught the people everything that Allah wanted them to know and was the perfect example for them. But when the Prophet (ṣ) died, how did we know what to do? (Wait for answers.)

SAY: That is why we also have the Imāms. The Imāms are leaders that Allah has picked for us so that they could help explain to us what Prophet Muḥammad (ṣ) taught us and also be perfect examples for us. Allah chose Imām ʿAlī (ʿa) to be the first teacher after our Prophet Muḥammad (ṣ). What do you think Imām ʿAlī (ʿa) had to be like in order to have this very important job? (Wait for answers.)

SAY: Yes, he had to be a good Muslim and very trustworthy.

SAY: This is why Imām ʿAlī (ʿa) is Waliyullāh, which means he is one who is close to Allah. That means we can trust that Imām ʿAlī (ʿa) is going to tell us and show us the best way to worship Allah after the Prophet (ṣ). Let's talk about some signs that show someone is a good leader. I will read a list and I want you to stand up if you think the thing I mention shows a good leader and stay seated if you think the thing I

Lesson 3.3 (cont'd)

TASK BAR

COLORING

Students will color a picture of two hands.

WORKSHEET

In this worksheet, students will circle and color pictures that show a good leader and cross out pictures that show a bad leader.

mention shows a bad leader. For example, if I say a person who says bad words, you would stay sitting, because that doesn't show a good leader, but if I say a person who uses nice words, you would stand up, since that shows a good leader.

Next, use the following list for students to see if they can differentiate between characteristics of a good leader and a bad leader.

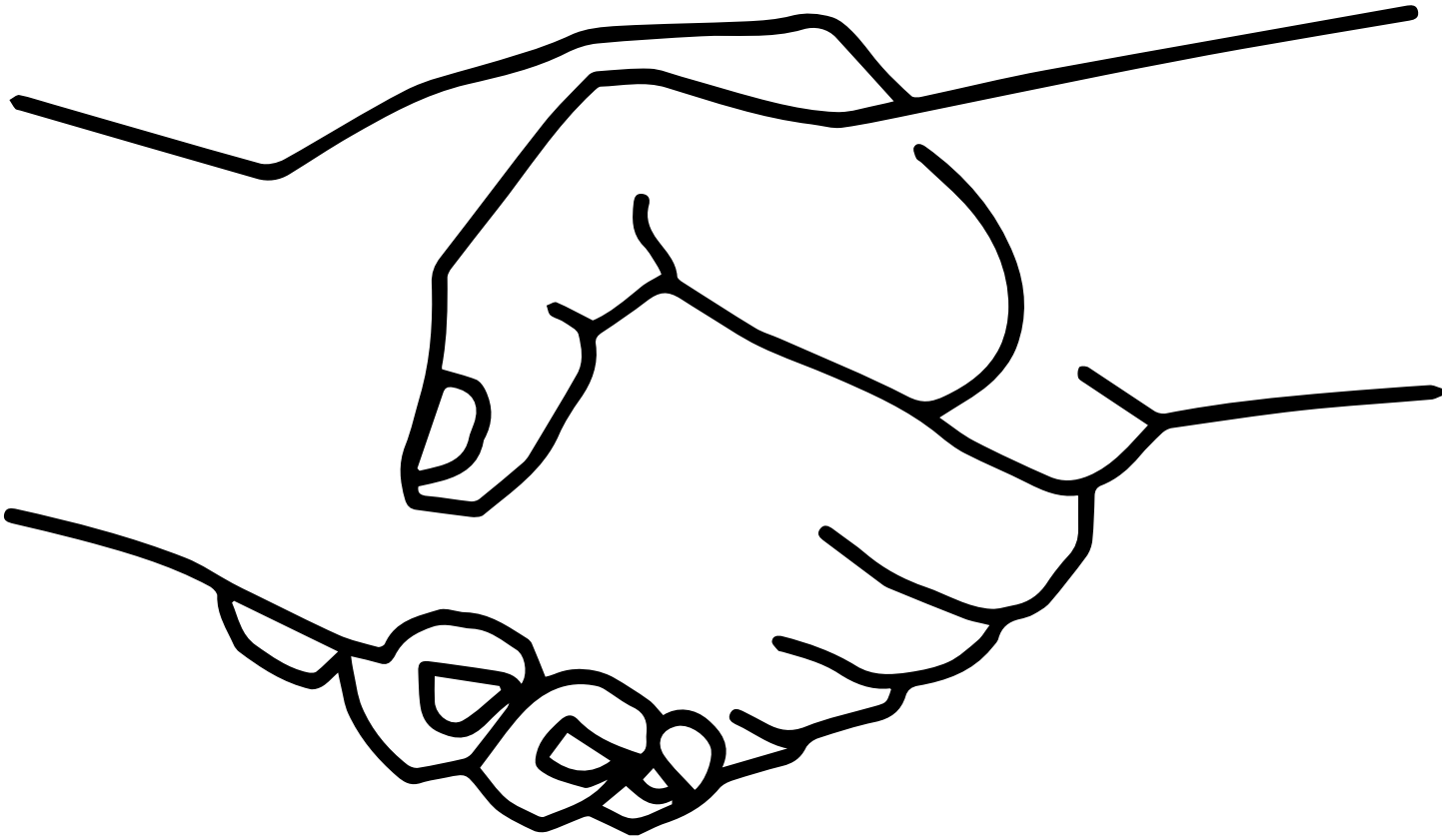
A person who:

-lies	-is kind to animals	-is kind to their parents
-is messy	-talks bad about people	-tells people's secrets
-prays regularly	-helps the poor	-takes a toy w/ out asking

SAY: Good. Imām ʿAlī (ʿa) was a good leader because he was trusted by Allah and Prophet Muḥammad (ṣ). Imām ʿAlī (ʿa) only did good things. Let's repeat the 3rd line of the Shahādah together: "ʿAliyyun Waliyullāh - Imām ʿAlī (ʿa) is one who is close to Allah."

At this time, students can work on the COLORING and WORKSHEET found in the TASK BAR.

Coloring 3.3



IMAM 'ALĪ ('A) IS THE ONE WHO IS CLOSE TO ALLAH

Worksheet 3.3

Circle the pictures that show a good leader like Imām ʿAlī (ʿa).

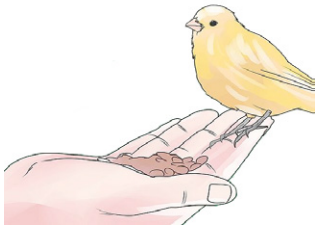
Stealing

Praying

Reading Qurʾān

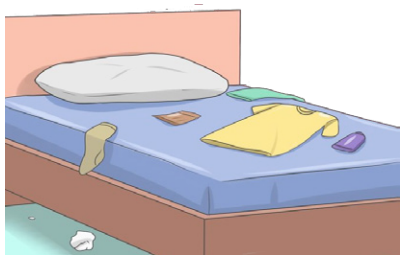
Fighting

Saving someone



Feeding animals

Helping the poor



Being messy

Lesson 3.4: The 4th Line

TASK BAR

WORKSHEET

In this worksheet, students will color the picture of the scene of Ghadīr to remember that the Prophet (ṣ) told everyone that Imām ʿAlī (ʿa) will be the leader after him.

In this lesson, students will practice the first three lines of the Shahādah and learn the 4th line.

SAY: Who can recite the first 3 lines of the Shahādah in Arabic for me? (Pick volunteers and then have the whole class repeat it.)

SAY: Good. Now, who can tell me what those words mean? (Again, choose some volunteers to recall the English meaning.)

SAY: Good. "Lā ilāha illallāh" means There is no god except Allah, "Muḥmmadur Rasulullāh" means that Muḥammad (ṣ) is the Messenger of Allah and "'Alīyun Walīyullāh" means that Imām ʿAlī (ʿa) is the one who is close to Allah. Today, we are going to learn the 4th line of the Shahādah. Listen carefully as I recite it in Arabic: "Waṣiyyu Rasūlillāh." Can anyone tell me what you think this line may mean or whom it is talking about? (When saying the line, make sure to do the corresponding hand gesture.)

SAY: This line is still talking about Imām ʿAlī (ʿa), but this time, he is given another name and job, other than "one who is close to Allah." Not only is he close to Allah, but he is also "Waṣiyyu Rasulillāh," which means he is the leader after Prophet Muḥammad (ṣ). Let me tell you why I'm putting my hands up like this.

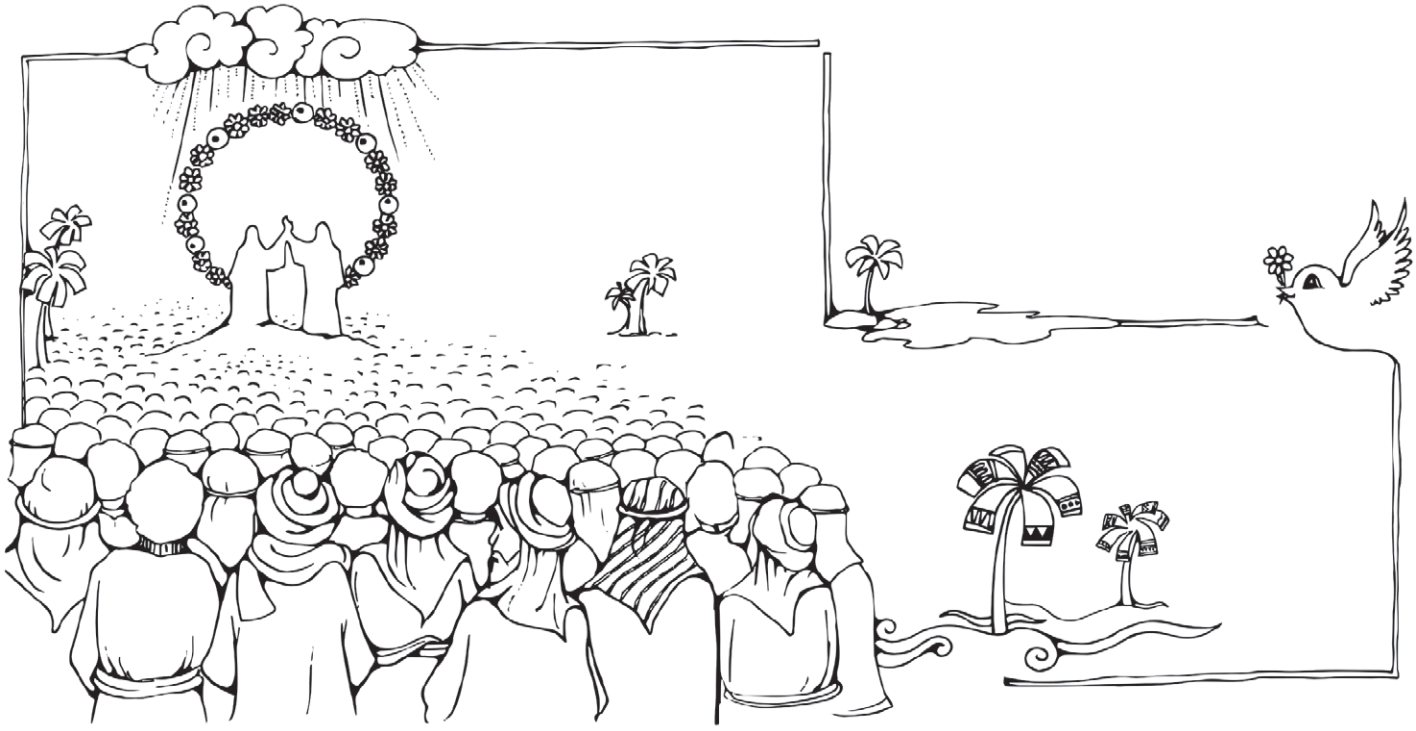
At this time, tell the students briefly about the event of Ghadīr al-Khum.

SAY: After Prophet Muḥammad (ṣ) died and went back to Allah, Imām ʿAlī (ʿa) was the teacher of the Muslims and their leader. The Muslims had to listen to what he said. The Prophet Muḥammad (ṣ) had taught people Islam and Imām ʿAlī (ʿa) was there to remind people what the Prophet (ṣ) had taught them. Nobody else could be the leader after the Prophet (ṣ) other than Imām ʿAlī (ʿa) because Imām ʿAlī (ʿa) was raised by the Prophet (ṣ) and was given knowledge by Allah Himself. Imām ʿAlī (ʿa) was the first Imām. Does anyone remember how many Imāms we have altogether? (Wait for answers until "12" is mentioned.)

SAY: Yes. We had many Imāms that came after and right now we have an Imām, too. He is the 12th and last Imām. His name is Imām Muḥammad al-Mahdī (ʿaj). He is alive now, but we will talk more about him later.

At this time, you can complete the WORKSHEET.

Coloring 3.4



IMAM 'ALĪ ('A)
IS THE LEADER
AFTER PROPHET
MUḤAMMAD (Ṣ)

Lesson 3.5: The 5th Line

TASK BAR

WORKSHEET

In this worksheet, students will color the crown because Imām ʿAlī (ʿa) was the first Khalīfah, and a Khalīfah is like a king.

ART EXTENSION

Students can create their own Shahādah flags. On a piece of construction paper that's cut out in the shape of a flag, they can cut out the different symbols that represent each line and paste them in order. They can glue the caption "The Shahādah is the Flag of Islam!"

PERFORMANCE

Once students have memorized all of the lines of the Shahādah, students can perform it for the rest of the school at a school function or weekly assembly and wave their flags up high.

In this lesson, students will practice the first four lines of the Shahādah and learn the 5th line.

SAY: Who can recite the first 4 lines of the Shahādah in Arabic for me? (Pick volunteers and then have the whole class repeat it.)

SAY: Good. Now, who can tell me what those words mean? (Again, choose some volunteers to recall the English meaning.)

SAY: Good. "Lā ilāha illallāh" means There is no god except Allah, "Muḥmmadur Rasūlullāh" means that Muḥammad (ṣ) is the Messenger of Allah and "'Aliyyun Waliyullāh" means that Imām ʿAlī (ʿa) is one who is close to Allah. "Waṣiyyu Rasūlillaāh" means that Imām ʿAlī (ʿa) is the leader after Prophet Muḥammad (ṣ). The 5th and last line is "Wa khalīfatuhu bilā faṣl." Repeat after me: "Wa khalīfatuhu bilā faṣl." Can anyone tell me what you think this line means? (Wait for answers.)

SAY: This line is also talking about Imām ʿAlī (ʿa). In addition to being close to Allah and the leader after Prophet Muḥammad (ṣ), Imām ʿAlī (ʿa) was also the first and true khalīfah. A khalīfah is like a king. That's why I'm making a crown on my head.

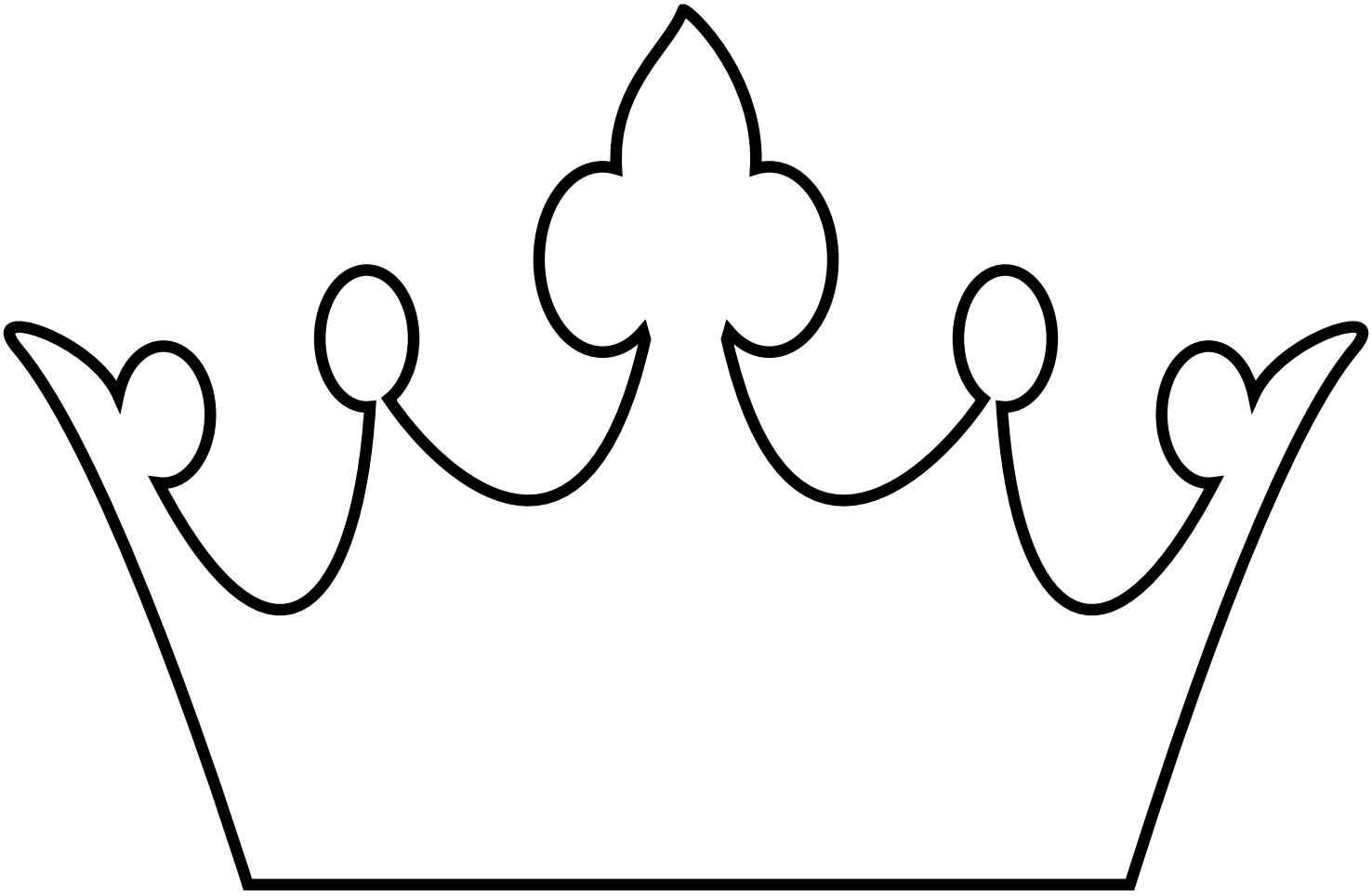
At this time, students can do the WORKSHEET located in the TASK BAR.

SAY: Now let's practice reciting the whole Shahādah in Arabic and English. Please repeat after me.

Have students repeat after you. Try to check pronunciation. Also make sure to do the corresponding hand gestures. After practicing a few times together as a class, try to see if any student wants to volunteer on his or her own and perhaps offer a prize if a student can say the whole thing without help.

As a wrap up for this chapter, students can do the ART EXTENSION activity and finish up with the PERFORMANCE located in the TASK BAR.

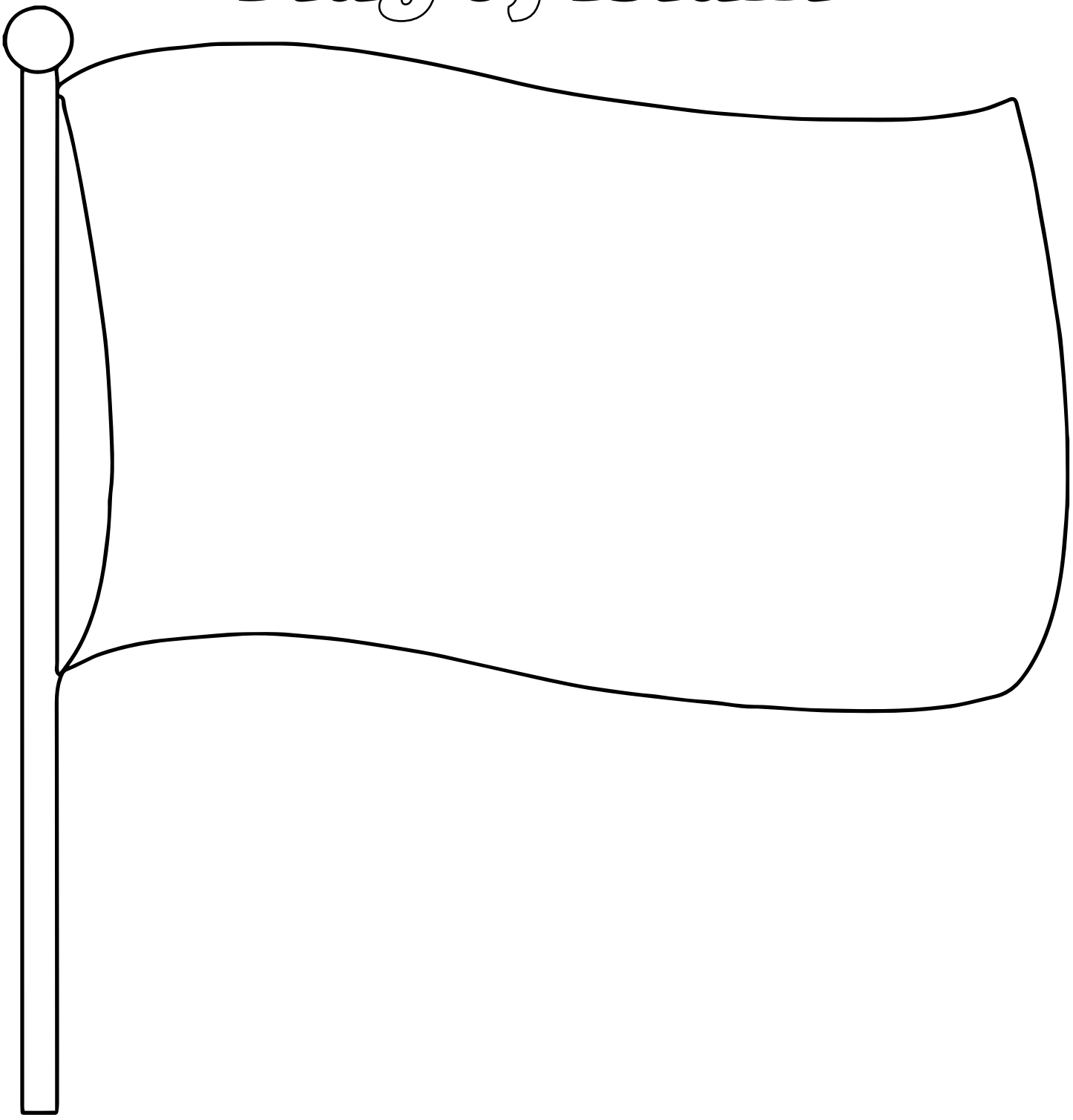
Coloring 3.5



IMAM 'ALĪ ('A) IS THE FIRST AND TRUE KHALĪFAH

Art Extension 3.5

The Shahādah is the Flag of Islam



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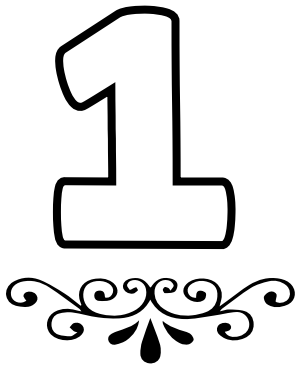

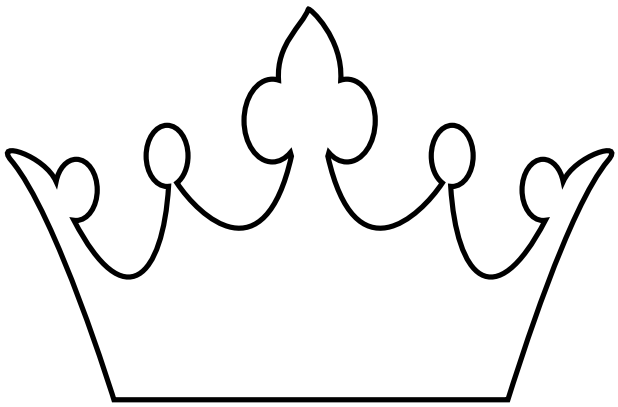

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HISTORY

CHAPTER 1

PROPHETS

Lesson 1.1: Introduction

KEY WORDS

- Prophet
- Messenger

TASK BAR

COLORING

Students can color the number 124,000 to give them the awareness of how big this number is and to illustrate how many Prophets Allah sent us.

In this lesson, students will explore what a Prophet is and what characteristics Prophets have as a background for what they will learn in the rest of the chapter, which will include learning about the first and last Prophets and how to send blessings upon them.

SAY: In this chapter, we are going to learn about Prophets. Does anyone remember what a Prophet is?

Wait for answers. Students may mention Prophet Muḥammad (ṣ) and talk about how he is an example of a Prophet, but tell them you want to know what the word Prophet means.

SAY: W Prophet is someone who is sent by Allah to guide us. The Prophets bring messages from Allah. Who are they giving this message or information to? (Wait for answers.)

SAY: Good. They are bringing the message to us so that we know what Allah wants us to do and why Allah has made us. Allah is so kind to us that He sent us these Prophets to help and guide us. The Prophets teach us what to do and show us how to be good people so Allah will be happy with us. Do you want Allah to be happy with you? (Wait for answers.)

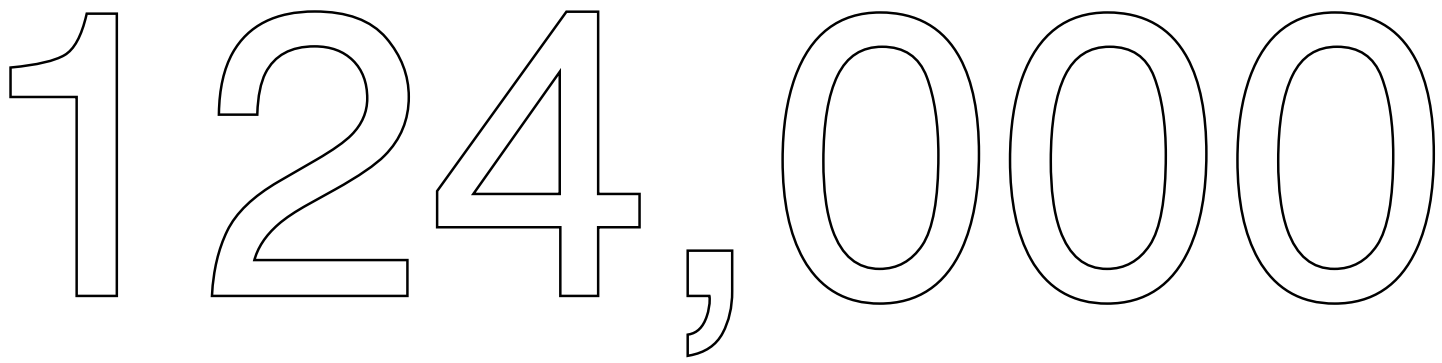
SAY: Does anyone want to guess how many Prophets Allah has sent us? (Wait for answers.)

SAY: Allah sent us 124,000 Prophets! That is a lot of Prophets! He has sent Prophets to different areas of the world and different types of people to make sure that every one of His people know what they should do. The first Prophet Allah sent to us was Prophet Ādam (ʿa), and the last Prophet was Prophet Muḥammad (ṣ). We will learn more about them in the lessons that follow.

At this time, students can do the COLORING activity found in the TASK BAR.

Coloring 1.1

Color the number of Prophets Allah has sent to guide us!



Lesson 1.2: The First Prophet

KEY WORDS

- Prophet
- Ādam (آدَمْ)
- Nabī (نَـبِيْ)

TASK BAR

STORYTIME

Read the Prophet Ādam (ʿa) story to the students while they look at the pictures.

WORKSHEET

In this worksheet, students will draw pictures of all the things Allah has created.

In this lesson, students will learn about the first Prophet, Ādam (ʿa), and how Allah created him.

SAY: Does anyone remember the name of our first Prophet? (Wait for answers.)

SAY: Yes, Prophet Ādam (ʿa) is the very first Prophet that Allah sent to the people. We will be learning about him today. Let's begin by reading about Prophet Ādam (ʿa). I will read, and I want you to listen very carefully.

Complete the STORYTIME activity. Read the story as students look at the pictures. After reading the story, ask discussion questions to see if students understood the story.

After reading the story, ask some questions to get a discussion going about what was just read.

SAY: How did Allah make the earth, sky, mountains, oceans, and everything else? (Wait until the students mention that He said, "Be!" If not, prompt with some more questions.) What did He say and everything was created?

SAY: Yes, Allah said "Be!" and everything was created. Can you name some creations He made? (Students should list any animals they remember; you can help start them off.)

SAY: MāshāʿAllāh, many good examples! After He made all of these creatures, Allah decided to make the first man, who was…? (Wait until they mention "Ādam") Right, Prophet Ādam (ʿa). Who can tell me another word for "Prophet" that we heard in this story? (Wait until "Nabī" is mentioned.)

SAY: "Nabī" is an Arabic word that means Prophet, and we learned that Prophet Ādam (ʿa) is the first man created and the first Nabī sent to Earth to guide us.

At this time, the students can do the WORKSHEET after the story.

Lesson 1.2: Prophet Ādam (ʿA)

Long long ago, there was no earth, no sky, no sun or moon. Then Allah decided to make a beautiful world.

Allah just said, “Be!” and He created the earth and the sky, the bright sun, the shining moon, twinkling stars, the tall mountains, and big oceans and seas.

Allah made the earth go around the sun in circles so that there would be day and night and many different seasons, too. Allah made the clouds and caused rain to fall and grass to grow. Soon, the earth was full of lovely flowers — roses, tulips, pansies, daisies, lupins, and tall trees. Allah created all the animals and birds and insects, from the little black ant and the busy bees to the big eagles that fly high above. He created the tiny goldfish, the big whale, and also the elephants, lions, tigers, hippos, zebras, tall giraffes, fluffy rabbits, squirrels, horses, cows, goats, sheep, bears, and all the wonderful creatures that you see. Allah made them all!

Look at all the juicy fruits in the market: oranges, sweet grapes, soft bananas, pears, pineapples, mangoes, cherries, and crunchy apples. Where did all of these fruits come from? Allah made them all grow on trees. Allah also made all the vegetables we love to eat: corn, potatoes, carrots, lettuce, peas and all the other yummy foods we eat.

Thank you, Allah, for making such a wonderful world!

Lesson 1.2: (cont'd)

Then, Allah decided to make a human being. Allah made the first human being out of mud and clay and called him Ādam. Then, Allah gave a soul to Ādam and, all of a sudden, Ādam came to life!

Allah decided that Ādam was going to be the first human being and also the First Nabī, or Prophet, on earth. A nabī is someone whom Allah chooses to guide other human beings and to teach others about Allah's religion, Islam. So, Nabī Ādam (ʿa) is the father of all human beings and also the first Nabī (Prophet).

Allah taught Nabī Ādam (ʿa) many things and gave him a lot of knowledge. He gave Nabī Ādam (ʿa) the ability to see with his eyes, smell with his nose, taste with his tongue, hear with his ears, and feel with his skin.

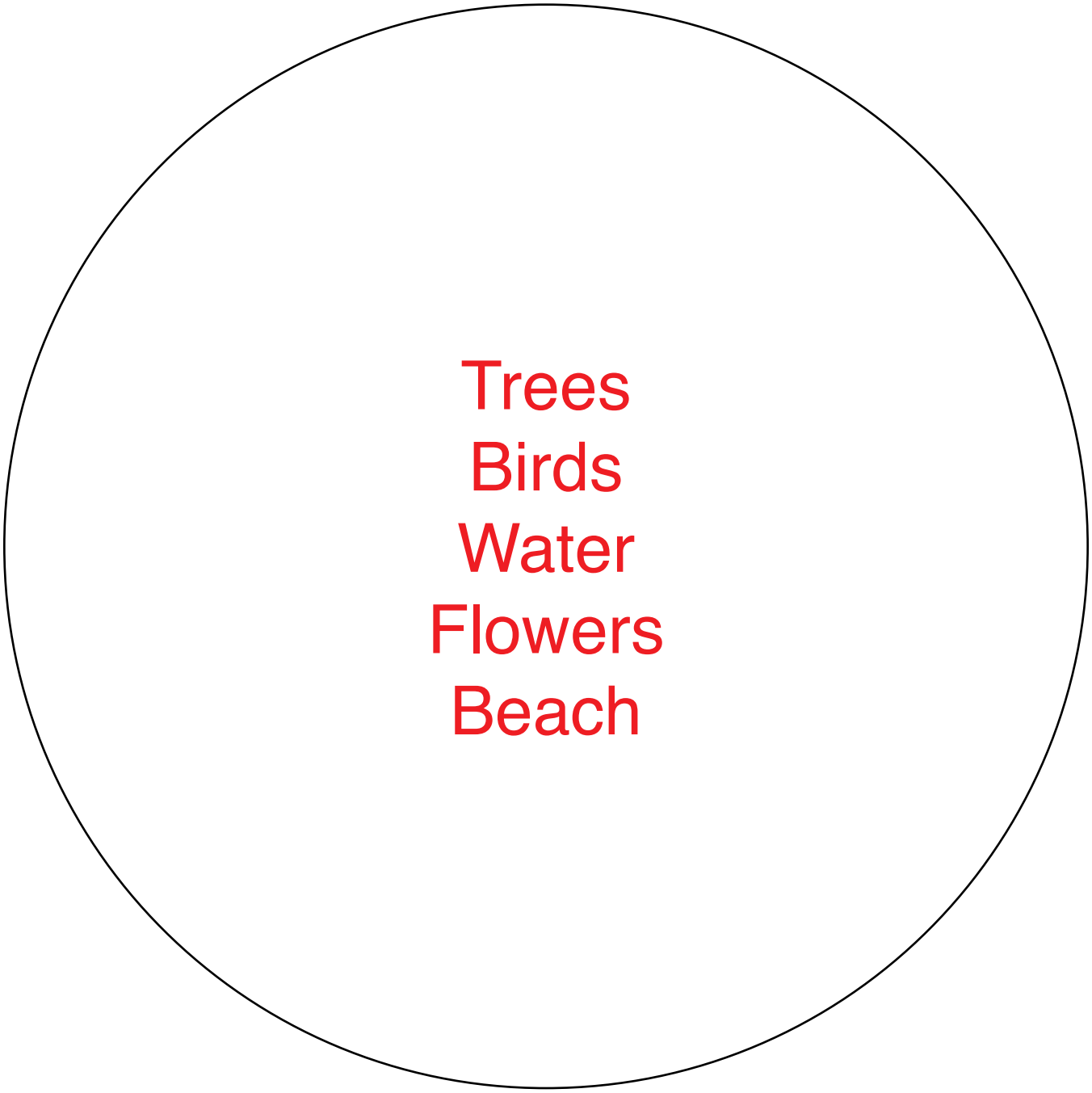
Then, Allah created the first woman and called her Ḥaḍrat Hawwāʾ (ʿa). Allah wanted Prophet Ādam (ʿa) and Ḥaḍrat Hawwāʾ (ʿa) to live together as the first family in the world.

So, Allah put Nabī Ādam (ʿa) and Ḥaḍrat Hawwāʾ (ʿa) in a beautiful garden and told them to live there happily.

All the human beings you see in the world today, of different colors and speaking different languages, are the children of Prophet Ādam (ʿa) and Ḥaḍrat Hawwāʾ (ʿa). You and I are the children of Nabī Ādam (ʿa) and Ḥaḍrat Hawwāʾ (ʿa), too!

Worksheet 1.2

Draw some of the beautiful things that Allah created in this world.



Lesson 1.3: The Last Prophet

KEY WORDS

- Prophet
- Messenger
- Muḥammad (ṣ) (مُحَمَّدْ)
- Honest
- Trustworthy
- Angel Jabrāʾīl (جَبْرَايِيْلْ)
- Qurʾān (قُرآنْ)
- Mecca (مَـكَّـة)
- Medina (مَدِيْنَة)
  Masjid an-Nabī
  (مَسْجِد ٱلنَّبَوِىْ)
- Ṣalawāt (صَلَوَاتْ)

TASK BAR

Activities for this lesson are located on the next page.

In this lesson, students will learn more about the last Prophet (ṣ) and his character.

SAY: Today, we are going to learn about the last Prophet (ṣ). Does anyone remember who this is? (Wait for answers until Prophet Muḥammad (ṣ) is mentioned.)

SAY: Good. Prophet Muḥammad (ṣ) was the last Prophet. He was born in the city of Mecca, in the land of Ḥijāz, which today is part of the country known as Saudi Arabia. Raise your hand if you know where Saudi Arabia is or if you have ever been there.
(At this time, you can show students a map or a globe and show them where Saudi Arabia is in relation to where they live.)

SAY: Prophet Muḥammad (ṣ) was known for his very good manners. He was very honest and trustworthy. What does it mean to be honest and trustworthy? (Wait for answers.)

SAY: A person who never tells a lie is honest. A lie is something that is not true. For example, if I say that I washed my hands after using the bathroom, but I really didn't, that would be a lie. Can you think of other examples of lies? (Wait for answers.)

SAY: Prophet Muḥammad (ṣ) was very trustworthy, which means that people could trust him to keep their secrets, and they could trust him with their things. He loved and followed all of Allah's orders. That is why we still follow him today. Our Prophet Muḥammad (ṣ) liked to go out into the mountains to think about Allah, His beautiful creation, and to pray to Him. One day, when he was in the mountains, one of Allah's special angels, Angel Jabrāʾīl came and gave him a message from Allah. Angel Jabrāʾīl kept bringing messages to the Prophet (ṣ) for many years. The words sent by Allah were recorded in a book that Muslims should hold very dear to them. Does anyone remember what the name of this book is? (Wait for answers.)

SAY: Yes, the Qurʾān. The Qurʾān is Allah's words and messages for us. The Qurʾān was given (revealed) to the last Prophet Muḥammad (ṣ). Allah sent many Prophets. Does anyone remember how many? (Wait for answers until 124,000 is mentioned.)

SAY: Yes, all 124,000 Prophets spread the word of Allah and taught people what is right and what is wrong. Muslims believe that Prophet Muḥammad (ṣ) is the last Prophet of Allah to be sent to the world.

SAY: Prophet Muḥammad (ṣ) began teaching people. However, there were bad people who didn't want to listen to Allah, but he was still very nice and kind to them. Many people in Mecca and Medina became Muslim because of the Prophet's wonderful akhlāq.

Lesson 1.3 (cont'd)

TASK BAR

STORYTIME

To show more about the Prophet Muḥammad's (ṣ) character, read the story, "The Prophet and the Woman Who Threw Trash."

COLORING

Students can color a picture of the story and the Prophet's Masjid. You can show them online pictures of the real thing to give them an idea if you like.

STORYTIME

Read the story about ṣalawāt to the students as they look at the picture.

COLORING

Students can color a picture from the story.

At this time, you can do the STORYTIME activity located in the TASK BAR.

After the STORYTIME, ASK:

- How do you think you would react if someone threw trash on you?
- How do we learn from the Prophet (ṣ) to act?
- Has there been a time that someone has treated you badly?
- What are some ways we can be nice to people, even when they are mean to us?
- What did the Prophet (ṣ) teach the old woman and how did he teach her?

SAY: Prophet Muḥammad (ṣ) and his friends also built many masājid. One famous masjid is called Masjid an-Nabī or the Prophet's Masjid. When Prophet Muḥammad (ṣ) died, he was buried inside this masjid. Do you want to visit this masjid? Why?

Generate a small class discussion on why visiting Masjid an-Nabī would be important.

At this time, you can do the COLORING activity located in the TASK BAR.

SAY: Whenever you hear the name of Prophet Muḥammad (ṣ) it is good to recite a ṣalawāt. Let's read a story about how much reward we will receive when we recite ṣalawāt.

Read the story about ṣalawāt to the students as they look at the picture. Practice reciting ṣalawāt with them.

Lesson 1.3: Prophet Muḥammad (ṣ)

The Prophet and the Woman Who Threw Trash

Prophet Muḥammad (ṣ) was a very kind person and he never got angry, even when people were very mean to him.

There was one old woman who acted very bad. She used to throw garbage on the Noble Prophet (ṣ) whenever he passed by her house.

Prophet Muḥammad (ṣ) had to pass her house every morning on the way to the masjid, and every single morning, this mean old woman used to throw her dirty trash on him. However, the Prophet (ṣ) did not get mad or angry with her. He continued to walk to the masjid peacefully.

One morning, as Prophet Muḥammad (ṣ) was passing the old woman's house on the way to the masjid, he didn't see or feel any trash being thrown on him. He stopped and asked the old woman's neighbor if she was alright, because she was not there to throw garbage on him.

The neighbor told him that the old woman was sick in bed. So, Prophet Muḥammad (ṣ) went to see the old woman because it is good to visit people when they are sick and ask them if they need anything.

When the old woman saw Prophet Muḥammad (ṣ), she thought he had come to yell at her and asked him, "Why did you wait until I was sick to come and yell at me? Why didn't you come when I was well and strong?"

Prophet Muḥammad (ṣ) told the old woman that he had not come to yell at her, but to visit her and look after her because she was not well. He said, "Allah tells us to look after people who are sick."

The old woman was so surprised that Prophet Muḥammad (ṣ) was so kind to her, even after she had been so mean to him. She realized what a good man Prophet Muḥammad (ṣ) was and decided from then on to listen to him and become a Muslim.

Coloring 1.3a

Color the picture.

Coloring 1.3b

Color Masjid an-Nabī. Remember, the dome is green!

Lesson 1.4: Reciting Ṣalawāt

Reciting Ṣalawāt

When the Noble Prophet (ṣ) went up to the heavens during Miʿrāj, he saw an angel who had 1,000 hands, and every hand had 1,000 fingers!

The Prophet (ṣ) asked, “O Angel, why do you have so many hands and fingers?”

The angel replied, “These are so I can count every drop of rain that has fallen. I know exactly where each drop has landed, whether in the jungle or the sea. I even know how many drops of rain have fallen since the world was created. But there is one thing that I cannot count.”

The Prophet (ṣ) asked, “What is that?”

The angel replied, “Any time a group of people recite a ṣalawāt together, I cannot count the reward that they receive for reciting that ṣalawāt!”

Coloring 1.4

Recite Ṣalawāt

Allāhumma ṣalli 'alā Muḥammad wa āli Muḥammad

CHAPTER 2

THE PROPHET'S (Ṣ) FAMILY

Lesson 2.1: Introduction

KEY WORDS

- Maʿṣūmīn (مَعْصُومِيْنْ)
- Ahl al-Bayt (أَهْلُ ٱلْبَيْتْ)
- Imāms (إِمَامْ)
- Ahl al-Kisāʾ (أَهْلُ الْكِسَاءْ)
- Imām al-Mahdī (ʿaj) (إِمَامَ ٱلْمَهْدِىّ)

TASK BAR

NASHĪD

You can play the nashīd "Do you know the Ahl al-Bayt?" found on https://qfatima.com/q-tube/

WORKSHEET

Students should number each heart and then color it in to remember that there are 14 Maʿṣūmīn.

In this lesson, students will learn about the Maʿṣūmīn in general and how many there are. They will also touch upon the concept of infallibility (ʿiṣmah - someone who can commit sins, but does not and thus are protected from them).

SAY: In this chapter, we are going to learn more about the Prophet's family. Who remembers what name we learned that means the Prophet's family? (Wait for answers.)

SAY: Prophet Muḥammad's (ṣ) family is known as the Ahl al-Bayt. Can everyone say that with me? (Listen as students try to say "Ahl al-Bayt.")

SAY: Allah has given the Ahl al-Bayt, or the family of the Prophet (ṣ), a very special place. They are very close to Allah and love Him so much that they never did one bad thing in their lives. These people are called Maʿṣūmīn. The Maʿṣūmīn are special people who always listen to Allah and never do anything against His wish and have been chosen for His special gifts. All the Prophets, including Prophet Muḥammad (ṣ) and his family, the Ahl al-Bayt, are Maʿṣūmīn. Why do you think Allah wants us to know about the Maʿṣūmīn? (Wait for answers and ideas.)

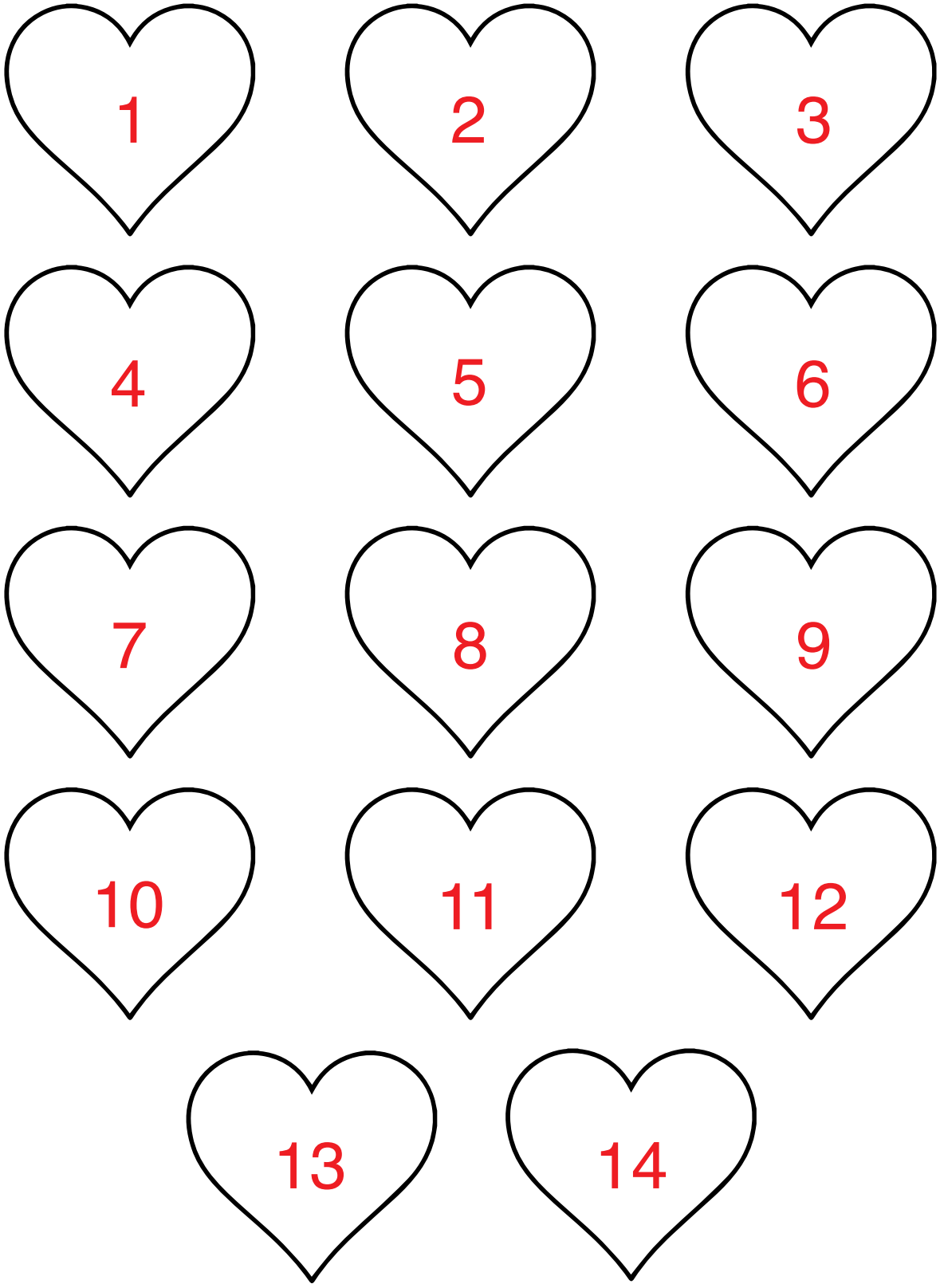
SAY: Allah is so nice that He wanted to give us an example of what He expects from us so we know what we need to do. That is why He sent us Maʿṣūmīn. We are going to learn about 14 special Maʿṣūmīn. We have to try our best to learn about them and their lives so we can understand how to live our lives to be close to Allah! The first of these 14 Maʿṣūmīn is our Prophet Muḥammad (ṣ). The names of the other Maʿṣūmīn are names you may have heard before because sometimes parents want their children to have the same names as them. Does anyone want to guess some of the other names of the Maʿṣūmīn? (Wait for answers.)

SAY: Good. The 14 Maʿṣūmīn are Prophet Muḥammad (ṣ), his daughter Sayyidah Fāṭimah (ʿa), and the 12 Imāms (ʿa). We are going to learn more about them in the following lesson.

You can play the NASHĪD as students work on the WORKSHEET found in the TASK BAR.

Worksheet 2.1

There are 14 hearts to remember the 14 Maʿṣūmīn. Write a number in each heart. Then, color in the hearts!



Lesson 2.2: Ahl al-Kisāʾ

TASK BAR

STORYTIME
Read "The Story of the Cloak" to the students. Pause and ask questions along the way. Then discuss the story as a class at the end.

PERFORMANCE
After reading the story, select 6 students to act out the story and 2 students to hold up a blanket. One student will be the narrator, and the other 5 will be the Ahl al-Kisāʾ. Have the narrator narrate what happens as each student goes underneath the blanket.

COLORING
Students will color the pictures of the Ahl al-Kisāʾ under the cloak.

MEDIA
You can show students this enactment of Ḥadīth al-Kisāʾ.
http://tinyurl.com/y2bbcroa

ART EXTENSION
Students will recreate the story of Ḥadīth al-Kisāʾ. Have them cut out the circles that represent each of the Ahl al-Kisāʾ and paste them on another piece of paper. Then, they can cut a "kisāʾ" out of construction paper and place it on top.

In this lesson, we will look at the first 5 Maʿṣūmīn in depth and explore why they are also referred to as the "Ahl al-Kisāʾ" or People of the Cloak.

SAY: Does anyone remember what Maʿṣūmīn means or who they are? (Wait for answers.))

SAY: Good. Maʿṣūmīn are those people who always listen to Allah and never do anything He doesn't like. The Maʿṣūmīn include the Prophet Muḥammad (ṣ) and his Ahl al-Bayt (ʿa), or family. Who remembers how many Maʿṣūmīn we are learning about? (Wait for answers.))

SAY: Yes, we are learning about 14. Today, we are going to learn about the first five Maʿṣūmīn because they lived earlier when the Prophet (ṣ) started sharing the message of Allah. The first five Maʿṣūmīn are also known as the "Ahl al-Kisāʾ" or "People of the Cloak." Does anyone know what a cloak is? (Wait for ideas.))

SAY: A cloak is like a blanket. Remember, the first five Maʿṣūmīn are called the "Ahl al-Kisāʾ." Can you say it with me?

Have students repeat the word in Arabic and check for correct pronunciation.

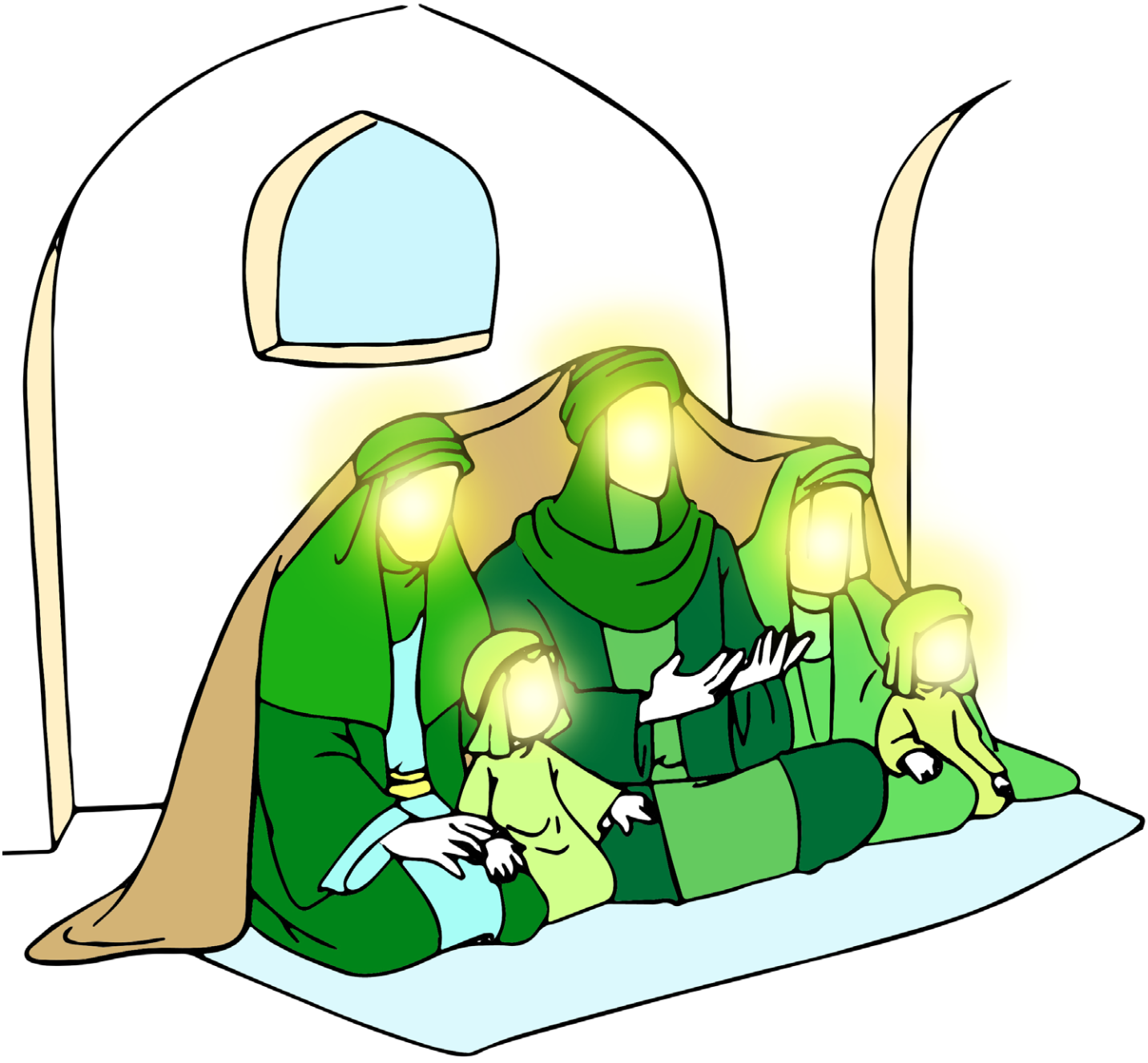
SAY: Can anyone guess why the first 5 may be called the "Ahl al-Kisāʾ" or "People of the Cloak?" What do you think a cloak has to do with these special people? (Wait for ideas.))
SAY: We are going to read a story that will tell you who the first five people are and why they are called the "Ahl al-Kisāʾ." This is a real story, which means what happens in the story actually happened in real life a long time ago. Please listen very carefully for the names of the five people.

Please follow directions for STORYTIME, located in the TASK BAR. After reading them the story, students can act it out.

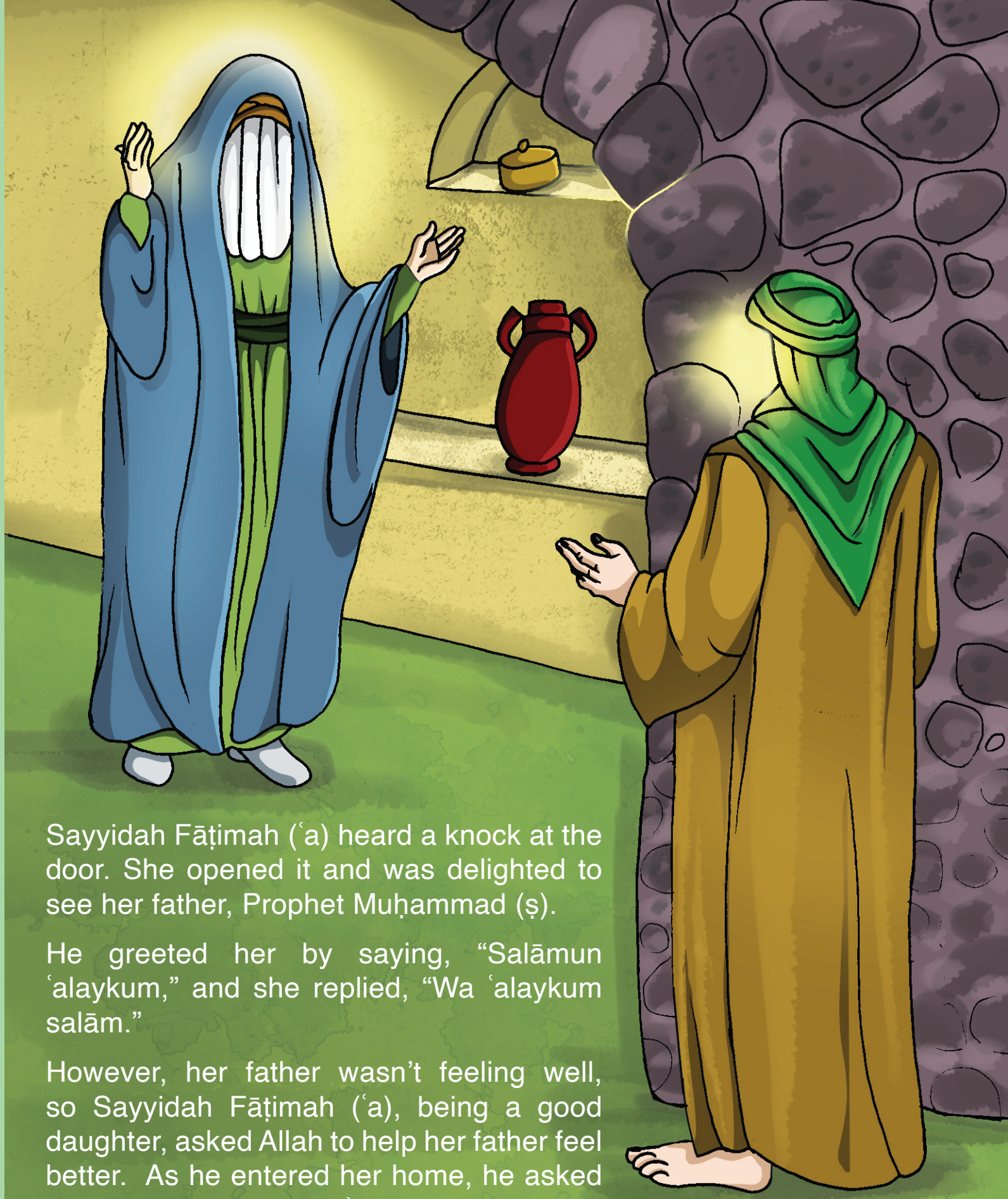
Follow the directions for the PERFORMANCE in the TASK BAR. Then students can work on the COLORING and ART EXTENSION in the TASK BAR.

Lesson 2.2: The Story of the Cloak

The Story of the Cloak



Once upon a time, long ago in Medina, something exciting happened in the home of Sayyidah Fāṭimah (ʿa).



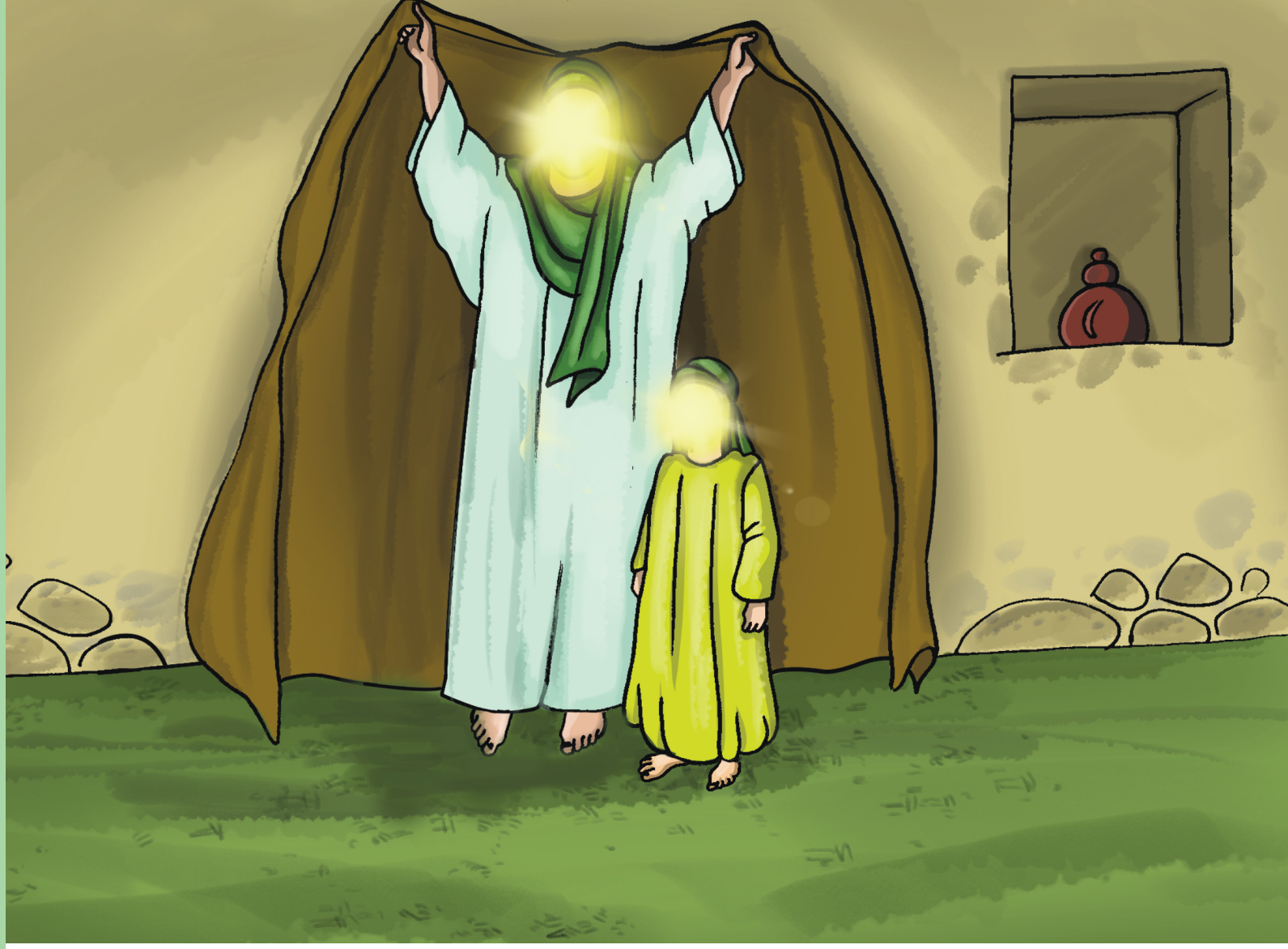
Sayyidah Fāṭimah (ʿa) heard a knock at the door. She opened it and was delighted to see her father, Prophet Muḥammad (ṣ).

He greeted her by saying, “Salāmun ʿalaykum,” and she replied, “Wa ʿalaykum salām.”

However, her father wasn’t feeling well, so Sayyidah Fāṭimah (ʿa), being a good daughter, asked Allah to help her father feel better. As he entered her home, he asked his daughter for a kisāʾ, or cloak, to cover himself with.

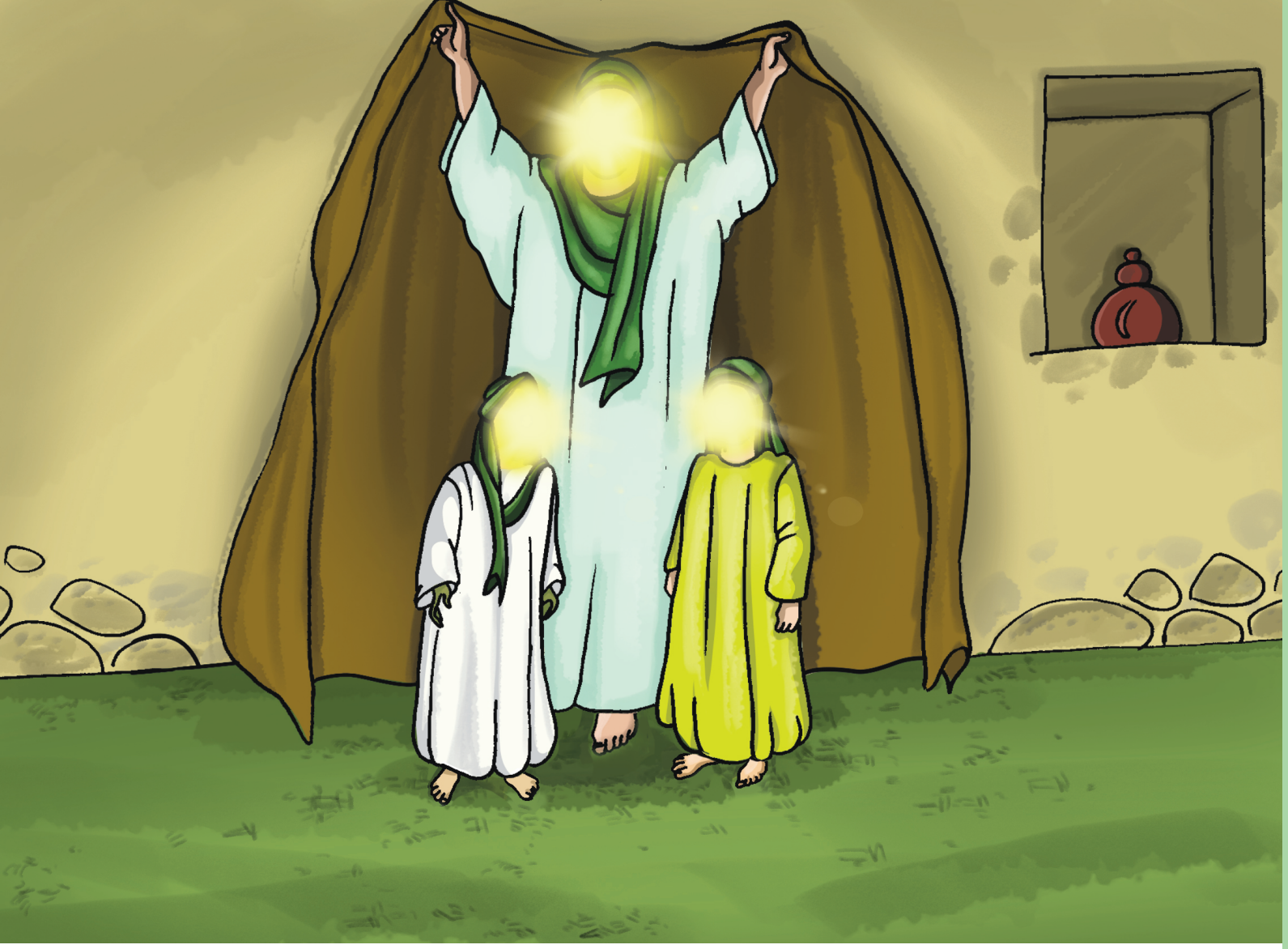
Sayyidah Fāṭimah (ʿa) gave her father the kisāʾ and covered him with it. As she was covering him, she began to notice his face was shining bright like a full moon!

After some time, Sayyidah Fāṭimah's (ʿa) son Imām Ḥasan (ʿa) came in with such excitement and said, "Salāmun ʿalaykum, O Mother, what is that sweet smell? Is it my grandfather?" She replied, "Wa ʿalaykum salām. Yes, he is resting underneath the kisāʾ."



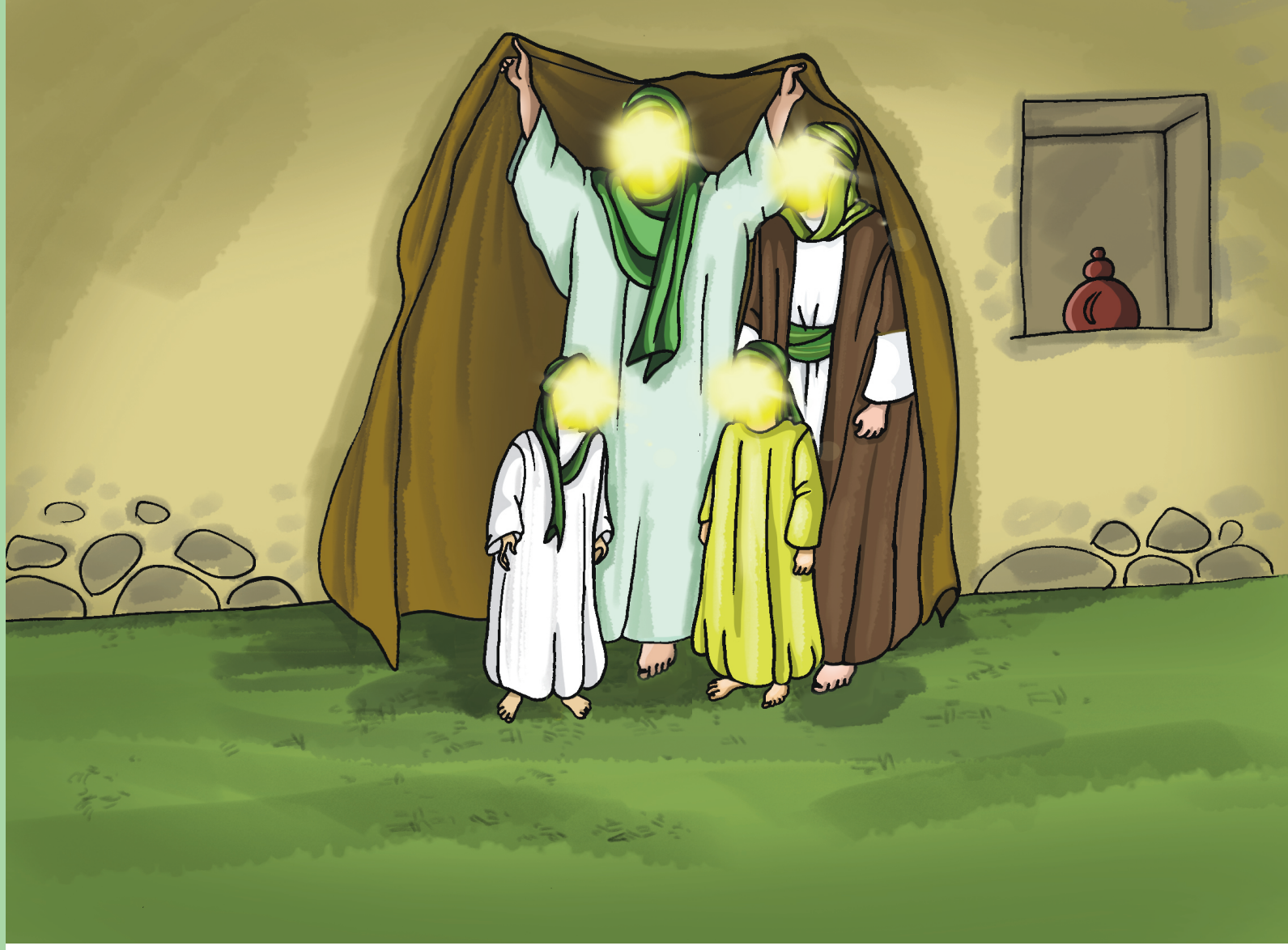
Imām Ḥasan (ʿa) then went to the kisāʾ and greeted his grandfather, “Salāmun ʿalaykum, O Grandfather, can I come inside the kisāʾ with you?” His grandfather replied, “Wa ʿalaykum salām, my beloved, yes, please come under the kisāʾ with me.”

Then, after a while, her other son Imām Ḥusayn (ʿa) came rushing into the room and exclaimed, “Salāmun ʿalaykum, O Mother, is that sweet perfume in the air my grandfather?” Sayyidah Fāṭimah (ʿa) replied, “Wa ʿalaykum salām. Yes, he is under the kisāʾ.”



Imām Ḥusayn (ʿa) then went to the kisāʾ and said, “Salāmun ʿalaykum, O Grandfather, may I please come in?” The Prophet (ṣ) replied with kindness, “Wa ʿalaykum salām. Yes, please come in.”

Soon after, the father of Imām Ḥasan (ʿa) and Imām Ḥusayn (ʿa), Imām ʿAlī (ʿa), walked over to his wife and said, “Salāmun ʿalaykum, O Daughter of the Prophet. I smell the sweetness of my cousin and brother, the Prophet of Allah.”



Sayyidah Fāṭimah (ʿa) replied, “Wa ʿalaykum salām. Yes, you are right, O Leader of the Muslims. My father is under the kisāʾ with our two sons.”

Imām ʿAlī (ʿa) walked over to the kisāʾ and said, “Salāmun ʿalaykum, O Prophet of Allah, may I come under the kisāʾ?” The Prophet (ṣ) replied, “Wa ʿalaykum salām. Yes, O leader of the believers, please come in.”

Sayyidah Fāṭimah (ʿa) looked over and saw that her two sons, husband, and father were all under the kisāʾ. She then walked towards the kisāʾ and asked her father, “O my dear father, may I come in, too?” The Prophet of Allah (ṣ) replied, “Yes, my daughter, please come in.”

As soon as she entered, her father held both ends of the kisāʾ and raised his right hand towards the heavens and said the following duʿā:

“O Allah, these are the people of my family (Ahl al-Bayt). They are very special to me. Whoever hurts them, hurts me too. Whoever makes them sad, makes me sad, too. I don’t like those people who don’t like them. I love those people who love them. I am the enemy of their enemies, and I am the friend of their friends. They are a part of me, and I am a part of them. O Allah! Send Your most special blessings and gifts upon me and upon them. And remove all impurity from them and keep them thoroughly pure.”

In the Heavens, Almighty Allah said to his angels, “O My angels! I have created the sky, the big earth, the bright moon, the shining sun, the spinning planets, the flowing seas, and the sailing ships for the love of these five people lying underneath the kisāʾ.”

Angel Jabrāʾīl asked, “O Allah! Who are those people under the kisāʾ?”

Allah answered, “They are Sayyidah Fāṭimah, her father, her husband, and her two sons. They are the family of Prophet Muḥammad, who will tell people about my message.”

“O my Lord,” Jabrāʾīl asked, “Will You allow me to go down to Earth to be the sixth person under the kisāʾ?”

Allah the Almighty said, “Yes, I allow you.”

Jabrāʾīl went down and greeted them, “Salāmun ʿalaykum, O Allah’s Messenger! The High (Allah) sends His special salām to you, and says, ‘By My greatness, I promise that I have only created the beautiful sky, large earth, glowing moon, shining sun, spinning planets, flowing oceans, and sailing ships for your sake and for your love.’

He also allowed me to join you (under this kisāʾ). O Allah’s Messenger, will you allow me to join you?”

Allah’s Messenger replied, “Wa ʿalaykum salām, O Angel Jabrāʾīl. Yes, I allow you.”

So, Jabrāʾīl joined the Ahl al-Bayt under the kisāʾ. He said to the Prophet (ṣ), “Allah has said that He wishes to keep away impurities from you, O Ahl al-Bayt, and to purify you with a complete purification.”

The Prophet (ṣ) said, “I swear by Allah that whenever this story of the kisāʾ is mentioned in a gathering of our believers and lovers, Allah will certainly shower His blessings and gifts down on them, and the angels will surround them and ask for forgiveness for them until they leave that gathering.”

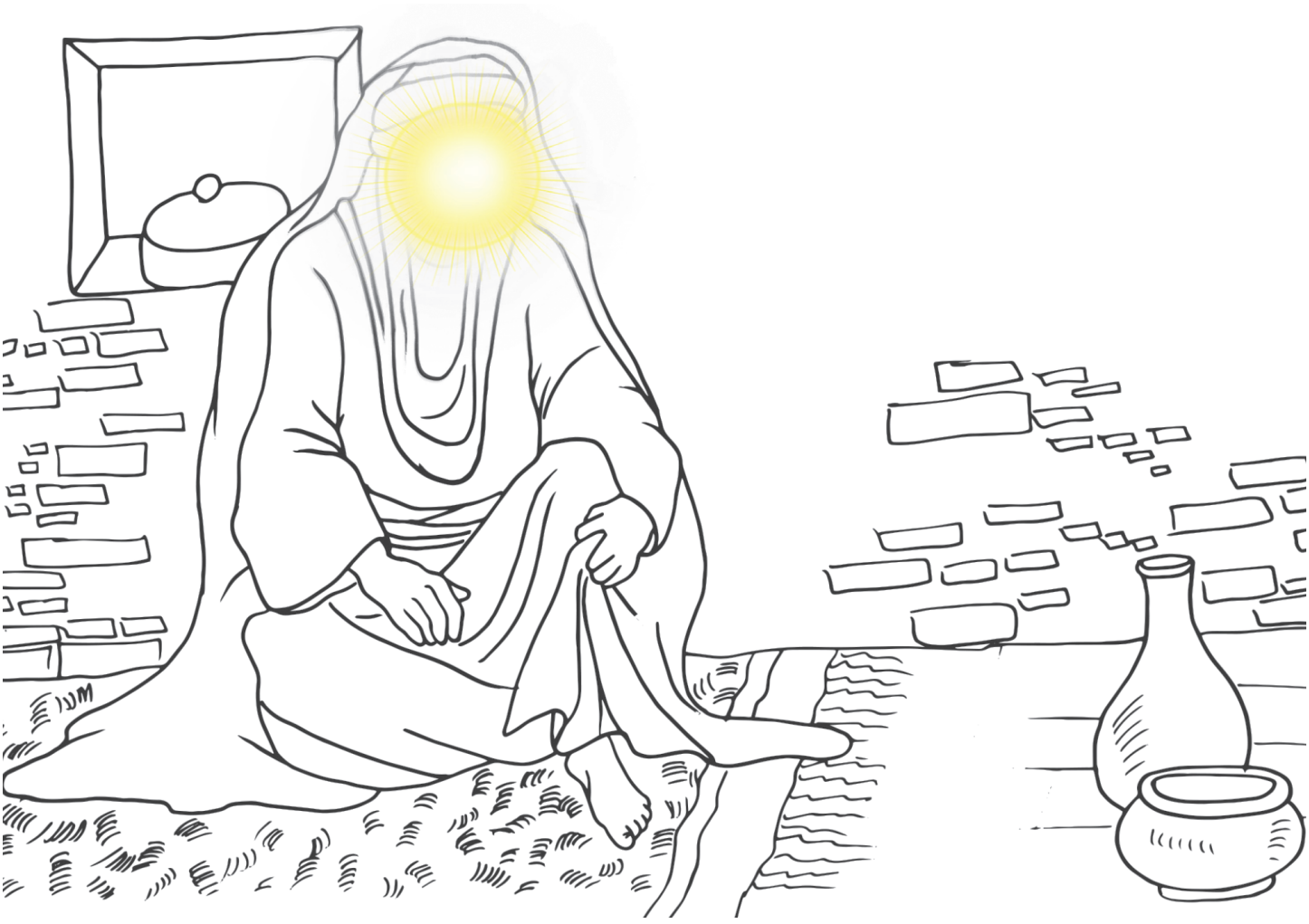
This beautiful event for Sayyidah Fāṭimah (ʿa) came to be known as the Story of the Kisāʾ.

Coloring 2.2a

Color the number 5 to remember the Ahl al-Kisāʾ who were underneath the Kisāʾ (Cloak).

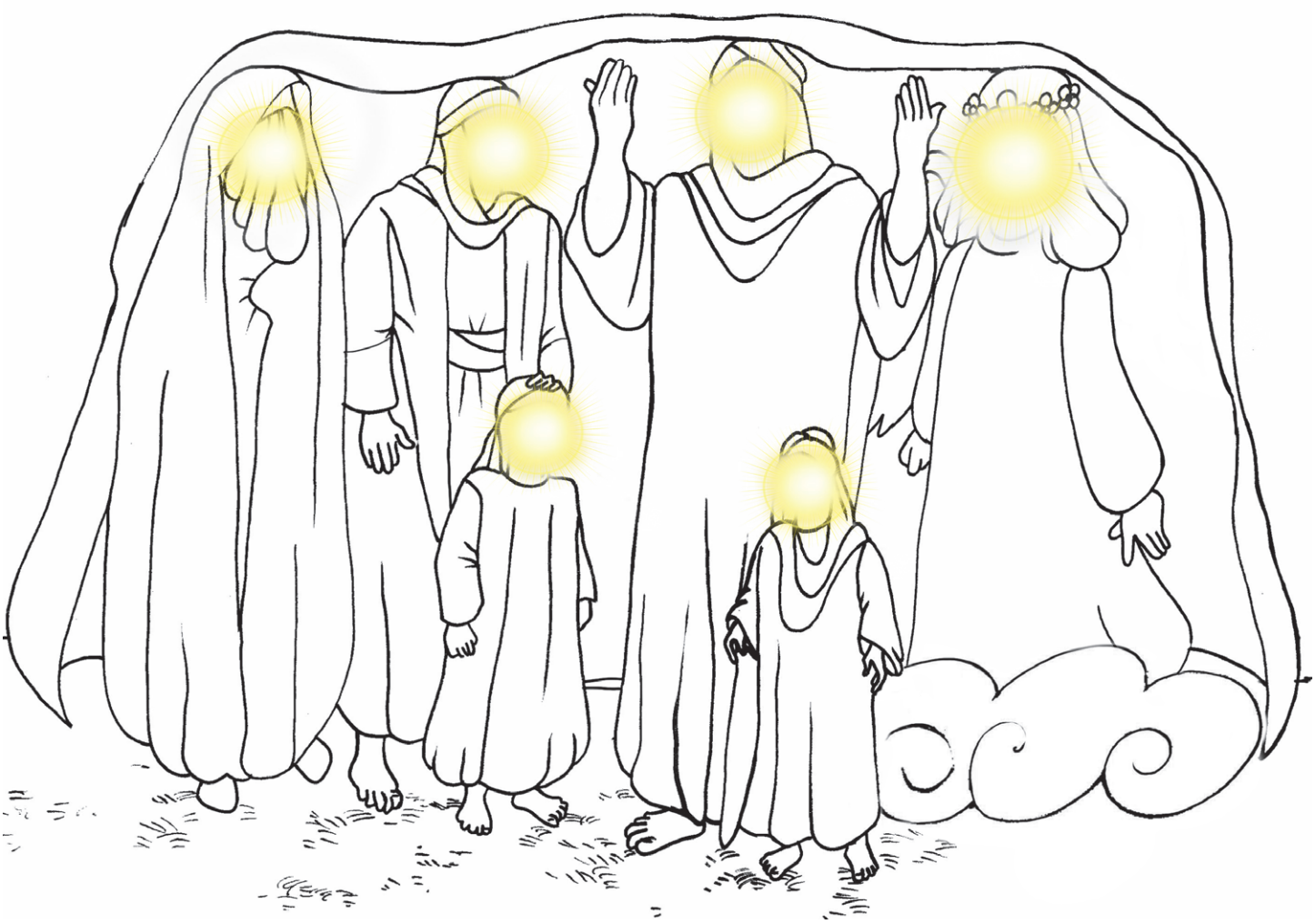
Coloring 2.2b

Color the picture below.



Coloring 2.2c

Color the picture below.

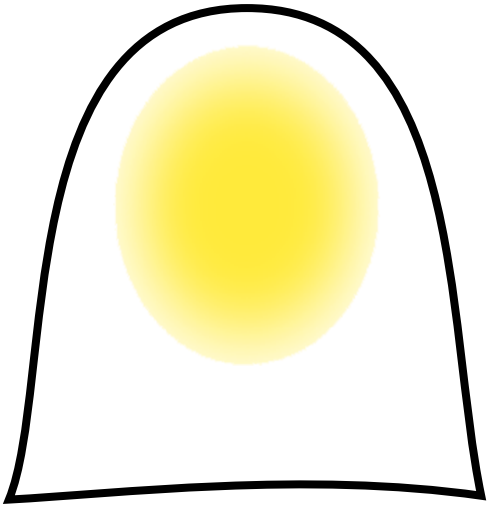


Art Extension 2.2

Color the kisāʾ on the next page, then cut out the pictures below and paste them in the kisāʾ.

The Noble Prophet (ṣ)

Imām ʿAlī (ʿa)



Sayyidah Fāṭimah (ʿa)

Imām Ḥasan (ʿa)

Imām Ḥusayn (ʿa)

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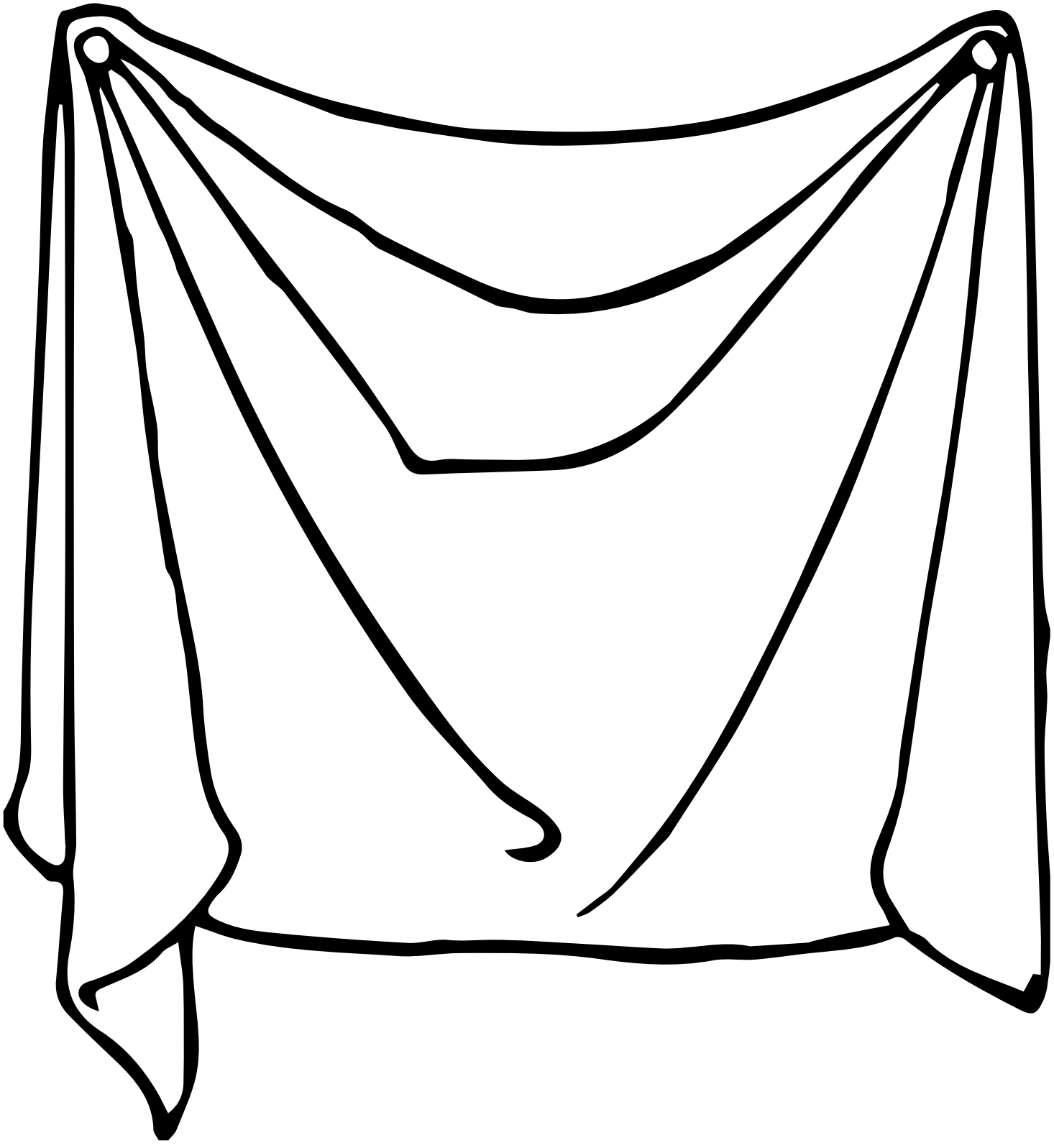
Ahl al-Kisā'



Lesson 2.3: The 12 Imāms

TASK BAR

ACTIVITY

Take students outdoors. Have all the students line up. The first student in line will be the leader. Explain to the students that they will have to trust their leader to perform certain instructions. Everybody except the leader will close their eyes and put their hands on the shoulders of the person in front of them. You should separate boys from girls if there are enough students. Then give simple instructions like, "Walk around in a circle" or "Walk to the wall and then come back." The leader must "lead" the group of students to carry out the instruction and all the other students must trust the leader and follow along. Do this a few times with different leaders. This activity will teach them the importance of a good leader.

Students will learn the names of the 12 Imāms in this lesson.

SAY: Who remembers how many Maʿṣūmīn we are learning about? (Wait for answers.)

SAY: Yes, we are learning about 14 special Maʿṣūmīn. They are Prophet Muḥammad (ṣ), his daughter Sayyidah Fāimah (ʿa), and the 12 Imāms. Today, we are going to learn about the Imāms. Does anyone remember what Imām means? (Wait for answers.)

SAY: Imām means leader. Does anyone remember from when we learned about Imām ʿAlī (ʿa), why Allah sent us Imāms? (Wait for answers.)

SAY: Imāms are leaders that Allah has picked for us so that they could guide us and explain what the Prophet Muḥammad (ṣ) taught us. Allah chose Imām ʿAlī (ʿa) to be the first teacher after our Prophet Muḥammad (ṣ). Do you remember what Imām ʿAlī (ʿa) had to be like in order to have this very important job? (Wait for answers.)

SAY: Imām ʿAlī (ʿa) was very truthful and kind and he always listened to Allah and never did anything to make Allah angry. These are some of the reasons why Allah chose him as our Imām.

At this time do the ACTIVITY in the TASK BAR to emphasize the characteristics of a good leader.

SAY: What did the activity show us about the need to be a good leader? (Wait for answers.)

SAY: Our Imāms are the leaders of Islam. They follow and pass Allah's message on so they can guide us to be like them. They are very special people that we should respect and love because of their closeness to Allah. There are 11 more Imāms after Imām ʿAlī (ʿa). Does anyone remember who the next two are? I will give you a hint: they were also under the kisāʾ with the Prophet (ṣ)!

Wait for answers until Imām Ḥasan (ʿa) and Imām Ḥusayn (ʿa) are mentioned.

SAY: Good. Imām Ḥasan (ʿa) is the second Imām and Imām Ḥusayn (ʿa) is the third Imām. They are the sons of Imām ʿAlī (ʿa). After Imām Ḥusayn (ʿa), his son became Imām and this continued, son after son until we reach our 12th and last Imām, who is still living today! All of our Imāms (ʿa) have the best akhlāq and are truthful, kind, and always listen to Allah. They never did anything to make Allah angry. Let's learn their names in order and then we can play a game to help us remember!

Lesson 2.3 (cont'd)

TASK BAR

NASHĪD

You can play the "Twelve Imams" nashīd found on https://qfatima.com/qtube/rhymes/

WORKSHEET

Students will cut out 12 stars to represent the 12 Imāms and paste them onto the blue paper to represent that the Imāms are stars who guide us in the darkness.

GAMETIME

Students will go around in a circle and say the names of the Imāms in order.

Repeat each name after me:

1. Imām ʿAlī (ʿa)
2. Imām Ḥasan (ʿa)
3. Imām Ḥusayn (ʿa)
4. Imām ʿAlī as-Sajjād Zayn ul-ʿĀbidīn (ʿa)
5. Imām Muḥammad al-Bāqir (ʿa)
6. Imām Jaʿfar aṣ-Ṣādiq (ʿa)
7. Imām Mūsā al-Kāẓim (ʿa)
8. Imām ʿAlī ar-Riḍā (ʿa)
9. Imām Muḥammad at-Taqī al-Jawād (ʿa)
10. Imām ʿAlī an-Naqī al-Hādī (ʿa)
11. Imām Ḥasan al-ʿAskarī (ʿa)
12. Imām Muḥammad al-Mahdī (ʿaj)

Please remember to check for proper Arabic pronunciation. For example, students should say Imām ar-Riḍā (not Riza).

At this time, do the GAMETIME activity located in the TASK BAR.

As a wrap-up, students can complete the WORKSHEET located in the TASK BAR.

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Worksheet 2.3

Cut out the 12 stars and the caption and paste them onto the sky on the next page.

THE IMĀMS ARE LIKE BRIGHT STARS THAT GUIDE US IN THE NIGHT.

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Lesson 2.4: Our Living Imām

TASK BAR

GAMETIME

Pick one student to hide. Have all other students close their eyes. Then help the student find a good place to hide, preferably in a place where he/she can still peek and see the other students, but the other students cannot see him or her. Then, have the students open their eyes. Have them look around the room without moving from their spot. Then have them say a secret word. Then have the student that was hiding come out and ask him/her what the secret word is. This shows that even when someone is hidden, they can still hear and see you.

COLORING

Students can color the picture of the sun behind the clouds.

ART EXTENSION

On a piece of white paper, students can write "Imām al-Mahdī (ʿaj)" with a white crayon or chalk. Ask them if they can see what they wrote. They will say no. Then, have them paint over it with water colors. Even though we couldn't see "Imām al-Mahdī (ʿaj)" before, it was still there.

ACTIVITY

Students sit in a circle and the teacher says the names of any of the Maʿṣūmīn in any order. The students should recite Ṣalawāt after each name, but when it is Imām al-Mahdī's name, they should recite Ṣalawāt and stand up with their hand on their head. Students can lead the activity as well.

In this lesson, students will learn about the present Imām (ʿaj).

SAY: Who remembers the name of our last Imām?
(Wait for answers until Imām Muḥammad al-Mahdī (ʿaj) is mentioned.)

SAY: Good! Does anyone want to guess what is special or different about our last Imām? (Wait for answers.)

SAY: All the other Imāms have passed away and returned to Allah, but Imām al-Mahdī (ʿaj) is still living on Earth with us! This is because Allah does not want to leave people without a leader on Earth, but our Imām did not have enough friends to help him and his life was in danger, so Allah hid him to keep him safe for us! We cannot see him, but he can see us and hear us. Let's play a little game to see what I mean!

At this time, do the GAMETIME activity located in the TASK BAR.

SAY: What did the activity show us? (Wait for answers.)

SAY: The activity showed us that even if someone is hidden, they can still hear us and see us. Imām al-Mahdī (ʿaj) is hidden from us because he is waiting for Muslims to do good and be his supporters. When Allah decides, Imām al-Mahdī (ʿaj) will appear and not be hidden from us anymore and he will lead the way to make a perfect world for us to live in. Even though we can't see him, he is still there. When the weather is cloudy outside, we can't see the sun because the clouds are hiding it. Is it still there, though? (Wait for answers.)

SAY: Good. Even when the sun is hidden behind the clouds, it's still there! Imām al-Mahdī (ʿaj) is just like the sun! He is also hidden behind the clouds, but we know he's still there.

At this time, you can do the COLORING and ART EXTENSION activities found in the TASK BAR.

SAY: Do you remember how to recite ṣalawāt? Recite it for me!
(Wait for students to say "T.")

SAY: Good. Remember, reciting ṣalawāt is like giving a gift to our Prophet (ṣ). Whenever we hear the names of one of the Maʿṣūmīn (ʿa) we can also recite ṣalawāt. When we hear the name of our 12th Imām, Imām al-Mahdī (ʿaj), one way to show our love and respect is by reciting ṣalawāt, standing up, and greeting him by putting our hand on our head. This is because he is still alive and could be in the room with us as we speak.

At this time, do the ACTIVITY located in the TASK BAR.

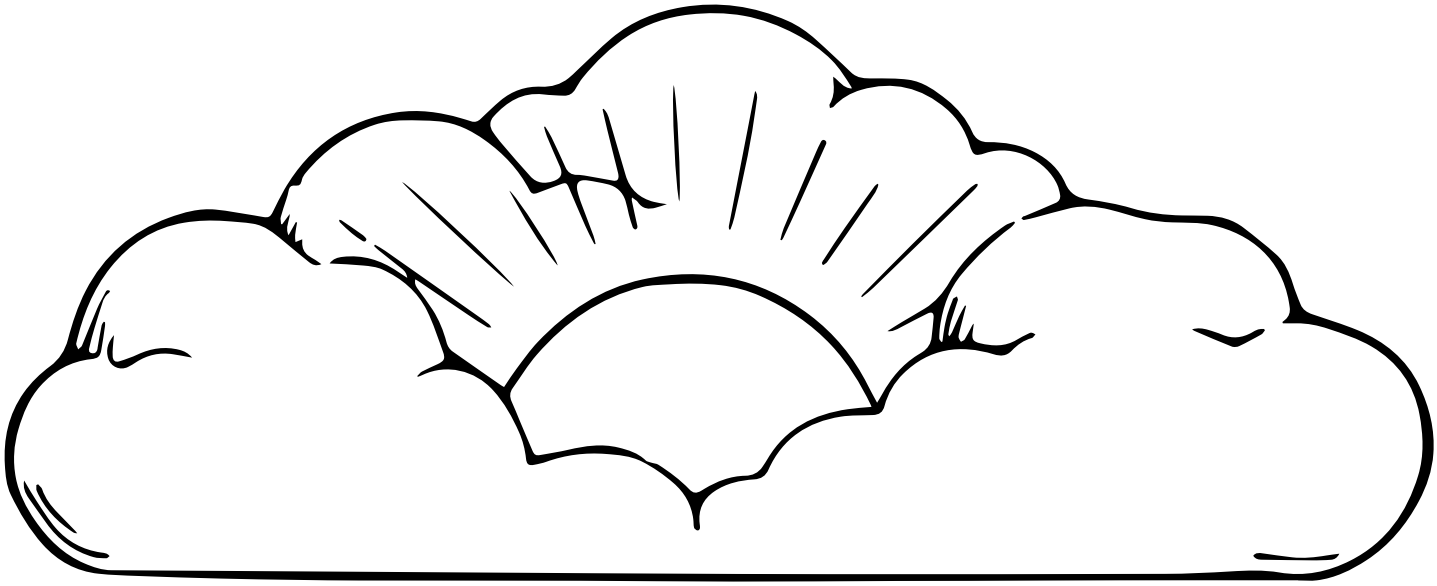
Lesson 2.4: Our Living Imām

Our 12th Imām is Imām al-Mahdī (ʿaj). Imām al-Mahdī (ʿaj) is different from the other Imāms because all the other Imāms have passed away and returned to Allah, but Imām al-Mahdī (ʿaj) is still living on Earth with us! This is because Allah does not want to leave people without a leader on Earth. But our Imām did not have enough friends to help him, and his life was in danger, so Allah hid him to keep him safe! We cannot see him, but he can see and hear us.

Imām al-Mahdī (ʿaj) is hidden from us because he is waiting for Muslims to do good and be his supporters. Whenever Allah decides, Imām al-Mahdī (ʿaj) will appear and not be hidden from us anymore, and he will lead the way to make a perfect world for us. Even though we can't see him, he is still there. When it is cloudy outside, we can't see the sun because the clouds are hiding it. But even when the sun is hidden behind the clouds, it's still there! Imām al-Mahdī (ʿaj) is just like the sun! He is also hidden behind the clouds, but we know he's still there.

Whenever we hear the name of the Prophet (ṣ), it is good to recite ṣalawāt. When we hear the name of our 12th Imām, Imām al-Mahdī (ʿaj), one way to show our love and respect is by reciting ṣalawāt, standing up, and greeting him by putting our hand on our head. This is because he is still alive and inshāʾAllāh can hear us as we speak.

Coloring 2.4



IMĀM AL-MAHDĪ ('AJ) IS LIKE THE SUN HIDDEN BEHIND THE CLOUDS

FIQH
(ISLAMIC LAW)

CHAPTER 1

ṢALĀH (PRAYERS)

Lesson 1.1: Introduction

KEY WORDS

- Ṣalāh (صَلَاة)
- Manners
- Rakʿah (رَكْعَة)

TASK BAR

ART EXTENSION

Students will draw pictures of how they talk to regular people on one side and on the other side they should draw how they talk to Allah.

COLORING

Students will color the pictures of people offering ṣalāh or getting ready to offer ṣalāh. They will also color the picture related to the ḥadīth.

In this lesson, students will learn what ṣalāh means and its importance as a preface to the details of ṣalāh that will be covered later on.

SAY: Does anyone know what is the best thing a Muslim can do? (Wait for answers. Some may mention fasting, treating people well, wearing hijab, or praying.)

SAY: Our Prophet (ṣ) has said that the best of deeds is ṣalāh and that it is the key to Heaven. In this chapter, we are going to learn about ṣalāh. Does anyone know what ṣalāh means? (Wait for answers until praying is mentioned.)

SAY: Good. Ṣalāh means prayer or talking to Allah in a special way. What are some ways we talk to people? If you have family or friends that live far away, how can we talk to them? (Wait for some ideas to be mentioned. Students may mention phone, email, internet, webcam, etc.)

SAY: Yes, these are all ways that we can talk to people. Do we need these things to talk to Allah? (Wait for students to realize that they do not need any tools or gadgets to talk to Allah.)

SAY: We do not need anything except for our own mouths to talk to Allah. Allah made us and looks after us. He knows when we are happy and when we are sad. He knows when we are good and when we are mean. He has given us everything. We love Allah. Allah loves us too and He wants to talk to us. That is why He sent us the Qurʾān, the Prophets, and the Maʿṣūmīn. But Allah wants us to talk to Him too, so in the Qurʾān, through Prophet Muḥammad (ṣ), and the Ahl al-Bayt (ʿa), He has taught us how to offer ṣalāh. ṣalāh is talking to Allah in a special way. We can talk to Allah anywhere and about anything. He always hears and understands. He hears us if we whisper or if we shout or even if we think of something in our minds. How many times a day do you want to talk to Allah? (Wait for answers.)

SAY: We can talk to Allah however many times we want to. However, sometimes people get so busy they may forget to talk to Allah, and this is not good because He made us and gave us everything. So because Allah doesn't want us to forget, He has taught us how many times and how to exactly pray to Him because He knows what is best for us. He has taught us that there are five prayers at different times that all Muslims have to do when they reach a certain age. Outside of these times, you can talk to Allah whenever you want, you do not have to wait until it's the time of ṣalāh. Does anyone remember what I said at the beginning of this lesson about what the Prophet (ṣ) said about ṣalāh? (Wait for answers until they remember that the Prophet (ṣ) said ṣalāh is the best of deeds and it is the key to Heaven.)

SAY: Yes. The Prophet (ṣ) said that ṣalāh is the best of actions. ṣalāh is one of the most important things that makes a Muslim different from someone who is not. If one does not offer ṣalāh, they are losing out on great rewards from Allah!

At this time, students can work on the ART EXTENSION and COLORING activities located in the TASK BAR.

Lesson 1.1: Ṣalāh

Our Prophet (ṣ) has said that the best of actions is ṣalāh and that it is the key to Heaven.

Ṣalāh means prayer or talking to Allah in a special way.

We do not need anything except for our own mouths to talk to Allah. Allah made us and looks after us. He knows when we are happy and when we are sad. He knows when we are good and when we are mean. He has given us everything. We love Allah. Allah loves us, too, and He wants to talk to us. That is why He sent us the Qurʾān, the Prophets, and the Maʿṣūmīn. But Allah wants us to talk to Him, too. So, He sent the Qurʾān and Prophet Muḥammad to teach us how to offer ṣalāh. Ṣalāh is talking to Allah. We can talk to Allah anywhere and about anything. He always hears and understands. He hears us if we whisper, if we shout, or even if we think of something in our minds!

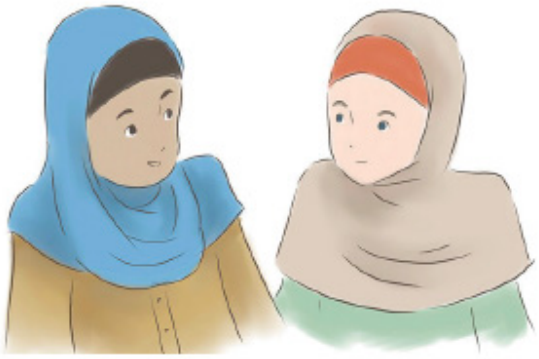
We can talk to Allah as many times we want to. However, sometimes people get so busy that they may forget to talk to Allah, and this is not good because He made us and gave us everything. Since Allah doesn't want us to forget, and He knows what is best for us, He has taught us how many times and exactly how to pray to Him. He has taught us that there are 5 prayers at different times that all Muslims have to do when they reach a certain age. Outside of these times, you can talk to Allah whenever you want. You do not have to wait until it's the time of ṣalāh. Before you offer ṣalāh, you have to do wuḍūʾ, which is a special way of washing yourself.

Ṣalāh is one of the most important things that makes a Muslim different from someone who is not a Muslim. If someone does not offer ṣalāh, they are losing out on great rewards from Allah!

Worksheet 1.1

How to Talk to Allah (Ṣalāh)

In the first box, draw ways you can talk to people. In the second box, draw how you can talk to Allah.



Ḥadīth Time 1.1

The Noble Prophet (ṣ) said:

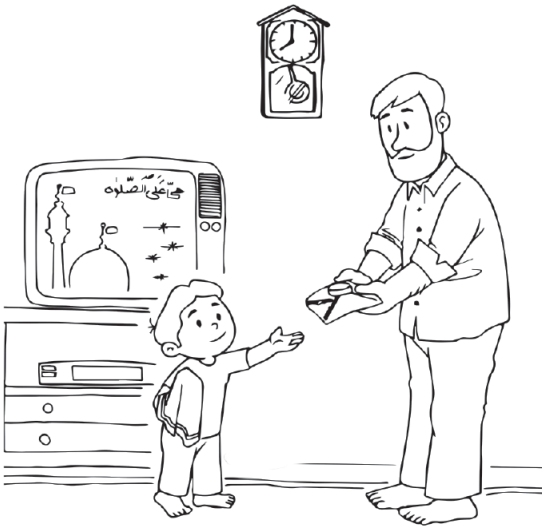
“Ṣalāh is the key to Heaven.”

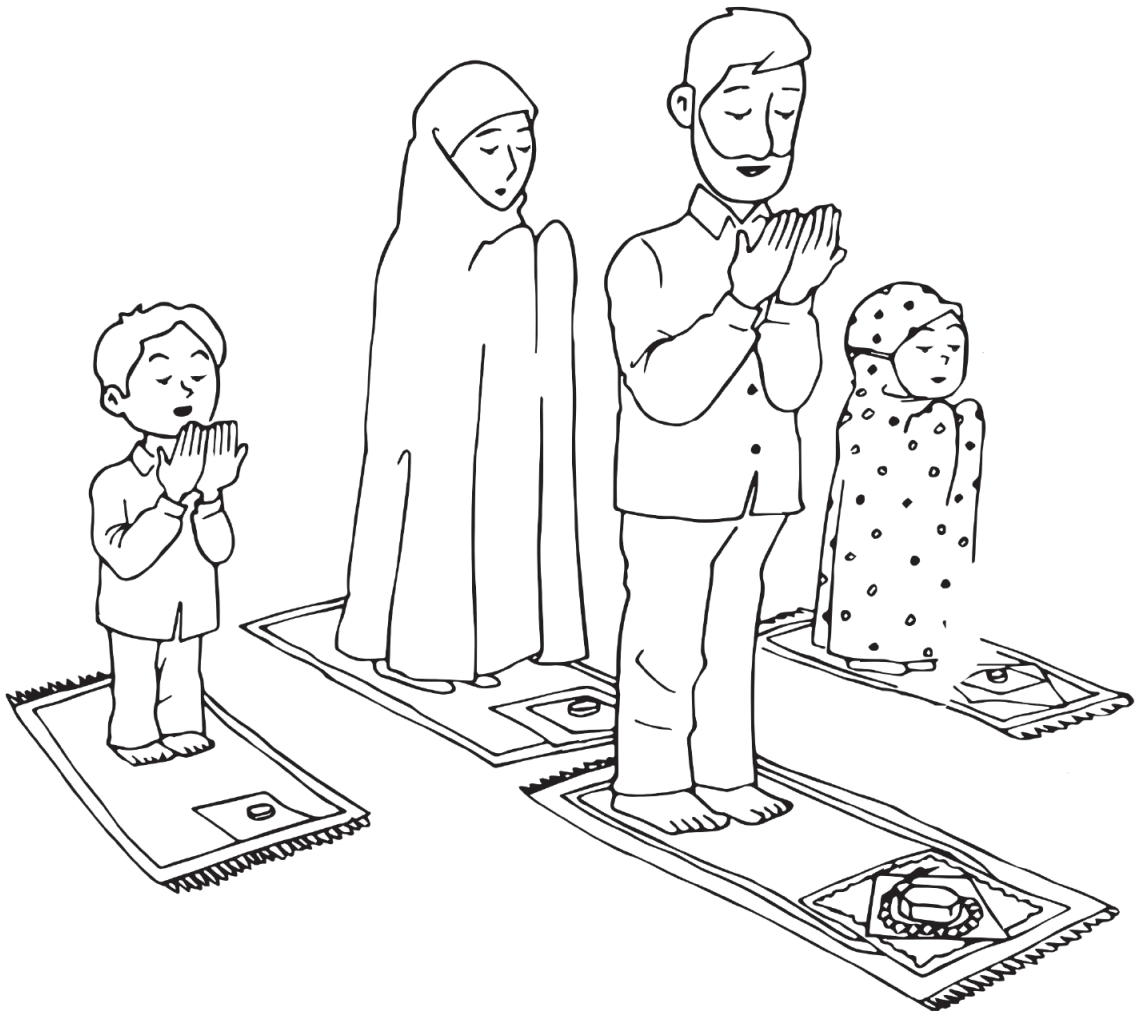
Coloring 1.1a

The Noble Prophet (ṣ) said, "Ṣalāh is the key to Heaven."

Nahj al-Faṣāḥah, Ḥadith #1588

Coloring 1.1b





Lesson 1.2: Adhān - Call to Prayer

KEY WORDS

- Adhān (أَذَانْ)

TASK BAR

LEARNING AID

In order to help students remember the words and meanings, use the hand gestures located on the next page when reciting the adhān.

GAMETIME

Have students sit in a circle and ask them to recite adhān correctly in a group. Each student will say one line and the student sitting next to him or her will say the next line. For example, student 1 starts off saying, “Allāhu Akbar” and then student 2 will also say “Allāhu Akbar,” since we say this line 4 times. After the 4th student, the next student should say, “Ashhadu an-lā ilāha illallāh…” and you keep going in the circle. Repeat this several times so students get to practice.

In this lesson, students will learn about the call to prayer, or ādhān, and learn how to recite it.

SAY: When the time for prayer has come, what do you usually hear? (Wait for answers.)

SAY: Good. Someone will usually recite the ādhān or call to prayer. Does anyone know why we recite the ādhān? (Wait for answers.)

SAY: Good. The adhān is recited to remind people that it is time to pray and to call them toṣalāh. This is just like how the school bell rings in the morning to let people know that it’s time for school. Let’s listen to the ādhān together in Arabic. Listen carefully and see if you can figure out the meaning of some parts.

At this time, you can recite ādhān yourself or play a recording of it. When you play a recording, you can pause it and repeat parts for students to reflect.

SAY: Did anyone recognize any parts of the ādhān that may have been similar to the Shahādah we learned about before?

Students should recognize Allāhu Akbar, Lā ilāha illallāh, Muḥmmadur Rasūlullāh and ʿAlīyyan Walīyullāh. Go over the meanings for all the lines.

SAY: Now I want you to repeat the ādhān after me. Everyone should be able to recite it, and if you are asked to recite the ādhān one day before ṣalāh begins, you will know how to do it!

Have students repeat after you using the HAND GESTURES and try your best to check for correct pronunciation. After practicing a few times, students can do the GAMETIME activity located in the TASK BAR, for even more practice.

SAY: When someone recites the adhān, he or she should do so loudly and clearly so everyone can hear. If you hear the adhān, you should stop what you are doing and prepare for ṣalāh. If you are ready, then it is good to sit quietly and try to repeat the words of the ādhān quietly along with it. Remember to recite ṣalawāt after hearing the Prophet’s name!

Encourage volunteers to stand up and recite ādhān for a prize if they recite it correctly.

Lesson 1.2: Adhān

Adhān

	اَللّٰهُ اَكْبَرُ	
1	Allah is the Greatest	4x
	اَشْهَدُ اَنْ لَا اِلٰهَ اِلَّا اللّٰهُ	
2	I know that there is no god but Allah	2x
	اَشْهَدُ اَنَّ مُحَمَّدً رَّسُولُ اللّٰهِ	
3	I know that Muḥammad is the Messenger of Allah	2x
	اَشْهَدُ اَنَّ عَلِيًّا وَّلِيُّ اللّٰهِ	
4	I know that ʿAlī is one who is close to Allah	2x
	حَيَّ عَلَى الصَّلَاةِ	
5	Hurry to Prayer	2x
	حَيَّ عَلَى الْفَلَاحِ	
6	Hurry to success	2x
	حَيَّ عَلَى خَيْرِ الْعَمَلِ	
7	Hurry to the best deed	2x
	اَللّٰهُ اَكْبَرُ	
8	Allah is the Greatest	2x
	لَا اِلٰهَ اِلَّا اللّٰه	
9	I know that there is no god but Allah	2x

Lesson 1.2 Learning Aid

Lines 1&8
Students will do takbīr to show that they are pushing away everyone and everything except Allah since He is the Greatest.

Lines 2&9
Students will hold up one finger to signify that there is only 1 Allah.

Line 3
Students will flap their arms like a messenger bird.

Line 4
Students will hold their hands together to signify that Allah chose Imām ʿAlī(ʿa).

Lines 5-7
Students will pretend to run, since they should hurry to ṣalāh, success, and the best of actions.

Lines 1 & 8

Lines 2 & 9

Line 3

Line 4

Lines 5-7

Lesson 1.3: Prayer Times & Names

KEY WORDS

- Fajr (فَجْرْ)
- Ẓuhr (ظُهْرْ)
- ʻAsr (عَصْرْ)
- Maghrib (مَغْرِبْ)
- ʿIshāʾ (عِشَاء)

TASK BAR

GAMETIME

Have students sit in a circle and say the name of any of the daily prayers. Then a student should say the name of the prayer that comes after it and the student sitting next to him or her should say the prayer that comes after that. This will help them remember the names, in order.

In this lesson, students will learn the name and timing for each of the five daily obligatory prayers.

SAY: Does anyone remember how many times Muslims should offer ṣalāh in one day? (Students will probably be able to say five.)

SAY: Yes, Muslims should offer ṣalāh or pray five times a day. Allah has given us five ṣalāhs that should be offered at different times of the day. Each ṣalāh has a different name. It is important for us to remember the names of the different ṣalāhs and the times of the day that they should be offered. Does anyone know what the names of the ṣalāhs are?
(Wait for student responses. Students may be able to say the names of the prayers, albeit, probably not in order.)

SAY: Good try! The names of the five ṣalāhs are Fajr, Ẓuhr, ʻAṣr, Maghrib, and ʻIshāʾ. Can you repeat the names of the ṣalāhs after me?

Say each prayer name again and have students repeat the name after you. Check students' pronunciation, be especially cautious of "Ẓuhr" which is pronounced with a ظ or "Ẓ" in the beginning. The name of this ṣalāh is NOT "Zuhr" and substituting the "Z" for the "Ẓ" changes the name of the ṣalāh altogether.

At this time, you can do the GAMETIME activity located in the TASK BAR.

SAY: The five different times that Muslims should offer their ṣalāh has to do with where the sun is located in the sky!
At this time do the SHOW N' SORT activity located in the TASK BAR.

SAY: Now that we know how different it can look like outside at different times of the day, we are going to find out which prayers should be offered at the different times. The Fajr ṣalāh is the first prayer of the day that is in the early morning before sunrise, usually after one has slept for the night. This ṣalāh has two rakaʿāts. A rakʻah is a part of the prayer that is repeated a certain number of times. Every time you stand up, a new rakʻah begins. This number is different for the different ṣalāhs. Can someone describe what it will look like outside at the time of Fajr? (Wait for student responses.)

SAY: Good. Fajr should be done before the sun comes up and it gets bright, so when the darkness of the night begins to go away, the ṣalāh of Fajr should be done. Does anyone remember what the next ṣalāh is after Fajr? (Wait for student responses until Ẓuhr is mentioned.)

SAY: Good. The next two ṣalāhs are named Ẓuhr and ʻAṣr. These prayers are offered around lunchtime when the sun is the highest in the sky. It will look nice and bright outside on a sunny day. We must pray Ẓhur before we pray ʻAṣr. Ẓuhr and ʻAṣr both have four rakaʿāt.

TASK BAR

SHOW N' SORT

Show students pictures from Lesson 1.3: ṣalāh timings of different times of the day so they become familiar with the different times of ṣalāh. For example, show them a picture of dawn, right before the sun comes up, noon, late afternoon sunset, AND nightfall. You can just show the pictures or you can have many pictures of each time of the day and have students sort them into 5 piles to show the 5 distinct prayer times.

COLORING

Students can color the picture of the birds with the names of the different ṣalāt.

WORKSHEETS

Students will complete a worksheet for each prayer by figuring out how many rak'ahs it has and drawing a picture of what it will look like outside at the time of the prayer.

Does anyone remember which two ṣalāhs are left? (Wait for student responses until Maghrib and 'Ishāʾ are mentioned.)

SAY: Good. At the time of Maghrib and 'Ishāʾ, the sun has just gone down, so it is beginning to get dark. The ṣalāh of Maghrib has three rakaʿāt, and 'Ishāʾ has four rakaʿāt. We must pray Maghrib before 'Ishāʾ. Now you know the names of the 5 prayers and the times at which we should pray them! If I told you that I have Allah's phone number, how many of you would want it so that you could talk to Allah? (Wait for students to raise their hand and get excited.)

SAY: Well, I just gave you His phone number! It's 2-4-4-3-4 (write it on the whiteboard). Because Fajr is two rakaʿāt, Ẓuhr is four rakaʿāt, ʿAṣr is four rakaʿāt, Maghrib is three rakaʿāt, and 'Ishāʾ is four rakaʿāt. If we want to talk to Allah, we should offer ṣalāh because this is how we can talk to Him!

At this time, students can work on the COLORING and WORKSHEETS located in the TASK BAR.

Lesson 1.3: Ṣalāh Timings

Before Dawn

Fajr Time

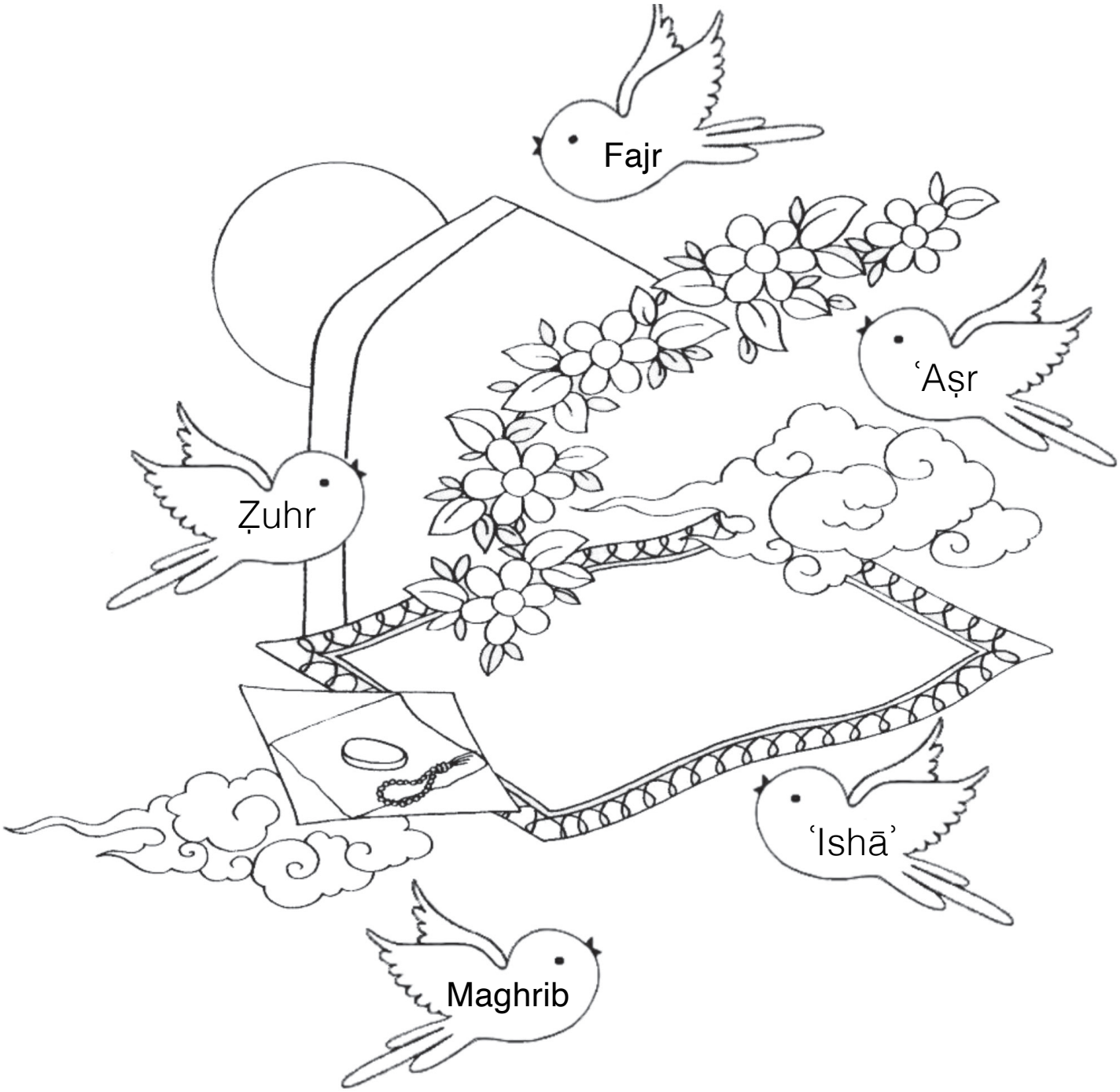
Day - Around Noon

Ẓuhr-ʿAṣr Time

After Sunset

Maghrib-ʿIshāʾ Time

Coloring 1.3



Worksheet 1.3a

Circle and color in the number of rakaʿāt for this prayer.

Fajr

2 3 4

In the box below, draw and color a picture of what it would look like outside during this prayer.

Before Dawn

Worksheet 1.3b

Circle and color in the number of rakaʿāt for this prayer.

Ẓuhr

2 3 4

In the box below, draw and color a picture of what it would look like outside during this prayer.

Day - Around Noon

Worksheet 1.3c

Circle and color in the number of rakaʿāt for this prayer.

ʿAsr

2 3 4

In the box below, draw and color a picture of what it would look like outside during this prayer.

Day - Around Noon

Worksheet 1.3d

Circle and color in the number of rakaʿāt for this prayer.

Maghrib

2 3 4

In the box below, draw and color a picture of what it would look like outside during this prayer.

After Sunset

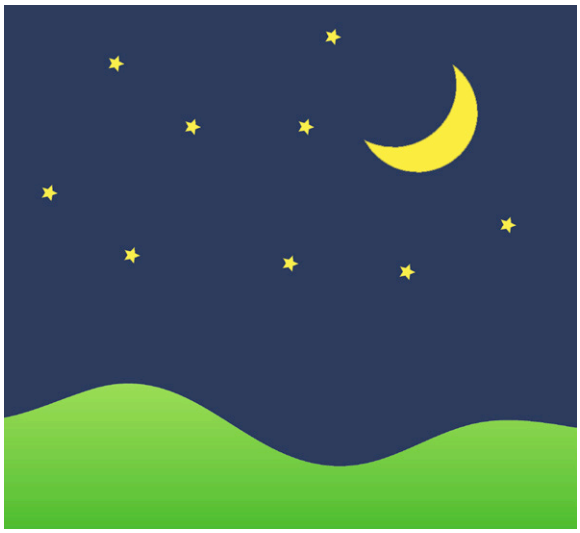
Worksheet 1.3e

Circle and color in the number of rakaʿāt for this prayer.

ʻIshāʼ

2 3 4

In the box below, draw and color a picture of what it would look like outside during this prayer.



After Sunset

Lesson 1.4: Positions in Prayer

KEY WORDS

- Takbiarat ul-iḥrām (تَكْبِيرَةُ الْإِحْرَامْ)
- Qiyām (قِيَامْ)
- Rukūʿ (رُكُوعْ)
- Sajdah (سَجْدَة)
- Jalsa (جَلْسَة)
- Qunūt (قُنُوتْ)

TASK BAR

Activities for this lesson are located on the next page.

In this lesson, students will learn to identify the different positions in prayer and some basic meaning behind each position. There will not be too much emphasis on the specific rules because prayer is not yet obligatory for students in Kindergarten.

SAY: Now that you know the different names of the ṣalāt, we are going to learn the different positions or movements in ṣalāh. How many of you have seen a Muslim offering ṣalāh before? Can you tell me what kind of different things a person does during ṣalāh? (Wait for students to recall different positions they have seen Muslims doing during prayers.)

SAY: Good. Every position in ṣalāh has been taught to us by our Prophet (ṣ) and has a special meaning. Each position has a name too. Let us begin from the start of a ṣalāh and go through all the positions that need to be done during ṣalāh. After this, the next time you see a Muslim pray, you should be able to name the different positions! Does anyone know the first thing a Muslim does when they begin their ṣalāh? (Wait for different ideas.)

SAY: When a Muslim begins their ṣalāh, the first thing they do is raise their arms up by their ears with their palms facing forward and they say "Allāhu Akbar." Does anyone remember what "Allāhu Akbar" means? (Wait for answers until "Allah is the Greatest" is mentioned.)

SAY: "Allāhu Akbar" means Allah is the Greatest. When a Muslim begins prayer they remind themselves that nothing is more important to Allah and that they should focus on talking to Him. When they put their hands up to their ears and then bring them down to their sides, they are pushing away everything else they think is important other than Allah! The name of this position is called "takbirat ul-iḥrām." Can everyone say "takbīrat ul-iḥrām" with me? (Have students repeat after you.) Does anyone want to come and demonstrate this position? (Wait for volunteers. If there are none, show the students what takbīrat ul-iḥrām looks like.)

SAY: After takbīrat ul-iḥrām, a person who is praying stays standing up. This position is called qiyām which means standing. When a person is praying and is in this position of qiyām, whom should the person remember that they are standing in front of? (Wait for students to say "Allah.")

SAY: Good. In qiyām, Muslims stand in front of Allah and will recite Sūrah al-Fātiḥah and another short sūrah. They should focus on what they are saying because they are talking to Allah. When a

Lesson 1.4 (cont'd)

TASK BAR

GAMETIME

Have students play a game like "Simon Says," but instead, it will be called "Prophet Said." Call out different commands like "Prophet said do sajdah" or "Prophet said do qiyām." Then students should do that particular position in ṣalāh. If they do the wrong one, then they are out. Then, throw in some commands without prefacing it with "Prophet Said," like "Do rukūʿ." Then the students should NOT do that position, because you didn't say "Prophet Said." If a student goes into sajdah anyway, they are out.

WORKSHEET

Students will match the position of prayer to its name by drawing lines.

person is in qiyām, they should not look around or talk to other people or play with their clothes. They should be very still and look down with respect for Allah. Can everyone stand up and show me how you should stand in qiyām?

Watch students stand in qiyām and point out the things they are doing correctly (i.e., looking down, staying still, etc.).

SAY: After qiyām, the next position is rukū', which is when we bow in ṣalāh. Can everyone say rukū' with me? 'rukū'.' Good! When we bow, we are putting our head low before Allah to show that He deserves all of our respect. Sometimes, you may have seen people bowing to kings or queens on TV. In Islam, we save this position only for Allah. It is important to respect people, too, but the position of rukū' and bowing your head is only for Allah. It is a special respect and obedience we show only to Him. Can everyone stand up and show how one would bow in rukū'?

Watch students bow in rukū' and point out things they are doing correctly (i.e., having their back straight, looking down…)

SAY: After rukū', people stand back up in qiyām for just a second before they go into the next position, which is sujūd or sajdah. This is a very special position because it is said that if you want to be very close to Allah, then this is the position you need to be in! In sajdah, one puts his or her head, hands, and feet on the floor to show that he or she is nothing without Allah and is always in need of Allah's blessings. Can everyone show me how to do sajdah?

Watch students prostrate in sajdah and point out things they are doing correctly (i.e., palms, big toes, and forehead touching the floor…)

SAY: Sujūd is very special and is performed two times in one rak'ah of prayer! We talked about some of the wājib or necessary parts of prayer. There is one position you probably have seen people doing in ṣalāh that we haven't talked about yet because it is something that one can do if he or she wants, but doesn't have to. This position is called qunūt, and it is the time when one puts their hands up like they are begging for something. This is the time that you can ask or beg Allah for anything! So, if you do this part of prayer, it is like extra credit! When we put our hands out like we are begging, we know that it is only Allah that can give us whatever we are asking for. Can everyone show me how to do the position of qunūt? (Watch students raise their hands in qunūt.)

At this time, you can do the GAMETIME Activity and WORKSHEET located in the TASK BAR.

Lesson 1.4: Positions in Prayer

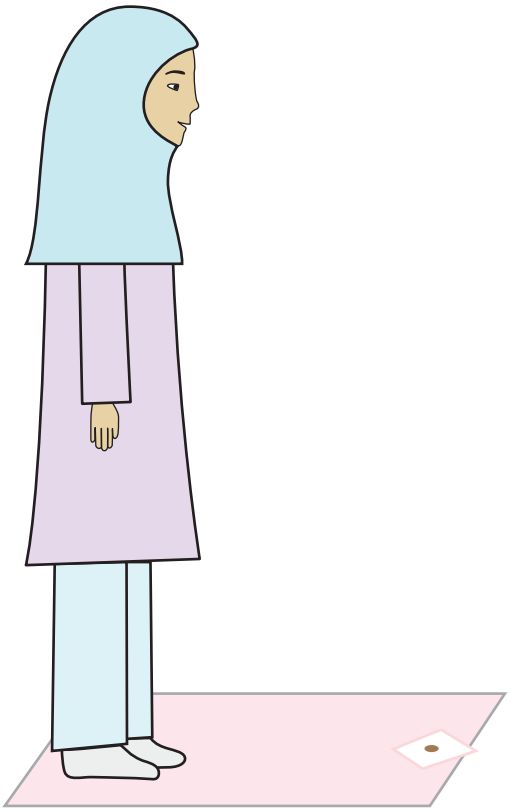
Takbīrat ul-Iḥrām

To begin ṣalāh, you have to do takbīrat ul-iḥrām. Takbīrat ul-iḥrām is the first “Allāhu Akbar” that you say in ṣalāh.

As you are saying takbīrat ul-iḥrām, you should raise your hands to your ears with your palms facing forward.

When you say this “Allāhu Akbar,” your ṣalāh has begun! Try not to look around and keep your eyes on your turbah, just like Ali is doing in the picture.

Lesson 1.4 (cont'd)



Qiyām

Qiyām is the special way that you should stand in ṣalāh.

While you're standing in qiyām, it is better for girls to keep their feet together and for boys to keep their feet slightly apart.

Is Fatimah doing qiyām properly?

Rukūʿ

In ṣalāh, after you do qiyām, you do ruku'. Rukū' is bowing down.

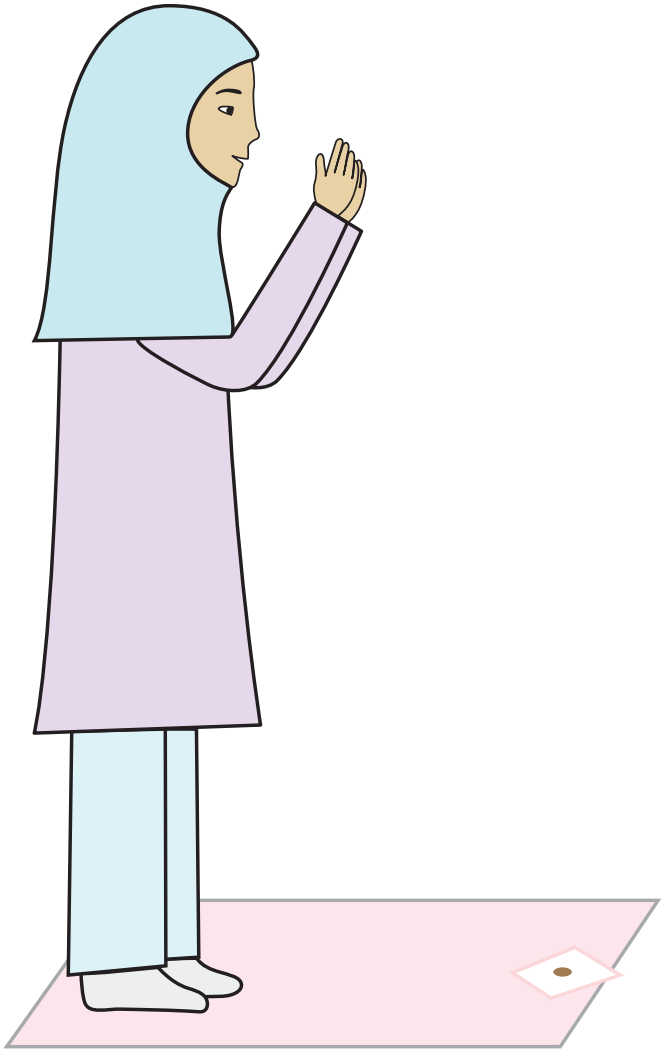
During rukuʾ, girls should put their hands above their knees and slightly bend their knees. Boys should put their hands on their knees and push their knees back.

Lesson 1.4 (cont'd)

Sujūd/Sajdah

After qiyām and rukū', you must go to sajdah. Sajdah is when you put your head on the ground on a turbah. Your palms, knees, and big toes must also touch the ground. There are two sajdahs in each rak'ah.

Can you name Ali's 7 body parts that have to touch the ground?

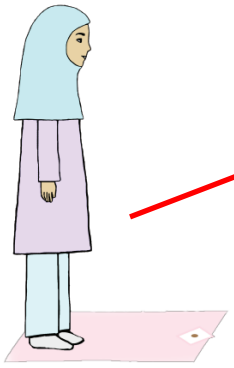


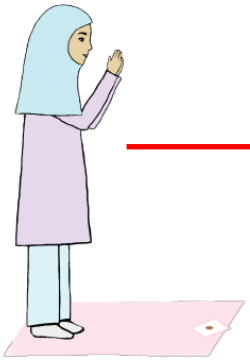
Qunūt

Qunūt is a special way of asking Allah for something in the second rak'ah of ṣalāh. In qunūt, you can ask Allah for anything! Remember, ask for the important things, like for Allah to take care of your parents, protect all the people around the world, make you a good Muslim, and take you and your family and friends to heaven.

Worksheet 1.4

For every position in prayer, match the name with the drawing.





QIYĀM

TAKBĪRAT UL-IḤRĀM

SUJŪD/SAJDAH

QUNŪT

RUKŪʿ

Lesson 1.5: Manners in Ṣalāh

TASK BAR

WORKSHEET

Students will color and circle pictures that show good manners in ṣalāh.

It is important that students learn the manners one should have in prayer, which is what we will explore in this lesson.

SAY: Now that we have learned about the different kinds of ṣalāt and how to pray to Allah, let us talk about the manners one should have in ṣalāh. Can anyone tell me what manners are? (Wait for answers.)

SAY: Manners are the best way something should be done. For example, what would be good manners if someone gave you candy? (Wait for answers.)

SAY: Good manners would be to say "Thank you." Let us play a game where I tell you about something that could happen to you and you respond by saying what would be the best of manners.

Go through the following list. In parenthesis is the best response to the incident:

- You want something from someone. (Say "Please")
- Your parents are talking, but you need to ask them a question. (Say "Excuse me")
- Someone offers you some food, but you are not hungry. (Say "No thank you")
- A new student in our class is standing alone at recess. (Say "Would you like to play with me?")

SAY: Good! There are certain manners that are considered good when we are making our ṣalāh to Allah, too. Can you think of some things we should do so we can have good manners during ṣalāh? (Wait for ideas.)

SAY: Good! During ṣalāh, you are talking to Allah so you want to look your best. It is better for you to wear nice, clean clothes. You should also be clean. It is best to brush your teeth and brush your hair, just like you would if you were going to see someone important. Allah is more important than anyone or anything. Let's go through a list of things; I want you to stand up if you think it is something that shows good manners during ṣalāh and stay sitting or sit down if it is something that shows bad manners during ṣalāh.

Being focused and quiet - Stand up
Wearing dirty clothes - Sit down
Talking to your friend who is sitting next to you - Stay sitting
Follow the leader in ṣalāh - Stand up
Chewing gum or candy - Sit down
Pray after your favorite TV show - Stay sitting
Pray at the time of ṣalāh - Stand up

At this time, students can do the WORKSHEET located in the TASK BAR.

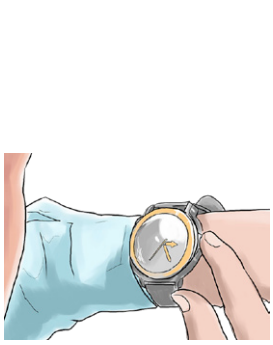
Worksheet 1.5

Good Manners During Ṣalāh

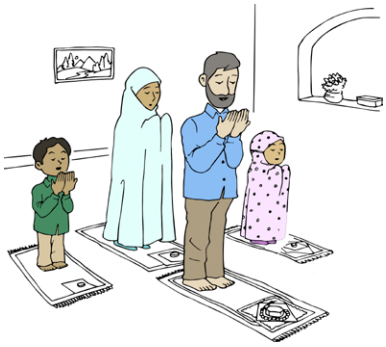
Circle the pictures that show good manners during ṣalāh.

Cross out those things that show bad manners during ṣalāh.

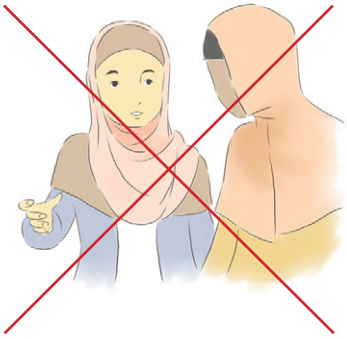
Wearing dirty clothes for ṣalāh



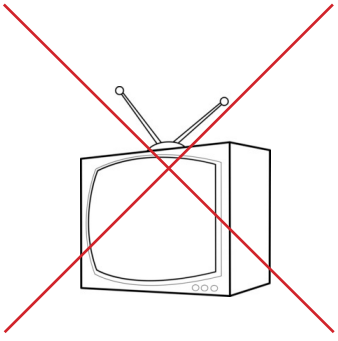
Offering ṣalāh on time



Following the leader of ṣalāh



Talking with friends during ṣalāh



Watching TV at the time ṣalāh

Brushing your teeth before ṣalāh

CHAPTER 2

NAJĀSAH

Lesson 2.1: Najāsah and Ṭahārah

KEY WORDS

- Najis (نَجِسْ)
- Najāsah (نَجَاسَة)
- Ṭahārah (طَهَارَة)
- Urine

TASK BAR

READ ALONG

Students will look at the pictures and read along as you go through the different scenarios. Emphasize on key points after each scenario.

WORKSHEET

Students will circle pictures of the things that are najis.

In this lesson, students will learn about the basic rules of najāsah and ṭahārah. They will learn how to clean some common najāsah they encounter on a daily basis.

SAY: In Islam, certain things are called najis, which means they are impure need to be cleaned in a special way. Does anyone know some things that are najis? (Wait for answers.)

SAY: Good. Blood, urine, pigs, and dogs, if wet, are all examples of things that can make us najis. Let's learn how we can make ourselves clean if we touch these things.

At this time, turn to the READ ALONG and have students look at the pictures as you go over the different scenarios.

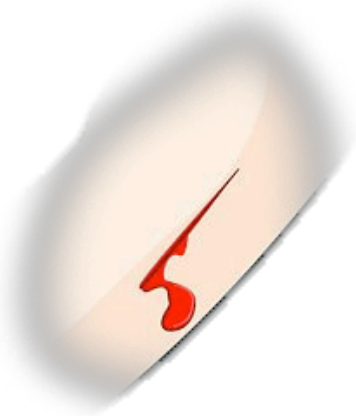
Then, they can complete the WORKSHEET located in the TASK BAR.

NOTE: Ṭahārah becomes wājib for ṣalāh. The purpose of teaching them ṭahārah is to teach them how to become ṭāhir.

Lesson 2.1: Najāsah

Scenario 1: Urine & Stool

Zahra had to use the bathroom. After she was done, she used the watering can to wash herself 2 times. This was the special way she made herself clean.



Scenario 2: Blood

Ahmad was playing in the yard when he fell and scraped his arm. It started bleeding. Because blood is najis, he had to wash it in a special way. He made sure that the blood didn't get anywhere else, and went to the sink and washed his elbow under the running water. This was the special way he made himself clean.

Scenario 3: Dogs

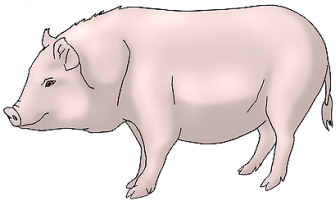
Khadijah was playing in the park and saw a little puppy. It ran over to her and brushed up against her legs. Khadijah's mom reminded her, "If you pet the dog and it's wet or it licks you, you have to wash yourself in a special way because wet dogs and their tongues are najis." Before Khadijah could get away from the dog, it licked her hand. So, she washed her hand under the sink. This was the special way she made herself clean.

Worksheet 2.1

Najāsah

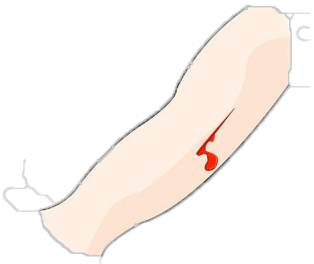
Circle the things that are najis.

Cat



Pig

Birds



Blood

Dog

Urine and stool

Flies and insects

Fruits

AKHLĀQ
(ETTIQUETE)

Thanking Allah Experiment

ITEMS NEEDED

- Water
- Liquid soap
- Large bowl
- Straws

SET UP

BEFORE

Have the water poured into the large bowl and ready for the experiment.

AFTER

Be sure to clean up the water and soap, and throw away the used straws.

In this lesson, students will learn about the importance of being grateful to Allah for His blessings and how to thank Him. They will learn the phrase alḥamdulillāh.

SAY: When someone gives you something, especially something you want and like, what do you say? (Wait for answers.)

SAY: Very good! We should say "Thank you!" Allah has given us so much, so many blessings, and we must be grateful for all that He has given. Being grateful means thanking Allah for anything and everything He has given you. It also means not whining about things if they don't go your way and being happy with what you have. We can thank Allah by saying "Alḥamdulillāh" —"All praise is for Allah!"

At this time, read the story about the 6th Imām and the poor man on the next page. Then, go over the āāyah from the Qurʾān.

SAY: Allah says in the Noble Qurʾān, "If you are thankful, then I will give you more." Let me show you what He means.

At this time, take the soap and put a generous amount in the bowl of water. Then, take a straw and blow into the soapy water. Just before blowing, say "Alḥamdulillah." Bubbles should appear and increase as you blow into the water. One by one, have the children try it using their own individual straws.

SAY: So every time you thank Allah, He will increase the blessings and give you more, inshāʾAllāh!

NOTE: Please be sure not to drink the soapy water.

Lesson 1.1: Being Grateful for Allah's Blessings

Being grateful means thanking Allah for anything and everything He has given us. It also means not whining about things if they don't go our way and being happy with what we have. We can thank Allah by saying

Alḥamdulillāh - All praise is for Allah!

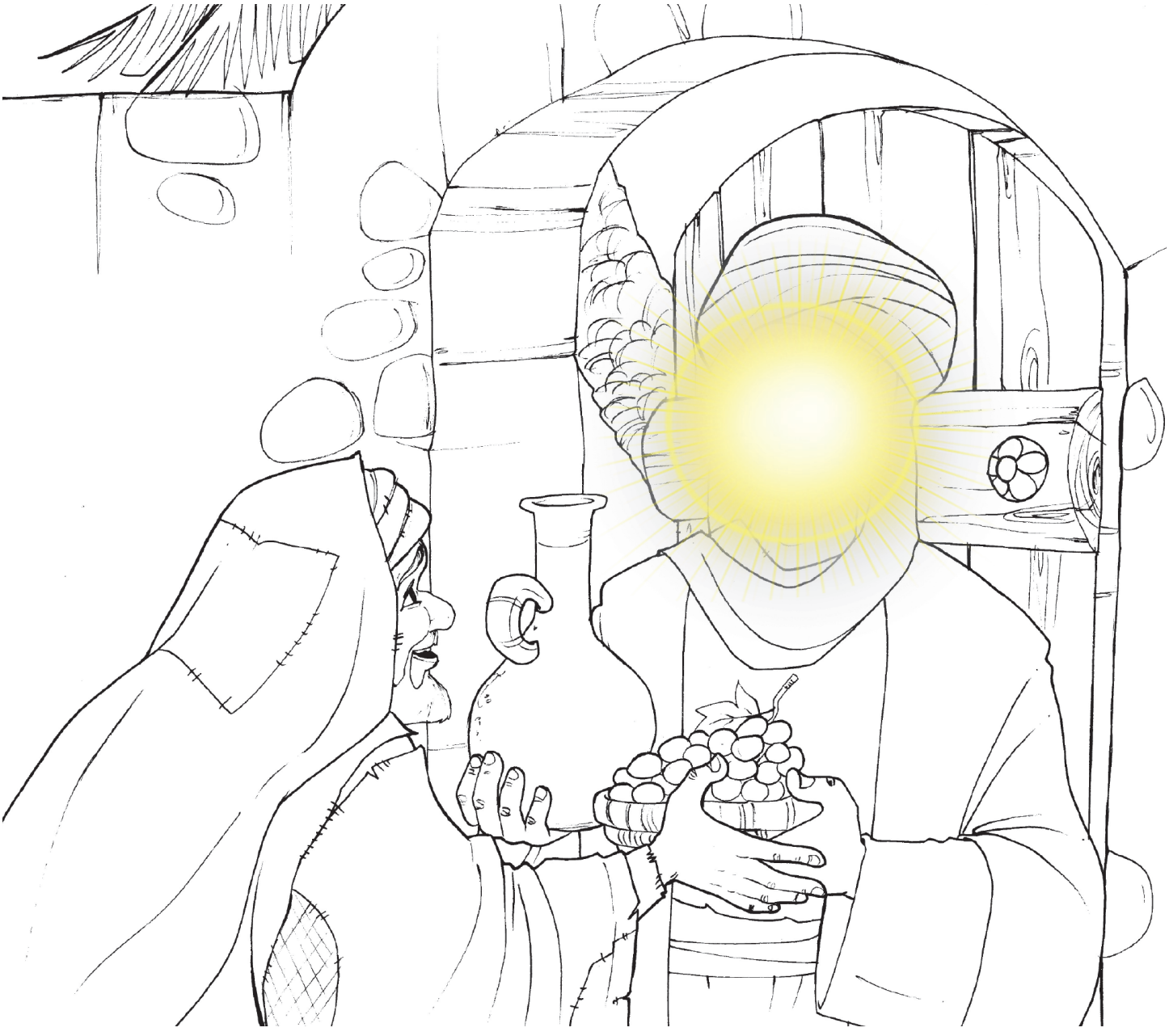
Once upon a time, on a hot summer day, a poor man was sitting in the street. The 6th Imām, Imām Jaʿfar aṣ-Ṣādiq (ʿa), saw the poor man as he was walking by. He gave him a bunch of grapes. The poor man said, "Alḥamdulillah!"

When the Imām heard his reply, he gave him 2 bunches of grapes. The man thanked the Imām by saying, "Alḥamdulillah!" When the Imām heard this, he gave him a coin. Again, the man said, "Alḥamdulillah!" The Imām then gave him a whole bag of gold coins. This time, the poor man said, "Thank you!" The Imām didn't give him anything else. The poor man said, "I thought if I kept saying alḥamdulillah, you would have kept giving me more until you would have given me everything you owned!"

Coloring 1.1a

"If you are thankful, I will give you more."

Sūrah Ibrāhīm, Verse 7



Qurʾān Connection 1.1

Being Thankful

لَئِنْ شَكَرْتُمْ لَأَزِيدَنَّكُمْ

If you are thankful, I will give you more.

Sūrah Ibrāhīm, Verse 7

Coloring 1.1b

Discussion Questions:

- What do you think the family is thanking Allah for?
- Name 5 things you can thank Allah for.

Lesson 2.1: Saying Inshāʾ Allāh

"Inshāʾ Allāh" means "If Allah wishes."

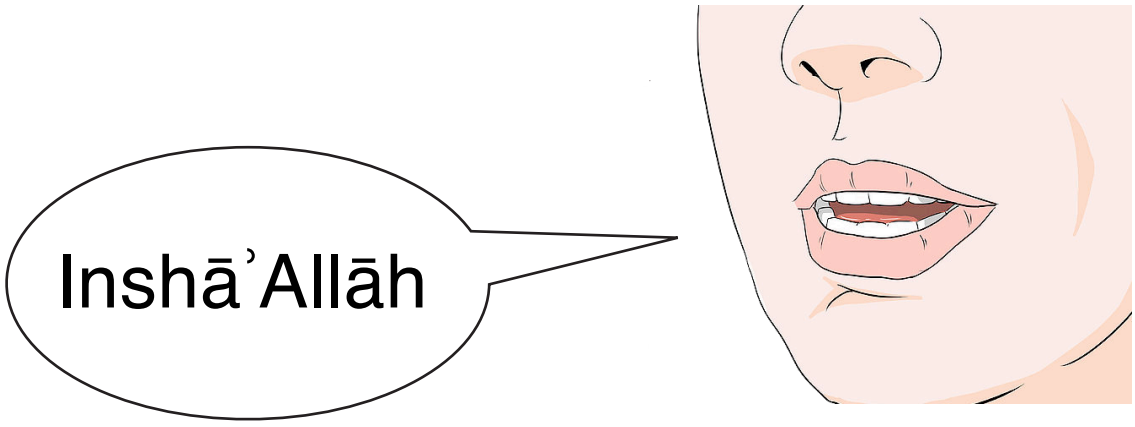
Whenever you have plans to do something, you should say "inshāʾ Allāh."

Allah says in the Qurʾān:

Do not say, "I will indeed do it tomorrow" without saying inshāʾ Allāh.

(Noble Qurʾān, 18:23-24)

When you say "inshāʾ Allāh" after your plan, you are saying "O Allah, this will happen only if You want it to happen and if it is good for me."



Storytime 2.1

Talib Says Inshāʾ Allāh

Talib's mom always reminded him to say *inshāʾ Allāh* after he said he was going to do something. One day, Talib was talking to his friend and told him that he was going to go to the circus with his parents.

Talib's mom heard him and told him that he should have said that he was going to go to the circus, inshāʾ Allāh! Talib replied by saying that it was for sure that he was going because his dad had already bought the tickets for the circus and had promised to take him.

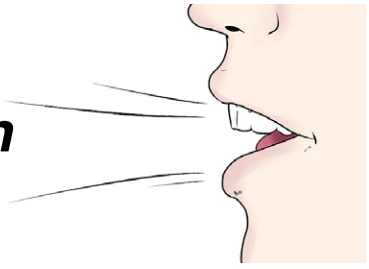
That evening, when it was time to go to the circus, Talib and his parents got in the car. On their way over to the circus, the car started to make funny noises and then it stopped. Talib's dad got out to see what was wrong with the car, but he could not get the car to start again. The mechanic was called, but by the time he came and fixed the car, it was too late to go to the circus, so Talib and his parents drove back home.

The next day, Talib was talking to his friend, and this time he kept saying inshāʾ Allāh after everything he was planning on doing. This is what Talib sounded like:

"I am going to go to school tomorrow, *inshāʾ Allāh*. Then, after school I am going to my cousin's house, *inshāʾ Allāh*. We will both then go shopping, *inshāʾ Allāh*, to buy a present for the celebration, *inshāʾ Allāh*, that we will both go to, *inshāʾ Allāh*."

Remember saying inshāʾ Allāh doesn't mean you will *definitely* get to do what you want to do. It means that you know that Allah will do what is *best* for you.

Inshāʾ Allāh



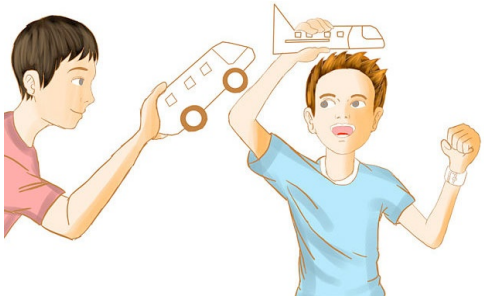
Worksheet 2.1

Draw a picture of something you will do this weekend, inshāʾAllāh.

Lesson 3.1: Do Not Be Selfish

Being selfish means caring only about what you want and not about anyone else. The Prophets were never selfish; they cared about all people. Prophet Muḥammad (ṣ) says that a true Muslim cares about how other Muslims are doing.

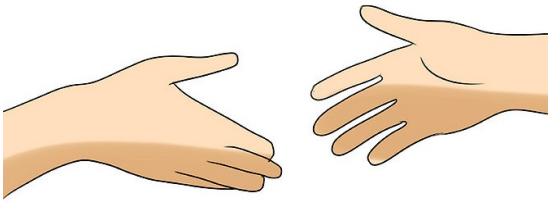
For example, if you have a toy and your friend wants to play with it you should not be selfish. You should share your toy with your friend. This is because Allah gave you the toy, and you should be nice to those around you, just like Allah has been nice to you.



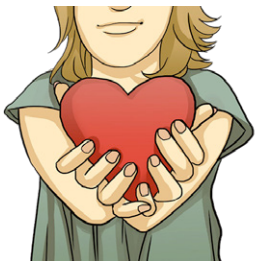
Allah says in the Qurʾān,

“Be good to others just as Allah has been good to you...”

(Noble Qurʾān, 28:77)



This verse teaches us that we should treat others well, just like Allah treats us well with all the blessings He gives us. Everything we have is from Allah, and Allah says that just like He gives us so much, we should also give to others and not be selfish.



Art Extension 3.1

Draw a picture of yourself sharing something with someone else.

Lesson 4.1: Being Clean

"Allah loves those who are clean." (Noble Qurʾān, 2:222)

In fact, Prophet Muḥammad (ṣ) has said:

"Being clean is half of our faith."

This means that being clean is an important part of being a Muslim.

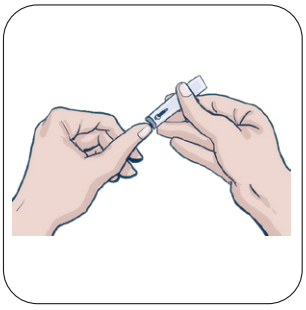
Here are some things that you should do regularly, in order to be clean and please Allah:

1. Brush your teeth, wash your face, and comb your hair every morning
2. Wash yourself after using the bathroom
3. Cut or clip your nails regularly
4. Wash your hands before and after you eat
5. Clean your room and put away your toys after you are done playing with them
6. Wear clean clothes
7. Help pick up crumbs and trash

One hot day, the Prophet's friends were sitting in the masjid. A man entered the masjid and sat in a corner. His clothes smelt very bad. Someone asked him, "Why do you smell bad?"

He said, "I haven't showered for a few days."

The Prophet (ṣ) overheard this and said, "Muslims must keep their bodies clean!"



Qur'ān Connection 4.1

Cleanliness

وَ ٱللَّهُ يُحِبُّ ٱلْمُطَّهِّرِينَ

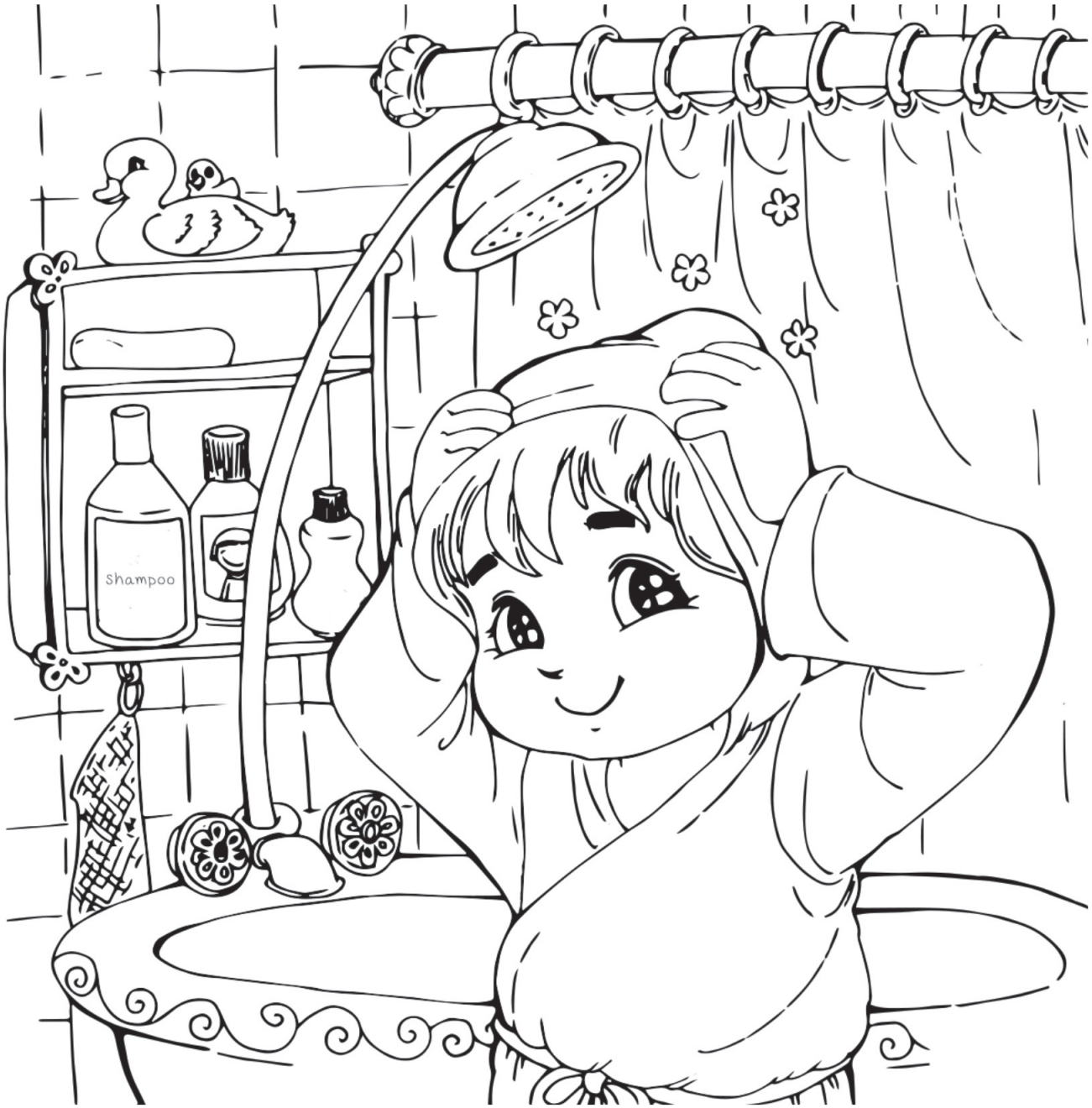
Allah loves those who always keep themselves pure and clean.

Sūrah al-Baqarah, Verse 222

Coloring 4.1

"Allah loves those who always keep themselves pure and clean."

Sūrah al-Baqarah, Verse 222



Lesson 5.1: Wasting

In Islam, we are taught that we should not waste. This means that we should not take more than we need and then throw away the extra.

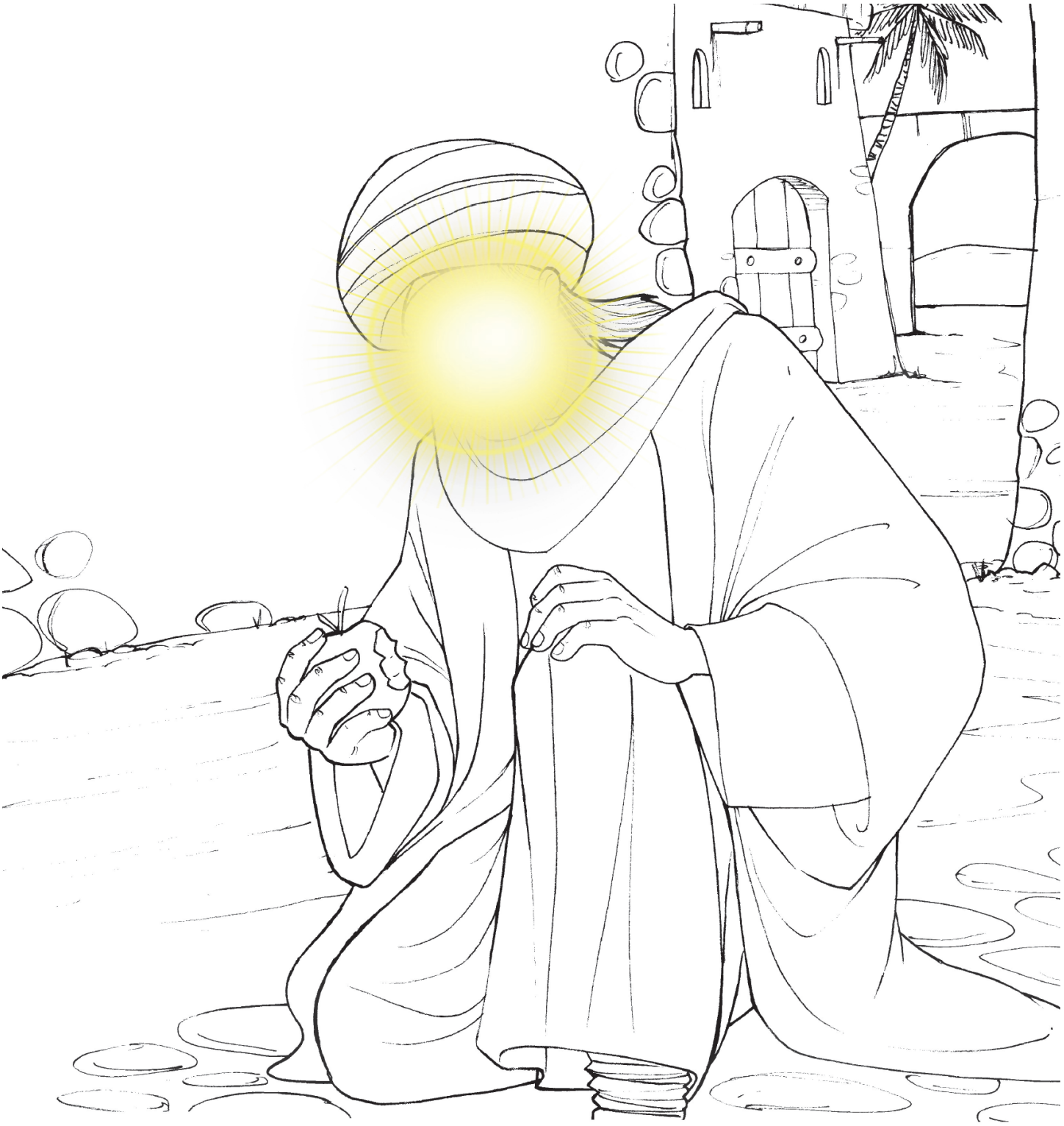
One day, the 8th Imām, Imām ar-Riḍā (ʿa), was walking down the street and saw a half-eaten apple on the ground. When he saw this, he said, “Allah does not like those who waste.”

We can make sure that we don’t waste by:

- Using things the way Allah wants us to use them.
- Taking only as much food as we can eat.
- Not buying things we do not need.

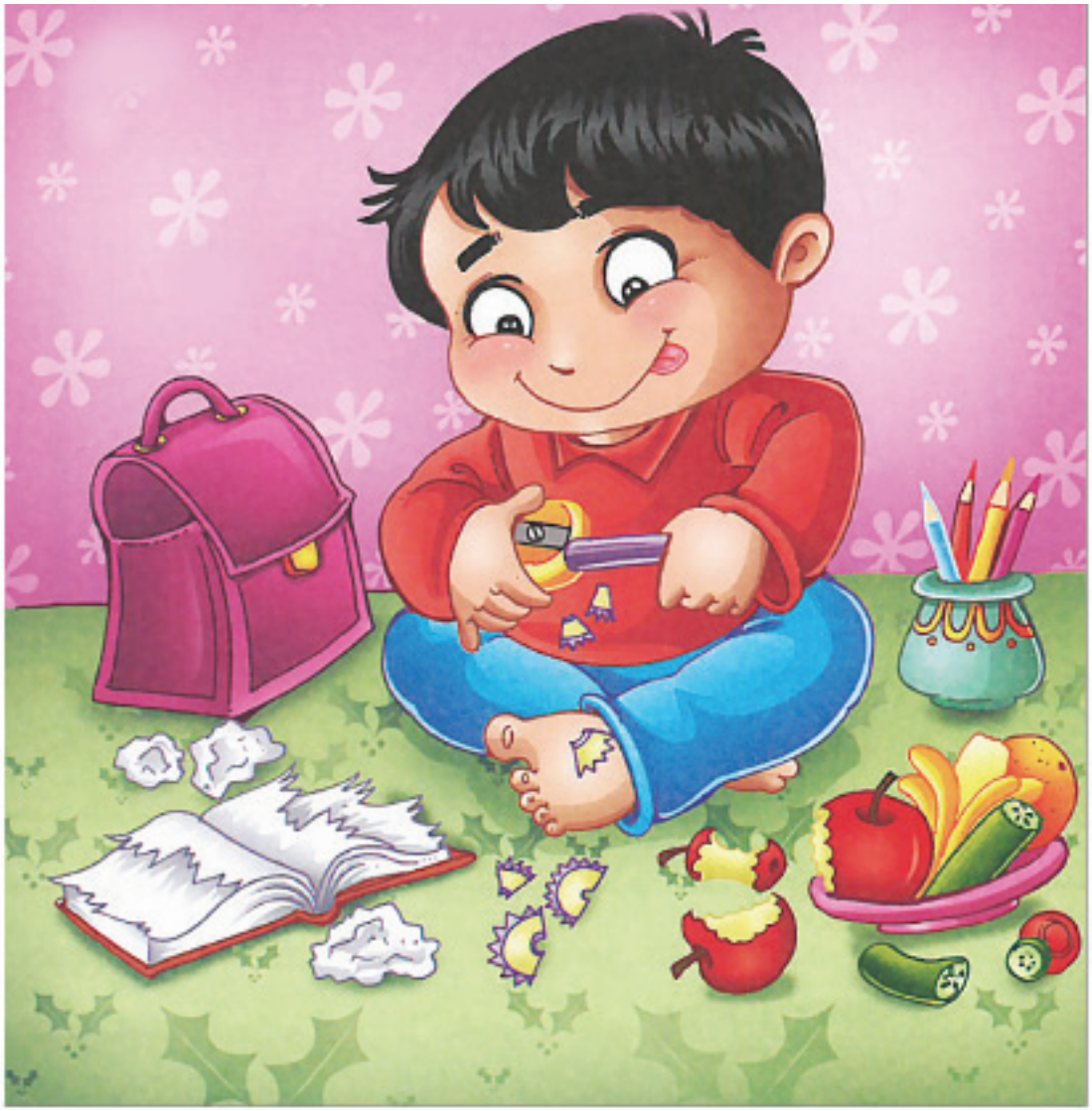
Coloring 5.1a

"Allah does not like those who waste."



Qurʾān Connection 5.1

Do Not Waste



كُلُوا۟ وَٱشْرَبُوا۟ وَلَا تُسْرِفُوٓا۟

Eat and drink, but do not waste.

Sūrah al-Aʿrāf, Verse 31

Coloring 5.1b

“Eat and drink, but do not waste.”

Sūrah al-Aʿrāf, Verse 31

Lesson 6.1: Eating Manners

As Muslims, we should have good manners whenever we do something. Even when we eat, we should make sure that we are using good manners because Allah likes this.

Read through the checklist of good eating manners below:

My Eating Manners Checklist

√ Wash my hands before I eat
√ Say bismillāh before I eat
√ Sit up straight
√ Wait for my parents to begin before I take food
√ Chew my food properly
√ Say alḥamdulillāh after I'm done eating

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Ḥadīth Time 6.1a

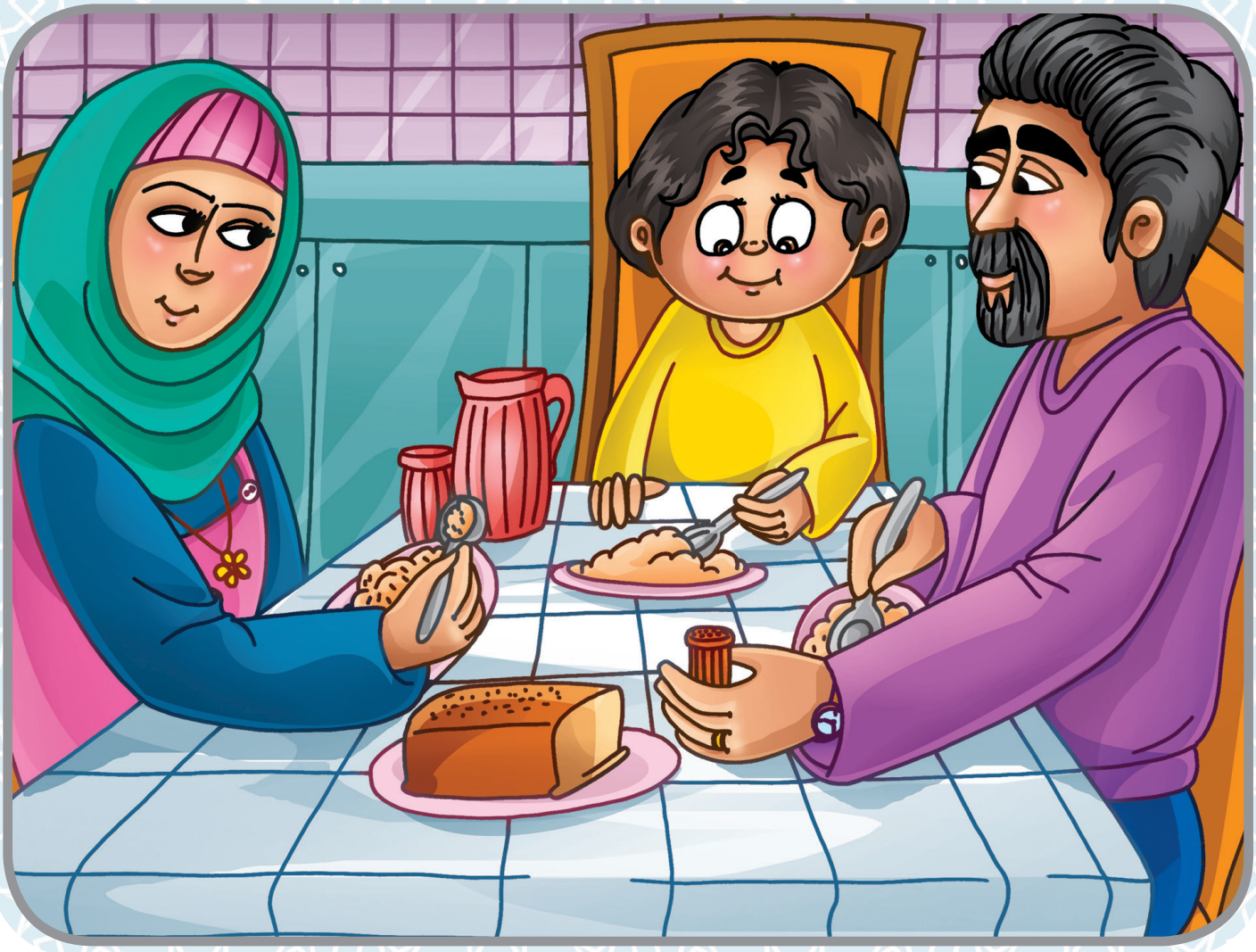
Chew Properly

Imām ʿAlī (ʿa):

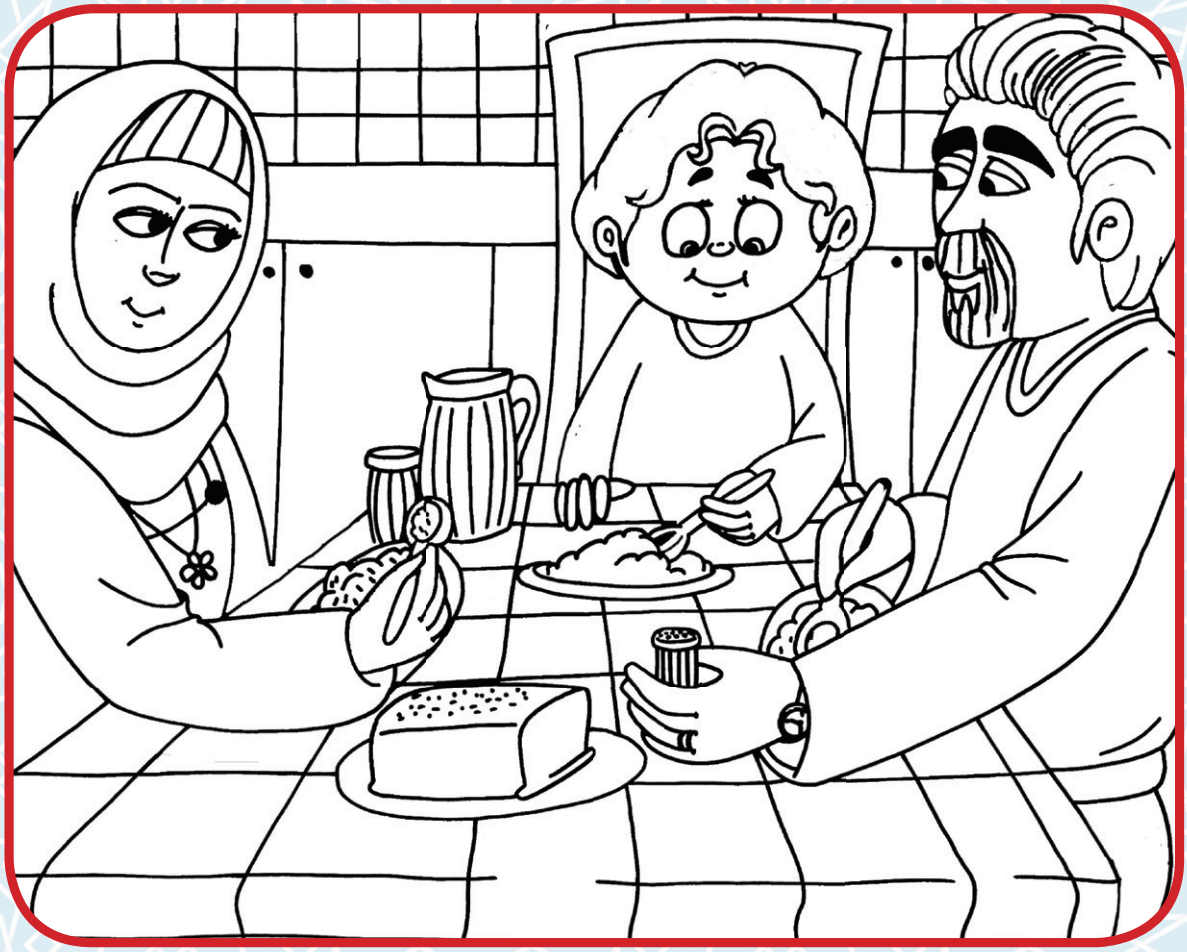
جَوِّدِ الْمَضْغَ

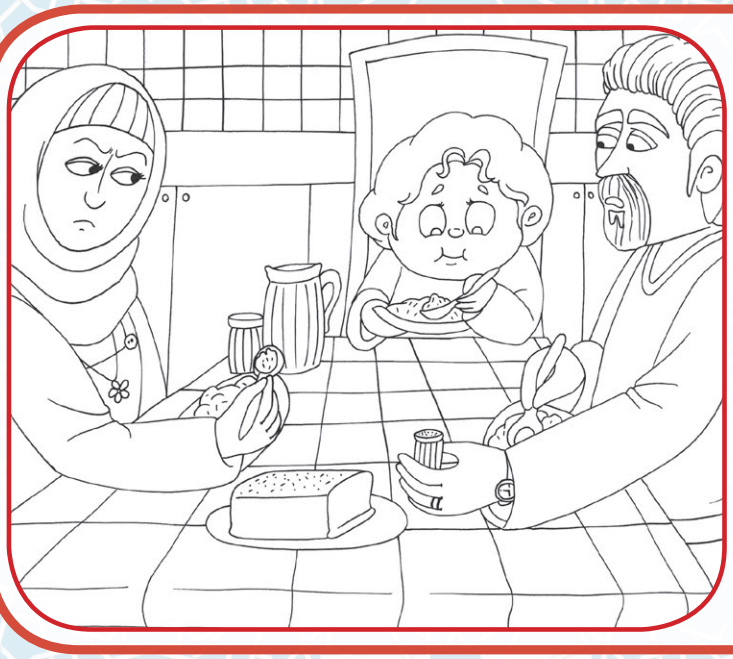
Always chew your food well.

Biḥār ul-Anwār, Vol. 62, P. 267



Coloring 6.1a





DISCUSS

How is the little boy not following the ḥadīth?

_____

_____

_____

Ḥadīth Time 6.1b

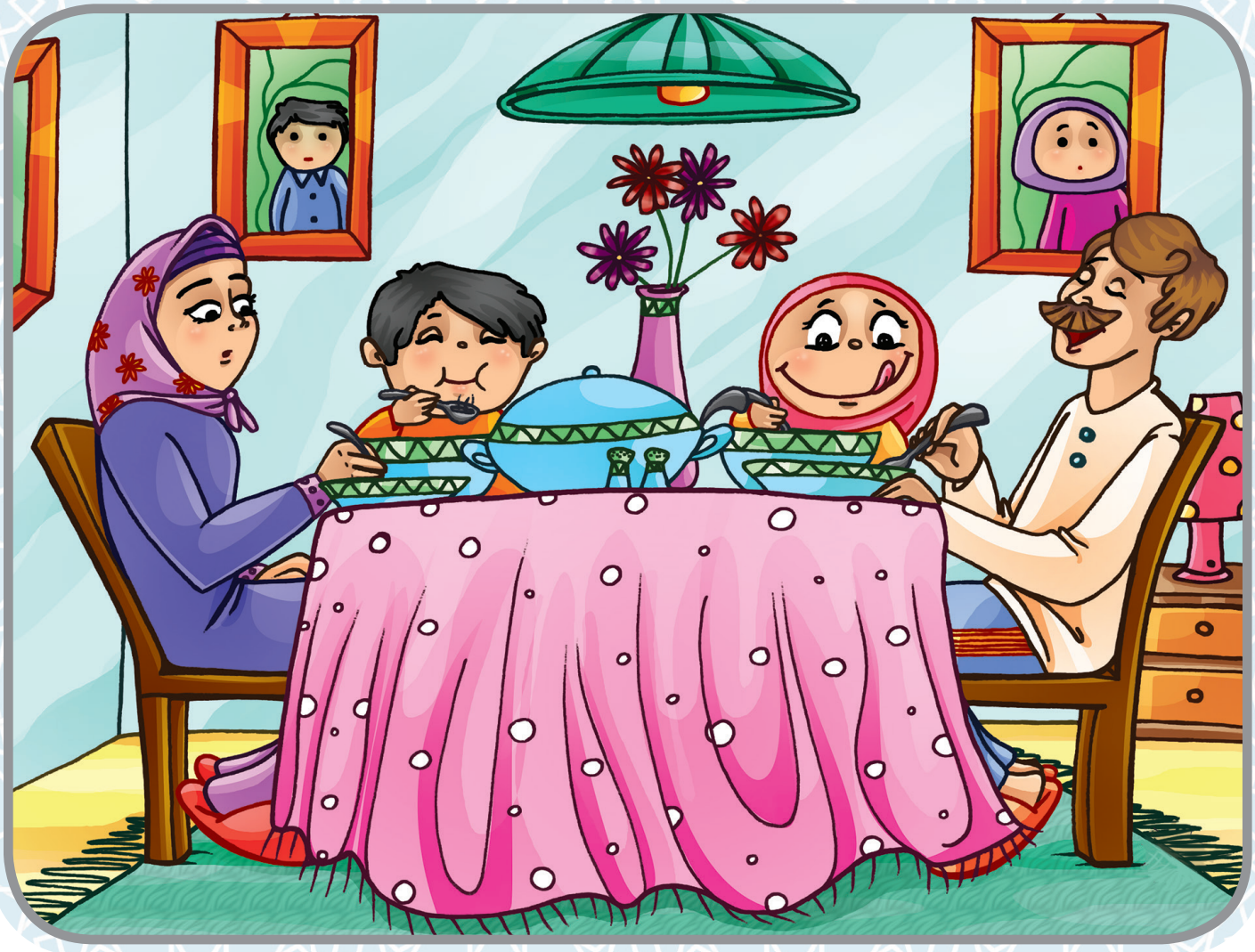
Washing Your Hands

Imām aṣ-Ṣādiq (ʿa):

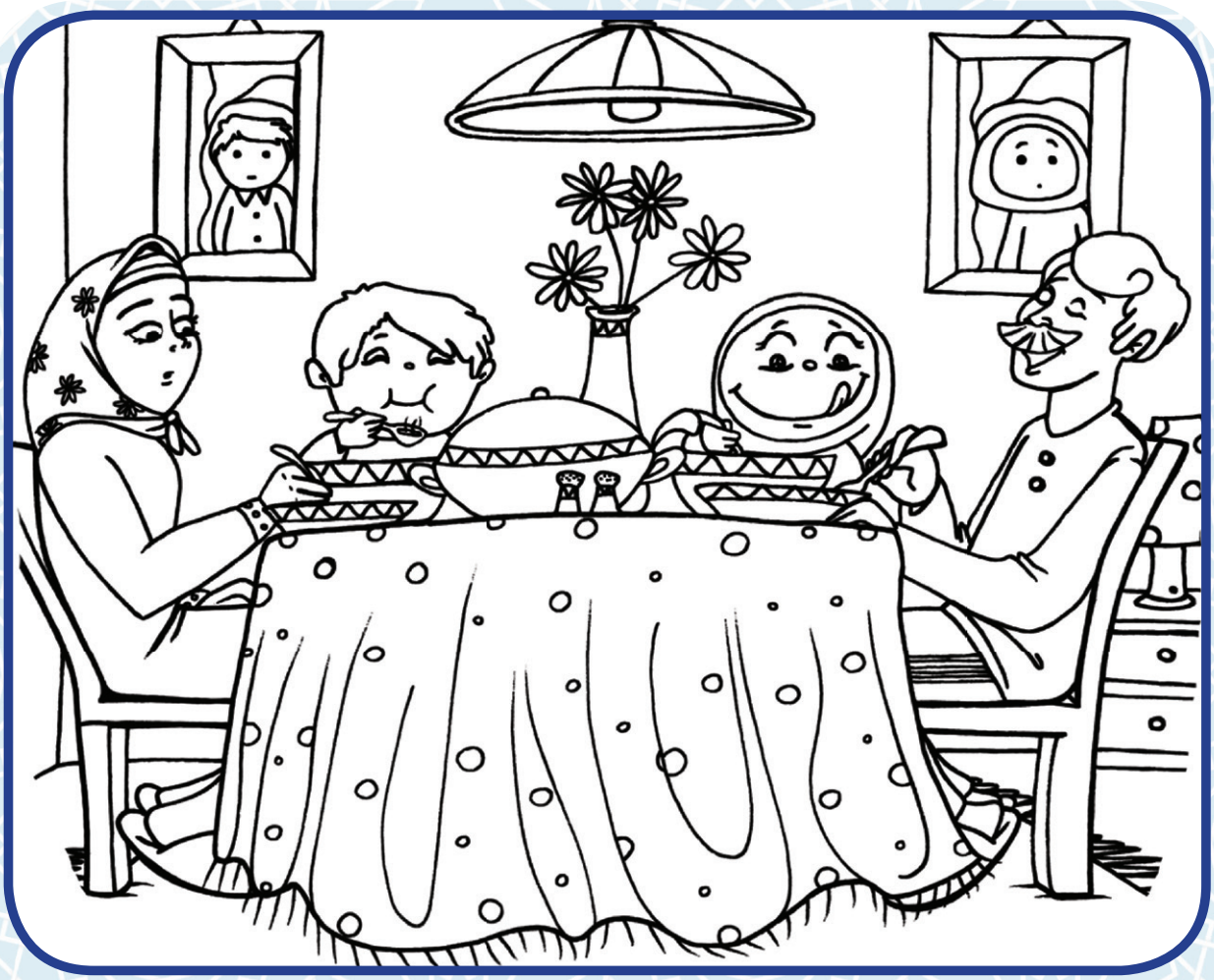
اِغْسِلُوْا اَيْدِيَكُمْ قَبْلَ الطَّعَامِ وَبَعْدَهُ

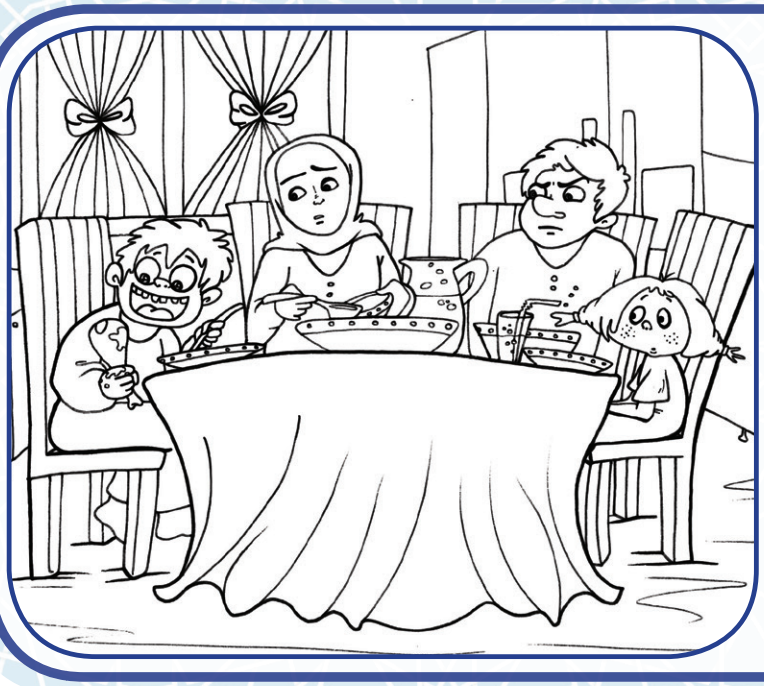
Always wash your hands before and after you eat.

Maḥāsin, Vol. 2, P. 1594



Coloring 6.1b





DISCUSS

How is the little boy not following the ḥadīth?

_____

_____

_____

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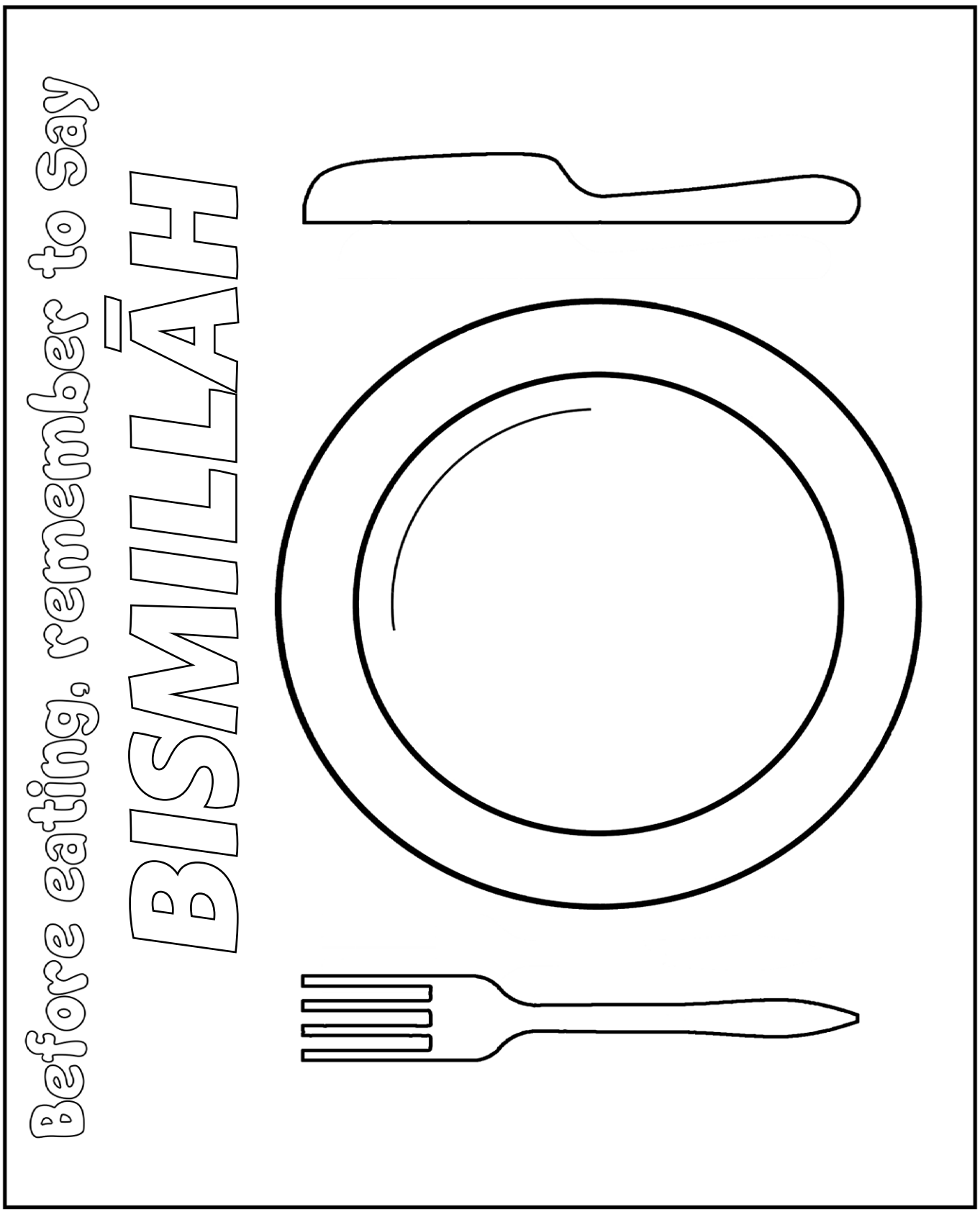
Art Extension 6.1

Color the placemat below and cut it out.



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Lesson 7.1: Kindness to Parents

It is very important for us to be respectful to our parents. Allah tells us that we should be very kind to them and talk to them nicely. We should not be rude or say bad things to our parents. They do so much for us and take care of us, so we should always thank them and respect them. This means that we should talk to them kindly, help them, and listen to them. When we do this, Allah will be very happy with us.

One day, a little boy named Baqir was working on his homework. He became really hungry and wanted a snack. So, he went to the kitchen and opened the cabinet. He saw a new box of his favorite cookies on the top shelf, but they were too high to reach. Even when he stood on a chair, he couldn't get them down. He wanted to ask his mom to get them down for him, but she was sleeping. Even though he really wanted the cookies, he didn't disturb his mom or wake her up, in order to make Allah happy.

When Baqir's mom woke up from her nap, she saw Baqir working on his homework quietly. She said, "MashaAllah, Baqir, you were so quiet; I had such a great nap! To reward you, I'm going to take you out to your favorite ice cream store!"

Baqir was respectful towards his mom, so he was rewarded for his good behavior.

Moral of the story: We should always be kind and considerate to our parents.

Qurʾān Connection 7.1

Kindness to Parents

وَ بِٱلْوَٰلِدَيْنِ إِحْسَانًا

And be good to your parents.

Sūrah al-Baqarah, Verse 83

Coloring 7.1

"And be good to your parents."

Sūrah al-Baqarah, Verse 83

Good Deed Experiment

ITEMS NEEDED

- Water
- Food color
- Bleach
- A glass
- Wooden stirrer
- Gloves

EXPERIMENT

BEFORE

Pour some plain water into the glass. Have the food color, bleach, and stirrer ready on the table next to it.

AFTER

Be sure to properly dispose of the water and bleach solution, and put away the remaining materials.

In this end of the unit experiment, students will learn about good deeds and bad deeds. They will learn how our deeds affect us, and the importance of doing good and avoiding bad.

SAY: We have talked about good akhlāq, or manners, we should have. What are some things we learned? (Wait for answers.)

SAY: Good. We've talked about how to be clean, eating manners, and the importance of being kind to our parents. Let's write down what we have learned.

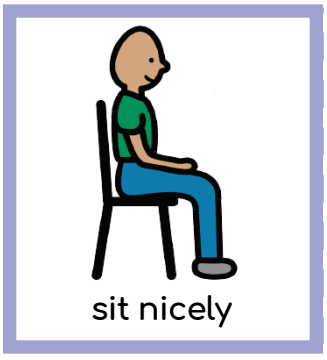
At this time, take two sheets of paper and a marker. On one paper, write "Good Deeds" at the very top, and on the other, write "Bad Deeds." Ask the children to give examples of each, and write them down as they say them. Students can refer to the "Good and Bad Choices" page to get ideas. Then, place the "Good Deeds" paper on the table in front of the bleach and the "Bad Deeds" paper on the table in front of the food color.

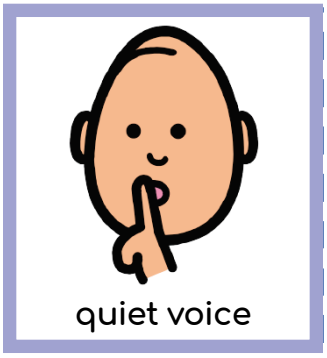
SAY: Great! Now, let's see what bad deeds do to our hearts. (At this time, add a drop of food color into the water and stir. Keep adding a drop after listing each bad deed). Whenever we do a bad deed, our hearts become darker, and we go far from Allah. So, what happens when we do a good deed? (Now, carefully pour some bleach into the colored water and stir. The color should lighten each time you add bleach). See how the water is becoming clear again? That is what happens to our hearts when we do good deeds, they become clean and we grow closer to Allah!

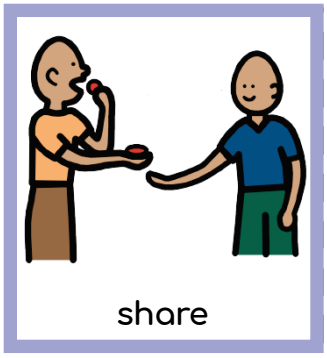
NOTE: Bleach is a very strong and harmful substance. Please use caution, and do not let any children come in contact with it.

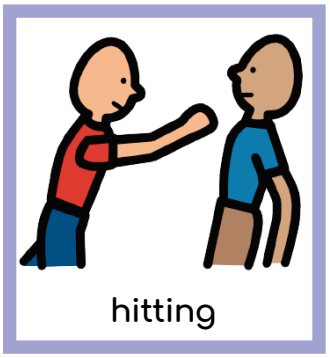
Good Choices & Bad Choices

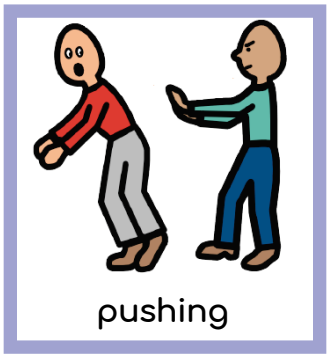
Below are pictures of different actions. Which ones are good deeds and which ones are bad deeds? Let your teacher know for the Good Deed Experiment.

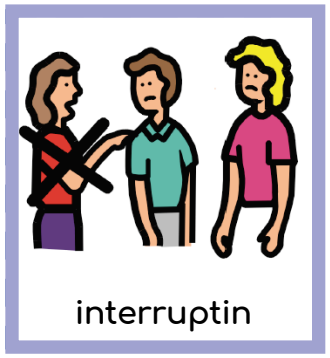


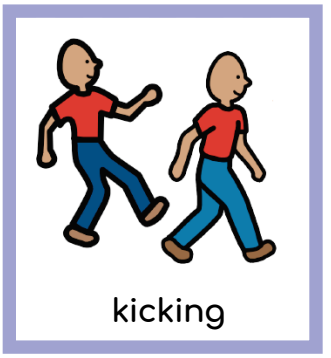


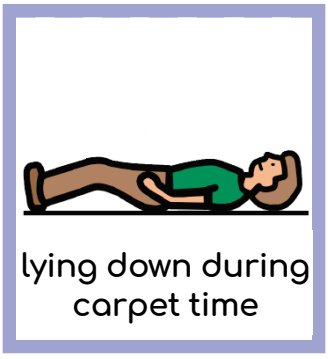


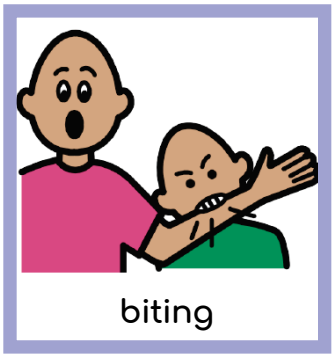


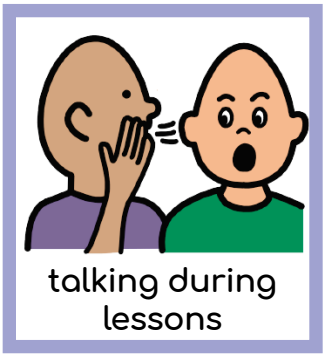


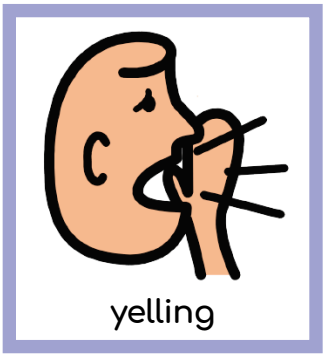












SPECIAL OCCASIONS

CHAPTER 1

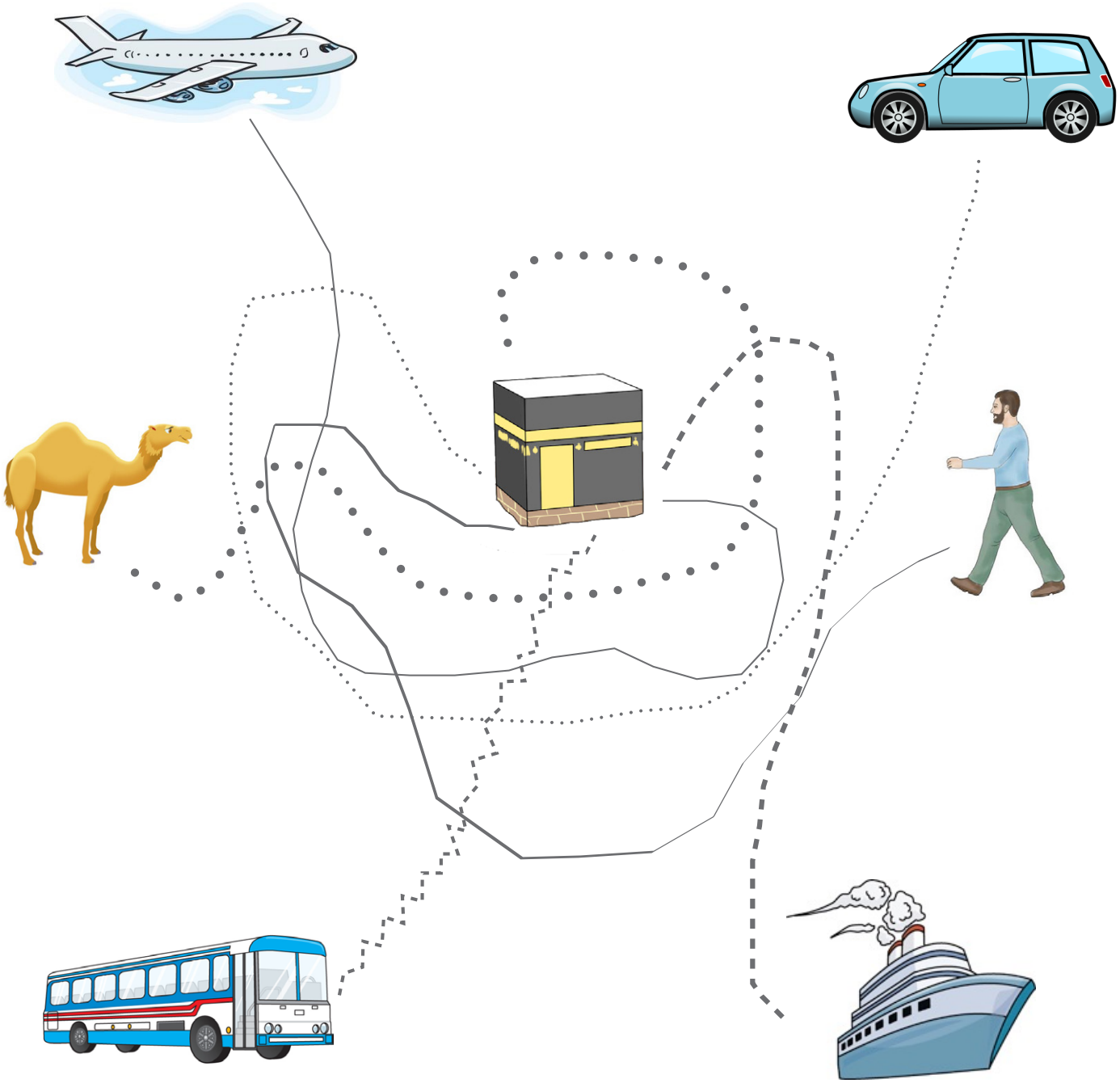
ḤAJJ

Lesson 1.1: The Kaʿbah

Allah ordered Prophet Ibrāhīm (ʿa) to build the Kaʿbah in Mecca. We face the direction of the Kaʿbah everyday when we pray ṣalāh. Every year, many people perform Ḥajj and visit the Kaʿbah. They go around the Kaʿbah 7 times. InshāʾAllāh, we can all go for Ḥajj soon!

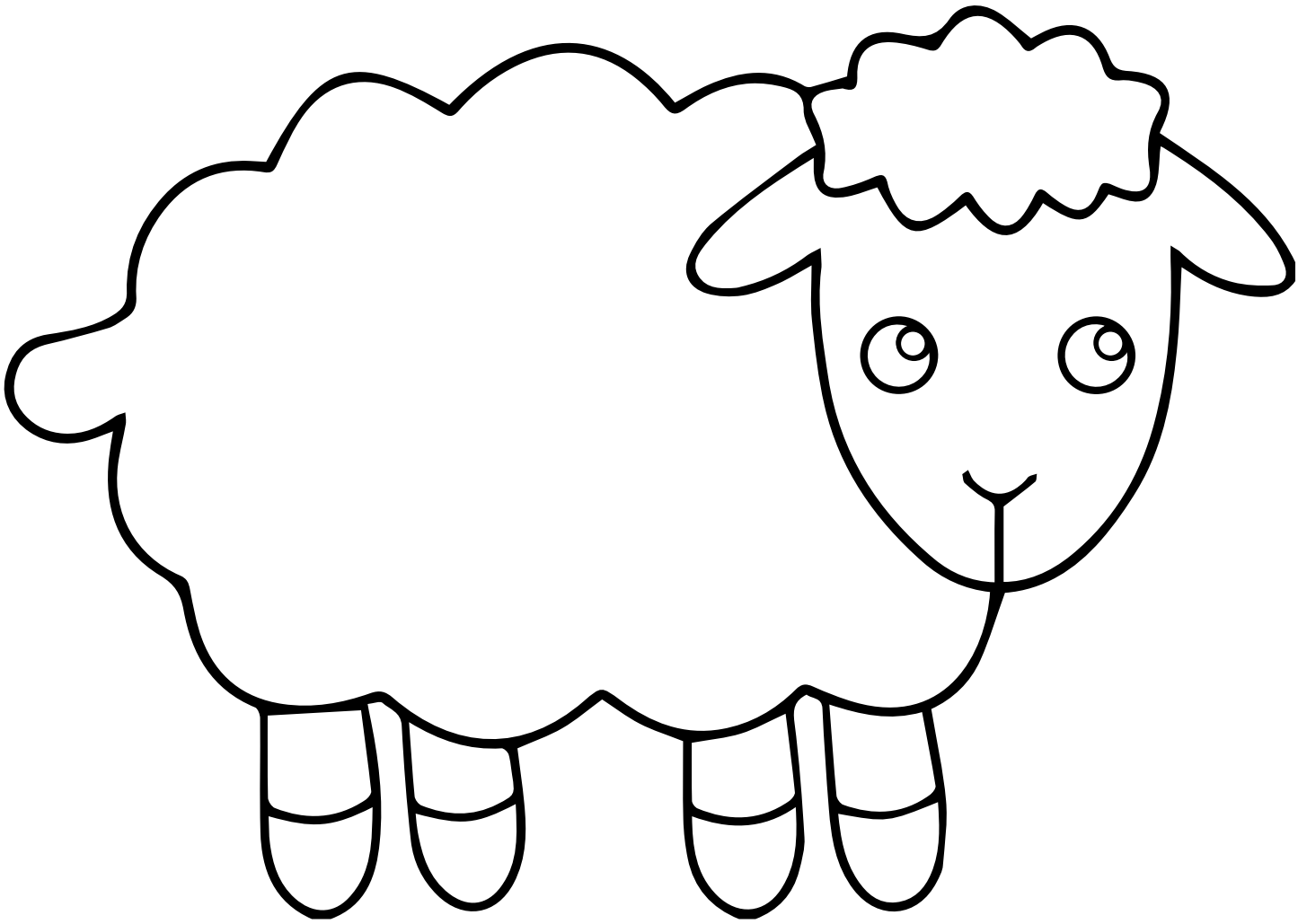
Worksheet 1.1

During Ḥajj, people go to the Kaʿbah in Mecca to pray to Allah. People travel to Mecca many different ways. Trace on the line below to help the people get to the Kaʿbah!



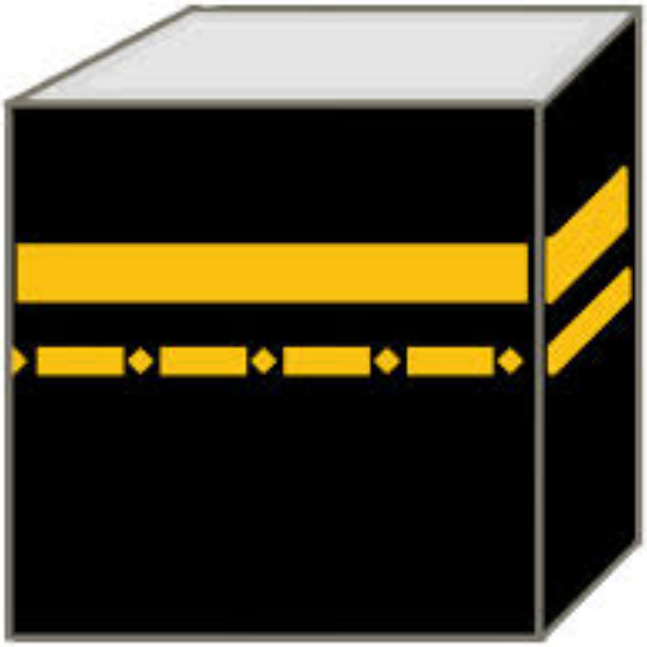
Art Extension 1.1a

We celebrate Eid al-ʿAḍḥā every year to remember Prophet Ibrāhīm's sacrifice. Stick cotton balls on the sheep below to make him fluffly.



Art Extension 1.1b

When we go around the Kaʿbah 7 times, this is called ṭawāf. You can do ṭawāf with your fingers by dipping them in 7 different colors of paint and going around the Kaʿbah below!



CHAPTER 2

UNDERSTANDING KARBALA

Coloring 2.1

Prophet Muḥammad (ṣ) said:

ḤUSAYN ('A) IS FROM ME, AND I AM FROM ḤUSAYN ('A)

END OF KG

ASSESSMENT

Oral Assessment

Name:_____ Date:_____

Directions: Mark the appropriate column for each question.

Key: S: Satisfactory
M: Meets Expectations with help
N: Needs more guidance

#	Questions:	Able to answer on their own	Able to answer with help	Needs more guidance
1.	Which religion do we follow?			
2.	What is a person who follows the religion of Islam called?			
3.	What do Muslims believe in?			
4.	What are some actions that Muslims do to make Allah and their Imām happy? (2-3 are okay)			
5.	What do we say when we see another Muslim?			
6.	What do we say before beginning any activity?			
7	What is the name of the special book that Allah has sent for Muslims?			
8.	Recite the Shahādah (prompt: can be the actions mentioned in the book)			
9.	Name the first and the last Prophets of Allah (possible prompt: picture of an apple/action for messenger or Qurʾān)			
10.	Name the Ahl al-Kisāʾ (prompt: a blanket)			
11.	Name the first and the last Imāms (ʿa)			
12.	Name one thing that is najis in Islam and needs to be cleaned in a special way			

STEPS TO PERFECTION

An Islamic Curriculum For Children

This Kindergarten curriculum establishes the development of a strong Islamic foundation. It features an ʿaqāʾid section that introduces young children to Islam and the basic beliefs and characteristics of Muslims. It goes on to introduce some of Allah's attributes and the shahādah, or basic tenets of Islam. The history section emphasizes introducing the Maʿṣūmīn through stories that highlight their characteristics. This is done with the hope that children will thus connect to them and develop a bond and unfaltering love that will take root in their hearts. The book also covers an introduction to the first and last Prophets and the Ahl al-Kisāʾ (ʿa). The Fiqh section introduces the foundational practice of ṣalāh and briefly touches on the concepts of najāsah and ṭahārah. The akhlāq section has been made aesthetically-pleasing through colorful illustrations, aḥādīth, and āyāt from the Qurʾān that delve into topics regarding basic manners and cleanliness.

SABA

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ISBN 9781683122241