THE EMIRATES

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

2020-2021

Islamic Education



Grade
01

Islamic Education

Student book

Grade 1

Volume 2



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Introduction

The Team of Authors of the Islamic Education curriculum is pleased to present to our dear students the Islamic Education textbook in its new form, praying to Allah, Exalted be He, that it will help them increase their knowledge, expand their perceptions, and elevate their morals; He is the All-Hearer, the All-Answerer.

In constructing the book, the unit-based approach has been adopted. Each unit is comprised of a variety of subjects, representing, in an integrated manner, the curriculum's fields and themes, including: the divine revelation; the Islamic creed; Islamic values and moral teachings; Islamic rulings and purposes; the Prophet's biography; Islamic personalities; national identity and modern issues.

The book has sought to translate the curriculum standards into comprehensive content, identifying the learning outcomes at the beginning of each lesson under the heading: '*This lesson teaches me.*'

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

The students' activities focus on three specific types: general activities for all students under the heading: '*I answer on my own*'; enrichment activities for distinguished students titled: '*enriching my experience*; and applied activities entitled: "*I assess myself.*"

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

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

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

Moreover, the book comprises multiple and diverse learning activities that contribute to developing critical thinking in learners. This is a pressing contemporary requirement that fortifies students against aberrant ideas and imprudent imitation. The book also aims to develop creative and innovative thinking, which the UAE seeks to achieve by 2021 through its vision entitled "*United in Ambition and Determination*", and to become one of the best countries in the world. In addition, the book seeks to develop the skills of problem solving in real life and making the right decisions in a timely manner. It helps to hone students' capabilities and raise their awareness of investing material and human potential and preserving and developing the nation's wealth.

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

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

May Allah grant success!

Authoring Committee

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content is defined on smart learning app

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Unit 4

(I Obey my Lord)



Ser. No.	Domain	Theme	Lesson
1	The Islamic Creed	The Believing Mindset	Allah: the Great Creator
2	Divine Revelation	The Holy Qur'an	Surat *An-Nas*
3	Divine Revelation	The Honorable Hadith	Be Beneficial
4	Islamic Rulings and their Purposes	The Provisions of Acts of Worship	My Prayer is the Light of my Life
5	Divine Revelation	The Honorable Hadith	Righteousness is Good Character
6	Divine Revelation	The Holy Qur'an	Surat *Al-Ma'oun*

Learning Outcomes

This unit teaches me to:

- conclude that Allah,

Glory be to Him, is the Great Creator, Who is capable of creating everything.

- cite examples featuring Allah's greatness and power.
- thank Allah, Glory be to Him, for his favors by keeping them.
- read Surat *An-Nas* correctly.
- recite Surat *An-Nas* from memory.
- explain the terms mentioned in the Surah.
- clarify the overall meaning of the Surah.
- conclude means of protection from human and jinn devils.
- recite the Honorable Hadith from memory.
- conclude some of the useful deeds.
- follow the example of the Messenger of Allah, Peace be upon him.
- list the names of the obligatory prayers.
- explain the importance of prayer.
- state the number of *rak'ahs* of each of the obligatory prayers.
- conclude that righteousness lies in any good deed.
- show that good manners are part of good deeds.
- recite Surat *Al-Ma'oun* properly and correctly.
- read Surat Al- *Ma'oun* from memory.
- explain the overall meaning of Surat *Al-Ma'oun*.
- clarify the status of the orphan in Islam.

Lesson One

Allah, the Great Creator

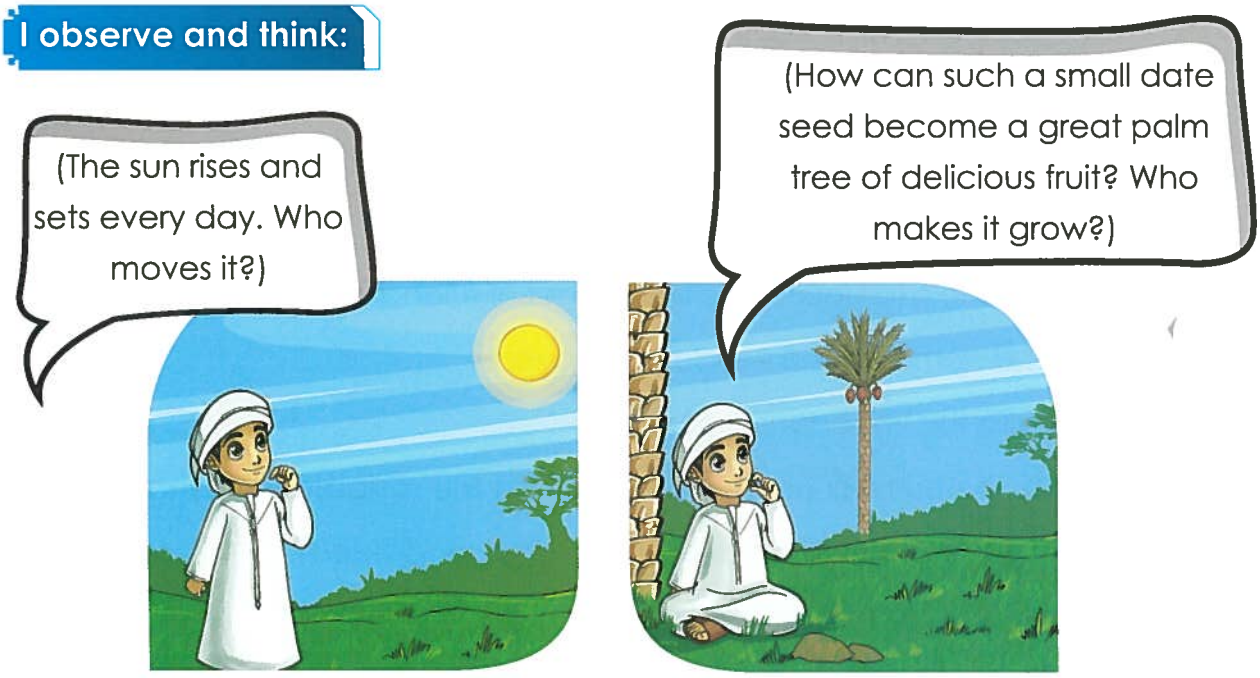
1

This lesson teaches me to:

- conclude that Allah, Glory be to Him, is the Great Creator, Who is capable of creating everything.
- cite examples featuring Allah's greatness and power.
- thank Allah, Glory be to Him, for his favors by keeping them.

I take the initiative to learn

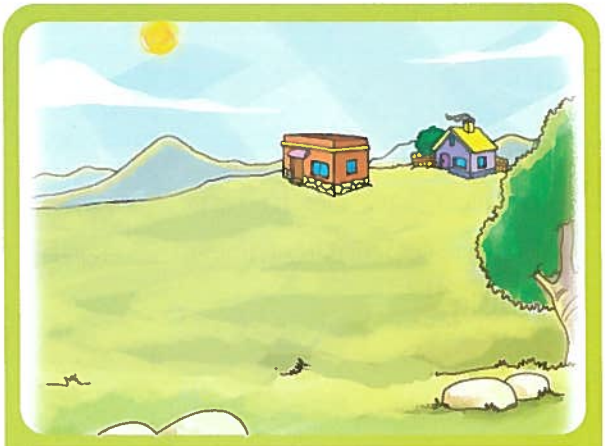
I observe and think:



- What is Rashid doing?
- What are the expected answers that Rashid has reached while he was thinking?
- Can a human being create a sun or a plant? Why?

I use my skills to learn

I observe and conclude:



Allah, Glory be to Him, created the earth, made it flat and paved it for man to live on.



Allah, Glory be to Him, created heaven and adorned it with countless stars.



Allah, Glory be to Him, created the sun to spread warmth and light on the earth.

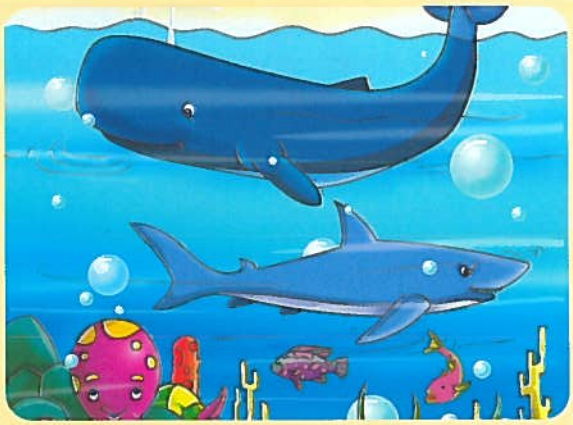


Allah, Glory be to Him, created many different plants and animals.

1 Allah, the Great Creator



Allah, Glory be to Him, created the sea with many varied creatures inside.



Allah, Glory be to Him, created the mountains to make the earth stable.

What does this mean?

Allah's creatures are many and varied.

Allah's power is great.

I listen, then I sing:

Look at that tree with flourishing branches;

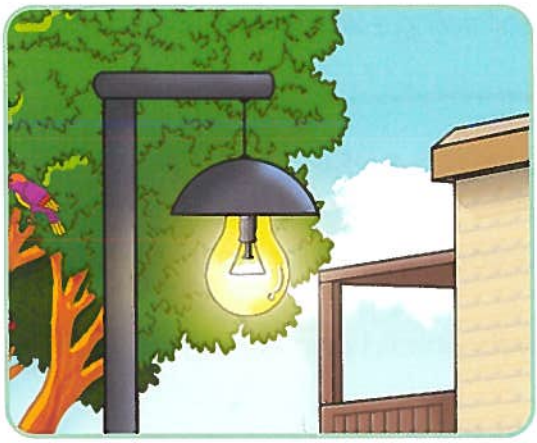
How it grew out of a grain, and how it became a tree?

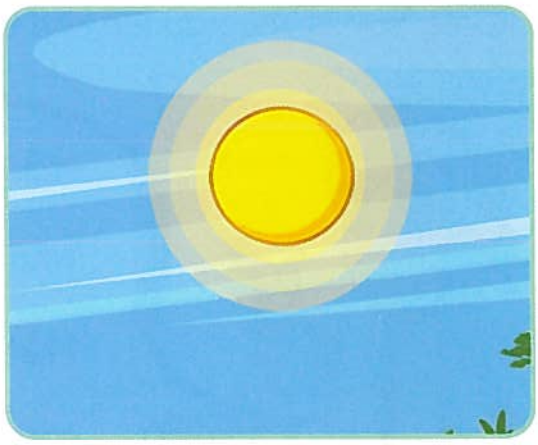
Look up and say who brings forth its fruit;

It is Allah whose blessings are pouring down,

With His great wisdom and magnificent might.

* I compare and conclude:





Comparison	The Sun	The Lamp
The benefit	.....	.....
The cost	inexpensive	.....
The age	.....	short
I conclude:	.....	.....

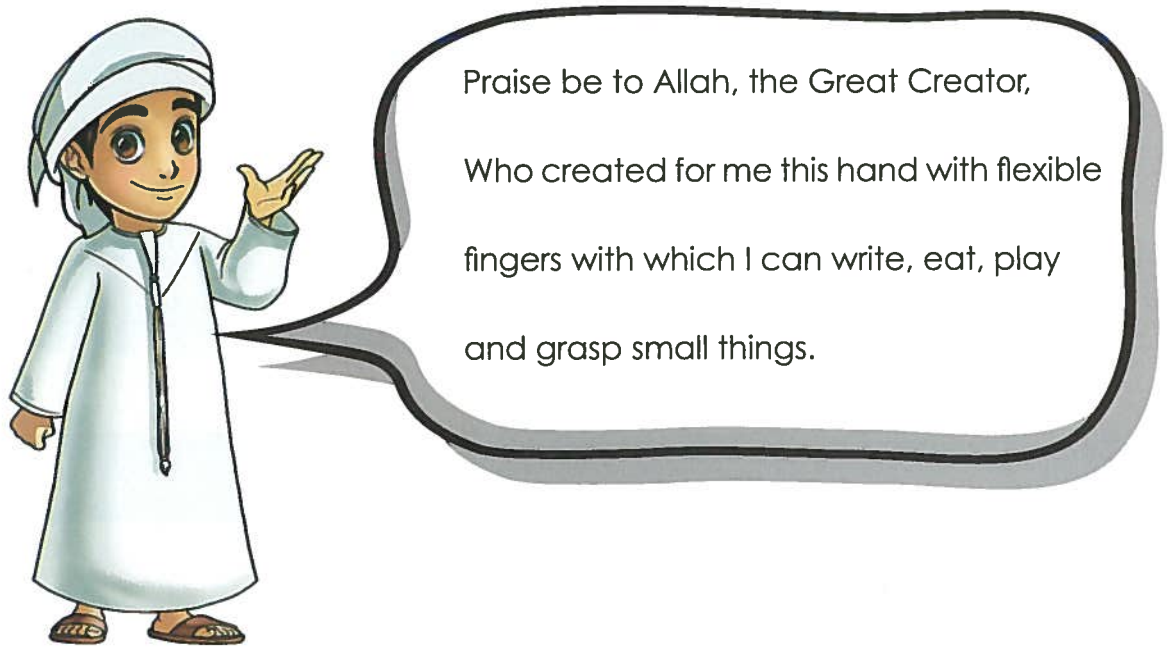
I cooperate with my classmates:

- We cooperate in cultivating some seeds to see how a seed turns into a plant with the power of Allah, Glory be to Him, and to illustrate the stages of its growth.

1 Allah, the Great Creator

I listen and talk:

- In my own words, I talk about the ability of Allah, Glory be to Him, to create man in accordance with the following example:



I think and answer:

- How can I thank Allah, Glory be to Him, for the blessings He has created for me?

I listen and repeat:

"Glory and all praise be to Allah; Glory be to Allah, the Greatest."

[Subḥān Allāhi wa biḥamdih, Subḥān Allāhil-Aẓīm].



I search:

- I search for beautiful images of Allah's creatures and show them to my classmates.

I organize my concepts:



- **Allah, the Great Creator**
  - Allah created all creatures
    - In heaven and earth
  - Allah's power is great
    - Numerous and varied
  - I thank Allah, glory be to Him, for His favors by keeping them

I train to recite the Holy Qur'an

يَخافُ	شانِئَكَ	أَساطيرُ	مالِكِ
أَكيدُ	خالدينَ	عابِدونَ	صِراطَ
ساهونَ	أَعوذُ	فيهِ	صُدورِ



- The student is to be trained to read the words in order to pronounce the letters of elongation (long vowels) correctly.

My imprint



I obey my Lord, the great Creator, and thank Him for His grace.



I protect the environment in my homeland.

Student Activities

I answer on my own:

(1) Activity One:

I color:

Allah, the Great Creator.



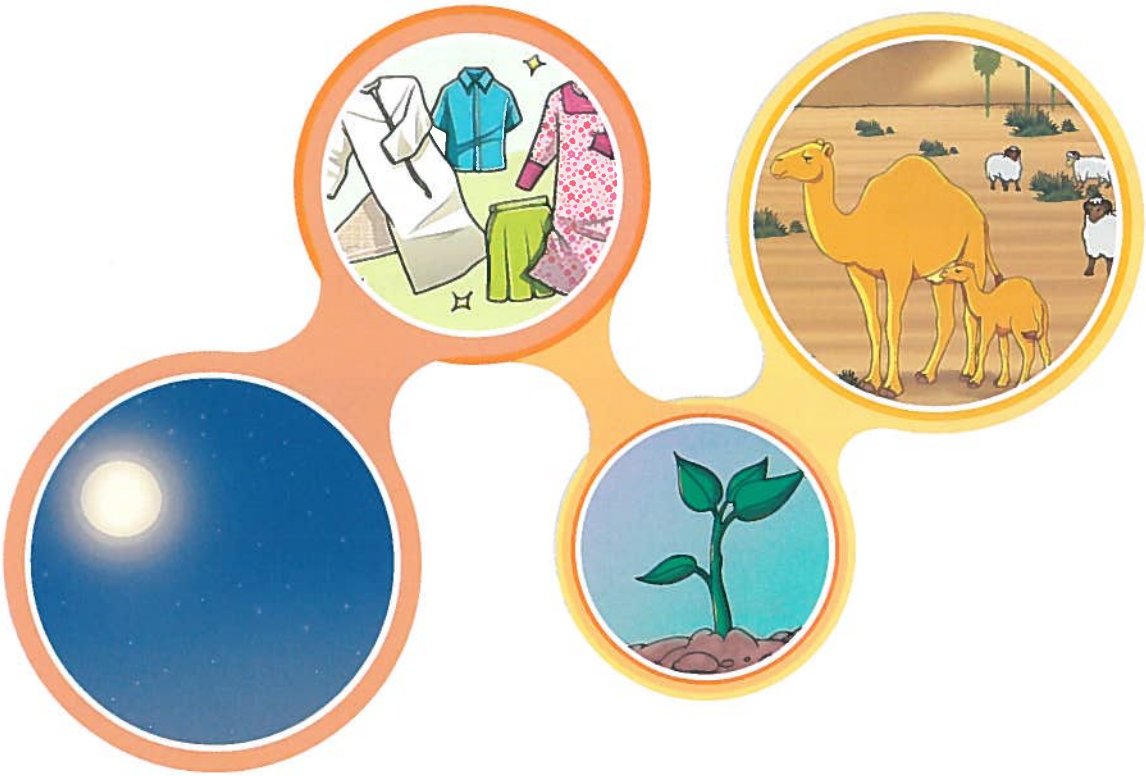
(2) Activity Two:

I write:

I love Allah, the Great Creator.

(3) Activity Three:

I draw a circle round the image that expresses Allah's power:



(4) Activity Four:

I choose the image that shows the correct behavior:





Enriching my experience:

I look for an image that expresses the manifestations of Allah's ability to create man and speak about them in front of my classmates.

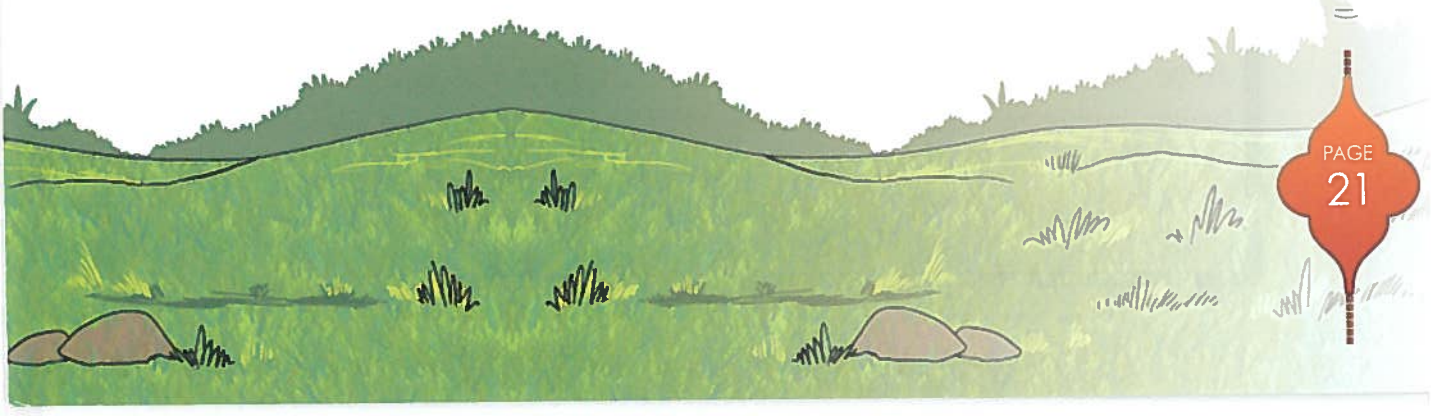
I assess myself:

(1) I color the box which expresses my commitment to the specified behavior:

	Behavior	Always	Sometimes	Never
1	I obey my Lord, the Great Creator, and thank Him for His favors.			
2	I say: "Glory be to my Lord, the Greatest" when I see Allah's creatures.			

(2) I color the box which shows how skillful I am at learning:

Ser. No.	Learning	Excellent	Good	Acceptable
1	My ability to mention examples indicating that Allah is the great Creator.			
2	My ability to express my love for Allah and thank Him for His graces.			



Lesson Two
Surat An-Nas

2

This lesson teaches me to:

- recite Surat An-Nas correctly and properly.
- read Surat An-Nas from memory.
- explain the terms mentioned in the Surah.
- clarify the overall meaning of the Surah.
- conclude means of protection from human and jinn devils.

I take the initiative to learn

Allah, Glory be to Him, said:

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

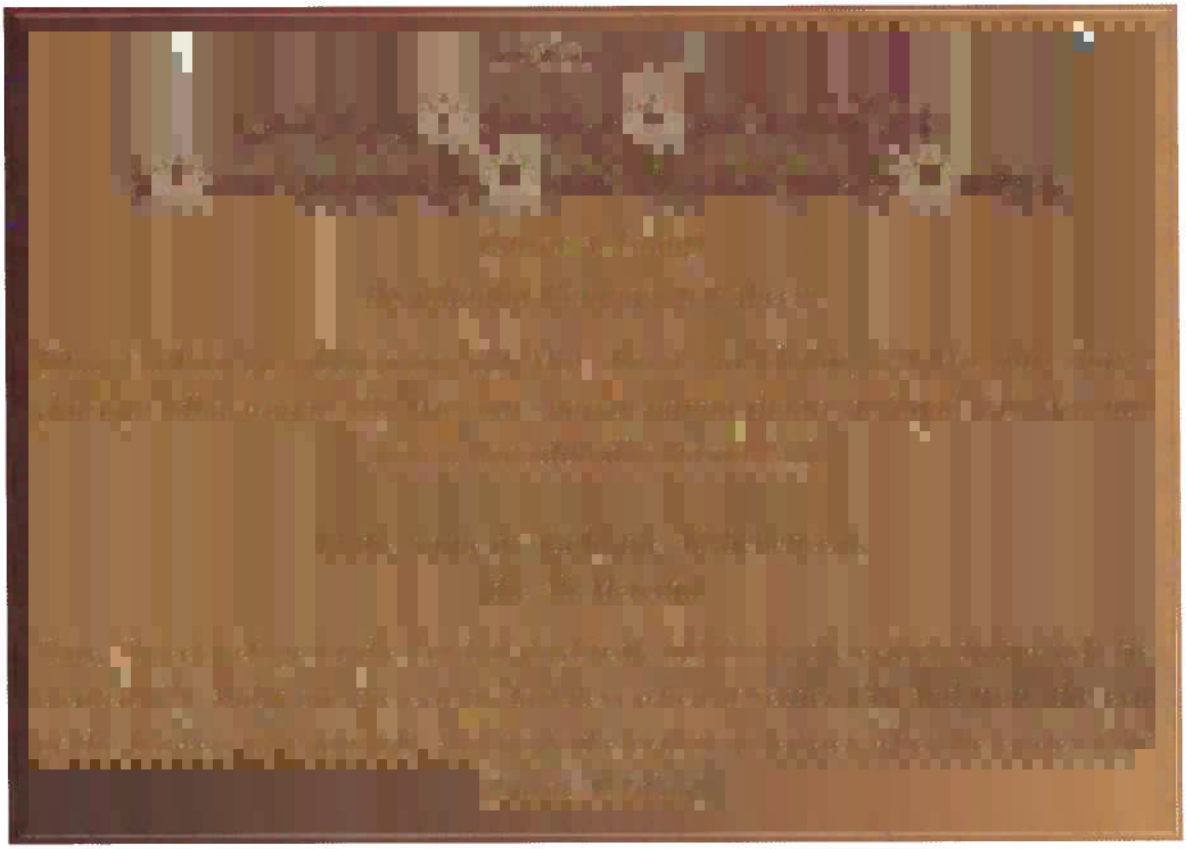
﴿ قُلْ هُوَ اللَّهُ أَحَدٌ ۝١ اللَّهُ الصَّمَدُ ۝٢ لَمْ يَلِدْ وَلَمْ يُولَدْ ۝٣
وَلَمْ يَكُن لَّهُ كُفُوًا أَحَدٌ ۝٤ ﴾ *(Surat Al-Ikhlas)*

Bismillaahir Rahmaanir Raheem
[Qul huwal laahu ahad (1) Allah hus-samad (2) Lam yalid wa lam yoolad (3) Wa lam yaknl-lahu kufuwan ahad (4)]

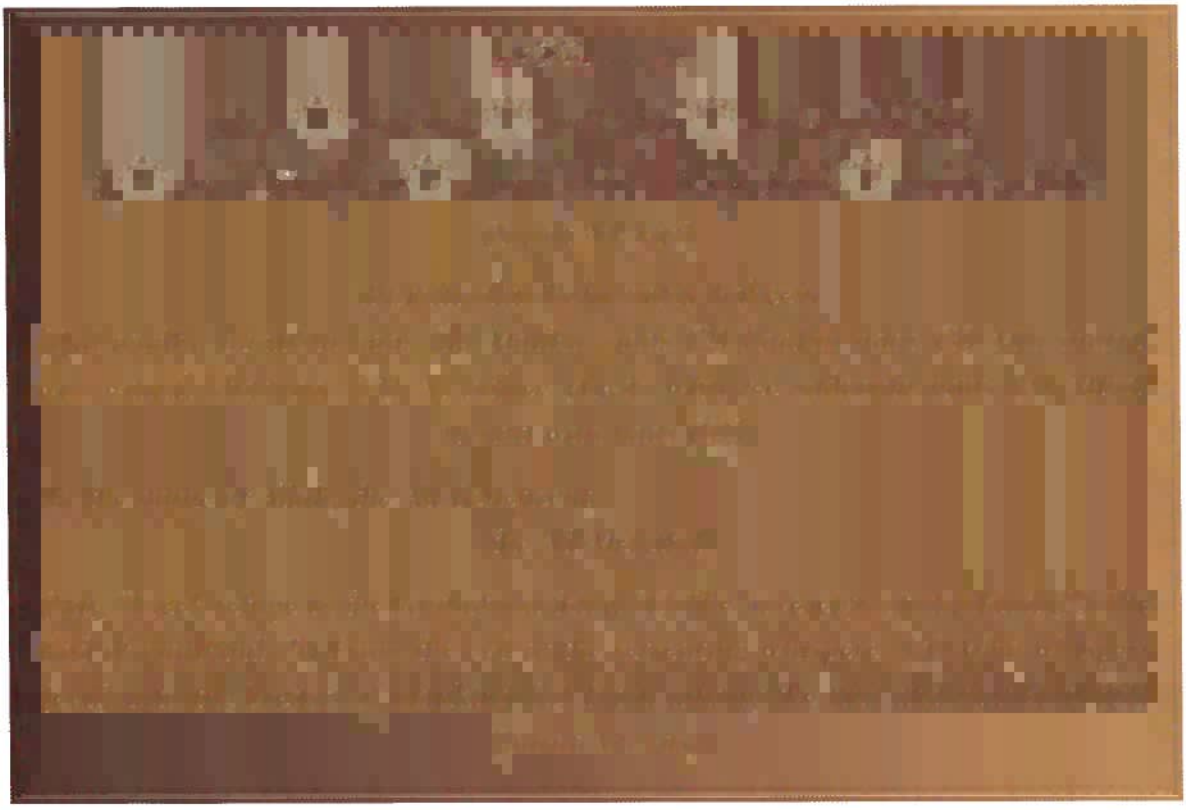
In the name of Allah, the All-Beneficent, the All-Merciful

(Say, "He is Allah, [who is] One (1) Allah, the Eternal Refuge (2) He neither begets nor is born (3) Nor is there to Him any equivalent (4)) (Surat Al-Ikhlas)

Allah, Glory be to Him, said:



Allah, Glory be to Him, said:



2 Surat An-Nas

I notice and answer:

- I state what I see in the picture.
- How many times did the phrase "In the name of Allah, the All-Beneficent, the All-Merciful" appear on this page?
-
- What do we say before reciting the phrase "In the name of Allah, the All-Beneficent, the All-Merciful?"
- What is the last Surah in the Holy Qur'an?



I recite and memorize:

Surat *An-Nas*

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

﴿قُلْ أَعُوذُ بِرَبِّ النَّاسِ ۝١ مَلِكِ النَّاسِ ۝٢ إِلَٰهِ النَّاسِ ۝٣ مِن شَرِّ
الْوَسْوَاسِ الْخَنَّاسِ ۝٤ الَّذِي يُوَسْوِسُ فِي صُدُورِ النَّاسِ ۝٥ مِنَ الْجِنَّةِ وَالنَّاسِ ۝٦﴾

Bismillaahir Rahmaanir Raheem

[Qul a'udhu birabbin naas (1) Malikin naas (2) Ilaahin naas (3) Min sharril was waasil khannaas (4) Al ladhee yuwas wisu fee sudoorin naas (5) Minal jinnati wan naas (6)]

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

(Say, "I seek refuge in the Lord of mankind (1) The Sovereign of mankind (2) The God of mankind (3) From the evil of the retreating whisperer (4) Who whispers [evil] into the breasts of mankind (5) From among the jinn and mankind (6)) (Surat An-Nas)

I explain the terms mentioned in the Surah:

أَعُوذُ	a'udhu	seek refuge.
ٱلْوَسْوَاسِ	il waswaas	the devil.
ٱلْخَنَّاسِ	il khannaas	who disappears whenever Allah, Glory be to Him, is mentioned.

The overall meaning of the holy verses:

The holy verses asked the Prophet, Peace be upon him, and Muslims as a whole, to turn to Allah, Glory be to Him, the Creator and the Master of mankind. They have no other god to worship but Allah alone. They should resort to Allah to protect and fortify themselves against the human and jinn devils who make evils and sins fair seeming for men.

I answer orally:

1. What did the verses ask Allah's Messenger, Peace be upon him, to do?
2. (Who deserves to be worshiped alone?
3. Who protects the Muslim from devils?



Allah, Glory be to Him

I observe and conclude:



Allah created trees



Allah created birds



Allah created the sun

The Angels

Allah created the angels

The Jinn

Allah created the jinn



Allah created man

(I memorize and repeat Surat *An-Nas*
So that Allah will protect me from all evils)



- Creatures" is the plural of ..... .
- Allah is the creator of all ..... .

I consider carefully and answer orally:



- What do you see in the picture?
- Why do they raise their hands?
- I explain what I expect they are praying for.
- Who is capable of answering all their prayers (*du'aa*)?

I conclude:

- that Allah, Glory be to Him, is capable of ..... every prayer (*du'aa*).

I decide:

- I went out to perform *Al-'Asr* prayer. On my way to the mosque, I met my neighbor who suggested going to the grocery store to buy some juice and postpone the prayer.
- What is the appropriate decision that I should make in such a situation?



2 Surat An-Nas

I listen and speak:



Mother: O Shaima', what are you doing?

Shaima': I recite the Holy Qur'an before going to bed. It dispels my fears and makes me feel comfortable.

Mother: what about you, Khalid? Are you eager to recite the Holy Qur'an?

Khalid: Yes, mother. Thanks to reciting the Holy Qur'an, I have made a great progress in learning Arabic language lessons.

Mother: For each letter a Muslim reads from the Holy Qur'an, he/she earns ten rewards.

I cooperate with my classmates:

- We cite some deeds with which Allah, Glory be to Him, protects us against the devil.

I listen and follow the example:

(Whenever Allah's Messenger, Peace be upon him, had a complaint, he recited over his body the Mu'awwidhatain [المعوذتين] (Surat An-Nas and Surat Al-Falaq)] and blew over himself).



I share my creative thoughts:

I design a poster containing the prayer (*du'aa*) which is to be cited before entering the bathroom [*O Allah, I seek refuge with You from all evil deeds and evil spirits*]. I ask my teacher for permission to hang it on the wall in an organized manner on the way to the toilet.

I organize my concepts:

Surat *An-Nas*

- Allah, glory be to Him, is the Lord of all mankind.
- Allah, glory be to Him, is the Lord, Master and God of all creatures.
- A Muslim seeks refuge in Allah, glory be to Him, and asks Him for help.
- Reading the Holy Qur'an expands the chest and dispels fears.



I train to recite the Holy Qur'an:

أَعُوذُ: I seek refuge

أَعُوذُ ذَ ذِ ذُ

الْوَسْواسِ: the whisperer; the devil

الْوَسْواسِ سَ سِ سُ

التَّنوينُ ـً ـٍ ـٌ

ءً	ءٍ	ءٌ	بًا	بٍ	بٌ
تًا	تٍ	تٌ	ثًا	ثٍ	ثٌ
جًا	جٍ	جٌ	حًا	حٍ	حٌ
خًا	خٍ	خٌ	دًا	دٍ	دٌ



- The student is to be trained to correctly pronounce the sounds of the letters of *nunation* [(Arabic: *Tanween* تنوين)].

My imprint

My behavior is my responsibility



- I protect myself by reading the *Mu'awwidhatain* [Arabic: المعوذتين (Surat *An-Nas* and Surat *Al-Falaq*)] every morning and evening.

I love my country



- I protect my homeland - the United Arab Emirates - by citing the phrase: "In the Name of Allah" (as in the wording of the national anthem) as well as the *Mu'awwidhatain* [Arabic: المعوذتين (Surat *An-Nas* and Surat *Al-Falaq*)].

Student Activities

I answer on my own:

(1) Activity One:

- I color the images which illustrate the sayings by which Allah, Glory be to Him, protects us against the devil.



أعوذ بالله من
الشيطان الرجيم

(I seek refuge with Allah from the accursed devil)

بسم الله الرحمن الرحيم
قراءة سورة الناس
الدعاء

(In the name of Allah, the All-Beneficent, the All-Merciful)
(Reciting Surat *An-Nas*)
(Citing a prayer (*du'aa*)



(2) Activity Two:

- I put the sign ✔ in front of the correct phrase and the sign ✗ in front of the wrong one:

(1)	( )	A Muslim always resorts to Allah, Glory be to Him.
(2)	( )	The devil urges man to perform good deeds.
(3)	( )	A Muslim asks Allah, Glory be to Him, for help.
(3)	( )	A Muslim agrees with his friend when he asks him to delay the prayer.

(3) Activity Three:

- I match each phrase to the appropriate answer:

(1) A Muslim protects himself from the devil by:

(2) The heaven, the earth and mankind are all creatures of:

(3) The whisperer means:

Allah, Glory be to Him.

the devil.

seeking refuge with Allah, Glory be to Him.

the jinn and mankind.

Enriching my experience:

- I do a search for the Surahs, verses and prayers (*du'aas*) that we recite before going to sleep.

I assess myself:

I color the box which expresses how skillful I am at learning the specific aspect:

S. No.	Learning Aspect	Excellent	Good	Acceptable
1	My ability to memorize Surat *An-Nas*.			
2	My ability to explain the meanings of the terms mentioned in Surat *An-Nas*.			
3	My ability to protect myself against human and jinn devils by reading the *Mu'awwidhatain* [Arabic: المعوذتين (Surat *An-Nas* and Surat *Al-Falaq*)] and prayers (*du'aas*).			



(I Obey my Lord)

Lesson Three

Be Beneficial

3

This lesson teaches me to:

- recite the honorable Hadith from memory.
- conclude the useful deeds.
- show that I follow the example of the Allah's Messenger, Peace be upon him.

I take the initiative to learn



What is the benefit of the palm tree?

I use my skills to learn

I listen and memorize:

Honorable Hadith

It was narrated that Jabir, May Allah be pleased with him, said that the Allah's Messenger, Peace be upon him, said: "He who is able amongst you to benefit his brother should do so." (Narrated by Muslim)

I explain the meanings of the terms mentioned in the Hadith:

benefit his brother: to offer him a good deed.

should do so: let him benefit his brother.

The overall meaning of the honorable Hadith:

Allah's Messenger, Peace be upon him, orders us to take the initiative to offer help and benefits to others.

3 Be Beneficial

I observe and conclude:

I state what I notice in each situation as presented in the following pictures:








I explain:

- I explain the benefits offered in the following situations:





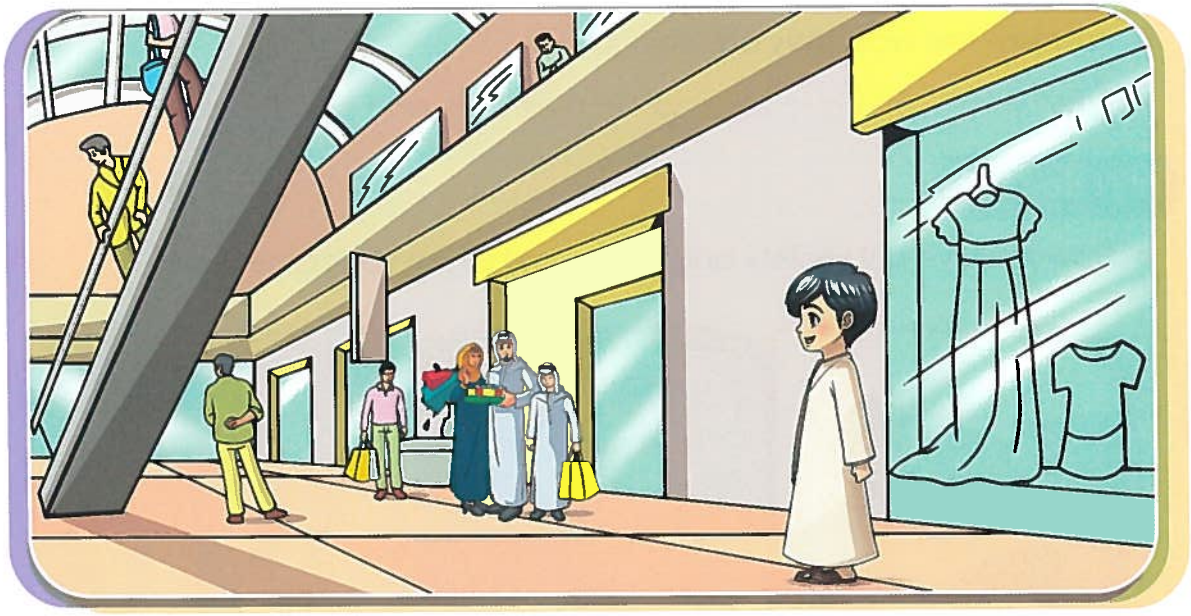

(It is time to pray.)

I express:

I express my gratitude towards those who have helped me as shown in the following images:



I decide:



I saw a little boy moving away from his family in the shopping center.

- I mention the action that I should take to help him.

I cooperate with my classmates:

(A) I notice and speak:



الهلال الأحمر الإماراتي
Emirates Red Crescent

- I talk about what I see in the picture.
- I explain the work they are doing.
- I say what I can do to take part in their work and help them.

(B) I decide:

- How to serve my society and homeland when I become:



A policeman?



A teacher?



A doctor?

I organize my concepts:

Be Beneficial

- Doing beneficial deeds to others is an act of obedience to Allah, glory be to Him.
- Taking the initiative to help others.
- Beneficial jobs (Medicine, Education .....)



I train to recite the Holy Qur'an:

رُ	رِ	رًا	ذُ	ذِ	ذًا
سُ	سِ	سًا	زُ	زِ	زًا
صُ	صِ	صًا	شُ	شِ	شًا
طُ	طِ	طًا	ضُ	ضِ	ضًا
عُ	عِ	عًا	ظُ	ظِ	ظًا



My imprint



- I take part in the "Environment Protection" campaign.



- I take part in the voluntary work campaigns to serve others.

Student Activities

I answer on my own:

(1) Activity One:

- I color the following image:





(2) Activity Two:

I answer orally:

What should I do in the following situations?

- I saw my little brother approaching the stairs.
- I saw an old man trying to go to the mosque.
- My mother wants a glass of water.
- The bus supervisor carried my bag to the door of my house.

Enriching my experience

- I search for five deeds that benefit others.

I assess myself:

- I color the box which expresses how skillful I am at learning the specific aspect:

Ser. No.	Learning Aspect	Excellent	Good	Acceptable
1	My ability to read the honorable Hadith correctly.			
2	My ability to memorize the honorable Hadith: "He who is able among you to benefit his brother should do so."			
3	My ability to tell the meanings mentioned in the honorable Hadith			
4	My ability to state the deeds that benefit others.			

Lesson Four

My prayer is the light of my life

4

This lesson teaches me to:

- list the names of the obligatory prayers.
- explain the importance of prayer.
- state the number of rak'ahs of each of the obligatory prayers.

I take the initiative to learn

I answer:

- I mention the name of the nearest mosque to my house.
- I state the number of times at which I hear the call to prayer (*adhan*).
- Why do Muslims go to mosque?



I use my skills to learn

I listen and answer:



Rashid: O Father, I'll go with you to perform *Al-Maghrib* (Sunset) prayer.

Father: This is not *Al-Maghrib* (Sunset) prayer; it is *Al-'Isha* (Night) prayer.

Noura: During the night, we perform two prayers: *Al-Maghrib* (Sunset) and *Al-'Isha* (Night) prayers.

Father: Well done, Noura. O Rashid, What are the rest of prayers?

Rashid: They are the *Al-Fajr* (Dawn), *Al-Dhuhr* (Noon) and *Al-'Asr* (Afternoon) prayers.

Father: Prayer is one of the most important pillars of Islam. Whoever keeps prayers will enter Paradise.

My prayer
is the **light** of
my life

صلاتي نور حياتي

(I Obey my Lord)

4 My prayer is the light of my life

Mother: A Muslim performs his prayers so that Allah, Glory be to Him, is pleased with him and forgives his sins.

Norah: Prayer teaches us cleanliness because we perform ablution (*wudoo'*) before praying.

Mother: It also teaches us to respect time because we perform our prayers at specific times.

Noura: I'll do *wudoo'* and pray together with my mother and grandmother.

Rashid: I will keep performing the five prayers.

Father: Well done. May Allah, Glory be to Him, bless you.



I answer orally:

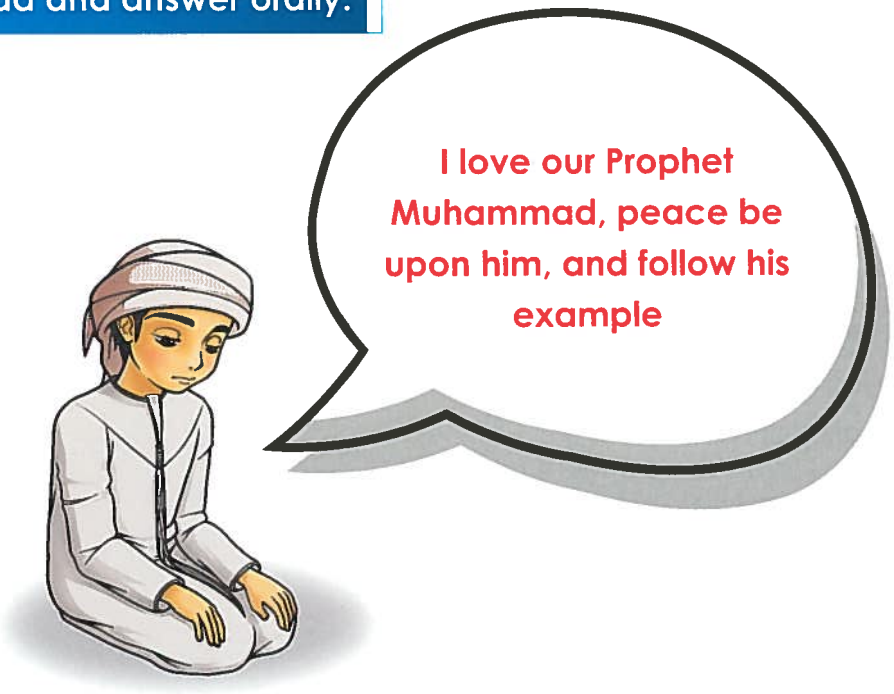
- What is the second pillar of Islam?
- How does a Muslim prepare for his prayers?

I classify:

- I classify the five prayers by placing the symbol of the crescent at the night prayers and the symbol of the sun at the daytime prayers:

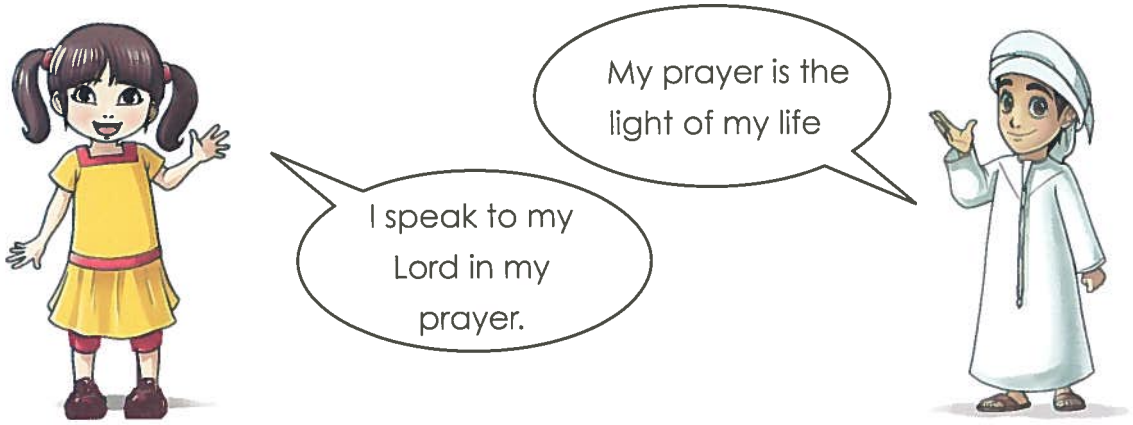
Al-Maghrib (Sunset) prayer	*Al-Dhuhr* (Noon) prayer	*Al-Fajr* (Dawn) prayer	*Al-'Isha* (Night) prayer	*Al-'Asr* (Afternoon) prayer

I read and answer orally:



Honorable Hadith

It was narrated that 'Abdullah bin Mas'ood, *May Allah be pleased with him, said: I asked the Prophet, Peace be upon him, "Which of the deeds is loved most by Allah?" The Messenger of Allah, Peace be upon him, said: "The prayer (Salat) at its proper time." (Narrated by Al-Bukhari and Muslim)*



- Which of the Muslim's deeds is loved most by Allah?
- What should I do for my prayer to be a reason for entering Paradise?

I decide:

My older brother asked me to stop playing electronic games and go with him to perform *Al-Maghrib* (Sunset) prayer in congregation.

- What is the appropriate decision that I should make in this situation? Why?





I cooperate with my classmates:

Al-Fajr (Dawn) prayer	*Al-Dhuhr* (Noon) prayer	*Al-'Asr* (Afternoon) prayer	*Al-Maghrib* (Sunset) prayer	*Al-'Isha* (Night) prayer

- We write the name of prayer. In the corresponding row, we color the square which indicates the number of *rak'ahs* of each prayer:

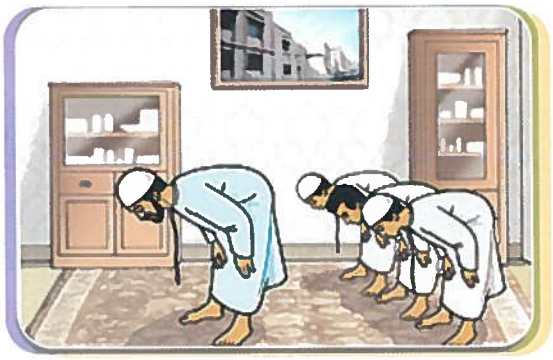


(Prayer)

Number of *rak'ahs*/ Name of Prayer	1	2	3	4
.....				
.....				
.....				
.....				
Al-'Isha (Night) prayer				

I speak:





- I describe Rashid's prayer with his father and brothers in congregation.
- I describe Noura's prayer with her mother, grandmother and sister in congregation.

I share my creative thoughts:

- With the help of my teacher, I design a poster showing the times of the five prayers for this week and find a suitable place to put it inside the classroom.

I organize my concepts:



My prayer is the light of my life

The five prayers and the number of *rak'ahs* of each prayer:

Al-Fajr (Dawn) prayer	*Al-Dhuhr* (Noon) prayer	*Al-'Asr* (Afternoon) prayer	*Al-Maghrib* (Sunset) prayer	*Al-'Isha* (Night) prayer
2	4	4	3	4

I train to recite the Holy Qur'an:

عًا	عٍ	عٌ	ظًا	ظٍ	ظٌ
فًا	فٍ	فٌ	غًا	غٍ	غٌ
كًا	كٍ	كٌ	قًا	قٍ	قٌ
مًا	مٍ	مٌ	لًا	لٍ	لٌ
هًا	هٍ	هٌ	نًا	نٍ	نٌ
يًا	يٍ	يٌ	وًا	وٍ	وٌ



- The student is to be trained to correctly pronounce the sounds of the letters of *nunation* [(Arabic: *Tanween* تنوين)].

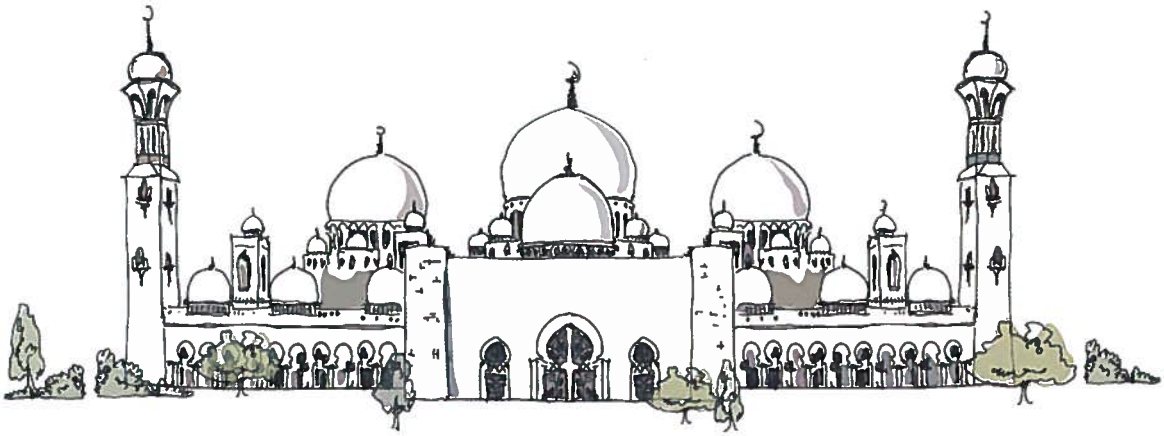
My imprint:



- I memorize the number of *rak'ahs* of each of the five prayers and perform them all.



- In my prayers, I pray to Allah, Glory be to Him, to protect my mother, my father and the rulers of my homeland.



Student Activities

I answer on my own:

(1) Activity One:

- I match the words in column (A) to those in column (B):

(A)	(B)
1) *Al-Fajr* (Dawn) prayer	
2) *Al-Dhuhr* (Noon) prayer	Night
3) *Al-'Asr* (Afternoon) prayer	
4) *Al-Maghrib* (Sunset) prayer	Day
5) *Al-'Isha* (Night) prayer	

(2) Activity Two:

- I select the appropriate answer:

(A)	(B)
1) Performing our prayers on time teaches us to:	respect time
2) By performing ablution (*wudoo'*) before praying, we become used to:	order
3) Performing correct prayer with friends in the school prayer hall teaches us to abide by:	cleanliness

Enriching my experience:

I look for the name of the Surah in which Allah, Glory be to Him, commanded our Prophet Muhammad, Peace be upon him, to pray and to slaughter animals as sacrifices.



I assess myself:

- I color the box which shows how skillful I am at learning the specific aspect:

S. No.	Learning Aspect	Excellent	Good	Acceptable
1	My ability to memorize the names of the obligatory prayers.			
2	My ability to explain the importance of prayer.			
3	My ability to state the number of rak'ahs of each of the obligatory prayers.			



Lesson Five

Righteousness is Good Character

5

This lesson teaches me to:

- recite the honorable Hadith from memory.
- conclude that righteousness lies in any good deed.
- show that good manners are one of the good deeds.
- identify the behavior which indicates good character.

I take the initiative to learn



- I compare between the two behaviors shown in the above two pictures.
- I judge the behavior of each of them.

I use my skills to learn

I listen and memorize:

Honorable Hadith

It was reported that An-Nawas bin Sam'an, May Allah be pleased with him, said that the Prophet, Peace be upon him, said: "Righteousness is in good character." (Narrated by Muslim)

I explain the meanings of terms mentioned in the Hadith:

Righteousness: all good deeds, both manifest and hidden.

Good character: having good qualities.

The overall meaning of the Hadith:

The Prophet, Peace be upon him, commands us to treat others kindly in both word and deed. For example, we should obey our parents, show respect for relatives, avoid disturbing our neighbors and be polite with the teacher. These are some of the good qualities that pleases Allah, Glory be to Him.

I discuss and conclude:

1. In this Hadith, what did the Prophet, Peace be upon him, command us to do?
2. State some of the good deeds.

حُسْنُ الخُلُقِ

Good manner

I notice and conclude:



What kind of deeds are the people in the above pictures doing?

..... deeds.

What is the quality that we may use to describe the manners of these people?

..... manners.

I listen and answer:



The teacher saw Rashid sitting sad on a bench in the school corridor. She asked him: What's up, Rashid? Why don't you play with your friends?

Rashid: I feel bad. I do not want to play.

Teacher: Why?

Rashid: My friend asked me to help him recite from memory what he has learned from the Holy Qur'an. I refused and he got angry with me. Now I feel upset.

Teacher: Well; what would make you feel better?

Rashid: To apologize to him and help him.

Teacher: Excellent. So, let's go.

I answer orally:

1. Why did Rashid feel upset?
2. What did Rashid decide to do in order to feel comfortable?
3. How is the effect of good and charitable deeds on Muslims?





I cooperate with my classmates:

(1) In the following table, we identify the deeds that reflect the good character:

☐	Telling the truth	☐	Helping the needy
☐	Mocking at others	☐	Upsetting neighbors
☐	Cooperation	☐	Obeying parents
☐	Abiding by the school order	☐	Quarreling with classmates

(2) As far as the results of their behavior is concerned, we compare between those who perform good deeds and those who perform bad ones. We complete the following table by adding the sign (✔) or(✗)as appropriate:

The Result	Those who perform good deeds	Those who perform bad deeds
They win the love of Allah, Glory be to Him.	.....	.....
They win the love of parents.	.....	.....
.....	.....	.....

(3) We show how to behave in the following situations:

A. My father prevented me from going to my classmate's house.

B. A student pushed me unintentionally while he was running.

C. My classmate needed a pen to write with.



(4) We mention three deeds that indicate good manners.

I organize my concepts:

Righteousness is Good Character

All good, charity deeds

Such as:

- Tolerance
- Showing respect for the elderly
- Telling the truth
- Honoring our parent
- Helping the needy



I train to recite the Holy Qur'an:

Students train to correctly pronounce the sounds of the letters of *nunation* [(Arabic: *Tanween* تنوين)].



التنوين ـً ـٍ ـٌ

بٌ	بٍ	بًا	ءٌ	ءٍ	ءً
ثٌ	ثٍ	ثًا	تٌ	تٍ	تًا
حٌ	حٍ	حًا	جٌ	جٍ	جًا
دٌ	دٍ	دًا	خٌ	خٍ	خًا
رٌ	رٍ	رًا	ذٌ	ذٍ	ذًا
سٌ	سٍ	سًا	زٌ	زٍ	زًا
صٌ	صٍ	صًا	شٌ	شٍ	شًا
طٌ	طٍ	طًا	ضٌ	ضٍ	ضًا
عٌ	عٍ	عًا	ظٌ	ظٍ	ظًا
فٌ	فٍ	فًا	غٌ	غٍ	غًا
كٌ	كٍ	كًا	قٌ	قٍ	قًا
مٌ	مٍ	مًا	لٌ	لٍ	لًا
هٌ	هٍ	هًا	نٌ	نٍ	نًا
ىٌ	يٍ	يًا	وٌ	وٍ	وًا

My imprint:



- I make sure to show good character by treating others kindly.



- I participate in national campaigns aimed at helping the weak and the needy.

Student Activities

I answer on my own:

(1) Activity One:

In the following pictures, I put the sign (✔) beneath the deeds that show good character:



(2) Activity Two:

- I delete the action that does not indicate a deed of righteousness, as in the example:

Performing prayer	Patience	Lying X	Honesty	Harming neighbors
Obeying parents	Assaulting others	Mocking at others	Showing respect for the elderly	Asking for permission

(3) Activity Three:

* I complete the following statements as appropriate:

- Muslim + ... deed = good character.
- ..... = righteousness.

Enriching my experience:

- I do a search for another Hadith about good character and memorize it.

I assess myself:

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

	Behavior	Always	Sometimes	Never
1	I obey my mother whenever she asks me to do something for her.			
2	I make sure that my behavior is good.			

(2) I color the box that shows how skillful I am at learning the specific aspect:

	Learning Aspect	Excellent	Good	Acceptable
1	My ability to memorize the honorable Hadith			
2	My ability to identify the deeds that demonstrate good character.			


I love my
country

Lesson Six

Surat Al-Ma'oun

6

This lesson teaches me to:

- recite Surat Al-Ma'oun correctly.
- read Surat Al-Ma'oun from memory.
- explain the overall meaning of Surat Al-Ma'oun.
- describe the status of the orphan in Islam.

I take the initiative to learn

I notice and talk:

- What do I notice in the picture?



I use my skills to learn

I recite and memorize:

Surat *Al-Ma'oun*

Allah, Glory be to Him, said:

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

﴿ أَرَءَيْتَ ٱلَّذِى يُكَذِّبُ بِٱلدِّينِ ﴿١﴾ فَذَٰلِكَ ٱلَّذِى
يَدُعُّ ٱلْيَتِيمَ ﴿٢﴾ وَلَا يَحُضُّ عَلَىٰ طَعَامِ ٱلْمِسْكِينِ ﴿٣﴾ فَوَيْلٌ
لِّلْمُصَلِّينَ ﴿٤﴾ ٱلَّذِينَ هُمْ عَن صَلَاتِهِمْ سَاهُونَ ﴿٥﴾ ٱلَّذِينَ هُمْ
يُرَآءُونَ ﴿٦﴾ وَيَمْنَعُونَ ٱلْمَاعُونَ ﴿٧﴾ ﴾

Bismillaahir Rahmaanir Raheem

[Ara-aital ladhee yu kadhibu bid deen (1) Fa dhaalikal ladhi yadu'ul-yateem (2) Wa la ya huddu 'alaa ta'amil miskeen (3) Fa wai lul-lil mu salleen (4) Al ladheena hum 'an salaatihim sahoon (5) Al ladheena hum yuraa-oon (6) Wa yamna'oonal ma'oon (7)]

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

(Have you seen the one who denies the Judgment (to come)? (1) For that is the one who drives away the orphan (2) And does not encourage the feeding of the poor (3) So woe to those who pray (4) [But] who are heedless of their prayer (5) Those who make show [of their deeds] (6) Yet refuse small kindnesses! (7))
(Surat Al-Ma'un)

- I connect between the Qur'anic expression and its appropriate meaning according to the proper color:

يُكَذِّبُ بِالدِّينِ (yu kadhibu bid deen): denies the Judgment (to come) does not believe in religion	Kitchen tools and the like
يَدُعُّ الْيَتِيمَ (yadu'ul-yateem): drives away the orphan	Does not believe in the Day of Judgment
الْمَاعُونَ (al ma'oon): Small kindnesses, like salt, sugar, etc.	Pushes him harshly

The overall meaning of the holy verses:



- The verses show that some signs of belief in the Day of Judgment are: kindness to orphans and the needy, performing prayers and good deeds sincerely on time, and offering help to others.

I listen and answer orally:

Rashid: The teacher said that some brave Emirati soldiers were martyred in Yemen, and that their children became orphans.



Father: Yes, my son. The orphan is the one whose father had died when he was a little child.

Rashid: I love orphans.

Father: Islam has honored orphans. Allah, Glory be to Him, has made the sponsor of an orphan a companion of the Prophet, Peace be upon him, in Paradise.

- Who is the orphan?
- I show how I should treat him.

I clarify:

- The penalty of those who neglect their prayers.
- I show how keen I am to perform prayers.

I suggest:

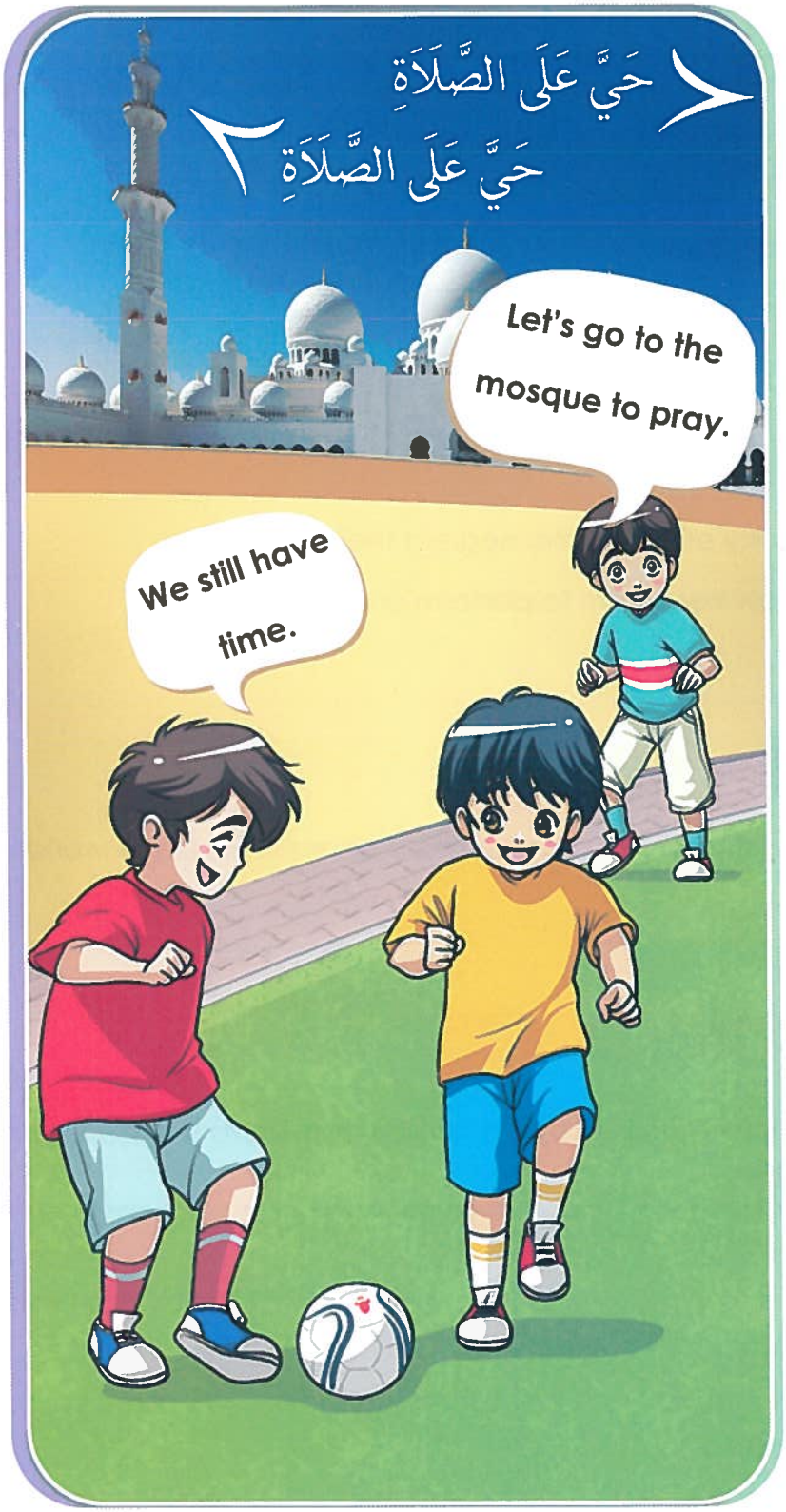
I suggest a way by which I can help orphans all over the world in the field of education.



I cooperate with my classmates:

- We identify the things that a Muslim may borrow from his relatives and neighbors:

My friend	
My neighbor	
My brother	


حَيَّ عَلَى الصَّلَاةِ
حَيَّ عَلَى الصَّلَاةِ
Let's go to the mosque to pray.
We still have time.

I suggest a solution:

- I watch the pictures and listen to the following problems. Then I propose an oral solution to achieve the results according the following table:





The problem: Your classmate has lost her pen and you have more than one pen.	**The Result:** So you urge feeding the needy. You are a generous boy.	**The problem:** You remembered your prayer while you were playing.
The solution:	**The solution:**	**The solution:** ....
The result: So you do not refuse to give small assistance (*Al-Ma'oun*). You are a cooperative person.	**The problem:** Your colleague has no food to break his fasting.	**The Result:** So you do not neglect your prayer. You are committed to maintain your prayers.

I organize my concepts:

Surat *Al-Ma'oun*

- The Surah calls for taking care of orphans.
- It urges people to help the needy.
- It urges people to perform prayers on time.
- It urges mutual cooperation between people.
- It calls for believing in the Day of Judgment.



I train to recite the Holy Qur'an:

عَذابًا	شَديدًا	مِهادًا	كِتابًا	نَباتًا
مَعاشًا	يَسيرًا	وِفاقًا	شِدادًا	جَزاءً
شَرابًا	حَميمًا	لِباسًا	حِسابًا	سَرابًا



My imprint:



- I keep performing the five prayers on time.



- I donate some of my savings to trusted charitable societies accredited at the UAE in order to help the poor and the needy.

Student Activities

I answer on my own:

(1) Activity One:

- I put the sign(✔)in front of the correct phrase and the sign (✗) in front of the incorrect one as follows:

An orphan is the person who has lost his mother when he was a little child. ( )

Others should be urged to feed the needy before urging oneself. ( )

Al-Ma'oun means some useful tools. ( )

(2) Activity Two:

I choose the correct complement by drawing a circle round it:

- A Muslim must keep his prayers and perform them:

before their time | on their due time | after the end of their due time

- A Muslim does not drive away an orphan harshly; he should rather:

neglect him | do injustice to him | honor him

- A Muslim lends his neighbors the things that:

do harm to them | they do not have | they need

(3) Activity Three

I color:



The needy

Al-Ma'oun

Prayer

Enriching my experience:

- One of Qurayshi infidels used to slaughter two camels every day to feed his friends. One day, an orphan came to him asking him something. The infidel beat him with his stick and pushed him away harshly. Therefore, Allah, Glory be to Him, revealed Surat *Al-Ma'oun*.



I assess myself:

- I color the box that shows how skillful I am at learning the specific aspect:

Ser. No.	Learning Aspect	Excellent	Good	Acceptable
1	My ability to recite the verses properly and correctly.			
2	My ability to memorize Surat *Al-Ma'oun*.			
3	My ability to give the meanings mentioned in the holy verses.			

Unit 5

(My Religion Refines Me)



Ser. No.	Domain	Theme	Lesson
1	The Islamic Creed	The Believing Mindset	I Love the Creatures of my Lord
2	Divine Revelation	The Holy Qur'an	Surat Al-Masad
3	The Prophetic Biography and Personalities	Personalities	Asma' bint Abi Bakr As-Sideeq (May Allah be pleased with them)
4	Divine Revelation	The Honorable Hadith	Some of the Manners of Eating
5	Divine Revelation	The Honorable Hadith	Mercy

Learning outcomes

This unit teaches me to:

- mention some of Allah's creatures on earth.
- conclude the importance of animals and plants to man.
- express my love for the creatures of Allah, Glory be to Him.
- recite Surat Al-Masad correctly and properly.
- explain the terms mentioned in the Surah.
- give the overall meaning of the surah.
- clarify the role of Asma' bint Abi Bakr As-Siddeeq, May Allah be pleased with them, in the migration of the Prophet, Peace be upon him, to Al-Madinah.
- follow the example of Companion Asma' bint Abi Bakr, may Allah be pleased with them.
- recite the honorable Hadith from memory.
- conclude that one of the eating manners is not to find fault with the offered food.
- abide by the guidance of the Prophet, Peace be upon him, in observing the manners of eating.
- thank Allah, Glory be to Him, for the grace of food.
- explain the overall meaning of the Hadith.
- follow the example of the Prophet, Peace be upon him, in committing to the manner of mercy.
- identify the behavior that shows mercy.

Lesson One

I love the creatures of my Lord

1

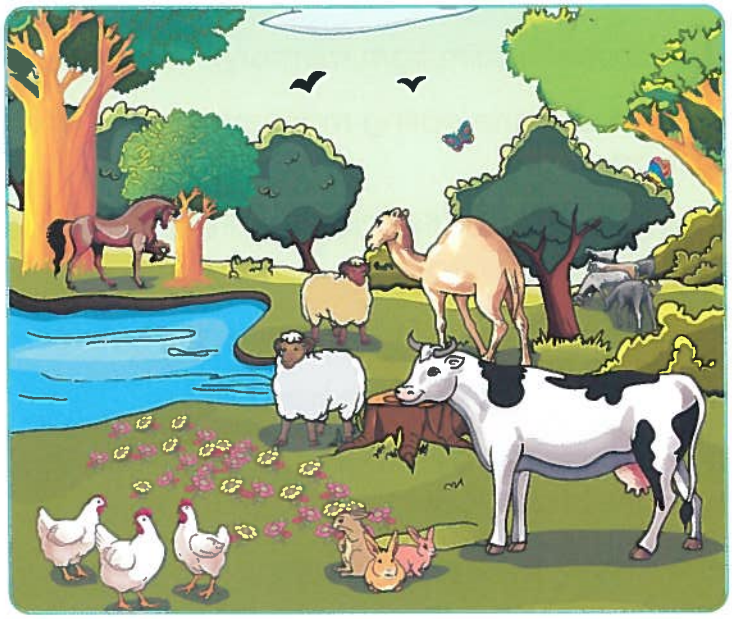
This lesson teaches me to:

- state some of Allah's creatures on earth.
- conclude the importance of animals and plants to man.
- express my love for the creatures of Allah, Glory be to Him.

I take the initiative to learn

I notice and think:

- I mention the names of the creatures I see in the picture.
- Where do these creatures live? Why?
- I mention other creatures created by Allah, Glory be to Him.

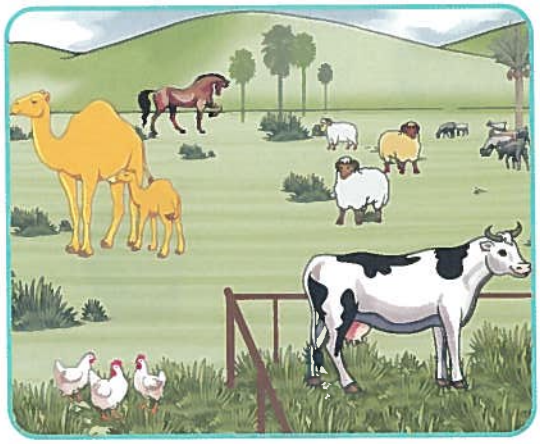


I use my skills to learn

I observe and conclude:

- I mention the benefits of animals and plants that I see in the picture.
- What would happen if they did not exist?
- Animals and plants are useful for life of .....





I listen and answer:



Noura asked her mother: What do bees do over the flowers?





Mother: they suck the flowers' nectar to make us delicious honey.

1 I love the creatures of my Lord



Noura: Who taught the bees how to make honey from the flowers' nectar?



Mother: Allah, Glory be to Him, did.



Noura: I like flowers because they smell good, and I love bees because they make us useful honey.



Mother: what about the rest of the animals? Don't you like them?



Noura: Yes, I do. Allah, Glory be to Him, created animals for us to benefit from them.



- What did Allah, Glory be to Him, teach bees to do?
- Why does Noura love honey?
- What is the reward of those who take care of animals and treat them kindly?

I think and answer:

What are the benefits of the following animals to man?

Cows, horses, birds, sheep, alligators



I cooperate with my classmates:

(1) We classify the following creatures as useful / harmful:

Creatures	Useful	Harmful
Scorpions		
Flies		
Rabbits		
Ducks		
Camels		

(2) We mention the most important deeds that we do to take care of the:

Camels	Bees

I express:

- I choose one of the animals which I love and express my love for it explaining the reason:

I organize my concepts:

I love the creatures of my Lord

- Animals
- Plants
- because they are useful for man's life
- I take care of them and treat them kindly



I train to recite the Holy Qur'an:

بارِدٌ	شَرابٌ	عُجابٌ	خِطابٌ	صابِرٌ
واقِعٌ	قَرارٌ	حُطامٌ	جِبالٌ	عابِدٌ
جامِعٌ	حَرامٌ	غُرابٌ	عِبادٌ	عامِلٌ



- The student is to be trained to read the words and to correctly pronounce the letters of *nunation* [(Arabic: *Tanween* تنوين)].

My imprint:



- I love animals and take care of them.



- I observe public order when I visit zoos and public parks.

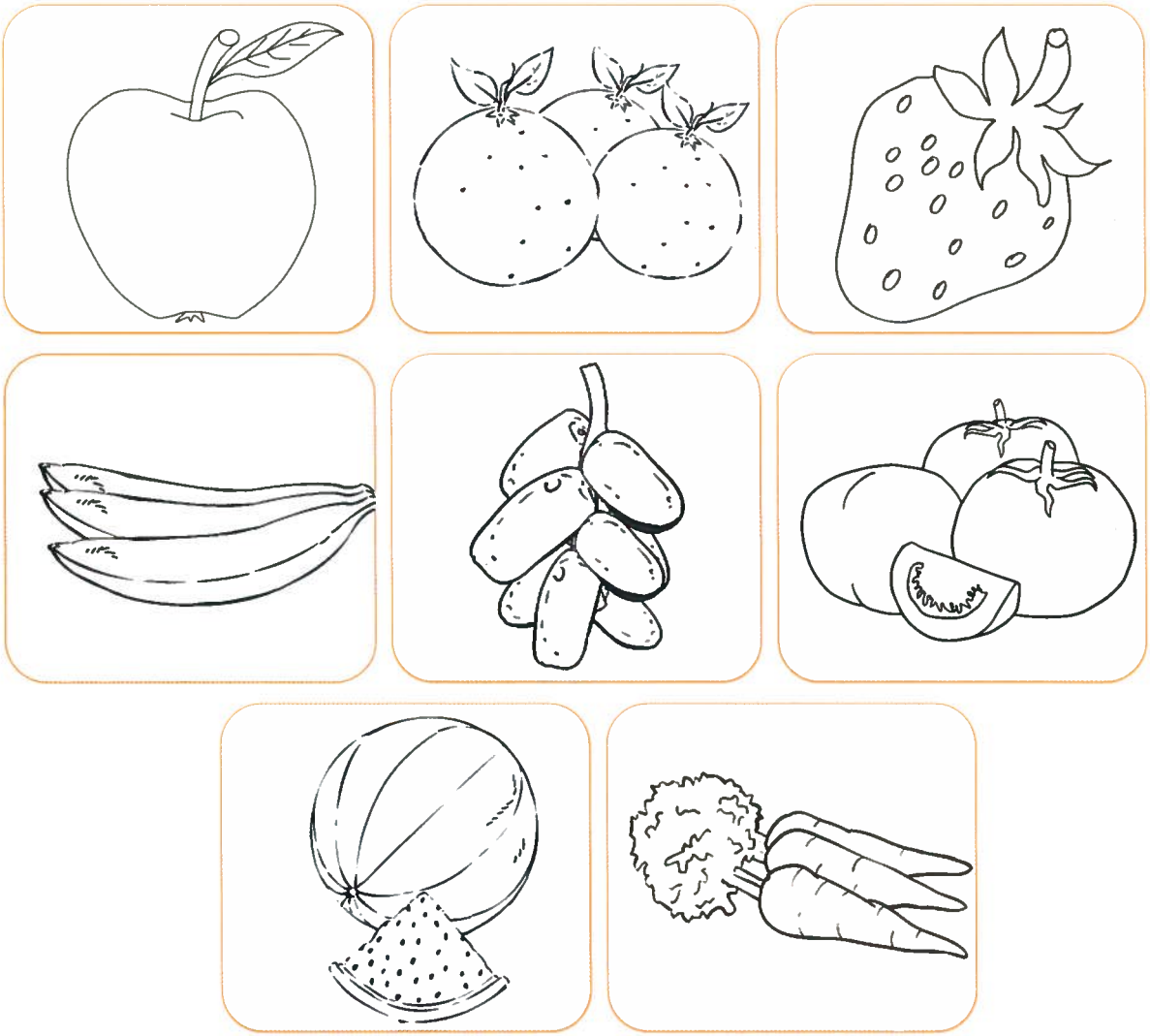
Student Activities

I answer on my own:



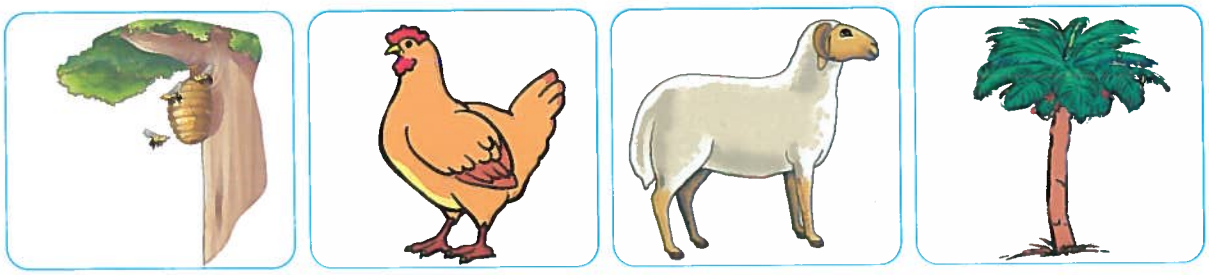
(1) Activity One:

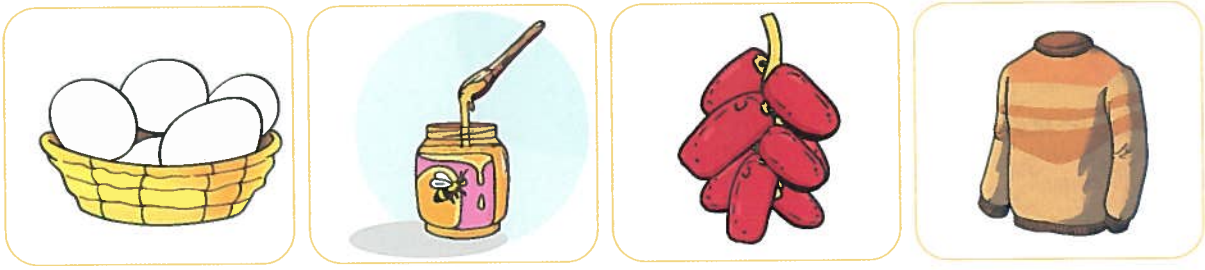
- I color the images of the fruits that I love:



(2) Activity Two:

- I connect between the creature and the benefit derived from it in the following pictures:





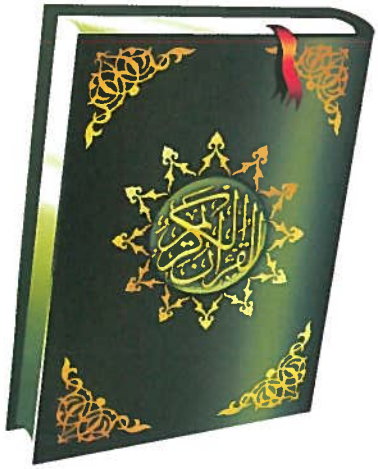
(3) Activity Three:

- I select the image that shows the correct behavior:



Enriching my experience:

- I search for the names of three plants and three animals mentioned in the Holy Qur'an:



I assess myself:

(1) I color of the box which expresses my commitment to the specified behavior:

	The Behavior	Always	Sometimes	Never
1	I water the plants in my house's garden.			
2	I offer food for animals at home.			

(2) I color the box which shows how skillful I am at learning the specific aspect:

Ser. No.	Learning Aspect	Excellent	Good	Acceptable
1	My ability to describe the benefits of animals and plants to human beings.			
2	My ability to express my love for the creatures of my Lord.			
3	My ability to mention some creatures created by my Lord.			



Lesson Two

Surat Al-Masad

2

This lesson teaches me to:

- read Surat *Al-Masad* from memory.
- clarify terms mentioned in the Surah.
- explain the overall meaning of the Surah.

I take the initiative to learn

- What did the Prophet, Peace be upon him, called upon the people to do?
- **I complete**: those who has obeyed the Prophet, Peace be upon him, will enter Paradise, and those who has disobeyed him will enter ..... .

I use my skills to learn

I listen and memorize:

Surat *Al-Masad*

Allah, Glory be to Him, said:

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

﴿ تَبَّتْ يَدَا أَبِي لَهَبٍ وَتَبَّ ﴿١﴾ مَا أَغْنَىٰ عَنْهُ مَالُهُ وَمَا كَسَبَ ﴿٢﴾ سَيَصْلَىٰ نَارًا ذَاتَ لَهَبٍ ﴿٣﴾ وَامْرَأَتُهُ حَمَّالَةَ الْحَطَبِ ﴿٤﴾ فِي جِيدِهَا حَبْلٌ مِّن مَّسَدٍ ﴿٥﴾ ﴾

Bismillaahir Rahmaanir Raheem

[Tab bat yadaa abee Lahabinw-wa tabb (1) Maa aghna 'anhu maaluhu wa ma kasab (2) Sa yas laa naran dhaata lahab (3) Wam ra-atuhu hamma latal-hatab (4) Fee jeediha hab lun min-masad (5)]

In the name of Allah, the All-Beneficent,

the All-Merciful

(May the hands of Abu Lahab be ruined, and ruined is he (1) His wealth will not avail him or that which he gained (2) He will [enter to] burn in a Fire of [blazing] flame (3) And his wife [as well] - the carrier of firewood (4) Around her neck is a rope of [twisted] fiber (5)) *(Surat Al-Masad)*

I explain:

تَبَّتْ يَدا أَبِي لَهَبٍ (Tab bat yadaa abee Lahabinw)	failed and lost.
مِنْ مَسَدٍ (min-masad)	of fire.
فِي جِيدِها (Fee jeediha)	around her neck.

The overall meaning of the holy verses:

Abu Lahab ("*the father of flame*"; Arabic: أبو لهب) has failed and lost. He will not benefit from his wealth and property on the Day of Judgment because he insulted the Prophet, Peace be upon him, and did not believe him. He will be tortured in Hell with his wife, who used to put thorns in the way of the Prophet, Peace be upon him. On the Day of Judgment, a thick rope of fire will be placed round her neck.

I answer orally:

1) Who has failed and lost?

2) Will Abu Lahab's money benefit him on the Day of Judgment?

3) What did the Allah's Messenger, Peace be upon him, call the men who came to Makkah to do?

4) What was Abu Lahab saying to people?

5) What is the punishment of Abu Lahab and his wife?

I conclude:

Allah, Glory be to Him, supports and defends his Prophet, Peace be upon him.

I speak:

I speak about the story of Abu Lahab and his wife with the Prophet, Peace be upon him.





I decide:

My classmate asked me to help him remove broken glass from the neighborhood playground.

- I mention the appropriate decision which I should make in this situation.

I cooperate with my classmates:

We mention the deeds that are loved by the Prophet, Peace be upon him.

Honorable Hadith

The Messenger of Allah, peace be upon him, said: "Removing something harmful from the road is sadaqa (an act of charity)."

(Narrated by Al-Bukhari)

- We show how to apply the honorable Hadith in our daily life following the example of our noble Messenger, Peace be upon him.

I share my thoughts:

- I design a poster and write an appropriate phrase on it, like: "No to throwing glass on the floor." I ask my teacher permission to hang it on a suitable place.



I organize my concepts:

Surat Al-Massd

- Abu Lahab's hands had lost and failed
- Neither his money nor what he has earned will benefit him
- Abu Lahab was one of those who most hated
- The punishment of Abu Lahab and his wife is fire



I train to recite the Holy Qur'an:

- The student trains to read the words and to correctly pronounce the letters of *nunation* [(Arabic: *Tanween* تنوين)].

عَظيمٍ	دُعاءٍ	قَدَرٍ	مَسَدٍ
بَعيدٍ	حِجابٍ	لَهَبٍ	كَذِبٍ
عَريضٍ	كِتابٍ	لِأَحَدٍ	بِشَرَرٍ



My imprint:



- I love our Prophet Muhammad, Peace be upon him, believe him and follow his example.



- I am keen on maintaining the cleanliness of my homeland, the United Arab Emirates.

Student Activities

I answer on my own:

(1) Activity One:

- I match each of the following words with its correct meaning:

تَبَّتْ Tab bat	her neck
جِيدِها jeediha	fire
مَسَدٍ masad	failed and lost

(2) Activity Two:

- I mark the correct behavior with the sign ✔ and the wrong one with the sign ✗ :

(A) I saw broken glass and left it where it was, saying: "This is the responsibility of the cleaning worker."	( )
(B) I asked my classmate not to throw sheets of paper out of the bus window.	( )
(C) I told my classmates: "I hate Abu Lahab's wife because she hurt the Allah's Messenger, pace be upon him."	( )

Enriching my experience:

- With the help of my family, I search for the name of Abu Lahab's wife.

I assess myself:

- I color the box that shows how skillful I am at learning the specific aspect:

	Learning Aspect	Excellent	Good	Acceptable
1	My ability to memorize Surat *Al-Masad*.			
2	My ability to explain the meanings mentioned in the Surah.			
3	My ability to talk about the overall meaning of the Surah.			



Lesson Three

Asma' bint Abi Bakr, the Truthful, may Allah be pleased with them

3

This lesson teaches me to:

- clarify the role of Asma' bint Abi Bakr as-Siddeeq, may Allah be pleased with them, in the migration of the Allah's Messenger, Peace be upon him, to Al-Madinah.
- mention the attributes of Asma', may Allah be pleased with her.
- follow the example of the woman Companion (Sahabiyah) Asma' bint Abi Bakr, may Allah be pleased with them.

I take the initiative to learn

Hamdah could not find a beautiful piece of cloth to wrap and decorate her gift to her teacher on the "Teacher's Day." Her mother cut off a piece of the cloth that she usually used for wrapping and decorating gifts. Hamdah smiled and thanked her mother.



Thank you,

my teacher.

I use my skills to learn

I listen and answer:



I remembered Asma' bint Abi Bakr as-Siddeeq, may Allah be pleased with them, when she prepared some food for both Allah's Messenger, Peace be upon him, and her father, during their migration from Makkah to Al-Madinah.





What did Asma', may Allah be pleased with her, do?





The Prophet, Peace be upon him, wanted to migrate secretly to Al-Madinah away from the eyes of the disbelievers who wanted to kill him. He asked Abu Bakr as-Siddeeq, May Allah be pleased with him, to accompany him on his journey. Asma', may Allah be pleased with her, prepared for them a bag of food and a water skin (a container of skin for holding water). But she could not find anything with which to tie up the bag and the waterskin. So, she tore her belt in two and tied up each one of them. Since then she became known as *Dhatun-Nitaqayn* [the One with the two waist belts] (Arabic: ذات النطاقين). Every night, Asma', may Allah be pleased with her, used to carry food secretly to the cave where the Prophet, Peace be upon him, and his companion were hiding away from the disbelievers, who were looking for them.



What a brave woman! What a great deed!



Yes. The strength of her faith in Allah, Glory be to Him, and her love for both Allah's Messenger, Peace be upon him, and her father made her stronger and braver. One night, Abu Jahl knocked the door. When she opened it, he asked her where Allah's Messenger, Peace be upon him, and his Companion were. Because she did not answer him, he slapped her on the face so hard that that her earrings fell down.



I love Asma', may Allah be pleased with her, and I will follow her example.



May Allah have mercy on Asma', may Allah be pleased with her. Allah, Glory be to Him, extended her life for about a hundred years, which she spent in performing good and charitable deeds. She died in the year 73 AH.



I answer orally:



- Who is Asma', may Allah be pleased with her?
- What did Asma' do with her belt? Why?
- What was her title?

I imagine and draw:

The belt of Lady Asma', may Allah be pleased with her.

I expect:

Lady Asma' heard a violent knock at the door. She opened it to find Abu Jahl.

- What did Abu Jahl need to know from Asma' bint Abi Bakr, may Allah be pleased with them?
- What might happen if Asma', may Allah be pleased with her, told Abu Jahl where her father was?

I answer:

- I make a list of the qualities which I admire in Asma' bint Abi Bakr, may Allah be pleased with them.

I cooperate with my classmates:

Asma' bint Abi Bakr, may Allah be pleased with them, was generous. She offered a lot of her money for charity deeds. She was keen on performing the optional night prayer and other acts of worship. She was also keen to honor her mother.



We follow the example of Asma', may Allah be pleased with her.

We observe and complete:

Lady Asma' bint Abi Bakr, may Allah be pleased with them, loves Islam, and I love Islam.

Lady Asma' bint Abi Bakr, may Allah be pleased with them, loves the Prophet, Peace be upon him, and I love ..... .

Lady Asma' bint Abi Bakr, may Allah be pleased with them, loves her father and mother, and I love ..... .

Lady Asma' bint Abi Bakr, may Allah be pleased with them, loves to acquire knowledge, and I love ..... .

Lady Asma' bint Abi Bakr, may Allah be pleased with them, was a brave woman, and I love to be brave.

I search:

- I do a search about the first newborn for Muslims in Al-Madinah after Hijrah (the migration of the Prophet).



I organize my concepts

Asma' bint Abi Bakr as-Siddeeq, may Allah be pleased with them

Her qualities

- The power of faith
- The love of Allah and His Messenger
- Courage
- Honoring her parents



- Her father was the Companion of Allah's Messenger, in the migration to Al-Madinah
- She carried food and drink to the Prophet, peace be upon him, and her father during migration
- Allah's Messenger, peace be upon him, gave her the title *Dhatun-Nitaqayn* [the One with the two waist/belts]

I train to recite the Holy Qur'an:

عَلَقٍ	عَمَدٍ	وَسَطًا	كَبَدٍ	لَهَبٍ
عَلَقًا	عَمَدًا	وَسَطٍ	كَبَدًا	لَهَبًا
عَلَقٌ	عَمَدٌ	وَسَطٌ	كَبَدٌ	لَهَبٌ

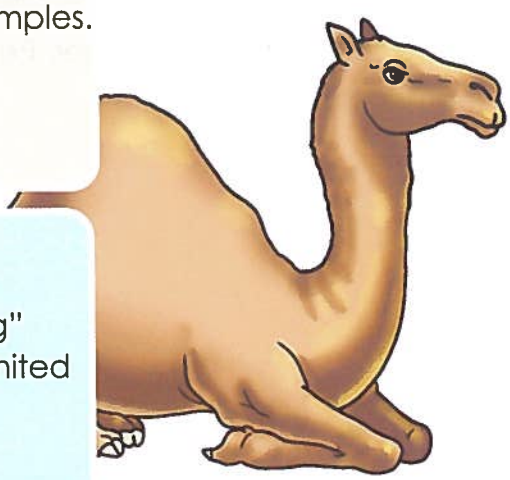


The student trains to read the words and to correctly pronounce the letters of *nunation* [(Arabic: *Tanween* تنوين)].

My imprint:



- I love the Lady Companions (*Sahabiyat*) and follow their examples.





- I participate in the "Initiatives of Giving" launched by the United Arab Emirates.

Student Activities

I answer on my own:

(1) Activity One:

I put the sign (✔)in front of the correct phrase and the sign(✗)in front of the incorrect one as follows:

(A) Allah's Messenger, Peace be upon him, was accompanied by his Companion Abu Bakr as-Siddeeq, May Allah be pleased with him, in the migration to Al-Madinah. ( )

(B) Lady A'isha bint Abi Bakr, may Allah be pleased with them, was titled Dhatun-Nitaqayn [the One with two waist-belts]. ( )

(C) Lady Asma', may Allah be pleased with her, used to carry food for Allah's Messenger, Peace be upon him, and her father in the cave. ( )

(2) Activity Two:

- I color the square that indicates the most important attributes of Asma' bint Abi Bakr, may Allah be pleased with them, through the following situations:

Situation	Attribute		
Asma' bint Abi Bakr as-Siddeeq, may Allah be pleased with them, tore her belt to carry food in it to the Prophet, Peace be upon him.	Maintaining order ☐	Sacrifice ☐	Good behavior ☐
Asma' bint Abi Bakr as-Siddeeq, may Allah be pleased with them, refused to tell Abu Jahl about where the Prophet, Peace be upon him, and her father were.	Generosity ☐	Keeping home secrets ☐	Courage ☐
Every evening during the migration, Asma' bint Abi Bakr as-Siddeeq, may Allah be pleased with them, used to carry food to the cave.	The power of faith ☐	Love for Allah and His Messenge ☐	Bearing responsibility ☐

Enriching my experience:

It was narrated that Asma', may Allah be pleased with her, said: "I prepared the journey-food for Allah's Messenger, Peace be upon him, in Abu Bakr's house when he intended to migrate to Madinah. I could not find anything to tie the food-container and the water skin with. So, I said to Abu Bakr, 'By Allah, I do not find anything to tie (these things) with except my waist belt.' He said, 'Cut it lengthwise into two pieces and tie the water-skin with one piece and the food-container with the other'. I did so, and for this reason I was named *Dhatun-Nitaqayn* (i.e. the owner of two belts)." (Saheeh Al-Bukhari)

I assess myself:

- I color the box that shows how skillful I am at learning the specific aspect:

	Learning Aspect	Excellent	Good	Acceptable
1	I describe the heroic attitude of Asma' bint Abi Bakr As-Siddeeq, may Allah be pleased with them, during the migration of the Allah's Messenger, Peace be upon him.			
2	I explain the reason for which she was called *Dhatun-Nitaqayn*.			
3	I conclude the good morals of Lady Asma', may Allah be pleased with her, in order to follow her example.			



Lesson Four

Some of the Manners of Eating

4

This lesson teaches me to:

- recite the honorable Hadith from memory.
- conclude that one of the eating manners is not to find fault with the offered food.
- abide by the guidance of the Prophet, Peace be upon him, in observing the manners of eating.
- thank Allah, Glory be to Him, for the grace of food.

I take the initiative to learn

I discuss:

- I count the foods which I eat every day.
- I identify three of the foods which I like.
- I explain my behavior when I find that my mother has prepared a food that I do not like.



I use my skills to learn

I listen and memorize:

Honorable Hadith

عَنْ أَبِي هُرَيْرَةَ – رَضِيَ اللّٰهُ عَنْهُ – قالَ: «ما عابَ رَسولُ اللّٰهِ – صَلّى اللّٰهُ عَلَيْهِ وَسَلَّمَ –طَعامًا قَطُّ؛ إِنِ اشْتَهاهُ أَكَلَهُ، وَإِنْ كَرِهَهُ تَرَكَهُ». (رَواهُ الْبُخارِيُّ وَمُسْلِمٌ)

It was narrated by Abu Hurairah, may Allah be pleased with him, that: "Allah's Messenger, peace be upon him, never found fault with food. If he liked it, he would eat; and if he disliked it, he would leave it."

(Narrated by Al-Bukhari and Muslim)

The meanings of terms mentioned in the Hadith

عابَ	found fault with.
اشْتَهاهُ	he loved eating it.

The overall meaning of the Hadith:

Out of his good character and morals, the Prophet, Peace be upon him, used to observe the manners of eating and to praise highly Allah's blessings. Whenever he was offered a food that he loved he would eat it. If he would be given a food he did not like, he would not degrade it.

I discuss and conclude:

1. What is the moral mentioned in the Hadith?
2. What would the Allah's Messenger, Peace be upon him, do if he was offered a food that he did not like?

I listen and answer:



Noura: O mother! What kind of food is this? It tastes bad. I do not like it.

Mother: It is good food. It is one of the blessings that Allah bestowed upon us.

Rashid: It tastes good; I like it.

Father: O Noura; what are you saying?! It is not one of the Muslim's manners to find fault with food. Food is one of Allah's favors for which we should thank Him. As we have been taught by Allah's Messenger, Peace be upon him. we have to show good manners during eating food.

Mother: One of the eating morals is that if you do not like a certain kind of food you must not find fault with it as others might like it.

Noura: I am sorry; I will not do that again. I promise you to abide by the eating morals.

- I express my opinion about Noura's attitude towards the food.
- Why shouldn't we find fault with food?

I expect:

- I explain the result of the following actions:

1. A member of the family found fault with their food.
2. A friend of mine found fault with the food I offered him.



I cooperate with my classmates:

(1) We classify manners of eating according to the following table:

I say: "In the name of Allah" – I wash my hands – I eat using my right hand – I eat from what is directly in front of me – I wash my hands – I do not find fault with food – I say: "Praise be to Allah"

Before eating	During eating	After eating

(2) We arrange the following manners of eating by placing the appropriate number before each of them:

..... I say: "In the name of Allah".

..... I wash my hands.

..... I eat from what is directly in front of me.

..... I say: "Praise be to Allah".

..... I chew the food well.



I repeat:

«الْحَمْدُ للّهِ الَّذي أَطْعَمَنا وَسَقانا وَجَعَلَنا مُسْلِمينَ».

"All praise is due to Allah, Who fed us and gave us drink, and made us Muslims".

I search:

- I do a search on three morals that a Muslim should abide by when drinking.

I organize my concepts:

Eating manners in Islam

Before eating:
- I wash my hands
- I say: "In the name of Allah"
- I do not degrade or find fault with food
- I do not degrade or find fault with food

During eating:
- I eat using my right hand
- I eat from the nearest food to me
- I do not degrade or find fault with food

After eating:
- I say: "Praise be to Allah"
- I wash my hands
- I wash my teeth

I train to recite the Holy Qur'an:

ضَلالٌ	هُزُوًا	كَرِيمٍ	مُهِينٌ	عِقابًا
بَلاغٌ	نُزُلًا	حَكِيمٍ	مُبِينٌ	عِظامًا
سَلامٌ	جُرُزًا	عَلِيمٍ	مُقِيمٌ	مِدادًا



The student trains to read the words and to correctly pronounce the letters of *nunation* [(Arabic: *Tanween* تنوين)].

My imprint:



- I am keen on abiding by the Islamic manners when eating food.



- I take part in the "Preservation of Grace" Project and do not throw excess food away.

Student Activities

I answer on my own:

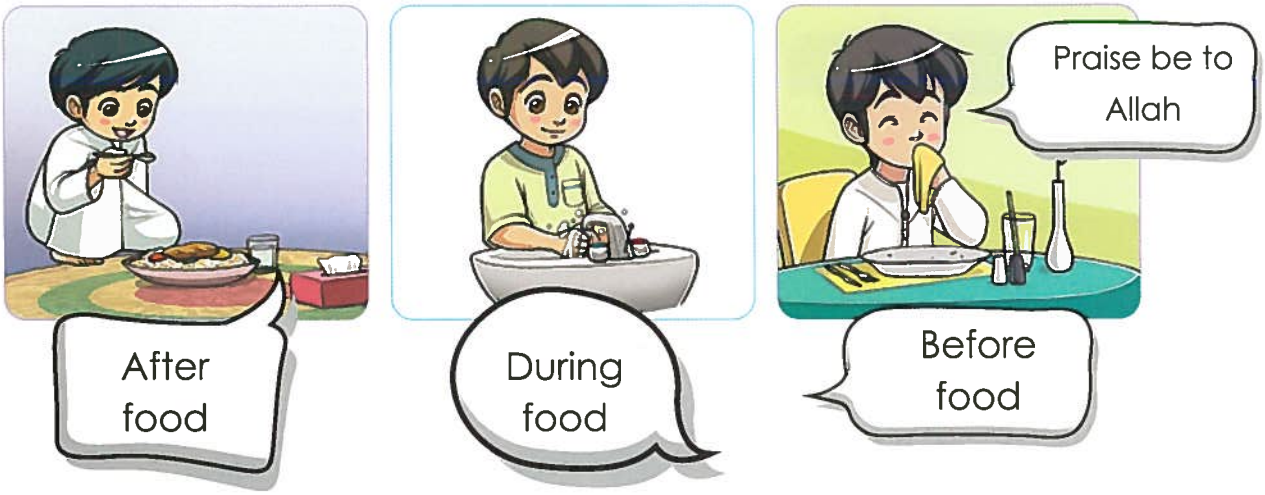
(1) Activity One:

- I put the sign ✔ beneath the correct behavior, and the sign ✗ below the wrong one:



(2) Activity Two:

- I draw a line to match each of the following pictures to the appropriate balloon.



(3) Activity Three:

- I put the sign ✔ in front of the correct behavior, and the sign ✗ in front of the wrong one:

(A) Sa'eed offered his neighbor some food. The neighbor said: "What is this food? It is bad."	( )
(B) The mother put the food in front of her children. They ate it and praised Allah for the grace of food.	( )
(C) Sumaya attended a food feast. She did not like the food provided. She did not eat nor degrade it.	( )

Enriching my experience:

The Messenger of Allah, Peace be upon him, loved honey, porridge (*tharid*; Arabic: ثريد) and dates.

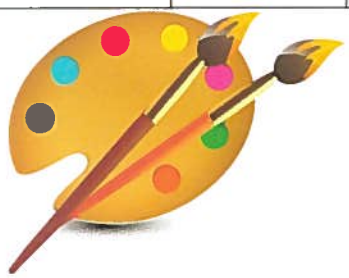
I assess myself:

(1) I color the box which expresses my commitment to the specified behavior:

	The Behavior	Always	Sometimes	Never
1	I abide by the Islamic morals of eating.			
2	I do not find fault with the food that is offered to me.			
3	Whenever I eat, I thank Allah for the grace of food.			

(2) I color the box that shows how skillful I am at learning the specific aspect:

	Learning Aspect	Excellent	Good	Acceptable
1	My ability to memorize the honorable Hadith.			
2	My ability to identify the Islamic morals of eating.			



Lesson Five

Mercy

5

This lesson teaches me to:

- recite the honorable Hadith from memory.
- explain the overall meaning of the Hadith.
- follow the example of the Prophet, Peace be upon him, in committing to the moral of mercy.
- identify the behavior that indicates the moral of mercy.

I take the initiative to learn

- I read the following phrase:

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

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

- I mention three situations during which I say this phrase.
- I explain what I feel after saying it.
- Who owns these two qualities: the All-Beneficent, the All-Merciful?

I use my skills to learn

I read and memorize:

Honorable Hadith

It was narrated that Abu Hurairah, may Allah be pleased with him, said that the Allah's Messenger, peace be upon him, said: "He who does not show mercy to others will not be shown mercy."

(Narrated by Al-Bukhari and Muslim)

I explain the meanings of terms mentioned in the Hadith:

الرَّحْمَةُ : tenderness, gentleness and kindness

The overall meaning of the Hadith:

The Hadith calls upon us to show kindness and gentleness in treating people and all other creatures. Those who show no mercy to people around them will not be shown mercy nor be loved by others. They will not deserve the mercy of Allah, Glory be to Him, Who is always merciful to his faithful servants. Showing mercy to the creatures of Allah is one of the main reasons for which man would win the mercy of Allah, Glory be to Him.

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

Allah, Glory be to Him, said:

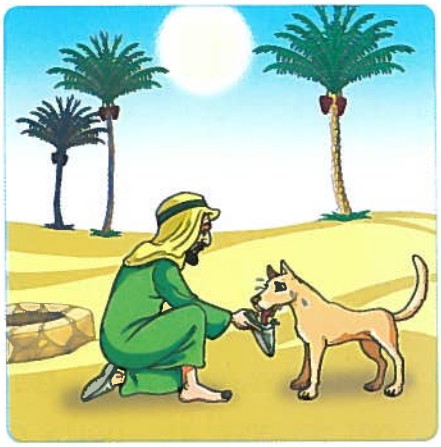
﴿ فَبِمَا رَحْمَةٍ مِّنَ ٱللَّهِ لِنتَ لَهُمْ ﴾

[Fabimaa rahmatim minal lahi linta lahum]

(So by mercy from Allah, [O Muhammad], you were lenient with them.) [Surat Al Imran: 159]

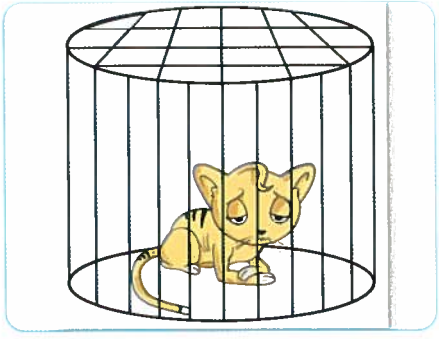
Showing mercy to the creatures of Allah is one of the main reasons for which man will win the mercy of Allah, Glory be to Him.

Our Messenger, Peace be upon him, treated children with mercy and kindness. He used to carry his granddaughter, Umamah, when she was a small child, on his back while he was praying. When he prostrated, he would put her down for fear she would fall down, and when he stood up he would pick her up again as he rose.



Allah's Messenger, Peace be upon him, told us: "A man saw a dog panting and eating dust out of thirst. The man went down into a well and gave the dog water. Therefore, Allah Thanked him and forgave him."

Allah's Messenger, Peace be upon him, also told us: "A woman was brought to Hell by Allah because of her cruelty to a cat which she had confined it until it died. She did not feed it nor did she free it to eat the vermin of the earth."



I think and decide:

My brother asked me to help him tie a pigeon from her leg and play with it in the air.

- I expect what would happen to it.
- I make clear the decision I would make towards such a behavior.



(I love our noble Prophet, Peace be upon him.
I show mercy to my younger brothers,
play with them and treat them kindly)



(I love our noble Prophet, Peace be upon him.
I show mercy to my grandfather and grandmother.
I visit them and help them to bring joy to their hearts.)

I cooperate with my classmates:

(1) We talk about the deeds that we perform to show mercy to:



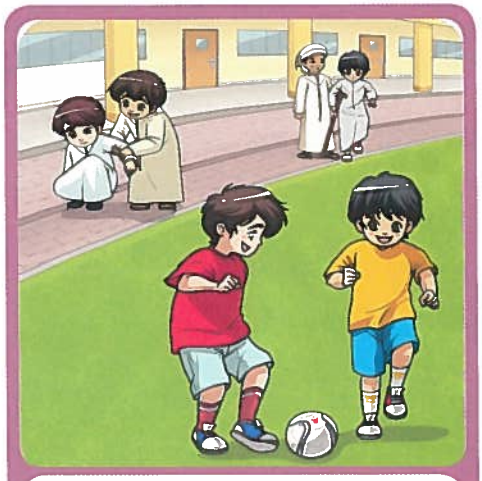
(the sick)



(the animals we see)



Our families



Our schoolmates

(2) In cooperation with our teacher, we design a board for pictures illustrating different situations where mercy is shown to others. Then, we look for a suitable place to attach it.

I organize my concepts:

Mercy

The Messenger, peace be upon him, is our example in showing mercy to:

- human beings
  - children – the elderly - grandfather and grandmother – parents - friends – the sick - neighbors
    - cooperation - respect - help - visit
- animals
  - feed them, treat them medically and do not hurt them
- other creatures
  - feed them, treat them medically and do not hurt them



I train to recite the Holy Qur'an:

سُرُرٌ	كُتُبٌ	وَسَطًا	طَبَقًا	أَبَدًا
سُرُرًا	كُتُبًا	وَسَطٍ	طَبَقٍ	أَبَدٍ
سُرُرٍ	كُتُبٍ	وَسَطٌ	طَبَقٌ	أَبَدٌ



- The student trains to read the words and to correctly pronounce the letters of *nunation* [(Arabic: *Tanween* تنوين)].

My imprint:



- I do not hesitate to show mercy to the weak wherever I am.





- In my country, I admire anyone who is blessed with the attribute of mercy.

Student Activities

I answer on my own:

(1) Activity One:

In the following situations, I put the sign ✔ below the picture which indicates showing mercy:











(2) Activity Two:

- I complete by placing the sign ✔ as in the example:

	Allah, Glory be to Him, has mercy on him	Allah, Glory be to Him, has no mercy on him
He who shows mercy to people.	✔	☐
He who shows no mercy to people	☐	✔
He who shows mercy to his parents	☐	☐
He who shows no mercy to his parents	☐	☐
He who shows mercy to the weak	☐	☐
He who shows no mercy to the weak	☐	☐

(3) Activity Three:

- I color the appropriate face for each of the following phrases:

Phrase		
A child ties a dog and pulls it harshly.	☺	☹
A man puts too many luggage on the back of his camel.	☺	☹
A man stops the cars to allow children to cross the street.	☺	☹
A teacher rubs her hand across the head of an orphan.	☺	☹

Enriching my experience:

I conclude lessons learned from the honorable Hadith:

While the Messenger of Allah, Peace be upon him, was on the *minbar* (pulpit) delivering a speech, Al-Hassan and Al-Hussein, may Allah be pleased with them, came walking and stumbling. They were wearing red shirts. The Messenger of Allah, Peace be upon him, came down from his pulpit and picked them up.

I assess myself:

- I color the box that shows how skillful I am at learning the specific aspect:

	Learning Aspect	Excellent	Good	Acceptable
1	My ability to memorize the honorable Hadith.			
2	My ability to follow the example of Allah's Messenger, Peace be upon him, in showing mercy to others.			
3	My ability to identify the behavior that indicate showing mercy.			

Unit 6

(I Perform Good Deeds)



Se. No.	Domain	Theme	Lesson
1	Divine Revelation	The Holy Qur'an	Surat *Al-Kawthar*
2	The Values and Morals of Islam	The Values of Islam	Tolerance
3	Identity and Contemporary Issues	Contemporary Issues	"The best amongst you is the one who learns the Qur'an and teaches it."
4	Divine Revelation	The Honorable Hadith	I Love Agriculture
5	Divine Revelation	The Holy Qur'an	Surat *An-Nasr*

Learning outcomes

This unit teaches me to:

- read Surat *Al-Kawthar* correctly and properly.
- recite Surat *Al-Kawthar* from memory.
- explain the overall meaning of Surat *Al-Kawthar*.
- clarify the favor bestowed by Allah, Glory be to Him, upon His Prophet, Peace be upon him.
- demonstrate that a Muslim shows tolerance towards others by sharing them his food, belongings and games.
- conclude the effects of being tolerant of others.
- conclude that tolerance is one of the Muslims' attributes.
- recite Surat *An-Nasr* correctly and properly.
- read Surat *An-Nasr* from memory.
- conclude that patience is the path to success.
- conclude that Allah, Glory be to Him, always stands by the truth.
- thank Allah, Glory be to Him, for his blessings.
- explain the importance of agricultural environment for man's life.
- be keen on protecting the agricultural environment.
- conclude that working in agriculture is an act of obedience to Allah, Glory be to Him.
- read the honorable Hadith correctly and properly.
- recite the honorable Hadith from memory.
- explain the overall meaning of the Hadith.
- be keen on learning and teaching the Holy Qur'an.
- identify the behavior that indicates love for the Holy Qur'an.

Lesson One

Surat *Al-Kawthar*

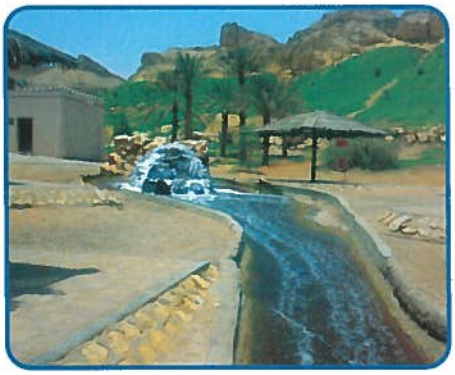
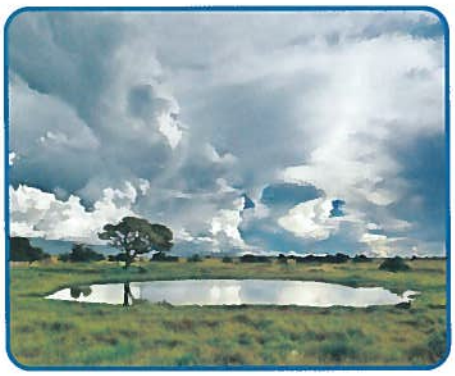
1

This lesson teaches me to:

- read Surat *Al-Kawthar* properly and correctly.
- recite Surat *Al-Kawthar* from memory.
- explain the overall meaning of Surat *Al-Kawthar*.
- clarify the favor bestowed by Allah, Glory be to Him, upon His Prophet, Peace be upon him.

I take the initiative to learn

- Which of these images shows a river?



I use my skills to learn

I recite and memorize:

Surat *Al-Kawthar*

Allah, Glory be to Him, said:

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

﴿ إِنَّا أَعْطَيْنَاكَ الْكَوْثَرَ ﴿١﴾ فَصَلِّ لِرَبِّكَ وَانْحَرْ ﴿٢﴾
إِنَّ شَانِئَكَ هُوَ الْأَبْتَرُ ﴿٣﴾ ﴾

Bismillaahir Rahmaanir Raheem

[Innaa a'taina kal kauthar (1) Fa salli li rabbika wanhar (2) Inna shani-aka huwal abtar (3)]

In the name of Allah, the All-Beneficent,

the All-Merciful

(Indeed, We have granted you, [O Muhammad], al-Kawthar (1) So pray to your Lord and sacrifice [to Him alone] (2) Indeed, your enemy is the one cut off (3)) (Surat Al-Kauthar)

- I explain the Qur'anic terms mentioned in the Surah:

الْكَوْثَر al kauthar	abundance of good and blessings, including a river in Paradise.
وَانْحَر wanhar	to offer sacrifice for Allah alone.
شَانِئَكَ shani-aka	your enemy who hates you.
الْأَبْتَرُ al abtar	he who is deprived of all good things.

The overall meaning of the holy verses:

- The holy Surah promised our Prophet, Peace be upon him, with a plenty of good and favors, including the River *Al-Kawthar* in Paradise. The Surah told him to perform prayer, worship Allah, Glory be to Him, and thank Him. Also, the Surah made it clear that those who hated the Allah's Messenger, Peace be upon him, are those who were cut off from all good both in this World and in the Hereafter.



Allah, Glory be to Him, said:

﴿مَّثَلُ ٱلْجَنَّةِ ٱلَّتِى وُعِدَ ٱلْمُتَّقُونَ ۖ فِيهَآ أَنْهَٰرٌ مِّن مَّآءٍ غَيْرِ ءَاسِنٍ﴾

Bismillaahir Rahmaanir Raheem

[Mathalul jannatil latee wu'idal muttaqoona feehaa anhaarun min maa'in ghayri aasinin]

In the name of Allah, the All-Beneficent,

the All-Merciful

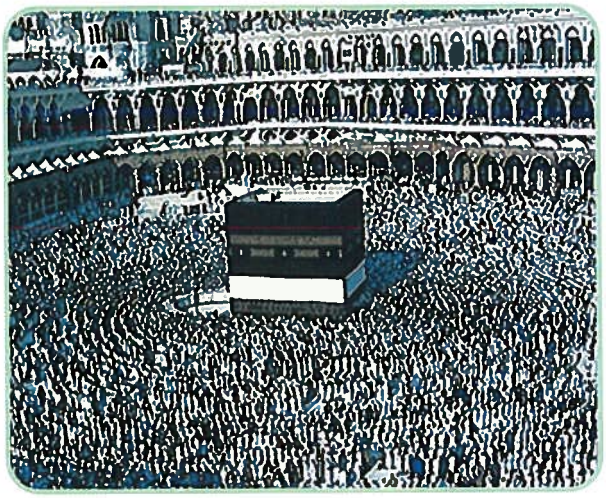
(The description of Paradise, which the righteous are promised, is that in it are rivers of water the taste and smell of which are not changed)
(Surat Muhammad: 15)

- What is the name of the river that Allah, Glory be to Him, gave to the Messenger, Peace be upon him? Why?
- Where is this river?
- What should I do to drink from *Al-Kawthar*?



I notice and speak:





- I mention what I see in the picture.
- For whom do Muslims perform the ritual of Hajj (the annual Islamic pilgrimage to Makkah)?
- Why is *Eid Al-Adha* called by this name?
- For whom do Muslims slaughter animal sacrifices?
- What does the Muslim say when he slaughters animal sacrifices?

I cooperate with my classmates:

Whenever the Allah's Messenger, Peace be upon him, was mentioned, Al-Aas bin Wa'il used to say: "leave him, for he is a man without offspring (*abtar*; Arabic: أبتر); when he dies he will be without reputation or a trace!" Therefore, Allah, Glory be to Him, revealed this Surah in response to him saying that it is this disbeliever who will be cut off.



- What did Al-Aas bin Wa'il say about the Messenger, Peace be upon him?
- How did Allah, Glory be to Him, defend His prophet?
- How would you express your love for the Messenger of Allah, Peace be upon him?

I organize my concepts:

Surat *Al-Kawthar*

- Allah, glory be to Him, granted his Prophet a plenty of good and favors both in this World and in the Hereafter
  - River Al-Kawthar is in Paradise
- Establishing prayer and slaughtering sacrifices
  - Thanking Allah, glory be to Him
- Victory and support for the Messenger of Allah, peace be upon him
  - Follow his example



I train to recite the Holy Qur'an:

بَناتٍ	لُبَدًا	لَهَبٍ	قَسَمٌ
بَنينَ	كُفُوًا	عِنَبًا	أَثيمٍ
رَسولٌ	صُحُفًا	نَذيرٍ	لِسانًا



My imprint



- I pray to express my obedience to Allah, Glory be to Him, and His Messenger, Peace be upon him.



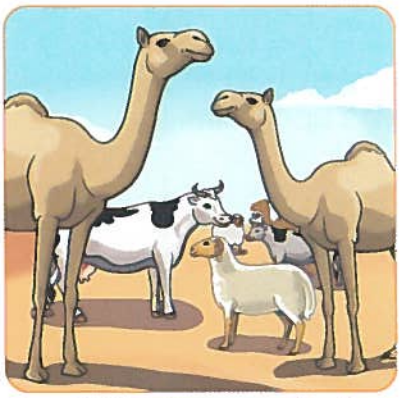
- I am keen on attending the ritual of sacrifice on *Eid Al-Adha*.

Student Activities

I answer on my own:

(1) Activity One:

- I draw a line to connect each of the following phrases to the appropriate image:





Do your prayer to your Lord.

And sacrifice for Allah alone.

(2) Activity Two:

- I put each of the following words in its proper place:

prays	deprived of all good things [*abtar*]	*Al-Kawthar*	slaughters sacrifices

(A) Allah, Glory be to Him, granted His Prophet, Peace be upon him, a plenty of blessings, including the River ..... .

(B) The Muslim ..... to and ..... for Allah, Glory be to Him.

(C) Anyone who hated Allah's Messenger, Peace be upon him, is .....

Enriching my experience:

- Allah, Glory be to Him, said:

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

﴿وَفَدَيْنَاهُ بِذِبْحٍ عَظِيمٍ﴾

Bismillaahir Rahmaanir Raheem

[Wa fadainaahu bidhibhin 'azeem]

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

(And We ransomed him with a great sacrifice) (Surat As-Safaat: 107)

- I search for the name of the Prophet who was ransomed by Allah, Glory be to Him, with a mighty sacrifice.

I assess myself:

- I color the box that shows how skillful I am at learning the specific aspect:

	Learning Aspect	Excellent	Good	Acceptable
1	My ability to recite the verses correctly.			
2	My ability to memorize Surat Al- Kawthar.			
3	My ability to explain the meanings mentioned in the holy verses.			

Lesson Two

Tolerance

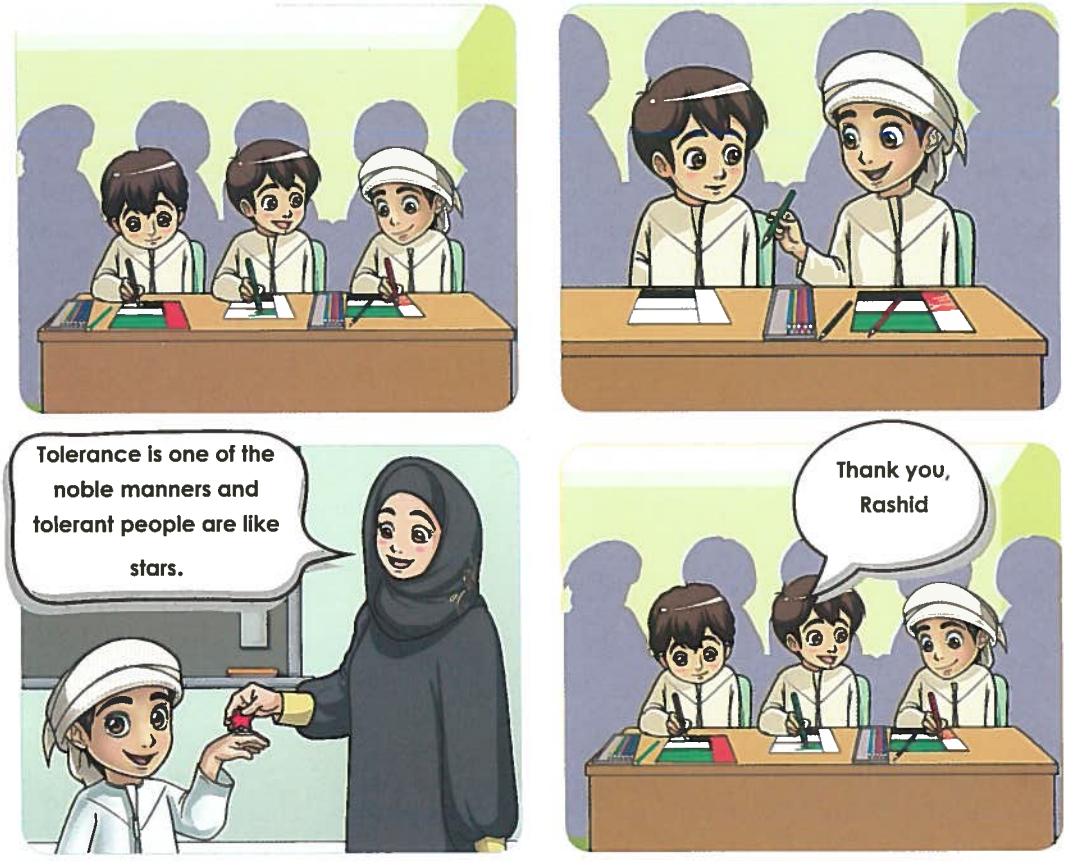
2

This lesson teaches me to:

- demonstrate that a Muslim shows tolerance towards others by sharing them his/her food, belongings and games.
- conclude the effects of being tolerant of others.
- conclude that tolerance is one of the Muslims' attributes.

I take the initiative to learn

I notice and expect:



- Why did the teacher encourage Rashid?
- I expect the feeling of Rashid's classmate.

I use my skills to learn

I listen then answer:



While Noura was playing with her toys in the house garden, her friend, Hind, came to play with her. But Noura refused to let Hind join her. Hind felt sad and decided to go home.

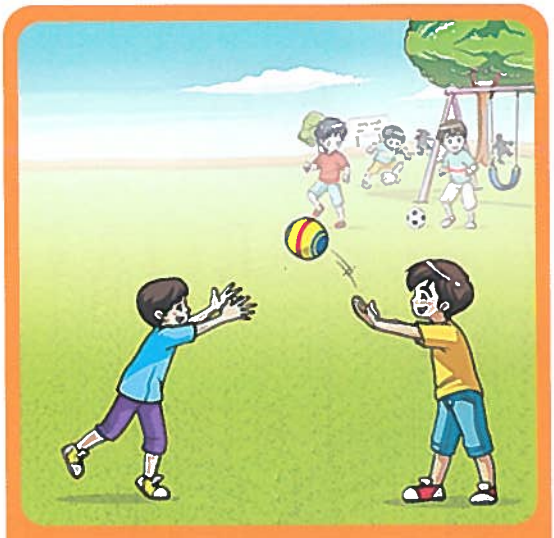
Noura's mother saw what happened. She asked Hind to wait and said to Noura: "My daughter, sharing others your food, belongings and games reflects tolerance, a moral that Allah, Glory be to Him, loves. Don't you want Allah to love you?»

Noura felt sorry for what she did. She quickly went to Hind and apologized to her. She gave her some of her toys saying: Let's play together.

I expect:

- Why did Noura not allow Hind to play with her?
- How did Hind feel when Noura refused to let her play with her?
- What is the reward of those who show tolerance to others?

I observe and conclude:



A Muslim is tolerant. He allows others to play with him.



A Muslim is tolerant. He/She smiles at the face of anyone he/she meets.



A Muslim is tolerant. He/She forgives anyone who treats him/her badly.



A Muslim is tolerant. He/She shares his/her food with others.

- Tolerance is one of the ..... manners.

I expect the results in the following situations:

- A class where the students show tolerance to each other.
- A group of neighbors in which no one forgives the other.



I cooperate with my classmates:

- We choose the appropriate quality for the following situations by placing the sign ✔ in front of the appropriate option:

	The situation	Tolerant	Intolerant
1	Mohammed called his brothers to join him in his new game.		
2	The teacher asked a student in the group to speak, but Sa'eed was quick to speak before him.		
3	A student accidentally collided with Salim, who ran after the student and knocked him down.		
4	Ali's friend apologized to him. Ali accepted his apology and forgave him.		
5	Jassim smiles at the faces of others and hurries to greet them first.		

- I express my feelings in line with the following example:



I organize my concepts:

Tolerance

Some of the Muslim's morals

- Sharing my games and belongings with others.
- Forgiving those who do wrong to me.

Tolerance strengthens feelings of love and friendliness among people.



I train to recite the Holy Qur'an:

السّكون ـْ					
أَخْ	إِخْ	أُخْ	هَمْ	هِمْ	هُمْ
مَثْ	مِثْ	مُثْ	لَتْ	لِتْ	لُتْ
قَدْ	قِدْ	قُدْ	بَسْ	بِسْ	بُسْ



- The student trains to pronounce the consonant letters correctly.

My imprint:



- I share my games with my classmates and friends in order to be tolerant of others.



- I am keen on treating all groups of society with kindness.

Student Activities

I answer on my own:

(1) Activity One:

I match the following forms to each other to get a correct result:

He shares his games and belongings with others	Intolerant	Allah, glory be to Him, loves him	People do not like him
He does not allow others to join him in his games and belongings	Tolerant	Allah, glory be to Him, does not love him	People like him

(2) Activity Two:

I write:

I am tolerant

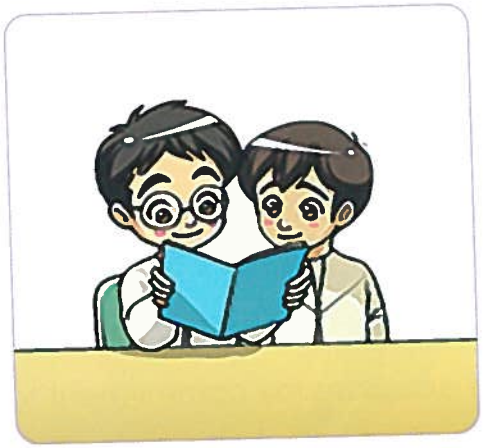
.....

(3) Activity Three:

- I draw a circle round the image that expresses the moral of tolerance:







(4) Activity Four:

- I color the triangle beneath the picture that shows the right behavior:







Lesson Three

I love agriculture

3

This lesson teaches me to:

- explain the importance of agricultural environment for human life.
- be keen on protecting the agricultural environment.
- conclude that working in agriculture is an act of obedience to Allah, Glory be to Him.

I take the initiative to learn

(1) (Imagine yourself in this place)

- What do you see?
- What do you hear?

(2) What do you feel when you see these scenes in your country?

(3) How would the place be without plants?



I use my skills to learn

I listen and answer:

Rashid: What a beautiful road to the city of Al Ain! How I love seeing the trees on both its sides!

Mother: This road was in the middle of the desert with no green plants.



Father: Thanks to the blessings of Allah, glorified be He, His Highness Sheikh Zayed bin Sultan Al Nahyan, may Allah have mercy on him, was so strongly determined that he succeeded in conquering the desert and turning it into green oases and farms.



Noura: O father, why is our country so interested in agriculture?

Father: Plants are the great favor that Allah has bestowed upon us. Now you have to think and tell me about their benefits!



Rashid: Plants are the source of our food; trees purify our air and bring pleasure into our hearts.

Noura: Indeed; we seek the shadow of trees and enjoy their beauty.

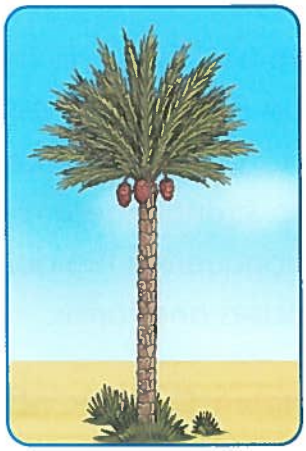
Rashid: We should grow and cultivate more and more trees.

Father: Other creatures also benefit from plants. What are they?

Noura: Animals, birds, bees, even fish in the sea.

Mother: As Allah's Messenger, Peace be upon him, told us, the plant grower will have his reward.

Allah's Messenger, peace be upon him, said: "Any Muslim who plants trees or cultivates land, then birds, people or animals eat out of them, will be rewarded for this act of charity." (Narrated by Al-Nasa'i)



I answer orally:

- I explain the benefits of plants for man.
- I identify my duty towards the grace of plants.
- I state the names of the creatures that benefit from plants.
- I explain the reward of a plant grower.

I observe and conclude:





- I conclude the relationship between the plant and the content of the above images.

I cooperate with my classmates:

- We suggest ideas by which we thank Allah, Glory be to Him, for the grace of the plants.
- We put the sign ✔ under the appropriate behavior for taking care of plants:









- I think about what could happen if there were no plants on earth.

I repeat and color:

O Allah!

Bless

our

fruits!

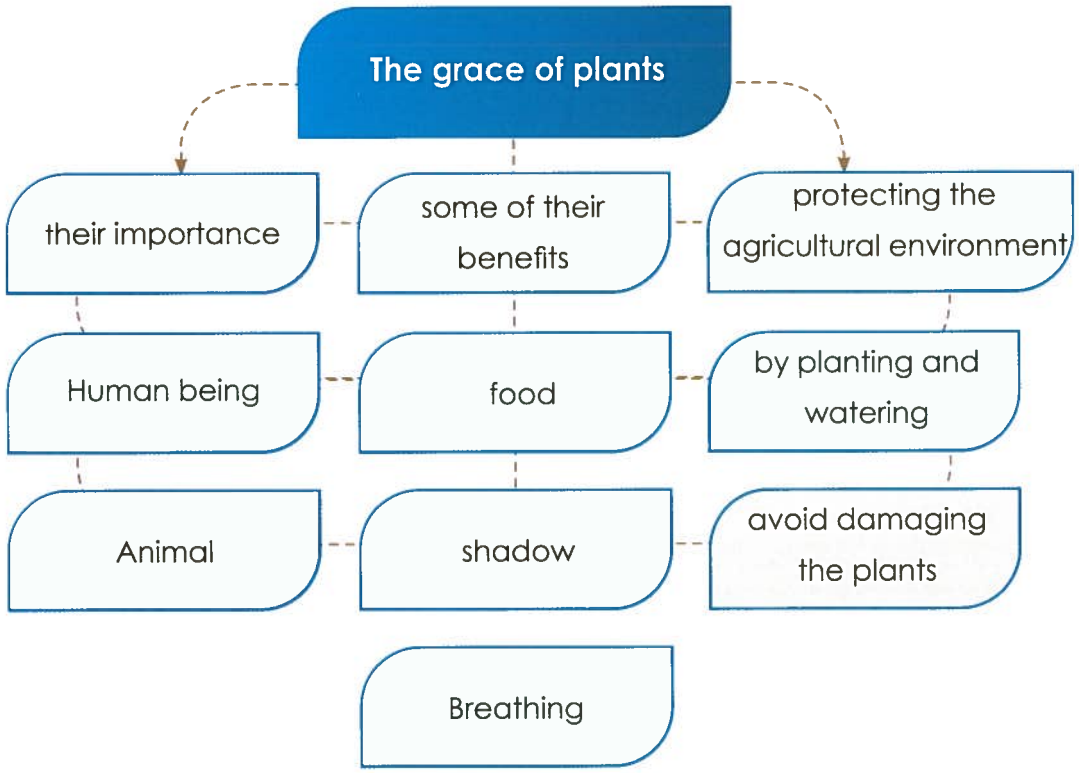


I share my creative ideas:

- I design a poster showing how I take care of plants at school and home and present it to my teacher.



I organize my concepts:





I train to recite the Holy Qur'an:

أُحْ	إِحْ	أَحْ	إِبْ	أُبْ	أَبْ
أُصْ	إِصْ	أَصْ	تُفْ	تِفْ	تَفْ
شِرْ	شُرْ	شَرْ	إِسْ	أُسْ	أَسْ



- The student trains to pronounce the consonant letters correctly.

My imprint:



- I take part in planting the "Union Tree" in my school.



- I am keen on protecting and taking care of plants in my country.

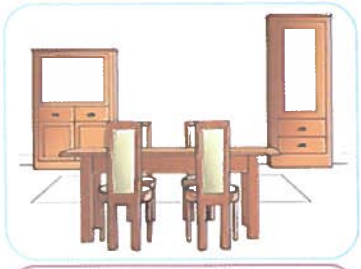
Student Activities

I answer on my own:

(1) Activity One:

- I draw a line to match the plant with what we benefit from it:













3 I love agriculture

(2) Activity Two:

- I write down the names of five plants which I see at home and school.

(A) ..... .

(B) ..... .

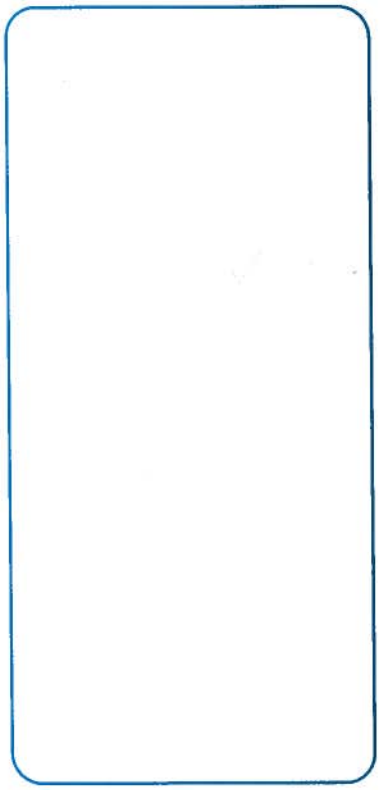
(C) ..... .

(D) ..... .

(E) ..... .

(3) Activity Three:

- I draw or paste the picture of the tree from which we benefit the following products:









Enriching my experience:



I assess myself:

- I color the box that shows how skillful I am at learning the specific aspect:

	Learning Aspect	Excellent	Good	Acceptable
1	I explain the importance of agricultural environment for man's life.			
2	I protect the agricultural environment.			
3	I conclude that working in agriculture is an act of obedience to Allah, Glory be to Him.			



Lesson Four

4

"The best amongst you is the one who learns the Qur'an and teaches it."

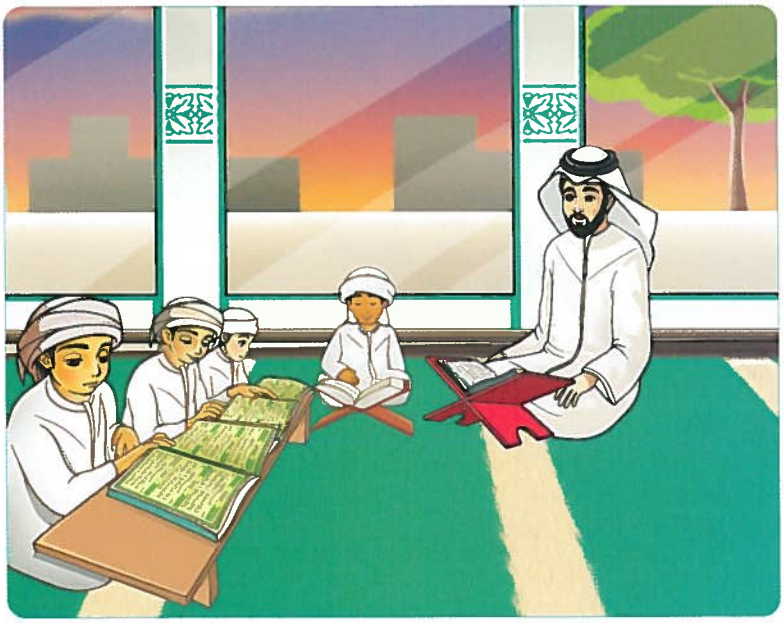
This lesson teaches me to:

- read the honorable Hadith correctly and properly.
- recite the honorable Hadith from memory.
- explain the overall meaning of the Hadith.
- be keen on learning and teaching the Holy Qur'an.
- identify the behavior that indicates love for the Holy Qur'an.

I take the initiative to learn

I notice and answer:

- What do these students do?
- When do we read the Holy Qur'an?



I use my skills to learn

I recite and memorize:

Honorable Hadith

عَنْ عُثْمانَ بْنِ عَفّانَ رَضِيَ اللّهُ عَنْهُ، قالَ: قالَ رَسولُ اللّهِ صَلّى اللّهُ عَلَيْهِ وَسَلَّمَ:
«خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ». رَواهُ الْبُخارِيُّ

'Uthman bin 'Affan, may Allah be pleased with him, reported that the Allah's Messenger, peace be upon him, said: "The best amongst you is the one who learns the Qur'an and teaches it." (Narrated by Al-Bukhari)

The meanings of terms mentioned in the Hadith:

خَيْرُكُمْ	The best amongst you.
وَعَلَّمَهُ	to teach others the Qur'an.

The overall meaning of the Hadith:

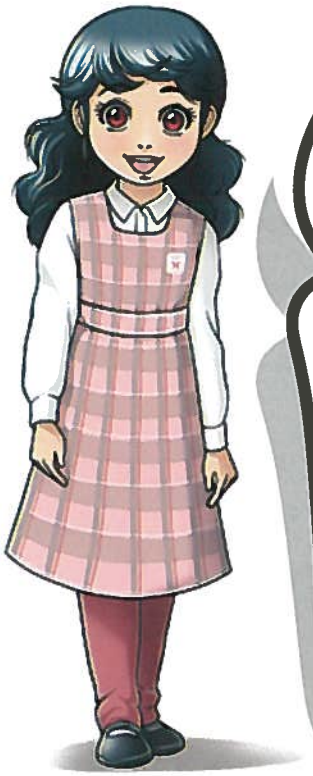
Those who enjoy the best status granted by Allah, Glory be to Him, are those who have learned the Holy Qur'an, thought carefully about its meanings, obeyed its teachings and then taught it to others.

"The best amongst you is the one who learns the Qur'an and teaches it."

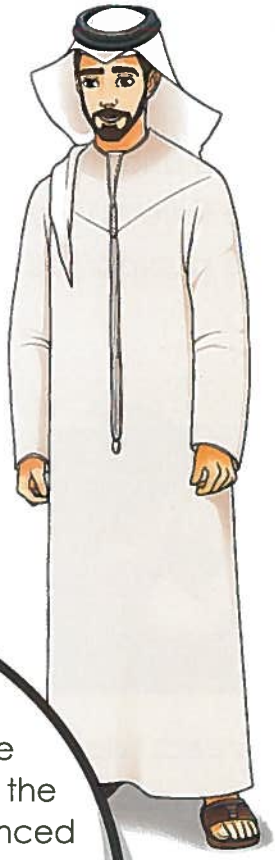
I listen and answer:



- Memorizing the Holy Qur'an helped me make good progress in learning the Arabic language courses and made me understand my lessons quickly.



- I loved learning the Holy Qur'an because it is the Word of Allah, Glory be to Him. Because I am committed to memorizing and learning the Holy Qur'an, I am now one of the superior students.



- My son, Hamad, joined a session for Qur'an memorization. I noticed that he has become smarter and would not need much time to absorb his lessons.



- I feel happy because my son, Ahmad, goes to the mosque every day to memorize the Holy Qur'an. He is positively influenced by the Qur'an. He became quiet and of good character. He is also keen on obeying his Lord.

- How is the individual influenced by learning the Holy Qur'an?

I expect:

- What is the reward of those who learn and teach others the Holy Qur'an?

"The best amongst you is the one who learns the Qur'an and teaches it."

I notice and decide:

Sa'eed asked his friend, Rashid, about the best way that would help him learn and memorize the Holy Qur'an. Rashid said: "My dear friend, there are several ways to learn the Holy Qur'an. All you have to do is to choose the appropriate one. These are:



Sa'eed: I decided to go to the Qur'an memorization session which is held in the nearby mosque.

I speak:

I show how I can contribute to teaching others the Holy Qur'an:

- I donate to support the official institutions that teach the Holy Qur'an.
- I encourage my friend, Sa'eed, to attend the Qur'an memorization classes organized in the neighborhood mosque.





- I love the Messenger of Allah and follow his example. Therefore, I learn the Holy Qur'an for the good of myself. I like very much to teach others the Qur'an; a believer loves for his brother what he loves for himself.

- I love my father and mother. I will learn and memorize the Qur'an, so that I may put the crown of dignity on their heads on the Day of Judgment.



"The best amongst you is the one who learns the Qur'an and teaches it."

I train to recite the Holy Qur'an:

السُّكونُ في الكَلِماتِ					
كَيْـ	ـدَ	كَيْـ	ـفَ	سَوْ	فَ
كَيْدَ		كَيْفَ		سَوْفَ	
بَعْـ	ـدِ	شَهْـ	ـرٍ	خَوْ	فٌ
بَعْدِ		شَهْرٍ		خَوْفٌ	
نَحْـ	ـنُ	حَيْـ	ـثُ	شَىْ	ءٍ
نَحْنُ		حَيْثُ		شَىْءٍ	



My imprint:



- I am keen on learning and teaching others the Holy Qur'an.



- I represent my country, the United Arab Emirates, in international competitions for memorizing the Holy Qur'an.

Student Activities

I answer on my own:

(1) Activity One:

I complete the honorable Hadith using the following words:

(teaches, the Qur'an)

- The Allah's Messenger, Peace be upon him: The best amongst you is the one who learns ..... and ..... it.

(2) Activity Two:

- I put the sign ✔ under the image which expresses the act of learning the Holy Qur'an:



(3) Activity Three:

By marking the sign ✔, I categorize which of the three persons has learned the Qur'an, and who has learned and taught it:

- Ahmed learned and read Surat *Al-Fatihah* correctly on the school radio during the morning assembly.
- Mansour learned Surat *Al-Fatihah* and memorized it thoroughly. He then helped his brother Rashid read it correctly.

situation	Ahmed	Mansour	Rashid
He learned the Qur'an.			
He learned and taught the Qur'an.			

Enriching my experience:

- I do a search on the number surahs in the Holy Qur'an.

I assess myself:

- I color the box that shows how skillful I am at learning the specific aspect:

	Learning Aspect	Excellent	Good	Acceptable
1	My ability to read the honorable Hadith correctly.			
2	My ability to memorize the Hadith: "The best amongst you is the one who learns the Qur'an and teaches it."			
3	My ability to explain the overall meaning of the honorable Hadith.			
4	My ability to identify the conduct that helps me learn and teach the Holy Qur'an.			

Lesson Five

Surat An-Nasr

5

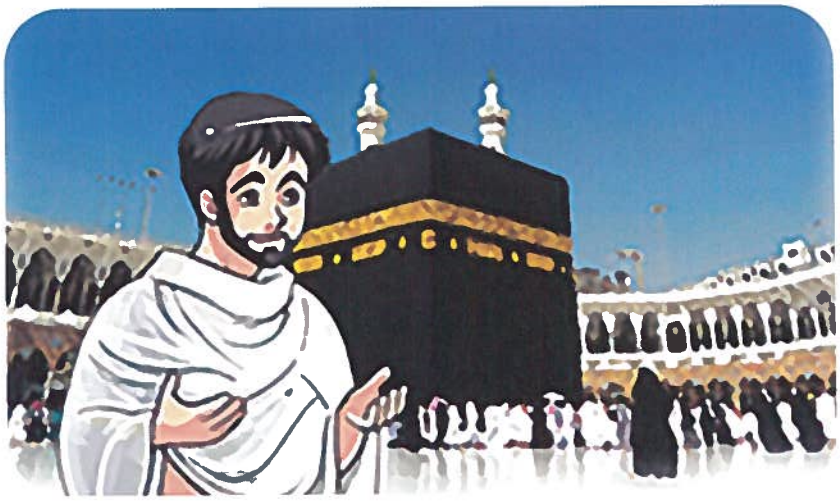
This lesson teaches me to:

- read Surat An-Nasr correctly and properly.
- recite Surat An-Nasr from memory.
- conclude that patience is the path to success.
- conclude that Allah, Glory be to Him, always stands by righteousness.
- thank Allah, Glory be to Him, for his blessings.

I take the initiative to learn

I notice and answer:

- When do Muslims perform the *Tawaaf* (circulation; Arabic طواف) around the Kaaba?
- To whom should a Muslim say his prayers (du'aa)?
- When does a Muslim thank his Lord?



I recite and memorize:

Surat An-Nasr

Allah, Glory be to Him, said:

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

﴿إِذَا جَآءَ نَصْرُ ٱللَّهِ وَٱلْفَتْحُ ﴿١﴾ وَرَأَيْتَ ٱلنَّاسَ يَدْخُلُونَ فِى دِينِ ٱللَّهِ
أَفْوَاجًا ﴿٢﴾ فَسَبِّحْ بِحَمْدِ رَبِّكَ وَٱسْتَغْفِرْهُ ۚ إِنَّهُۥ كَانَ تَوَّابًۢا ﴿٣﴾﴾

Bismillaahir Rahmaanir Raheem

[Idha jaa-a nas rullahi walfath (1) Wa ra-aitan naasa yadkhuloona fee deenil laahi afwaja (2) Fa sab bih bihamdi rabbika was taghfirhu, innahu kaana tawaaba (3)]

In the name of Allah, the All-Beneficent,

the All-Merciful

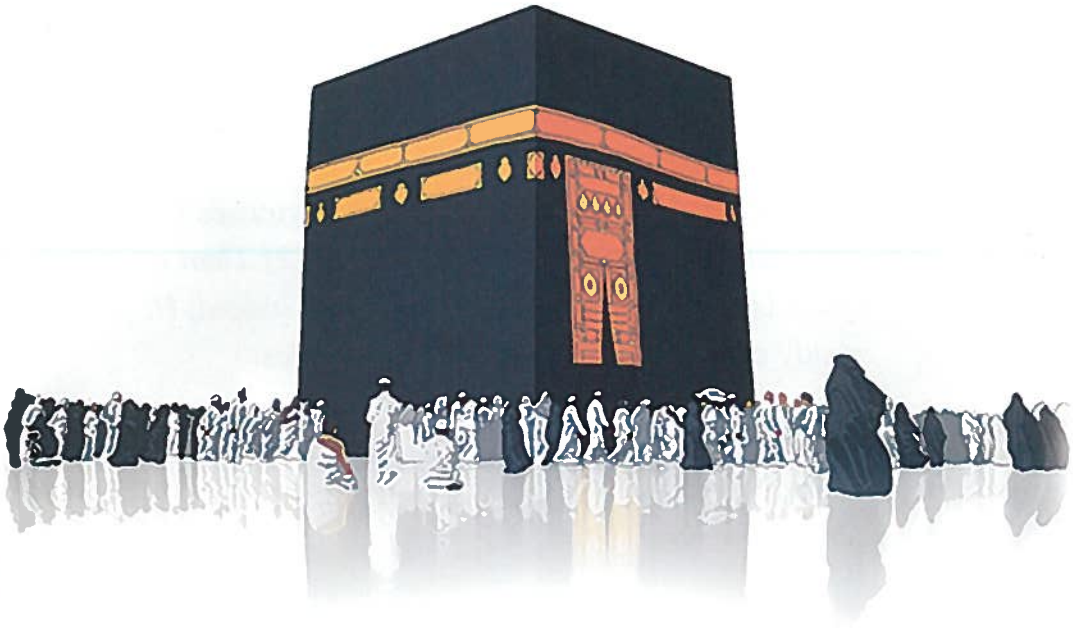
(When Allah's victory and conquest comes (1) And you see the people entering into the religion of Allah in large groups, (2) Then celebrate the praises of your Lord, and ask forgiveness of Him. Indeed, He is ever ready to show mercy. (3)) (Surat An-Nasr)

The meanings of terms mentioned in the Surah:

الْفَتْحُ (alfath)	the conquest of Makkah
أَفْواجاً (afwaja)	In groups
فَسَبِّحْ بِحَمْدِ رَبِّكَ (Fa sab bih bihamdi rabbika)	celebrate the praises of your Lord.
وَاسْتَغْفِرْهُ (was taghfirhu)	ask for his forgiveness.

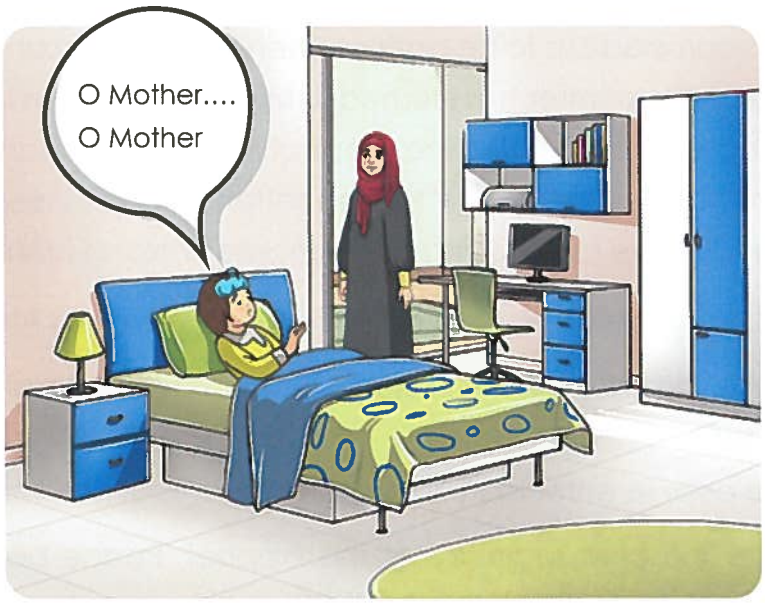
The overall meaning of the verses:

Allah opened up ***Makkah*** to Muslims, and people began to enter the religion of Allah in groups. At that time, Allah commanded our Master Muhammad, Peace be upon him, and Muslims to thank Him for the grace of victory and to seek His forgiveness. ***Allah*** is the Most merciful and the Oft-forgiving.



I use my skills to learn

I listen and answer:



Mother: What do you want, daughter?

Daughter: I want to go out. I was tired of staying in bed.

Mother: You have to be patient, my daughter. The doctor recommended that you stay in bed until your health improves.

Daughter: But I cannot endure it anymore.

Mother: You have to learn how to be patient. Allah watches you. Whenever he sees you showing patience, you will be rewarded by Him. The result of patience is always a happy one, Allah willing.

- When should the Muslim be patient?
- What is the result of patience?

I listen and conclude:

Allah, gory be to Him, commanded the Prophet, Peace be upon him, to proclaim the message of Islam to the people of Makkah. Some of them converted to Islam, but many refused to enter Islam and inflicted harm on the Prophet, Peace be upon him. The Prophet showed patience and ordered his companions to be patient. Then, he left Makkah and migrated to Al-Madinah. Years later, he returned to Makkah victorious thanks to Allah, glorified and exalted be He. The Prophet, Peace be upon him, entered Makkah modestly and showed tolerance to its people. He was happy to be back and to see large numbers of people entering Islam.

- Why did the Prophet, Peace be upon him, migrate to Al-Madinah?
- What was the result of the patience shown by the Prophet, Peace be upon him?
- Why did people enter Islam in groups?
- What are the characteristics of the Prophet, Peace be upon him, as indicated in the previous paragraph?

I think carefully:

How do I act in the following situations?

- I got the highest mark in my class.
- As I was leaving the classroom, I pushed my classmate without being aware, and he fell to the ground.

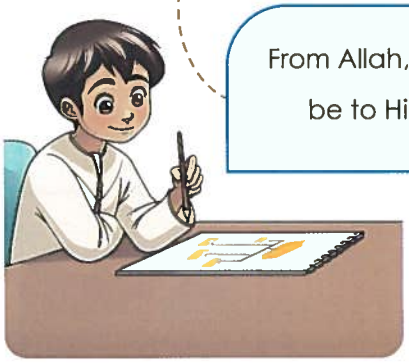


I cooperate with my classmates:

By marking the sign ✔ in the appropriate column, we distinguish between the following cases as to when we thank, ask forgiveness of and glorify Allah, Glory be to Him:

Ser. No.	The cases	Thank Allah	Ask forgiveness of Allah	Glorify Allah
1	I threw a bottle on the road then I returned and removed it.			
2	I memorized Surat *An-Nasr*.			
3	I was cured by my Lord from cold.			
4	I was busy playing and forgot what my mother asked me to do for her.			
5	I saw a group of ants stuck to each other to build a bridge between tree branches allowing other ants to cross.			
6	I ranked first in the running race.			
7	I saw a cat strongly defending her little kitty.			

I organize my concepts:



Surat An-Nasr

- Victory
- From Allah, glory be to Him.
- Muslims thank Allah, glory be to Him, for His blessings
- glorify Him
- and ask Him for forgiveness

I train to recite the Holy Qur'an

الْفَتْحُ	نَصْرُ	رَأَيْتَ	تَفْرَحونَ	يُفْتَنونَ
أَفْواجًا	الْكَوْثَرُ	الْوَسْواسُ	تَعْلَمونَ	يُخْرَجونَ
بِحَمْدِ	الأَبْتَرُ	يُوَسْوِسُ	تَفْعَلونَ	يُهْزَمونَ



My imprint:



- I thank Allah, Glory be to Him, for His favors. I always repeat phrases like: "Glory and all praise be to Allah; Glory be to my Lord, the Greatest."



- I pray to Allah, Glory be to Him, to support my country and protect it from enemies.

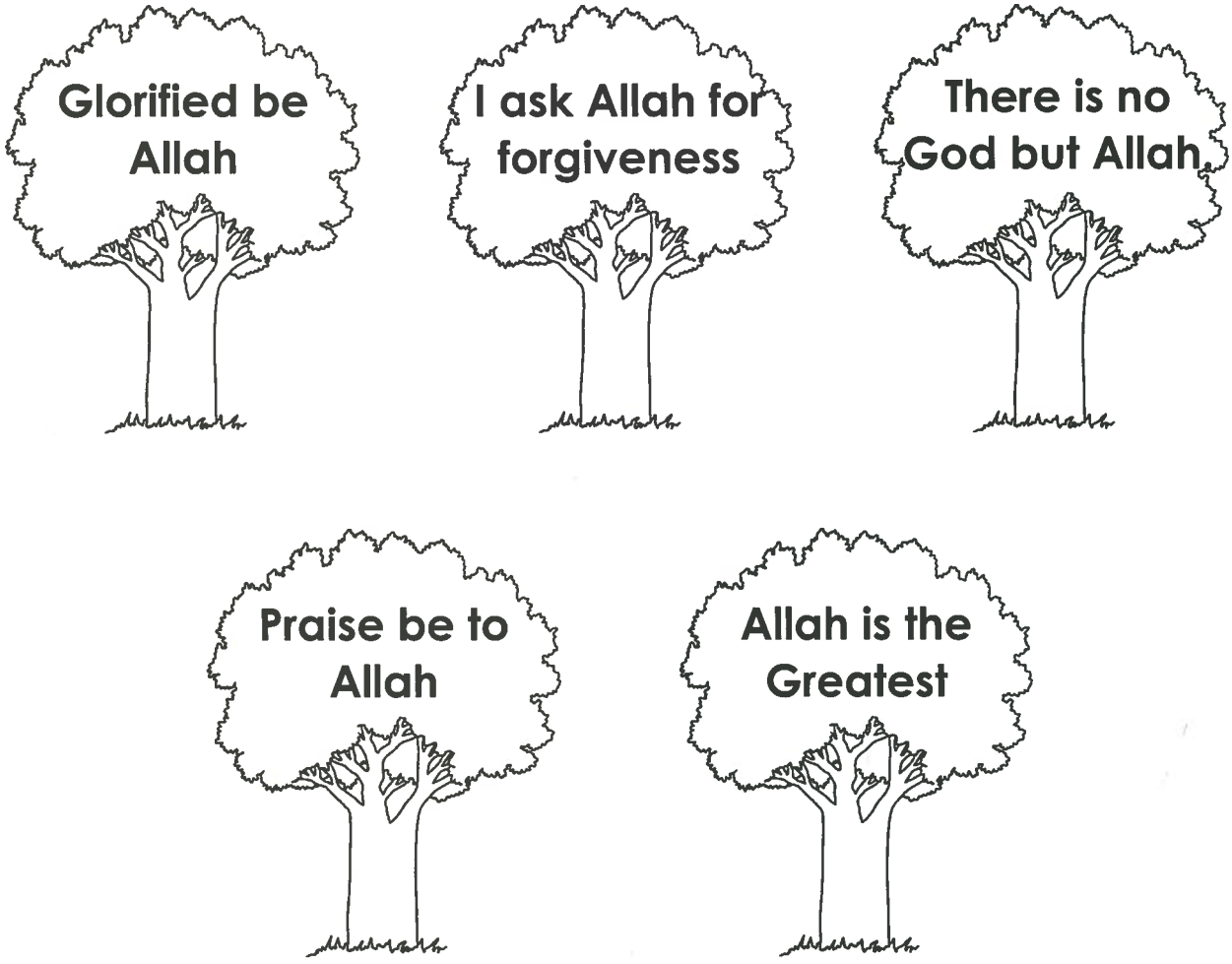
Student Activities

I answer on my own:



(1) Activity One:

- I color:



(2) Activity Two:

- I color the box under each of the following pictures as appropriate:

(A) In groups:



(B) Glorified be Allah:



(C) Praise be to Allah:



(3) Activity Three:

- I draw a line to match each phrase in column (A) to the appropriate word in column (B):

Column (A):		Column (B)
1	End of patience is	his favors.
2	The Muslim thanks Allah for	success.
3	Allah supports	asks Allah for forgiveness.
4	A Muslim frequently	the believers.

Enriching my experience:

- I search for those acts in which a Muslim says the following phrases:

"Glory be to my Lord, the Greatest."

"Glory be to my Lord, the Most High."

I assess myself:

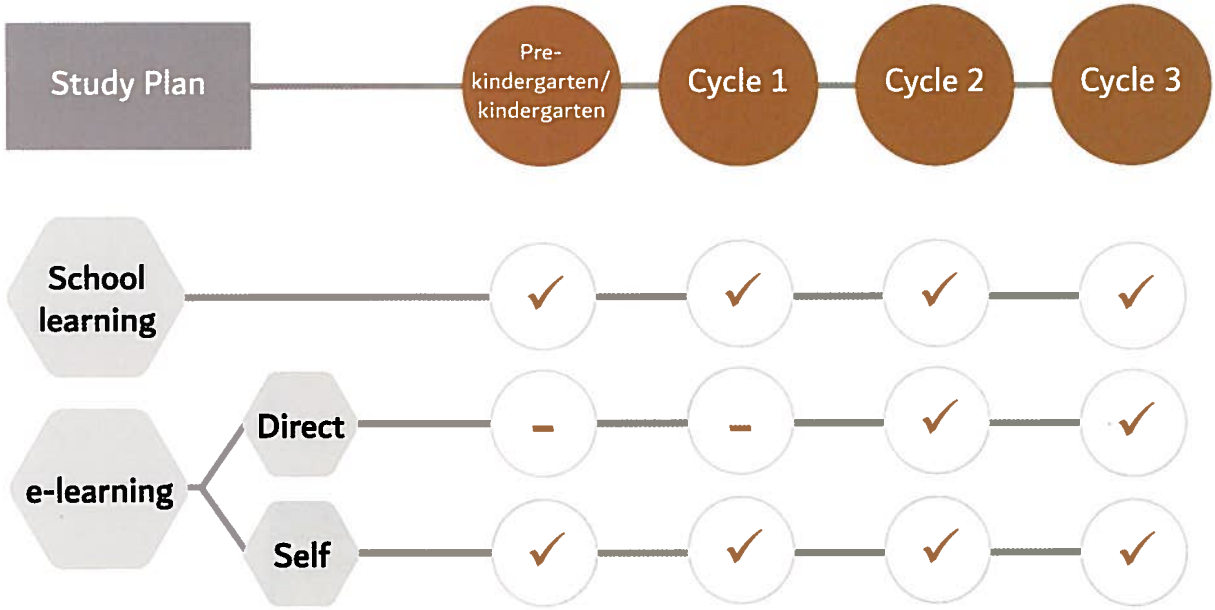
I color the box that shows how skillful I am at learning the specific aspect:

	Learning Aspect	Excellent	Good	Acceptable
1	My ability to recite the verses correctly and properly.			
2	My ability to memorize Surat *An-Nasr* properly.			
3	My ability to explain the meanings mentioned in the verses.			



Hybrid education in the Emirati school

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



Channels for obtaining a textbook:

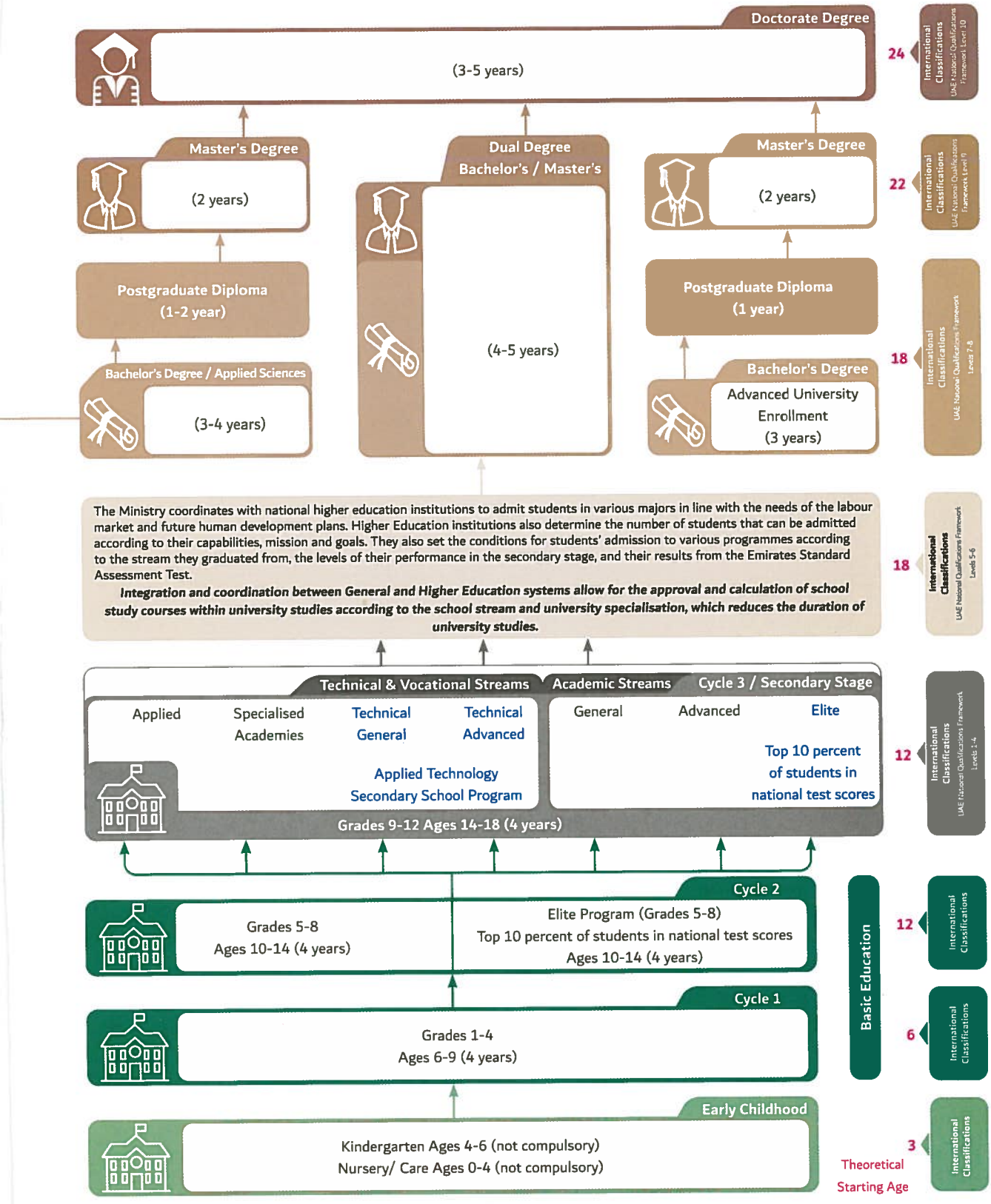
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Electronic units

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



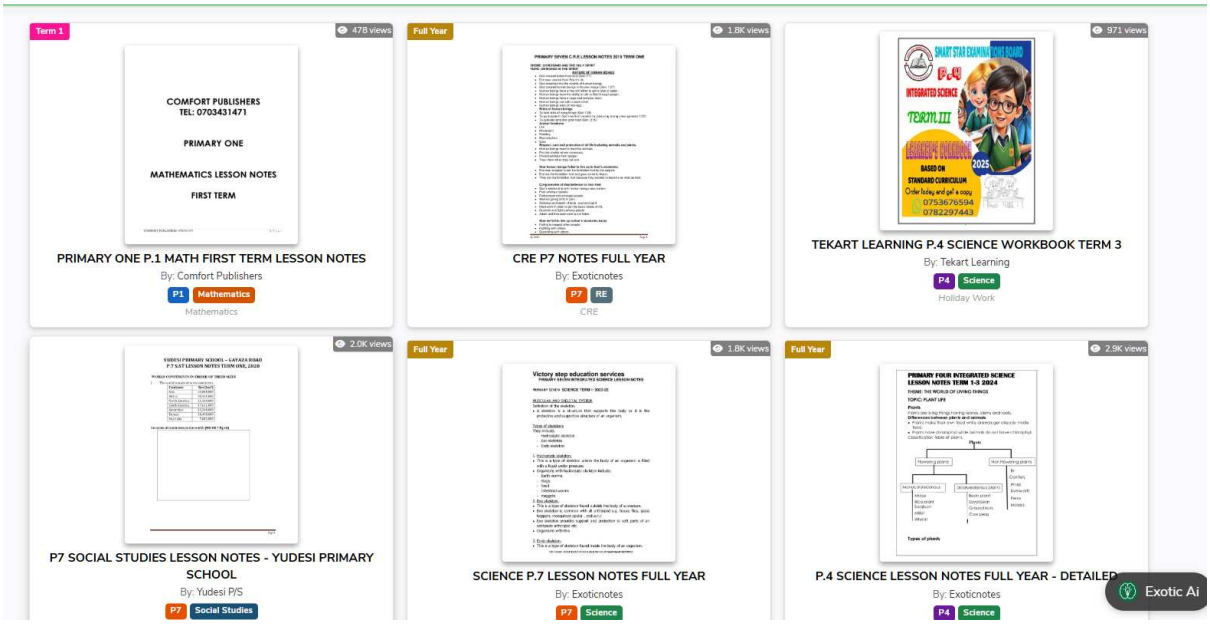
Education System in the United Arab Emirates


Doctorate Degree
(3-5 years)
24
International Classifications
Master's Degree
(2 years)
Dual Degree
Bachelor's / Master's
(4-5 years)
Master's Degree
(2 years)
22
International Classifications
Postgraduate Diploma
(1-2 year)
Postgraduate Diploma
(1 year)
Bachelor's Degree / Applied Sciences
(3-4 years)
Bachelor's Degree
Advanced University Enrollment
(3 years)
18
International Classifications
The Ministry coordinates with national higher education institutions to admit students in various majors in line with the needs of the labour market and future human development plans. Higher Education institutions also determine the number of students that can be admitted according to their capabilities, mission and goals. They also set the conditions for students' admission to various programmes according to the stream they graduated from, the levels of their performance in the secondary stage, and their results from the Emirates Standard Assessment Test.
Integration and coordination between General and Higher Education systems allow for the approval and calculation of school study courses within university studies according to the school stream and university specialisation, which reduces the duration of university studies.
18
International Classifications
Technical & Vocational Streams
Academic Streams
Cycle 3 / Secondary Stage
Applied
Specialised Academies
Technical General
Technical Advanced
General
Advanced
Elite
Applied Technology Secondary School Program
Top 10 percent of students in national test scores
Grades 9-12 Ages 14-18 (4 years)
12
International Classifications
Cycle 2
Grades 5-8
Ages 10-14 (4 years)
Elite Program (Grades 5-8)
Top 10 percent of students in national test scores
Ages 10-14 (4 years)
Basic Education
12
International Classifications
Cycle 1
Grades 1-4
Ages 6-9 (4 years)
6
International Classifications
Early Childhood
Kindergarten Ages 4-6 (not compulsory)
Nursery/ Care Ages 0-4 (not compulsory)
3
International Classifications
Theoretical Starting Age

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