UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

عام المجتمع
54
YEAR OF COMMUNITY
UAE

نحن الإمارات
WE THE UAE 2031

2025-2026

Islamic Education



Grade
03

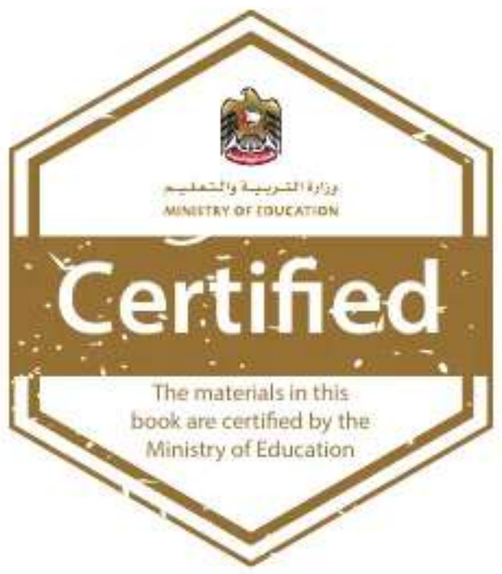
Islamic Education

Student book

Grade 3

Volume 2

1446 - 1447 A.H. / 2025 - 2026 A.D.



Cover label guide

Cycle 01 Color



Icon indicates the book type (**Example, Course book**)

Number 3 has been shaded to represent the **volume of Course book**

Number 1 show grade level

- Course book
- Activity book (workbook)
- Reading book (Arabic, social)
- Interactive Student Guide (Math)
- Activity Lab Manual (Science)
- Teacher Guide

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The Happy Family

I am the grandmother
I have for you amusing tales about our traditional heritage, and I will prepare the most delicious dishes and dessert for you.

I am the mother
I love my children; I play with them and follow up their homework.

I am the father
I care about my children and urge them to read and learn, because reading is the main key to knowledge

I am the grandfather
love you, my children, and I will tell you about the past of our forefathers and their struggle for the sake of our prosperity.



I am Sultan
I love drinking milk in order to grow up and become stronger.

I am Majid
I love playing football and I always cooperate with my friends in cleaning the classroom.

I am Maryam
I am your friend who will accompany you on our interesting learning journey.

I am Noura
I am always responsible for my behavior, and I love my country, the United Arab Emirates (UAE).

I am Rashid
I am your faithful friend; we will work together on research, exploration and problem solving. Are you ready?

Introduction

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

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

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

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

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 by myself'*, 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, as part of UAE's Centennial Plan 2071 of achieving excellence and innovation in Education. In addition, the book seeks to develop the skills of problem-solving in real life and make 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

Contents

Unit Four (I am a Truthful Muslim.)

1. Learning and Knowledge 14

Enriching Information: The World of Reading in the UAE

2. Abu Bakr As-Siddeeq (ﷺ) 26

3. Surat Al-Fajr 40

4. Truthfulness 58

5. Belief in Prophets (Moses and Jesus عليهما السلام) 70

6. The Search for Knowledge 88

An Enriching Story: Reading is the secret behind my Success

Unit Five (The Faithful Are Brothers.)

1. Surat Al-Balad 106

2. Cooperation is the Secret behind Success 122

3. Mutual Mercy 134

4. Care for the Needy 146

Enriching Information: The Emirates of Goodness and Giving

5. Surat At-Teen 164

6. Ties of Kinship 172

An Enriching Story: We are Happy Together

Unit Six (Our Environment is our Responsibility.)

1. the Grace of Water 194

Enriching Information:.Industries and Innovations

2. Surat Az-Zalzalah 212

3. The Prophet (ﷺ) Loves His Neighbors 224

4. The Taste of Faith 238

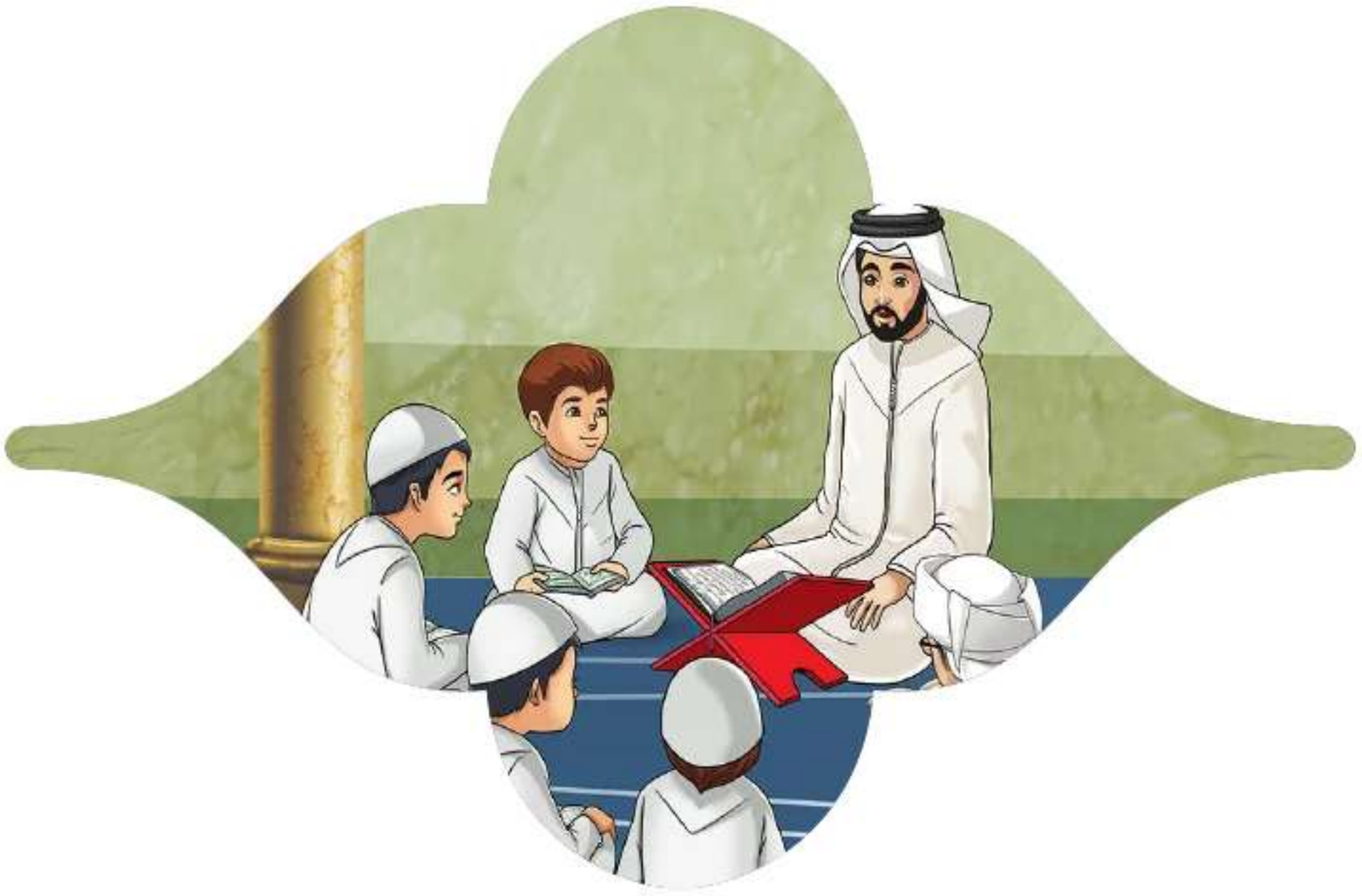
5. Surat Al-Qari'ah 250

An Enriching Story: The Young Innovator. 260

Unit

4

I am a Truthful Muslim



Ser. No.	Theme	Domain	Lesson
1	Islamic Belief	The Believing Mindset	Learning and Knowledge
2	The Prophet's Biography and Personalities	Islamic Personalities	Abu Bakr As-Siddeeq(ﷺ)
3	Divine Revelation	The Holy Qur'an	Surat Al-Fajr
4	Divine Revelation	The Noble Hadith	Truthfulness
5	Islamic Belief	The Believing Mindset	Belief in Prophets (Moses and Jesus ﷺ)
6	Islamic Belief	The Believing Mindset	The Search for Knowledge

The General Outcomes of the Unit





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This unit teaches me to

- explain the importance of learning and knowledge.
- find out the value of learning and knowledge and their effect on the individual and society.
- indicate the ancestry of Abu Bakr As-Siddeeq (رضي الله عنه).
- Infer the effects of the true belief of Abu Bakr As-Sideeq (رضي الله عنه) in the Prophet (ﷺ).
- enumerate the characteristics of Abu Bakr As-Sideeq (رضي الله عنه).
- follow the example of Abu Bakr As-Sideeq (رضي الله عنه) in his true love for Allah (تعالى) and the Prophet (ﷺ).
- recite Surat Al-Fajr correctly.
- give the meaning of the terms of the surah.
- explain the general meaning of the holy surah.
- indicate the end of the wrong-doers.
- infer that the soul at peace will be rewarded with Paradise.
- recite Surat Al-Fajr by heart.
- read the noble Hadith from memory (truthfulness).
- find out the most important Prophet's guidelines in the noble Hadith.
- describe my imitation of the Prophet's truthfulness.
- mention the names of the steadfast Messengers of Allah.
- infer the wisdom behind sending the Messengers..
- indicate their rank, preference, the effect of belief in them and our duty toward them.
- explain some miracles of Moses and Jesus (عليهما السلام).
- mention the types of learning and knowledge.
- explain how man can learn.
- indicate the sources of learning and knowledge.

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Lesson One

Learning and Knowledge 1

This lesson teaches me to

- explain the importance of learning and knowledge.
- find out the value of learning and knowledge and their effect on the individual and society.

I take the initiative to learn

I observe and infer:

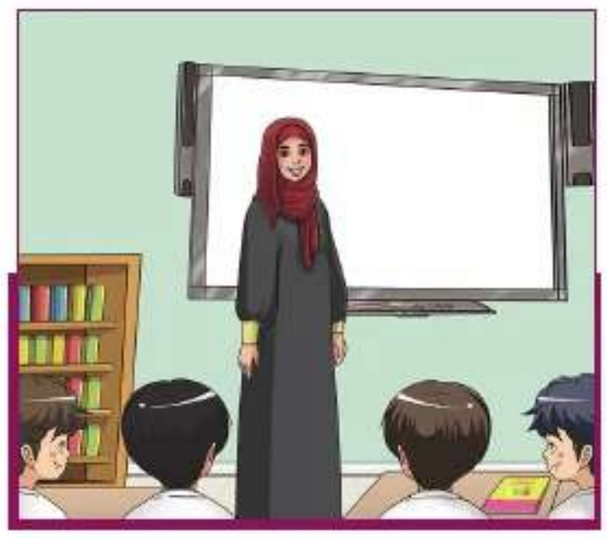
- What did the above professionals do to be able to do their works?
- What is the use of those works to society?
- What job would you like to practice in future?
- What will you do to achieve that?













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I read and then answer:

Rashid the Thinker Loves Learning

I like to go to school to learn and to seek knowledge. I study hard to be excellent in my studies and realize my goal by being a Muslim who is aware of his religion and a successful doctor who serves his country and society. Do you know what I can do to make my dream come true?





I go to mosque three days every week to learn the Book of Allah to win His pleasure and be guided to everything good. I feel that love for Allah (تعالى) increases in my heart whenever I read His verses.

Every weekend, I go with my father to the library to choose for myself a useful book or a science fiction story.



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I participate in scientific competitions and trips organized by school, and watch documentary programs and films.





I feel very happy because I learn something new every day. I acquire knowledge of various sciences, which develops my mind and enhances faith in Allah and His greatness in my heart.

- What does Rashid do to achieve his dream?
- What is the benefit of learning?

I cooperate with my classmates

We read the following texts and infer the value of knowledge in Islam:

قَالَ تَعَالَىٰ: ﴿ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُوا۟ مِنكُمْ وَٱلَّذِينَ أُوتُوا۟ ٱلْعِلْمَ دَرَجَٰتٍ ﴾

[سورَةُ المُجادَلَةِ: 11]

[11 … Yarfa`i Al-LahuAl-Ladhīna ʻĀmanū Minkum Wa Al-Ladhīna ʻŪtū Al-`Ilma Darajātin]

"11. .. Allah will exalt those who believe among you, and those who have knowledge, to high ranks. Allah is All-Aware of what you do." (Surat Al-Mujadilah)

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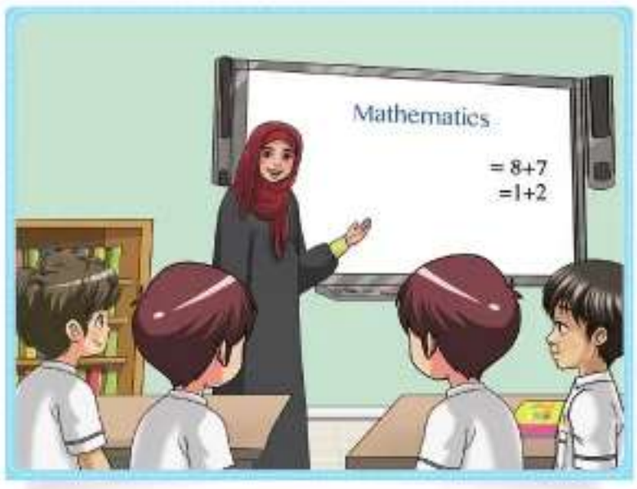
Learning leads man to the knowledge of Allah and .....

The Messenger of Allah (ﷺ) said,

"Whoever travels a path in search of knowledge, Allah makes easy for him a path to Paradise." (Tirmithi)

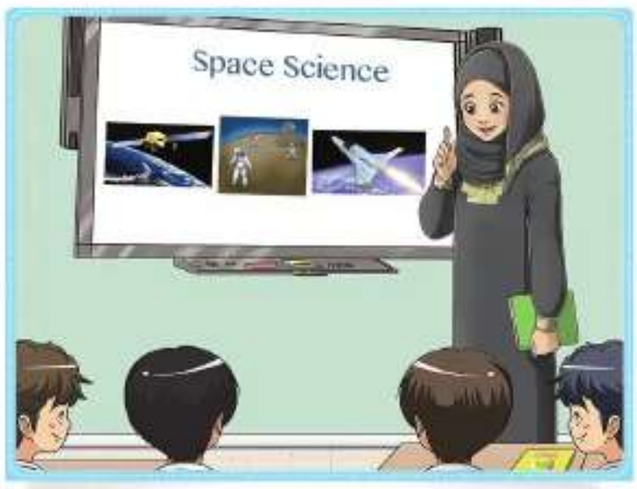
Seeking knowledge leads to .....

We observe, answer, then infer:













- What sciences do students study in the above pictures?
- What is the benefit of the sciences they are learning?
- What is the duty of students toward the one who teaches them?

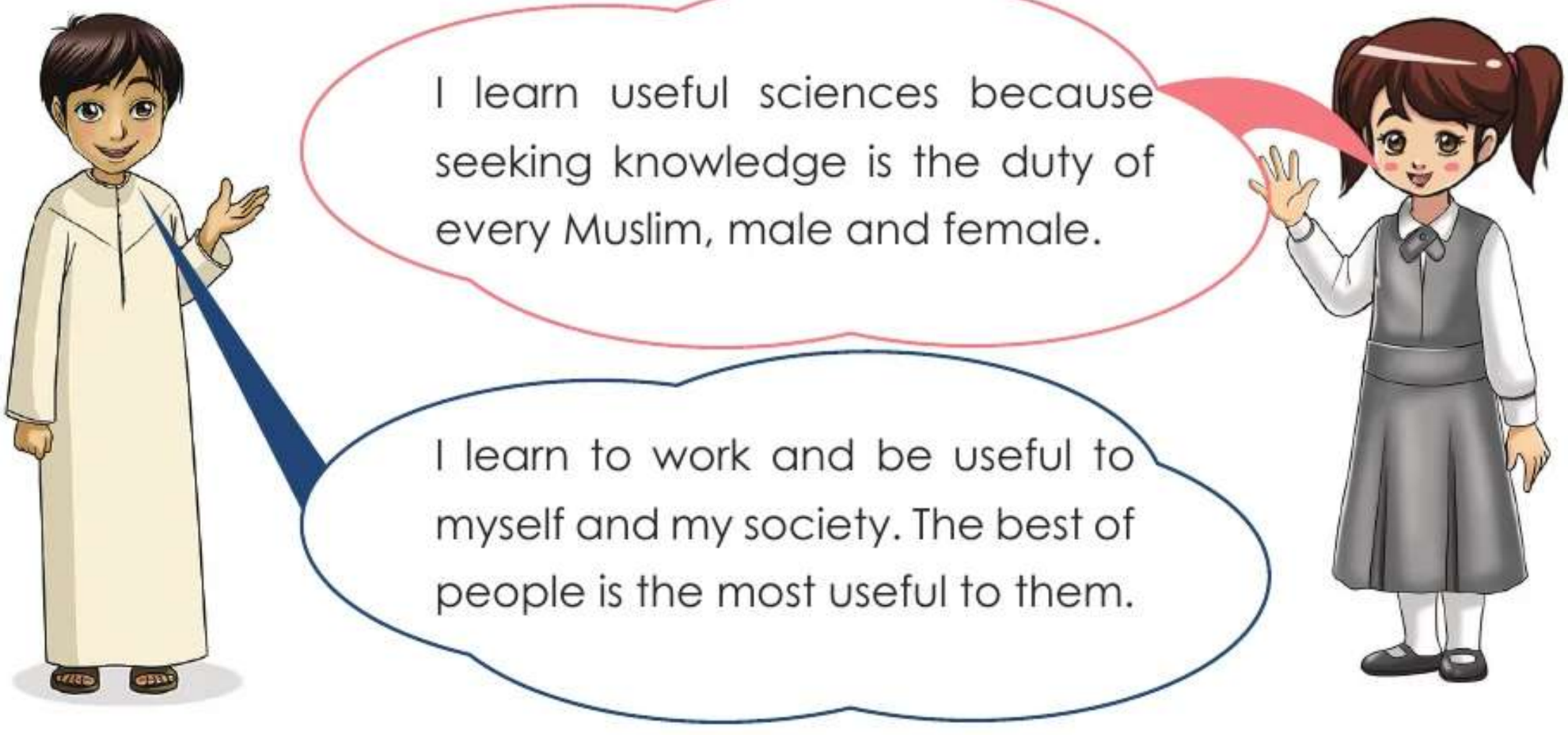
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1 Learning and Knowledge

Man learns various .....

Man learns to know about the signs of Allah's .....in the universe and what it has of .....z.....

Man learns to work and benefit ..... and .....



I organize my concepts

Learning and Knowledge

Learning elevates the position of the learner with .....

Seeking knowledge leads to .....

Knowledge leads to ..... And fear of Allah.

Man learns ..... sciences to know the signs of divine power in ..... and the creatures it contains.

Man learns to be useful to himself and .....

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I train to recite the Holy Qur'an

قَالَ تَعَالَىٰ: ﴿ٱللَّهُ ٱلَّذِى خَلَقَ سَبْعَ سَمَٰوَٰتٍ وَمِنَ ٱلْأَرْضِ مِثْلَهُنَّ يَتَنَزَّلُ ٱلْأَمْرُ بَيْنَهُنَّ لِتَعْلَمُوٓا۟ أَنَّ ٱللَّهَ عَلَىٰ كُلِّ شَىْءٍ قَدِيرٌ وَأَنَّ ٱللَّهَ قَدْ أَحَاطَ بِكُلِّ شَىْءٍ عِلْمًا﴾ [الطَّلاق: 12]

12 Al-Lahu Al-Ladhī Khalaqa Sab`a Samāwātin Wa Mina Al-'Arđi Mithlahunna Yatanazzalu Al-'Amru Baynahunna Lita`lamū 'Anna Al-Laha `Alá KulliShay'in Qadīrun Wa 'Anna Al-Laha Qad 'Aĥāţa Bikulli Shay'in `Ilmā

"12. Allah it is who has created seven heavens, and of the earth the like thereof. The commandment comes down among them slowly, that you may know that Allah is Able to do all things, and that Allah surrounds all things in knowledge."
(Surat At-Talaq)

My Imprint



I seek knowledge diligently to be useful to myself and my society.



I seek knowledge diligently to be a specialized expert and serve my country.

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Student Activities

I answer by myself

Activity One:

Complete the following sentences with suitable complements from the following:

(learner – Paradise – teacher)

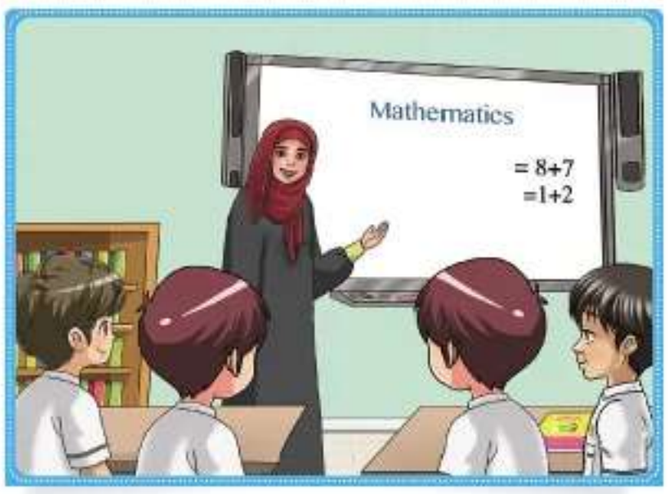
1 – the one who seeks knowledge is a .....

2 – The one who teaches people is a .....

3 – Seeking knowledge is a way that leads to .....

Activity Two

I circle the pictures that point to seeking knowledge:









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Activity Three:

I omit the following Arabic letters (غ، ش، ك، خ), then discover the names of five sciences in the table and write them:

ث	ي	د	ح	ل	ا
هـ	ن	د	س	ة	ب
ب	و	س	ا	ح	ط
خ	ك	ش	ب	غ	ل
ن	آ	ر	ق	ل	ا

1 - .....

2 - .....

3 - .....

4 - .....

5 - .....

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Enriching my experience

I look for the names of three Muslim scholars who were well-known for their knowledge.

I assess myself:

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

	The Behavior	Always	Some-times	Never
1	I appreciate the value of knowledge and respect scholars.	☐	☐	☐
2	I seek knowledge diligently and endure its difficulty.	☐	☐	☐

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

	Aspect of Learning	Excellent	Good	Acceptable
1	My ability to explain the importance of learning and knowledge.	☐	☐	☐
2	My ability to infer the value of learning and seeking knowledge in Islam.	☐	☐	☐

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Enriching Information

بسم الله الرحمن الرحيم ﴿ ٱقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ﴾ صدق الله العظيم

1 Iqra' Biāsmi Rabbika Al-Ladhī Khalaq

"1. Read: In the name of your Lord who has created" (Surat Al-Alaq)
Allah, the Great, speaks the truth.

The Year of Reading in the United Arab Emirates

What are the benefits of reading?



We discover the world.



We innovate great things.



We enjoy our time.



We plan for the future.



We understand the past.



We train and develop our minds.



We make sound decisions.



We acquire new intellectual habits.

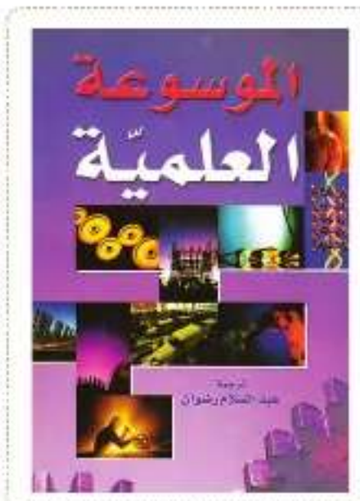


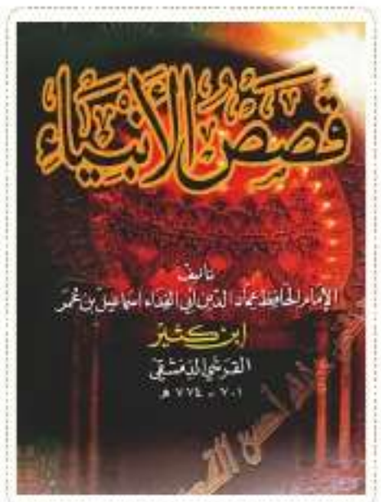
We develop our imagination and draw pictures.

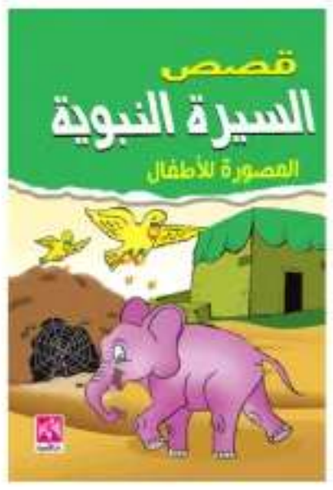
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What do I read?

I read:









Sources of learning:



Learning resources rooms



Home library



Reading Corner at school



Public Library

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Arab Reading Challenge Competition

Arab Reading Challenge

A student passes through a number of steps. By the end of the competition he will have read and summarized fifty extracurricular books during the academic year.

تحدي القراءة العربي

50 million books every year

PARTICIPATION STEPS

1. Express your interest in participating in the Arab Reading Challenge to the appointed supervisor at your school.
2. Complete a formal request and get acquainted with the competition rules and regulations, including how the winner is selected.
3. Receive your first passport (red) and insert your personal details.
4. Ask your supervisor for the list of recommended books.






5. Read the books and summarize them in your reading passport.
6. Move on to the next passport in the sequence after having read the first 10 books.
7. Read another 40 books and summarize them in the additional passports.





8. Reach the final elimination at the school level.
9. Reach the final elimination at the education zone level.
10. Reach the final elimination at the country level.






11. Reach the final stage of the competition, which will announce one winner between the finalists from each country at an Award Ceremony held in Dubai.

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Lesson Two

Abu Bakr As-Siddeeq (رضي الله عنه)

2

This lesson teaches me to

- indicate the ancestry of Abu Bakr As-Siddeeq (رضي الله عنه).
- Infer the effects of the true belief of Abu Bakr As-Sideeq (رضي الله عنه) in the Prophet (ﷺ).
- enumerate the characteristics of Abu Bakr As-Sideeq (رضي الله عنه).
- follow the example of Abu Bakr As-Sideeq (رضي الله عنه) in his true love for Allah (تعالى) and the Prophet (ﷺ).

I take the initiative to learn

I read and expect:



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Having said goodbye to her friends, the grandmother sat with her children. Noura wanted to know how to choose her girl friends, so she said: My grandma, I am pleased with your friends.

Grandmother: My daughter, true friendship remains forever. Since we chose good friends, Allah bestowed upon us their loyalty and sincerity of dealing.





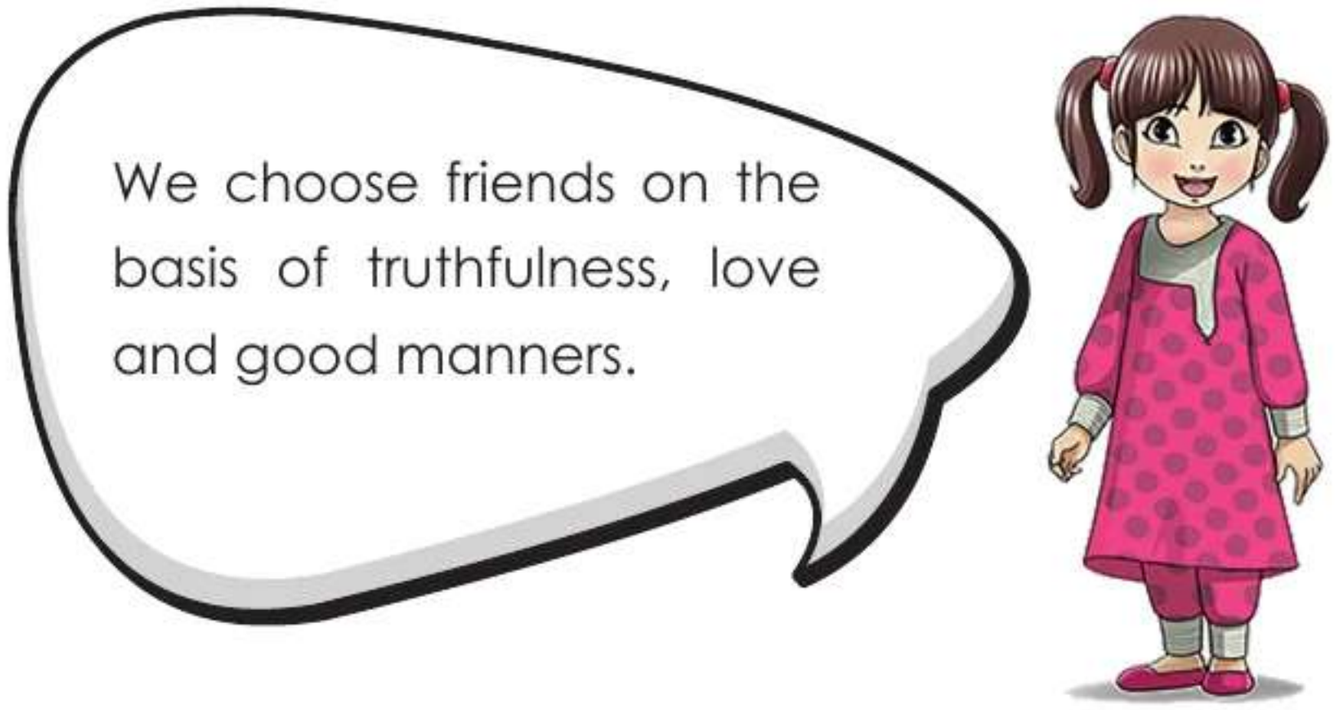
Noura: I would like to have friends like yours, but I do not know how to choose.

Grandmother: You should choose those who are loving and truthful, and also sincere and good-mannered ones. We can find the best example in the Messenger of Allah (ﷺ) and his Companions. Abu Bakr As-Siddeeq (رضي الله عنه) was a sincere friend of the Prophet (ﷺ), believing in him when the people of Makkah disbelieved him, and therefore he was given the surname "As-Siddeeq", which means "a true, loyal friend."



- What is the first characteristic which the grandmother focused on in choosing her friends?
- Who was nicknamed "As-Siddeq."?
- What do you expect the characteristics of a good friend to be?

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I use my skills to learn

I read and analyze

Abu Bakr As-Siddeeq (رضي الله عنه)



Who is Abu Bakr As-Siddeeq?

He is Abdullah bin Abi Quhafa, the first man to embrace Islam, and one of ten Companions who were promised to enter Paradise. The Messenger of Allah (ﷺ) gave him the title As-Siddeeq, because he believed him when the people of Makkah disbelieved him. A big number of Companions converted to Islam through him. He was the comrade and companion of the Messenger of Allah (ﷺ) during the migration (Hijrah) journey to Al-Madinah.

The Messenger of Allah (ﷺ), together with Abu Bakr, Omar and Othman (رضي الله عنهم), climbed Uhud Mountain. The mountain shook, upon which the Prophet (ﷺ) said,

"Uhud, do not move, for on you there are a prophet, a siddeeq (true believing friend) and two martyrs." (Al-Bukhari)



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Abu Bakr As-Siddeeq (رضي الله عنه):

The first to	One of the ..... who were promised of Paradise.	The Prophet (ﷺ) surnamed him	He was the Companion of the Prophet (ﷺ) and he was with him in the ..... to .....

I explain:

The Prophet (ﷺ) surnamed Abu Bakr "As-Siddeeq".

I cooperate with my classmates

We infer

the effects of the true belief of Abu Bakr As-Siddeeq (رضي الله عنه).

First case:

The polytheists persecuted the Prophet (ﷺ) and the believers who embraced Islam. Uqba bin Muayt tried to hurt the Prophet (ﷺ) while praying at the Kaaba yard, but Abu Bakr As-Siddeeq (رضي الله عنه) defended him. So, the disbelievers beat and kicked him, yet he did not care for what happened to him since he had protected the Prophet (ﷺ) from harm.

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- One of the effects of his belief: he ..... the Prophet (ﷺ).



I love our Prophet Muhammad (ﷺ) sincerely and follow his example.

Second case:

Abu Bakr As-Siddeeq (رضي الله عنه) said to the Prophet (ﷺ):

"Should I and my wealth be for other than you, O Messenger of Allah?" [Ahmad]

One of the effects of his belief: he spent ..... for the sake of Allah and His Messenger (ﷺ).



The attitudes of Abu Bakr As-Siddeeq and his family during the migration:

After the disbelievers increased their oppression on the Muslims, Allah allowed them to migrate to Al-Madinah. The Prophet (ﷺ) waited until Allah permitted him to migrate; so he chose Abu Bakr As-Siddeeq (رضي الله عنه) as his companion on that journey, which pleased Abu Bakr As-Siddeeq a lot. Abu Bakr As-Siddeeq (رضي الله عنه) had already prepared two camels. They left secretly during the night. On the way to Al-Madinah, Abu Bakr As-Siddeeq sometimes walked in front of the Prophet (ﷺ), sometimes behind him, sometimes on his right and at other times on his left, for fear that the disbelievers would chase them. At last, they arrived at a cave called "Ghar Thawr". Abu Bakr entered the cave before the Prophet to check it so that no harm should occur to the Prophet (ﷺ). They stayed in the cave

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for three nights. Abdullah bin Abu Bakr stayed with them at night and went out in the daytime to collect news for them. Asmaa bint Abu Bakr (رضي الله عنها) was assigned the task of bringing them food while they were in the cave. To hide the food and water, she split her shawl in two 'nitaqs' (belts) and put what she carried inside them. Therefore, she was called 'That An-Nitaqain' (the Lady of the Two Belts).

- **We write down the acts that show Abu Bakr's and his family's love for the Prophet (ﷺ):**

1. His preparation of ..... His pleasure with ..... of the Prophet (ﷺ) in the migration,
2. His walk around the Prophet (ﷺ) to protect him .....
3. His entrance into the cave before the Prophet (ﷺ) in order to make sure that .....
4. Abdullah bin Bakr's leaving for Makkah and return to them with the .....
5. Asmaa's splitting of ..... and putting food inside it.

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I read and complete:

Abu Bakr As-Siddeeq (ﷺ) was loved by the Prophet (ﷺ) due to his good manners and wise mind. He was also esteemed by his people, and many people used to visit him on account of his knowledge and good character.

- The Prophet (ﷺ) chose Abu Bakr (ﷺ) as his companion because of .... , ... manners, and .....
- I will choose a friend who is ....., ... and .....
- Abu Bakr As-Siddeeq (ﷺ) was esteemed by his people and many people visited him due to ..... and .....
- I will learn useful knowledge and ..... kindly my family, relatives and fellow students in order to be loved by them.

I read and summarize:

Rashid's father wished to be successful in his trade, so he read the biography of Abu Bakr As-Siddeeq (ﷺ) and knew that:

Abu Bakr As-Siddeeq (ﷺ) was a man who loved work and was keen to earn his living through his own effort. He practiced trade in clothes. He was known for his honesty, trust, good dealing with people and acts of charity in the way of Allah; therefore, his trade prospered.



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What should Rashid's father do to be successful in his trade?

To be .....

.....

.....

To be keen on earning his living from .....

To have the characteristics of ..... and .....

To ..... Well with people.

To ..... and spend in the way of Allah.

We observe and imitate:

Abu Bakr As-Siddeeq (ﷺ) was the most favorite of men to the Prophet (ﷺ). Amr bin Al-Aas (ﷺ) asked the Prophet (ﷺ), "Who is the most beloved of people by you?" The Prophet (ﷺ) answered, "Aisha." He asked him again, "And of men?" The Prophet (ﷺ) answered, "Her father." He meant Abu Bakr As-Siddeeq (ﷺ). [Bukhari and Muslim]

The Prophet (ﷺ) loved Abu Bakr As-Siddeeq (ﷺ), and I love the Prophet (ﷺ) and ..... whom he loved.

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Through reading we learn more. Let's read about the Prophet's Companions (رضي الله عنهم) and learn from them.

Abu Bakr As-Siddeeq (رضي الله عنه) took the initiative in every useful action. One day, the Prophet (ﷺ) asked his Companions, "Who among you is fasting today?" Abu Bakr (رضي الله عنه) said, "Me". He asked again, "Who among you followed a funeral?" Abu Bakr answered, "Me." The Prophet asked again, "Who among you fed a needy person?" Abu Bakr answered, "Me." The Prophet asked again, "Who among you visited a sick man?" Abu Bakr answered, "Me." The Prophet (ﷺ) said, "These acts have never been done all together by a Muslim but he entered Paradise." [Muslim]

I follow the example of Abu Bakr As-Siddeeq in his love for Allah (تعالى) and His Messenger (ﷺ):

Abu Bakr As-Siddeeq (رضي الله عنه) used to fast, and I

.....

Abu Bakr As-Siddeeq (رضي الله عنه) used to feed the needy and donate charity, and I

.....

Abu Bakr As-Siddeeq (رضي الله عنه) used to visit patients, and I

.....

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The Prophet (ﷺ) loved Abu Bakr (رضي الله عنه) and married his daughter, Aisha As-Siddeeqa (رضي الله عنها), daughter of As-Siddeeq.



I would like to be like Abu Bakr As-Siddeeq (رضي الله عنه) in his gentleness, good manners and wise mind.

I organize my concepts

Abu Bakr As-Siddeq (رضي الله عنه)

He is Abdullah bin .....

The first to .....

He was surnamed .....

The effects of the true faith of Abu Bakr As-Siddeeq (رضي الله عنه)

His defense of the Propheet (ﷺ).

His spending in the way of Allah.

During the prophet's migration, Abu Bakr As-Siddeeq and his family had attitudes that proved their love for the Prophet (ﷺ).

Among his characteristics:
Good manners.
Truthfulness and honesty.

.....

.....

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I train to recite the Holy Qur'an

قَالَ تَعَالَىٰ: ﴿ وَسَيُجَنَّبُهَا ٱلْأَتْقَى ﴿١٧﴾ ٱلَّذِى يُؤْتِى مَالَهُۥ يَتَزَكَّىٰ ﴿١٨﴾ وَمَا لِأَحَدٍ عِندَهُۥ مِن نِّعْمَةٍ تُجْزَىٰٓ ﴿١٩﴾ إِلَّا ٱبْتِغَآءَ وَجْهِ رَبِّهِ ٱلْأَعْلَىٰ ﴿٢٠﴾ وَلَسَوْفَ يَرْضَىٰ ﴿٢١﴾ ﴾ [سورَةُ اللَّيْلُ]

17 Wa Sayujannabuhā Al-'Atqá 18 Al-Ladhī Yu'utī Mālahu Yatazakká 19 Wa Mā Li'ĥadin `Indahu Min Ni`matin Tujzá 20 'Illā Abtighā'a Wajhi Rabbihi Al-'A`lá 21 Wa Lasawfa Yarđá

"17. Far removed from it will be the righteous 18. Who gives his wealth that he may grow (in goodness and self-satisfaction), 19. And none has with him any favor for reward, 20. Except as seeking (to fulfil) the purpose of his Lord Most High. 21. He verily will be content." (Surat Al-Layl)

My Imprint



I follow the example of Abu Bakr As-Siddeeq (ﷺ) in his love for the Prophet (ﷺ).



I put my energy in the service of my country.

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Student Activities

I answer by myself

Activity One:

I specify the works that help me be successful after reading the noble Hadith:

Abu Bakr As-Siddeeq (ﷺ) heard that the Garden (Paradise) has eight doors, including the Door of Rayyan, the Door of Prayer and the Door of Charity. He said, "O Messenger of Allah, will there be anyone who will be called from all these gates?" The Prophet answered him, "Yes. And I hope you will be one of them."

.....

.....

Activity Two:

I answer the three questions below:

قَالَ تَعَالَىٰ: ﴿ثَانِيَ ٱثْنَيْنِ إِذْ هُمَا فِي ٱلْغَارِ إِذْ يَقُولُ لِصَٰحِبِهِۦ لَا تَحْزَنْ إِنَّ ٱللَّهَ مَعَنَا﴾ [سورَةُ التَّوْبَةُ : 40]

40 . .. ThāniyaAthnayni ʻIdh Humā Fī Al-Ghāri ʻIdh Yaqūlu Liṣāĥibihi Lā Taĥzan ʻInna Al-Laha Ma`anā

*"40. If you help him not, still Allah helped him when those who disbelieve drove him forth, the second of two; when they two** were in the cave, when he said unto his comrade: Grieve not. Lo! Allah is with us." (Surat At-Tauba)*

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It was narrated that Abu Bakr (ﷺ) said:

> *I said to the Prophet (peace and blessings of Allah be upon him), when I was with him in the cave: "If one of them looks down at his feet he will see us." He said, "What do you think, O Abu Bakr, of two the third of whom is Allah?" (Muslim)*

1 – Who are the two?

.....

2 – Which cave is meant in the holy verse?

.....

3 – What made them feel reassured?

.....

Enriching my experience

I look for the event in which Abu Bakr As-Siddeeq (ﷺ) believed the Prophet (ﷺ)when the people of Makkah disbelieved him ,and as a result he was called As-Siddeeq.

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I assess myself:

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

	The Behavior	Always	Some-times	Never
1	I follow the example of the Prophet's Sunnah in words and actions.	☐	☐	☐
2	I imitate Abu Bakr As-Siddeeq (رضي الله عنه) in his love for Allah (تعالى) and His Messenger (ﷺ).	☐	☐	☐

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

	Aspect of Learning	Excellent	Good	Acceptable
1	I mention the ancestry of Abu Bakr As-Siddeq (رضي الله عنه).	☐	☐	☐
2	I find out the effects of the faith of Abu Bakr As-Siddeeq (رضي الله عنه).	☐	☐	☐
3	I mention the characteristics of Abu Bakr As-Siddeq (رضي الله عنه).	☐	☐	☐
4	I follow the example of Abu Bakr As-Siddeq (رضي الله عنه) in his true love for Allah (تعالى) and His Messenger (ﷺ).	☐	☐	☐

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Lesson Three

Surat Al-Fajr

3

This lesson teaches me to

- recite Surat Al-Fajr correctly.
- give the meaning of the terms of the surah.
- explain the general meaning of the holy surah.
- indicate the end of the wrong-doers.
- infer that the soul at peace will be rewarded with Paradise.
- recite Surat Al-Fajr by heart.

I take the initiative to learn

I search and discover:

I search the *Index of the Holy Qur'an* for the name of a surah that is located between Surat Al-Balad and Surat Al-Ghashiyah and write its name:

.....

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I recite and memorize:

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

﴿وَٱلْفَجْرِ ﴿١﴾ وَلَيَالٍ عَشْرٍ ﴿٢﴾ وَٱلشَّفْعِ وَٱلْوَتْرِ ﴿٣﴾ وَٱلَّيْلِ إِذَا يَسْرِ ﴿٤﴾ هَلْ فِي ذَٰلِكَ قَسَمٌ لِّذِي حِجْرٍ ﴿٥﴾
أَلَمْ تَرَ كَيْفَ فَعَلَ رَبُّكَ بِعَادٍ ﴿٦﴾ إِرَمَ ذَاتِ ٱلْعِمَادِ ﴿٧﴾ ٱلَّتِي لَمْ يُخْلَقْ مِثْلُهَا فِي ٱلْبِلَٰدِ ﴿٨﴾ وَثَمُودَ ٱلَّذِينَ
جَابُوا۟ ٱلصَّخْرَ بِٱلْوَادِ ﴿٩﴾ وَفِرْعَوْنَ ذِي ٱلْأَوْتَادِ ﴿١٠﴾ ٱلَّذِينَ طَغَوْا۟ فِي ٱلْبِلَٰدِ ﴿١١﴾ فَأَكْثَرُوا۟ فِيهَا ٱلْفَسَادَ
﴿١٢﴾ فَصَبَّ عَلَيْهِمْ رَبُّكَ سَوْطَ عَذَابٍ ﴿١٣﴾ إِنَّ رَبَّكَ لَبِٱلْمِرْصَادِ ﴿١٤﴾﴾ [الفَجْرُ]

Bismi Al-Lahi Ar-Raĥmāni Ar-Raĥīm

1 Wa Al-Fajri 2 Wa Layālin `Ashr 3 Wa Ash-Shaf`i Wa Al-Watr 4 Wa Al-Layli ‘Idhā Yasri 5 Hal Fī Dhālika Qasamun Lidhī Ĥijr 6 ‘Alam Tara Kayfa Fa`ala Rabbuka Bi`ād 7 ‘Irama Dhāti Al-`Imād 8 Allatī Lam Yukhlaq Mithluhā Fī Al-Bilād 9 Wa Thamūda Al-Ladhīna Jābū Aş-Şakhra Bil-Wād 10 Wa Fir`awna Dhī Al-’Awtād 11 Al-Ladhīna Ţaghaw Fī Al-Bilād 12 Fa’aktharū Fīhā Al-Fasād 13 Faşabba `Alayhim Rabbuka Sawţa `Adhāb 14 ‘Inna Rabbaka Labiālmirşād

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

“1. By the Dawn 2. And ten nights, 3. And the Even and the Odd, 4. And the night when it departs 5. There surely is an oath for thinking man. 6. Do you not consider how your Lord dealt with Aad? 7. (The people) of the many-columned (city of) Iram, 8. The like of which was not created in the lands; 9. And with (the tribe of) Thamud, who cut out the rocks in the valley; 10. And with Pharaoh, firm of right, 11. Who (all) were rebellious (to Allah) in these lands, 12. And multiplied inequity therein? 13. Therefore your Lord poured on them kinds of severe punishment. 14. Lo! your Lord is ever Watchful.”
(Surat Al-Fajr)

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I understand the meaning of the words:

الشفع\Ash-Shaf`i	the even	جابوا Jābū	Cut out
والوتر Wa Al-Watr	the odd	ذي الأوتاد Dhī Al-'Awtād	The lord of armies
حِجْر Ĥijr	Mind; intellect	طَغَوا Ţaghaw	Were rebellious; transgressed

I use my skills to learn

I read the general meaning and answer:

The holy surah is started with swearing by the dawn, which is a sign of the greatness and might of the Creator, Who directs and manages the universe and organizes its movement. It is the time of the first appearance of light in the sky before sunrise; it is made by Allah (تعالى) as a time for worship and seeking to make a living.



Allah (ﷻ) swore by the first ten nights of Dhul Hijjah due to the importance and high ranking of this period of time: it includes the Hajj season. He (تعالى) also swore by the even number (the day of Eid Al-Ad-ha; that is, the tenth day, which is an even number), and by the odd number (the Day of Arafah; that is, the ninth day, which is an odd number). He (تعالى) swore, too, by the night when it covers the world with its darkness to attract the attention of human beings to the signs of the power of Allah (ﷻ) in the universe to meditate on them and recognize His great might.

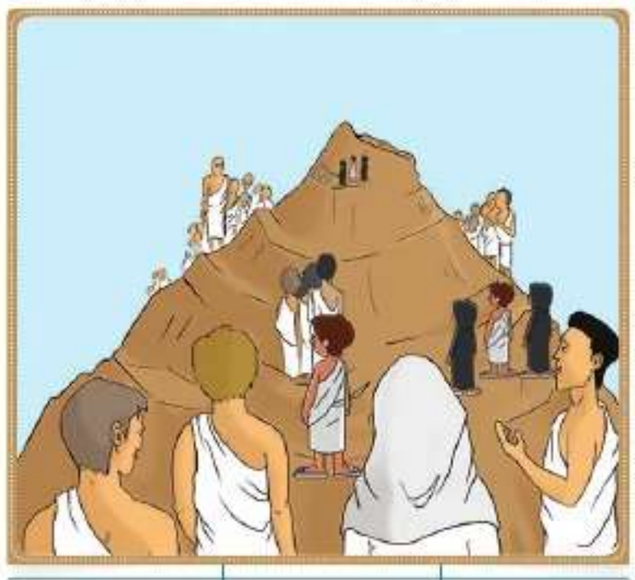
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This oath is enough for those who have minds to guide them to the truth and to take lessons. Didn't you, Muhammad, see how your Lord punished those past nations who disbelieved the Messengers of Allah, disobeyed Allah (تعالى), practiced oppression in their countries and caused a lot of corruption .Allah (تعالى) will bring every human to account according to their deeds.

- What did Allah swear by at the beginning of the surah?
- What are the peoples that Allah mentioned in the previous verses?
- Why does Allah (تعالى) narrate the stories of past nations and tribes?

I look at the pictures and write relevant holy verses:







Complete:



Prayer .....



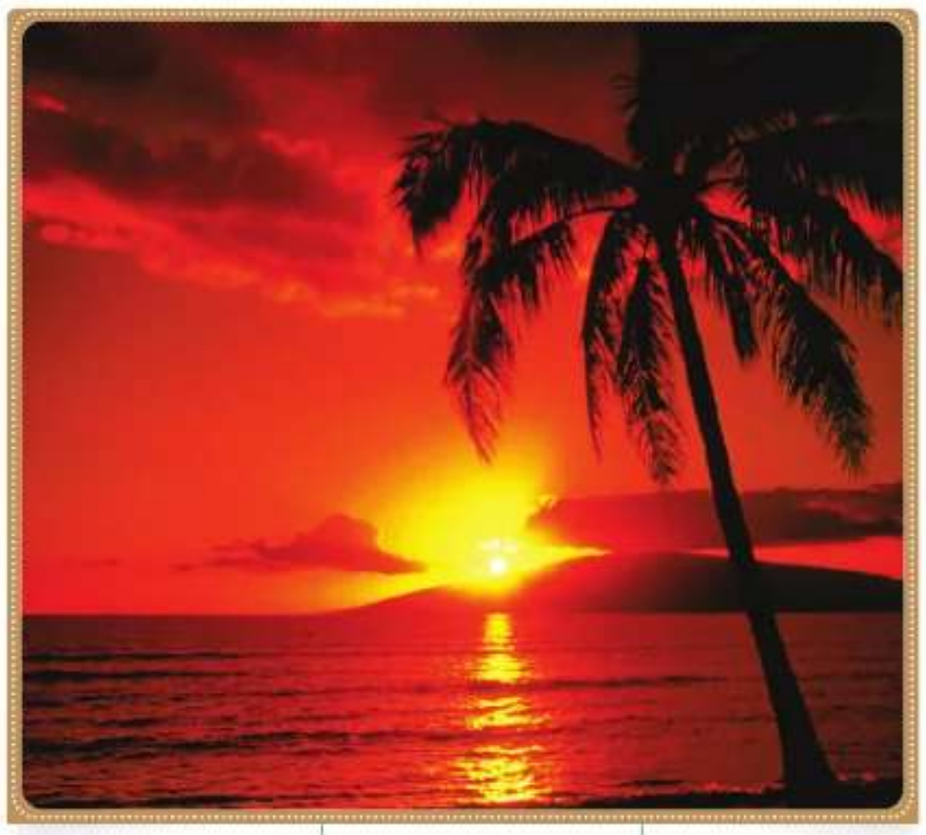
Eid .....

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I reflect on Allah's great creation:



Sunrise time



Sunset

-I follow up suitable actions for each time and record them in their relevant places in the table:

(perform Fajr Prayer – reflect on sunrise – seek knowledge – seek to make a living – sunset – get ready for sleep)

Time	Suitable Actions
Sunrise	
Sun.....	Perform Maghreb Prayer
Dawn	
Fall of the dark	

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I cooperate with my classmates

We learn a lesson:

We listen to our teacher speaking about the nations that exceeded the limit in oppression and corruption and are mentioned in Surat Al-Fajr, then complete the table:

The Nation	Their prophet	Their deeds
.....	Hud (عليه السلام)	They disbelieved in Allah and His Prophet Hud (عليه السلام)
The tribe of Thamud	.....	.....
.....	He lived at the time of Moses (عليه السلام)	He disbelieved in Allah and His Prophet Moses (عليه السلام)

We put a check (√) against the correct statement:

- We read the stories of the Holy Qur'an to take a lesson. ( )
- A Muslim believes the Prophets and also believes in them. ( )
- Allah (تعالى)brings everyone to account for his deeds. ( )
- If we read the stories of the Prophets and their people ,we do not tell anyone about these stories. ( )

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I repeat after them:



I love all the Prophets and Messengers of Allah (تعالى).

I love to read and tell the stories of the Prophets.



I recite and memorize:

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

﴿فَأَمَّا ٱلْإِنسَٰنُ إِذَا مَا ٱبْتَلَىٰهُ رَبُّهُۥ فَأَكْرَمَهُۥ وَنَعَّمَهُۥ فَيَقُولُ رَبِّىٓ أَكْرَمَنِ ﴿١٥﴾ وَأَمَّآ إِذَا مَا ٱبْتَلَىٰهُ فَقَدَرَ
عَلَيْهِ رِزْقَهُۥ فَيَقُولُ رَبِّىٓ أَهَٰنَنِ ﴿١٦﴾ كَلَّا ۖ بَل لَّا تُكْرِمُونَ ٱلْيَتِيمَ ﴿١٧﴾ وَلَا تَحَٰٓضُّونَ عَلَىٰ طَعَامِ
ٱلْمِسْكِينِ ﴿١٨﴾ وَتَأْكُلُونَ ٱلتُّرَاثَ أَكْلًا لَّمًّا ﴿١٩﴾ وَتُحِبُّونَ ٱلْمَالَ حُبًّا جَمًّا ﴿٢٠﴾
كَلَّآ إِذَا دُكَّتِ ٱلْأَرْضُ دَكًّا دَكًّا ﴿٢١﴾ وَجَآءَ رَبُّكَ وَٱلْمَلَكُ صَفًّا صَفًّا ﴿٢٢﴾ وَجِاْىٓءَ يَوْمَئِذٍۭ
بِجَهَنَّمَ ۚ يَوْمَئِذٍ يَتَذَكَّرُ ٱلْإِنسَٰنُ وَأَنَّىٰ لَهُ ٱلذِّكْرَىٰ ﴿٢٣﴾ يَقُولُ يَٰلَيْتَنِى قَدَّمْتُ لِحَيَاتِى ﴿٢٤﴾
فَيَوْمَئِذٍ لَّا يُعَذِّبُ عَذَابَهُۥٓ أَحَدٌ ﴿٢٥﴾ وَلَا يُوثِقُ وَثَاقَهُۥٓ أَحَدٌ ﴿٢٦﴾ يَٰٓأَيَّتُهَا ٱلنَّفْسُ ٱلْمُطْمَئِنَّةُ ﴿٢٧﴾ ٱرْجِعِىٓ إِلَىٰ
رَبِّكِ رَاضِيَةً مَّرْضِيَّةً ﴿٢٨﴾ فَٱدْخُلِى فِى عِبَٰدِى ﴿٢٩﴾ وَٱدْخُلِى جَنَّتِى ﴿٣٠﴾﴾ [الفجر]

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15 Fa'ammā Al-'Insānu 'Idhā Mā Abtalāhu Rabbuhu Fa'akramahu Wa Na``amahuFayaqūlu Rabbī 'Akraman 16 Wa 'Ammā 'Idhā Mā Abtalāhu Faqadara `Alayhi Rizqahu Fayaqūlu Rabbī 'Ahānan 17 Kallā Bal Lā Tukrimūna Al-Yatīm 18 Wa Lā Taĥāđđūna `Alá Ţa`āmi Al-Miskīn 19 Wa Ta'kulūna At-Turātha 'Aklāan Lammā 20 Wa Tuĥibbūna Al-Māla Ĥubbāan Jammā 21 Kallā 'Idhā Dukkati Al-'Arđu Dakkāan Dakkā 22 Wa Jā'a Rabbuka Wa Al-Malaku Şaffāan Şaffā 23 Wa Jī'a Yawma'idhin Bijahannama Yawma'idhin Yatadhakkaru Al-'Insānu Wa 'Anná Lahu Adh-Dhikrá 24 Yaqūlu Yā Laytanī Qaddamtu Liĥayātī 25 Fayawma'idhin Lā Yu`adhdhibu `Adhābahu 'Aĥad 26 Wa Lā Yūthiqu Wathāqahu 'Aĥad 27 Yā 'Ayyatuhā An-Nafsu Al-Muţma'innah 28 Arji``ī 'Ilá Rabbiki Rāđiyatan Mardīyah 29 Fādkhulī Fī `Ibādī 30 Wa Adkhulī Jannatī

"15. As for man, whenever his Lord tries him by honoring him, and is gracious unto him, he says: My Lord honors me.16. But whenever He tries him by straitening his means of life, he says: My Lord despises me. 17. Nay, but you (for your part) honor not the orphan 18. And urge not on the feeding of the poor, 19. And you devour heritages with devouring greed 20. And love wealth with abounding love. 21. Nay, but when the earth is ground to atoms, grinding, grinding, 22. And your Lord shall come with angels, rank on rank, 23. And hell is brought near that day; on that day man will remember, but how will the remembrance (then avail him)? 24. He will say: Ah, would that I had sent before me (some provision) for my life! 25. None punishes as He will punish on that day! 26. None binds as He then will bind. 27. But ah! you soul at peace! 28. Return unto your Lord, content in His good pleasure! 29. Enter you among My bondmen! 30. Enter you My Garden!" (Surat Al-Fajr)

I understand the meaning of the words:

ٱبْتَلَىٰهُ رَبُّهُۥ	*Abtalāhu Rabbuhu*	Tested and tried him
ٱلتُّرَاثَ	*At-Turātha*	Inheritance or wealth
لَّمًّا	*Lammā*	Much

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I cooperate with my classmates

We read the general meaning of the holy verses, then complete:

The holy verses explained that some people think that abundant wealth is a proof that Allah (تعالى) has honored its owner and that poverty is a proof that Allah (تعالى) has degraded the poor. Such thoughts are not correct or pleasing to Allah (تعالى) because being rich or poor is a test for man by Allah (تعالى).

Next, the verses describe some events of the Day of Judgement when the earth is shaken and crushed into pieces. Allah (تعالى) will judge between creatures. He will order that obedient believers should enter Paradise. This is the good news for the righteous and the fruit of their true faith and good deeds. He punishes those who disbelieved in His messengers and disobeyed them by throwing them into Hellfire. They will repent and regret, but repentance will be useless for them.

- If made rich by Allah, man will say, "My Lord honors me." But if He tests him through reduction in provisions, he says, "……"
- If made rich by Allah, a believer thanks Him; Allah (تعالى)tests people with wealth and.(……)
- A rich man should (……) Allah ,and a poor man should be patient until Allah enriches him.
- Allah (تعالى) decrees that the obedient should go into (……) ; while the wrong-doers will regret.

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We give our opinion

State	Agree	Disagree
He thanks Allah (تعالى) for His bounties and endures trial.		
He loves money too much and does not give the poor for fear of poverty.		
He honors orphans and helps the poor.		
He joins refuge relief campaigns of the Red Crescent.		
He suggested that his father contact an entity that can distribute food leftovers after feasts to those in need.		

We search for

the opposite of the following words and write them:

The word	Its Meaning	Opposite
أكرمَن *'Akraman*	Honored	
تحبّون *Tuĥibbūna*	You love	
جَمّاً *Jammā*	A lot	

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We Plan and present

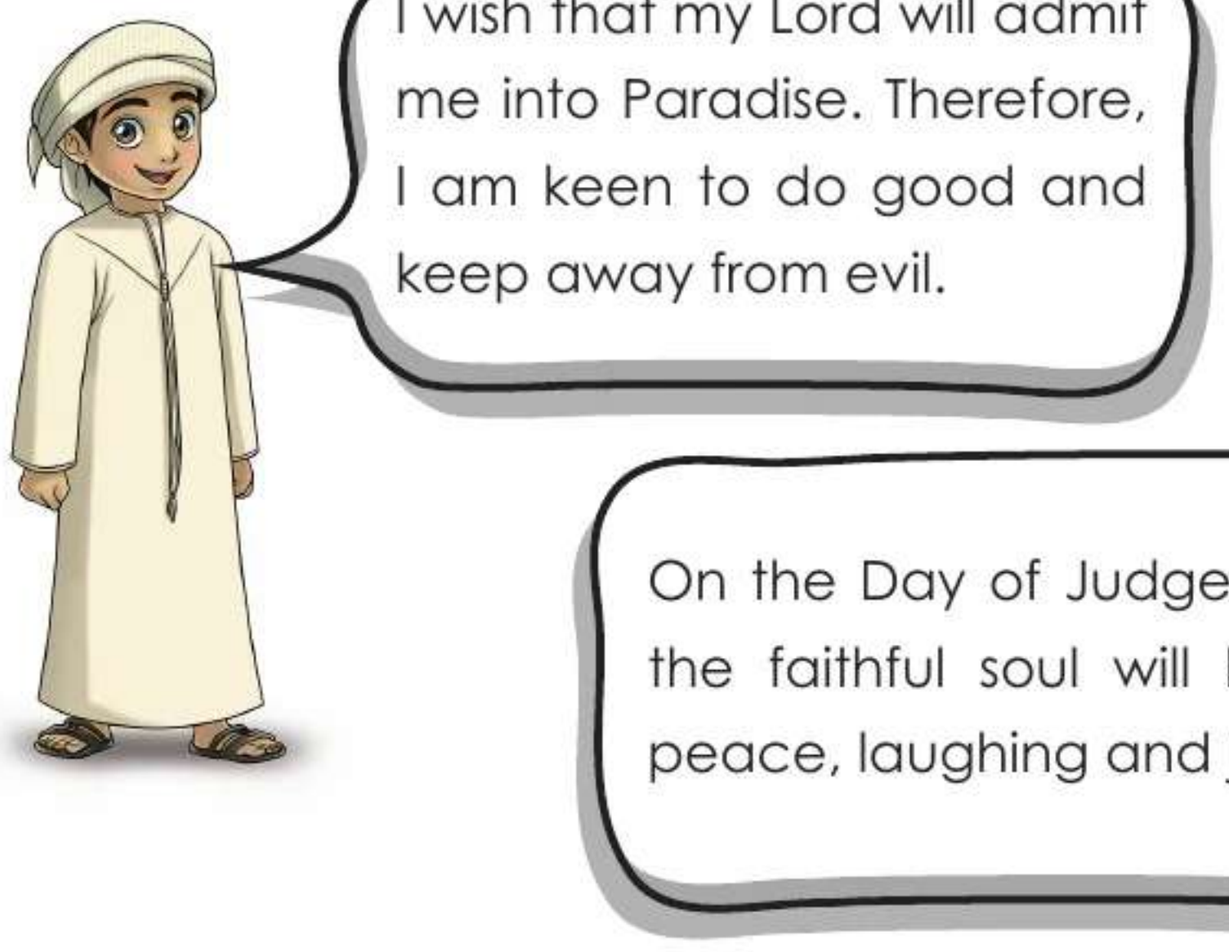
We develop a plan to read the stories of prophets and present them to the classmates.

I imagine:

Imagine yourself in Paradise:

- What do you see? What do you hear? How do you feel?
- What do you wish when you are in Paradise?
- What will you do in the worldly life so that Allah may let you enter Paradise?

I read and speak:



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I organize my concepts

Surat Al-Fajr

At the beginning of the surah, Allah (تعالى) swore by

- the time of dawn,
- the first ten days of Dhul Hijjah and their blessing,
- every even and odd number,
- and the night when it passes away.

The peoples who were known for their corruption were:

- The people of Aad
- The people of Thamud
- Pharaoh and his people



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I train to recite the Holy Qur'an

قَالَ تَعَالَىٰ: ﴿ إِنَّ ٱلَّذِينَ ءَامَنُواْ وَعَمِلُواْ ٱلصَّٰلِحَٰتِ أُوْلَٰٓئِكَ هُمْ خَيْرُ ٱلْبَرِيَّةِ ۝٧ جَزَآؤُهُمْ عِندَ رَبِّهِمْ جَنَّٰتُ عَدْنٍ تَجْرِى مِن تَحْتِهَا ٱلْأَنْهَٰرُ خَٰلِدِينَ فِيهَآ أَبَدًا ۖ رَّضِىَ ٱللَّهُ عَنْهُمْ وَرَضُواْ عَنْهُ ذَٰلِكَ لِمَنْ خَشِىَ رَبَّهُۥ ۝٨ ﴾ [سورَةُ البينة]

7 'Inna Al-Ladhīna 'Āmanū Wa `Amilū Aṣ-Ṣāliĥāti 'Ūlā'ika Hum Khayru Al-Barīyahi 8 Jazā'uuhum `Inda Rabbihim Jannātu `Adnin Tajrī Min Taĥtihā Al-'Anhāru Khālidīna Fīhā 'Abadāan Rađiya Al-Lahu `Anhum Wa Rađū `Anhu Dhālika Liman Khashiya Rabbah

"7. (And) lo! those who believe and do good works are the best of created beings. 8. Their reward is with their Lord: Gardens of Eden underneath which rivers flow, wherein they dwell for ever. Allah has pleasure in them and they have pleasure in Him. This is (in store) for him who fears his Lord." (Surat Al-Bayyinah)

We compete in learning Surat Al-Fajr by heart to win the reward of Allah (تعالى).



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My Imprint



I am responsible for all that I do; therefore, I thank Allah for His bounties and endure trial.



I contribute to the donation campaigns organized by the UAE to help the needy and damaged people.

Student Activities

I answer by myself

Activity One:

I put the mark (√) against the correct statement, and (x) against the wrong one:

✡ Muslims stand at Arafa during Hajj.	( )
✡ The end of wrong-doing peoples is destruction.	( )
✡ Man is tested only with poverty.	( )
✡ We have to love money so much as to have no time for the worship of Allah.	( )
✡ I urge others to help the needy even though I cannot help them.	( )

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Activity Two:

I match the holy verse to the right meaning in the opposite table:

The Holy Verse	Meaning
﴿ هَلۡ فِي ذَٰلِكَ قَسَمٞ لِّذِي حِجۡرٍ ﴾ . *Hal Fī Dhālika Qasamun Lidhī Ĥijr*	Numerous armies
﴿ كَلَّآ إِذَا دُكَّتِ ٱلۡأَرۡضُ دَكّٗا دَكّٗا ﴾ *Kallā ‘Idhā Dukkati Al-’Arđu Dakkāan Dakkā*	An oath that is enough for those who have minds.
﴿ ذِي ٱلۡأَوۡتَادِ ﴾ *Dhī Al-’Awtād*	On the Day of Judgement, the earth is shaken and broken into pieces.

How do you behave in the following situations?

S. N.	Situations	Behavior
1	You saw a friend of yours boasting among his classmates that his father buys gifts for him, while there is a classmate of yours who is an orphan.	
2	Your friend asked you to fast on the Day of Arafa so that he would be encouraged to fast.	

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equivalent statement in group (B):

A	B
① ﴿وَأَمَّآ إِذَا مَا ٱبۡتَلَىٰهُ فَقَدَرَ عَلَيۡهِ رِزۡقَهُۥ فَيَقُولُ رَبِّيٓ أَهَٰنَنِ﴾. "But whenever He tries him by straitening his means of life, he says: My Lord despises me."	( ) Allah sent down severe punishment upon the disbelievers.
② ﴿يَقُولُ يَٰلَيۡتَنِي قَدَّمۡتُ لِحَيَاتِي﴾. "He will say: Ah, would that I had sent before me (some provision) for my life!"	( ) He loves wealth a lot.
③ ﴿فَصَبَّ عَلَيۡهِمۡ رَبُّكَ سَوۡطَ عَذَابٍ﴾. "Therefore your Lord poured on them kinds of severe punishment."	( ) Allah tests man with poverty.
④ ﴿وَٱدۡخُلِي جَنَّتِي﴾. "Enter you My Garden!"	( ) Man sees his deeds on the Day of Judgement and regrets.
⑤ ﴿وَتُحِبُّونَ ٱلۡمَالَ حُبّٗا جَمّٗا﴾. "And love wealth with abounding love."	( ) Allah brings the believers the good news of entering Paradise.

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Enriching my experience

The Prophet (ﷺ)said,

"There is no deed that is better in the sight of Allah or more greatly rewarded than a good deed done in the (first) ten days of Dhul Hijjah". (Muslim)

- I look for the good deeds that Muslims do in the first ten days of Dhul Hijjah.
- I look for the name of the eighth day of Dhul Hijjah when pilgrims go to Mina wearing the Ihram garments.

I assess myself:

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

S.N.	The Behavior	Always	Some-times	Never
1	I read Surat Al-Fajr properly.	☐	☐	☐
2	I recite Surat Al-Fajr by heart.	☐	☐	☐
3	I explain the words of the surah.	☐	☐	☐
4	I explain the general meaning of the surah.	☐	☐	☐
5	I mention the creatures which Allah swore by in the surah.	☐	☐	☐
6	I indicate the end of the wrong-doers.	☐	☐	☐

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Lesson Four

Truthfulness

4

This lesson teaches me to

- read the noble Hadith from memory.
- find out the most important Prophet's guidelines in the noble Hadith.
- describe my imitation of the Prophet's truthfulness.

I take the initiative to learn

I listen and answer:

- In ancient times, there was a good-mannered  who loved telling the truth and speaking gentle words. Teeth said to one another:

What a good tongue! I embrace it because it is gentle. I do not like to hurt it by biting it because it is good-mannered.



The tongue heard it and said:

Thank you, teeth. This is kind of you! I am used to saying good words and love truthfulness even if my friend tried to tell lies. I cannot tell lies because I am always used to telling the truth.

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- Therefore,  continued to tell the truth and win the love of  around him.
- Why do all people love this boy?
- Would you like to be like this boy? Why?

I use my skill to learn

I recite and memorize:

A Noble Hadith

عَنْ عَبْدِ اللَّهِ بْنِ مَسْعُودٍ ﷺ، عَنِ النَّبِيِّ ﷺ، قَالَ:

«إِنَّ الصِّدْقَ يَهْدِي إِلَى الْبِرِّ، وَإِنَّ الْبِرَّ يَهْدِي إِلَى الْجَنَّةِ، وَإِنَّ الرَّجُلَ لَيَتَحَرَّى الصِّدْقَ حَتَّى يُكْتَبَ عِنْدَ اللَّهِ صِدِّيقًا. وَإِنَّ الْكَذِبَ يَهْدِي إِلَى الْفُجُورِ، وَإِنَّ الْفُجُورَ يَهْدِي إِلَى النَّارِ، وَإِنَّ الرَّجُلَ لَيَكْذِبُ حَتَّى يُكْتَبَ عِنْدَ اللَّهِ كَذَّابًا». «رواه البخاري ومسلم».

Abdullah bin Mas'ud reported: The Messenger of Allah (ﷺ) said,

"Truthfulness leads to righteousness and righteousness leads to Paradise. A man continues to be truthful until he is recorded with Allah as truthful. Falsehood leads to wickedness and wickedness leads to the Hellfire. A man continues tell lies until he is recorded with Allah as a liar." (Al-Bukhārī & Muslim)

I give the meaning of the following words:

يهدي	lead to the way of good.
الفجور	disobedience.
البِرُّ	abundant good.

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I read the general meaning of the noble Hadith:

The Prophet (ﷺ) instructs us to tell the truth, forbids us to tell lies and explains for us the effects of commitment to truthfulness. It guides to abundant good and records the one who tells the truth as truthful with Allah. In the Hereafter, truth leads him to Paradise. However, telling lies leads to disobedience to Allah, then to Hellfire.

I always tell the truth to be recorded with Allah as highly truthful and enter Paradise.



I think and answer

- How does telling the truth leads a person to Paradise?
- Why does telling lies lead to Hellfire?
- What would you like your attribute to be recorded with Allah?
- What do you do to be truthful?

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A truthful person is brave, while a liar is coward. I would like to be truthful and brave like the Messenger of Allah (ﷺ).



I read and imitate

(The Honest Truthful Man)

Our gracious Prophet (ﷺ) was honest and truthful. He never lied in his life. He used to tell the truth at all events, even when he was joking. One day, a man came to him and asked him to take him on a she-camel. The Prophet (ﷺ) said

he would carry him on the son of the she-camel. The man asked wondering, "What can I do with the son of a she-camel; it is too small." The Prophet (ﷺ) replied, "Isn't every camel the son of a she-camel?" The man laughed and the Prophet (ﷺ) laughed with him.

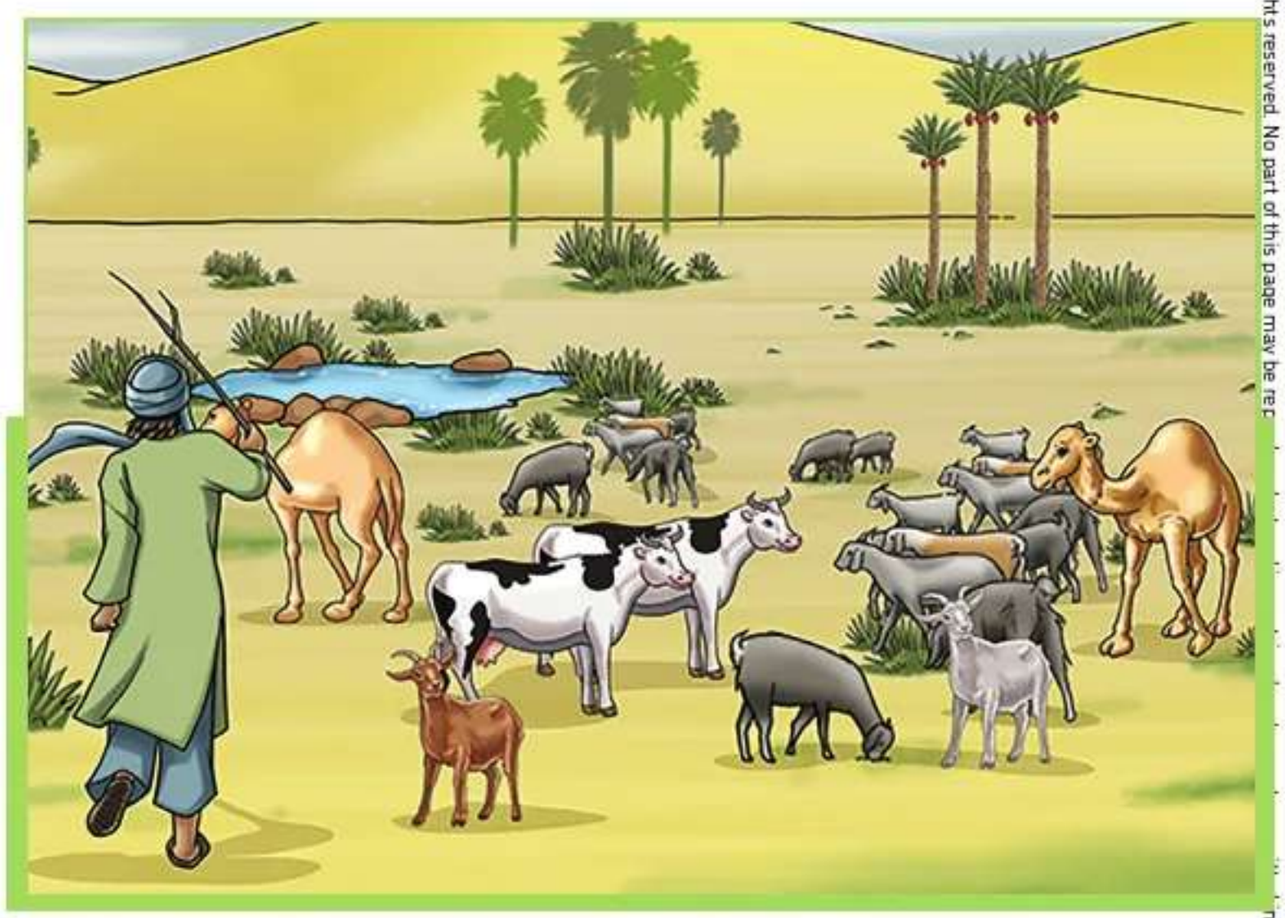
- Would you like to follow the example of the Prophet (ﷺ)?
- What should you do to be like him?

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I read and infer:

(The Shepherd and the Wolf)

A shepherd used to graze his sheep near the village. One day, he ran toward the village, shouting, "The wolf, the wolf." People came quickly to save the sheep. When they arrived, they did not find the wolf, but found the sheep grazing. The shepherd laughed and said, "I was just kidding!" One month later, he repeated the same joke and ran toward the village, shouting, "The wolf, the wolf ate the sheep." Some people said, "This man is lying; leave him and do not help him." They left him alone and did not help him. Wolves had already attacked the sheep and devoured some sheep.





- Why did the villagers not help the shepherd?
- What result did the shepherd arrive at after his frequent lies?
- I infer that truthfulness is the best way to .

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I cooperate with my classmates

We read the following two cases, then answer:

Opinion

I tell my opinion about Khalid's decision

Case 1

Khalid noticed that one of his friends was a frequent liar. He advised him repeatedly to keep away from this bad habit, but he did not respond. Therefore, he decided not to be his friend.

Case 2

Ahmed is a successful merchant. His business is the trade of vegetables and fruits. Neighbors trusted him and bought from his shop though it was far from their houses.

We determine

the reasons for his success in his business

Expectation

I expect the results if:

- Khalid continued his friendship of this friend.
- That friend went on lying.

Expectation

I expect the results if:

- They continued their trust in this merchant.
- Th merchant continued his truthfulness and honesty.

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We choose truthful friends because Allah (تعالى) ordered us saying:

﴿يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُواْ ٱتَّقُواْ ٱللَّهَ وَكُونُواْ مَعَ ٱلصَّٰدِقِينَ﴾ [سورَةُ التوبة: 119]

[119 Yā ʻAyyuhā Al-Ladhīna ʻĀmanū Attaqū Al-Laha Wa Kūnū Ma`a Aṣ-Ṣādiqīn]

"119. O you who believe! Be careful of your duty to Allah, and be with the truthful." (Surat At-Tauba)

I organize my concepts

A truthful person

Truthfulness

Leads to .....

A truthful person is recorded with Allah as .....

In the Hereafter, his truthfulness leads him to .....

Lying

Leads to disobedience to .....

A liar is recorded with Allah as .....

In the Hereafter, his lies lead him to .....

A liar

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I train to recite the Holy Qur'an

قَالَ تَعَالَىٰ: ﴿يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُواْ ٱتَّقُواْ ٱللَّهَ وَكُونُواْ مَعَ ٱلصَّٰدِقِينَ﴾ [سورَةُ التوبة: 119]

[119 Yā ʻAyyuhā Al-Ladhīna ʻĀmanū Attaqū Al-Laha Wa Kūnū Maʿa Aṣ-Ṣādiqīn]

"119. O you who believe! Be careful of your duty to Allah, and be with the truthful." (Surat At-Tauba)

My Imprint



I am responsible for telling the truth if I am required to give witness, and when I commit a mistake or when I speak.



I am a good citizen. I always tell the truth in my words, business and at all events to serve my country as Allah wants me to do.

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Student Activities

I answer by myself

Activity One:

I color the shape that consists with my opinion about the following attitudes:

My classmate lied while joking to make his classmates laugh.	
He told the truth when he said, "I have broken the mirror, mum!"	
He lied for fear of his teacher.	
She gave a truthful witness before the schoolmistress.	

Activity Two:

I complete:

1. ..... → ..... Paradise.
2. ..... → wickedness → .....

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Activity Three:

I write the word or its opposite in the space:

The word	Its opposite
.....	Truthfulness
Righteousness	.....
Hellfire	.....
.....	Liar

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Activity Four:

I sing the following song beautifully:

We tell the truth and never lie,

In order to be righteous.

Lying causes trouble to the liar,

And will never save him however he tries.

Islam has taught us good manners,

It taught us to tell the truth.

Whoever tells the truth will be successful,

He will never regret or lose.

Our world will more lovely

If we are always truthful;

This is quite safer and better;

Falsehood is the way to loss.

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Enriching my experience

I search the internet for two prophets each of which is described in Surat Maryam, as follows:

Allah (تعالى)says:

قَالَ تَعَالَىٰ: ﴿إِنَّهُۥ كَانَ صِدِّيقًا نَّبِيًّا﴾ [مَرْيَمُ: 56]

56 'Innahu Kāna Şiddīqāan Nabīyā

"56. … He was a saint, a Prophet." (Surat Maryam)

I assess myself:

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

	The Behavior	Always	Some-times	Never
1	I am keen to be truthful in my words.	☐	☐	☐
2	I am keen to be truthful in my acts.	☐	☐	☐

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

	Aspect of Learning	Excellent	Good	Acceptable
1	I read the Hadith aloud by heart.	☐	☐	☐
2	I infer the most important Prophet's guidelines from the noble Hadith.	☐	☐	☐

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Lesson Five

Belief in Prophets
(Moses and Jesus عليهما السلام)

5

This lesson teaches me to

- mention the names of the steadfast Messengers of Allah.
- infer the wisdom behind sending the Messengers.
- indicate their rank, preference, the effect of belief in them and our duty toward them.
- explain some miracles of Moses and Jesus (عليهما السلام).

I take the initiative to learn

- Who was the Holy Qur'an revealed to?
- Who is the Angel of Revelation who brought it down?
- Who were the Prophets who received the Divine Books?

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I use my skills to learn

I listen and answer:

The teacher requested his students to look for information about the Messengers of Allah (ﷺ). On the set day, he asked them about the information they had collected.

Salah	My father informed me that a Muslim believes in all messengers, because it was Allah (تعالى) Who sent them.
Salim	The Holy Qur'an contains the names of twenty-five messengers.
Tariq	But I have found out that the messengers whom Allah described as the Steadfast Messengers are: Noah, Ibrahim (Abraham), Musa (Moses), Issa (Jesus) and Muhammad (عليهم السلام).
Abdullah	I read an article about the messengers (عليهم السلام) which explains the wisdom behind sending them; that is, to guide people to the worship of Allah alone and establish justice on earth.
Hamdan	In a TV program, the speaker said: Allah (تعالى) has protected the messengers from committing sins, for He (تعالى) took care of raising them up; so they had the most perfect characters.
Haitham	I heard from the Friday sermon that the messengers (عليهم السلام) are the guides who Allah (ﷻ) ordered us to believe in and follow their example.
Teacher	May Allah bless you. You have provided valuable information about one of the pillars of faith.

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- Why do we believe in all messengers?
- How many messengers were mentioned in the Holy Qur'an?
- Who are the Steadfast Messengers?
- What is the wisdom behind sending the messengers?

The effect of belief in the messengers?

- To know the mercy of Allah (تعالى)in sending us messengers to guide us to His mercy and teach us how to worship Him.
- To thank Allah for this great grace.
- To love all messengers of Allah because they were all sent by Allah and they worshipped Him and conveyed His message.





I cooperate with my classmates

We infer from the holy verses some of the manners of the messengers (عليهم السلام):

Verses	Manners
﴿وَٱذۡكُرۡ فِي ٱلۡكِتَٰبِ إِبۡرَٰهِيمَۚ إِنَّهُۥ كَانَ صِدِّيقٗا نَّبِيًّا﴾ [مَرْيَمُ:41]. *[41 Wa Adhkur Fī Al-Kitābi 'Ibrāhīma 'Innahu Kāna Şiddīqāan Nabīyā]* *"41. And make mention (O Muhammad) in the Scripture of Abraham. Lo! he was a saint, a Prophet." (Surat Maryam)*	.....

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Every prophet used to say to his people:

﴿أَنْ أَدُّوٓاْ إِلَيَّ عِبَادَ ٱللَّهِۖ إِنِّي لَكُمۡ رَسُولٌ أَمِينٞ ١٨﴾ [الدُّخانُ:18].

[18 .. ʻInnī Lakum Rasūlun ʻAmīn]

"18. .. I am a faithful messenger unto you." (Surat Ad-Dukhan)

.....

﴿فَٱصۡبِرۡ كَمَا صَبَرَ أُوْلُواْ ٱلۡعَزۡمِ مِنَ ٱلرُّسُلِ وَلَا تَسۡتَعۡجِل لَّهُمۡ﴾

[سورَةُ الأَحْقافِ: 35].

[35 Fāşbir Kamā Şabara ʻŪlū Al-`Azmi Mina Ar-Rusuli Wa Lā Tasta`jil Lahum]

"35. Then have patience (O Muhammad) even as the stout of heart among the messengers (of old) had patience, and seek not to hasten on the doom for them." (Surat Al-Ahqaf)

.....

﴿وَمَآ أَرۡسَلۡنَٰكَ إِلَّا رَحۡمَةٗ لِّلۡعَٰلَمِينَ﴾ [الأَنبِياءُ: 107].

[107WaMā ʻArsalnākaʻIllā Raĥmatan Lil`ālamīn]

"107. We sent you not save as a mercy for the peoples" (Surat Al-Anbiyaa)

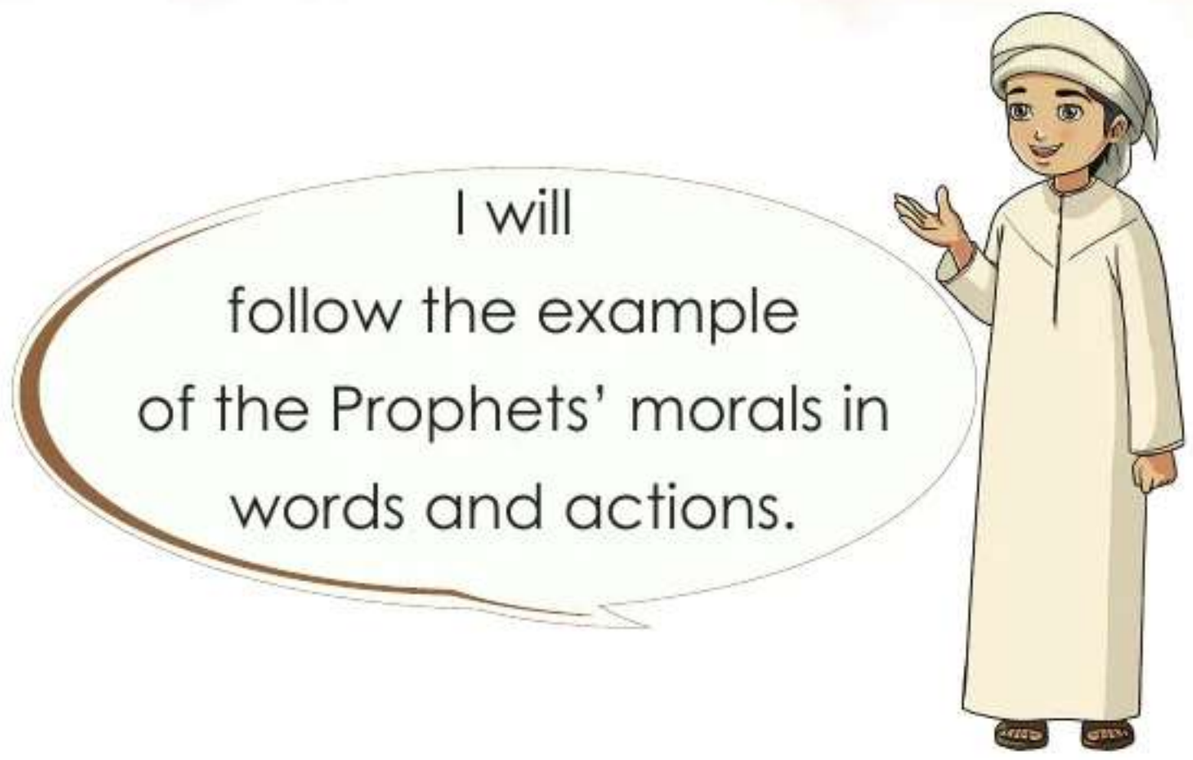
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We color the morals that we have after the example of the messengers (عليهم السلام) :

HONESTY
TRUTHFULNESS

MERCY
PATIENCE



We listen to the story of Moses (عليه السلام), then complete the following:

- The prophet who talked to Allah was ..... (عليه السلام).
- He was born in Egypt and was raised in the palace of ..... ruler of Egypt.
- ..... is the brother of Moses (عليه السلام).
- ..... were prostrated to Allah, Lord of the worlds, after they were sure of the truthfulness of Moses (عليه السلام).

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We match each verse to the equivalent meaning in the opposite column:

The holy verse	The meaning
﴿ٱذْهَبَآ إِلَىٰ فِرْعَوْنَ إِنَّهُۥ طَغَىٰ ﴿٤٣﴾ فَقُولَا لَهُۥ قَوْلًا لَّيِّنًا لَّعَلَّهُۥ يَتَذَكَّرُ أَوْ يَخْشَىٰ ﴿٤٤﴾﴾ [طه] *[43 Adh/habā 'Ilá Fir`awna 'Innahu Ţaghá 44 Faqūlā Lahu Qawlāan Layyināan La`allahu Yatadhakkaru 'Aw Yakhshá]* *"43. Go, both of you, unto Pharaoh. Lo! he has transgressed (the bounds).44. And speak unto him a gentle word, that peradventure he may heed or fear." (Surat Ta-Ha)*	Allah (تعالى) tells that He revealed to Moses to throw his stick after the sorcerers had thrown their ropes and sticks. His stick became a real serpent and ate up all that the sorcerers had thrown. The sorcerers fell prostrate to Allah after they had seen His great power and said; We believe in Allah, Lord of the worlds!

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﴿ وَأَوْحَيْنَآ إِلَىٰ مُوسَىٰٓ أَنْ أَلْقِ عَصَاكَ ۖ فَإِذَا
هِيَ تَلْقَفُ مَا يَأْفِكُونَ ﴿١١٧﴾ فَوَقَعَ ٱلْحَقُّ وَبَطَلَ
مَا كَانُوا۟ يَعْمَلُونَ ﴿١١٨﴾ فَغُلِبُوا۟ هُنَالِكَ وَٱنقَلَبُوا۟
صَٰغِرِينَ ﴿١١٩﴾ وَأُلْقِيَ ٱلسَّحَرَةُ سَٰجِدِينَ ﴿١٢٠﴾ ﴾

[الأعراف]

[117 Wa ʻAwĥaynā ʻIlá Mūsá ʻAn ʻAlqi `Aşāka Fa'idhā Hiya Talqafu Mā Ya'fikūna 118 Fawaqa`a Al-Ĥaqqu Wa Baţala Mā Kānū Ya`malūna 119 Faghulibū Hunālika Wa Anqalabū Şāghirīn]

"117. And We inspired Moses (saying): Throw your staff! And lo! it swallowed up their lying show. 118. Thus was the Truth confirmed and that which they were doing was made vain. 119. Thus were they there defeated and brought low. 120. And the wizards fell down prostrate" (Surat Al-A'raf)

Allah (تعالى) ordered Moses and his brother Aaron to go to the Pharaoh of Egypt and speak to him gently so that he might fear Allah be righteous.

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We read and talk

Miracle

It is a supernatural event which Allah (ﷻ) create on the hand of a Prophet or messenger to prove his truthfulness.

From the miracles of Moses (عليه السلام)

- The stick.

Allah (تعالى) says:

قَالَ تَعَالَىٰ: ﴿ فَأَلْقَىٰ عَصَاهُ فَإِذَا هِيَ ثُعْبَانٌ مُّبِينٌ ﴾ [سورَةُ الشُّعَراءُ: 32]

[32 Fa'alqá `Aşāhu Fa'idhā Hiya Thu`bānun Mubīn]

"32. Then he Sung down his staff and it became a serpent manifest." (Sūrat aš-Šu`arā)

When he brings his hand out of the bosom of his robe, it becomes white in color, which is different from the color of the skin of Moses (عليه السلام):

Allah (تعالى) says:

قَالَ تَعَالَىٰ: ﴿ وَأَدْخِلْ يَدَكَ فِي جَيْبِكَ تَخْرُجْ بَيْضَآءَ مِنْ غَيْرِ سُوٓءٍ ۖ فِي تِسْعِ ءَايَٰتٍ إِلَىٰ فِرْعَوْنَ وَقَوْمِهِۦٓ ۚ إِنَّهُمْ كَانُوا۟ قَوْمًا فَٰسِقِينَ ﴾

[سورَةُ النَّمْلُ: 12]

[12 Wa 'Adkhil Yadaka Fī Jaybika Takhruj Bayđā'a Min Ghayri Sū'in ۖ Fī Tis`i 'Āyātin 'Ilá Fir`awna Wa Qawmihi ۚ 'Innahum Kānū Qawmāan Fāsiqīn]

"12. And put your hand into the bosom of your robe, it will come forth white but unhurt. (This will be one) among nine tokens unto Pharaoh and his people. Lo! they were ever evil living folk." (Surat An-Naml)

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We listen to the following holy verse then complete:

Allah (تعالى) says:

قَالَ تَعَالَىٰ: ﴿وَإِذْ قَالَ عِيسَى ٱبْنُ مَرْيَمَ يَٰبَنِىٓ إِسْرَٰٓءِيلَ إِنِّى رَسُولُ ٱللَّهِ إِلَيْكُم مُّصَدِّقًا لِّمَا بَيْنَ يَدَىَّ مِنَ ٱلتَّوْرَىٰةِ وَمُبَشِّرًۢا بِرَسُولٍ يَأْتِى مِنۢ بَعْدِى ٱسْمُهُۥٓ أَحْمَدُ ۖ فَلَمَّا جَآءَهُم بِٱلْبَيِّنَٰتِ قَالُوا۟ هَٰذَا سِحْرٌ مُّبِينٌ﴾ [الصَّفّ: 6]

[6 Wa ʻIdh Qāla ʻĪsá Abnu Maryama Yā Banī ʻIsrā'īla ʻInnī Rasūlu Al-Lahi ʻIlaykum Muṣaddiqāan Limā Bayna Yadayya Mina At-Tawrāati Wa Mubashshirāan Birasūlin Ya'tī MinBa`dī Asmuhu ʻAĥmadu Falammā Jā'ahum Bil-Bayyināti Qālū Hādhā Siĥrun Mubīn]

"6. And when Jesus son of Mary said: O Children of Israel! Lo! I am the messenger of Allah unto you, confirming that which was (revealed) before me in the Torah, and bringing good tidings of a messenger who comes after me, whose name is Ahmad. Yet when he has come unto them with clear proofs, they say: This is mere magic." (Surat As-Saff)

..... (عليه السلام) was born from ..... Daughter of Imran, the pure and immaculate woman, without ..... . Allah (تعالى) sent him to the Children of ..... He believed in the ....., that was revealed to ..... (عليه السلام) and brought the good news of a Prophet that would come after him with the name of .....; that is, our Prophet ..... (عليه السلام).

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I read and answer

From the miracles of Jesus (عليه السلام):

Allah (تعالى) says quoting His Prophet, Jesus (عليه السلام):

﴿ أَنِّي قَدْ جِئْتُكُم بِآيَةٍ مِّن رَّبِّكُمْ ۖ أَنِّي أَخْلُقُ لَكُم مِّنَ الطِّينِ كَهَيْئَةِ الطَّيْرِ فَأَنفُخُ فِيهِ فَيَكُونُ طَيْرًا بِإِذْنِ اللَّهِ ۖ وَأُبْرِئُ الْأَكْمَهَ وَالْأَبْرَصَ وَأُحْيِي الْمَوْتَىٰ بِإِذْنِ اللَّهِ ۖ وَأُنَبِّئُكُم بِمَا تَأْكُلُونَ وَمَا تَدَّخِرُونَ فِي بُيُوتِكُمْ ۚ إِنَّ فِي ذَٰلِكَ لَآيَةً لَّكُمْ إِن كُنتُم مُّؤْمِنِينَ ﴾

[سورَةُ آل عِمْرانَ: 49]

[49 Wa Rasūlāan ‘Ilá Banī ‘Isrā’īla
‘Annī Qad Ji’tukum Bi’āyatin Min Rabbikum ‘Annī’Akhluqu
Lakum Mina Aţ-Ţīni Kahay’ati Aţ-Ţayri Fa’anfukhu
Fīhi Fayakūnu Ţayrāan Bi’idhniAl-Lahi Wa ‘Ubri’u Al-
’Akmaha Wa Al-’Abraşa Wa ‘Uĥyi Al-Mawtá
Bi’idhni Al-Lahi Wa ‘Unabbi’ukum Bimā Ta’kulūna
Wa Mā Taddakhirūna Fī Buyūtikum ‘Inna Fī Dhālika
La’āyatanLakum ‘In Kuntum Mu’uminīn]

“49. And will make him a messenger unto the children of Israel, (saying): Lo! I come unto you with a sign from your Lord. Lo! I fashion for you out of clay the likeness of a bird, and I breathe into it and it is a bird, by Allah’s leave. I heal him who was born blind, and the leper, and I raise the dead, by Allah’s leave. And I announce unto you what you eat and what you store up in your houses. Lo! herein verily is a portent for you, if you are believers.” (Surat Al Imran)

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Allah (تعالى) tells that He taught Jesus (عليه السلام) the Book and wisdom, the Torah and the Gospel, and sent him as a messenger to the Children of Israel to call them to worship Allah. He gave him great miracles to make them believe that he was a prophet, namely: the ability to make a bird from clay then breathe life into it to become a real living bird, the ability to cure those who were born blind and the leper and to raise the dead by Allah's leave.

- Why did Allah (تعالى) grant Jesus (عليه السلام) great miracles?

I expect

What is the miracle of our Prophet Muhammad (ﷺ)?

I innovate and design

In cooperation with my group, we prepare a book about the miracles of Moses and Jesus () and the everlasting miracle of our Prophet Muhammad (ﷺ).

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I organize my concepts

The Steadfast Messengers of Allah are: Noah, Abraham, Moses, Jesus and Muhammad (عليهم السلام)

Belief in the Messengers of Allah (عليهم السلام)

Belief in the messengers of Allah is one of the pillars of Islamic faith. A person cannot be considered a Muslim or believer until he/she believes that Allah has sent to human beings messengers from among themselves to convey to them the truth revealed from their Lord.

- The wisdom behind sending Prophets
  - To guide people to the worship of Allah alone and the establishment of justice on earth.
- The number of the messengers mentioned in the Holy Qur'an is 25.
- Our duty toward them
  - We must believe and love all the messengers of Allah. We must believe that every messenger sent by Allah has fulfilled what he was trusted with.
- The miracles of the messengers (عليهم السلام)

Moses (عليه السلام) .....

Jesus (عليه السلام) .....

The immortal miracle of our Prophet Muhammad (عليه الصلاة والسلام) is: the Holy Qur'an.

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I train to recite the Holy Qur'an

﴿ءَامَنَ ٱلرَّسُولُ بِمَآ أُنزِلَ إِلَيۡهِ مِن رَّبِّهِۦ وَٱلۡمُؤۡمِنُونَۚ كُلٌّ ءَامَنَ بِٱللَّهِ وَمَلَٰٓئِكَتِهِۦ وَكُتُبِهِۦ وَرُسُلِهِۦ لَا نُفَرِّقُ بَيۡنَ أَحَدٖ مِّن رُّسُلِهِۦۚ وَقَالُواْ سَمِعۡنَا وَأَطَعۡنَاۖ غُفۡرَانَكَ رَبَّنَا وَإِلَيۡكَ ٱلۡمَصِيرُ﴾

[سورَةُ البَقَرَةُ: 285]

285 'Āmana Ar-Rasūlu Bimā 'Unzila 'Ilayhi Min Rabbihi Wa Al-Mu'uminūna Kullun 'Āmana Bil-Lahi Wa Malā'ikatihi Wa Kutubihi Wa Rusulihi Lā Nufarriqu Bayna 'Aĥadin MinRusulihi Wa Qālū Sami`nā Wa 'Aṭa`nā Ghufrānaka Rabbanā Wa 'Ilayka Al-Maṣīr

"285. The messenger believes in that which has been revealed unto him from his Lord and (so do) the believers. Each one believes in Allah and His angels and His scriptures and His messengers; we make no distinction between any of His messengers and they say: We hear, and we obey. (Grant us) Your forgiveness, our Lord. Unto You is the journeying." (Surat Al-Baqarah)

My Imprint



I am responsible to believe in all the messengers of Allah (عليهم السلام) and follow our master Muhammad (ﷺ).



I will acquire the manners of the prophets and messengers (عليهم السلام) in my dealing with people.

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Student Activities

I answer by myself

Activity One:

We put a check (√) against the correct statement and (X) against the wrong one:

- Belief in the Prophets is one of the pillars of Islam. ( )
- One of the tasks of the prophets is to convey the messages of their Lord to people. ( )
- The Steadfast Messengers are: Noah, Ibrahim (Abraham), Musa (Moses), Issa (Jesus) and Muhammad (عليهم السلام). ( )

Activity Two:

I read the following verses then answer the questions below:

﴿وَتِلْكَ حُجَّتُنَآ ءَاتَيْنَٰهَآ إِبْرَٰهِيمَ عَلَىٰ قَوْمِهِۦ ۚ نَرْفَعُ دَرَجَٰتٍ مَّن نَّشَآءُ ۗ إِنَّ رَبَّكَ حَكِيمٌ عَلِيمٌ
(٨٣) وَوَهَبْنَا لَهُۥٓ إِسْحَٰقَ وَيَعْقُوبَ ۚ كُلًّا هَدَيْنَا ۚ وَنُوحًا هَدَيْنَا مِن قَبْلُ ۖ وَمِن ذُرِّيَّتِهِۦ دَاوُۥدَ
وَسُلَيْمَٰنَ وَأَيُّوبَ وَيُوسُفَ وَمُوسَىٰ وَهَٰرُونَ ۚ وَكَذَٰلِكَ نَجْزِى ٱلْمُحْسِنِينَ (٨٤) وَزَكَرِيَّا وَيَحْيَىٰ وَعِيسَىٰ
وَإِلْيَاسَ ۖ كُلٌّ مِّنَ ٱلصَّٰلِحِينَ (٨٥) وَإِسْمَٰعِيلَ وَٱلْيَسَعَ وَيُونُسَ وَلُوطًا ۚ وَكُلًّا فَضَّلْنَا عَلَى ٱلْعَٰلَمِينَ
(٨٦)﴾ [سورَةُ الأَنْعامُ]

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83 Wa Tilka Ĥujjatunā ‘Ātaynāhā ‘Ibrāhīma `Alá Qawmihi Narfa`u Darajātin ManNashā’u ‘Inna Rabbaka Ĥakīmun `Alīm 84 Wa Wahabnā Lahu ‘Isĥāqa Wa Ya`qūba Kullāan Hadaynā Wa Nūĥāan Hadaynā MinQablu Wa Min Dhurrīyatihi Dāwūda Wa Sulaymāna Wa ‘Ayyūba Wa Yūsufa Wa Mūsá Wa Hārūna Wa Kadhalika Najzī Al-Muĥsinīn 85 Wa Zakarīyā Wa Yaĥyá Wa `Īsá Wa ‘Ilyāsa Kullun Mina Aş-Şālihīn 86 Wa ‘Ismā`īla Wa Al-Yasa`a Wa Yūnus Wa Lūţāan Wa Kullāan Fađđalnā `Alá Al-`Ālamīn

“83. That is Our argument, We gave it unto Abraham against his folk. We raise unto degrees whom We will (by means of knowledge, wisdom and prophethood). Lo! your Lord is All-Wise, All-Aware. 84. And We bestowed upon him Isaac and Jacob; each of them We guided; and Noah did We guide aforetime; and of his seed (We guided) David and Solomon and Job and Joseph and Moses and Aaron. Thus do We reward the good. 85. And Zachariah and John and Jesus and Elias. Each one (of them) was of the righteous. 86. And Ishmael and Elisha and Jonah and Lot. Each one of them did We prefer above (Our) creatures (of their times).” (Surat Al-An’am)

- What is the number of prophets and messengers who are mentioned in the above verses?

.....

- I write the names of five of the messengers and prophets mentioned in the above holy verses.

.....

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Activity Three:

I match each miracle to the prophet who performed it:

The holy verse	The prophet who performed the miracle
﴿ إِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَإِنَّا لَهُ لَحَافِظُونَ ﴿٩﴾ ﴾ [الحِجْرُ: 9] *[9 'Innā Naĥnu Nazzalnā Adh-Dhikra Wa 'Innā Lahu Laĥāfižūn]* *"9. Lo! We, even We, have revealed the Reminder [the Qu'an]; and lo! We verily are its Guardian." (Surat Al-Hijr)*	Jesus (عليه السلام)
﴿ وَأُبْرِئُ الْأَكْمَهَ وَالْأَبْرَصَ وَأُحْيِي الْمَوْتَىٰ بِإِذْنِ اللَّهِ ۖ وَأُنَبِّئُكُم بِمَا تَأْكُلُونَ وَمَا تَدَّخِرُونَ فِي بُيُوتِكُمْ ۚ إِنَّ فِي ذَٰلِكَ لَآيَةً لَّكُمْ إِن كُنتُم مُّؤْمِنِينَ ﴿٤٩﴾ ﴾ [آل عِمْرانَ: 49] *[49 .. Wa 'Ubri'u Al-'Akmaha Wa Al-'Abraşa Wa 'Uĥyi Al-Mawtá Bi'idhni Al-Lahi Wa 'Unabbi'ukum Bimā Ta'kulūna Wa Mā Taddakhirūna Fī Buyūtikum 'Inna Fī Dhālika La'āyatanLakum 'In Kuntum Mu'uminīn]* *"49. ... I heal him who was born blind, and the leper, and I raise the dead, by Allah's leave. And I announce unto you what you eat and what you store up in your houses. Lo! herein verily is a portent for you, if you are believers." (Surat Al Imran)*	Moses (عليه السلام)

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﴿أَنْ أَلْقِ عَصَاكَ ۖ فَإِذَا هِيَ تَلْقَفُ مَا يَأْفِكُونَ﴾

[الأَعْرافُ: 117]

[117 .. ‹An ‹Alqi `Aşāka ۖ Fa'idhā Hiya Talqafu Mā Ya'fikūna]

"117. .. Throw your staff! And lo! it swallowed up their lying show." (Surat Al-A'raf)

Muhammad (ﷺ)

What do you think about the following attitudes?

Attitudes	Agree	Disagree
He treats his friends with mutual respect though they are of different nationalities and religions.		
He follows the example of prophets and messengers in dealing with people faithfully and honestly.		
He hurts his non-Muslim neighbors and asks his friends not to speak to them.		
She gives her housemaid many orders because the latter is not a Muslim.		

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Enriching my experience

I write an essay about the miracles of Moses (عليه السلام) and present it through the school radio in front of my schoolmates.

I assess myself:

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

S.N.	Aspect of Learning	Excellent	Good	Acceptable
1	I find out the wisdom behind sending messengers.	☐	☐	☐
2	I mention the names of the steadfast messengers.	☐	☐	☐
3	I speak about their merit.	☐	☐	☐
4	I speak about some miracles of Moses and Jesus (عليهما السلام).	☐	☐	☐
5	I specify our duty toward the Prophets.	☐	☐	☐

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Lesson Six

The Search for Knowledge

6

This lesson teaches me to

- mention the types of learning and knowledge.
- explain how man can learn.
- indicate the sources of learning and knowledge.

I take the initiative to learn

I read and answer

1 - Allah (تعالى) says:

1 قَالَ تَعَالَىٰ: ﴿ٱلرَّحۡمَٰنُ ١ عَلَّمَ ٱلۡقُرۡءَانَ ٢ خَلَقَ ٱلۡإِنسَٰنَ ٣ عَلَّمَهُ ٱلۡبَيَانَ ٤﴾

[سورَةُ الرحمن: 1-4]

[1 Ar-Raĥmānu 2 `Allama Al-Qur'āna 3 Khalaqa Al-'Insāna 4 `Allamahu Al-Bayān]

"1. The All-Beneficent 2. Has taught the Quran. 3. He has created man. 4. He has taught him articulate speech." (Surat Ar-Rahman)

(I Obey my Lord)

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2 - Allah (تعالى) says:

(2) قَالَ تَعَالَىٰ: ﴿ وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ﴾

[سورَةُ البَقَرَةُ: 31]

[31 Wa `Allama ‘Ādama Al-’Asmā’a Kullahā]

“31. And He taught Adam all the names.” (Surat Al-Baqarah)

3 - Allah (تعالى) says:

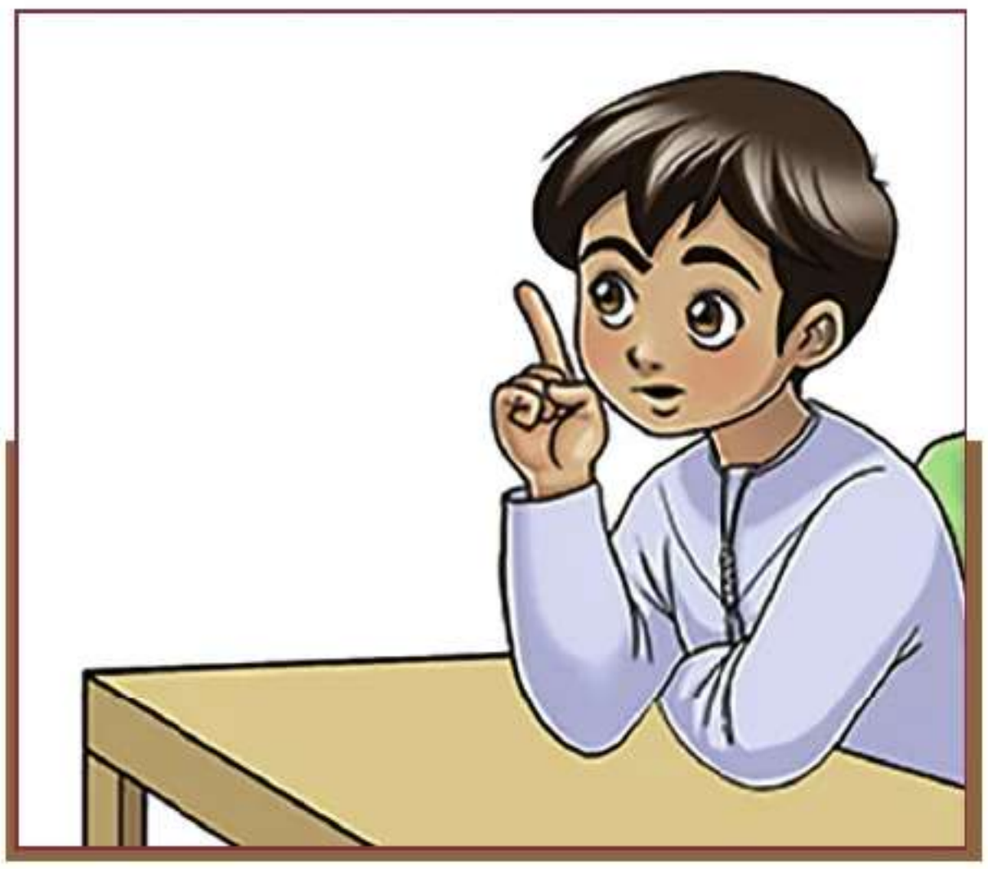
(3) قَالَ تَعَالَىٰ: ﴿ عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ ﴾

[سورَةُ العَلَقُ: 5]

[5 `Allama Al-’Insāna Mā Lam Ya`lam]

“5. Has taught man that which be knew not.” (Surat Al-Alaq)

- Who taught man?
- What did Allah teach man?



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I use my skills to learn

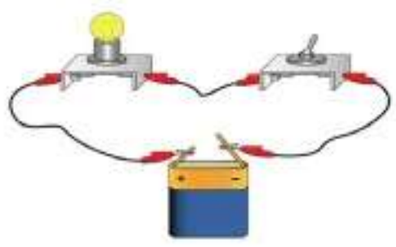
I observe and discover, then complete the chart:

Types of Science



Sharia Science

It is the science that studies the rules that Allah (تعالى) ordained for His servants with regard to belief, worship, transactions and morals, as well as the facts contained in the Holy Qur'an, the Prophet's Sunnah and the consensus of scholars. It includes the sciences of Tawheed (the Oneness of Allah), Fiqh (Jurisprudence), Usul Al-Fiqh (Principles and Sources of Jurisprudence), the Holy Qur'an, Sciences of the Holy Qur'an, The Noble Hadith and its Sciences, the Prophet's Biography, the Arabic Language and its branches.



Physics



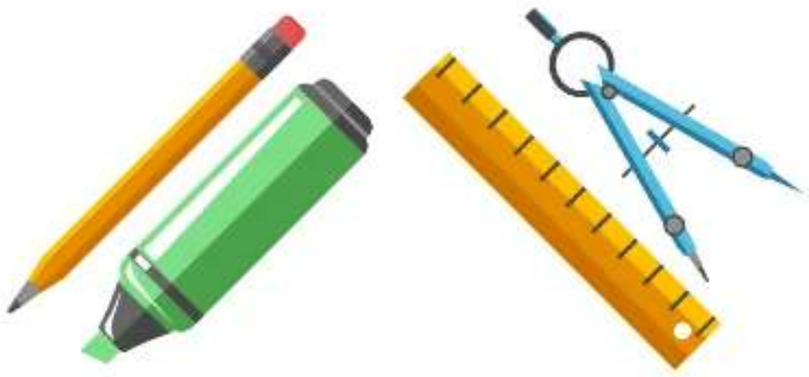
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Geography



.....



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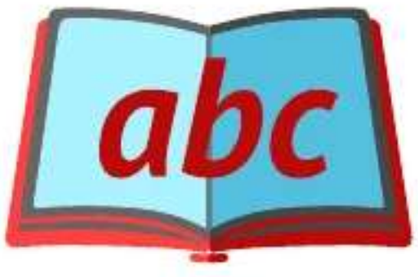
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Astronomy



.....



.....

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I observe and discover the sources of science and knowledge:

First: Divine Revelation: (The Holy Qur'an and the Prophet's Sunnah).



The Holy Qur'an



Sahih Muslim

Second: The Universe and the Creatures in it.

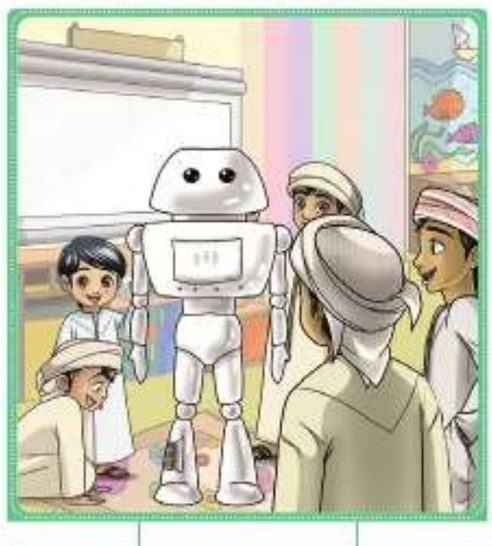




I notice and infer how man learns:



He thinks about Allah's creatures.



He reads useful books.



He searches, observes and tries.



He analyzes, compares and concludes.

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Allah provided man with the senses: hearing, ..., ... and ..... to discover things around him and to learn.

Allah endowed man with a thinking mind to practice learning processes; he observes ....., ..., ..., and ..... To learn.

Man reflects on Allah's creatures, reads books and researches to discover and learn.



I cooperate with my classmates

I read and answer:

Quotes from, Sheikh Khalifah bin Zayed, may Allah have mercy on him.

"Reading opens minds, promotes tolerance, openness and communication, and prepares an educated, informed and open-minded people, veering them away from extremism and impenetrability. Our goal is to establish the UAE as a world cultural capital with distinction. The key to prosperity will always be knowledge and the key to knowledge will always be reading. The first message from God to Earth will always be 'Iqra', or 'Read'.



- What does, Sheikh Khalifah bin Zayed, may Allah have mercy on him, call to?
- What objective does the UAE seek to achieve?
- What is the means that realizes prosperity and progress?

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Complete the following:

..... → ..... → Prosperity

We read and expect





Manar Al-Hammadi challenged her vision disability. She was keen to complete her university studies and worked as solicitor with diligence and persistence. She won the Order of HH UAE Vice President, Prime Minister and Ruler of Dubai, for distinguished employees in view of her hard work. She volunteered in the Emirates Association of the Visually Impaired, organized Braille courses and taught blind males and females, some of them enrolled in universities and others are studying at different education stages.

- We expect five works that Manar Al-Hammadi carried out to achieve distinction in knowledge and action.

.....

.....

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.....

.....

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We observe and innovate

We watch a movie about "How Birds Make their Nests", write down our remarks and innovate something that we have learned from them.



We search and design

We search for knowledge resources and organize them in a presentation to present to our classmates.

We read and discover how to solve problems:

Ahmed told his classmates that he would travel soon, but he does not know how to perform the Traveler Prayer. Rashid also remembered that he did not know about this prayer, either. He said to his classmates, "What about searching for the way of performing the Traveler Prayer?"

Ahmed: I am going to search books and references.

Salim: I am going to search the website of the General Authority of Islamic Affairs and Endowments.

Rashid: I am also going to ask the Islamic Education teacher.

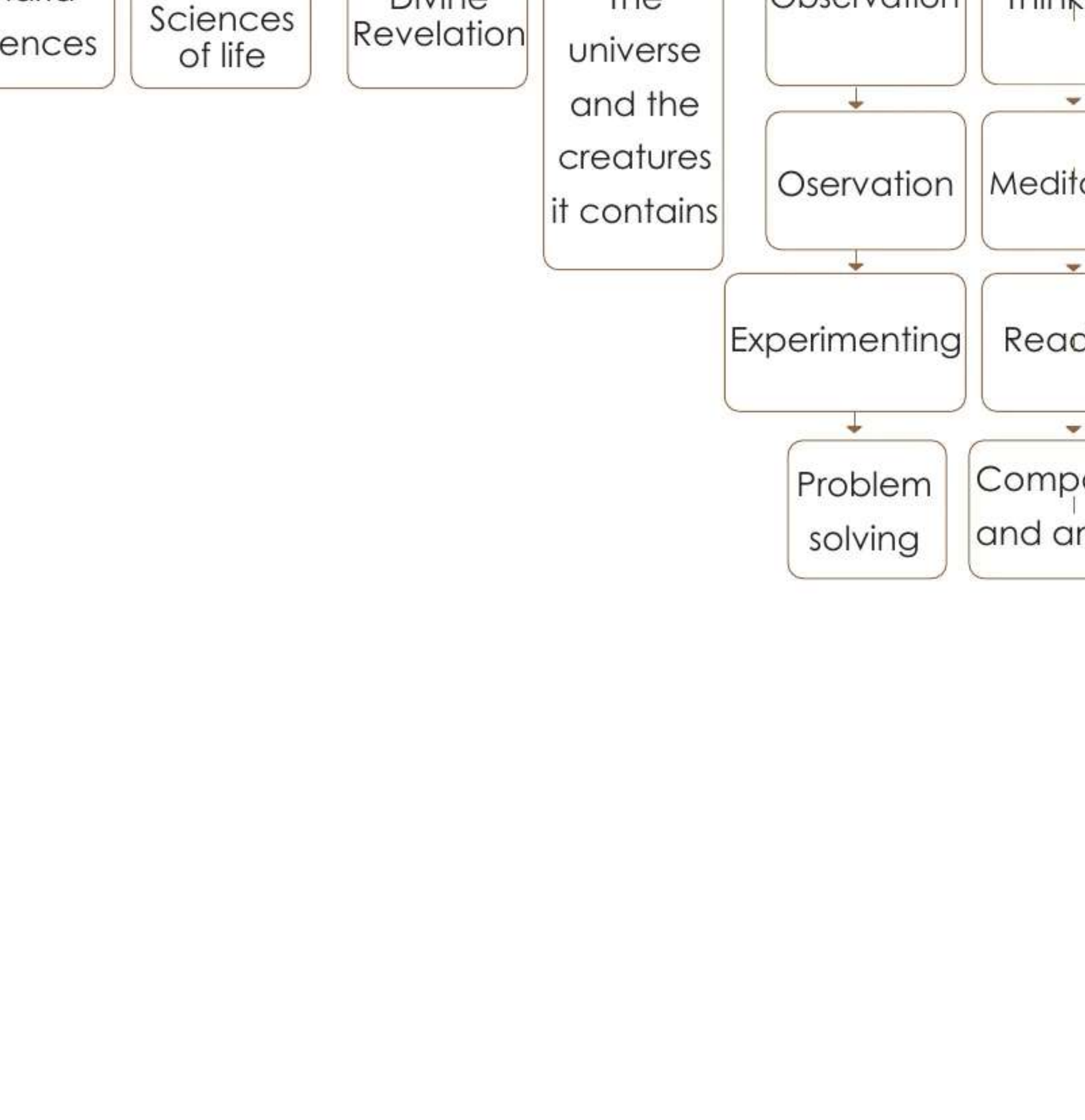
On the following day, the classmates met and each of them brought the information he had collected, read it, classified it and compared it, then summarized it and gave it to Ahmed. They advised him to keep observing prayer.

- What did Rashid and his classmates do to solve the problem that faced them?
- What steps did they follow to solve the problem?

(I Obey my Lord)

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I organize my concepts



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I train to recite the Holy Qur'an

Allah(تعالى)says:

﴿ ٱلَّذِينَ يَذْكُرُونَ ٱللَّهَ قِيَـٰمًا وَقُعُودًا وَعَلَىٰ جُنُوبِهِمْ وَيَتَفَكَّرُونَ فِى خَلْقِ ٱلسَّمَـٰوَٰتِ وَٱلْأَرْضِ رَبَّنَا مَا خَلَقْتَ هَـٰذَا بَـٰطِلًا سُبْحَـٰنَكَ فَقِنَا عَذَابَ ٱلنَّارِ ﴾

[سورَةُ آلُ عِمْرانَ: 191]

191 Al-Ladhīna Yadhkurūna Al-Laha Qiyāmāan Wa Qu`ūdāan Wa `Alá Junūbihim Wa Yatafakkarūna Fī Khalqi As-Samāwāti Wa Al-'Arđi Rabbanā Mā Khalaqta Hādhā BāţilāanSubĥānaka Faqinā `Adhāba An-Nār

"191. Such as remember Allah, standing, sitting, and reclining, and consider the creation of the heavens and the earth, (and say): Our Lord! You created not this in vain. Glory be to You! Preserve us from the doom of Fire" (Surat AL Imran)

My Imprint



I reflect on the creatures of Allah to learn and know the power of my Lord so that my belief would grow stronger.



I am eager to read and ask questions that help me research, discover and reach facts.

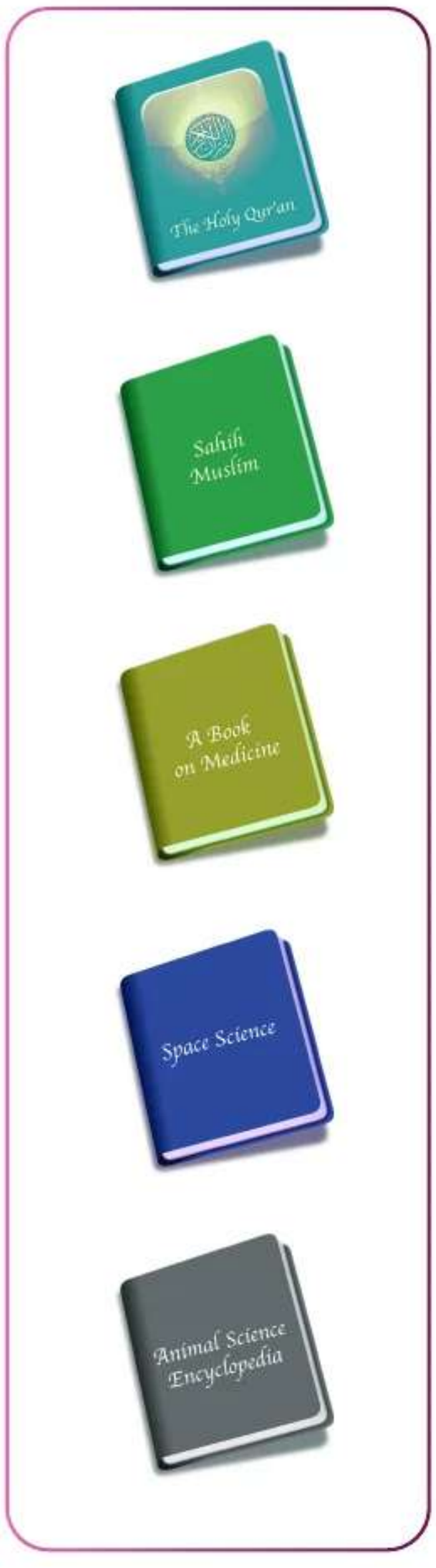
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Student Activities

I answer by myself

Activity One:

I match the picture to the relevant source of knowledge:



The Universe and its Creatures

Divine Revelation

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Activity Two

I answer:

- What bounties did Allah provide for human beings to learn?

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

- What mental skills does man use to learn?

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

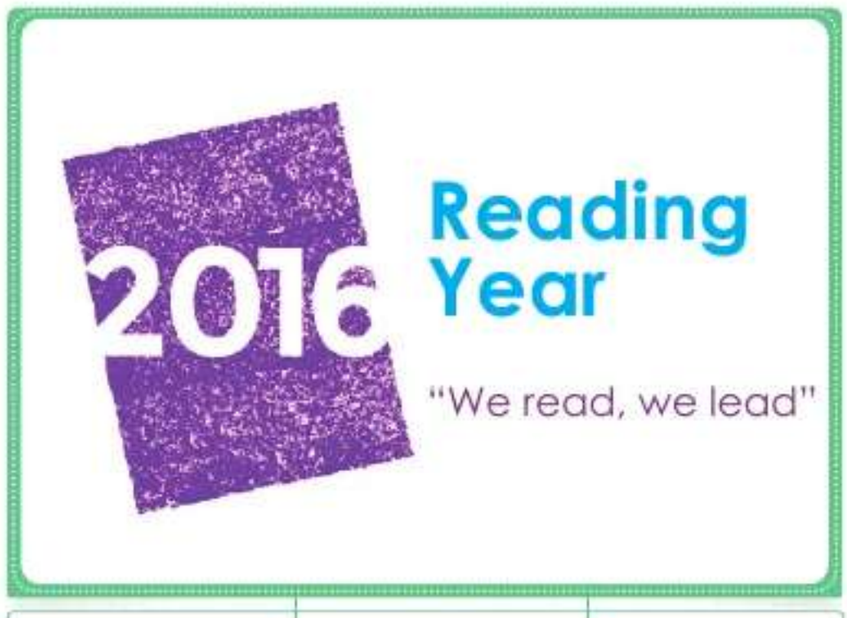
Activity Three:

What do you do in the following cases:

- Your game stopped working.
- You will go with your family for Umra; but you do not know how to perform it.
- Your friend has told you some information that you are not sure whether it is correct or not.

Activity Four:

I describe the following pictures:



.....



.....

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Enriching my experience

I look for the name of a Muslim scientist who was famous in the field of medicine.

I assess myself

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

S.N.	Aspect of Learning	Excellent	Good	Acceptable
1	I indicate the sources of science and knowledge.	☐	☐	☐
2	I explain the sources of science and knowledge.	☐	☐	☐
3	I find out how to learn.	☐	☐	☐
4	I know about thinking methodology and problem solution.	☐	☐	☐

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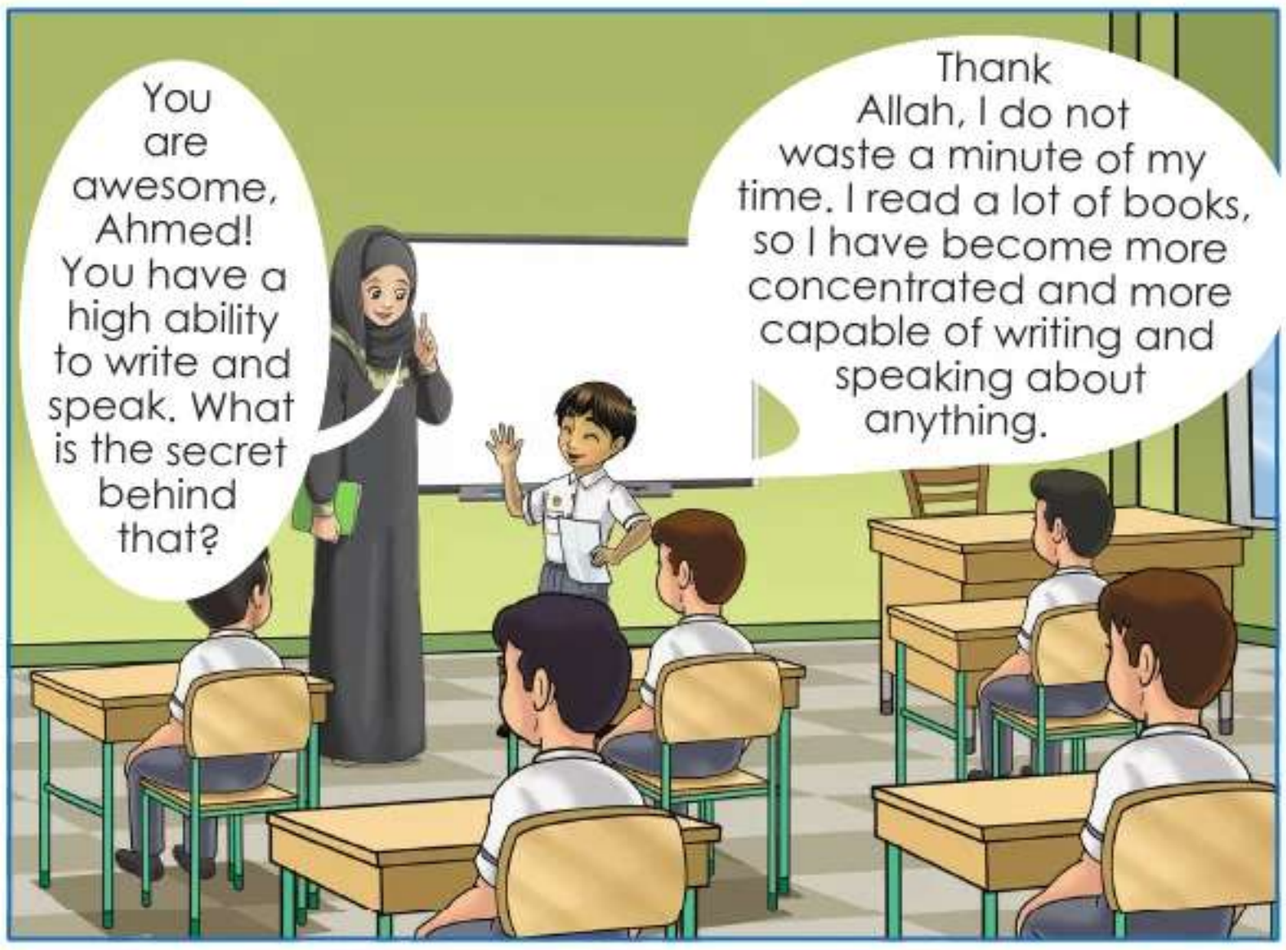
An Enriching Story

Reading is the Secret of my Success





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The World Medical Conference



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Unit 5

The Faithful Are Brothers

Ser. No.	Theme	Domain	Lesson
1	Divine Revelation	The Holy Qur'an	Surat Al-Balad
2	Islamic Values and Ethics	Islamic Values	Cooperation is the Secret behind Success
3	Divine Revelation	The Noble Hadith	Mutual Mercy
4	Identity and Contemporary Issues	belonging	Care for the Needy
5	Divine Revelation	The Holy Qur'an	Surat At-Teen
6	Divine Revelation	The Noble Hadith	Ties of Kinship



The General Outcomes of the Unit

This unit teaches me to

- recite Surat Al-Balad correctly.
- recite Surat Al-Balad by heart.
- give the meaning of the terms of the surah.
- explain the general meaning of the holy surah.
- infer that faith is the way to get rid of misery.
- explain that cooperation is part of a Muslim's character.
- infer the role of cooperation in the building of society, as well as the bad effects of selfishness.
- enumerate the forms of cooperation.
- find out how cooperation is realized.
- read from memory the noble Hadith: "The believers in their mutual love .."

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- find out the key Prophet's guidelines contained in the noble Hadith.
- indicate the characteristics of Muslim society.
- explain the concept of the needy.
- infer that helping the needy is a national and religious duty.
- cite evidence of the reward of helping the poor and the needy.
- indicate the role of the UAE in care for the needy inside the country and abroad.
- recite Surat At-Teen correctly.
- recite Surat At-Teen by heart.
- explain the general meaning of the holy verses.
- infer the outcome of faith and good deeds in human life.
- thank Allah (تعالى) for His favors.
- read from memory the noble Hadith: "The one who severs the ties with the relatives will not be among the first to enter Paradise."
- give the general meaning of the noble Hadith.
- infer the guidelines contained in the noble Hadith.
- cite evidence that observing the ties of kinship is a reason for entering Paradise.
- identify the acts that help to observe the ties of kinship.
- avoid cutting off the ties of kinship because it is a sin against Allah (تعالى).

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Lesson One

Surat Al-Balad

1

This lesson teaches me to

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

I take the initiative to learn

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

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I use my skills to learn

I recite and memorize:

﴿لَآ أُقۡسِمُ بِهَٰذَا ٱلۡبَلَدِ ١ وَأَنتَ حِلُّۢ بِهَٰذَا ٱلۡبَلَدِ ٢ وَوَالِدٖ وَمَا وَلَدَ ٣ لَقَدۡ خَلَقۡنَا ٱلۡإِنسَٰنَ فِي كَبَدٍ ٤
أَيَحۡسَبُ أَن لَّن يَقۡدِرَ عَلَيۡهِ أَحَدٞ ٥ يَقُولُ أَهۡلَكۡتُ مَالٗا لُّبَدًا ٦ أَيَحۡسَبُ أَن لَّمۡ يَرَهُۥٓ أَحَدٌ ٧ أَلَمۡ نَجۡعَل
لَّهُۥ عَيۡنَيۡنِ ٨ وَلِسَانٗا وَشَفَتَيۡنِ ٩ وَهَدَيۡنَٰهُ ٱلنَّجۡدَيۡنِ ١٠ فَلَا ٱقۡتَحَمَ ٱلۡعَقَبَةَ ١١ وَمَآ أَدۡرَىٰكَ مَا
ٱلۡعَقَبَةُ ١٢ فَكُّ رَقَبَةٍ ١٣ أَوۡ إِطۡعَٰمٞ فِي يَوۡمٖ ذِي مَسۡغَبَةٖ ١٤ يَتِيمٗا ذَا مَقۡرَبَةٍ ١٥ أَوۡ مِسۡكِينٗا ذَا مَتۡرَبَةٖ
١٦ ثُمَّ كَانَ مِنَ ٱلَّذِينَ ءَامَنُواْ وَتَوَاصَوۡاْ بِٱلصَّبۡرِ وَتَوَاصَوۡاْ بِٱلۡمَرۡحَمَةِ ١٧ أُوْلَٰٓئِكَ أَصۡحَٰبُ ٱلۡمَيۡمَنَةِ ١٨ وَٱلَّذِينَ
كَفَرُواْ بِـَٔايَٰتِنَا هُمۡ أَصۡحَٰبُ ٱلۡمَشۡـَٔمَةِ ١٩ عَلَيۡهِمۡ نَارٞ مُّؤۡصَدَةُۢ ٢٠﴾ [سورَةُ البَلَدِ]

Bismi Al-Lahi Ar-Raĥmāni Ar-Raĥīm

1 Lā 'Uqsimu Bihadhā Al-Baladi 2 Wa 'Anta Ĥillun Bihadhā Al-Baladi 3 Wa Wālidin Wa Mā Walada 4 Laqad Khalaqnā Al-'Insāna Fī Kabadin 5 'Ayaĥsabu 'An Lan Yaqdira `Alayhi 'Aĥadun 6 Yaqūlu 'Ahlaktu Mālāan Lubadāan 7 'Ayaĥsabu 'An Lam Yarahu 'Aĥadun 8 'Alam Naj`al Lahu `Aynayni 9 Wa Lisānāan Wa Shafatayni 10 Wa Hadaynāhu An-Najdayni 11 Falā Aqtaĥama Al-`Aqabah 12 Wa Mā 'Adrāka Mā Al-`Aqabah 13 Fakku Raqabah 14 'Aw 'Iṭ`āmun Fī Yawmin Dhī Masghabah 15 Yatīmāan Dhā Maqrabah 16 'Aw Miskīnāan Dhā Matrabah 17 Thumma Kāna Mina Al-Ladhīna 'Āmanū Wa Tawāşaw Biş-Şabri Wa Tawāşaw Bil-Marĥamah 18 'Ūlā'ika 'Aşĥābu Al-Maymanah 19 Wa Al-Ladhīna Kafarū Bi'āyātinā Hum 'Aşĥābu Al-Mash'amah 20 `Alayhim Nārun Mu'uşadah

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

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

I understand the meaning of the words:

اَلْبَلَدِ *Al-Baladi*	The city	Makkah Al-Mukarramah
وَوَالِدٍ وَمَا وَلَدَ *Wa Wālidin Wa Mā Walada*	The begetting and the begotten; parents and children	Adam (ﷺ)
كَبَدٍ *Kabadin*	Toil and struggle	Difficulty and toil
اَلنَّجْدَيْنِ *An-Najdayni*	the two paths (of good and evil)	The path of good and the path of evil

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

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



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



I cooperate with my classmates

We read and answer:

Allah (تعالى) says:

قَالَ تَعَالَىٰ: ﴿أَيَحْسَبُ أَن لَّن يَقْدِرَ عَلَيْهِ أَحَدٌ ۝٥ يَقُولُ أَهْلَكْتُ مَالًا لُّبَدًا ۝٦ أَيَحْسَبُ أَن لَّمْ يَرَهُۥٓ أَحَدٌ ۝٧﴾ [سورَةُ البَلَدِ]

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5 'Ayaĥsabu 'An Lan Yaqdira `Alayhi 'Aĥadun 6 Yaqūlu 'Ahlaktu Mālāan Lubadāan 7 'Ayaĥsabu 'An Lam Yarahu 'Aĥadun

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

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

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

I observe and think

Allah (تعالى) says:

قَالَ تَعَالَىٰ: ﴿أَلَمْ نَجْعَل لَّهُۥ عَيْنَيْنِ ۝٨ وَلِسَانًا وَشَفَتَيْنِ ۝٩ وَهَدَيْنَٰهُ ٱلنَّجْدَيْنِ ۝١٠﴾

[سورَةُ البَلَدِ]

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

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

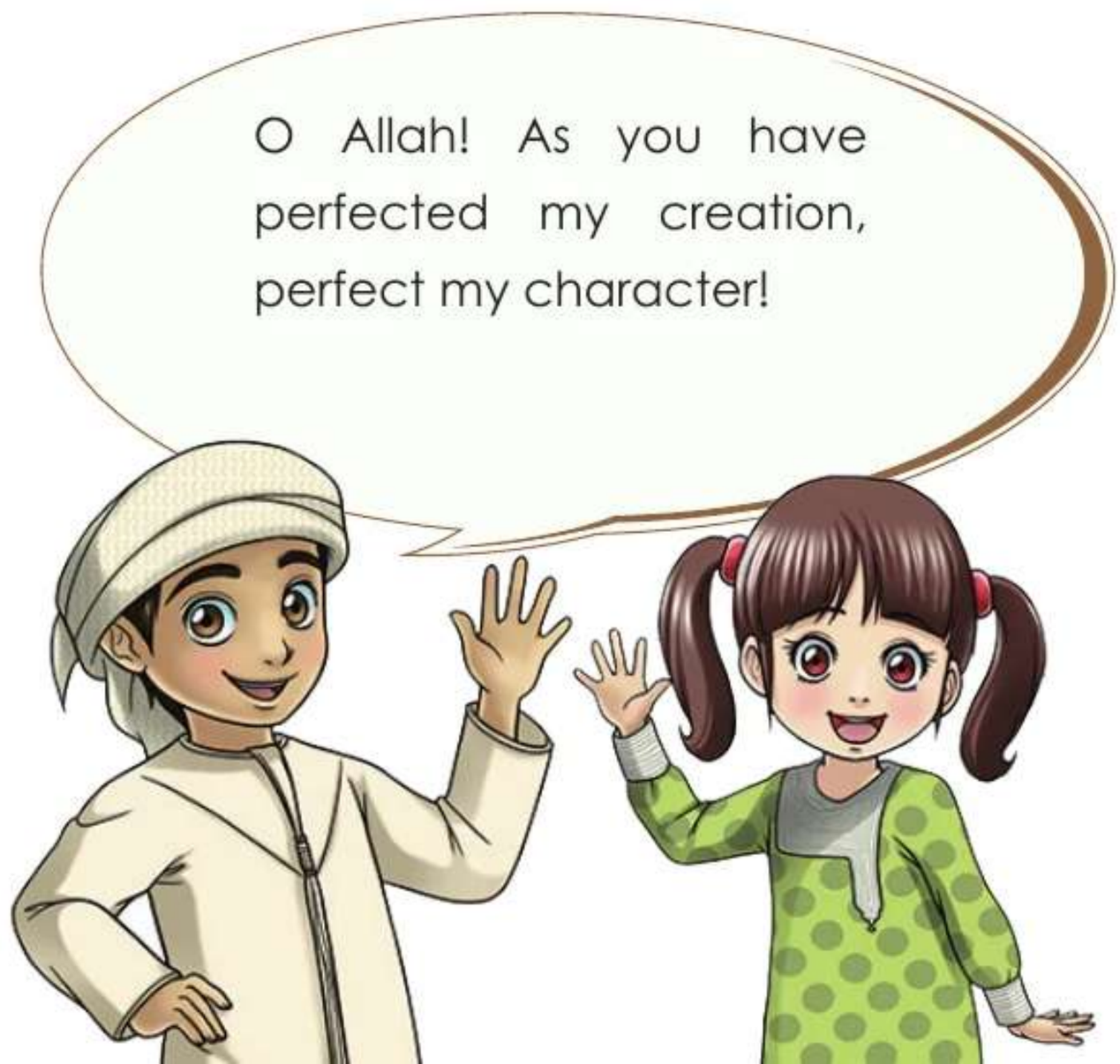
"Allah has created us, bestowed on us a lot of bounties and guided us to know the ways of good and evil in order to take the way of good."



What would have happened if:

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

A Muslim thanks Allah for .....



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I infer

﴿فَلَا ٱقْتَحَمَ ٱلْعَقَبَةَ ﴿١١﴾ وَمَآ أَدْرَىٰكَ مَا ٱلْعَقَبَةُ ﴿١٢﴾ فَكُّ رَقَبَةٍ ﴿١٣﴾ أَوْ إِطْعَٰمٌ فِى يَوْمٍ ذِى مَسْغَبَةٍ ﴿١٤﴾ يَتِيمًا ذَا مَقْرَبَةٍ ﴿١٥﴾ أَوْ مِسْكِينًا ذَا مَتْرَبَةٍ ﴿١٦﴾﴾ (سورَةُ البَلَدِ)

11 Falā Aqtaĥama Al-`Aqabah 12 Wa Mā 'Adrāka Mā Al-`Aqabah 13 Fakku Raqabah 14 'Aw 'Iṭ`āmun Fī Yawmin Dhī Masghabah 15 Yatīmāan Dhā Maqrabah 16 'Aw Miskīnāan Dhā Matrabah

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

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

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[16ʿAwMiskīnāan Dhā Matrabah] *"16. Or some poor wretch in misery"*	The Prophet (ﷺ) said, "Charity given to the poor person is charity, but the one given to a relative it is two things: charity and upholding ties of kinship." (Tirmithi)	

I describe the pictures and write similar statements:

﴿ أَوْ إِطْعَٰمٌ فِي يَوْمٍ ذِي مَسْغَبَةٍ ﴿١٤﴾ ﴾

[14 ʿAw ʿIṭ`āmun Fī Yawmin Dhī Masghabah]

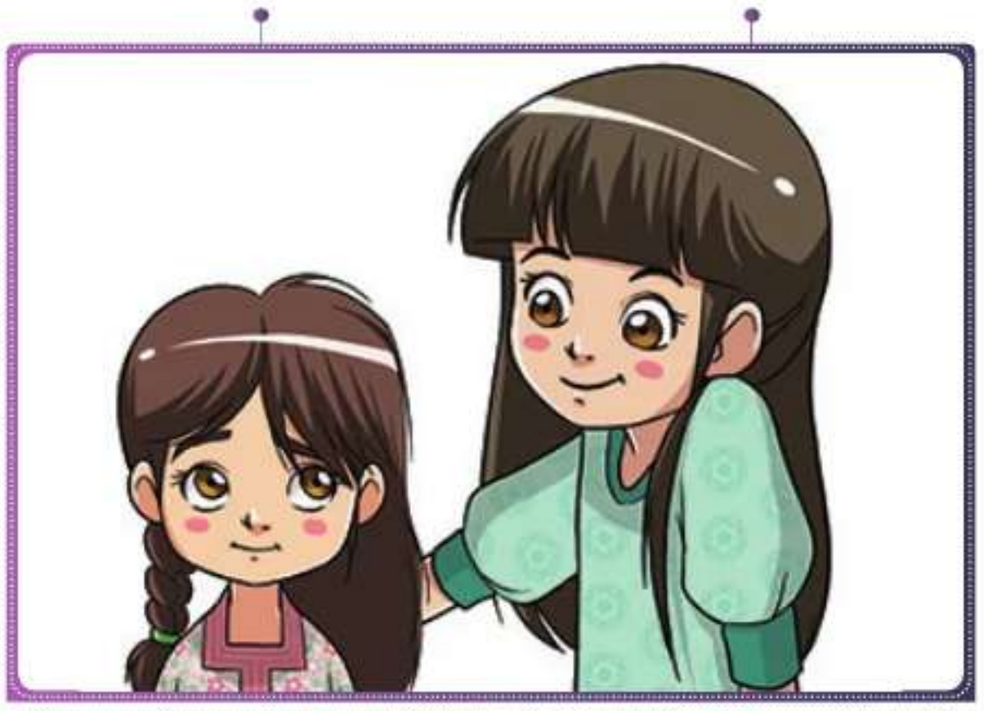
"14. And to feed in the day of hunger."

﴿ يَتِيمًا ذَا مَقْرَبَةٍ ﴿١٥﴾ ﴾

[15 Yatīmāan Dhā Maqrabah]

"15. An orphan near of kin."





I feed hungry people.

.....

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﴿ أَوۡ مِسۡكِينٗا ذَا مَتۡرَبَةٖ ١٦ ﴾

[16 ʻAw Miskīnāan Dhā Matrabah]

"16. Or some poor wretch in misery"



I give charity to the needy.

﴿ ثُمَّ كَانَ مِنَ ٱلَّذِينَ ءَامَنُواْ وَتَوَاصَوۡاْ بِٱلصَّبۡرِ وَتَوَاصَوۡاْ بِٱلۡمَرۡحَمَةِ ١٧ ﴾

[17 Thumma Kāna Mina Al-Ladhīna ʻĀmanū Wa Tawāşaw Biş-Şabri Wa Tawāşaw Bil-Marĥamah]

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



.....

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

Allah (تعالى) says:

قَالَ تَعَالَىٰ: ﴿ ثُمَّ كَانَ مِنَ ٱلَّذِينَ ءَامَنُواْ وَتَوَاصَوْاْ بِٱلصَّبْرِ وَتَوَاصَوْاْ بِٱلْمَرْحَمَةِ ﴿١٧﴾ أُوْلَٰٓئِكَ أَصْحَٰبُ ٱلْمَيْمَنَةِ ﴿١٨﴾ وَٱلَّذِينَ كَفَرُواْ بِـَٔايَٰتِنَا هُمْ أَصْحَٰبُ ٱلْمَشْـَٔمَةِ ﴿١٩﴾ عَلَيْهِمْ نَارٌ مُّؤْصَدَةٌ ﴿٢٠﴾ ﴾ (سورَةُ البَلَدِ)

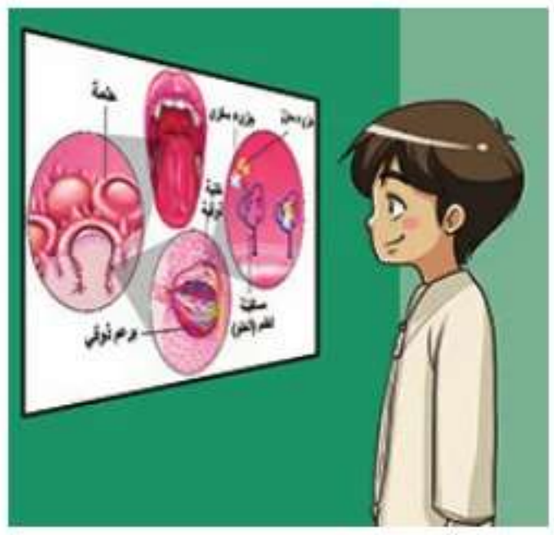
17 Thumma Kāna Mina Al-Ladhīna 'Āmanū Wa Tawāşaw Biş-Şabri Wa Tawāşaw Bil-Marĥamah 18 'Ūlā'ika 'Aşĥābu Al-Maymanah 19 Wa Al-Ladhīna Kafarū Bi'āyātinā Hum 'Aşĥābu Al-Mash'amah 20 `Alayhim Nārun Mu'uşadah

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

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

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I imagine and try



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

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



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

I read and imitate:

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

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

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

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I organize my concepts

Surat Al-Balad

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

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

A Muslim should spend money for good purposes.

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

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

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I train to recite the Holy Qur'an

قَالَ تَعَالَىٰ: ﴿أَلَمْ نَجْعَل لَّهُۥ عَيْنَيْنِ ﴿٨﴾ وَلِسَانًا وَشَفَتَيْنِ ﴿٩﴾ وَهَدَيْنَٰهُ ٱلنَّجْدَيْنِ ﴿١٠﴾﴾ [سورَةُ البَلَدِ]

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

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

My Imprint



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



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

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Student Activities

I answer by myself

Activity One:

I omit the unsuitable word in the group:

1 – some deeds that help to enter Paradise:

(Feeding the poor – sponsoring orphans – torturing animals)

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

(disaster – hardship – joy)

Activity Two:

I write how I would act in the following situations:

1 – My fellow student lost his daily pocket money.

.....

2 – The restaurant owner was late in bringing food.

.....

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

.....

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Enriching my experience

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

I assess myself

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

	The Behavior	Always	Some-times	Never
1	I help and feed the poor and the needy.	☐	☐	☐
2	I treat little children mercifully and treat orphans kindly.	☐	☐	☐

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

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

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Lesson Two

Cooperation is the Secret behind Success

2

This lesson teaches me to

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

I take the initiative to learn

I notice and compare:





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

I use my skills to learn

I read and infer

(Cooperation is an attribute of Muslims)

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

﴿وَتَعَاوَنُواْ عَلَى ٱلۡبِرِّ وَٱلتَّقۡوَىٰۖ وَلَا تَعَاوَنُواْ عَلَى ٱلۡإِثۡمِ وَٱلۡعُدۡوَٰنِۚ﴾

[سورَةُ المائِدَةُ: 2]

"2. .. Wa Ta`āwanū `AláAl-Birri Wa At-Taqwá Wa Lā Ta`āwanū `Alá Al-'Ithmi Wa Al-`Udwāni"

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

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2 Cooperation is the Secret behind Success

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

.....

- What is cooperation required for?

.....

- The Prophet (ﷺ) said,

> *"Allah helps a person as long as he helps his brother." (Muslim)*

- What is the reward of cooperation with others?

.....

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

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

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

Cooperation is realized if everyone in the team ..... accurately.

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I observe the following pictures and complete:

(Some forms of cooperation)



Cooperation in seeking knowledge



Cooperation in helping

.....



Cooperation in helping

.....



Cooperation with the female worker in .....

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I cooperate with my classmates

We identify the action and the result and complete:

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

Action	The cooperation of people and passers-by with firemen.	**Result**	.....

2. After the migration of the Prophet (ﷺ) to Al-Madinah, he worked with his Companions to build a mosque for Muslims to pray in.

Action	.....	**Result**	Managed to build the mosque.

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

Action	.....	**Result**	.....

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



My friends love me when I cooperate with them.



We suggest

How to achieve cooperation in the following cases:

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

We infer the negative effects of selfishness:

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

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

.....

- How do you describe the player's behavior?

.....

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

.....

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The Faithful Architecture Brothers

2 Cooperation is the Secret behind Success

I read and expect

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

What is the feeling of:

- Saeed's family: .....
- His friends: .....

I imitate and cooperate

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



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I organize my concepts

Cooperation

- **Meaning**
  - Every individual in the team performs his task .....
  - Cooperation is in .....
- **Reward**
  - It is the reason for getting help from Allah (تعالى).
- **Effect on individuals and society**
  - It helps achieve success in the performance of work.
  - It leads to accurate performance of work.
  - It increases mutual love among individuals.
  - It removes selfish feelings.

I train to recite the Holy Qur'an

Allah (تعالى) says:

قَالَ تَعَالَىٰ: ﴿وَتَعَاوَنُوا۟ عَلَى ٱلْبِرِّ وَٱلتَّقْوَىٰ ۖ وَلَا تَعَاوَنُوا۟ عَلَى ٱلْإِثْمِ وَٱلْعُدْوَٰنِ ۚ﴾ [سورَةُ المائِدَةُ: 2]

"2. .. Wa Ta`āwanū `AláAl-Birri Wa At-Taqwá Wa Lā Ta`āwanū `Alá Al-'Ithmi Wa Al-`Udwāni"

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

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My Imprint



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



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

Student Activities

I answer by myself

Activity One:

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

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

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Activity Two:

What do you do in the following cases:

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

Activity Three:

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

.....

Enriching my experience

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

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I assess myself:

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

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

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

Ser. No.	Aspect of Learning	Excellent	Good	Acceptable
1	I explain how cooperation is achieved.	☐	☐	☐
2	I find out the effect of cooperation and the bad effects of selfishness.	☐	☐	☐
3	I mention the forms of cooperation.	☐	☐	☐

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Lesson Three

Mutual Mercy

3

This lesson teaches me to

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

I take the initiative to learn

I read and answer



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



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

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

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I use my skills to learn

I read and memorize:

A Noble Hadith

عَنِ النُّعْمانِ بْنِ بَشيرٍ - رَضِيَ اللّهُ عَنْهُما - قالَ: قالَ رَسولُ اللّه ﷺ:

«مَثَلُ الْمُؤْمِنينَ في تَوادِّهِمْ وَتَراحُمِهِم وتَعاطُفِهِم: مَثَلُ الْجَسَدِ، إذا اشْتَكى مِنْهُ عُضْوٌ: تَدَاعَى لَهُ سائِرُ الْجَسَدِ بالسَّهَرِ والحُمَّى». (رواه البخاري ومسلم)

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

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

I give the meaning of words:

تَوادِّهِمْ	Mutual love
تَراحُمِهِم	Mutual mercy
تَعاطُفِهِم	Mutual compassion
اشْتَكى	Feel pain, ache

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I read the general meaning of the noble Hadith:

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

I expect

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

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

I watch and describe

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



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I discover

Among the pictures of mutual mercy in a cohesive community:

The City of Mutual Mercy

1 – To feel mercy for .....

2 - .....

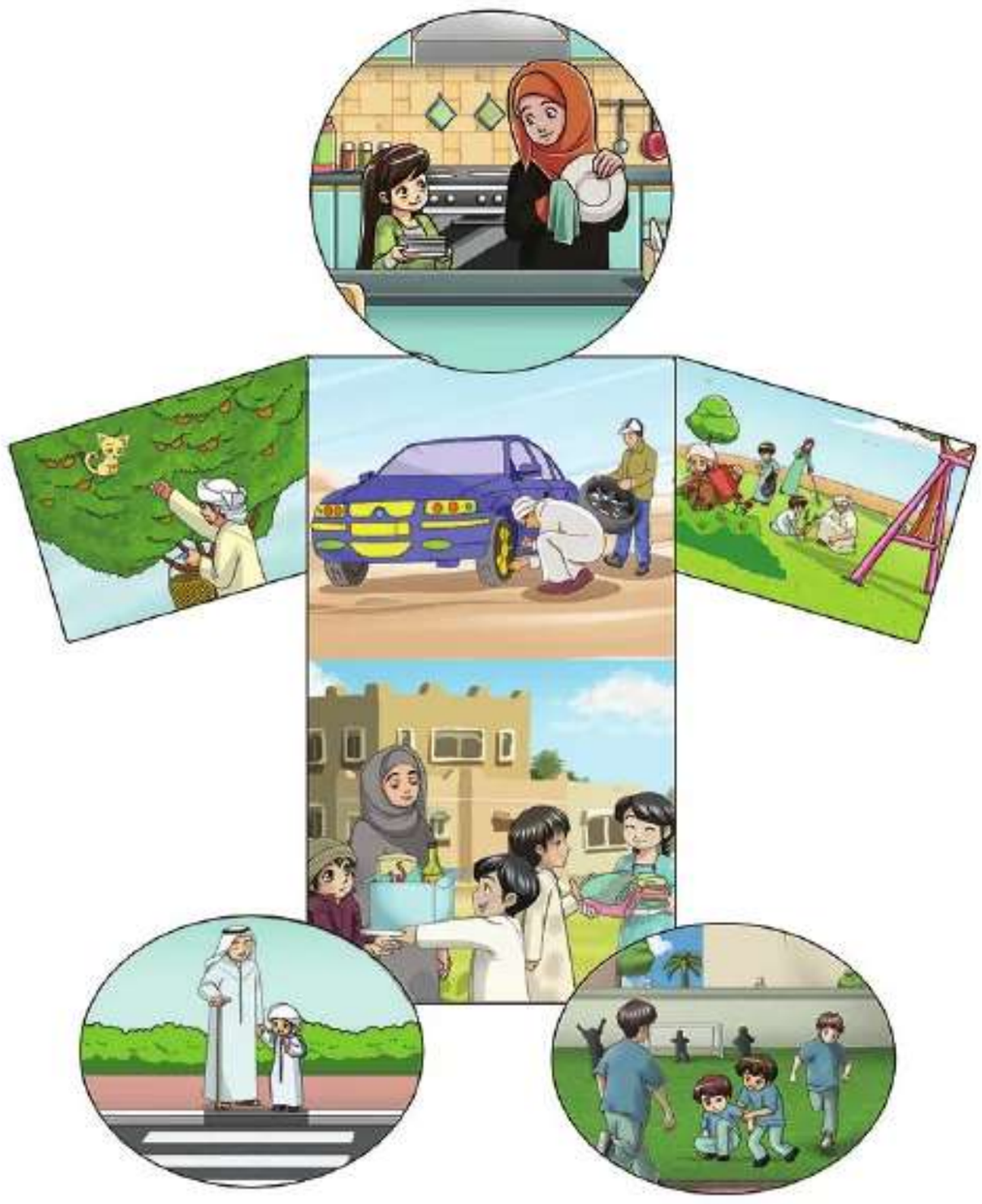
3 - .....

4 - .....

5 - .....

6 - .....

7 - .....



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

I justify

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

writing of the publisher



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

I cooperate with my classmates

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

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

✿ You share your classmate his pleasure with winning the award.	( )
✿ You pray for the recovery of your classmate who has been injured in a traffic accident.	( )
✿ You donate the price of the breakfast of a fasting Muslim through charitable societies.	( )
✿ You feel sad about the destruction caused by flood in one of the regions.	( )

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

We observe and suggest

Compassion (Tarahamu)

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



"Tarahamu"

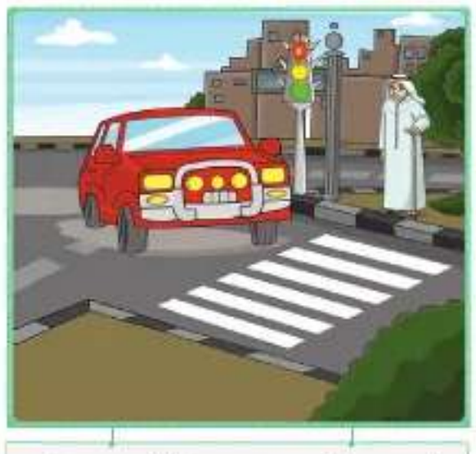
- We speak about what we see in the picture.
- What suggestions can we provide to help those affected by the winter's cold weather in Syria?

I act

How should I act in the following situations?



My friend was admitted into hospital.



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



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

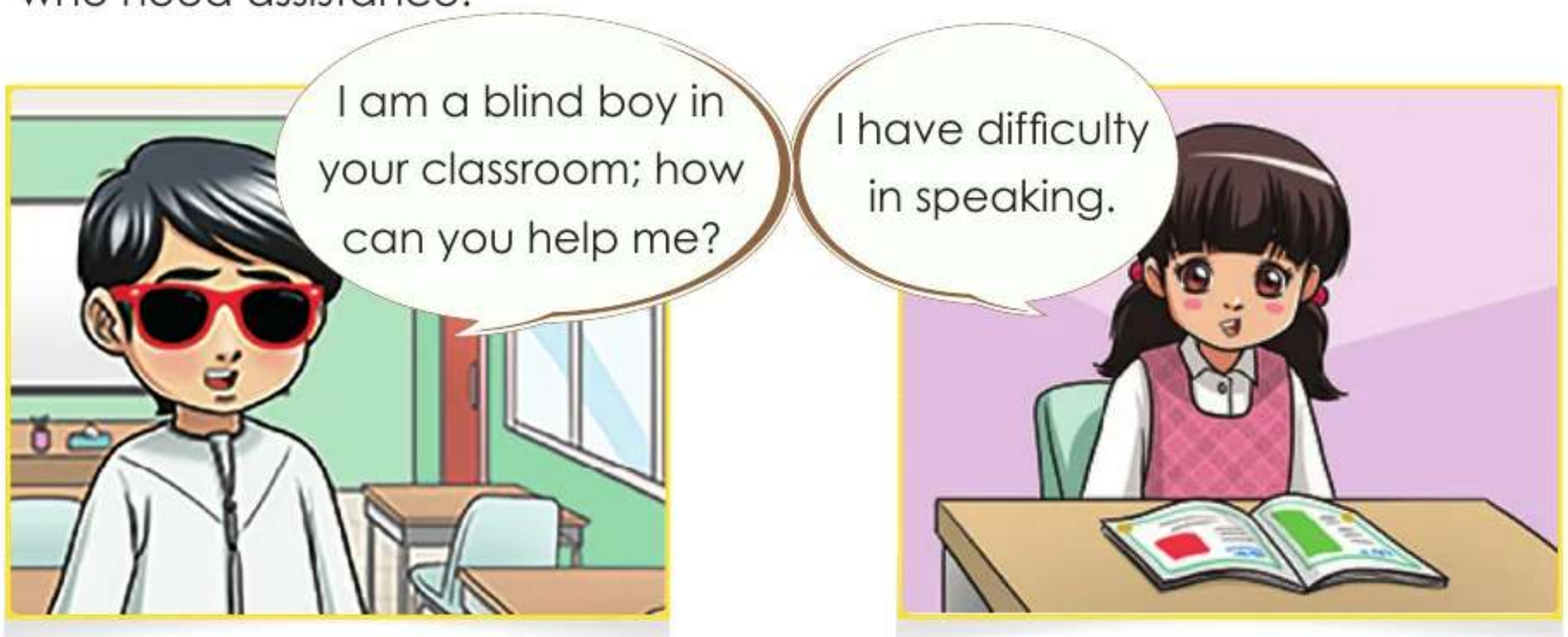


A little child was lost by his mother in the park.

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I share my idea

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



I expect

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

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



I imagine

that I can fly. I hurry to help ..... everywhere to draw a ..... on ..... and feel ....., because I would like everyone to live in .....

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I organize my concepts

A united Society has



So, love and ..... spread among all its members.

I train to recite the Holy Qur'an

قَالَ تَعَالَىٰ: ﴿ثُمَّ كَانَ مِنَ ٱلَّذِينَ ءَامَنُواْ وَتَوَاصَوْاْ بِٱلصَّبْرِ وَتَوَاصَوْاْ بِٱلْمَرْحَمَةِ ﴿١٧﴾ أُوْلَٰٓئِكَ أَصْحَٰبُ ٱلْمَيْمَنَةِ ﴿١٨﴾﴾ [سـورَةُ البلـد]

17 Thumma Kāna Mina Al-Ladhīna ʻĀmanū Wa Tawāşaw Biş-Şabri Wa Tawāşaw Bil-Marĥamah 18 ʻŪlā'ika ʻAşĥābu Al-Maymanah

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

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My Imprint



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



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



Student Activities

I answer by myself

Activity One:

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











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Activity Two:

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

"The parable of the believers in their ....., ..., and .....

..... for each other is that of a body. When any limb ....., the

whole body reacts with ..... and....."

Activity Three

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



Enriching my experience

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

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I assess myself:

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

Ser. No.	The Behavior	Always	Some-times	Never
1	I help others when needed.	☐	☐	☐
2	I collect an amount in my money box to donate it.	☐	☐	☐
3	I share my father his donation to the needy.	☐	☐	☐
4	I urge my classmates to join relief campaigns.	☐	☐	☐

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

Ser. No.	Aspect of Learning	Excellent	Good	Acceptable
1	I read the noble Hadith from memory.	☐	☐	☐
2	I infer the key guidelines contained in the noble Hadith	☐	☐	☐
3	I indicate the characteristics of the Muslim community.	☐	☐	☐

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Lesson Four

Care for the Needy

4

This lesson teaches me to

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

I take the initiative to learn

I observe and expect



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

I use my skills to learn

I read and answer





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

Salim: My father is very late today, Mother!

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

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

Salim: What is meant by the needy?

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

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

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

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

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

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

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

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

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

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



I cooperate with my classmates

We identify the group in need from the following texts:

Evidence	The group in need
Allah (تعالى) says: قَالَ تَعَالَىٰ: ﴿وَيُطْعِمُونَ ٱلطَّعَامَ عَلَىٰ حُبِّهِۦ مِسْكِينًا وَيَتِيمًا وَأَسِيرًا﴾ [الإِنْسانُ: 8] *[8 Wa Yuṭ`imūna Aṭ-Ṭa`āma `Alá Ĥubbihi Miskīnāan Wa Yatīmāan Wa ʻAsīrā]* *"8. And feed with food despite their love and desire for it, the needy wretch, the orphan and the prisoner" (Surat Al-Insan)*	.....

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The Messenger of Allah (ﷺ) said, "Those who help widows and the needy are (in status) like the fighters in the cause of Allah or the worshippers who pray all night and fast all days." (Al-Bukhari)	.....
The Prophet (ﷺ) said, "The doors of goodness are many ... listening to the deaf, leading the blind, guiding one to the object of his need, hurrying with the strength of your legs to one in sorrow who is asking for help, and supporting the feeble with the strength of your arms-- all of these are acts of charity (whose reward is earned(by you." (Saheeh bin Hibban)	.....



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

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

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

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

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We read and speak



Zayed Humanitarian Day

Love and Loyalty for the Generous Zayed

19 Ramadan

The UAE and care for the needy:

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

The domains of care for those in need:

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

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



I give my opinion

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

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

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I imagine

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

I search

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

I think to be creative:

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



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I organize my concepts

Care for the Needy

Provide all or part of the financial and moral necessities of life for those who need them because of their poverty, disability or orphanhood.

The groups of those in need are:

- Disabled people, orphans, refugees, widows, poor people and victims of disasters like floods, earhquakes and wars.

The reward of those in need:

- It causes tenderness of heart and ease of affairs.
- They are among the best people with Allah (تعالى).
- Those who help them win Allah's help.
- Paradise in the Hereafter.

Areas of care for them:

- Financially, intellectually and morally, by providing life requirements for them, lifting their spirits, integrating them into society and educating them.

Some roles of the UAE in caring for people in need:

- Providing life requirements (food, clothing, and drink) and all aspects of social, cultural, mental, educational, medical and recreational welfare that ensures psychlogical stability.

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I train to recite the Holy Qur'an

Allah (تعالى) says:

قَالَ تَعَالَىٰ: ﴿وَيُطْعِمُونَ ٱلطَّعَامَ عَلَىٰ حُبِّهِۦ مِسْكِينًا وَيَتِيمًا وَأَسِيرًا﴾ [سورَةُ الإنسان : 8]

[8 Wa Yuṭ`imūna Aṭ-Ṭa`āma `Alá Ĥubbihi Miskīnāan Wa Yatīmāan Wa ʻAsīrā]

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

My Imprint



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



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

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Student Activities

I answer by myself

Activity One:

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

Refugees

Secure in their country

The poor

Orphans

Patients

The elderly

The rich

Widows

The healthy



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Activity Two:

How do you behave in the following situations?

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

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Activity Three:

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

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

Enriching my experience

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

1 - .....

2 - .....

3 - .....

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I assess myself

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

	The Behavior	Always	Some-times	Never
1	I explain the concept of those in need.	☐	☐	☐
2	I infer that providing help for those in need is a national and Islamic duty.	☐	☐	☐
3	I cite evidence of the reward of providing welfare for the poor and the needy.	☐	☐	☐
4	I cite examples of the roles of the UAE in caring for the needy inside the country and abroad.	☐	☐	☐

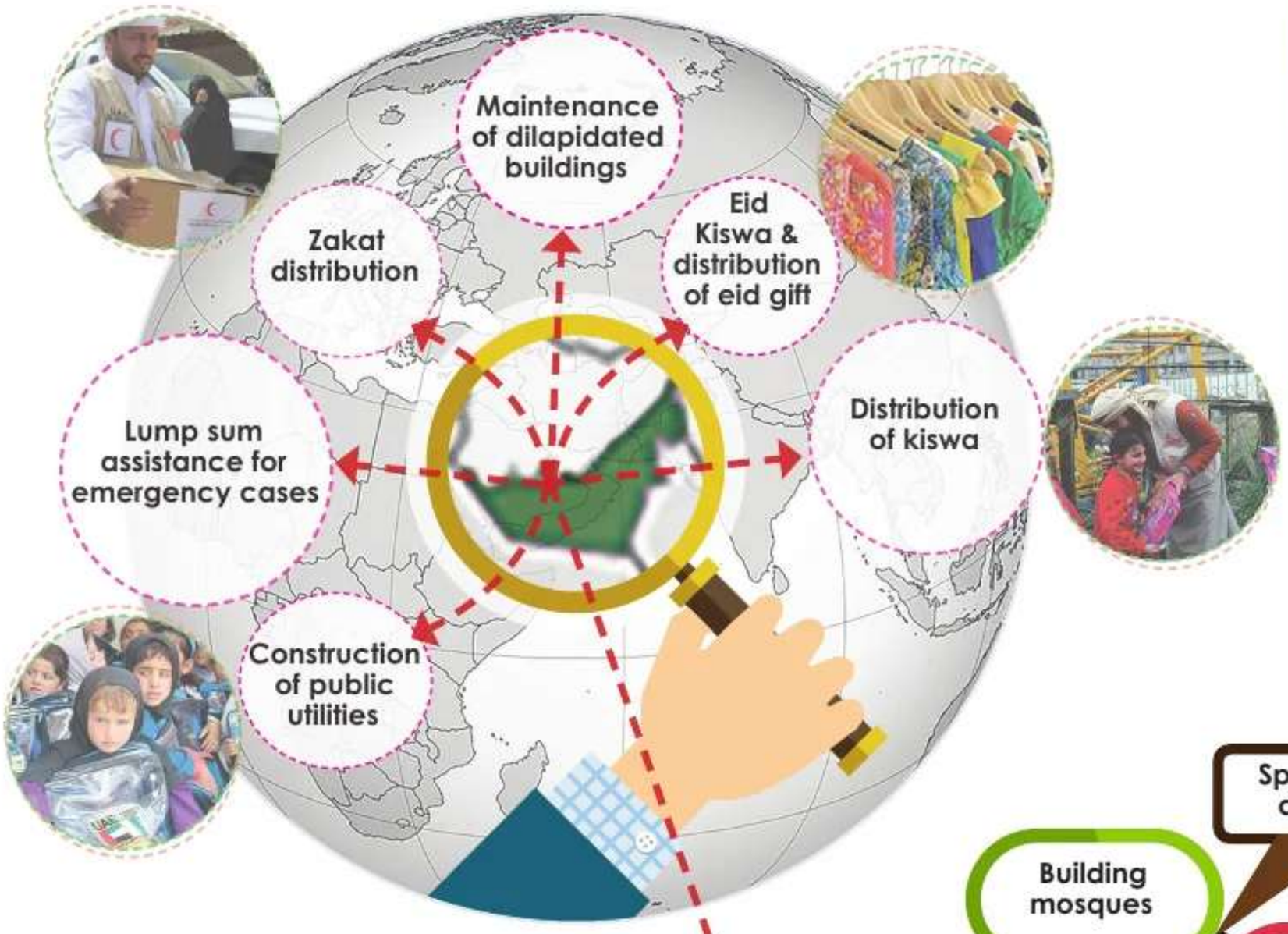
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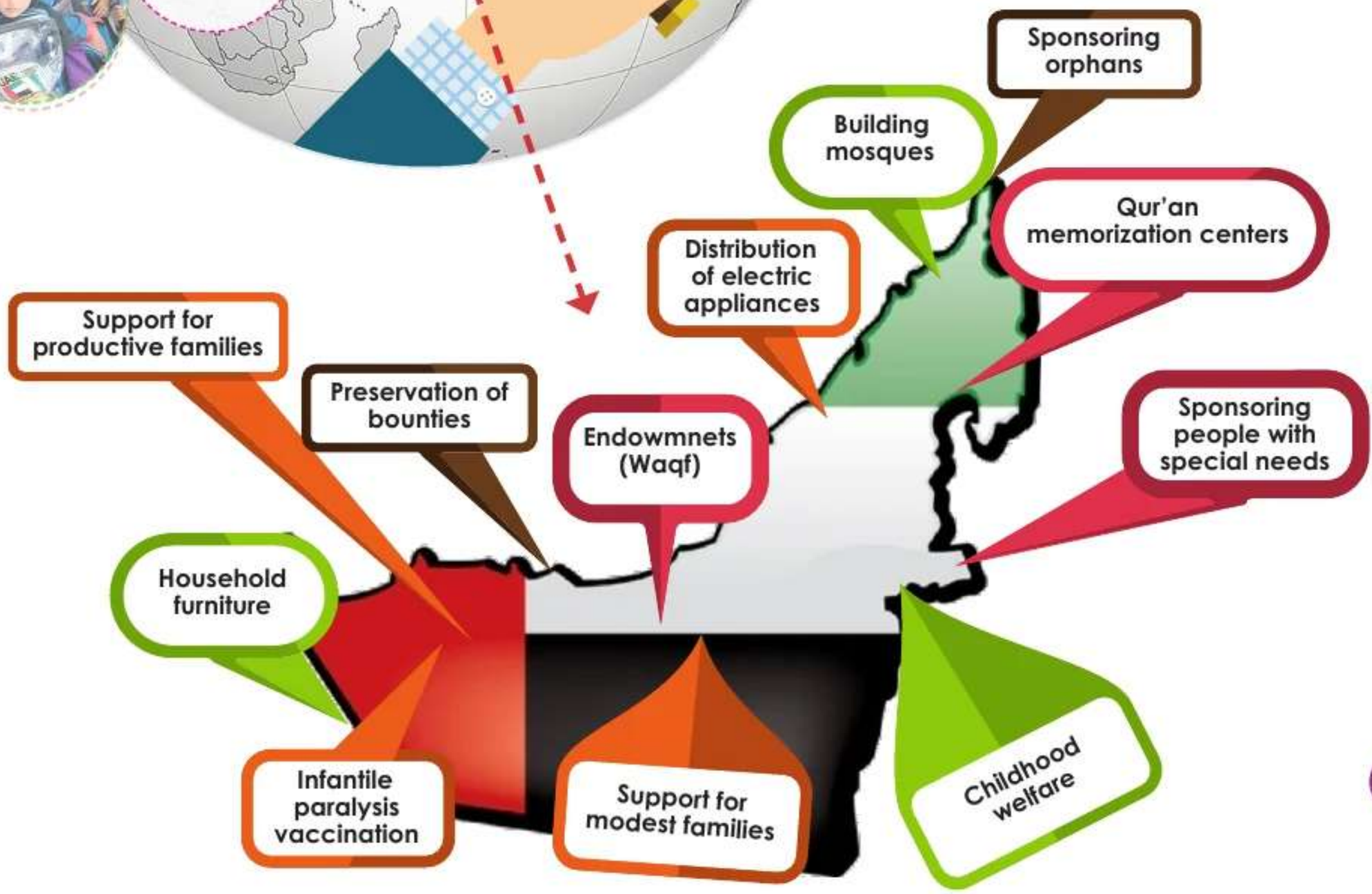
Enriching Information

The UAE of Goodness and Giving



- Goodness and Giving
- Happiness
- Love





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Winter Kiswa (Clothing):

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

Winter Kiswa (Clothing)

Feeding the needy:

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





Care for Patients:

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

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Education:

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





Wells:

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



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Lesson Five

Surat At-Teen

5

This lesson teaches me to

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

I take the initiative to learn

I think and answer

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



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The Faithful Are Brothers

I recite and memorize:

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

﴿وَٱلتِّينِ وَٱلزَّيْتُونِ ١ وَطُورِ سِينِينَ ٢ وَهَٰذَا ٱلْبَلَدِ ٱلْأَمِينِ ٣ لَقَدْ خَلَقْنَا ٱلْإِنسَٰنَ فِىٓ أَحْسَنِ تَقْوِيمٍ ٤ ثُمَّ رَدَدْنَٰهُ أَسْفَلَ سَٰفِلِينَ ٥ إِلَّا ٱلَّذِينَ ءَامَنُوا۟ وَعَمِلُوا۟ ٱلصَّٰلِحَٰتِ فَلَهُمْ أَجْرٌ غَيْرُ مَمْنُونٍ ٦ فَمَا يُكَذِّبُكَ بَعْدُ بِٱلدِّينِ ٧ أَلَيْسَ ٱللَّهُ بِأَحْكَمِ ٱلْحَٰكِمِينَ ٨﴾ [سورَةُ التين]

Bismi Al-Lahi Ar-Raĥmāni Ar-Raĥīm

1 Wa At-Tīni Wa Az-Zaytūni 2 Wa Ţūri Sīnīna 3 Wa Hadhā Al-Baladi Al-'Amīni 4 Laqad Khalaqnā Al-'Insāna Fī 'Aĥsani Taqwīm 5 Thumma Radadnāhu 'Asfala Sāfilīna 6 'Illā Al-Ladhīna 'Āmanū Wa `Amilū Aş-Şāliĥāti Falahum 'Ajrun Ghayru Mamnūn 7 Famā Yukadhdhibuka Ba`du Bid-Dīni 8 'Alaysa Al-Lahu Bi'aĥkami Al-Ĥākimīna

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

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

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I understand the meaning of words:

وَطُورِ سِينِينَ *Wa Ţūri Sīnīna*	Mount Tur in Sinai
ٱلْبَلَدِ ٱلْأَمِينِ *Baladi Al-'Amīni*	Makkah Al-Mukarramah
أَحْسَنِ تَقْوِيمٍ *'Aĥsani Taqwīm*	The best shape and perfect creation
أَسْفَلَ سَٰفِلِينَ *'Asfala Sāfilīna*	The lowest of the low at old age
غَيْرُ مَمْنُونٍ *Ghayru Mamnūn*	A reward without end
بِأَحْكَمِ ٱلْحَٰكِمِينَ *Bi'aĥkami Al-Ĥākimīna*	The best of judges

I use my skills to learn

I read the general meaning of the verses then answer:

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

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

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

Muhammad (ﷺ)	Tur of Sinai
Jesus (عليه السلام)	Makkah Al-Mukarramah
Moses (عليه السلام)	Bait Al-Maqdis

I discover the relationship:

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

.....



I cooperate with my classmates

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

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

- Why did Allah (تعالى) create figs and olives?

.....

- Why did Allah (تعالى) begin the holy surah with figs and olives?

.....

- What is our duty toward Allah (تعالى)?

.....

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We speak

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

We explain

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

The housemaid	Sanitation workers	My non-Muslim neighbor

We arrange

the stages of human life in the following figures:









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The Faithful Architects Brothers

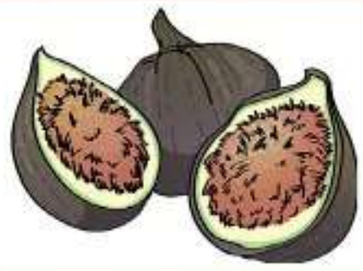
I organize my concepts

Surat At-Teen

Allah created man in .....

The best .....

His reward does not stop at ..... age.



Allah's wisdom and justice

The person who believes in Allah and performs .....

I train to recite the Holy Qur'an

Allah (تعالى) says:

قَالَ تَعَالَىٰ: ﴿وَلَقَدْ كَرَّمْنَا بَنِيٓ ءَادَمَ وَحَمَلْنَٰهُمْ فِي ٱلْبَرِّ وَٱلْبَحْرِ وَرَزَقْنَٰهُم مِّنَ ٱلطَّيِّبَٰتِ وَفَضَّلْنَٰهُمْ عَلَىٰ كَثِيرٍ مِّمَّنْ خَلَقْنَا تَفْضِيلًا ﴿٧٠﴾﴾ [سورَةُ الإِسْراءُ: 70]

70. wa-la-qad karramnā banī `ādama wa-ḥamalnā-hum fī l-barri wa-l-baḥri wa-razaqnā-hum mina ṭ-ṭayyibāti wa-faḍḍalnā-hum `alā kaṯīrin mim-man ḫalaqnā tafḍīlan. (Sūrat al-`Isrā`)

My Imprint



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



I respect and appreciate everyone living in my country.

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The Faithful Are Brothers

Student Activities

I answer by myself

Activity One:

I draw and color a fig and an olive:

Activity Two:

I complete the following table:

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

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Activity Three:

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

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

Enriching my experience

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

I assess myself

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

	Aspect of Learning	Excellent	Good	Acceptable
1	My ability to recite the verses properly.	☐	☐	☐
2	My correct memorization of Surat At-Teen	☐	☐	☐
3	My ability to explain the meaning of the verses	☐	☐	☐

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Lesson Six

Ties of Kinship

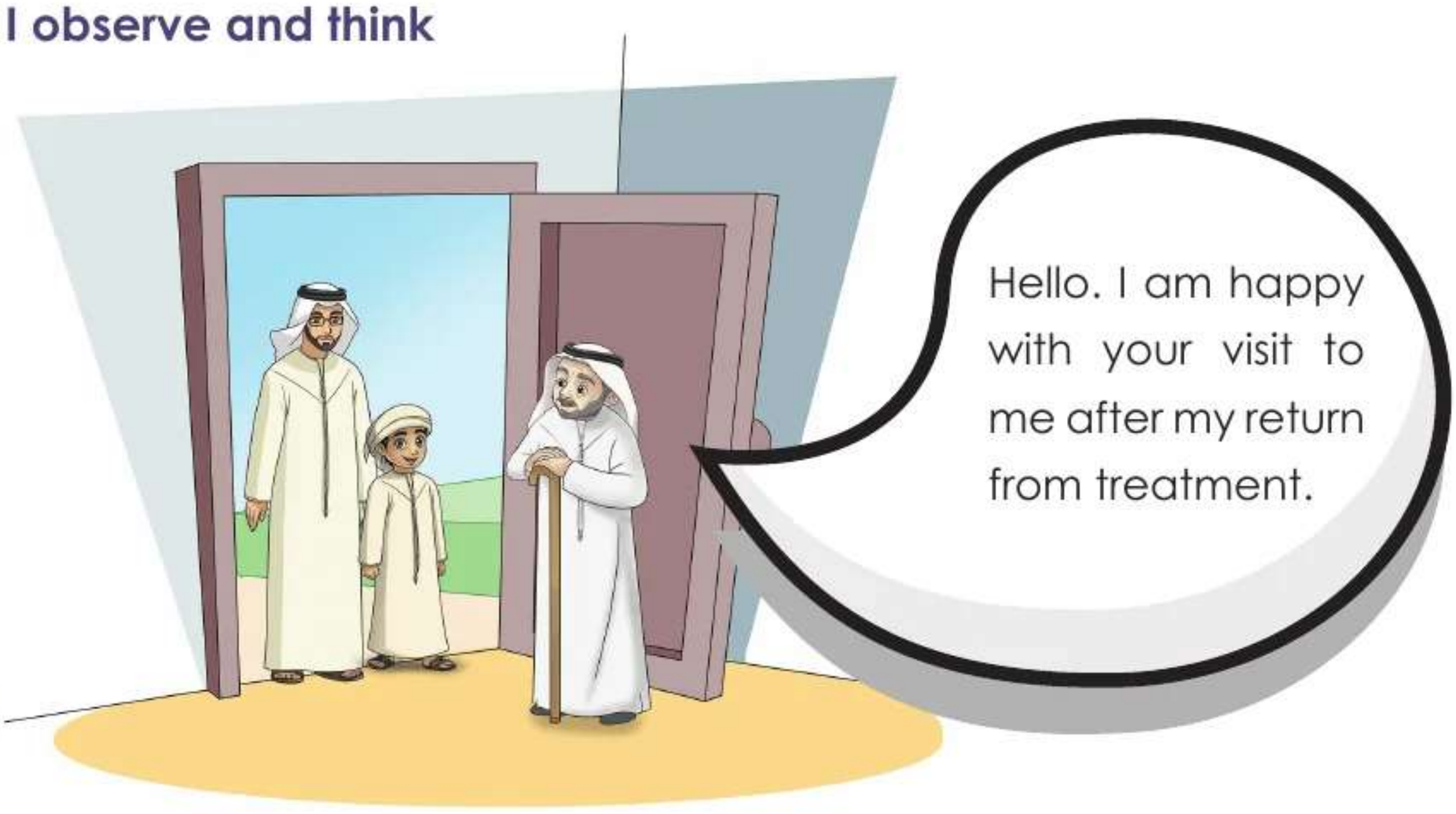
6

This lesson teaches me to

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

I take the initiative to learn

I observe and think



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

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I use my skills to learn



I read and learn by heart

A noble Hadith

عَنْ أَبي جُبَيْرِ بْنِ مُطْعِمٍ رضي الله عنه عَنِ النَّبِيِّ ﷺ قالَ:

«لَا يَدْخُلُ الْجَنَّةَ قَاطِعُ رَحِمٍ». (رَواهُ مُسْلِمٌ)

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

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

I give the meaning of words:	
قَاطِعُ رَحِمٍ	The person who does not communicate with his relatives.

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

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

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

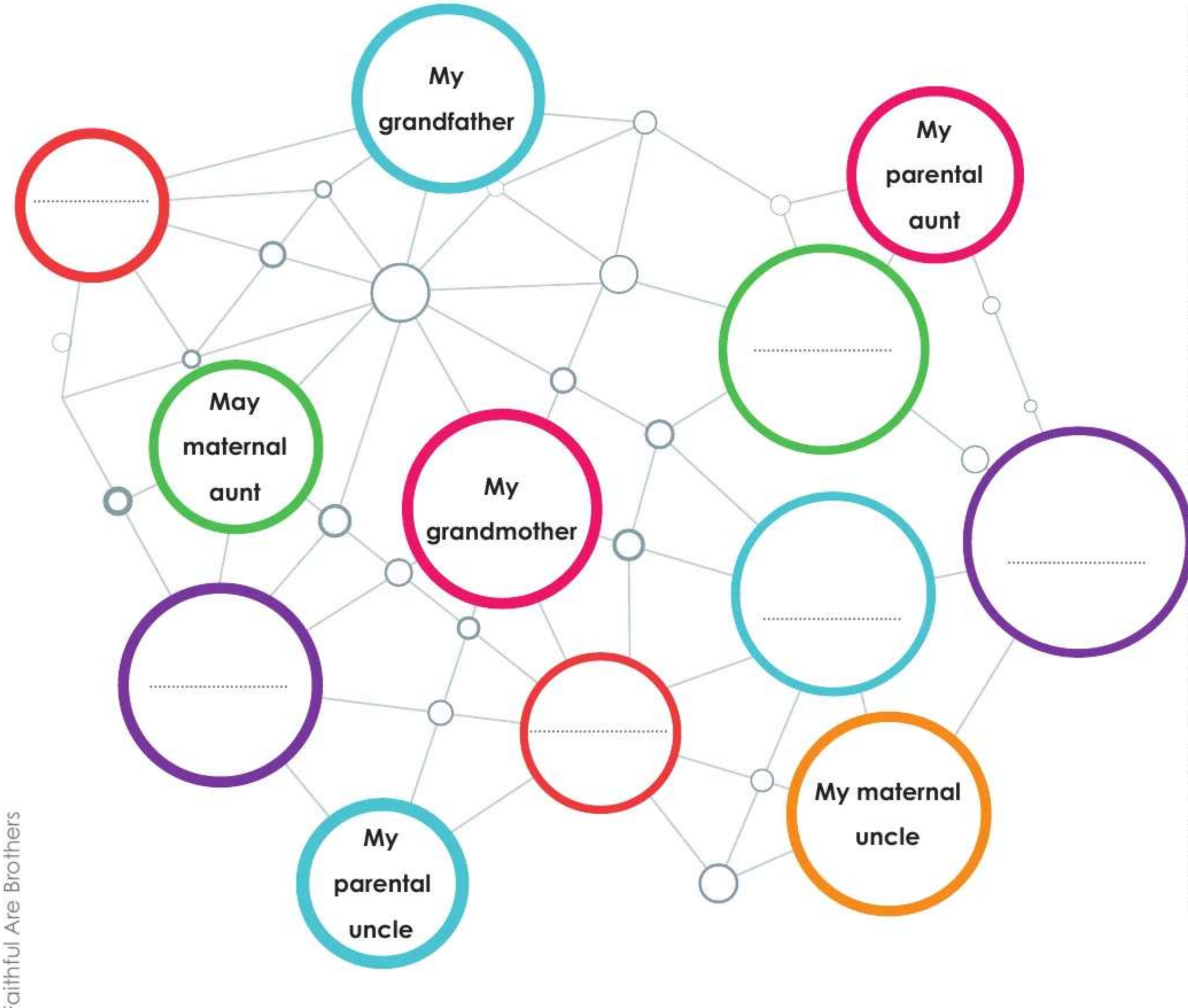
I observe and expect

- Who are the kins of Rashid and Noura?



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I complete the chart of parental and maternal relatives.



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I cooperate with my classmates

We read and infer:

Allah (تعالى) says:

قَالَ تَعَالَىٰ: ﴿ وَٱلَّذِينَ يَصِلُونَ مَآ أَمَرَ ٱللَّهُ بِهِۦٓ أَن يُوصَلَ وَيَخْشَوْنَ رَبَّهُمْ وَيَخَافُونَ سُوٓءَ ٱلْحِسَابِ ﴾

[سورَةُ الرعد: 21]

21 Wa Al-Ladhīna Yaşilūna Mā ʻAmara Al-Lahu Bihi ʻAn Yūşala Wa YakhshawnaRabbahum Wa Yakhāfūna Sūʼa Al-Ĥisāb (Sūrat ar-Raʿd)

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

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

Abu Huraira (رضي الله عنه) reported that the Prophet (ﷺ) said,

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

- Maintaining the bonds of kinship is evidence of .....

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The Faithful Are Brothers



We classify

We classify the followinng acts according to the following table:

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

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

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I look at the pictures and complete:

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

.....



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

.....

I want to enter Paradise. Therefore, I maintain the bonds of my kinship and

offer them ..... to express my love and respect for them and share their sorrows with them.



I want to enter Paradise. Therefore, I keep in touch with my kins, invite them to

visit me and ..... during events and eids.



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

..... to cure them of diseases.

I want to enter Paradise. Therefore, I keep in touch with my

kins, and ..... If they need anything.

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I find a solution



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

What would happen if:

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

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

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





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I read and imitate

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

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

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



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

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I organize my concepts

Maintaining Kinship

Actions that help maintain the bonds of kinship:

Seeking help from Allah (تعالى),

visits to .....

And .....

Actions that must be avoided because they cut off the bonds of kinship:

Cruelty, envy, ..., and

.....

Actions that must be avoided because they cut off the bonds of kinship:

Cruelty, envy, ..., and

.....

One of the greatest acts of maintaining the bonds of kinship is to keep in touch

with .....

Maintaining the bonds of kinship is an obligation and one of the causes of being admitted into Paradise, while cutting them off is an act of disobedience.

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I train to recite the Holy Qur'an

Allah (تعالى) says:

قَالَ تَعَالَىٰ: ﴿يَٰٓأَيُّهَا ٱلنَّاسُ ٱتَّقُواْ رَبَّكُمُ ٱلَّذِي خَلَقَكُم مِّن نَّفْسٍ وَٰحِدَةٍ وَخَلَقَ مِنْهَا زَوْجَهَا وَبَثَّ مِنْهُمَا رِجَالًا كَثِيرًا وَنِسَآءً ۚ وَٱتَّقُواْ ٱللَّهَ ٱلَّذِي تَسَآءَلُونَ بِهِۦ وَٱلْأَرْحَامَ ۚ إِنَّ ٱللَّهَ كَانَ عَلَيْكُمْ رَقِيبًا﴾

[سورَةُ النساء: 1]

1Yā ʻAyyuhā An-Nāsu Attaqū Rabbakumu Al-Ladhī Khalaqakum Min NafsinWāĥidatin Wa Khalaqa Minhā Zawjahā Wa Baththa Minhumā Rijālāan Kathīrāan Wa Nisā'anWa Attaqū Al-Laha Al-Ladhī Tasā'alūna Bihi Wa Al-'Arĥāma 'Inna Al-Laha Kāna `Alaykum Raqībā

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

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My Imprint



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



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





The Faithful Are Brothers

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Student Activities

I answer by myself

Activity One:

What do I do in the following cases?

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

Activity Two:

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

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

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Parental Aunt Salama



Umm Rashid



Jameela



Abu Rashid



Ahmed



Grandfather



Maternal Uncle Mohammed



Grandmother



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Enriching my experience

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

I assess myself

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

	The Behavior	Always	Some-times	Never
1	I receive my relatives cheerfully with a smile and welcome them.	☐	☐	☐
2	I visit my maternal and parental relatives with my parents.	☐	☐	☐

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

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

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An Enriching Story



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

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

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UNIT
6

Our Environment is our Responsibility



Ser. No.	Domain	Theme	Lesson
1	Identity and Contemporary Issues	Contemporary Issues	The Grace of Water
2	Divine Revelation	The Holy Qur'an	Surat Az-Zalzalah
3	The Prophet's Biography and Personalities	The Prophet's Biography	The Prophet (ﷺ) Loves His Neighbors
4	Divine Revelation	The Noble Hadith	The Taste of Faith
5	Divine Revelation	The Holy Qur'an	Surat Al-Qari'ah

The General Outcomes of the Unit





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This unit teaches me to

- show the importance of water as a source of life.
- enumerate the means of protecting and preserving water resources.
- describe the risks of pollution to environment, earth and human beings.
- conclude that preserving Allah's blessings on earth (e.g., water, plants .. etc.) is a national and legal duty.
- Demonstrate the efforts exerted by the UAE to protect the environment.
- read Surat *Az-Zalzalah* properly and correctly.
- recite Surat *Az-Zalzalah* from memory.
- clarify the meanings of terms mentioned in the Surah.
- explain the overall meaning of the holy Surah.
- state how Allah's Messenger (ﷺ) treated his neighbors.
- describe the neighbor's rights that Islam calls for.
- talk about how to follow the example of Prophet Muhammad (ﷺ) in treating neighbors.
- read the Noble Hadith from memory.
- explain the overall meaning of the Hadith.
- infer the guidelines contained in the Noble Hadith.
- read Surat *Al-Qari'ah* properly and correctly.
- recite Surat *Al-Qari'ah* from memory.
- clarify the meanings of terms mentioned in the Surah.
- explain the overall meaning of the holy Surah.

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Lesson One

The Grace of Water

1

This lesson teaches me to

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

I take the initiative to learn

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









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I use my skills to learn

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



Allah (تعالى) said:

قالَ اللّٰهُ تَعالى: ﴿ هُوَ ٱلَّذِىٓ أَنزَلَ مِنَ ٱلسَّمَآءِ مَآءً لَّكُم مِّنْهُ شَرَابٌ وَمِنْهُ شَجَرٌ فِيهِ تُسِيمُونَ ﴿١٠﴾
يُنۢبِتُ لَكُم بِهِ ٱلزَّرْعَ وَٱلزَّيْتُونَ وَٱلنَّخِيلَ وَٱلْأَعْنَٰبَ وَمِن كُلِّ ٱلثَّمَرَٰتِ ۗ إِنَّ فِى ذَٰلِكَ لَءَايَةً لِّقَوْمٍ
يَتَفَكَّرُونَ ﴿١١﴾ وَسَخَّرَ لَكُمُ ٱلَّيْلَ وَٱلنَّهَارَ وَٱلشَّمْسَ وَٱلْقَمَرَ ۖ وَٱلنُّجُومُ مُسَخَّرَٰتٌۢ بِأَمْرِهِۦٓ ۗ إِنَّ فِى
ذَٰلِكَ لَءَايَٰتٍ لِّقَوْمٍ يَعْقِلُونَ ﴿١٢﴾ وَمَا ذَرَأَ لَكُمْ فِى ٱلْأَرْضِ مُخْتَلِفًا أَلْوَٰنُهُۥ ۗ إِنَّ فِى ذَٰلِكَ لَءَايَةً
لِّقَوْمٍ يَذَّكَّرُونَ ﴿١٣﴾ وَهُوَ ٱلَّذِى سَخَّرَ ٱلْبَحْرَ لِتَأْكُلُوا۟ مِنْهُ لَحْمًا طَرِيًّا وَتَسْتَخْرِجُوا۟ مِنْهُ
حِلْيَةً تَلْبَسُونَهَا ۖ وَتَرَى ٱلْفُلْكَ مَوَاخِرَ فِيهِ وَلِتَبْتَغُوا۟ مِن فَضْلِهِۦ وَلَعَلَّكُمْ تَشْكُرُونَ
﴿١٤﴾ [سورَةُ النَّحْلِ]

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

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Our Environment is our Responsibility

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

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

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

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

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

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I read and conclude


(Water is the secret of life)

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

Allah (تعالى) said:

قَالَ اللّٰهُ تَعالى: ﴿ وَجَعَلْنَا مِنَ ٱلْمَآءِ كُلَّ شَىْءٍ حَىٍّ ﴾ [سورَةُ الأَنْبِياءِ: 30]

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

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

- What was Adnan's mistake?

.....

- What are the creatures that benefit from water?

.....

- What are uses of water in life?

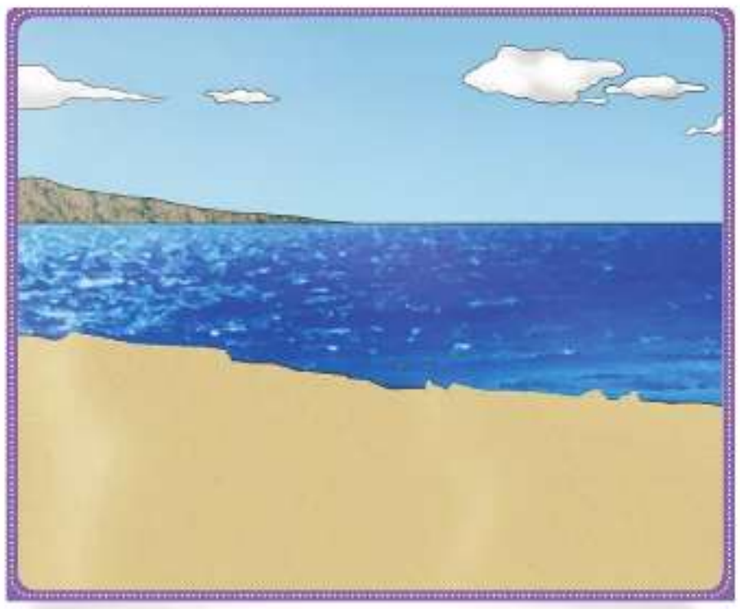
.....

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

.....

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I notice and answer








- What is the common element in these pictures?

.....

- How is it important to you?

.....

- Identify five of its sources:

.....

.....

.....

.....

Our Environment is our Responsibility

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I cooperate with my classmates

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

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

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We expect

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

- .....
- .....

Expected Result

- .....
- .....

I imagine

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

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



Our Environment is our Responsibility

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We watch a video about water pollutants and define:

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

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







Water pollutio

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

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

I read and notice:



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

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

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

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



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



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

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

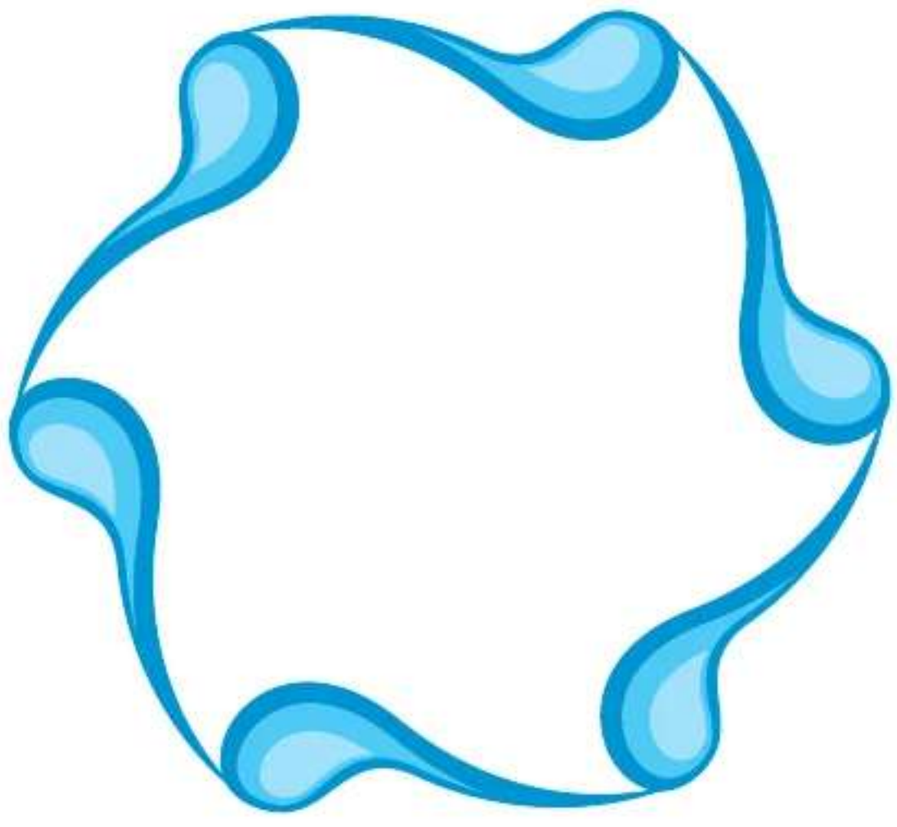






I apply

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



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I organize my concepts:

The grace of water

The importance of water

Water is the source of life on earth for all creatures;

without it, there would have been no life on earth.

How to protect water resources: people should:

- avoid excessive use.
- avoid throwing waste and dead animals into water.

The risks of water pollution to the environment, soil and human beings:

- Direct harmful effects on human health causing dangerous diseases.
- Aquatic creatures are poisoned due to increased chemical pollutants.
- Nature loses its beauty, splendor and grace.
- .....

UAE efforts to protect the environment:

- The establishment of environmental bodies and institutions.
- Expanding the green areas and combating desertification.
- .....

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I train to recite the Holy Qur'an

Allah (تعالى) says:

﴿ وَأَنزَلْنَا مِنَ ٱلْمُعْصِرَٰتِ مَآءً ثَجَّاجًا ﴿١٤﴾ لِّنُخْرِجَ بِهِۦ حَبًّا وَنَبَاتًا ﴿١٥﴾ وَجَنَّٰتٍ أَلْفَافًا ﴿١٦﴾ ﴾ [سورَةُ النَّبَأ: 16]

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

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

My imprint



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



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

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Student Activities

I answer by myself

Activity One:

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

He uses water excessively when cleaning his teeth.	Protecting water from pollution.
He urinates in the pool when swimming.	Water becomes unclean and becomes unsuitable for drinking, ablution and washing.
He avoids leaving water tanks uncovered.	Water grows less and is depleted.

Activity Two:

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





.....

.....

.....

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Activity Three:

I complete the following phrases:

- The "UAE Water Aid Foundation (Suqia) (*Arabic*: سُقيا) Initiative" was lunched by Sheikh:

.....

مبادرات محمد بن راشد آل مكتوم العالمية
Mohammed Bin Rashid
Al Maktoum Global Initiatives

سقيا الإمارات
UAE WATER AID

- The goal of the Initiative is:

.....

Enriching my experience

I search:

I do a search on:

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

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

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

.....

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

.....

.....

I assess myself

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

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

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

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

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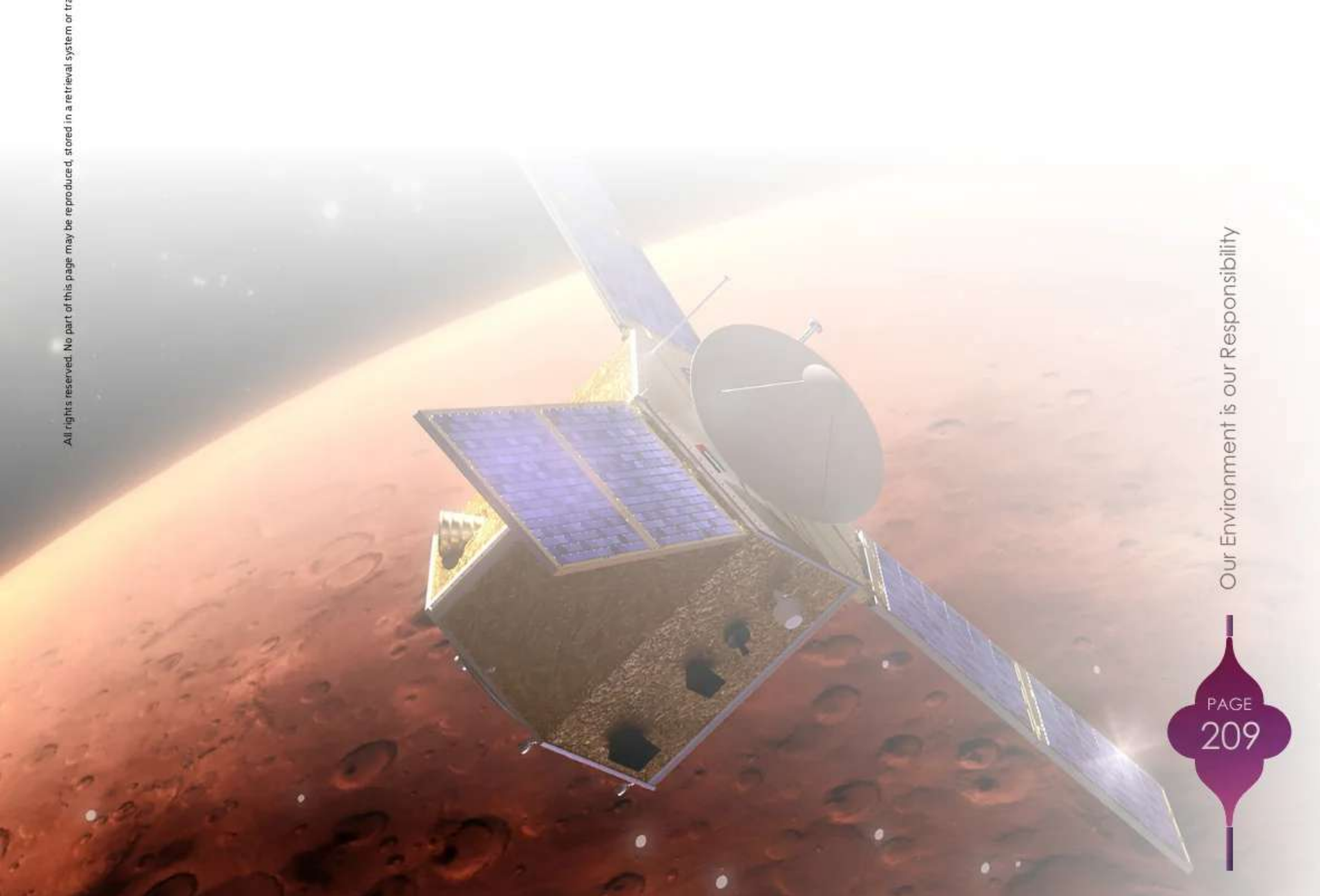
Enriching information

Industries and Innovations

How would I benefit from the "Hope Probe"?

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

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



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



Innovation



I will benefit from it in

.....

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I will invent and add:

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Innovation



I will benefit from it in

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I will invent and add:

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Innovation

I will benefit from it in:

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I will invent and add:

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Innovation

I will benefit from it in:

.....

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I will invent and add:

.....

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Lesson

Surat Az-Zalzalah

(The Earthquake)

2

This lesson teaches me to

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

I take the initiative to learn

I notice and answer

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



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I use my skills to learn

I recite and memorize:

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

﴿إِذَا زُلْزِلَتِ ٱلْأَرْضُ زِلْزَالَهَا ﴿١﴾ وَأَخْرَجَتِ ٱلْأَرْضُ أَثْقَالَهَا ﴿٢﴾ وَقَالَ ٱلْإِنسَٰنُ مَا لَهَا ﴿٣﴾
يَوْمَئِذٍ تُحَدِّثُ أَخْبَارَهَا ﴿٤﴾ بِأَنَّ رَبَّكَ أَوْحَىٰ لَهَا ﴿٥﴾ يَوْمَئِذٍ يَصْدُرُ ٱلنَّاسُ أَشْتَاتًا لِّيُرَوْا
أَعْمَٰلَهُمْ ﴿٦﴾ فَمَن يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُۥ ﴿٧﴾ وَمَن يَعْمَلْ مِثْقَالَ ذَرَّةٍ
شَرًّا يَرَهُۥ ﴿٨﴾﴾ [سورَةُ الزلزلة]

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

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

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

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I learn the meanings of terms mentioned in the Surah:

اَلْأَرْضُ زِلْزَالَهَا *ardu zil zaalaha*	the earth is shaken very strongly.
أَثْقَالَهَا *athqaalaha*	everything inside the earth.
أَشْتَاتًا *ashtata*	in scattered groups.
مِثْقَالَ ذَرَّةٍ *mithqala dharratin*	very tiny amount.

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

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

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

I imagine

People's conditions when the earth is shaken viloently.

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I Discover

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

﴿يَوْمَئِذٍ تُحَدِّثُ أَخْبَارَهَا﴾ ①

Yawmaa idhin tuhad dithu akhbaaraha)

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

﴿يَوْمَئِذٍ يَصْدُرُ ٱلنَّاسُ أَشْتَاتًا﴾ ②

Yawma idhiny yas durun naasu ashtata

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

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I talk about

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











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

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



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I criticize:

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

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

I conclude

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





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I cooperate with my classmates

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

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

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

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

I share my thoughts

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

.....

.....

.....

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I organize my concepts

On the Day of Judgment, Allah will judge people for

.....

After judgment, people are divided into .....:

Those who have done..... deed	Those who have done..... deed
will enter.	will enter Hellfire.

I train to recite the Holy Qur'an

Allah (ﷻ) said:

قَالَ تَعَالَىٰ: ﴿يَٰٓأَيُّهَا ٱلنَّاسُ ٱتَّقُواْ رَبَّكُمْۚ إِنَّ زَلْزَلَةَ ٱلسَّاعَةِ شَيْءٌ عَظِيمٌ ۝١﴾

[الحج:١]

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

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

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My imprint



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



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

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Khalifa Bin Zayed Al Nahyan Foundation

الهلال الأحمر الإماراتي
Emirates Red Crescent

المدينة العالمية للخدمات الإنسانية
INTERNATIONAL HUMANITARIAN CITY

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

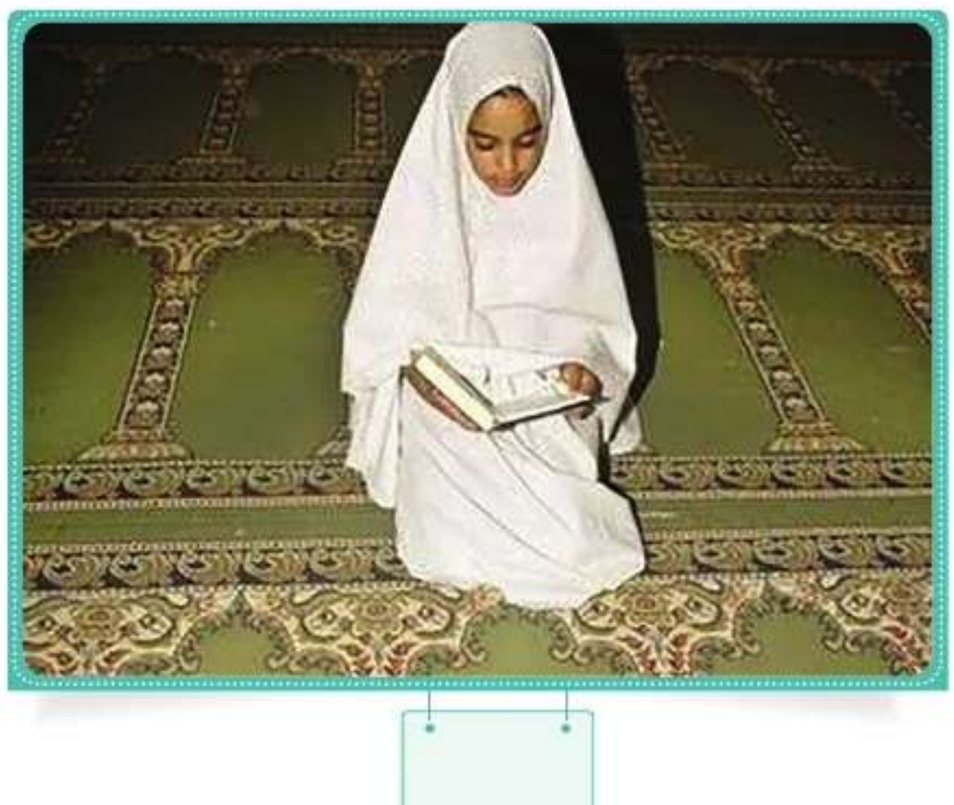
Student Activities

I answer by myself

Activity One:

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









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Activity Two:

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

إِذَا زُلْزِلَتِ ٱلْأَرْضُ	أَثْقَالَهَا
[Idhaa zul zilatil ardu]	*[athqaalaha]*
(When the earth is shaken)	*(burdens)*
وَأَخْرَجَتِ ٱلْأَرْضُ	لَهَا
[Wa akh rajatil ardu]	*[laha]*
(And the earth throws out its)	*(it)*
وَقَالَ ٱلْإِنسَٰنُ	أَخْبَارَهَا
[Wa qaalal insaanu]	*[akhbaaraha]*
(And man says)	*(its news)*
يَوْمَئِذٍ تُحَدِّثُ	مَا لَهَا
[Yawmaa idhin tuhad dithu]	*[ma laha]*
(That Day, it will declare)	*"What is [wrong] with it?"*
بِأَنَّ رَبَّكَ أَوْحَىٰ	زِلْزَالَهَا
[Bi-anna rabbaka awhaa]	*[zil zaalaha]*
(Because your Lord has commanded)	*(its [final] earthquake)*

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Activity Three:

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

Enriching my experience

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

I assess myself

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

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

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

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

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Lesson 3

The Prophet (ﷺ) Loves his Neighbors

This lesson teaches me to:

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

I take the initiative to learn

I read and answer

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

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



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Our Environment is our Responsibility

I use my skills to learn

I read and conclude

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

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



("I was sent to perfect good character.")

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

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I read, conclude and complete

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

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

Mother: Have you really cheated?

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

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

Noura: What are these rights?

Mother: They can be summarized as follows:



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3 The Prophet (ﷺ) Loves his Neighbors



He should be greeted and received cordially



His family should be taken care of in his absence



..... if he is poor



We should not .....

him in word or in deed, his ..

....., be patient with

him and forgive him



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





We should accept his

.....

if he holds a feast)

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

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

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

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

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

I read and arrange

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

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



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I cooperate with my classmates

We read and conclude

The Messenger of Allah (ﷺ) said:

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

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

.....

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

.....

.....

.....



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1. The Messenger of Allah (ﷺ) said:

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

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

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

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

- How do you treat your non-Muslim neighbor?



We solve a problem

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

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

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- I state a possible cause of the problem:

- I suggest a solution to the problem:

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We expect and answer orally



What do we expect to happen in the following situations?

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

We read and follow the example

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

The Prophet (ﷺ) said:

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



FORBEARANCE IS THE MASTER OF MORALITY

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



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

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



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I organize my concepts:

Treating neighbors with kindness

Some of the neighbor's rights

- He should be greeted and received cordially and cheerfully
- Poor neighbors should be offered the help they need
- Gifts are to be offered to a rich neighbor to honor him and earn his love and affection
- We should accept the neighbor's invitation when he holds a feast
- We should pay ill neighbor a visit and pray to Allah to cure him. We congratulate him in times of good fortune and console him in times of misfortune
- We should not do harm to our neighbor both in word and in deed
- We should not do harm to our neighbor both in word and in deed
- His family should be taken care of in his absence

Effects of treating neighbors with kindness on individual and society at large

- Individuals win the pleasure of Allah and will be rewarded with Paradise
- Feelings of love and affection are strengthened among neighbors
- Societies will live in peace and security.

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I train to recite the Holy Quran

Allah (ﷻ) said:

﴿وَٱعۡبُدُواْ ٱللَّهَ وَلَا تُشۡرِكُواْ بِهِۦ شَيۡـٔٗاۖ وَبِٱلۡوَٰلِدَيۡنِ إِحۡسَٰنٗا وَبِذِي ٱلۡقُرۡبَىٰ وَٱلۡيَتَٰمَىٰ وَٱلۡمَسَٰكِينِ وَٱلۡجَارِ ذِي ٱلۡقُرۡبَىٰ وَٱلۡجَارِ ٱلۡجُنُبِ وَٱلصَّاحِبِ بِٱلۡجَنۢبِ وَٱبۡنِ ٱلسَّبِيلِ وَمَا مَلَكَتۡ أَيۡمَٰنُكُمۡۗ إِنَّ ٱللَّهَ لَا يُحِبُّ مَن كَانَ مُخۡتَالٗا فَخُورًا ٣٦﴾ (سورة النساء)

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

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

My imprint



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



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

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Our Environment is our Responsibility

Student Activities

I answer by myself

Activity One:

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

I expect:

- Why did Suleiman's neighbors love him?

.....

- How would Suleiman feel toward his neighbors?

.....

.....

Activity Two:

- What would you do in the following situations?

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

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Activity Three:

We identify the result of each of the following deeds:

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

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

.....

Enriching my experience

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

I assess myself

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

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

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Lesson Four

The Taste of Faith

4

This lesson teaches me to

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

I take the initiative to learn

I notice and expect

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



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

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

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Our Environment is our Responsibility

I use my skills to learn

I read and memorize:

The Noble Hadith

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

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

Meaning of terms mentioned in the Hadith:

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

I read the overall meaning of the Hadith and answer:

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

- When does man feel the sweetness of faith?

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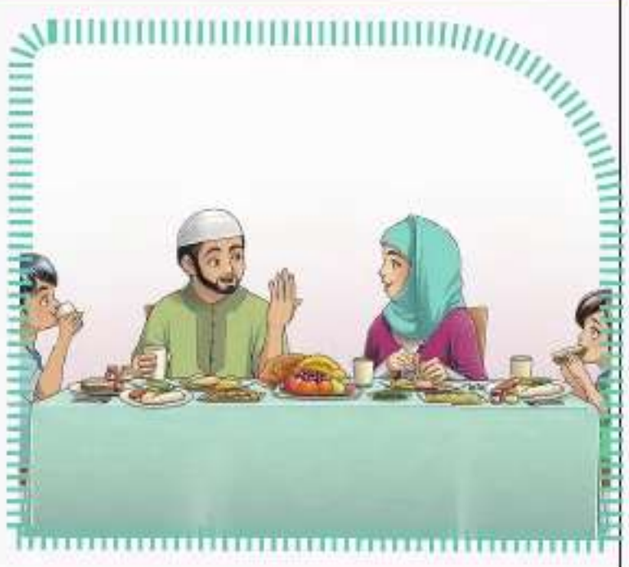
Our Environment is our Responsibility

I think and complete

I believe in Allah, ... , ... , ... , ... and ..... .

I consider the following situations and write:

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

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

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

I express and complete



- They are doing good deeds. They are: .....

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I talk about

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

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

Whoever is content with our Master Muhammad (ﷺ) as a Messenger of

Allah has tasted the ..... and live happily.

I think and answer

- I am the origin of devotion and the key to Islam and Paradise. Who am I?

.....

- I am one of the pillars of religion. I meet you five times day and night. Who am I?

.....

- I join together the rich and the poor and spread love among people. Do you know me?

.....

- I have been imposed upon you by Allah () once in a lifetime; I gather people from all over the world. Who am I?

.....

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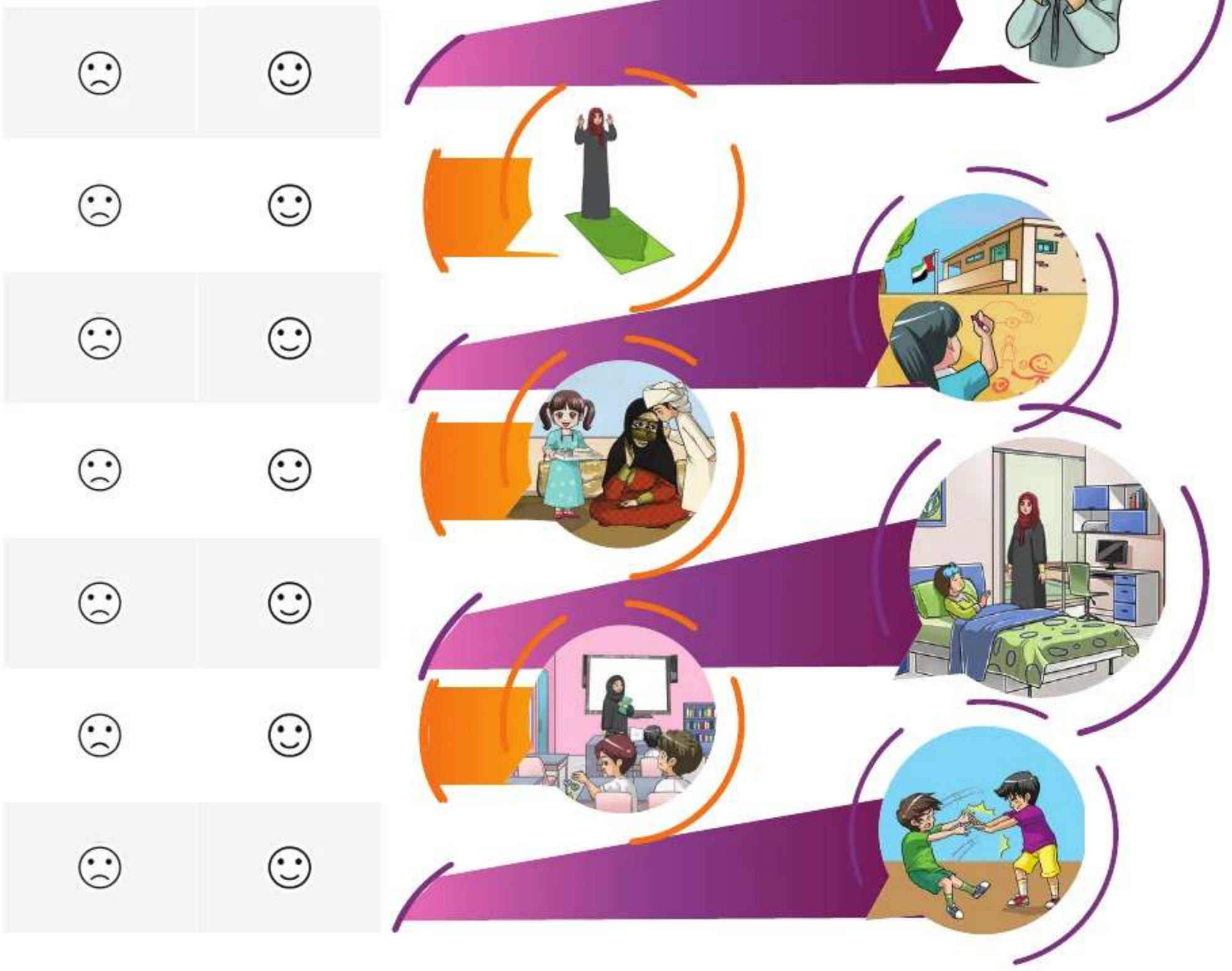
- I visit you in a holy month during which the Qur'an was revealed. I tend to teach you how to be patient. Who am I?

.....

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

I comment and color

In the following images, I color the sign ☺ for the correct behavior and the sign ☹ for the incorrect one:



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(I bear witness that there is no God but Allah

and that Muhammad is His servant and messenger.

I am content with Allah as my Lord, with

Muhammad as my Prophet and with Islam

as my religion)



I follow the example and repeat:



I cooperate with my classmates:

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

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

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

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

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

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

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

We classify:

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

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

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

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



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



I organize my concepts

Tasting the (Sweetness of) Faith

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

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

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

I train to recite the Holy Quran

Allah (ﷻ) said:

﴿ وَمَن يُطِعِ ٱللَّهَ وَرَسُولَهُۥ وَيَخۡشَ ٱللَّهَ وَيَتَّقۡهِ فَأُوْلَٰٓئِكَ هُمُ ٱلۡفَآئِزُونَ ﴾ (النور)

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

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

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Our Environment is our Responsibility

My Imprint



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



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

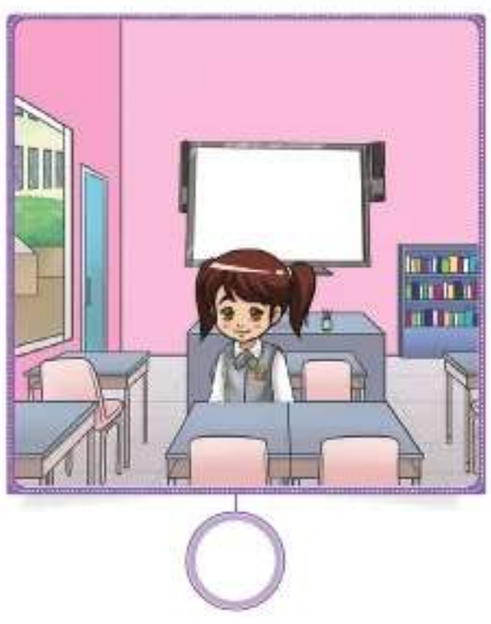
Student Activities

I answer by myself

Activity One:

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









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Activity Two:

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

.....;.....

Enriching my experience

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

I assess myself

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

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

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

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

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Lesson Five

Surat *Al-Qari'ah*

5

This lesson teaches me

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

I take the initiative to learn

I notice and expect



Well done, my son. May Allah bless you



May Allah reward you well



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

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

I use my skills to learn

I recite and memorize:

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

ٱلْقَارِعَةُ ﴿١﴾ مَا ٱلْقَارِعَةُ ﴿٢﴾ وَمَآ أَدْرَىٰكَ مَا ٱلْقَارِعَةُ ﴿٣﴾ يَوْمَ يَكُونُ ٱلنَّاسُ
كَٱلْفَرَاشِ ٱلْمَبْثُوثِ ﴿٤﴾ وَتَكُونُ ٱلْجِبَالُ كَٱلْعِهْنِ ٱلْمَنفُوشِ ﴿٥﴾ فَأَمَّا مَن
ثَقُلَتْ مَوَٰزِينُهُۥ ﴿٦﴾ فَهُوَ فِى عِيشَةٍ رَّاضِيَةٍ ﴿٧﴾ وَأَمَّا مَنْ خَفَّتْ مَوَٰزِينُهُۥ ﴿٨﴾
فَأُمُّهُۥ هَاوِيَةٌ ﴿٩﴾ وَمَآ أَدْرَىٰكَ مَا هِيَهْ ﴿١٠﴾ نَارٌ حَامِيَةٌۢ ﴿١١﴾ [سورة القارعة]

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

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

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I understand the meanings of terms mentioned in the Surah:

ٱلْقَارِعَةُ *Al qaari'ah*	The Day of Judgment.
كَٱلْفَرَاشِ ٱلْمَبْثُوثِ *kal farashil mabthooth*	like moths scattered around.
كَٱلْعِهْنِ ٱلْمَنفُوشِ *kal 'ihnil manfoosh*	like fluffy, blown-up and light wool that can be easily moved by air.
فَأُمُّهُۥ *Fa-ummuhu*	the front of the head.
هَاوِيَةٌ *haawiyah*	falls down very quickly.

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

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

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



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I find out and complete

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

I speak

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

I compare and clarify

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

I discover

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



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Our Environment is our Responsibility

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

....

I cooperate with my classmates

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

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



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

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

I think and decide

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

I contemplate on the creation of Allah:

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



I organize my concepts

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

Those who perform..... deeds will enter ..... .

Those who perform ..... deeds will enter ..... .

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I train to recite the Holy Qur'an

Allah (ﷻ) said:

﴿فَمَن يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُۥ ۝٧ وَمَن يَعْمَلْ مِثْقَالَ ذَرَّةٍ شَرًّا يَرَهُۥ ۝٨﴾ (الزلزلة)

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

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

My imprint



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



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

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Student Activities

I answer by myself

Activity One:

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









Activity Two:

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

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

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Activity Three:

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

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

Activity Four:

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

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Enriching my experience

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

I assess myself

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

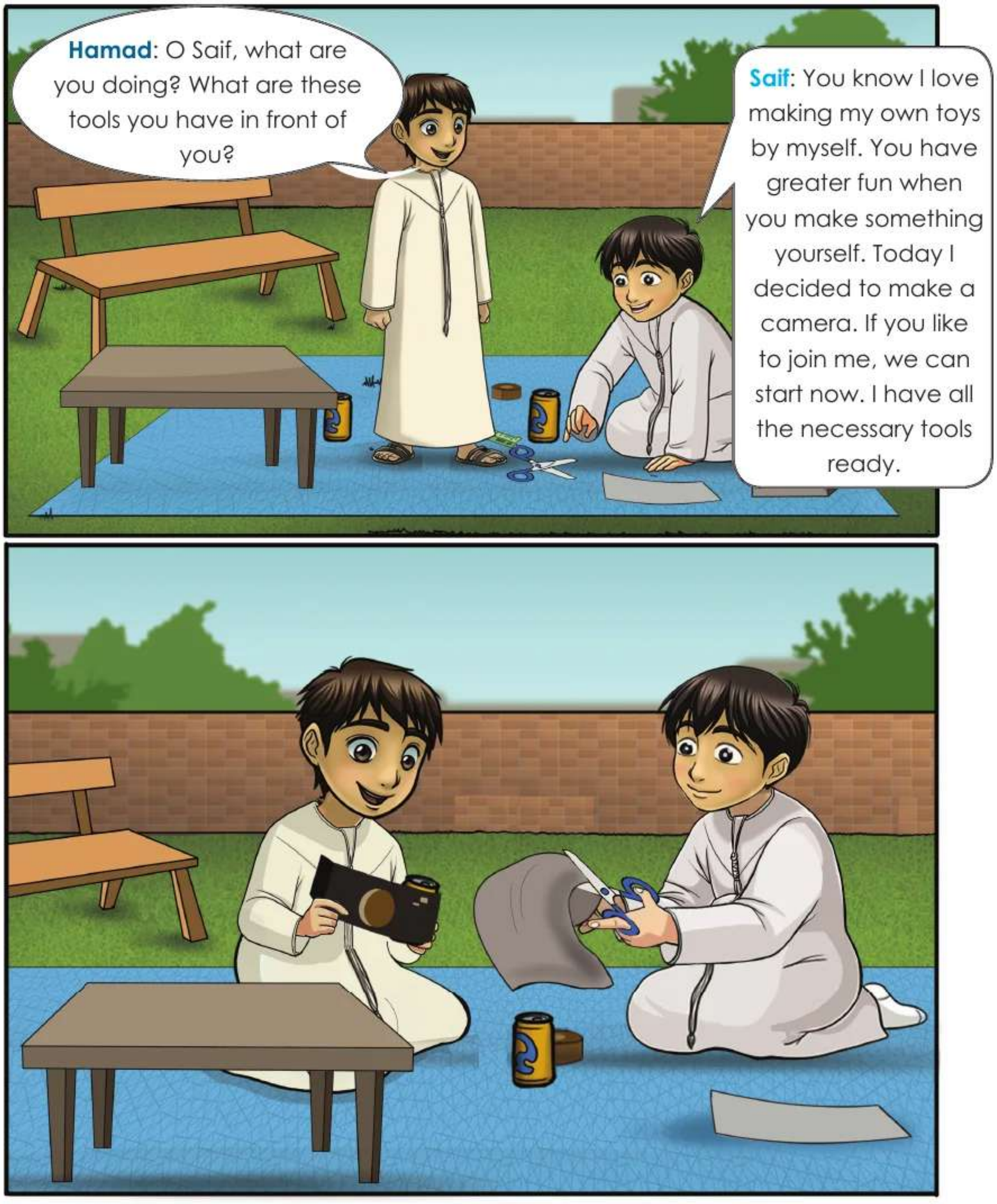
Ser. No.	Behavior	Always	Some-times	Never
1	I am keen on performing good deeds in order to make my scale heavier on the Day of Judgment.			

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

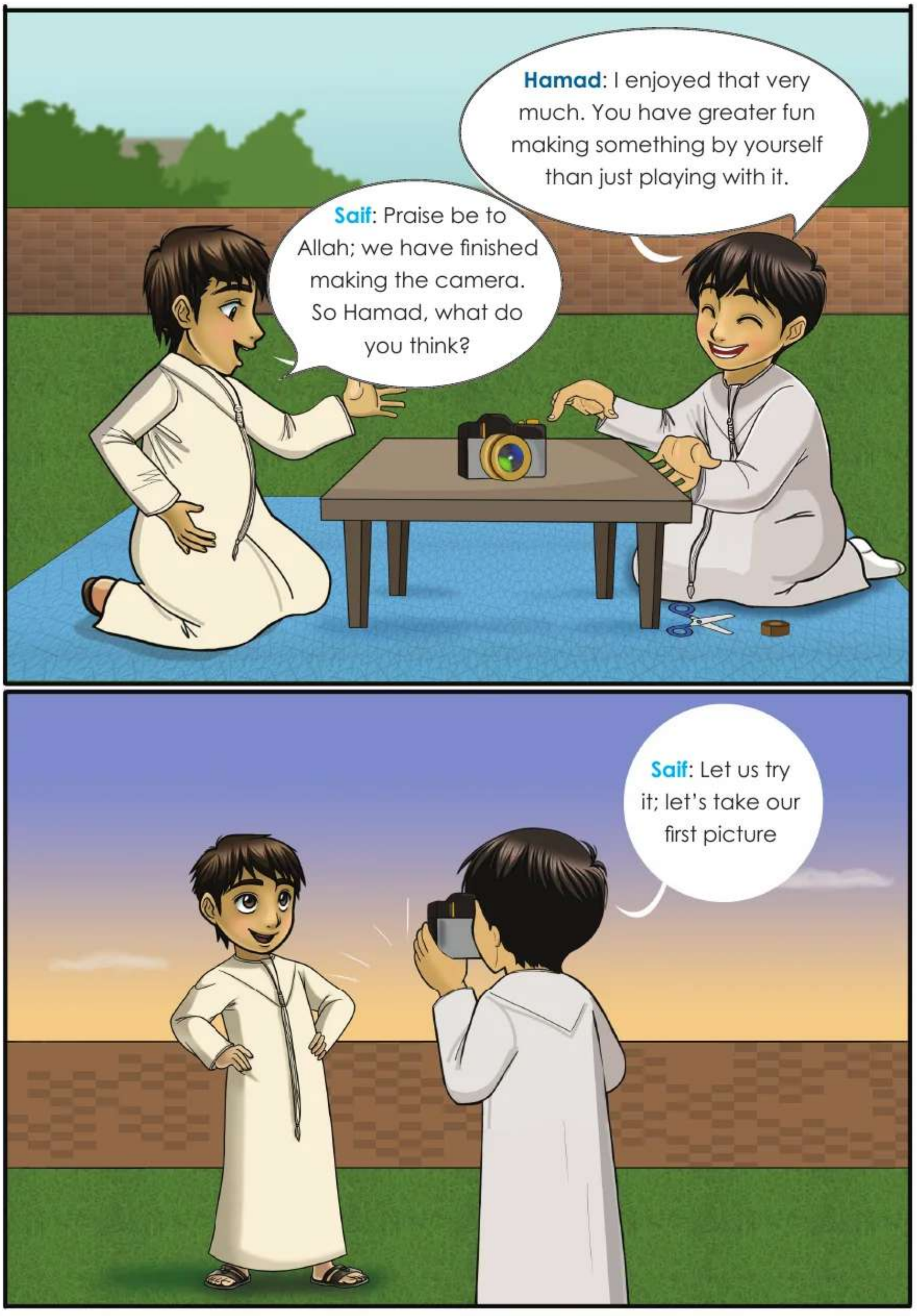
Ser. No.	Learning Aspect	Excellent	Good	Acceptable
1	My ability to read Surat Al-Qari'ah properly and correctly.			
2	My ability to recite Surat Al-Qari'ah from memory.			
3	My ability to clarify the meanings of terms mentioned in the Surah.			
4	My ability to explain the overall meaning of the holy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

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The little inventor



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