Islamic Education

Grade 4
Student Book

Part One

A Pilot Edition
1438-1439 AH / 2017-2018 AD

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

Dear Student,

Al Diwan App

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“Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work. We succeeded in entering the third millennium, while we are more confident in ourselves.”

H.H. Sheikh Khalifa Bin Zayed Al Nahyan
President of the United Arab Emirates
We succeed in extending the Islamic Millennium without the usual convoluted, bureaucratic structures which determine the next move.

H. Sheikh Khalifa bin Zayed Al Nahyan
President of the United Arab Emirates
The Meanings of the United Arab Emirates Flag Colors

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

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

- White symbolizes goodness, welfare and giving, as well as the State's approach of supporting peace and security all over the world.
- Green symbolizes growth, prosperity, green environment, cultural revival in the country.
- Black symbolizes the strength, staunchness and might of the people of the State, as well as the rejection of injustice and extremism.
- Red symbolizes the sacrifices of the Pre-Union generation, and of the nation's martyrs who sacrificed their lives to protect the homeland's achievements and gains.

The UAE Vision 2021

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

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

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

United in Prosperity
- Long and healthy life.
- First-class educational system.
- Well-rounded lifestyles.
- Environmental protection.
Fatwas

Answered by: The Official Fatwa Centre in the United Arab Emirates

1. Free Fatwa line (8 am – 8 pm) (Arabic – English – Urdu): [8002422]
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3. Public Fatwas through the website (24/7): www.awqaf.gov.ae
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Introduction

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

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

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

The book has sought to translate the curriculum standards into comprehensive content, identifying the learning outcomes at the beginning of each lesson under the heading: ‘I Learn from this Lesson.’


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

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

The book aims to realize the attributes of Emirati students, strengthen their loyalty and belonging to their homeland, protect them from the ideas of extremism and terrorism, develop the skills of thinking in particular, and those of the 21st century in general, and achieve the requirements of sustainable development.
The book focuses on the religious knowledge and concepts that students need to acquire. It links them to contemporary life in accordance with the teachings of Islam, which are based on the concepts of moderation, balance, tolerance, love, peace, cohesion, harmony, respect for human dignity, renunciation of violence and hatred, positivity, and individual and communal responsibility. Moreover, the book attaches importance to developing performance skills that relate to Islamic education and has placed special emphasis on Islamic values in order to build conscious personalities that adhere to their religion, and take pride in their heritage, contribute to nation building and open new horizons of cooperation to promote common human values.

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

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

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

May Allah grants success
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Unit 1:
The Strong Believer
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<thead>
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<th>Ser. No.</th>
<th>Field</th>
<th>Theme</th>
<th>Lesson</th>
<th>Learning Outcome</th>
</tr>
</thead>
</table>
| 1       | Values and Manners of Islam                | Manners of Islam              | Etiquette of entering or leaving a house                    | ♦ He learns the supplication on entering and leaving a house.  
♦ He applies the etiquette of entering or leaving a house. |
| 2       | Divine Revelation                          | The Holy Qur’an               | Surat Al-Burouj                                             | ♦ He recites Surat Al-Burouj properly.  
♦ He learns Surat Al-Burouj by heart properly.  
♦ He explains the vocabulary of the verses.  
♦ He explains the general meaning of the verses. |
| 3       | Divine Revelation                          | The Holy Qur’an               | The rules of Tajweed (reciting the Holy Qur’an)             | ♦ He explains Lam Shamsiyah (J) which is not pronounced, and Lam Qamariyah, which is pronounced.  
♦ He mentions the rules for pronouncing the name of Allah (الله).  
♦ He applies the rules of the two kinds of lam (J) and that of the name of Allah. |
| 4       | Divine Revelation                          | The Prophet’s Hadith          | The strong believer                                         | ♦ He learns by heart the hadith: “A strong believer is better ...”  
♦ He explains the general meaning of the hadith.  
♦ He finds out how one can be a believer who is beneficial to people.  
♦ He explains the effect of connection with Allah. |
| 5       | The Life of the Prophet and Personalities  | The Prophet’s Life            | The beginning of the Call to Islam                          | ♦ He explains that the Messenger of Allah, peace be upon him, began calling to Islam through wisdom and good advice.  
♦ He mentions first Muslims.  
♦ He explains the attitudes towards Prophet Muhammad’s call (peace be upon him). |
| 6       | The Life of the Prophet and Personalities  | Personalities                 | The Mother of the Faithful: Zaynab Bint Khuzayma            | ♦ He mentions aspects of the life of Zaynab Bint Khuzayma.  
♦ He learns lessons from the life of Zaynab Bint Khuzayma. |
I mention what I do before I enter the house:

In the morning of a sunny day, the family sat down in the house garden, enjoying the beautiful atmosphere. Their father was taking care of plants, while Ahmad was reviewing his lessons, and Fatima was helping her mother cook food. Suddenly, a ball fell from the neighboring house! The family was surprised by their neighbor's son climbing the wall of the house very quickly to take the ball, then running away.

**Father:** What do you think about the behavior of the neighbor's son?

**Fatimah:** It is wrong behavior that annoyed us.

**Father:** What wrong has he done?

**Ahmad:** He has done something seriously wrong, Dad. It is like attacking us in our house.

**Mother:** If you were in his place, what would you do?

**Ahmad:** We would ring the doorbell and ask for permission to enter and take the ball.

**Father:** May Allah bless you, Ahmad. This is a correct behavior that Islam recommends. Asking for permission saves the household from trouble, respects their privacy and teaches Muslims beautiful educational etiquette.

**Mother:** What about a game from which we can learn some prayers to say on entering and leaving the house so that Allah may keep us safe?

**Fatimah and Ahmad:** Let's play the game, Mom!
1. I decide:

- The prayer on entering one’s home
  "In the Name of Allah we enter, and in His Name we exit. We put our trust in our Lord.
  O Allah we enter the day time and the evening and die with your power and to You we return.

- The prayer on leaving one’s home
  "In the Name of Allah! I put my trust in Allah. There is no power or might except with Allah.
  O Allah, inspire me to be rightly guided and protect me from the evil of myself.

2. I put into practice

**The etiquette of entering the house:**
- Asking for permission
  I say: “In the name of Allah”, and enter with my right foot first
- I say the prayer for entering the house
- I greet those in the house with “Assalamu Alaykum”, which means: Peace be upon you.

**The etiquette of leaving the house:**
- I ask my parents for permission before leaving.
- I greet those in the house with “Assalamu Alaykum”, which means: Peace be upon you.
- I say the prayer for leaving the house.
Lesson One

3 I observe and imitate

- I obey my parents and help them with all matters.
- If a guest visits us, I will welcome him. I respect my elder brothers and treat my younger brothers kindly.
- I ask permission before entry and keep the house quiet and clean.

4 I cooperate with my classmates:

- I write down the useful, positive acts that I do at home.

5 I think

- What is the benefit of observing the etiquette of entering and leaving the house?

6 I reflect

- What would happen if community members did not follow proper etiquette at home?

7 I think to be creative

- My friend came to visit me at home. I noticed he did not follow a Muslim's etiquette on entering the house and during his stay with me.
- I write down a number of ideas that I can carry out to guide my friend to proper etiquette without embarrassing him.
I organize my concepts

Home Etiquette

On entering

At home

On leaving

I recite the Holy Qur'an

فاَإِذَا دَخَلَتُوا بُيوتاً فَسَلَّمُوا عَلَى أُنْفِسَكُمْ وَصَلِّيْنَّا عَلَى عِبَادِكُمْ مُنْتَجِمِينَ مِنْ وَلَدِ عَلَى وَلَدٍ مُّبَارَكٍ طَيِّبٌ [ات nickname:61]

[aatikum aw maa malaktum mafaathahoo aw scdeeqikum; laisa 'alaikum junaahun an taakuloo jamree'an aw ashtaata; fa idhaa dakhaltum buyootan fasallimoo 'alaa anfusikum tahiyyatam min 'indil laahi mubaarakatan taiyibah;]

“But when you enter houses, salute one another with a greeting from Allah, blessed and sweet.” (Surat: An-Nur)

My Imprint

My behavior is my responsibility:

- I make sure to follow the etiquette on entering the house with:
  
  My neighbors

  My friends

I love my country:

- I write a number of things in which I improve better relations in our home and community.
Lesson One

Student's Activities

I answer by myself:

1 Activity One

<table>
<thead>
<tr>
<th>Ser No.</th>
<th>Attitudes</th>
<th>Agree</th>
<th>Disagree</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>He enters the house without greeting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>He kisses the head of his parents when he returns home.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>He climbs walls and does not enter through the door.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>He keeps quiet at home.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>He reads the supplications on entering and leaving the house.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>He puts his shoes in the allocated place on entering.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I give my opinion on the following attitudes, along with the reason:

2 Activity Two

I mention three things with which I help my family at home.

1

2

3
3 Activity Three

I write the suitable supplication for the picture:

Enriching my experience:

I look for the Qur'anic verse that speaks about the times of asking for permission, and recite it in front of my classmates.

I assess myself:

I choose the right grade for my learning:

<table>
<thead>
<tr>
<th>Ser No.</th>
<th>Learning Activity</th>
<th>Excellent</th>
<th>Good</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I learn the prayer for entering the house by heart.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I learn the prayer for leaving the house by heart.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I follow the etiquette on entering the house.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Surat Al-Burouj

- Recite Surat Al-Burouj correctly.
- Explain the new vocabulary of the verses.
- Explain the general meaning of the verses.
- Recite Surat Al-Burouj by heart.

I take the initiative to learn

I read and think

Allah, glory be to Him, Says:

[Al-Hijr 11:1]

[Wa laqad ja'alaan fissaamaa'i buroojan wa zaiyanaaahaa linnaaizeen]

“16. And indeed, We have put the big stars in the heaven and We beautified it for the onlookers.” (Surat Al-Hijr)

He, glory be to Him, also says:

[Al-Furqan 76:61]

[القرآن

Tabaarakal lazeel ja'ala fis samaaa'i buroojan wa ja'ala feehaa siraajaw wa qamaram muneeraa]

“61. Blessed be He Who has placed in the heaven big stars, and has placed therein a great lamp (sun), and a moon giving light.” (Surat Al-Furqan)

- What is meant by (البروج).
- Why does Allah, glory be to Him) draw our attention to the mansions of the stars?
سورة البروج

قال تعالى: 

1. وَالَّذِينَ ذَاتُ الْبَرُوجِ ۖ وَالَّذِينَ أَمْضَوْا مِنْ بَعْدِهِمْ ۖ وَهُمْ عَلَىٰ مَا يَعْمَلُونَ ۖ وَلَا يُؤْمِنُونَ بِالْمُؤِنِّينَ ۖ وَلَا يَنْصَرُونَ ۖ وَلَا يَسْتَجِيبُونَ عِلْمِ ۖ وَلَا عَلَمٍ بِاللَّهِ.
2. وَاذْكُرُوا مِنْهُمْ إِلَّا أَنْ يُؤَمِّنُوا بِأَنَّ اللَّهَ غَفُورٌ ۖ وَلَا يَعْلَمُونَ إِلَّا أَنَّ اللَّهَ عَلِيمٌ بِأَنفُسِهِمْ وَلَا يَسْتَجِيبُونَ إِلَّا أَنْ يُؤَمِّنُوا بِأَنَّ اللَّهَ عَلِيمٌ بِأَنفُسِهِمْ.
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7. وَلَا يَسْتَجِيبُونَ إِلَّا أَنْ يُؤَمِّنُوا بِأَنَّ اللَّهَ عَلِيمٌ بِأَنفُسِهِمْ وَلَا يَسْتَجِيبُونَ إِلَّا أَنْ يُؤَمِّنُوا بِأَنَّ اللَّهَ عَلِيمٌ بِأَنفُسِهِمْ.
8. وَلَا يَسْتَجِيبُونَ إِلَّا أَنْ يُؤَمِّنُوا بِأَنَّ اللَّهَ عَلِيمٌ بِأَنفُسِهِمْ وَلَا يَسْتَجِيبُونَ إِلَّا أَنْ يُؤَمِّنُوا بِأَنَّ اللَّهَ عَلِيمٌ بِأَنفُسِهِمْ.
9. وَلَا يَسْتَجِيبُونَ إِلَّا أَنْ يُؤَمِّنُوا بِأَنَّ اللَّهَ عَلِيمٌ بِأَنفُسِهِمْ وَلَا يَسْتَجِيبُونَ إِلَّا أَنْ يُؤَمِّنُوا بِأَنَّ اللَّهَ عَلِيمٌ بِأَنفُسِهِمْ.
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SURA AL-BUROOJ (85)
Bismillaahir Rahmaanir Raheem

1. Wassamaa'i zaalil burooj
2. Wal yawmil maw'ood
3. Wa shaahidin wa mashhood
4. Qutilla as-haabal ukhdoob
5. Annaari zaalil waqood
6. Iz hum 'alaaisy qu'ood
7. Wa hum 'ala a maa ya'aloona bilmu 'mineena shuhood
8. Wa maa naqamoo minhum illa aayu'minoo bilaahil 'azeezi Hameed
9. Allazee laahoo mulkus samaawaati wal ard; wallaahu 'ala a kulli shai 'in Shaheed
10. Innal lazeena fatanul mu'mineena wal mu'minaati summa lam yatooboo falahum 'azaabu Jahannama wa lahum 'azaabul hareeq
11. Innal lazeena aamanoo wa 'amilius saalihaati lahum Jannaatun tajree min tahtthal anhaar; zaalikal fawzul kabeer
12. Inna batsha Rabbika lashadeed
13. Innahoo Huwa yubdi'u wa yu'eed
14. Wa Huwal Ghafoorul Wadood
15. Zul 'Arshil Majeed
16. Fa' azul limaa yureed
17. Hal ataaka hadeesul junood
18. Fir'awna wa thamood
19. Baill lazeena kafaroo fee takzeeb
20. Wallaahu minw waraana'thim muheet
21. Baal huwa Quraanum Majeed
22. Fee Lawhim Mahfoodh
(Surat Al-Burouj) [Big Stars]

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

1. By the heaven, holding big stars,
2. And by the Promised Day,
3. By one that witnesses, and the subject of the witness,
4. Cursed be the people of the ditch
5. Of the fuel fed fire,
6. When they sat by it (fire),
7. And were themselves the witnesses of what they did to the believers.
8. They had nothing against them save that they believed in Allah, the All-Mighty, the Owner of all Praise,
9. Him unto Whom belongs the Sovereignty of the heavens and the earth; and Allah is of all things the Witness.
10. Lo! they who persecute believing men and believing women and repent not, theirs verily will be the doom of hell, and theirs the doom of burning Fire.
11. Lo! those who believe and do good works, theirs will be Gardens underneath which rivers flow. That is the Great Success.
12. Lo! the punishment of your Lord is stern.
13. Lo! He it is Who produces, then reproduces,
14. And He is the Off-Forgiving, the Loving,
15. Lord of the Throne of Glory,
16. Doer of what He will.
17. Has there come unto you the story of the hosts
18. Of Pharaoh and (the tribe of) Thamud?
19. Nay, but those who disbelieve live in denial
20. And Allah surrounds them all (with His power and they cannot escape His punishment).
21. Nay, but it is a glorious Quran
22. On a guarded tablet.

2 I explain the verses:

- **Allah, glory be to Him, swears by the heaven and the big stars, which comprise great constellations of high stars. This points to the perfect power of Allah, glory be to Him, and His absolute knowledge and wisdom.**

- **The Day of Judgement.**

- **is every one who testifies to the truth, and means The Day of Judgement.**

- **This is an invocation against the people of the ditch to be cursed and deprived of Allah's mercy.**

- **They had nothing against them save that they believed in Allah**
3 I read and think

The People of the Ditch were disbelievers who tried to divert believers from their faith by oppression, but they failed. Therefore, they dug a ditch, filled it with wood and set it on fire. Then they threw the believers in the ditch and watched them burning without mercy. Therefore, Allah promised them of punishment on the Day of Judgment because of their evil deed.

Who owns people and their lives?

Why did Allah threaten the People of the Ditch with punishment on the Day of Judgment?

What do we conclude from this?

4 I read then complete as in the example:

I knew that Allah is the Mighty (Al Aziz), so I surrendered to His will and was keen to obey Him.
I knew that Allah is the Praiseworthy (Al Hameed), so ____________________________.
I knew that Allah is the Eternal Owner (Al Malik), so ____________________________

الشهيد: Ash Shaheed - The Witness, The One Who nothing is absent from Him.
I knew that Allah is the Witness (Al Shaheed), so ____________________________

I find out:

Those who burnt believers in fire were given by Allah a chance to repent and return to Allah, glory be to Him, from disobedience to his obedience. If they did not give up what they did and repent, they would be punished with the torture of Hell, the burning fire, because they burnt believers.

What does this indicate?

__________________________________

__________________________________

__________________________________

__________________________________

__________________________________

__________________________________
2. Allah, glory be to Him, says:

\[
\text{إِنَّ الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ،} \quad \text{فَهُمُ جَاهِلُونَ مِنْ عَجَازِهِ أَطْلَبُوا} \quad \text{ذَلِكَ الْفَوْزُ} \quad \text{الكَبَيرُ.}
\]

“11. Lo! those who believe and do good works, theirs will be Gardens underneath which rivers flow. That is the Great Success.”

Allah, glory be to Him, has described the Garden as the Great Success.

What does this indicate?

5. I think about the verses of Allah and answer

1. \((\text{إِنَّ بَيْنَكُمْ رَبٌّ الْجَنَّةِ وَالْجَحِيمِ})\): Allah’s vengeance on wrongdoers by torturing them in the Hell will be severe and painful.

2. \((\text{أَلَمْ يَأْتِكُمُ الْبَرَاءَةُ مِنْ أَنفُسَهُمْ وَعِبَادَتُهُمْ})\): He created the creation from nothing at first and will bring them back to life after death.

3. \((\text{وَهُوَ الْغَفُورُ الْغَيْبُ})\): He forgives the sins of His penitent servants, and absolves them from their doom, for He is Al Lateef - The Subtle One, The Gracious, Who loves them.

- Why does Allah, glory be to Him, say that He is the Oft-Forgiving, the Loving, after mentioning His stern punishment?

- How do you feel when you know that Allah, glory be to Him, is the Oft-Forgiving, the Loving?

6. I cooperate with my classmates

1. We read and search then complete:

| \(\text{كُلُّ أَنْتَ حَيْثُ} \quad \text{الْمَعْلُوْدُ} \) | Have you, Muhammad, heard the news of the disbelieving communities that fought against Prophets and Messengers of Allah, and therefore Allah punished them? |
| \(\text{فَرَّوْنُ} \) | |
| \(\text{وَتَمَّدُّ} \) | |
| \(\text{بِأَلْلَّهِ تَكُونُ مُهَادِنةً} \) | |
| \(\text{وَالْأَمِينَ} \quad \text{وُرَاءَهُمْ} \) | |

Allah threatens the disbelievers in Makkah that He is Able to punish them, and that they cannot overpower Him, so they are under His power and control.
2. We read and answer:

<table>
<thead>
<tr>
<th>❌</th>
<th>The Qur'an is a noble and glorious Book!</th>
</tr>
</thead>
<tbody>
<tr>
<td>❌</td>
<td>Allah preserved the Qur'an in a tablet in Heaven, protected from increase, decrease, distortion, alteration and change.</td>
</tr>
</tbody>
</table>

- We write three things indicating that the Holy Qur'an is a great book.

7. I think to be creative

- What is the purpose of mentioning the stories of peoples before the Prophet Muhammad, peace be upon him?

8. I share my creativity

- I imagine star groups and draw several forms of them. If you connect these forms, a certain shape will appear.

9. I search

- for a good, just king who was mentioned in the Holy Qur'an. Allah gave him a great kingdom that reached far east and west. I will speak about him.
Lesson Two

Surat Al-Burouj

Allah, glory be to Him, swore

By the sky and its stars, and also by the Day of Judgement

That the People of the Ditch

Because they burnt

The punishment of wrongdoers on the Day of Judgement will be severe and painful

Did you hear, Muhammad, the news of former nations that were unjust and disbelieved the call of Allah? Have you seen how their end was?

Pharaoh and his soldiers

The disbelievers of Qureysh continued their disbelief in the call to the truth

Allah is the One Who created everything from nothing, and He will bring them to life after death

The Holy Qur'an is a great book which is kept by Allah and cannot be changed

The reward of the believer will be

Because they remained faithful to
I recite the Holy Qur'an

"(Muhammad), We tell you all the stories of the Messengers which will make your heart firm. In the Qur'an We have revealed the Truth to you with good advice and reminders for the faithful ones." (Surat Hud)

My Imprint

My behavior is my responsibility:

- I mention the acts that I will do to be a believer who follows the Sharia of Allah, glory be to Him:

I love my country

- I mention the acts that I will do to be a believer who follows the Sharia of Allah, glory be to Him:

Student's Activities

1. Activity One
I write the meanings:

البروج: 4
اليوم الموعد: 3
الأخوة: 2
مجيد: 1

2. Activity Two
I give my opinion about the following acts:

<table>
<thead>
<tr>
<th>Act</th>
<th>Agree</th>
<th>Do not agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He hurts others with his words and does not respect anyone.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. If a person advises him, he refuses and insists on his act.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. He enters the mosque quietly in order not to disturb worshippers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. He sells good to people though he knows they are corrupt.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity Three

I compare and complete the following table:

<table>
<thead>
<tr>
<th>Point of Comparison</th>
<th>Patient Believers</th>
<th>People of the Ditch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Result</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Enriching my experience:

- I look for the advantages of the Holy Qur’an over other holy books.

I assess myself

I choose the right grade for my learning:

<table>
<thead>
<tr>
<th>Ser. No</th>
<th>Learning Activity</th>
<th>Excellent</th>
<th>Good</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My reading of Surat Al-Burouj.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>My learning of Surat Al-Burouj</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>My explanation of the meaning of the vocabulary in the verse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>My explanation of the general meaning of the verses.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Some of the Rules of Tajweed
(reciting the Holy Qur’an)

- explain Lam Shamsiyah (ل) which is not pronounced, and Lam Qamariyah, which is pronounced.
- mention the rules for pronouncing the name of Allah (الله).
- apply the rules of the two kinds of lam (ل) and that of the name of Allah.

I take the initiative to learn

I read and think

- How many surahs from the Qur'an do you learn by heart?
- Do you read the Qur'an as you read another book?
- Mention the etiquettes that you follow on reading the Qur'an.

This verse 4 from Surat Al-Muzzammil means: Read the Qur'an slowly, for this helps to understand the Qur'an and think about its meaning.

I use my skills to learn:

1. I read and think

Ahmad sat with his father in front of the television to watch the International Holy Quran Contest.

Ahmad: It is interesting that the participants in this world contest are from different countries of the world. Many of them do not know the Arabic language; yet they read the Holy Qur’an like senior reciters of the Qur’an. They have learned it well by heart.

Father: Yes, son! They do not speak Arabic, but they have a high ability to speak the Arabic letters correctly and know how to pronounce clear and dark letters. This can be learned by practice and frequent reading of the Qur’an.

Ahmad: How beautiful their voices are while reciting the verses of the Book of Allah!

Father: Yes, son! The Messenger of Allah, peace be upon him, taught us to read the Qur’an like this.
Lesson Three

Ahmad: Reciters of the Qur’an from the UAE have participated in this contest. Do you know, Daddy, how they learn well to read and recite the Holy Qur’an?

Father: Yes, son, by joining a center or institution for teaching the Holy Qur’an.

Ahmad: I wish to learn and recite the Holy Qur’an like them.

Father: This is what I wish, my son. Our dear UAE has provided many centers for teaching the Holy Qur’an in all districts and cities and given precious rewards to excellent reciters.

Ahmad: What do you think, Dad, if I join the Holy Qur’an Learning Center near our house? I pray to Allah to make me one of the learners of His Book. I wish to represent my country, the UAE, in world contests of the Holy Qur’an.

Father: Yes, son, hurry to join the Qur’an center to learn the rules of recitation and the Qur’an and its etiquette.

1. What was the decision of Ahmad after he liked the recitation of the Qur’an by the world Qur’an Contest participants?

2. How will you start to learn the Holy Qur’an by heart?

2. I say

O Allah, make the Great Qur’an like food for my heart, light for my eyesight, and the end of my sadness and sorrows.
I notice and think

1. **Lam Qunariyeh**: It is the letter (ل) in the definite article (ال) in Arabic, when pronounced. The letter following it is not doubled or accented.

   Examples: the word (القرآن) in the verse: 
   \[
   {\text{عَلَّمَ الْقُرْآنَ}}
   \], verse Number 2 from Surat Al-Rahman.

2. **Lam Shamsiyeh**: it is the letter (ل) which is written but not pronounced when reading. The letter following it is accented and doubled.

   Examples: the word (النَّسَمَة) and the verse: 
   \[
   {\text{وَالنَّسَمَةَ وَالْأَطْرَاقِ}}
   \], verse number 1 from Surat Al-Tariq.

- The letter (ل) in the definite article (ال) in Arabic is only used at the beginning of nouns. It has two cases:
  - To be pronounced.
  - Not pronounced by merging it into the following letter.

1. The letter (ل) in the definite article (ال) in Arabic is pronounced when followed by one of the following 14 letters:

   أ، ب، ج، ح، خ، ع، غ، ف، ق، ك، م، ه، و، ي

   These letters are combined in the statement:
   \[
   {\text{إِنَّةِ حَجَّةَ وَخَفْضٍ عَقِيَّةٍ}}
   \]

   We notice in the Holy Qur'an that the sukun mark (ـ) is put above the qamari (ل), and the following letter is not doubled.

   مَثَالًا: الْقُمْرُ، الْكِتَابِ

2. The letter (ل) in the definite article (ال) in Arabic is not pronounced and it is merged in the other 14 letters of the Arabic alphabet:

   ت، ث، ث، ذ، ز، س، ش، ص، ض، ط، ظ، ى، ن، ل

   It is combined at the first letters of the words in the following Arabic line of poetry:
   \[
   {\text{طَلَبْتُ مَنْ سِلَّمَ}}
   {\text{فَأَخْفَضْ صِفَةً دَايِمًا}}
   {\text{غَرَّهُ عُقَيِّةً زُرْبً فِي أَعْمَالِهِ للْكَرِيمِ}}
   \]

   Examples: 
   - الطَّامِعَة – السَّاعَة – الطَّالِبُونَ
   - الطَّامِعَة – السَّاعَة – الْيَلِيمُونَ
Lesson Three

4. I cooperate with my classmates:

We search in the last part (Part No. 30 of the Qur'an):

- For the names of three surahs that begin with the letter (ل) that is pronounced (Qamari ل) in Part 30 of the Holy Qur'an:
  - [Blank]

- For the names of three surahs that begin with Shamsi (ش) that is not pronounced in Part 30 of the Holy Qur'an:
  - [Blank]

The word of Majesty (Jalalah) is to say the name of Allah (الله). Its rules of pronunciation are:
tafkheem; i.e. dark (ل), which is thick like the English (L) in (Wall); and tarqeeq; i.e. clear (ل), which is thin like the English letter (L) in (lead).

5. I notice and discover:

[Allah hus-samad]
"Allah is He on Whom all depend." (Sura: AL-Ikhlas)

[Allahul lazee khalaq Sab'a Samaawaatinw wa minal ardi mislahunna]
"And Allah is He Who created seven heavens, and of the earth the like of them" (Sura: At-Talaq)

[Qul lan yuseebanaa illa maa katabal laaha lanaa Huwa mawlaanaa; wa 'alal laahi faiyatawak kalimu 'minoon]
"51. Say: "Nothing will happen to us except what Allah has decreed for us: He is our protector"; and on Allah let the Believers put their trust." (Sura: At-Tauba)
The tafkheem of the name of Allah (الله) takes place in four cases:

1. If it is at the beginning of a statement. Example:

   [Allahu laaa ilaaha illaa Huwul Haiyul Qayoom]

   “255. Allah! There is no God save Him, the Alive, the Eternal.” (Surat Al-Baqarah)

2. If it is preceded by a letter with fat-ha marq above it (ـ). Example:

   [Qaalal laahu innee munazziluhaa 'alaikum faman yakfur ba’du minkum fa innee u’azzibuhoo 'azaabal laaa u’azzibuhoo ahadam minal ‘alaameen]

   “Allah said, "I am sending it down. Anyone among you who disbelieves after this, I will punish him as I never punished anyone else." (Surat Al-Ma’icah)

3. If it is preceded by a letter with damma mark above it (ـ). Example:

   [Qaala innee 'abdullaha aataaniyal Kitaba wa ja’alanee Nabiyyaa]

   “He said: I am indeed a servant of Allah. He has given me the Book and made me a prophet.” (Surat Maryam)

4. If it is preceded by a letter with sukun mark (ـ) after a letter with damma (ـ) or fat-ha (ـ). Example:

   [Wa idh qaalul laahumma]

   “32. And when they said: O Allah!” (Surat Al-Anfal)

Taqreeq: to make the sound of a letter thinner on reading it, i.e. clear (ل), which is thin like the English letter (L) in (lead).
Lesson Three

Tarqeeq of the name of Allah (الله) takes place in three cases:

1. If it preceded by a letter with kasra mark (ـ) under it. Example:
   [Wa maa lakum laa tu'minoona billaahi]
   “8. Why should you not believe in Allah ..” (Surat Al-Hadid)

2. If it is preceded by a letter with sukun mark (ـ) after a letter with kasra (ـ) under it. Example:
   [Qull laahumma Maalikal Mulki]
   “26. Say: O Allah, Owner of the Kingdom” (Surat Al Imran)

3. If it is preceded by tanween mark (ـ). Example
   [Wa yunajjil laahul lazeel nat taqwaw]
   “61. And Allah delivers those who keep their duty” (Surat Az-Zumar)

I recite and practice

the tajweed rules of the name Allah (الله) in imitation of the recitation of my teacher as role model:

   “9. O ye who believe! Let not your riches or your children divert you from the remembrance of Allah. If any act thus, the loss is their own.” (Surat Al-Muafiqun)

2. [Fa'idhā Quḍiyati Aṣ-Ṣalāatu Fāntashirū Fī Al-'Arḍī Wa Abtaghū Min Fadli Al-Lahi Wa Adhkūrū Al-Laha Kathārīan La'a'ailakum Tuflīhūn]  
   “Once the prayer is completed, you may spread through the land to seek GOD's bounties, and continue to remember GOD frequently, that you may succeed.” (Surat Al-Jumu'ah)
4. That is the bounty of Allah; which He gives to whom He will. Allah is of great Bounty.” (Surat Al-Jumu’ah)

4. That is because they resisted Allah and His Messenger: and if any one resists Allah, verily Allah is severe in Punishment.” (Surat Al-Hashr)

I design a pattern that shows the cases of tarqeeq and tafkheem of the name of Allah (الله) in an innovative way:

From the Rules of Tajweed

- The letter (ل)
  - Shamsiyah
  - Qamariyah
- The letter (ل) in the name of Allah (الله)
  - Tafkheem
  - Tarqeeq
Allah, glory be to Him, says:

[32. Wa Qala Al-Ladhīna Kafarū Lawlā Nuzzilā `Alayhi Al-Qur’ānu JumlatanWāhidatan Kadhalika Linuthabbita Bihi Fu’udaka”Wa Rattalnāhu Tartilāan]

“32. And those who disbelieve say: “Why is not the Qur’an revealed to him all at once?” Thus (it is sent down in parts), that We may strengthen your heart thereby. And We have revealed it to you gradually, in stages.” (Surat Al-Furqan)

My behavior is my responsibility

- I mention what I will do in order to recite the Qur’an correctly so that I should be rewarded one good deed for each letter, and each good deed is multiplied ten times.

I love my country

- I make a plan for learning the Holy Qur’an in order to represent my country, the UAE, in world contests.

Student’s Activities

1. Activity One

- I divide the following words into two groups: one with lam shamsiyah and another with lam qamariyah, then I write them in the right place in the table:

<table>
<thead>
<tr>
<th>(الجنة - الزّيتون - المُلُك - السّالحّة - الْبَيْدَى - الكَرِيم - الشّرِّح - الصّحى)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The words with lam shamsiyah</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
2 Activity Two

I look for the names of four of the most famous reciters of the Holy Qur’an in the world, then I try to read Surat Al-Burouj like them...

I explain the rule regarding the tafkheem and tarqeeq of the name of Allah in the following holy verses from the Qur’an:

<table>
<thead>
<tr>
<th>Verses</th>
<th>The Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>(وَنَحْنَ أَنْفُسُنَا وَمَآ أَنْفُسُونَا) [الزمر]</td>
<td>Tafkheem</td>
</tr>
<tr>
<td>(وَلَا يَزَادُوا ْدَابِرًا) [العنكبوت: 45]</td>
<td>Tarqeeq</td>
</tr>
<tr>
<td>(وَسَأَرِي رَأْيَنَا لِلَّذِينَ كَفَرُوا ثُمَّ سَأَقْطَعُونَ) [التوبة: 48]</td>
<td></td>
</tr>
<tr>
<td>(إِنَّ الَّذِينَ كَفَرُوا يُتقُونَ أَنِّي لَهُمُ عَذَابٌ سَمِيدٌ) [آل عمران: 4]</td>
<td></td>
</tr>
<tr>
<td>(وَلَا تَمْلَكَ لِلَّذِينَ كَفَرُوا مِنْهُ شَيْءًا مِّنْ عِلْمِي) [البروج]</td>
<td></td>
</tr>
<tr>
<td>(وَقَالُوا اَلْحَمْدُ لِلَّهِ الَّذِي صَدَقَنَا وَعَدَدَ) [الزمر: 74]</td>
<td></td>
</tr>
<tr>
<td>(وَلَا يَفْتَرُوا مِنْ آخِرِهِ تَأْثِرُ أَنْ لَيْتَهُمُ الْخَسَرَ) [الزمر: 63]</td>
<td></td>
</tr>
<tr>
<td>(تَفْتَرُوا مِنْ آخِرِهِ تَأْثِرُ أَنْ لَيْتَهُمُ الْخَسَرَ) [الزمر: 74]</td>
<td></td>
</tr>
</tbody>
</table>

Enriching my experience:

I look for a hadith of Prophet Muhammad, peace be upon him, which tells about the reward of each letter of the Qur’an being read.
Lesson Three

I assess myself:

I choose the evaluation that shows my level of learning:

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Learning</th>
<th>Excellent</th>
<th>Good</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I distinguish between lam shamsiyah and lam qamariyah.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I classify the cases of taqheem and tarqeeq of the name of Allah.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I practice the rules of the name of Allah and rules of lam shamsiyah and lam qamariyah during reading.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Four

The Strong Believer

I learn from this Lesson to:

- learn the Prophet's hadith.
- I give the general meaning of the hadith.
- I find out how I can be a strong believer who is useful to people.
- I explain the effect of good relation with Allah on a believer's strength.

I take the initiative to learn

I read and think

Allah, glory be to Him, says:

الله لطيفٌ يعبّدِه، يرزقُ من يشاءّةً، وهو القويّ القادرٌ

[Allahu lateefum b'ibaadihee yarzuqu mai yashaa'a'u wa Huwal Qawiyul 'Azeez]

"19. Allah is kind to His servants. He provides for whom He will. And He is the All-Strong, the All-Mighty." (Surat Ash-Shura)

I use my skills to learn:

I read and learn by heart

عن أبي هريرة رضي الله عنه، قال: قال رسول الله ﷺ:

المؤمن القويَّ الخيرُ وأحبب إني لله من المؤمنين الصعيف، وفي كل خير، احرص على ما ينفعك، واستعن بالله ولا تغفِّر، وإن أصابك شيء فلا تقل: لو أتى قلث كأن كذا وكذا، ولكن قل: قدَّر الله وما شاء فعل، قل: (آللله) تفتتح عمل الشيطان) (رواه مسلم)

Abu Huraira reported: The Messenger of Allah, peace and blessings be upon him, said, "A strong believer is more beloved to Allah than a weak believer, but there is goodness in both of them. Be eager for what benefits you, seek help from Allah, and do not lose heart. If trouble happens to you, then do not say: If only I had done something else. Rather say: Allah has decreed what He wills. Verily, the phrase 'if only' opens the way for the work of Satan."

(Narrated by Muslim)
Lesson Four

I explain the expressions

- أَحْرِضْ عَلَيْكَ ما يَنْتَفَعُكَ: work hard to get all that useful to you both in this world or in the afterlife.
- لا تَتَضَرَّعْ: keep working and do not be late or lazy.
- إِنَّ أَصَابَكَ شَيّءٌ فَلا تَتَقَلَّبْ: لو أنني فعلت كذا وكذا.
- إِنَّ لَوْ نَفَتْحَ عَمَلَ الشَّيْطَانِ: the word “if only” causes evil whispers and regret.

2 I find out what the hadith means

- What did the Prophet, peace be upon him, associate strength with in the above hadith?
- What is a strong believer’s value with Allah?
- What is effect of belief and trust in Allah, glory be to Him, on the strength of a believer?
- What acts should a believer do to be strong?

3 I read and answer

Mahmoud is a 10-year old boy, with his strong faith, patience and determination, he could overcome disability. Mahmoud lost his arms in an accident, but he did not give up. He accepted divine destiny, and decided to live and have his role in life, so he did his best to seek knowledge. Through his strong will, he was able to use his feet in writing and eating. He could lead his daily life actively and learned swimming. Mahmoud decided to work with children with special needs to encourage them. He helped and advised them so that they should follow his example and become strong like him. When asked about the secret of his strength, he said: it is my strong faith and trust in Allah, glory be to Him, as well as my recognition of His favors on me. Thanks to Allah, I have two legs so I can move from one place to another. I also have a mind to think, and a tongue to speak. These are great favors from Allah, which I must use in what is useful to me and in obedience to Allah, glory be to Him.

- What did Mahmoud do to be able to achieve his aims?
- What was the secret of Mahmoud’s strength?
- What is the effect of satisfaction with divine destiny on a believer’s life?
How to be a strong believer:

1. Allah, glory be to Him, says:

[Khudhū Mā 'Ataynākum Biqūwatin]
"Hold fast that which We have given you" (Surat Al-Baqarah: 63)

He, glory be to Him, also says:

[12 Yā Yaḥyā Khudhi Al-Kitāba Biqūwatin "Wa 'Ataynāhu Al-Ḥukma Ṣabīyāan]
"12. (And it was said to his son): O John! Hold the Scripture. And We gave him wisdom when a child." (Surat Maryam)

Example: (I learn the religion of Allah, obey its orders and avoid its prohibitions.)

2. Allah, glory be to Him, says:

[52 Wa Yā Qawmi Astaghfirū Rabbakum Thumma Tūbū 'Ilayhi Yursili As-Samā'ā 'Alaykum Midrāāan Wa Yazidkum Qūwatan 'Ilā Qūwatikum Wa Lā Tatawallaw Mujrimīnā]
"52. And, O my people! Ask forgiveness of your Lord, then turn unto Him repentant; He will cause the sky to rain abundance on you and will add unto you strength to your strength. Turn not away, guilty!" (Surat Hud)

3. Allah, glory be to Him, says:

[Qul lay-yuseebanāa illaa maa katabal laahu lanaa Huwa mawlaanāa; wa 'alai laahi falyatawak kalimu 'minoon]
"51. Say: Nothing happens to us except that which Allah has decreed for us. He is our protecting Friend. In Allah let believers put their trust!" (Surat Al-Tauba)
4. Sheikh Zayed, may Allah rest his soul in peace, said: “I had faith in Allah, the Almighty, a desire for change, and strong will to challenge difficulties. We proceeded on the way of righteousness and duty towards our homeland and citizens. Thanks to Allah we succeeded and were able to turn the desert into green gardens, change the life of our people and provide honorable life for them.”

5. I cooperate with my classmates:

1. I put the following description in the correct column:


<table>
<thead>
<tr>
<th>Ser. No.</th>
<th>Characteristics of a Strong Believer</th>
<th>Characteristics of a Weak Believer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. We discuss:

1. What is the effect of the bond with Allah on the strength of a believer?

2. Why does Allah love strong believers?
3. We mention personal and social benefits of the following strengths:

<table>
<thead>
<tr>
<th>Strength</th>
<th>Personal Benefit</th>
<th>Social Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strong Will</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. I think to be creative

- Maryam wanted to learn the Qur'an by heart and also learn how to recite it. Therefore, she went to one of the Holy Qur'an centers. She memorized only three parts and could not realize all that she wished.
- suggest three actions Maryam can do to achieve her goal, then arrange them in a descending manner according to their importance for achieving the goal: the more important, then the less important and so on.

I am eager to learn and read a lot in order to learn and become a strong believer.

1.

2.

3.

7. I remember Allah and say:

(O Allah, I take refuge in You from anxiety and sorrow, weakness and laziness, miserliness and cowardice, the burden of debts and being overpowered by men.)

8. I search for:

The story of Prophet Moses, peace be upon him, and get out the proof of his strong faith and trust in his Lord, glory be to Him, when Pharaoh and his soldiers followed him. I talk about it in front of my classmates.
Lesson Four

A Strong Believer

He is eager to do what is useful to him.

Worship of

Practice of

Seeking

Persisting and works hard to achieve his goals

He trusts

Accepts Allah's decree

Does not speak

Reads the prayers of morning and evening.

Asks for from Allah.
[Ayat Al-Kursi]

255. Al-Lahu Lā 'Ilāha 'Illā Huwa Al-Ḥayyu Al-Qayyūmu Ṣ Lā Ta'khudhuhuSinatun Wa Lā Nawmun Lāhu Mā Fi As-Samāwāti Wa Mā Fi Al-'Ard; Man Dhā Al-Ladhi Yashfa‘u 'Indahu 'Illā Bi'idhnihi Ya’lamu Mā Bayna 'Aydihim Wa MāKhalfahum‘Wa Lā Yuhīţūna Bishay'in Min 'Ilmihi 'Illā Bimā Shā‘a Wasi‘a Kursiyuhu As-Samāwāti Wa Al-'Arda‘Wa Lā Ya‘ăduhu Ḥifţuhumā 'Wa Huwa Al-'Alīyū Al-'Aţīmu]

"255. Allah! There is no god but He - the Living, The Eternal. No slumber or sleep can seize Him. His are all things in the heavens and on earth. Who is there can intercede in His presence except as He pleases? He knows that which is in front of them and that which is behind them, while they encomacceptable nothing of His knowledge save what He will. His throne includes the heavens and the earth, and He is never tired of preserving them. He is the Most High, the Great." (Surat Al-Baqarah)
I answer by myself:

**Activity One**

I read the following table then check the right description of each of them:

<table>
<thead>
<tr>
<th>Ser. No.</th>
<th>Case</th>
<th>A strong Believer</th>
<th>A Weak Believer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hamdan is a hard-working student. He does not like sports and watches TV a lot.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sulayman is a rich man. He loves money and does not like to spend it on charity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Khaleel is a young man. He likes to practice running sport. He had an accident and broke his leg. Therefore, he decided to practice another sport.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Noura is a hard-working student. She participated with her classmate in a school contest, but she did not win, while her classmate won. So she was very sad and was angry with her classmate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Aminah is a woman with four small kids. Her husband died, but she thanked Allah and was patient. Then, she decided to work in order to bring up her kids.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2 Activity Two

Prophet Muhammad, peace be upon him, said: “Be eager for what benefits you.” Write three useful things which a believer should be eager to do.

3 Activity Three

I find out:

1. Prophet Moses left Egypt towards Midian. On the way, he prayed to Allah to guide him. Allah, glory be to Him, says:

[Wa lammaa tawajhaa tilqaa’aa Madyana qaala ‘asaa Rabbee ai yahdinee Sawaa’as Sabeel]

“22. And when he turned his face toward Midian, he said: maybe my Lord will guide me in the right road.” (Surat Al-Qasas)

What does this indicate?

2. Allah, glory be to Him, says:

[Qaalat ihdaahumaa yaa abatis taajirhu inna khaira manistaajartal qawiyyul ameen]

“26. One of the two women said: O my father! Hire him! For the best (man) that you can hire is the strong, the trustworthy.” (Surat Al-Qasas)

How did the young woman describe Moses, peace be upon him?

What qualities should a worker have?
I give advice to those who have the following attitudes:

- He wanted to travel for an important purpose; but he was surprised to know that the flight was cancelled.
- He got quite ready for the exam; but he became sick and missed the exam; so he was very sad.
- He spends most of his time playing electronic games.
- He was too proud of his work, and did not put his trust in Allah, glory be to Him!

Enriching my experience:
- I look for the story of the noble Companion of the Prophet, Abdurrahman ibn Auf, may Allah be pleased with him. I take from it the proof of his strong belief and his self-dependence, and tell it to my classmates.

I assess myself:

I choose the evaluation that shows my level of learning:

<table>
<thead>
<tr>
<th>Ser. No</th>
<th>Learning</th>
<th>Excellent</th>
<th>Good</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learning the Prophet’s Hadith by heart.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Giving the overall meaning of the holy hadith.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Showing how I can be a strong believer who is useful to people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Explaining the effect of the relationship with Allah, glory be to Him, on the strength of the believer.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Beginning of the Call to Islam

I learn from this Lesson to:
- I explain that Prophet Muhammad, peace be upon him, began calling to Islam with wisdom and good advice.
- I mention early Muslims.
- I talk about the attitudes to the call of the Prophet, peace be upon him.

I take the initiative to learn

1. I remember and answer

What were the first verses of the Qur'an to be revealed to the Prophet, peace be upon him?

2. I read and answer

The father reads loudly and beautifully Surat Al-Muddathir, while Ahmad is listening to him.

Ahmad: Masha Allah, Dad. Your voice is beautiful! Today, the teacher of Islamic Education explained this surah to us. He said that after the Prophet, peace be upon him, had received this surah, he began to call his family, relatives and friends to worship Allah, the One with no partners, and give up the worship of idols which their fathers and forefathers had worshipped.

Father: Indeed, my son! The first to respond to him was his wife, Khadija bint Khuwailid, his friend Abu Bakr, and his cousin Ali ibn Abi Talib, may Allah be pleased with them all.

Then Abu Bakr called Othman ibn Affan, Abdurrahman ibn Auf, Sa' id ibn Abi Waqqas, Zubair ibn Al-Awwam, and Talha ibn Obaid Allah. They became Muslims and were part of the ten people who were promised of the Garden (Paradise), may Allah be pleased with them.

Ahmad: When did the Prophet, peace be upon him, begin to call his tribe and people to Islam, Dad?

Father: After the revelation of the verse:
“214. And warn your tribe of near kindred,” (Surat Ash-Shu’araa)
The Prophet, peace be upon him, climbed As-Safa Mountain and called out: “O people of Qureysh”. They came to meet him and said: “What’s up, Muhammad?” He said: What do you think if I told you that there are horsemen at the foot of this mountain going to raid you, are you going to believe me?” They answered: “We have never seen any lies from you.” He then said: “I am the Messenger of Allah to you.” He called them to worship Allah alone and stop worshipping idols. He endeared the Garden (Paradise) to them and warned them against the Fire (Hell). His uncle Abu Lahab said to him: Fie on you! Have you gathered us for this only?

So Allah, glory be to Him, revealed:

1. The power of Abu Lahab will perish, and he will perish." (Surat Al-Masad.
This was narrated by Bukhari and Muslim.

Salem: What was the attitude of his people towards him, Mom?

Mother: The disbelievers of Qureysh used all ways to prevent the Prophet, peace be upon him, from delivering the message of his Lord to people. They offered him wealth and kingship to give up his mission, and requested his uncle Abu Talib to convince him to accept their offer. The Messenger of Allah, peace be upon him, said to him: “My Uncle, By Allah, if they put the sun in my right hand and the moon in my left hand in order to give up this mission, I shall not do that until Allah causes this religion to appear or I die in defense of it. [Narrated by Abu Ya’la and Tabarani through a good chain of transmitters]. His uncle Abu Talib was impressed and he promised to protect him, saying: “Go, my nephew, and say what you like; I will never let anything happen to you.”

His uncle Hamza, may Allah be pleased with him, embraced Islam when he heard that Abu Jahl had insulted and hurt his nephew. He went to Abu Jahl and hit him on the head, saying: “How dare you hurt my nephew, Muhammad, though I am a follower of his religion? Days after Hamzah, who was nicknamed ‘the Lion of Allah’, Omar ibn Al-Khattab, may Allah be pleased with him, embraced Islam. He was a strong man who was respected and feared by all people of Qureysh.

Salem: How could the Messenger, peace be upon him, and his companions, may Allah be pleased with them, overcome the ways of Qureysh, my dad?

Father: Our beloved Messenger of Allah, peace be upon him, bore harm from the disbelievers from Qureysh and kept preaching Islam, in obedience to the words of Allah, glory be to Him:

أَدْعُ إِلَى سَبِيلِ رَبِّي بِالْحُكْمَةِ وَالْمُعْرَفَةِ لِعُسُرَةِ الْحُسْنَاءِ [النحل:125]

“125. Call unto the way of your Lord with wisdom and fair advice.”

(Surat An-Nahl)
He called his people through dialogue, gentleness and patience. He owned noble manners, trusted the promise of Allah, glory be to Him, and kept spreading his message so that mercy would reach the Creation.

The noble Companions of the Prophet felt the sweetness of faith, and their hearts were filled with love of Allah and His Messenger. Therefore, they faced the ways of the Qureyshi disbelievers with patience and determination, and were obedient to Allah and His messenger, until Islam prevailed.

Children: Thanks be to Allah, Who kept for us the Messenger of Allah, peace be upon him, to bring us out from darkness to light.

The Prophet of Mercy
Peace be upon him

I read and think

- Who were the first to embrace Islam?
- Where did the Messenger of Allah, peace be upon him, stand when he called his people?

I use my skills to learn:

Allah, glory be to Him, says:

[Laqad jaa'akum Rasoolum min anfusikum 'azeezun 'alaihi maa 'anittum hareesun 'alaiikum bilmu'mineena ra'oofur Raheem]

"128. There has come unto you a messenger, (one) of yourselves. It grieves him that you should receive any injury or difficulty, full of concern for you, for the believers full of pity, All-Merciful." (Surat At-Tauba)

In the light of the verses, we mention how we describe our love for the Messenger of Allah, peace be upon him.

I read and find out

Othman ibn Affan, may Allah be pleased with him, said about his embrace of Islam: "I visited my aunt, Arwa bint Abdul Muttaalib, then the Messenger of Allah, peace be upon him, came in. I looked at him. The news about his mission was known to some extent. He came near me and said: 'What do you think, Othman?' I said: I wonder about you, your rank among us and what is said about you!
Lesson Five

The Prophet said: “There is no God but Allah!’ Othman said: “Allah knows, my skin trembled.” Then the Messenger of Allah, peace be upon him, read:

22. And in the heaven is your providence and that which you are promised; 23. And by the Lord of the heavens and the earth, it is the truth, even as (it is true) that you speak.” (Surat Adh-Dhariyat)

After this he, peace be upon him, went out. I went out after him, met him and embraced Islam.

- Why did Othman ibn Affan embrace Islam?

- I tell what I would have done if I had been one of those early Muslims?
The start of calling to Islam

The first family members, relatives and friends to become Muslims

"Warn your close relatives"

The approach of the Prophet, peace be upon him, in calling his people was:

The Islam of his uncle .......... And .............. And he was a strong man.

From women

From men

From young men:

With wisdom And ..............

He was protected by his uncle ..............

The ten who were promised of Paradise became Muslims, including:

................................. And................................. And.................................

................................. And.................................
Recite the Holy Qur'an

Allah, glory be to Him, says:

[94. Fasda' bimaa tu'maru wa a'rid anil mushrikeen. 95. Innaa kafai'akal mustahzi'een] 94. So declare openly what you are commanded, and turn away from those who join false gods with Allah. 95. Truly! We defend you from those who mock you.” (Surat Al-Hijr)

My Imprint

My behavior is my responsibility:

♦ I mention how I deal with those who does wrong to me.

I love my homeland:

♦ I explain how I can bear the difficulties that I face in my studies in order to be a good citizen.

Student's Activities

I answer by myself:

1. Activity One

I circle the correct answers:

1. the Messenger of Allah, peace be upon him, stood and called upon his people to inform them about Islam above a mountain:  
   ♦ Al-Marwa ♦ As-Safa ♦ Arafa

2. The Messenger, peace be upon him, was protected by his uncle:  
   ♦ Hamzah ♦ Abu Talib ♦ Ja’far

3. Surat Al-Masad was revealed in response to:  
   ♦ Al-Waleed ibn Al-Mughirah ♦ Abi Lahab ♦ Abi Jahl
2 Activity Two

I look for the speaker in the following situations in the table. Who is he?

<table>
<thead>
<tr>
<th>The Situations</th>
<th>The Speaker who said this</th>
</tr>
</thead>
<tbody>
<tr>
<td>◆ By Allah, if they put the sun in my right hand and the moon in my left hand</td>
<td>◆ I wonder about you and your rank among us!</td>
</tr>
<tr>
<td>◆ in order to give up this mission, I shall not do that until Allah causes</td>
<td></td>
</tr>
<tr>
<td>this religion to appear or I die in defense of it..</td>
<td></td>
</tr>
<tr>
<td>◆ How dare you hurt my nephew, Muhammad, though I am a follower of his</td>
<td></td>
</tr>
<tr>
<td>religion?</td>
<td></td>
</tr>
<tr>
<td>◆ Go, my nephew, and say what you like; I will never let anything happen to</td>
<td></td>
</tr>
<tr>
<td>you.</td>
<td></td>
</tr>
</tbody>
</table>

I search:

In the library of my school for the biography of one of the ten companions who were promised of the Garden, then I summarize it.

I check (✔) the box that shows my mastering of the specified learning:

<table>
<thead>
<tr>
<th>Learning</th>
<th>Excellent</th>
<th>Good</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>I explain how the Prophet, peace be upon him began calling his family,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tribe and people to Islam?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I describe the attitudes of the Prophet’s relatives towards the call to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Islam.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I describe the attitudes of the disbelievers of Qureysh towards the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>call to Islam?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I mention the names of the first Muslims.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I speak about the Prophet’s firm stand and wisdom in facing the ways of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qurayshi disbelievers.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Five

The Mother of the Faithful; Zaynab bint Khuzayma

I learn from this Lesson to:

- mention aspects from the life of Zaynab bint Khuzayma.
- draw lessons from the life of Zaynab bint Khuzayma.

I take the initiative to learn

Which wives of the Prophet, peace be upon him, do you know, before he got married to the Mother of the Faithful Zaynab bint Khuzayma?

Mothers of the Believers

I use my skills to learn:

1. I read and answer

The teacher asked the girls of Grade 4 to write a report about the wives of the Prophet, peace be upon him. One group chose the Mother of the Faithful, Zaynab bint Khuzayma, may Allah be pleased with her. The group introduced Zaynab bint Khuzayma through an interesting conversation.

Teacher: Who will speak to us about Zaynab bint Khuzayma?

Shamma: I read about her that she was a virtuous lady, of noble origin. She was kind and generous. She was called 'the Mother of the Needy,' because she spent much money on poor and needy people and provided for them. Her full name is Zaynab bint Khuzayma bint Al-Harith Al-Hilaliya. She was born about 13 years before the mission of Prophet Muhammad, peace be upon him.

Maryam: I looked for the date when she became Muslim, I found out that she had embraced Islam since the beginning of the call to Islam. Thus, she was one of the early sincere Muslims. She won the pleasure of Allah, glory be to Him, as the following verse describes her:

[Verse from the Quran]
“Was saabiqoonal awwaloon a minal Muhaajireena wala Ansaaari wallazeenat tabaa oo hum bi ihsaanir radiaal laahu ‘anhu wa raddoo ‘anhu wa a’adda laahun jannaatin tajarra tahtahaal anhaaru khaalideena feehaa abadaa; zaalikal fawzul ‘azeem.”

“100. And the first to lead the way of the Muhaajirin ♣ and the Ansar ♥, and those who followed them in goodness Allah is well pleased with them and they are well pleased with Him and He has made ready for them Gardens under which rivers flow, where they will abide for ever. That is the supreme triumph.” (Surah Al-Tauba)

Salma: May Allah be pleased with our mother Zaynab. She showed patience when she lost her husband who died a martyr in the Battle of Badr. She put her trust in Allah, so Allah gave her better than what she lost and she was called the Mother of the Faithful.

Maryam: How did she get the nickname of the Mother of the Faithful?

Salma: The Messenger of Allah, peace be upon him, married her and built a room for her beside the rooms of his noble wives: Aisha bin Abi Bakr and Hafsa bin Omar, may Allah be pleased with them. Thus, Zaynab bin Khuzayma became a mother of the faithful.

Maryam: She was so lucky with this great honor! Allah, glory be to Him, granted her more nobleness, kindness and humbleness. Her name is always associated with her nickname “the Mother of the Poor”.

Salma: Because she was distinguished, even before becoming a Muslim, by generosity and kindness to the poor. She spent all her money on the poor and the needy. When she got married to the Prophet, peace be upon him, she became even more generous and kind to people.

Shamma: Zaynab bin Khuzayma lived in the house of the Prophet, peace be upon him, the best days of her life. She learnt from her husband, the Messenger of Allah, peace be upon him, gained more knowledge and imitated his manners. She died at the age of thirty and was buried in the Baqee’ Graveyard in Al-Madinah Al-Munawwarah.

Teacher: Thank you for your good choice of the subject. May Allah, glory be to Him, give you more love for learning, and guide you to following in the footsteps of the mothers of the faithful, the wives of the Prophet, peace be upon him.

2. I answer verbally
   - Who is Zaynab bin Khuzayma, may Allah be pleased with her.
   - When did she become Muslim?
   - Where was she buried?
   - What are the signs showing that Zaynab bin Khuzayma took the Prophet, peace be upon him, as her model role?
I think to be creative

I suggest the biggest number of charity projects that can be provided for the poor and the needy:

<table>
<thead>
<tr>
<th>Suggested Charity Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

I read and find out

Our model role is the Mother of the Emirates, Her Highness Sheikha Fatima bint Mubarak, the wife of the late Sheikh Zayed Bin Sultan Al Nahyan, may Allah rest his soul in peace. She is a leader of humanitarian activity. She helps the poor and the needy. She is humble, tolerant, generous, and kind. She has an unlimited love for charity inside and outside the UAE.

1. I put a title for the above text.

2. I find the characteristics of Sheikh Zayed Bin Sultan Al Nahyan in the text.
5 I cooperate with my classmates

Omar ibn Al-Khattab, may Allah be pleased with him, said: The Messenger of Allah, peace be upon him, instructed us to give charity. At that time, I had some money, so I said to myself: Today I take precedence over Abu Bakr, if any. Then I went to the Prophet, peace be upon him, with half of my money. The Messenger of Allah, peace be upon him, said: "How much have you left for your family?" I said: "The same amount." Then Abu Bakr brought all his money, upon which the Messenger of Allah asked him: "What did you leave for your family, Abu Bakr?" Abu Bakr answered: "I have left for them Allah and His Messenger." So I said to myself: I can never excel him in anything." (This Hadith was narrated by Abu Dawud, and Tirmidhi, with a good chain of transmitters.)

What charity did Abu Bakr and Omar ibn Al-Khattab, may Allah be pleased with them, do?

1 I describe how I can take the lead in doing goodness for my family.

2 I plan in new, innovative ways to give help to the needy.

6 I create and design

I design a card and write on it a certificate of thanks to those who helped the poor and the needy.
Lesson Five

7 I link

What is the point of similarity between the following picture and charity?

[Image of a hand holding a plant]

8 I share my idea

I speak about the virtues of charity

Charity protects its Muslim donor from the Hellfire. This is based on the Prophet's statement: "Protect yourself from the Fire even with half a palm date. If you do not find, say a good word." (Bukhari & Muslim)

9 I innovate

I take an empty can and use it as a money box to collect excess money from the daily expenses for the sake of the poor and the needy.
The Mother of the Faithful Zaynab bint Khuzayma

She became Muslim when she was 13 years old.

The fifth wife of the Messenger of Allah, peace be upon him.

She loved her husband, the Messenger of Allah, peace be upon him, and benefited from his knowledge and followed in his footsteps.

She was nicknamed “the Mother of the Faithful”.

She was also nicknamed “the Mother of the Poor”.

She died at the age of 30.

She was known for her kindness and generosity before and after she became a Muslim.

She died at Al-Madinah and was buried at Al-Baqee’.
Allah, glory be to Him, said:

[Translation: The example of those who spend their money in the cause of God is that of a grain that produces seven ears, in every ear a hundred grains. And God multiplies (further) for whom He pleases. And God is Bounteous, Knowing.] (Surat Al-Baqarah)

My behavior is my responsibility

- I describe how I can help the poor without letting them feel inferior.

I love my homeland:

- I describe my feeling towards the UAE as a global capital of humanitarian action.

Student's Activities

I answer by myself:

1. Activity One

I choose the correct answer and color the circle opposite it:

1. She was nicknamed the Mother of the Poor:

   - Hafsa bint Omar
   - Zaynab bint Khuzaymah
   - Aisha bin Abu Bakr As-Siddiq
Zaynab died and was buried at:

- Makkah Al-Mukarramah
- Al-Madinah Al-Munawwarah
- Al-Ta’if

Zaynab died when she was:

- 30 Years
- 25 Years
- 35 Years

**Enriching my experience:**

Allah, glory be to Him, says:

> فَأَسْتَفْقَيْنَاكُمُّ اللَّهُ إِلَى اللَّهِ مُرْجِعَكُم مِّمَّا كَنْتُمْ فِيهِمْ جَمِيعًا...

[al-Fatiha:48]

[fastabiqul khairaat; ilal laahi arji’ukum jamee’an]

“So compete in good works. To Allah you will all return.” (Surat Al-Ma’idah:48)

In my school library, I look for other examples of the Prophet’s companions (Sahabah) competing in good works of charity.

**I assess myself:**

I check (✓) the box that shows my mastering of the specified learning:

<table>
<thead>
<tr>
<th>S.N</th>
<th>Learning</th>
<th>Excellent</th>
<th>Good</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I mention the descent (family) of Zaynab bint Khuzaymah, may Allah be pleased with her.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I mention the reason for her being one of the early Muslims.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I state why she was called “the Mother of the Poor”.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I mention the place of her death and burial.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I try to know the manners of Zaynab bint Khuzaymah in order to follow in her footsteps.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit 2
The Strong Believer

[wa qooloo linnaasi husna]
“and speak kindly to mankind”
(Surat Al-Baqarah:83)
<table>
<thead>
<tr>
<th>Ser. No.</th>
<th>Field</th>
<th>Theme</th>
<th>Lesson</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Islamic Belief</td>
<td>Islamic Faith</td>
<td>Belief in Divine Books</td>
<td>♦ He mentions the names of Holy scripture, and to whom they were revealed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>♦ He compares earlier divine books with the Holy Qur’an.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>♦ He mentions that the Holy Qur’an is the last of divine books.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>♦ He mentions proofs that Allah, glory be to Him, has made the Qur’an easy for us to read and learn by heart.</td>
</tr>
<tr>
<td>2</td>
<td>Divine Revelation</td>
<td>The Holy Qur’an</td>
<td>Surat Al-Bouruj</td>
<td>♦ He recites Surat Al-Tariq properly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>♦ He learns Surat Al-Tariq by heart correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>♦ He explains the vocabulary of the verses.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>♦ He explains the general meaning of the verses.</td>
</tr>
<tr>
<td>3</td>
<td>Divine Revelation</td>
<td>The Prophet’s Hadith</td>
<td>Make sure of news</td>
<td>♦ He explains Lam Shamsiyah (J) which is not pronounced, and Lam Qamariyah, which is pronounced.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>♦ He mentions the rules for pronouncing the name of Allah (الله).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>♦ He applies the rules of the two kinds of lam (J) and that of the name of Allah.</td>
</tr>
<tr>
<td>4</td>
<td>The Rules and Purposes of Islam</td>
<td>The rules of Acts of Worship</td>
<td>The importance of Obligatory Prayers</td>
<td>♦ He mentions the importance of obligatory prayers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>♦ He mentions the proper behavior in prayer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>♦ He shows that he applies the proper behavior in prayer.</td>
</tr>
<tr>
<td>5</td>
<td>Divine Revelation</td>
<td>The Prophet’s Hadith</td>
<td>The best of you in manners</td>
<td>♦ He reads the Prophet’s Hadith properly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>♦ He explains the meaning the words and expressions of the hadith.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>♦ He learns the hadith by heart.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>♦ He follows in the Prophet’s footsteps in good manners.</td>
</tr>
</tbody>
</table>
Belief in Divine Books

- I mention the names of Holy scripture, and to whom they were revealed
- I compare earlier divine books with the Holy Qur'an.
- I mention that the Holy Qur'an is the last of divine books.
- I mention proofs that Allah, glory be to Him, has made the Qur'an easy for us to read and learn by heart.

I take the initiative to learn

I remember and think

Allah, glory be to Him, says in the Holy Qur'an:

[Qur'an 6:46, Al-An'am]

"...Allah, glory be to Him, says in the Holy Qur'an:

وَأَمْنَّكُم مِّنَ الرَّسُولِ مَا أَنْزَلْتُ إِلَيْهِ مِنْ دُونِهِ وَالْمُؤْمِنُونَ مِنْ يَوْمٍ إِلَى يَوْمِ الْقِيَامَةِ مَا أُمِّنُنَّهُ وَمَاتَ حِيْثْمَا يَأْتِينَهُ وَوَقَالُوا سَمِعْنا وَأَطْعَنَا عِفْرَاتَكَ رَبِّنَا وَإِلَيْكَ الْحَمْلُ ۖ لَمْ نَقُرْ بَيْنَ أَصْحَابٍ مِّنْهُ وَمَا أَنْبِئْنَا بِهِ قَبْلَهُمْ إِلَّا عَلَى بُشْرٍ يَأْتِيِّكَ وَيَأْتِيِّهِمْ ۖ وَكُلُّ نَبِيُّ مُنْذِرٌ لِّلْمُؤْمِنِينَ ۖ وَبَالَاءٌ مِّنْهُ وَمَحْرُومٌ وَعَلِيمٌ مَّعْلُومٍ

[Aamunara-Rasoolu bimaan ilaihi mir-Rabbihee walmu'minoon; kullun aamana billaahi wa Malaa'ikathiihe wa Kutubhihe wa Rusuliha laa nufarriqu bainahahadim-mir-Rusulihe wa qaaloo sami'naa wa ata'naa ghufranaaka Rabbaanaa wa ilaikal-maseer]

"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)

- Who is the messenger mentioned in the above verse?
- What did the Prophet and the believers believe in?
- I count the pillars of belief.
- Which books are meant in the holy verse?

I use my skills to learn:

1. I read and answer

The name of the Book and the name of the messenger who received it:
1. Allah, glory be to Him, says:

```
طَلَبَ مَا أُنْزِلَ عَلَيْكَ الْقُرْآنَ لِتَشْفِقَنَّ ۗ إِلاَّ نَذِهَّرَةٌ لَمْ يَكُنْ يَحْسَنُ

[1-Taa-Haa, 2-Maa anzalnaa 'alaikal Qur'aan liushqaaa, 3-Ilkaa tazkiral liman yakhshaa]
```

“1. Ta. Ha. 2. We have not revealed unto you (Muhammad) this Quran that you should be distressed, 3. But as a reminder unto him who fears.” (Surat Ta-Ha)

<table>
<thead>
<tr>
<th>Muhammad, peace be upon him</th>
</tr>
</thead>
</table>

2. Allah, glory be to Him, says:

```
فَقَدْ نُعِينَ ۚ إِنَّ نَزْلَتِهِمْ وَقَدْ نُعِينَ ۖ أَيُّهَا الْيَسِيرُ الَّذِي أُنْزِلَ إِلَيْهِ

[Thumma qaffainaa 'ala aasairihihim bi Rusulinaa wa qaffainaa be 'Essab ni Maryama wa aatainaahul Injeela wa ja'alnaa fee quloobil lazeenat taba' oohu raafatanw wa rahmatanw wa rahbaaniyyatanib tada' oohaa maa katanaahaa 'alaihim illab tighaa'a ridwaanil laahi famaa ra'awhaa haqqa ri'aayatihaa fa aatainal lazeena aamanoo minhum ajrahum wa kaseerum minhum faasiqoon]
```

“27. Then We caused Our messengers to follow in their footsteps; and We caused Jesus, son of Mary, to follow, and gave him the Gospel, and placed comacceptable and mercy in the hearts of those who followed him. But monasticism they invented. We ordained it not for them. Only seeking Allah's pleasure, and they observed it not with right observance. So We give those of them who believe their reward, but many of them are evil liers.” (Surat Al-Hadid)

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>----------------------------</td>
</tr>
</tbody>
</table>

3. Allah, glory be to Him, says:

```
إِنَّ هَذَا لَيْتَ أَصْحَابُ الْأَوْلِى ۛ صَحِيفٌ إِخْرَاجِهِمْ وَمُوسِيٌّ ۖ (١٩)

[18. Inna haazaa lafi suhu fil oolaa 19. Suhufi Ibraheema wa Moosaa]
```

“18. Lo! This is in the former scrolls, 19. The Book of Abraham and Moses.” (Surat Al-A'la)

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>----------------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Torah</th>
</tr>
</thead>
</table>
4. I cooperate with my classmates

1. We compare the Holy Qur'an with earlier divine books.

<table>
<thead>
<tr>
<th>Comparison</th>
<th>The Holy Qur'an</th>
<th>Earlier Divine Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point of Similarity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points of Difference</td>
<td></td>
<td>They were revealed to certain peoples.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It contains a clear statement and detail.</td>
</tr>
</tbody>
</table>

5. We discuss, then arrange the following divine books according to their order of revelation


<table>
<thead>
<tr>
<th>The 5th</th>
<th>The 4th</th>
<th>The 3rd</th>
<th>The 2nd</th>
<th>The 1st</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The Psalms (The Book of David)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. I speak before my classmates about

- My belief in divine books.
- My feelings during the recitation of the Holy Qur'an.
7 I think to be creative

I create a monthly plan to organize my time. It should help me exercise my different activities and do my daily duties. I should include specific times in my daily timetable for learning new verses from the Holy Qur'an by heart.

8 I search for:

I search on the internet for one proof of miracle in the Holy Qur'an and talk about it in front of my classmates.

I organize my concepts

Belief in Divine Books

Divine Books

- was revealed to Abraham (Ibrahim), peace be upon him.
- was revealed to Moses (Musa), peace be upon him.
- was revealed to David (Dawud), peace be upon him.
- was revealed to, peace be upon him.

They call to

They did not include everything.

They were revealed to certain communities.

Belief in the Holy Qur'an

The Holy Qur'an

- It was revealed to our Master, peace be upon him.
- It has clear statement and detail.
- It was revealed for all.

It calls to and His obedience.

Allah kept it safe from.
Allah, glory be to Him, says:

إِنَّمَا آتَيْنَا الْرَسُولَ ﷺ مِّنْ رَبِّنَا هَذَا الْقُرْآنَ فَهُوَ الْفَاتِرُ ۛ وَهُوَ الْبَرِّيِّ ۛ لَا تَفْرَغُ بِيْنَ حَتَّى نَجِدَنَّ مَا قَالُوا، وَفَسَاؤُوا سَيِّئَةً وَأَطْعَنَا عَفْرَاتَ رِبَّنَا وَإِلَيَّ اِلْمُصِيَّبُ ۢ[١٨٠]}


“284. To Allah (belongs) whatever is in the heavens and whatever is in the earth; and whether you make known what is in your minds or hide it, Allah will bring you to account for it. He will forgive whom He will and He will punish whom He will. Allah is Able to do all things.” (Surat Al-Baqarah)

:**My behavior is my responsibility**

- What should I do to be a real believer in the Books that Allah revealed to His messengers?

**My behavior is my responsibility:**

Rashid knew a new student at school. The strange thing is that this student reads the instructions of the Holy Qur’an, but he does not obey them. He had lived abroad with his family, and Rashid noticed that he did not perform prayer in a timely manner.

- I say what I would have done - if I had been in place of Rashid – to help this student.
- I draw a practical plan to make my classmates aware of the importance of prayer in their life and apply the plan in practice.
Student’s Activities

I answer by myself

1 Activity One

Complete the following table with suitable words:

<table>
<thead>
<tr>
<th>The Revealed Book</th>
<th>The Messenger Who Received it</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Holy Qur’an</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moses, peace be upon him</td>
</tr>
<tr>
<td>The Gospel</td>
<td></td>
</tr>
<tr>
<td>He Psalms</td>
<td>Abraham, peace be upon him</td>
</tr>
</tbody>
</table>

2 Activity Two

I read the following texts, then write what they point at:

1. Allah, glory be to Him, says:
   
   [‘Innā Naḥnu Nazzalnā Adh-Dhikra Wa ‘Innā LahuLahāfīţūna]  
   “9. We Ourselves have revealed the Quran and We are its Protectors.” (Surat Al-Hijr)

2. Abu Huraira, may Allah be pleased with him, reported that the Prophet, peace be upon him, said: “The prophets are paternal brothers; their mothers are different, but their religion is one.” [Bukhari & Muslim]
I give my opinion about the following cases:

1. He is busy playing electronic games instead of reading the Holy Qur’an.

2. He knows that prayer is obligatory on every Muslim, but he neglects it.

3. He participates in the Holy Qur’an Memorization Contest.

4. He visits his non-Muslim friend and plays with him.

Enriching my experience:

I look for other names of the Holy Qur’an and show them to my classmates.

I assess myself:

I choose the evaluation that shows my level of learning:

<table>
<thead>
<tr>
<th>Ser. No.</th>
<th>Learning</th>
<th>Excellent</th>
<th>Good</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Mention the names of the Holy Scriptures and to whom they were revealed.</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Compare the Holy Qur’an and the earlier scriptures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Explain that the Holy Qur’an is the last holy scripture.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Explain with evidence that Allah, glory be to Him, has made recitation and memorization of the Qur’an easy for us.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Surat At-Tariq

I learn from this Lesson to:
- I recite Surat At-Tariq correctly.
- I learn Surat At-Tariq by heart properly.
- I explain the vocabulary of the verses.
- I explain the general meaning of the verses.

I take the initiative to learn

I read and think
- How do stars move in the sky?
- Why don’t stars hit each other?

I use my skills to learn:

I recite and learn by heart

سورة الطارق

قال تعالى: (وَالْغَدِّ وَالْقَطِيفِۖ وَمَا أَذَّنَكَ مَا الْقَطِيفِ) أَلْقَّبَ الْمَلِكَ اِلَّهٍ عَلَيْهِ حَافِظٌۚ فَلْتَعْتُرَّ أُوْلَٰئِكَ ﴿۱﴾ حَالُوكَ ﴿۵﴾ فَخَلَقْتُكَ مَّثَلًا دَافِعٍ ﴿۶﴾ يَخْرُجُ بِيَوْمِ الْقِيَامَةِ ﴿۷﴾ وَالْقَطِيفُ ذَاتِ الصُّدُورِ ﴿۸﴾ إِنَّمَا هُوَ فِي غُرُورٍ ﴿۹﴾ كَأَنَّهُ مَوْلُوَادٌ ﴿۱۰﴾ وَالْأَرْضَ ﴿۱۱﴾ فَهْيَ الْكِتَابُ ﴿۱۲﴾ وَاخْتَلَفْۚ وَرَبَّكَ ﴿۱۳﴾ إِفْلَأْتُمْ فَخُذُوهُمْ وَأَيْكَافُهُمْ وَاخْتَلَفْۚ وَرَبَّكَ ﴿۱۴﴾
surat alttariq

bismi Allahi alrrahmani alrrahim

walssama'i walttariq (1) wama 'adranka ma alttariq (2) alnajmu alththaqib (3) 'in kullu nafs'in lamma 'alayha hafiz (4) falyanzuril 'iinsanu mimma khuliq (5) khuliqa mimma'in daqiq (6) yakhrju min baynis-sulbi walttara'ib (7) 'innahu 'alaa raj’ehi laqadir (8) yawma tublas-sara’ir (9) fama lahu min quwwatin wala nasir (10) wassama'i dhatirraja’ (11) wal'ardi dhatis-sada’ (12) 'innahu laqawlun fasl (13) wamaa huwa bilhazl (14) 'innahum yakiduna kaydah (15) wa'akidu kaydaa (16) famahhil alkafrin 'amihilhum ruaydaa (17)

The Night-Visitant (Star)
(Surat At-Tariq)

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

1. By the heaven and the Night-Visitant (Star)
2. Ah, what will tell you what the Night-Visitant (Star) is!
3. The star of piercing brightness!
4. No human soul but has a guardian over it.
5. So let man consider from what he is created.
6. He is created from a gushing fluid
7. That issues from between the loins and ribs.
8. Lo! He verily is Able to return him (unto life)
9. On the day when hidden thoughts shall be searched out.
10. Then will he have no might nor any helper.
11. By the heaven which returns (in its rounds),
12. And the earth which splits (with the growth of and plants)
13. Lo! this (Quran) is a conclusive word (that distinguishes the truth from falsehood),
14. It is no joke.
15. Lo! they plan a plan (against you, O Muhammad)
16. And I plan a plan (against them).
17. So give a delay to the disbelievers. Deal you gently with them for a while.

I explain the vocabulary

> Tariq: the star that has a piercing light and strong rays that can penetrate anything in its way.

> Hafidh (guardian): an angle who writes down the provision, life and deeds of man.
2 I think about the verses and answer

- What is the truth that was highlighted by this oath?
- What must man do when he learns that angels write down what he says and acts?

3 I read and find out

1 In verses (5 – 8), Allah orders man to look into the origin of his creation so as to know the favor of Allah, and know his true value and does not feel too proud. He is created from a base fluid. He should also know that Allah, Who created him, is able to return him to life again after he dies and bring him to account for his deeds. No power can prevent Allah from that, nor is there any helper for man then.

2 Some of the states of human beings on the Day of Judgement:
- They stand before Allah admitting all that they have done and receive just reward from Allah, glory be to Him.
- Their secrets and all that they hide are exposed.
- They do not have any power that can help them or protect them from punishment.

3 What should man do when he knows:
- That Allah is able to return him to life again after his death?
- That his evil deeds which he had hidden from people will be revealed on the Day of Judgement?
We read, then answer.

Allah, glory be to Him, swears by the sky, which returns; that is, it returns what rises to it from the earth back to earth, and that much of what falls on it from its high parts is returned to the source from which it falls.

Allah, glory be to Him, swears by the earth which breaks and splits (with the growth of plants, trees and flowers).

This (Quran) is a conclusive word that distinguishes the truth from falsehood.

It does not contain jokes, error or things for amusement; it is the truth because it is the words of the Wisest of Judges, Allah, glory be to Him.

What should man do when he knows that the Holy Qur’an is the word of truth?

We read and discuss

That is, those who deny the Messenger of Allah, peace be upon him, and the Holy Qur’an.

Plan secretly to destroy religion.

I uncover the plans and plots of wrongdoers, and make the truth visible, so they cannot prevent what Allah, glory be to him, wants.

Just wait for a while, for they will know the end of their affairs when punishment comes to them.
After his son was seized as a prisoner of war in the Battle of Badr, Omayr ibn Wahb said to Omayya ibn Khalaf (while alone together): “By Allah, unless I have debts and little children, I would go to Muhammad and kill him.” Omayya ibn Khalaf said to him: As for your debts, I will pay them back, and your children are my children. Go and do what you want to do. Omayr ibn Wahb set out for Al-Madinah, carrying his poisoned sword, and pretending that he wanted to ransom (free) his son. When he arrived in Al-Madinah, Omar ibn Al-Khattab, may Allah be pleased with him, saw him. He said: “This is the enemy of Allah, Omayr ibn Wahb, he has come for something evil.” Then he took him to the Prophet, peace be upon him, after he tied him with the belt of his sword. He said: “O Messenger of Allah, this is the enemy of Allah, Omayr!”

The Prophet, peace be upon him, said: “Release him, Omayr!” He released him. The Prophet then said: “Come near me, Omayr! What made you come here?”

Omayr answered: “I have come to ransom my son.” The Prophet, peace be upon him said: “Why this sword, then?” He answered: “Allah’s curse be on these swords; they were useless in Badr.”

The Prophet, peace be upon him, said to him: “Haven’t you said to Omayya ibn Khalaf: ‘Unless I have debts and little children, I would go to Muhammad and kill him.’ Omayya ibn Khalaf said to him: As for your debts, I will pay them back, and your children are my children. Go and do what you want to do.’ Omayr was shocked and said to him: “By Allah, this is what happened between us, and only Allah knows this, and you are the Messenger of Allah indeed.” (Narrated by Ibn Mandah with a good chain of transmitters)

- What plot did Omayr ibn Wahab and Omayya ibn Khalaf plan?
- How did Allah frustrate (make useless) their plan?

5 I think to be creative
- What would happen if the water of seas evaporated and did not return to earth?

6 I search
I search for the story of the Prophet, peace be upon him, when he left his house on the day of migration. The disbelievers were there but they could not see him. I explain how Allah frustrated their plan and speak about this in front of my classmates.
Lesson Two

I organize my concepts
I complete the chart with suitable words

Surat At-Tariq

Allah, glorified and exalted be He, has sworn

By the heaven and the Night-Visitant (Star), by the heaven which returns (in its rounds), 12. And the earth which splits (with the growth of and plants), that every human soul

The Holy Qur'an is

The disbelievers make plans against the Prophet, peace be upon him, intending to put an end to the religion of truth.

Allah, glory be to Him, reveals their plans and makes them useless.

Allah has created man from

Allah gives a delay to the disbelievers, but He

Able to and bring him to account.

I recite the Holy Qur'an

Allah, glory be to Him, says:

"إِفْخَاصَتُنَا أَنَّا خَلَقْنَا عِبَادًا وَأَنَّهُمْ إِلَيْنَا لَيُحْكُمُونَ \( \text{فُتْعَالِيُّ اللَّهِ الْمَلِكُ }\)"

[Al-Mulk].

115. 'Afahasibtum 'Annamâ Khalaqaqum 'Abathâan Wa 'Annakum 'Illaynâ Lâ Turja'ûna

116. Fata'âlá Allâhu Al-Maliku Al-'Haqq Qu'Lâ 'Ilâha 'Illâ Huwa RabbuAl-'Arshi Al-Karîmi

115. Did you think that We had created you for nothing, and that you would not be returned to Us?

116. Now Allah be exalted, the True King! There is no God beside Him, the Lord of the Throne of Grace.
My behavior is my responsibility:

- I say what I do while feeling that Allah sees me.

I love my country

- I give my opinion about the launch of Hope Spacecraft to explore the Planet of Mars.
- I write a sentence to express my feeling of pride in the achievements of my country.
**Lesson Two**

**Student’s Activities**

1. **Activity One**

   I indicate which of the following acts of people are recorded by angels:

<table>
<thead>
<tr>
<th>Act</th>
<th>Recorded</th>
<th>Not Recorded</th>
</tr>
</thead>
<tbody>
<tr>
<td>One student insulted another with bad words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A student pointed with his hand and hit the face of his friend by mistake.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A girl prayed to Allah, glory be to Him, thanking Him for obtaining final grade of the exam.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A man spoke while sleeping.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He took money from the purse of his classmate without anyone noticing him.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Activity Two**

   I read the following texts, then write what they indicate:

   "Qūl Allāh: "Azim Thumma Ba`athahu Qāla Qam La-bithta Qāla Labithtu Yawmāan `Aw Ba` da Yawmīn Qāla Bal-Labithta Mi`āta `Azim Fān`ūr `Ilā Ta`āmika Wa Sharābika Lam Yatasannah`Wa An`ūr `Ilā Himārika Wa Linaj` alaka `Ayatan Lilnāsī`Wa An`ūr `Ilā Al-`Izāmi Kayfā Nunshizuhā Thumma Naksūhā La`hmāan` Falāmmā Tabayyana Lahu Qāla `A`lamu `Anna Allāha `Alā Kulli Shay`in Qadīrun"
"And Allah made him die a hundred years, then brought him back to life. He said: How long did you remain (dead)? (The man) said: I have remained (dead) a day or part of a day. (He) said: No, but you have remained (dead) for a hundred years. Just look at your food and drink which have not rotted! Look at your ass! And, that We may make you a sign to mankind, look at the bones, how We adjust them and then cover them with flesh! And when (the matter) became clear unto him, he said: I know now that Allah is All-Able to do all things. (259)" (Surat Al-Baqarah)

21. 'Am Ḥasība Al-Ladhīna Ajtaraḥū As-Sayyi'ātī 'An Naj'alahum Kālladhīna 'Āmanū Wa 'Amīlū Aṣ-Ṣāliḥātī Sawā'an Mafyāhum Wa Mamātuhum Sā'a Mā Yaṭīkiemūna
"21. Or do those who do evil deeds think that We shall make them as those who believe and do good works, the same in life and death? Bad is their judgment!" (Surat Al-Jathiyah)

The disbelievers of Qureysh followed the Prophet, peace be upon him, after he left for migration. When they arrived at Thawr Cave, where the Prophet was with his Companion Abu Bakr As-Siddiq, they found a spider that had weaved its web and a pigeon that had built its nest at the mouth of the cave. So they went away. Abu Bakr As-Siddiq, may Allah be pleased with him, said: "If one of them had looked below, he would have seen us." (Narrated by Bukhari and Muslim)

3 Activity Three
I give my opinion about the following attitudes:

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  He is eager to read and learn the Qur’an in order to observe its rules and teachings in his life.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2  He wanted to pass the test, so he cheated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3  He reads the Holy Qur’an but does not obey the orders of Allah, glory be to Him.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4  He obtained a PhD degree and used his learning to serve his country.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Enriching my experience:

- I watch the documentary film "The Imprint of the Black Hole" to know about the greatness of the creations of Allah, glory be to Him.

I assess myself:

I choose the evaluation that shows my level of learning:

<table>
<thead>
<tr>
<th>Ser. No.</th>
<th>Learning</th>
<th>Excellent</th>
<th>Good</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Recite Surat At-Tariq correctly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Learn Surat At-Tariq properly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Explain the meaning of the vocabulary of the surah.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Give the general meaning of the verses.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Making Sure of News

I learn from this Lesson to:

- learn the noble hadith by heart.
- give the general meaning of the hadith.
- find out the importance of making sure about news before reporting it.
- explain the effect of truthfulness on a believer’s life.

I take the initiative to learn

- How many pieces of news do you hear in one day?
- What kind of news do you hear?
- How do you deal with the news?
- Can you tell all the news that you hear?

I use my skills to learn:

I read and think

The father asked his three sons to write down a text message received from one of their friends. It was written at the end of the message: “Publish to be rewarded!” In the morning of the next day, each of the three sons brought a piece of paper on which he wrote his message in obedience to their father. They started reading the messages.

Father: Did you send it to others, Ahmad?
Ahmad: Yes, Dad, as soon as I read “Publish and you will be rewarded.”
Father: And you, Khalid?
Khalid: I sent it because I know already that the news is correct.
Father: And you, Sultan?
Sultan: I have not sent it to anyone for fear that the news is false, and thus I will be written by Allah, glory be to Him, as a liar.
Lesson Three

Father: Well done, Sultan. This is what I wanted to let you know, my sons. A Muslim must make sure about the news before he publishes it, especially if it was a Sharia ruling, a noble Hadith, or a piece of news that may hurt others, so you will not be written by Allah as liars.

Khalid: How can you make sure about the correctness of the news?
Father: From Fatwa centers or learned men.

And you, dear student, what will you do with such a message?

2 I read and learn by heart

Hafs ibn Aassim, may Allah be pleased with him, said: The Messenger of Allah, peace be upon him, said: “It is enough falsehood for someone to report (everything he hears.” (Narrated by Muslim

The general meaning of the noble hadith:

Do not pass on words without verification (i.e. making sure that they are true), because this may cause you to report a false news, which is a sin.

3 I read and find out

It was said to a notable companion of the Prophet, peace be upon him: “Your friend has received revelation (as prophet).” He answered: “He is truthful.” They said: “and Jibril (Gabriel) was sent to him!” He said: “He tells the truth.” They said: “And he told us that he was carried to the Aqsa Mosque! He answered: “He tells the truth.” They said: “And he told us that he was carried up to Heaven!” He said: “He tells the truth.” Then it was said to him: “You are siddiq (very trustworthy) while alive and after death.”

♦ What is the name of this notable companion?
♦ Who is meant to be truthful in the above text?
4 I read and imitate

Allah sees me and know what I have in mind; therefore, I am keen to be always truthful in order to win His love and pleasure.

5 I think and answer

I find out from the verses the reasons that help to be truthful:

1. Allah, glory be to Him, says:

Yā 'Ayyuhā Al-Ladhīna Āmanū Attaqū Allāha Wa Kūnū Ma'aṣ-Sādiqīnā

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

[verse]

1. [verse]

2. the company of the truthful.

2. Allah, glory be to Him, says:

Falammā 'Aslāmā Wa Tallahu Liljābīnī (103) Wa Nādaynāhu 'An Yā 'Ibrāhīmu (104) Qad Šaddaqta Ar-Ru'uyā 'Innā Kadḥālika Najzī Al-Muḥsinīnā (105)

"103. Then, when they had both surrendered (to Allah), and he had flung him down upon his face, 104. We called unto him: O Abraham:
105. You have already fulfilled the vision. Lo! thus do We reward the good.” (Surat As-Saffat)

[verse]

[verse]
3 Allah, glory be to Him, says:

Wa Qul Rabbi 'Adkhilnī Mudkhala Šidqin Wa 'Akhrijnī MukhrajaSidqin Wa Aj'al Li Min Ladunka Suljänān Našrān

"80. And say: My Lord! Cause me to come in with a firm incoming and to go out with a firm outgoing. And give me from Your presence a sustaining Power." (Surat Al-Israa)

word ليس لها ترجمة في ملف ال
ليس لها ترجمة في ملف الـ word

أذكر ثلاثة أعمال مبتكرة يمكن القيام بها مع رفاقك بصدد إخلاص لتبيل رضا الله تعالى ونشر المحبة في المجتمع.

أخبر من صديقتك الصادقة، وأخبر على قول الصدق، وتجنب نقل أي كلام أنت عنه دون تثبت حتى لا أصبح من الكاذبات.

I organize my concepts

I recite the Holy Qur'an

قال تعالى: "قل، ما هذا يوم يزعم المستمرون الصادقين صدقهم، لهم جن Excelling من خلقهم الأظهر من خلقين فإلهي نذكروا الله ورضوا عنه ذلك أقول العظيم."

المؤمن يخضع على

رضأ الله تعالى

ويتحفظ بعدم نقل القائعات حتى لا يكون من الفاسقين

فيمتنع عن

الصدق

متأاباً بالرسول صلى الله عليه وسلم

الثقة من الأخبار

عند سماعها

قبل نقلها

Making Sure of News
My behavior is my responsibility

- I promise to be truthful in words and deeds.

I love my country:

- I fight against bad rumors that harm the security of my country.

Student's Activities

1. Activity One

I offer my advice to each of the following so that they should love their work and not listen to rumors around them:

The journalist:

The salesman:

The student:
2 Activity Two

I match the following attitudes with a suitable kind of truthfulness and sincerity:

- Sincerity toward Allah, glory be to Him
- Sincerity toward Allah’s Messenger, peace be upon him
- Meeting one’s promise

- He promised to give the sum in two days, and he gave it on time. (..................)
- He followed the Prophet’s guidance regarding making sure about news. (..................)
- You fear Allah, glory be to Him, and keep away from sins. (..................)

3 Activity Three

I find out:

1. Al Mughira ibn Shu’ba, may Allah be pleased with him, said: The Prophet, peace be upon him, said: “If a person carries a speech which he knows is false, he is one of the liars.” (Narrated by Muslim in the introduction to his Sahih)

   What does this indicate?

2. Allah, glory be to Him, says:

   [7. Waylun Likulli ‘Affākin ‘Athīmin]
   “7. Woe unto each sinful liar.” (Surat Al Jathiyahh)

   What does this indicate?
Enriching my experience:

1. I search for the story of the hoopoe in the Holy Qur’an, and choose from it what calls for verification (making sure) of news, then show it to my schoolmates.

2. In cooperation with one member of my family, I search for the Law of Electronic Security, and write what I understand in two lines.

I assess myself:

I choose the evaluation that shows my level of learning:

<table>
<thead>
<tr>
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<th>Good</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My ability to learn the hadith by heart.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>My ability to give the general meaning of the noble hadith.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>My ability to avoid carrying news without verification.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>My ability to check the truth in speech and action.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The importance and Etiquette of Obligatory Prayers

I learn from this Lesson to:

- mention the importance of obligatory prayers.
- mention the proper behavior in prayer.
- show that I apply the proper behavior in prayer.

I take the initiative to learn

1. I notice and compare
   - What does this picture remind you of?
   - How do you know the timings of prayers?
   - Are they fixed in all seasons of the year?
   - What is the meaning of the following verse from the Holy Qur'an:

   

   Inna Aṣ-Ṣalāata Kānat `Alá Al-Mu’uminīna Kitābāan Mawqūtāan
   "Verily, the prayer is enjoined on the believers at fixed hours.." (Surat An-Nisa:103)

I use my skills to learn:

2. I read and think

   The father returned from the sports club with his children. He asked them to be ready for Al-Maghrib Prayer.

   Rashid: It is still early, Dad. The mosque is near, so why should we get ready half an hour before the Call to Prayer (Adhan)?

   Father: My son, Prayer is one of the most important acts that are required of Muslims. They must do it on time.
Lesson Four

Salim: Yes, prayer refines the soul, purifies the heart, deepens faith, connects a person with his Lord and organizes his life. It motivates him to do good deeds and give charity. It is a guiding light that keeps man from evil acts and guides him to good ones.

The father: Prayer, my sons, is one of the greatest pillars of Islam. Allah has ordered us to perform it in all conditions: travel and stay, health and illness. The Prophet, peace be upon him, had enjoined it on his nation before he died for fear they would neglect it. It is the first thing people will be asked about on the Day of Judgement. If it is valid, all their acts will be valid.

Salim: It is the reason for the forgiveness of sins, as said by the Prophet, peace be upon him: “If a Muslim – at the time of prayer – performs ablution (wudu’) well, then bows in prayer humbly, his previous sins will be removed as long as he avoids major sins for all times to come.” (Narrated by Muslim)

Hamdan: The one who performs prayers regularly will be with saintly and righteous people and martyrs in the Garden of Paradise.

Father: May Allah bless you, my sons. Prayer has etiquette that must be observed, including:

1. offering it on time so that you should be rewarded and your learning and acts may be blessed.
2. waiting for prayer and offering it early.
3. offering prayer sincerely. Allah accepts only acts that are offered sincerely for His sake.
4. performing wudu (ablution) in a perfect manner.
5. remembering Allah before and after prayer, like saying:

(Astaghfiru Allah, Astaghfiru Allah, Astaghfiru Allah) (Subhaanaka Allahumma wa bihamdika, wa tabaarak Ismuka, wa ta’ala jadduka, wa la ilaaha ghayruka.)

“I ask Allah to forgive me; I ask Allah to forgive me; I ask Allah to forgive me. Glorified and praised be You, Allah; blessed is your Name, Exalted be Your Name, and there is no God but You.”

6. Walking to prayer calmly and solemnly.
7. Between adhan (the call to prayer) and iqama (second call to prayer), a Muslim should busy himself with invocation, supplication and recitation of the Qur’an. He should not make noises in the mosque or prayer room.

Add to Your Information
A servant of Allah humbles and surrenders his heart to Allah, Lord of the worlds, during prayer. The effect appears on his body which becomes calm and submits to Allah, glory be to Him. So he does not play or tamper with his body or clothes, and does not make movements other than those of prayer.
Humbleness in prayer (in the heart).

Abdullah: Thank Allah. Today I have learnt from you a lot of ethics of prayer.
Father: Then let's perform wudu and hurry to the mosque.

3. I answer
1. What is the importance of prayer?
2. I mention the etiquette of prayer.

4. I say

“O Allah, help me to remember, thank and worship You properly!”

5. I cooperate with my classmates

I cooperate with the members of my group and speak about the acts that are contrary to the etiquette of prayer in the following pictures, then write them:
Subhāna Allah, wālhamdu Lillah, wala Ilaha Illa Allah, wallahu Akbar.
Glory be to Allah; praise be to Allah; there is no God but Allah, and Allah is the Greatest!

Allahu Akbar!
Allahumma Rabba hathihi ad-da’wati attaammah.
Allah is the Greatest!
O Allah, Lord of this perfect prayer.
I decide

1. to come to prayer willingly and actively, eager to pray to Allah.
2. to improve my look before entering into prayer by choosing clean clothes, perfuming and brushing my teeth with miswak.

Allah, glory be to Him, says:

31. Yā Bani 'Adama Khudhū Zinatakum 'Inda Kulli Masjid

"31. O Children of Adam! Look to your adornment at every place of worship."
(Surat Al-A'raf)

3. to do the necessary works and duties before entering into prayer in order to free my mind from anything except Allah, glory be to Him.

Aisha, may Allah be pleased with her, said: “I heard the Messenger of Allah, peace be upon him, say: There is no prayer at the presence of food, or in case one needs to relieve himself of the dirty things (urine and stool).” (Muslim)

4. to come to prayer calmly, solemnly and peacefully

What is the decision you will take after reading the above?

I listen and repeat

40. My Lord! Make me to establish proper worship, and some of my posterity (also); our Lord! and accept prayer.

41. Our Lord! Forgive me and my parents and believers on the day when the account is cast.” (Surat Ibrahim)

31. Wa Ja`alanī Mubārakān 'Ayna Mā Kuntu Wa 'Awshanī Biṣ-Salaatī Wa Az-Zakāati Mā Dumtu Ḥayyān

"31. And has made me blessed wherever I may be, and has enjoined upon me prayer and alms giving so long as I remain alive.” (Surat Maryam)
Lesson Four

8 I search
- I search for supplications that are recommended after hearing adhan (the Call to Prayer).

9 I participate with my creativity
- I design an innovative project that shows some errors resulting from non-compliance with the etiquette of prayer. I give it to my teacher to put it at a suitable place at school.
Obligatory Prayers

Their importance

The greatest pillar of Islam after the two testimonies of faith.

The first thing to be asked for

The one who performs prayer will be with saintly people and martyrs in the Garden of Paradise.

It is light for its doer in this worldly life.

Prayer (Salah) is the Prophet's commandment to his nation (Peace be upon him.)

Th first attribute of the righteous.

Some of their etiquette

Sincerity of intention

Complete (purification)

Adornment, beautiful look and siwak.

Doing it early on time

Remembrance of Allah, glory be to Him!

Calmness and solemnity

Humbleness
Allah, glory be to Him, says:

34. Wa Al-Ladhīna Hum `Alā Šalātīhīm Yuhāfiżūna 35. 'Ulā'ika Fī Jannātīn Mukramūna
"34. And those who are attentive at their worship,
35. These will dwell in Gardens, honored." (Surat Al Ma‘arīj)

My behavior is my responsibility:
• I mention what I do until I perform the obligatory prayers.

I love my country:
• I mention what I am going to say in my prayer for my father, mother and nation.
1 Activity One

I write the number of proof against the etiquette that relates to it:

<table>
<thead>
<tr>
<th>Ser. No.</th>
<th>Act</th>
<th>Number</th>
<th>Etiquette</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(اللَّهُمَّ اِجْعَلْنِي فِي قَلْبِي نُورًا وَفِي لِسَانِي نُورًا وَاجْعَلْنِي فِي سَوْمِي نُورًا وَاجْعَلْنِي فِي بَصِيرَتِي نُورًا وَاجْعَلْنِي مِنْ خَلْقِي نُورًا وَمِنْ أَمَامِي نُورًا وَاجْعَلْنِي مِنْ قَوْلِي نُورًا وَمِنْ تَحْتِي نُورًا اللَّهُمَّ اعْفُوكَ نُورًا) [قراءة البخاري و البكاء]</td>
<td>[Allahumma] al fi qalbi nuran, wa fi lisani nuran, wa fi sam'i nuran, wa fi basari nuran, wa min fawqi nuran, wa min tahti nuran, wa 'an yamini nuran, wa 'an shimali nuran, wa min &quot;amami nuran, wa min khalifi nuran, waj'alfi nafsi nuran, wa &quot;a'zim li nuran, wa 'azzim li nuran, wafal li nuran, waj'ali nuran, Allahumma &quot;a'tini nuran, waj'al fi 'asabi nuran, wafi lahmi nuran, wafi dami nuran, wa fi sha'ri nuran, wa fi bashari nuran. [Allahumma] al linuran fi qabiwa nuran fi 'izami.] [Wa zidni nuran, wa zidni nuran, wa zidni nuran.] [Wa habli nuran 'ala nur.]</td>
<td>Going Early to mosque for prayer</td>
</tr>
</tbody>
</table>

O Allah, place light in my heart, and on my tongue light, and in my ears light and in my sight light, and above me light, and below me light, and to my right light, and to my left light, and before me light and behind me light. Place in my soul light. Magnify for me light, and amplify for me light. Make for me light and make me a light. O Allah, grant me light, and place light in my nerves, and in my body light and in my blood light and in my hair light and in my skin light. (1) [O Allah, make for me a light in my grave... and a light in my bones.] (At-Tirmidhi 5/483 (Hadith no. 3419).) [Increase me in light, increase me in light.]

(1) [O Allah, make for me a light in my grave... and a light in my bones.] (At-Tirmidhi 5/483 (Hadith no. 3419).) [Increase me in light, increase me in light]
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>Completion of wudu</strong>&lt;br&gt;[5 Wa Mā 'Umīrū 'Ilī Liya’budū Al-Laha Mukhlīṣīna Lahu Ad-Dīnā Ḥunafā’ā Wa Yuqīmū Aṣ-Ṣalāta Wa Yu'utū Az-Zakāta ُWa Dhalika Dīnū Al-Qayyimahī]  &lt;br&gt;“5. And they are ordered nothing else than to serve Allah, keeping religion pure for Him, as men by nature upright, and to establish worship and to pay the poor due. That is true religion.” (Surat Al-Bayyinah)</td>
</tr>
<tr>
<td>3</td>
<td><strong>Remembrance of Allah before and after prayer</strong>&lt;br&gt;“Any one of you will be in prayer as long as he waits for prayer.” (Bukhari and Muslim)</td>
</tr>
<tr>
<td>4</td>
<td><strong>Sincerity of intention to Allah, glory be to Him.</strong>&lt;br&gt;The Prophet, peace be upon him says: “Shall I tell you about things with which Allah erases sins and raises grades on the Judgement?” They said: Yes, Messenger of Allah. He said: “Complete wudu in cases of difficulty, high number of steps to mosques, and waiting for prayer after prayer: That is like serving on the front line; it is like serving on the front line.” (Muslim)</td>
</tr>
<tr>
<td>5</td>
<td><strong>Walking to prayer in peace and calm</strong>&lt;br&gt;The Prophet, peace be upon him, says: “If you hear iqamah (second call to prayer) come to salah (prayer), come in peace and calm, and pray what you can with congregation and complete what you have missed.” (Bukhari)</td>
</tr>
</tbody>
</table>
I write a passage about the etiquette of prayer and read it in the school broadcasting session:

---

3 Activity Three

I give my opinion

<table>
<thead>
<tr>
<th>Ser. No.</th>
<th>Attitudes</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>He performs the Fajr (Dawn) Prayer on Friday at 9:00 A.M. intentionally.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>He observes the etiquette of prayer when his mother orders him to do so only.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>He sat in the mosque reading Surat Al-Kahf until the Imam climbed the Minbar to deliver Friday Sermon.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>He moves a lot during prayer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>She looks at her watch during prayer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>He thinks of the meaning of the words of the surah he reads in prayer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>He washes his face and hands to pray quickly and return to sleep.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I write in the table how far I observe the etiquette of prayer on Friday and Saturday, using the mark (✓):

<table>
<thead>
<tr>
<th>Prayers</th>
<th>Sincerity of Intention</th>
<th>Going Early to Mosque for Prayer</th>
<th>Completion of Wudu (Ablution)</th>
<th>Reading the Opening Suplication at the Beginning of Salah (Prayer)</th>
<th>Peace and Calm</th>
<th>Humbleness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fajr (Dawn)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dhuhr (Noon)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asr (Afternoon)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maghreb (Sunset)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Isha (Evening)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Enriching my experience

I look for the number of the verse and explain it:

9. Wa Al-Ladhīna Hum `Alā Šalawātihim Yuhāfiẓūna
   “9. And who pay heed to their prayers.” (Surat Al-Muminun)

I assess myself:

- I color the correct square that describes my learning:

<table>
<thead>
<tr>
<th>Ser. No</th>
<th>Learning Activity</th>
<th>Excellent</th>
<th>Good</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I list the ethics of prayer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I explain the importance of prayer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I mention evidence of my observance of the etiquette of prayer.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Those among you with the best manners

I learn from this Lesson to:
- read the Prophet's Hadith properly.
- explain the meaning the words and expressions of the hadith.
- learn the hadith by heart.
- follow in the Prophet’s footsteps in good manners.

I take the initiative to learn

2. I read and find out

Allah, glory be to Him, says:

"أَلَمْ تَرَ أَنَّكَ لَكُنَّى فِي رَسُولِ اللَّهِ أَشْدَدَةَ حَسَنَةٍ لَّيْنَ كَانَ يَرَجُو اللَّهَ وَلَا يَرَجُو النَّخَرَ وَذَكَرَ اللَّهَ كَثِيرًا"
[al-An'am 6:41]


"21. Verily in the messenger of Allah you have a good example for him who looks unto Allah and the last Day, and remembers Allah much." (Surat Al-Ahzab)

- I mention some of the manners of the Prophet, peace be upon him, to follow in his footsteps:

- I tell how I express my love for the Prophet, peace be upon him, with my behavior.
- Why do we follow the example of our Prophet, Muhammad, peace be upon him?

I use my skills to learn:

1. I read and learn by heart

Abdullah ibn Amr, may Allah be pleased with them, said that by nature the Prophet, peace be upon him, neither talked or acted indecently, nor did he assume or commit indecency on purpose. He used to say: “The best of you are those who have the best manners.”
(Bukhari and Muslim)
I explain the vocabulary

- Indecent: a person whose words or acts are bad.
- The one who does indecency on purpose: a person who does bad things intentionally.
- The best of you: those who has the best rank with Allah.
- The best manners: acting kindly, holding from harm and smiling.

2 I reflect

1. The Messenger of Allah, peace be upon him, was not insulting, indecent or abusive in his speech.
2. He did not face anyone in his face with something they dislike.
3. Good manners is attained by choosing virtues and giving up bad habits.

3 I cooperate with my classmates

We decide who is good mannered and following the example of the Prophet, peace be upon him, in the following situations:

<table>
<thead>
<tr>
<th>Ser. No.</th>
<th>Attitudes</th>
<th>Following the Prophet</th>
<th>Not following Him</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>He quarreled with his classmate, and so he criticized his fatness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>He says to his classmate: You are a liar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>He put the empty juice can in the bag of his classmate to make his other classmates laugh.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>She met her friend and greeted her with a smile, then invited her to have tea with her.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>He found a branch in the school yard and removed it so that no one should be hurt.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>He is keen to obey his parents and accept their advice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>He saw an old man about to cross the street, so he helped him to cross.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I choose good mannered boys as friends.

I always make sure to wear modest and clean clothes.

3 I read and find out

1 Abu Qatadah reported the Prophet, peace be upon him, as saying: “I start prayer intending to make it long, then I hear a baby crying, so I do it quickly for fear I cause trouble to his mother.” (Bukhari and Muslim, and this is the narration of Muslim)

One of the manners of the Prophet, peace be upon him: (____________________________________)

2 Aisha, may Allah be pleased with her, said: “He (the Prophet, peace be upon him) used to sew his dress, repair his shoes and work like other men in his house.”
(Narrated by Ahmad through a valid chain of transmitters.)

One of the manners of the Prophet, peace be upon him: (Humbleness)

3 The Prophet, peace be upon him, said: “Modesty results only in good.”
(Bukhari and Muslim)

One of the manners of the Prophet, peace be upon him: (____________________________________)

4 Abu Muhammad, Al-Hassan ibn Ali ibn Abi Talib, may Allah be pleased with them both, said: “I learnt the following from the Messenger of Allah, peace be upon him: ‘Leave alone that which involves you in doubt; for truthfulness is peace and falsehood is (a source of) suspicion.” (Narrated by Tirmidhi; he said it is an authentic hadith.

One of the manners of the Prophet, peace be upon him: (____________________________________)

5 Abu Hurairah, may Allah be pleased with him, said: The Messenger of Allah, peace be upon him, was asked about the optimum reason for entry of people into the Garden of Paradise, and he answered: ‘Being careful about one’s duty to Allah and good behavior.’
(Narrated by Tirmidhi; he said it is an authentic hadith.

6 What is the great good news for the good-mannered?
Among the manners that I will have after knowing the manners of the Prophet, peace be upon him, in order to follow in his steps.

6 I read aloud

'Allahumma salli 'ala Muhammadin, wa 'ala 'ali Muhammadin, kama sallaita 'ala Ibrahimina wa 'ali Ibrahimina, Allahumma barik 'ala Muhammadin, wa 'ala 'ali Muhammadin, kama barakta 'ala Ibrahimina wa 'ali Ibrahimina, inna ka Hamidum Majid

"O Allah, send your blessings on Muhammad and the family of Muhammad as you blessed Ibrahim and the family of Ibrahim. O Allah, bless Muhammad and the family of Muhammad as You blessed Ibrahim and the family of Ibrahim. You are Praised and Glorious." (Narrated by Bukhari)

How great, O Messenger of Allah. Allah has told the truth when He described you with His words: "And surely you are of a Sublime Character." (Surat Al-Qalam)
I mention acts that the Prophet, peace be upon him, likes, and other acts that the Prophet dislikes:

1. Aisha, may Allah be pleased with her, was asked about the manners of the Prophet, peace be upon him; she said: He neither talked or acted indecently, nor did he assume or commit indecency on purpose, nor was he noisy. He did not evil with evil, but he always forgave.” (Narrated by Tirmidhi; he said it is an authentic hadith.)

2. Abu Dhar, may Allah be pleased with him, reported the Messenger of Allah, peace be upon him, as saying: “Your smile in the face of your brother is an act of charity.” (Narrated by Tirmidhi; he said it is an authentic hadith.)

What is your decision after you have known the acts that the Prophet, peace be upon him, likes, and other acts that the Prophet dislikes?

The decision is:

---

8. I participate with my creativity

- I design a cart to introduce the manners of the Prophet, peace be upon him, and encourage others to follow his example, then I give it to my teacher.

---

I organize my concepts

---

The Best of You in Manners

The Prophet, peace be upon him, is the good role model.

Good manners in words

Good manners in acts

---

Thos among you with the best manners
Lesson Five

I write down:

- By following the example of in words and acts we win the pleasure of and Paradise.

I recite the Holy Qur'an

Allah, glory be to Him, says:


"21. Verily in the messenger of Allah you have a good example for him who looks unto Allah and the last Day, and remembers Allah much." (Surat Al-Ahzab)

My behavior is my responsibility:

- I mention the attributes of good character in order to have them.

I love my country:

- I mention what I will do to serve my country, the UAE, after studying the manners of our Prophet Muhammad, peace be upon him.
### Student's Activities

**I answer by myself**

#### Activity One

<table>
<thead>
<tr>
<th>Behavior</th>
<th>I like</th>
<th>I do not like</th>
</tr>
</thead>
<tbody>
<tr>
<td>He always puts paper and empty glasses in the allocated place.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He comes to school early and actively.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He sends unsuitable messages and images from his mobile to his friends.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He greets those whom he knows or does not know.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He intentionally pushes his schoolmates on buying from the school canteen.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Activity Two

**I look for an explanation of the holy verse:**

Allah, glory be to Him, says:

4. *Wā 'Innaka 'l-ālā Khuluqin 'Aẓīmin*  
(And surely you are of a Sublime Character.) *(Surat Al-Qalam 4)*
### Activity Three

I match each noble hadith with the relevant attitude by inserting the number of the hadith:

<table>
<thead>
<tr>
<th>Ser. No.</th>
<th>Noble Hadiths</th>
<th>No. of Hadith</th>
<th>Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Prophet, peace be upon him, said: “........... and anyone who cheats us is not one of us.”</td>
<td></td>
<td>He always goes to school early and actively.</td>
</tr>
<tr>
<td>2</td>
<td>The Prophet, peace and blessings be upon him, said, “Faith consists of sixty to seventy branches, the best of which is to declare that there is no God but Allah and the least of which is to remove something harmful from the road.” (Bukhari)</td>
<td></td>
<td>He sells food with expired validity.</td>
</tr>
<tr>
<td>3</td>
<td>The Messenger of Allah, peace and blessings be upon him, said: “Whoever travels a path in search of knowledge, Allah will make easy for him a path to Paradise.” (Muslim)</td>
<td></td>
<td>He removes the broken glass from the playground.</td>
</tr>
</tbody>
</table>

### Activity Three

**Enriching my experience**

- I look for a holy verse that talks about the Prophet's good treatment of his companions, may Allah be pleased with them:
  
  (______________________________________________________________)

**I assess myself:**

- **The Messenger of Allah said:** "Indeed the most beloved among you to me, and the nearest to be with me on the Day of Judgment is the best of you in character. (Tirmidhi cited this hadith and said it is an authentic hadith)

- What is the effect of this hadith on you?
I choose the evaluation that shows my level of learning:

<table>
<thead>
<tr>
<th>Ser. No</th>
<th>Aspect of Learning</th>
<th>Excellent</th>
<th>Good</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My learning of the Noble Hadith by heart.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>My ability to give the general meaning of the Noble Hadith.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>My following of the manners of the Prophet, peace be upon him, in words and acts.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit 3
Good Treatment

Thanks!

Please drink water.
<table>
<thead>
<tr>
<th>Ser. No</th>
<th>Field</th>
<th>Theme</th>
<th>Lesson</th>
<th>Learning Outcome</th>
</tr>
</thead>
</table>
| 1      | Rulings of Islam and their Purposes | Rulings of Devotions | Sunan Rawatib (Regular Sunnah Prayers Associated with Obligatory Prayers) | • He distinguishes obligatory prayers from sunan rawatib  
• He compares earlier He finds out some virtues of sunan nawafil |
| 2      | The Prophet's Life and Personalities | The Prophet's Life | Migration to Abyssinia | • He mentions the causes of the Muslims' migration to Abyssinia  
• He infers the good treatment between Muslims and non-Muslims.  
• He infers the beauty of Islam in the conversation of Ja'far ibn Abi Talib. |
| 3      | The Values and Ethics of Islam | The Values of Islam | Kind Treatment | • He infers the good manners in treatment of others.  
• He explains how to respect the elderly and treat the weak kindly.  
• He explains the status of Manners in Islam. |
| 4      | Divine Revelation | The Holy Qur'an | Surat Al-'Ala | • He recites Surat Al-'Ala properly.  
• He learns Surat Al-'Ala by heart correctly.  
• He explains the vocabulary of the verses.  
• He explains the general meaning of the verses. |
| 5      | Divine Revelation | The Prophet's Hadith | Congregational Prayer | • He learns by heart the hadith:  
• He gives the general meaning of the hadith.  
• He reads the noble Hadith properly and expressively.  
• He explains the meaning of words and linguistic constructions.  
• He learns the hadith on congregational prayer.  
• He explains the importance of Congregational Prayer. |
The family went to the park during a holiday. When it was time for Al-Maghrib Prayer, the father led prayer with the family. After the obligatory (Maghrib) Prayer, he offered two rak'as.

One of the sons said: Why did you pray two rak'as, Dad?

**Father:** The Messenger of Allah, peace be upon him, said: Allah, glory be to Him, says: "Never has my servant sought nearness to me with better than obligatory prayers, and my servant continues to seek nearness to Me until I love him ..."  (Narrated by Bukhari)

**Son:** Nawafil (voluntary prayers)!!

**Father:** It is one of Allah’s favors that He diversified forms of worship in order to raise the grades of His servants and forgive their sins. This includes nawafil (voluntary prayers) and sunan rawatib (regular sunnah prayers associated with obligatory prayers).

**Son:** What is the meaning of sunan rawatib, dad?

**Father:** They are the voluntary prayers recommended by the Prophet, peace be upon him. They are offered along with the obligatory prayers, before or after them.

**Son:** And what are the other sunnah prayers that were offered by the Prophet, peace be upon him?
Father: Ad-Duha (Forenoon) Prayer, Night Prayer, Witr (Odd) Prayer that concludes night prayer.

May Allah grant you success and make you near to Allah by offering many nawafil prayers.

2 I read and find out

Umm Habibah quoted Allah's Messenger (May peace and blessings be upon him) as saying:

"A house will be built in Heaven for one who prays 12 Rak'as in a day and night as follows: 4 Rak'as before and 2 after the Dhuhr Prayer, 2 after the Maghrib Prayer, 2 after the 'Isha' Prayer and 2 before the Fajr Prayer." (Narrated by at-Tirmidhi; he said it is a good and authentic hadith)

<table>
<thead>
<tr>
<th>Prior Sunnah Prayer</th>
<th>Obligatory Prayer</th>
<th>Sunnah Prayer After</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Al-Fajr Prayer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Al-Dhuhr Prayer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Al-Asr Prayer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Al-Maghrib Prayer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Al-Isha' Prayer</td>
<td></td>
</tr>
</tbody>
</table>

3 I read and answer

I draw out from the following hadiths the virtues of sunan rawatib and nawafil:

The Prophet, peace be upon him, said: "A house will be built in Heaven for one who prays twelve Rak'as for Allah in a day, other than the obligatory prayers." (Muslim)
Lesson One

2 The Messenger of Allah, peace be upon him, said: “Never has my servant sought nearness to me with better than obligatory prayers, and my servant continues to seek nearness to Me until I love him…” (Narrated by Bukhari)

3 Abu Hurayrah, may Allah be pleased with him, said: I heard the Messenger of Allah, peace be upon him, say: “The first thing a person is asked about on the Day of Judgement is his obligatory prayer: if it is correct (it would be OK); otherwise it will be completed from his voluntary prayers.” (Narrated by Abu Dawud with an authentic chain of transmitters)

4 The Messenger of Allah, peace be upon him, said: “Offer night prayer, for it was the usual practice of righteous people before you, and it is a good act to makes you near to Allah and erases sins.” (Tirmidhi)....

4 I compare

<table>
<thead>
<tr>
<th>Aspects of Comparison</th>
<th>Obligatory Prayer</th>
<th>Sunan Rawatib</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obligation of Prayer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reward of its doer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punishment of the one who neglects it</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 I cooperate with my classmates

1 We look for the number of rak’as in the Shafa’ and Witr (Even and Odd) Prayer.

2 We mention what is recommended to read in the Shafa’ and Witr (Even and Odd) Prayer.
Allah, glory be to Him, says:

"إِنَّمَا هَوَّا قَتِيناً عَادَتَكُمْ أَلِيْلَ سَأَجِدُ أَنَّمَا يَحْذَرُ اللَّهُ بِهِمْ لَبَاسْمَتَةٌ وَيَزَفَّؤُهَا رَحْمَةً رَيِّبَ.

[Al-Qur'an]

9 'Amman Huwa Qānitun Ānā'a Al-Layli Sūjīdān Wa Qā'īmān Yāh'dharu Al-Ākhirāt
Wa Yarjū Ra'īmatar Rabbihi * Qul Hal Ya'ashawī Al-Ladhīna Ya'lamūna WaAl-Ladhīna Lā Ya'lamūna * Inna'm Yatadhakkaru 'Ullā Al-'Albābi

9. Is one who is obedient to Allah, prostrating himself or standing (in prayer) during the hours of the night, fearing the Hereafter and hoping for the Mercy of his Lord (like one who disbelieves)? Say: "Are those who know equal to those who know not?" It is only men of understanding who will remember.

My behavior is my responsibility

✧ I am keen on performing sunan rawatib.

I love my homeland

✧ I observe the mosque etiquette during taraweeh prayers.
Lesson One

Student's Activities

I answer by myself

1 Activity One

The Messenger of Allah, peace be upon him, said: “Allah has added a prayer for you; perform it between Al-Isha and Al-Fajr prayers.” (Narrated by Ahmad with an authentic chain of transmitters)

I find out the prayer pointed at in the noble hadith

I explain the virtue of this prayer.

2 Activity Two

I design a card in which I invite one of my classmates to share Al-Taraweeh Prayer with me in congregation:
3 Activity Three

I put (✓) mark against the correct statement, and (x) mark against the incorrect one in the following:

1 Sunan Rawatib are offered with obligatory prayers, either before or after them. (    )
2 Sunan Rawatib consist of eight rak’as. (    )
3 Al-Witr Prayer concludes Al-Maghrib Prayer. (    )

Enriching my experience

I look up the virtue of ad-Duha Prayer, and write the evidence from the Holy Qur’an and the Noble Sunnah, then I show it to my classmates:

I assess myself

<table>
<thead>
<tr>
<th>Sunan Rawatib</th>
<th>Al-Fajr Sunnah rak’as before 2 obligatory prayer</th>
<th>Adh-Dhuhr Sunnah 4 rak’as before</th>
<th>Al-Maghrib Sunnah 2 rak’as after</th>
<th>Al-Isha Sunnah 2 rak’as after</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days of the Week</td>
<td></td>
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</tr>
</tbody>
</table>
Lesson Two

Migration to Abyssina

I learn from this Lesson to:
- mention the causes of the Muslims’ migration to Abyssinia
- infer the good treatment between Muslims and non-Muslims.
- infer the beauty of Islam in the conversation of Ja’far ibn Abi Talib.

I take the initiative to learn:
1. What was the number of early Muslims in Dar Al-Arqam?
2. What was the attitude of the disbelievers in Makkah towards the increasing number of Muslims?

I use my skills to learn:

I read and answer:

When Muslims grew in number in Makkah, Islam became well-known and people began to talk about Islam in their assemblies. This annoyed the Qureyshi disbelievers and began to hurt Muslims in Makkah to keep them away from Islam if they could. The Prophet wanted to save the lives and faith of his companions from harm and oppression. He also wanted to make the number of Muslims few in the eyes of the disbelievers. So he advised some of his companions to migrate from Makkah, and said to them: “scatter in the land.” They said: “Where shall we go, O Messenger of Allah?” He directed them to go to the land of Habasha (Abyssinia, now Ethiopia) and said: “It is a land of honesty, and its king, Al-Najashi (Negus) is faithful, and no one is wronged in his kingdom.

The first migration was in the fifth year after the mission of the Prophet. The number of Muslim migrants was 11 men and 4 women. They stayed in there for 3 months; but they were eager for their homeland, and so they went back when they heard that leaders of Qureysh had become Muslim. However, they were surprised to see that the disbelievers of Qureysh increased their oppression against Muslims and those who returned from Abyssinia. The Prophet, peace be upon him, advised them to migrate again to Abyssinia, where the number of migrants in the second time amounted to 83 men and 18 women.
Having learnt of their migration, Qureysh sent their messengers to the King, namely Amr ibn Al-aass and Abdullah ibn Abi Rabi'a, with precious gifts. They asked the king to return the Muslims, but the king returned their gifts and insisted on the protection of the Muslims. The King, Al-Najashi, welcomed the Muslims and kept them protected and honored. They stayed there eleven years, practicing Islam and introducing it and its sublime principle to people. They observed the etiquette of stay in foreign lands and were loyal to the Abyssinian King and people. They returned to Al-Madinah after the Prophet, peace be upon him, migrated there.

2. I explain
choosing Abyssinia for migration.

3. I cite evidence
Um Salamah, may Allah be pleased with her, said about the migration: “When we arrived in the land of Abyssinia, we had there the best neighbor and protector, Al-Najashi (the Negus). We were safe for our religion and worshipped Allah, glory be to Him. We were never hurt, nor did we hear what we disliked.” (Ahmad narrated this Hadith with a good chain of transmitters)

Islam considers peaceful coexistence among humankind an aspect of progress of communities and a guarantee of security and peace. How was coexistence realized in the migration to Abyssinia?
Ja'far ibn Abi Talib was able to convince Al-Najashi through wisdom, reason and evidence. He said to him:

"O King, we were a people in a state of ignorance, worshipping idols and eating the flesh of dead animals, committing shameful deeds, breaking the ties of kinship, treating guests badly, and the strong among us exploited the weak. We remained in this state until Allah sent us a Prophet, one of our own people, whose lineage, truthfulness, trustworthiness, and integrity were well-known to us. He called us to worship Allah alone, so we believed in him and what he brought to us from Allah, and we follow him in what he has asked us to do and we keep away from what he forbade us from."

Then he recited for him the first portion of Surat Maryam.

---

5. We expect

1. What was Al-Najashi's question to which Ja'far ibn Abi Talib replied as mentioned above?

2. What was the effect of Ja'far ibn Abi Talib's speech on Al-Najashi personally, on the migrants and on Qureysh's delegates?

3. Why was the number of migrants increased in the second time?

---

6. I find out

1. the features of the successful dialogue in Ja'far ibn Abi Talib's speech with Al-Najashi
7 I apply

The Way of migration to Abyssinia

- I draw a line showing the route of migration to Abyssinia on the above map.

8 I imagine and describe

- The difficulties that faced the migrants in their journey.

9 I think creatively

My classmates faced a problem at school, so they asked me to represent them before the Principal:

- I identify the problem and imagine the dialogue, taking into consideration the dialogue etiquette, then I deliver it in front of my classmates.
I design guiding cards for travelers abroad in order to represent their country well.

The Migration to Abyssinia

Abyssinia is a land of honesty, and it has a just king, and no one is wronged in his kingdom.

The first time .......... men and .......... women

The second time .......... men and .......... women

Qureysh sent gifts to Al-Najashi so that he might send the migrants back

The migrants remained in Abyssinia .................................................................
19. 'Inna Ad-Dīnā 'Inda Al-Lahi Al-'Islāmuś Wa Mā Akhtalafa Al-Ladhīna 'UtūAl-Kitāba 'Illā Min Ba'di Mā Ja'ahumu Al-'Ilmu Baghyān Baynahumū Wa ManYakfur Bi'ayāti Al-Lahi Fa'inna Al-Laha Sarū Al-Ḥisābī

"19. Surely the (true) religion with Allah is Islam. And those who were given the Book differed only after knowledge had come to them, out of envy among themselves. And whoever disbelieves in the messages of Allah — Allah indeed is Quick at reckoning." (Surat Al Imran)
Lesson Two

Student’s Activities

1 I answer by myself

1 Activity One

1 I circle the correct answer:

1 Abyssinia (Ethiopia) is in the continent: Europe Asia Africa

2 The king of Abyssinia was: just unjust arrogant

3 Al-Najashi’s attitude to Qureysh’s gift: accepted them returned them gave them to his men

4 Ja’far ibn Abi Talib recited to

Al-Najashi from Surat: An-Nisa Maryam Al-Falaq

2 What was Al-Najashi’s attitude towards the request of Qureysh tribe?

2 Activity Two

I give reason

1 Qureysh’s choice of Amr ibn Al-Aass as representative before Al-Najashi.

2 Muslims’ stay in Abyssinia for 11 years.

I mention how I can be a good converser.
3. Activity Three

I correct the underlined words:

1. The one who represented Muslims before Al-Najashi was Abdurrahman ibn Awf, may Allah be pleased with him.

2. The migration to Abyssinia was in the 4th year A.H.

3. The number of migrants in the first time was 12 men and 5 women.

4. Activity Four

I think then answer

Allah, glory be to Him, said about Ibrahim’s dialogue with his father:

47. Qala Salamun ‘Alayka ‘Sa‘astaghfiru Laka Rabbi Innahu Kana Bii Hafiya

1. How do you describe Ibrahim’s dialogue with his father Azar?

“47. He said: Peace be unto you! I shall ask forgiveness of my Lord for you. Lo! He was ever gracious unto me.” (Surat Maryam)

2. I explain how I can realize the etiquette of dialogue or conversation with my father.

- Enriching my experience

I search in my school library for the Prophet’s etiquette of dialogue with the polytheists and disbelievers at the beginning of his call to Islam.
I check (✓) the box that shows my mastering of the specified learning:

<table>
<thead>
<tr>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
<th>Aspect of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>I mention the causes of the Muslims’ migration to Abyssinia</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I mention the number of Muslims in the first migration.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I mention the names of some of the migrants.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I explain the signs of Al-Najashi’s protection of the migrants.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I clarify the etiquette in Ja’far ibn Abi Talib’s dialogue.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I infer the good treatment between Muslims and non-Muslims.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Lesson Three

**Good Treatment**

I learn from this Lesson to:

- infer the good manners in treatment of others.
- explain how to respect the elderly and treat the weak kindly.
- explain the status of Manners in Islam.

I take the initiative to learn

I notice and find out

1. What did the children do in the two pictures?

2. I expect the feeling of each of them toward the other.

3. What is the act done by the children called in the two pictures?
Salim is a student in Grade 4. Through his good behavior, he won the love of his friends and teachers at school. He became an example of the successful student in his studies and excellent in his relations with others. He woke up early every day, performed Al-Fajr Prayer in the mosque, then sat for a while to read the Holy Qur'an and morning supplications. He was eager to obey his parents and kiss their heads before he goes out of the house. Every day he enters the school with a smile. He greets all and walks calmly and confidently. When he meets his friends, he greets them and shakes hands with them. He speaks to his teacher politely and respectfully. He never hurts any of the students with words or acts. One of his classmates was absent for three days, so he enquired about him and agreed with his classmates to visit him in company with their teacher. One day he was standing near the school canteen, when he noticed a Grade One student crying. He knew that he could not buy for himself, so he helped him. The little child smiled to him and thanked him. The school chose him to receive the Ideal Student Award. One student asked him: How can I be like you, Salim?

Salim: Be keen to win the pleasure of Allah in all your acts, and take our prophet, Muhammad, peace be upon him, as your model role, and then you will have what you wish.

1. How could Salim win the love of those around him?
2. What actions did Salim do that showed his good treatment?
3. What was Salim's advice to the student who wished to be like him?
4. I classify the acts of Salim to: worship / dealings.
2 I notice and find out

Good manners in dealing with old and weak people.

- I write under each picture a suitable expression:

3 I cooperate with my classmates

We classify the following acts:

- Greeting with salam
- Frowning
- Abuse and insults
- Thanking
- Apologizing
- Not listening to a person speaking
- Smiling
- Good reception of a guest
- Hurting with words
- Planning a trick for revenge
- Refusing to share others their food

<table>
<thead>
<tr>
<th>Ser. No</th>
<th>Good Treatment</th>
<th>Bad Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Lesson Three

We read then find out

I notice the action of the two women mentioned in the following hadith:
Abu Hurairah said: a man said: O Messenger of Allah! So and so (a woman) performs a lot of prayers, fasting, and charity, but she hurts her neighbors with her tongue? He said: She is in Hellfire.
The man said: O Messenger of Allah! So and so (a woman) performs a few prayers, fasting, and charity, but she does not hurt her neighbors with her tongue. The prophet, peace be upon him, said: She is in Paradise. (A‘mad, with a good chain of transmitters)

1 Why will the first woman enter Hellfire in spite of much prayer and fasting?

2 What is the relationship between good manners and the worship of Allah, glory be to Him?

The Messenger of Allah, peace be upon him, said: “A believer attains the grade of the person who always fasts and prays at night by his good manners.” (Abu Dawud, with an authentic chain of transmitters)

He, peace be upon him, also said: “Nothing is heavier in the balance of a believer on the Day of Judgement than good manners.” (Tirmidhi, with a good authentic chain of transmitters)

What is the reward of good manners?

I expect

I expect the effect of good treatment of others on the members of community.

I remember Allah, glory be to Him, and supplicate:

“O Allah, guide me to the best manners; no one can guide to the best manner except You. Keep me away from the worst manners; no one can keep me away from the worst manners except You” “O Allah, improve my manners as You have perfected my creation.”

(Narrated by Muslim)
for the Prophet's treatment of servants.

---

53. Wa Qul Li'ibādi Yaqūlū Allāhī Hiya 'Āhsanu 'Inna Ash-Shayṭāna Yanzaghu Baynahum 'Inna Ash-Shayṭāna Kāna Lil'insāni 'Adūwān Mubīnān
"53. Tell My servants to speak that which is best. Surely, the devil sows disagreement among them. The devil is surely for man an open enemy." (Surat Al-Isra)
Lesson Three

My behavior is my responsibility:

- I prepare a list of the acts that I will do so that my treatment should be good to others.

I love my homeland:

- We prepare a list of acts that show our character during travels abroad to give a positive image of our country.

Student's Activities

I answer by myself

1 Activity One

Find the result:

- **good manners + the worship of Allah** = 
- **Bad manners + the worship of Allah** = 
- **Good manners + neglect of the worship of Allah** =

2 Activity Two

I find out the moral attribute in the following texts:

1. Allah, glory be to Him, says:

   قُولُوا لِلَّهِ حَسْبَنَا (النَّاسِ)
Wa Qālū Lilnāsī Ḥusnā
“and speak kindly to mankind.” (Surat Al-Baqarah: 83)

Allah, glory be to Him, says:

وَإِلَيْهِ إِنَّ الْخَيْرَةَ وَإِلَيْهِ الْغَبُورَ وَأَلْصَافِينَ عَنَّ الْكَأْسِ وَلَبَّتْ النَّاسِ وَاللَّهُ يُحْبِبُ الْمُهْتَسِبِينَ

[Al-Imran: 134]

Wa Al-Kāţimīnā Al-Ghayzā Wa Al-`Āfīnā Ani An-Nāsī Wa Allāhu Yuhibbu Al-Muḥsinān
“those who control their anger and are forgiving toward mankind; Allah loves the good.” (Surat Al-Imran)

The Prophet, peace be upon him, says: “Your smile in the face of your brother is an act of charity” (Tirmidhi narrated it and said it is a good hadith)

The Prophet, peace be upon him, says: “Your smile in the face of your brother is an act of charity” (Tirmidhi narrated it and said it is a good hadith)

Activity Three

I say how I treat well each of the following:

1. workers at home.

2. the poor and the needy.

3. my non-Muslim neighbor.
Lesson Three

4 Activity Four

What do the following do so that their dealing becomes good to people?

1. the merchant to the buyers:

2. the student to the teacher:

3. The doctor to patients:

4 Activity Five

I read the following table then I identify the kind of dealing:

<table>
<thead>
<tr>
<th>Ser. No.</th>
<th>The state</th>
<th>Good Dealing</th>
<th>Bad Dealing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>She obeys her parents; if she is mistaken, she apologizes, and she helps those who need her help.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>He precedes his father when walking; he complains of his frequent requests.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>She observes her prayers. She is gentle in her talk, and she forgives her friends if they do her wrong.</td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>She is hardworking in her studies. She is jealous of her friends and does not want them to be superior.</td>
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<tr>
<td>5</td>
<td>He laughs at others; treats them with arrogance, and says he is better than them.</td>
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</tbody>
</table>

- Enriching my experience

1. I search for how the Prophet, peace be upon him, treated his grandchildren, then speak about this before my classmates.

2. Together with one of my family members, I look for the Law on Combating Discrimination and Hatred, and summarize what I understand in 2 lines, then read them to my classmates.
I assess myself

I choose the evaluation that shows my level of learning:

<table>
<thead>
<tr>
<th>Ser. No</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
<th>Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Find out good manners in dealing with people.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Explain how to respect old people and be kind to the weak.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Explain the importance of manners in Islam.</td>
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</tr>
</tbody>
</table>
Lesson Four

**Surat Al-A’la**

I learn from this lesson to:
- I recite Surat Al-A’la correctly.
- I learn Surat Al-A’la by heart properly.
- I explain the vocabulary of the verses.
- I explain the general meaning of the verses.

I take the initiative to learn

I notice and think

1. What does a worshipper say in his prostration (sujud)?
2. What is meant by the word “Al-A’la”?

I use my skills to learn:

1. I recite and learn by heart

---

Subhana Rabbiyal A’la
Glory be to Allah, the Most High

---

Surah Al-A’la

فَلَا تَخْشَى الْأَرْضَ لَا يُقَدَّرُونَ بِهَا شَيْئًا وَاللَّهُ خَالِقُ الْأَلَّامَاتِ وَهُوَ الْعَزِيزُ الْقَهِيرُ

---

138
SURAH AL-BUROOJ (85)
Bismillahaahir Rahmaanir Raheem

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

1. Praise the name of your Lord the Most High,
2. Who has created (all things), and well proportioned (them);
3. Who measures, then guides;
4. Who brings forth the pasturage,
5. Then turns it to russet stubble.
6. We shall make you read (O Muhammad) so that you shall not forget
7. Save that which Allah wills. Lo! He knows the disclosed and that which still is hidden;
8. And We shall ease your way unto the state of ease.
9. Therefore remind (men), where the reminder is of use.
10. He will heed who fears,
11. But the most hapless will flout it,
12. He who will be flung to the great fire
13. Wherein he will neither die nor live.
14. He is successful who purifies himself,
15. And remembers the name of his Lord, so prays.
16. But you prefer the life of the world
17. Although the Hereafter is better and more lasting.
18. Lo! This is in the former scrolls,

Surat AL-Ala was a favorite to the Prophet, peace be upon him. He used to read it in both Eid prayers, and in Friday prayer. When it was revealed he said: “Read it in your prostration.” (Narrated by Ahmad with a good chain of transmitters).
2  I explain the verses

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>سُبْحَانَ أَسْمَارُ رَبِّكَ الْأَعْلَى</td>
<td>Glorify Him; i.e. Do not ascribe to your Lord attributes that are not suitable.</td>
</tr>
<tr>
<td>الْآَعْلَى</td>
<td>The One to Whom everything surrenders.</td>
</tr>
<tr>
<td>الَّذِي خَلَقَ فَسُوءٍ</td>
<td>The One Who created creatures from nothing and perfected their creation.</td>
</tr>
<tr>
<td>الَّذِي قَدَرَ فَهَدَى</td>
<td>He put in everything their characteristics and facilitated what is good for it.</td>
</tr>
<tr>
<td>الَّذِي أُخْرَجَ الْمَزْمَرِ</td>
<td>He brought out pasture and grass for animals to eat.</td>
</tr>
<tr>
<td>فَجَعَلَ آخَرَ أَحْوَأْ</td>
<td>The pasture became black herbs like stubble or scum that is on the surface of flood.</td>
</tr>
<tr>
<td>إِنَّهُ يَعْلَمُ لِلْبِهَارِ وَمَا يَهْمَنَ</td>
<td>He knows what is secret and what is apparent.</td>
</tr>
</tbody>
</table>

3  I think about the verses and answer

Allah, glory to Him, says:

إِنَّهُ يَعْلَمُ لِلْبِهَارِ وَمَا يَهْمَنَ

Praise the name of your Lord the Most High.” (Surat Al-Ala)

He, glory be to Him, also said:

وَقَالَ تَعَالَى: أَوَّلَانِي هُوَ الْأَلْفَٰمِعُ ألْسَانُ

"and that Allah, He is the Most High, the Most Great.” (Luqman 31:30)

Why did Allah, glory be to Him, describe Himself that He is the Most High?


Lesson Four

2 He, glory be to Him, also said:

Who has created (all things), and well proportioned (them)” (Surat Al-'Ala)

He, glory be to Him, also said:

7 Al-Ladhī 'Āhsana Kulla Shay'in Khalaqahu Wa Bada'a Khalqa Al-Insāni Min Tinin.
8 Thumma Ja'ala Naslahu Min Sulālatin Min Mā'in Mahīnin. 9 Thumma Sawwāhu Wa Nafakha Fihi Min RūḥihīWa Ja'ala Lakumu As-Sam'a Wa Al-'Abṣāra Wa Al-'Afīdata Qalīlaan Mā Ṭashkurūna

7. Who made all things good which He created, and He began the creation of man from clay; 8. Then He made his seed from semen of worthless water; 9. Then He fashioned him and breathed into him of His spirit; and appointed for you hearing and sight and hearts.

Small thanks give you! (Surat As-Sajdah)

What should you do when you know that Allah, glory be to Him, has created you in the best form?

Subhan-Allahi wa bihamdihi

I always say: “Glory be to Allah, and Praise, Glory be to Allah, the Supreme!”
You find one land planted with different kinds of fruit: apples, pears, grapes, lemons and oranges. Though the earth and water are the same, the taste of each fruit is different from the other. How did they differ in taste?

The small chick inside the egg has a small jut in its beak with which it breaks the egg. After it breaks the egg and comes out, this jut disappears. What made this jut disappear?

An ant brings its food out of the nest and leaves it outside to dry in the sun so that it should not rot. It eats the edges of each grain so that it should not grow. How did the ant know that?

Water snakes migrate from the river water where they were born to the depths of oceans to lay their eggs then die. When the eggs hatch, small snakes go back to rivers. How did the small snakes know that?

Allah, glory be to Him, says:

50. Qāla Rabbūnā Al-Ladīh 'A'já Kulla Shay'in Khalqahu Thumma Hadá

“50. He said: Our Lord is He Who gave to everything its nature, then guided (it).” (Surat Ta-Ha)

Glory be to Allah, the Great! How great His power is! How wonderful His guidance is!

What happens if:

1. melon grew on trees?

2. the hand and fingers were without joints?
Lesson Four

5 I read and answer

1. 

We will have you, O Muhammad, read this great Qur'an, so you will learn it by heart and will never forget it.

2. 

We make the acts and words of goodness and giving easier for you, and ordain for you an easy, tolerant and straight law; that is, the Sharia of Islam.

3. 

Remind with the Qur’an those who benefit from advice and reminders.

6 cooperate with my classmates

What is a Muslim’s duty towards the Holy Qur’an?

How does a Muslim remind others of the Qur’an?

We compare the unhappy one with the happy one, and complete the following table:

<table>
<thead>
<tr>
<th>The Happy One</th>
<th>The Unhappy One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
<td></td>
</tr>
<tr>
<td>Purifies himself, remembers his Lord and prays.</td>
<td>Refuses advice.</td>
</tr>
<tr>
<td>Result</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does not use the worldly life for the Hereafter.</td>
</tr>
<tr>
<td></td>
<td>Entry into Hellfire, where he never dies and rests, nor does he live a respectable life.</td>
</tr>
</tbody>
</table>
7 We read and think

The pieces of advice and lessons in Surat Al-Ala were mentioned in the books that were revealed to Abraham and Moses, peace be upon them. What does this signify?

8 I think to be creative

Saeed wants to purify himself to give up bad behavior and choose the right behavior, so as to enter Paradise and be happy. He drew a plan to purify himself. I, too, will draw a plan to purify myself. The acts I will do are as follows:

9 I participate with my creativity

- I choose three of the most beautiful names of Allah and write them on innovative shapes that I design myself.

10 I search

For the attitude that shows that the Prophet, peace be upon him, was keen not to forget the Holy Qur'an.
Surat AL-A‘la

We shall make you read, O Muhammad, so that you shall not forget except that which Allah wills. This is Allah’s guidance to His prophet, peace be upon him.

Allah, glory be to Him, knows what man speaks out and what he hides from people.

We will ordain for you an easy, tolerant and straight law, which is

Remind with the Qur’an those who

The one who will benefit is the happy person who fear and ...........

The winner is the one who obeys Allah, remembers Him and observes prayer.

He brought out herbs and grass to be eaten by

But you prefer the temporary worldly life, while the Hereafter is the eternal life which never ends.

He placed in everything its properties and made it beneficial to people.

And it is He Who created from nothing.

Allah, Exalted be He, is the Great God to Whom everything surrenders.

All these pieces of advice had been included in the scriptures that were revealed to and , peace be upon them
Allah, glory be to Him, says:

"114. Then exalted be Allah, the True King! And hasten not (O Muhammad) with the Quran before its revelation has been perfected unto you, and say: My Lord! Increase me in knowledge." (Surat Tâ-Hâ)

"114. Then exalted be Allah, the True King! And hasten not (O Muhammad) with the Quran before its revelation has been perfected unto you, and say: My Lord! Increase me in knowledge." (Surat Tâ-Hâ)

My behavior is my responsibility

- The remembrance of Allah is one of the greatest sources of happiness in this world and in the Hereafter. In order to always remember Allah, I will:

I love my homeland:
- I say what I will do to serve my homeland by keeping environment clean.

Student Activities  I answer by myself:

Activity One

Abu Huraira reported Allah's Messenger, peace be upon him, as saying: If anyone extols Allah after every prayer thirty-three times (i.e. Subhan Allah), and praises Allah thirty-three times (i.e. Alhamdu lillah), and declares His Greatness thirty-three times (i.e. Allahu Akbar), ninety-nine times in all, and says to complete a hundred: "There is no god but Allah, having no partner with Him, to Him belongs sovereignty and to Him is praise due, and He is Potent over everything," his sins will be forgiven even if these are as abundant as the foam of the sea. [Muslim]

1 What is the text of tasbeeh (saying: Subhan Allah). Tahmeed (saying: Alhamdu lillah) and takbeer (saying: Allahu Akbar) as stated by the Prophet, peace be upon him?

2 What is the reward for these supplications after each prayer?
2 Activity Two

I mention what I do in the following situations:

1. saw my classmate swear by Allah falsely.

2. My classmate asked me to make a plan against another student.

3 Activity Three

I write the verse that indicates the meaning in the following:

1. Those who fear Allah and His punishment will benefit from the Qur'an.

2. The One Who created all beings from nothing and perfected their creation.

3. The pieces of advice in the Holy Qur'an had been previously mentioned in the old scriptures revealed to Abraham and Moses, peace be upon them.

4 Activity Four

I mention the similarity between the green grass and worldly life:

20. A’lamū ‘Annāmā Al-Hayāatu Ad-Dunya La’ibun Wa Lahwun Wa ZinatunWa Tafakhirun Baynakum Wa Takāthurun Fi Al-Amwalī Wa Al-Awlādi Ḍ KamathaliGhaythin ’A’jaba AlKuffāra Nabātuha Thumma Yahīju Fatarāhu Muṣaffāra’na Thumma Yakūnu Hujāmān Ḍ Wa Fi Al-Ākhirati ’Adhābun Shadi’dun Wa MaghfratunMina Al-Lahi Wa Ridwānun Ḍ Wa Mā Al-Hayāatu Ad-Dunyā ’Illā Matā’u Al-Ghūrūrī

“20. Know that the life of this world is only play, and idle talk, and an adornment, and boasting among you, and rivalry in respect of wealth and children; as the likeness of vegetation after rain, whereof the growth is pleasing to the husbandman, but afterward it dries up and you seest it turning yellow then it becomes straw. And in the Hereafter there is grievous punishment, and (also) forgiveness from Allah and His good pleasure, whereas the life of the world is but matter of illusion.” (Surat AL-Hadid).
<table>
<thead>
<tr>
<th>Similarity</th>
<th>Green Grass</th>
<th>Worldly Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Its Benefit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Its End</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 **Activity Five**

I determine how these organs function:

<table>
<thead>
<tr>
<th>Ser. No</th>
<th>Organs</th>
<th>Voluntary</th>
<th>Involuntary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Heart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Tongue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Kidneys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Lungs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 **Enriching my Experience**

I choose the evaluation that shows my level of learning:

<table>
<thead>
<tr>
<th>Ser. No</th>
<th>Learning</th>
<th>Excellent</th>
<th>Good</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Recite Surat Al-A'la correctly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Learn Surat Al-A'la properly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Explain the meaning of the vocabulary of the surah.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Give the general meaning of Surat Al-A'la</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Five

Congregational Prayer

I learn from this lesson to:

- read the Prophet’s Hadith properly.
- explain the meaning the words and expressions of the hadith.
- learn the hadith on Congregational Prayer by heart.
- explain the importance of Congregational Prayer.

I take the initiative to learn

I notice and think

1. I tell where I perform Dhuhr (Noon) Prayer during school hours
2. What is the reward for prayer in the Holy Mosque of Makkah?

I use my skills to learn:

1. I recite and learn by heart

Khalid: Where are you going, Rashid? The time for Maghrib Prayer is near.
Rashid: I am going to the football field, where I will pray alone, then start exercises.
Khalid: What I know about you is that you are eager, Rashid, to obey Allah and His Messenger.
Rashid: Thank you, brother. May Allah help us to do that.
Khalid: Our Noble Prophet, peace be upon him, instructed us to observe congregational prayer, because it is 27 times more than individual prayer in terms of reward. What do you think about praying in the mosque, then going out to exercise in the field?
Rashid: Sure, it is a good idea. Thank you, brother for your advice. Let’s go.

1. Is a Muslim’s prayer valid if he offers it alone?
2. How many degrees is a congregational prayer more than an individual prayer?

Abdullah ibn Amr, may Allah be pleased with them, reported that the Messenger of Allah, peace be upon him, said: “congregational prayer, because it is 27 times better than individual prayer in reward.” [Bukhari and Muslim]

Meaning of words:

> Individual: one worshipper who prays alone.

General meaning of the Hadith:

- A congregational prayer is higher in reward than individual prayer by 27 times.
- If a person performs it in group at a mosque, his prayer is equal to 27 prayers in comparison with the prayer of an individual worshipper.
- The payer of the individual worshipper is accepted and rewarded, because the term ‘better’ in the above hadith means that both are rewarded, but one of them is higher in reward than the other. This is for other than the one who has some excuse, for hadiths indicated that his reward is complete.
The teacher asked students to write reports about their congregational prayer.

We read what our friends wrote about the excellence of congregational prayer over the prayer of an individual worshipper.

Abdullah: Congregational prayer teaches me to be eager to answer the Muezzin, intending to go to the mosque early for prayer. I say the supplication on entering the mosque and offer the mosque greeting prayer (2 rak'as) on entering.

Abdurrahman: Congregational prayer teaches me that sitting in the mosque waiting for prayer is a form of worship. The one waiting for prayer in the mosque is the same as praying; angels will bless him, ask Allah to forgive him, and bear witness for him on the Day of Judgement. It pleases me to be a guest of Allah, so I love congregational prayer.

Mohammed: Congregational prayer teaches me that my response to establish prayer helps to keep me from the devil. I have also learnt order from the congregational prayer, by standing waiting to hear Takbeerat Al-Ihram (i.e. Allahu Akbar) from Imam and to enter with him into prayer in straight rows.

Omar: Congregational prayer teaches me to answer the imam when he says "sami'a Allahu liman hamidah" (Allah listens to those who thank Him). It also helps me not to forget any of the prayer acts, and to feel more humble in prayer, keep away from anything that distracts attention, observe good look, and feel that angels surround us.

Othman: Congregational prayer teaches me to train to recite the Holy Qur'an well, know the ruling of Islam and show the rites of Islam.

Nasser: Congregational prayer teaches me that the steps a Muslim walks to the mosque for prayer will be rewarded by Allah. For each step, he will be raised one degree and forgiven one sin.
The Prophet, peace be upon him says: «Hall I tell you about things with which Allah erases sins and raises grades on the Judgement?" They said: Yes, Messenger of Allah. He said: “Complete wudu in cases of difficulty, high number of steps to mosques, and waiting for prayer after prayer: That is like serving on the front line; it is like serving on the front line.” (Muslim)

Explain what the above hadith guides to.

1. the places in which Muslims perform congregational prayers.

2. the reasons that force a Muslim to perform congregational prayers outside the mosque.

3. I speak about three benefits of congregational prayers.
Lesson Five

6 I cooperate with my friends

We think

1 What happens if all Muslims prayed in their houses?

2 Adnan always performs prayer in congregation at the mosque, but he performs Al-Isha Prayer at home:

<table>
<thead>
<tr>
<th>Expected Reasons</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I organize my concepts

Congregational Prayer

- Individual
  - One grade for prayer

- Congregation
  - Congregational prayers are done at the mosque or
  - Some of its benefits
    - Cooperation on obedience
    - Greeting worshippers
    - Meeting good people
Inna Aṣ-Ṣalāta Kānat ʿAlā Al-Mu'uminīnā Kitābān Mawqūtān

"Verily, the prayer is enjoined on the believers at fixed hours..." (Surat An-Nisa:103)
I answer by myself:

1. **Activity One**

I read the following table then determine my attitude:

<table>
<thead>
<tr>
<th>Ser. No</th>
<th>Attitudes</th>
<th>I like</th>
<th>I do not like</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>He follows the imam in prayer and never precedes him.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>He comes to congregational prayer wearing bad-smelling sports dress.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>He came to the mosque and found that he missed the prayer, so he went back home without praying.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>A mother performs prayer in congregation with her daughter at home.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>A group of young men went on picnic. Then it was time for Al-Maghrib Prayer, so they prayed it in congregation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>He sat in the mosque talking with his friend loudly, while waiting for prayer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>He agreed with his friends to come to the mosque early in order to arrange the Qur'an copies in the mosque.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2 Activity Two

- I write 4 scenes I saw and liked in the time allocated for Adh-Dhur Prayer in my school.

3 Activity Three

- I look for the story of the blind man who asked permission from the Prophet, peace be upon him, to pray at home (He had no one to guide him on the way to the mosque). I explain the importance of congregational prayer in the mosque.

4 Activity Four

From the virtues of congregational prayers

5 I assess myself

Choose the evaluation that shows my level of learning:

<table>
<thead>
<tr>
<th>Ser. No</th>
<th>Learning</th>
<th>Excellent</th>
<th>Good</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I learn the hadith on congregational prayer by heart.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I explain the meaning of vocabulary and construction.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I explain the importance of congregational prayer.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
End of Book
Praise be to Allah