

GRADE

1

STEPS TO PERFECTION

An Islamic Curriculum For Children

STUDENT WORKBOOK



Under the Guidance of
NABI R. MIR (ABIDI)



Table of Contents

Acknowledgments	1
Preface	2
Goals	4
A Letter to Teachers	5
Transliteration Guidelines	6

'AQĀ'ID

CHAPTER 1: A REVIEW OF THE SHAHĀDAH.	8
Worksheet 1.1	9
Art Extension 1.1	10
Coloring 1.2	11
Worksheet 1.3	12
Worksheet 1.4	13
Art Extension 1.4	14
CHAPTER 2: UṢŪL AD-DĪN	18
Worksheet 2.1a	19
Worksheet 2.1b	20
Worksheet 2.1c	21
Art Extension 2.1	22
CHAPTER 3: TAWHĪD: WHO IS ALLAH?	23
Worksheet 3.1	24
Coloring 3.2	27
Worksheet 4.1	29
CHAPTER 5: NABŪWWAH & IMĀMAH	30
Worksheet 5.1a	31
Worksheet 5.1b	32
Worksheet 5.2a	33
Worksheet 5.2b	34
Worksheet 5.2c	35
Worksheet 5.2d	36

Table of Contents

Worksheet 5.3a.....	37
Worksheet 5.3b.....	38
CHAPTER 6: QIYĀMAH.....	39
Coloring 6.1.....	40
Worksheet 6.1.....	41
CHAPTER 7: ALLAH’S CREATIONS & THEIR JOBS.....	42
Worksheet 7.1.....	43
Worksheet 7.2.....	44
FIQH	
CHAPTER 1: FURŪ‘ AD-DĪN.....	46
Worksheet 1.1a.....	47
Worksheet 1.1b.....	48
CHAPTER 2: FIQH TERMINOLOGY.....	52
Worksheet 2.1a.....	53
Worksheet 2.1b.....	54
CHAPTER 3: WUDŪ’.....	55
Worksheet 3.1.....	56
Worksheet 3.2.....	57
Activity 3.2.....	58
CHAPTER 5: ŞALĀH (PRAYERS).....	60
Coloring 5.1.....	61
Worksheet 5.1a.....	62
Worksheet 5.1b.....	63
Worksheet 5.1c.....	64
Worksheet 5.2a.....	65
Worksheet 5.2b.....	66
Worksheet 5.2c.....	67

Table of Contents

CHAPTER 6: ŞAWM (FASTING)	68
Worksheet 6.1	69
CHAPTER 7: ḤAJJ	70
Worksheet 7.1	71
Coloring 7.1	72
CHAPTER 8: NAJĀSAH & ṬAHĀRAH	73
Worksheet 8.1	74
HISTORY & ISLAMIC KNOWLEDGE	
CHAPTER 1: ISLAMIC MONTHS	76
Worksheet 1.1	77
CHAPTER 2: A REVIEW OF THE INFALLIBLES	80
Art Extension 2.1	81
Worksheet 2.1	84
Worksheet 2.2a	85
Worksheet 2.2b	86
CHAPTER 3: THE FIRST 7 MA'ŞŪMĪN	87
Coloring 3.1	88
Worksheet 3.1a	89
Worksheet 3.1b	90
Worksheet 3.1c	91
Worksheet 3.1d	92
Worksheet 3.1e	94
Coloring 3.2a	95
Worksheet 3.2a	96
Worksheet 3.2b	97
Worksheet 3.2c	98
Coloring 3.2b	99
Worksheet 3.2d	100

Table of Contents

Worksheet 3.3a.	101
Coloring 3.3	102
Art Extension 3.3	103
Worksheet 3.3b.	105
Worksheet 3.4a.	106
Worksheet 3.4b.	108
Worksheet 3.5a.	109
Worksheet 3.5b.	110
Coloring 3.5	111
Worksheet 3.5c.	113
Worksheet 3.6a.	114
Worksheet 3.6b.	116
Worksheet 3.7a.	117
Worksheet 3.7b.	119
Review: The First 7 Ma'şūmīn.	120
CHAPTER 4: PROPHETS.	121
Worksheet 4.1.	122
Worksheet 4.2.	123
Coloring 4.3a	124
Coloring 4.3b	125
Art Extension 4.3	126
CHAPTER 5: PEOPLE OF KARBALA.	130
Worksheet 5.1.	131
Coloring 5.2	132
Worksheet 5.2.	133

Table of Contents

AKHLĀQ (ETIQUETTE)

CHAPTER 1: COMMON AKHLĀQ PHRASES	135
Worksheet 1.1	136
Worksheet 1.2	137
Coloring 1.4	138
Coloring 1.5	139
Coloring 2.1	140
Qur'ān Connection 2.1	141
Coloring 3.1	142
Coloring 4.1	143
Worksheet 5.1	144
Coloring 5.1	145
Coloring 7.1	146
Qur'ān Connection 8.1	147

Acknowledgments

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

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

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

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

Authors and Editors: Moulana Nabi Raza Mir (Abidi) and Curriculum Committee

Copyright © 2020 by Shi'a-Muslim Association of the Bay Area (SABA), Inc. and Al-Kisa Foundation.

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without including this copyright page on all copied materials. Alteration of this publication is not permitted without prior written permission from SABA or its legal representative.

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

www.saba-igc.org

www.kisakids.org

info@kisakids.org

Preface

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

- Nahj al-Balāghah, Sermon 1

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

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

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

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

The philosophy behind this revision of the curriculum was to establish a strong foothold on the guiding force of our religion: the Uṣūl ad-Dīn and Furū’ ad-Dīn. That is why you will see that beginning from 1st grade, these two concepts are emphasized and gradually increase

Preface (con't)

in depth all the way until 6th grade. Furthermore, we wanted to incorporate a more project-based and story-based curriculum that engages students and allows them to develop a strong bond with Islam and the teachings of the Ahl al-Bayt (‘a).

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

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

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

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

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

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

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

With Du‘ās,
Nabi R. Mir (Abidi)

Goals

Dear Teachers,

Salāmun ‘alaykum. Below are some basic concepts we believe children at this age should know. Use these learning goals and guidelines to better understand how much the child will learn and to better prepare yourself for teaching.

At the end of the book, there is an assessment for teachers and parents/guardians to evaluate the child and gauge if they have met these goals. While they take the test, check to see whether they are able to answer the questions independently or if they need some help. After they have completed the assessment, determine the areas they are proficient in and in which areas they still need guidance.

‘Aqā’id

1. Uṣūl ad-Dīn
2. Shahādah
3. Names and attributes of Allah
4. Names of the 12 Imāms

Fiqh

1. Furū‘ ad-Dīn
2. Difference between wājib and ḥarām
3. Actions of wuḍū’
4. Actions of ṣalāh
5. Najāsah and ṭṭahāṭahārah

History

1. Islamic months
2. The first 7 Ma‘ṣūmīn: basic history and meaning of their names/titles
3. Prophets Ādam (‘a), Dāwūd (‘a), and Yūnus (‘a).
4. People of Karbala

Akhlāq

1. Common phrases
2. Cleanliness
3. Public manners

A Letter to Teachers

Dear Teacher,

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

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

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

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

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

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

Transliteration Guidelines

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

ء	a, i, or u (initial form)	ض	ḍ
ء	'(medial or final form)	ط	ṭ
ا	a	ظ	ẓ
ب	b	ع	‘
ت	t	غ	gh
ث	th	ف	f
ج	j	ق	q
ح	ḥ	ك	k
خ	kh	ل	l
د	d	م	m
ذ	dh	ن	n
ر	r	ه	h
ز	z	و	w
س	s	ي	y
ش	sh	ة	h (without idāfah)
ص	ṣ	ة	t (with idāfah)

اَ	a	آ / آ / آ	ā
اِ	i	ي	ī
اُ	u	و	ū
		آ	'ā (medial form)

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

‘AQĀ’ID
(BELIEFS)

CHAPTER 1

**A REVIEW OF THE
SHAHĀDAH**

Worksheet 1.1

Practice writing the Shahādah.

LĀ ILĀHA ILLALLĀH

MUḤAMMADUR RASŪLULLĀH

‘ALĪYYUN WALĪYULLĀH

WAṢIYYU RASŪLILLĀH

WA KHALĪFATUHU BILĀ FAṢL

Art Extension 1.1

There is Only One God

Materials:

- Construction Paper
- Markers
- Scissors
- Crayons

Procedure:

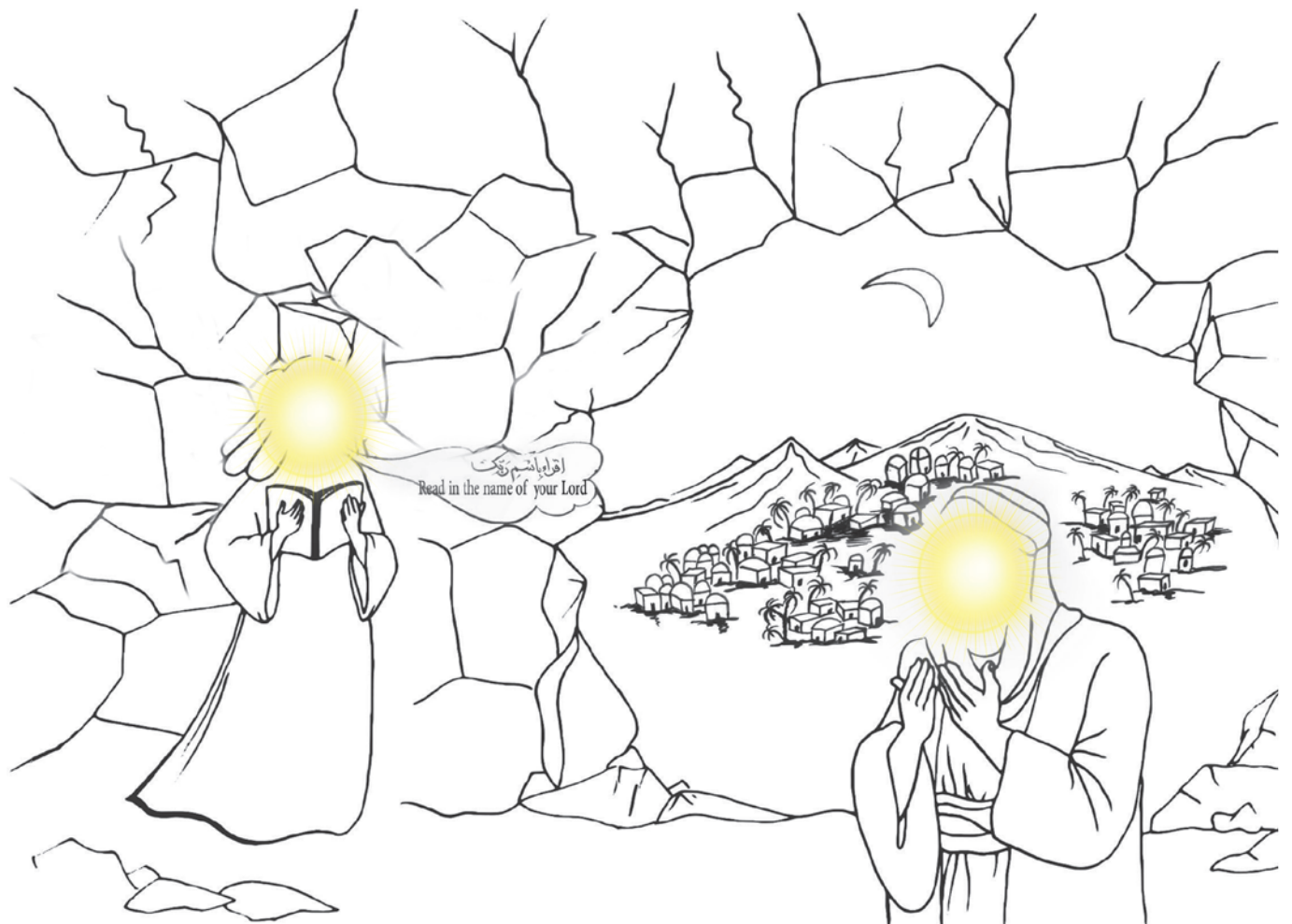
1. Pair students up. Have them trace each other's hands with a marker on their piece of paper. Make sure they trace a part of the arm as well.
2. Have them cut out the traced picture of their hands and fold the fingers down, except for the index finger.
3. On their cut-out, they can write "Lā ilāha illallāh— There is no god except Allah."
4. They can use crayons to decorate their cut-outs however they like.



Coloring 1.2

مُحَمَّدٌ رَسُوْلُ اللهِ

MUHAMMADUR
RASULULLAH



Worksheet 1.3

What makes a good leader? Circle the pictures that show a GOOD leader like Imām 'Alī('a).



Steal



Offer ṣalāh



Read Qur'an



Say bad words



Help others



Respect parents



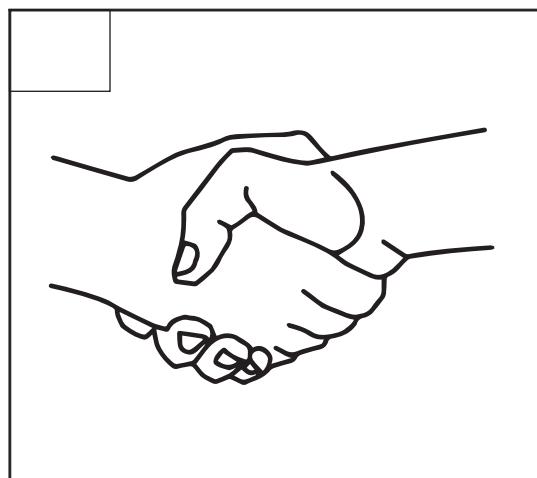
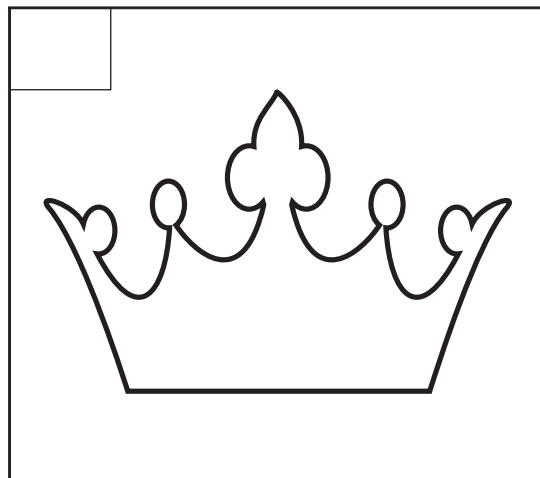
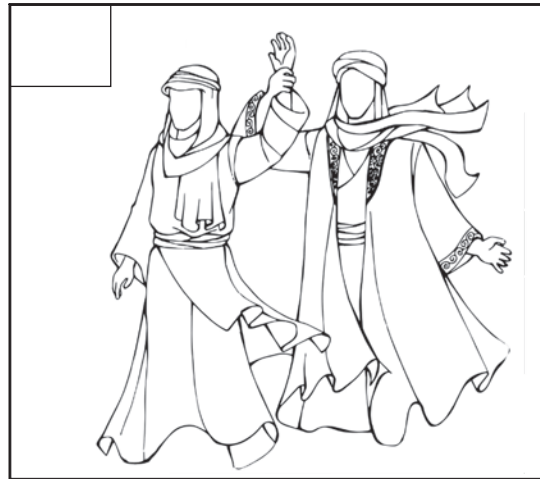
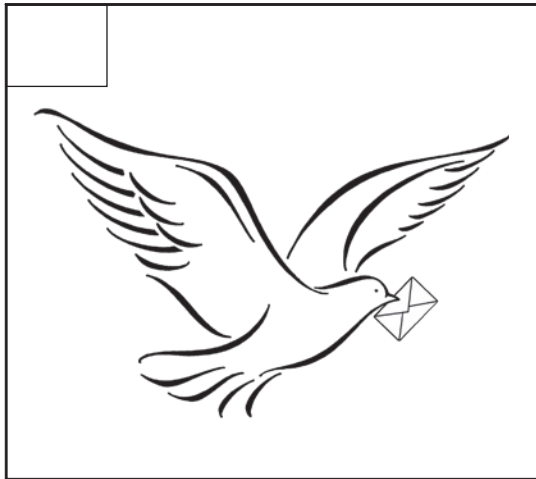
Help the poor



Be messy

Worksheet 1.4

Color the pictures and number them in order.



Art Extension 1.4

Shahādah Mobiles

Materials:

- Shahādah pictures template
- Crayons
- Scissors
- CDs
- String
- Rubber Cement

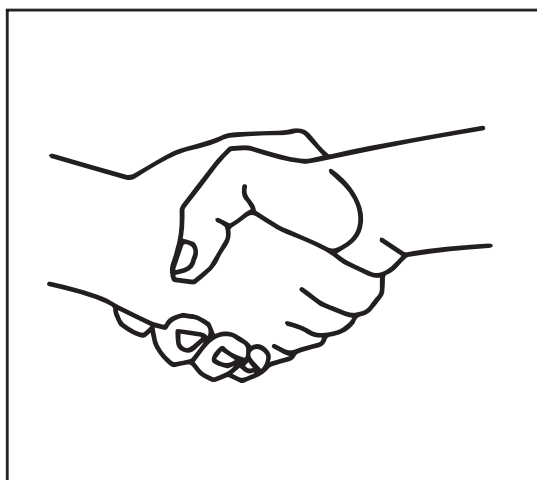
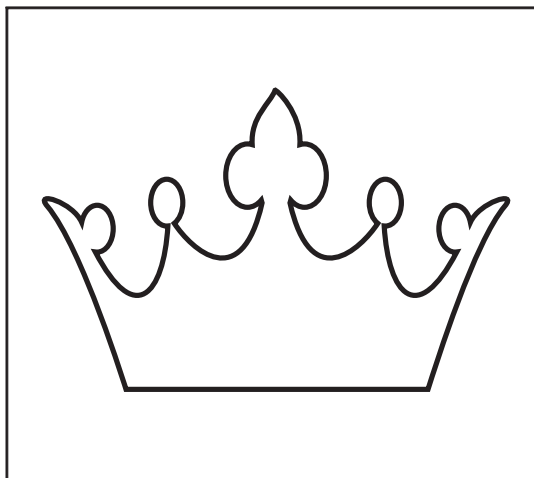
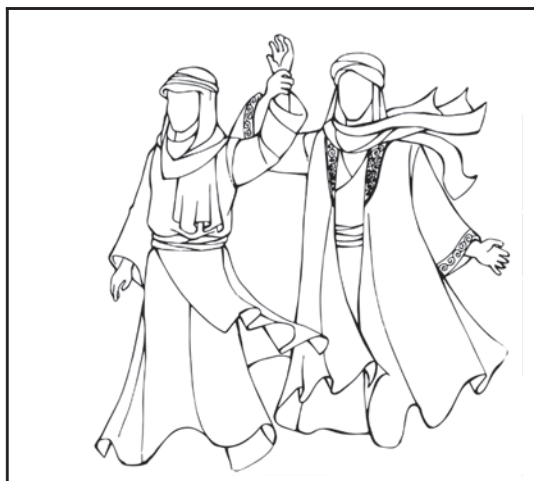
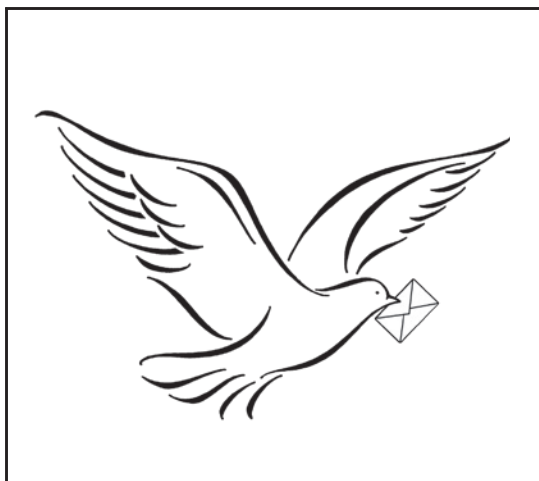
Procedure:

1. Have students color the pictures of the Shahādah and cut them out.
2. Give them a piece of string to tie onto their CD through the hole in the center.
3. Have them place the pictures in the correct order on their CD and recite each line and its meaning to you. Once it is correct, they can place rubber cement on the CD and paste the pictures.



**THIS PAGE HAS BEEN
PURPOSELY LEFT BLANK**

Art Extension 1.4 (con't)



**THIS PAGE HAS BEEN
PURPOSELY LEFT BLANK**

CHAPTER 2
UŞŪL AD-DĪN

Worksheet 2.1a

There are five Uṣūl ad-Dīn! Find them in this word search puzzle.

H	D	Q	E	H	Q	U	Z	H
T	A	D	C	W	V	W	V	A
A	X	M	C	W	O	Y	H	W
W	I	M	A	M	A	H	S	W
H	V	S	E	Y	A	M	B	U
I	J	U	V	L	I	K	Q	B
D	F	A	A	Q	T	Q	R	A
A	R	D	V	X	M	P	F	N
F	A	N	O	Z	T	A	O	M

Word List:

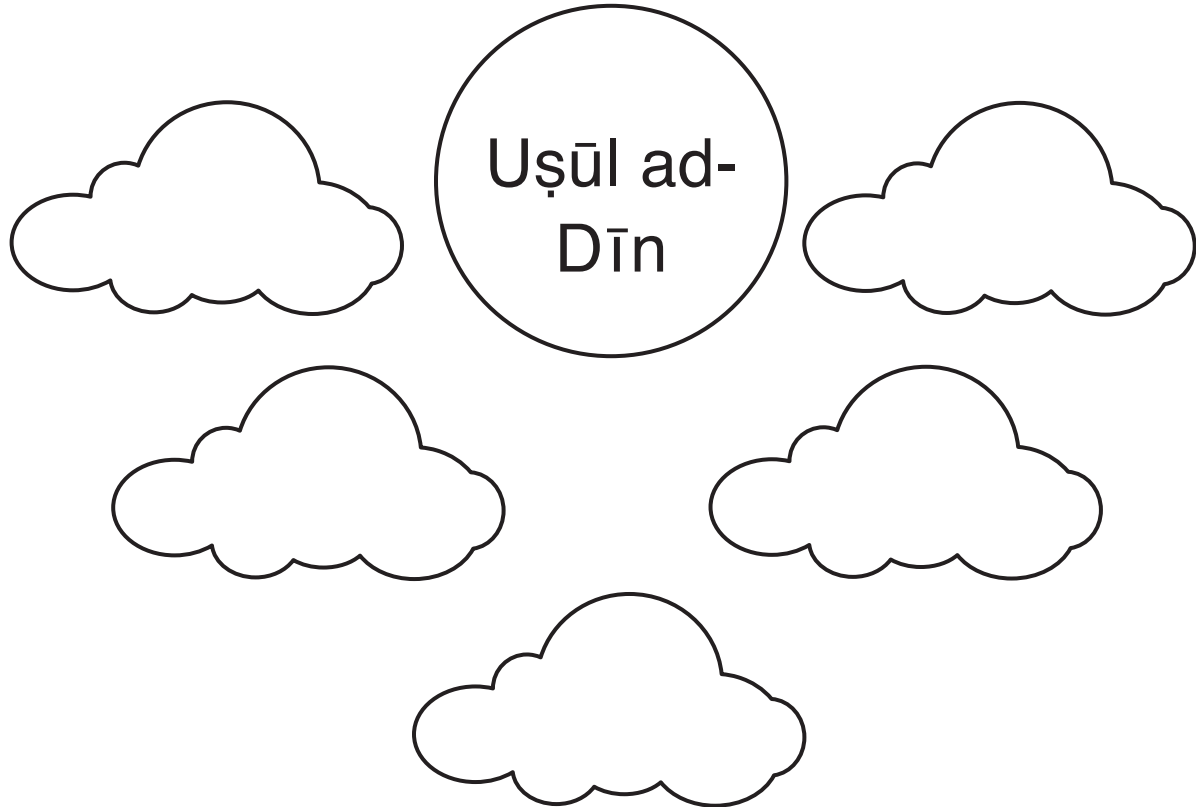
ADALAH IMAMAH TAWHID
QIYAMAH NABUWWAH

*Please note that diacritic marks (e.g., ā, ī, ḥ) are not used for this word search. Instead, find the words without the marks.

Worksheet 2.1b

What are the five Uṣūl ad-Dīn (Roots of Religion)?

Choose the right answers from the list below and write one in each cloud.



Word List:

‘Adālah	Ṣalāh	Nabūwwah
Qiyāmah	Tawḥīd	Imāmah
Ḥajj	Jihād	Zakāt

Worksheet 2.1c

Match the Uṣūl ad-Dīn with its correct meaning.

Tawḥīd

Allah is one

‘Adālah

Allah sent us the 12 Imāms to guide us

Nabūwwah

There will be a day of Judgement

Imāmah

Allah is just

Qiyāmah

Allah sent Prophets to guide us

Art Extension 2.1

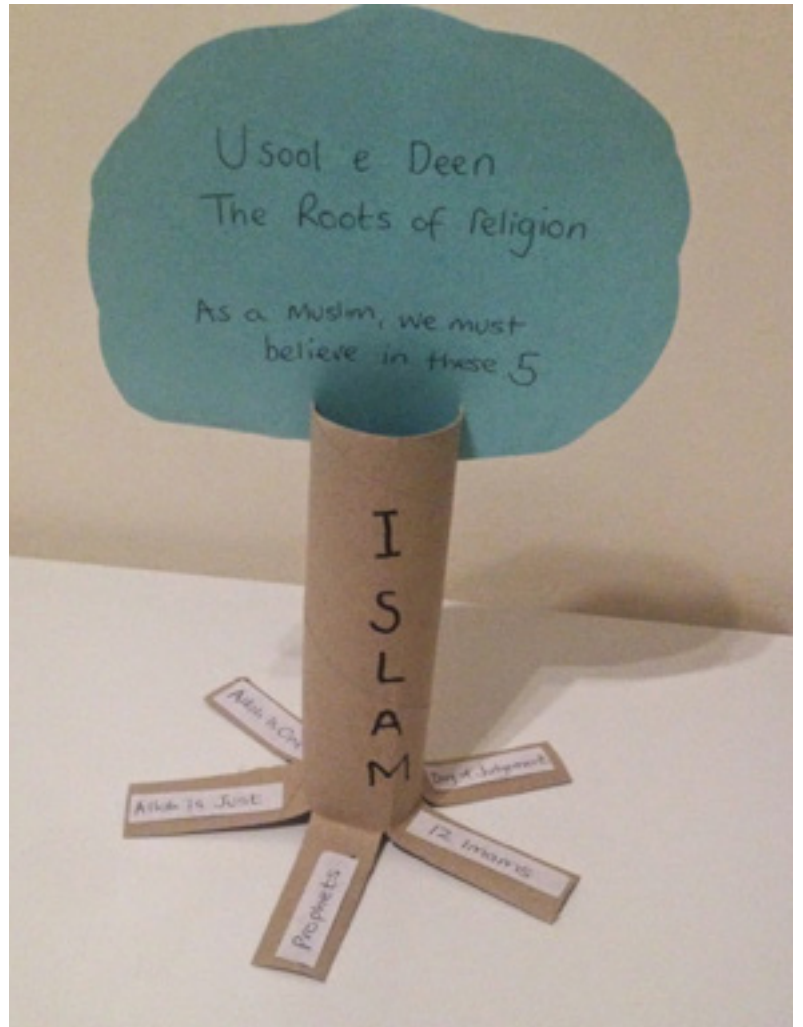
Uşūl ad-Dīn Trees

Materials:

- Empty paper towel rolls
- Markers
- Green construction paper
- Scissors

Procedure:

1. On the paper towel rolls, mark off 5 evenly spaced lines.
2. Give each child a roll and have them cut along these lines. They should be able to fan these out to make roots.
3. On each root, have them write one of the Uşūl ad-Dīn and its meaning. Alternatively, you could print out strips with the names.
4. Have them write ISLAM along the trunk of the tree.
5. Give each child a piece of green construction paper that has the top of the tree traced on and have them cut it out. Alternatively, you could cut this out and give it to them.
6. On the top of the tree, have them write “Uşūl ad-Dīn The Roots of Religion.”
7. Have them make 2 slits on the top of the trunk. They can slide in the green part of the tree.

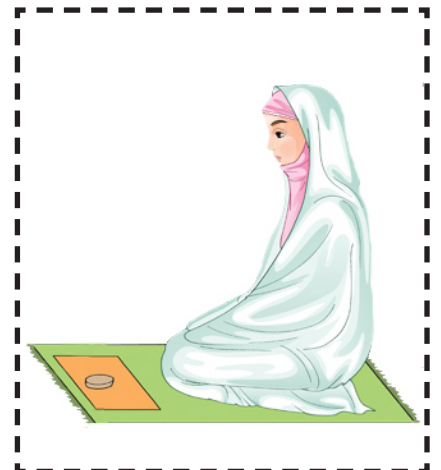
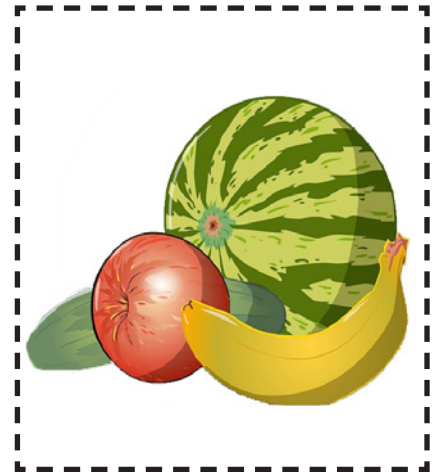
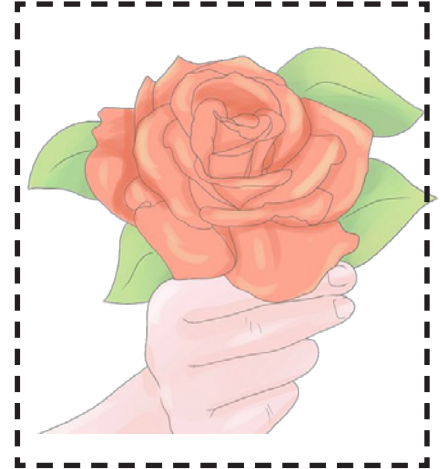




CHAPTER 3
**TAWHĪD: WHO IS
ĀLLAH?**

Worksheet 3.1

Cut out the pictures below and paste them into the correct columns on the next page.



**THIS PAGE HAS BEEN
PURPOSELY LEFT BLANK**

Worksheet 3.1 (con't)

Allah is ...

ar-Rahmān	ar-Raḥīm

Coloring 3.2

Allah is al-‘Alīm

Allah is al-‘Alīm. Color “Al-‘Alīm - The All-Knowing” below.

AL - ‘ALĪM

THE

ALL-KNOWING

CHAPTER 4

**‘ADĀLAH: ALLAH
IS JUST**

Worksheet 4.1

‘ADĀLAH

1. What does ‘Adālah mean?
 - a. Allah is fair & just
 - b. Allah is unfair
 - c. Allah is kind
 - d. Allah is one

2. Sometimes, we don’t have all of the information and think things are unfair, but
 - a. They are bad for us
 - b. Allah might not know what’s best
 - c. Everything that happens is by chance
 - d. They are actually what’s best for us

3. Allah is just means that He is always _____.

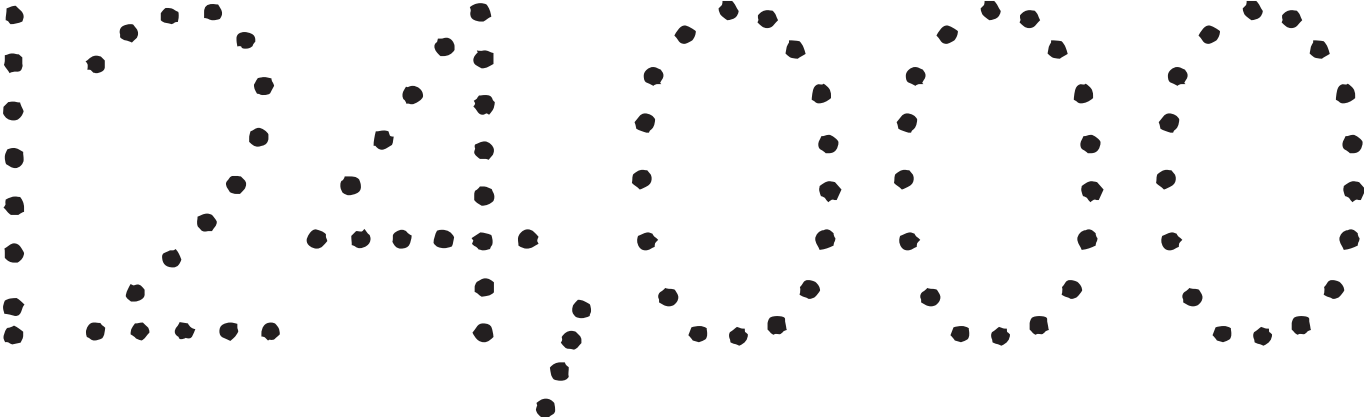
4. What did we learn from the story of Husayn and Maryam?
 - a. It is not fair that Husayn didn’t get the same bike
 - b. Allah gives us what is good for us
 - c. Husayn’s parents were unfair
 - d. Husayn and Maryam should get the same gifts

5. ‘Adālah is one of the
 - a. Uṣūl ad-Dīn
 - b. Furū‘ ad-Dīn

CHAPTER 5
**NABŪWWAH &
IMĀMAH**

Worksheet 5.1a

Connect the dots to see how many Prophets we have!



Worksheet 5.1b

Unscramble the words to figure out the names of the first and last Prophets. Write the answers in the blank spaces.

Unscramble this word: DĀMA

The first Prophet was

Prophet _____ (‘a)

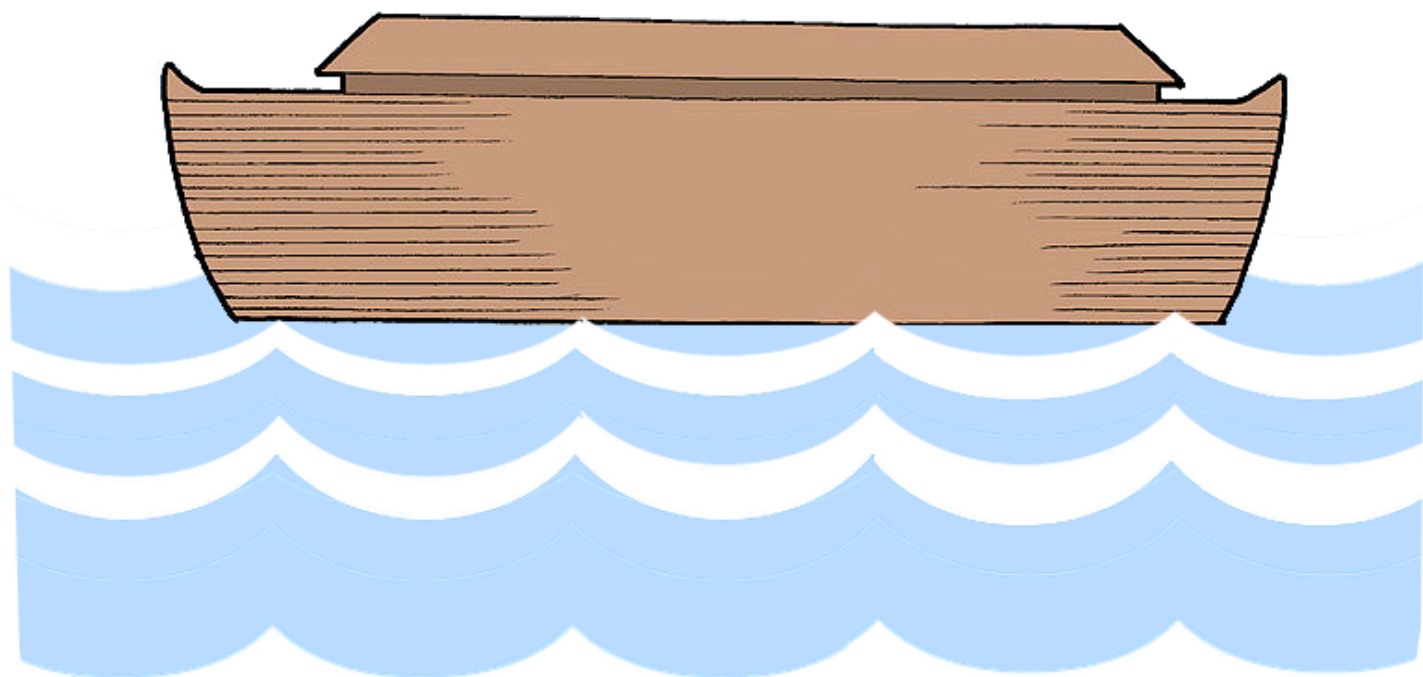
Unscramble this word: UḤMAMAMD

The first Prophet was

Prophet _____ (ṣ)

Worksheet 5.2a

Draw 12 flags on the ship below, one for each of the 12 Imāms.



“The Ahl al-Bayt (‘a) are like the ship of Prophet Nūḥ (‘a). Whoever gets on it will be saved, and whoever doesn’t will drown.”

Worksheet 5.2b

Match the Imām's name to the correct number

Imām Zayn ul-‘Ābidīn as-Sajjād (‘a)	1
Imām ‘Alī(‘a)	2
Imām ‘Alī an-Naqī al-Hadi (‘a)	3
Imām Ḥasan (‘a)	4
Imām Muḥammad al-Bāqir (‘a)	5
Imām Ḥusayn (‘a)	6
Imām Mūsā al-Kāẓim (‘a)	7
Imām Ḥasan al-‘Askarī (‘a)	8
Imām Ja‘far aṣ-Ṣādiq (‘a)	9
Imām ‘Alī ar-Riḍā (‘a)	10
Imām Muḥammad at-Taqī al-Jawād (‘a)	11
Imām Muḥammad al-Mahdī (‘aj)	12

Worksheet 5.2c

FIRST IMĀM

Find the letters: **I M A M - A L I** in the word search below.

A	H	I	M	W	K
I	L	A	A	K	A
X	H	H	M	H	O
G	D	X	I	G	G
X	A	M	V	E	U

Who is our first Imām?



Worksheet 5.2d

LAST IMĀM

Unscramble the letters by following the lines to find out who this person is.

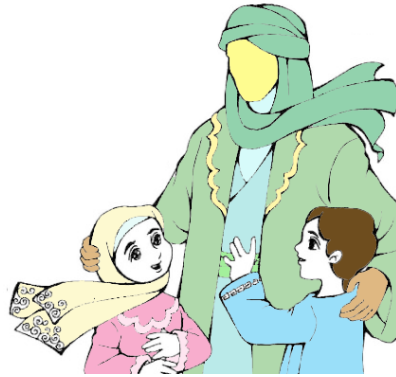
H I A I M M M A D

□ □ □ □ □ □ □ □ □ ('aj)

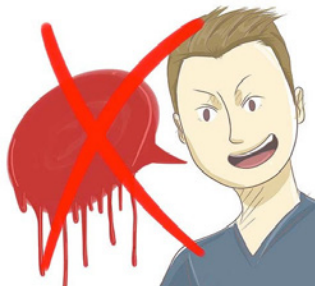
Worksheet 5.3a

IMĀM AL-MAHDĪ (‘AJ)

Circle all the things you would do as a follower of our Imām, Imām al-Mahdī (‘aj).



Love and follow
the Imām (‘aj)



Use bad language



Have good akhlāq



Pray on time



Help the needy

Worksheet 5.3b

LETTER TO IMĀM AL-MAHDĪ (‘AJ)

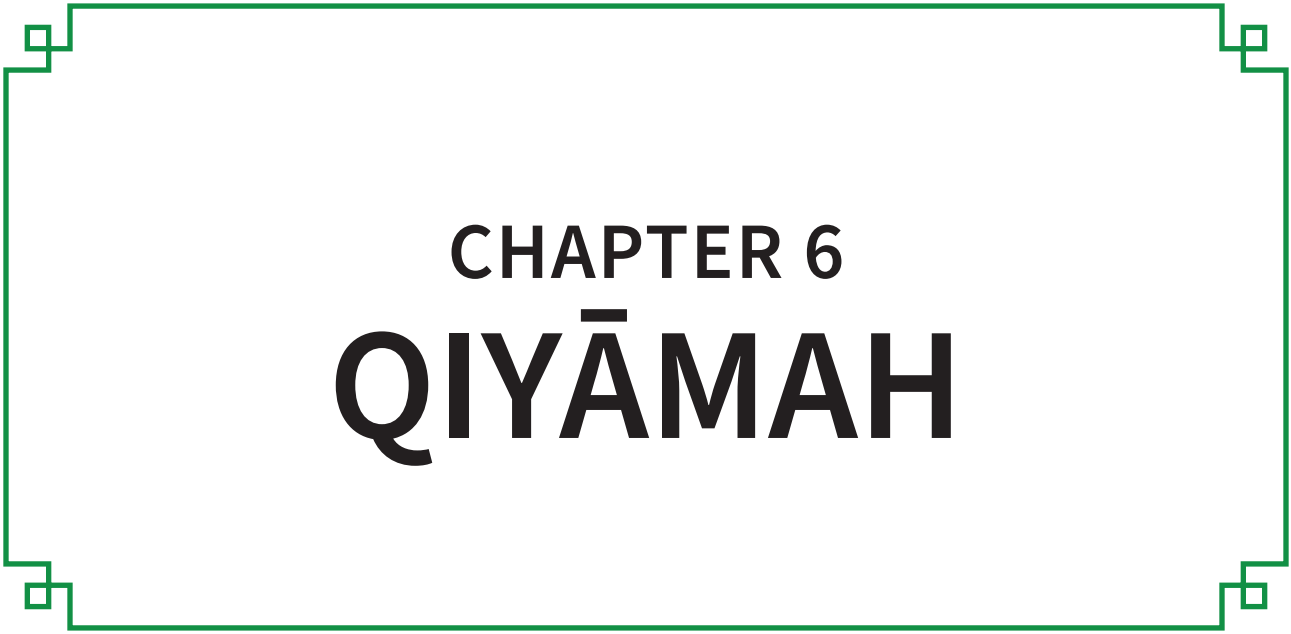
Date:

Dear Imām al-Mahdī (‘aj),

Salāmun ‘alaykum! With this signature of mine, I promise that I will try my best to keep you happy by:

- Respecting my mom and dad
- Praying on time
- Helping others and being kind to them

With du‘ās and love,



CHAPTER 6
QIYĀMAH

Coloring 6.1

**“SURELY, YOU HAVE PROTECTORS
(ANGELS) WATCHING OVER YOU.
THOSE PROTECTORS ARE NOBLE
WRITERS. THEY KNOW EVERYTHING
YOU DO.”**

Sūrah al-Infīṭār, Verses 10-12



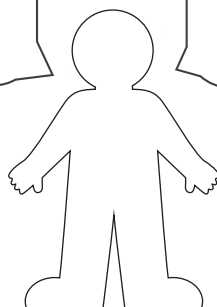
Worksheet 6.1

Our Deeds

On your right shoulder, draw pictures of some good deeds you do that your angel writes down. Then, on your left shoulder, draw pictures of some bad deeds you might do that your angel writes down. Then cross out the left side, and make a promise to yourself that you will try not to do any more bad deeds.

Right Shoulder

Left Shoulder



CHAPTER 7

**ALLAH'S
CREATIONS &
THEIR JOBS**

Worksheet 7.1

Answer the following questions.

1. Before Allah made humans, he made
 - a. The sun
 - b. Angels
 - c. Jinns
 - d. All of the above

2. Iblīs is a
 - a. Human
 - b. Jinn
 - c. Monster
 - d. Bug

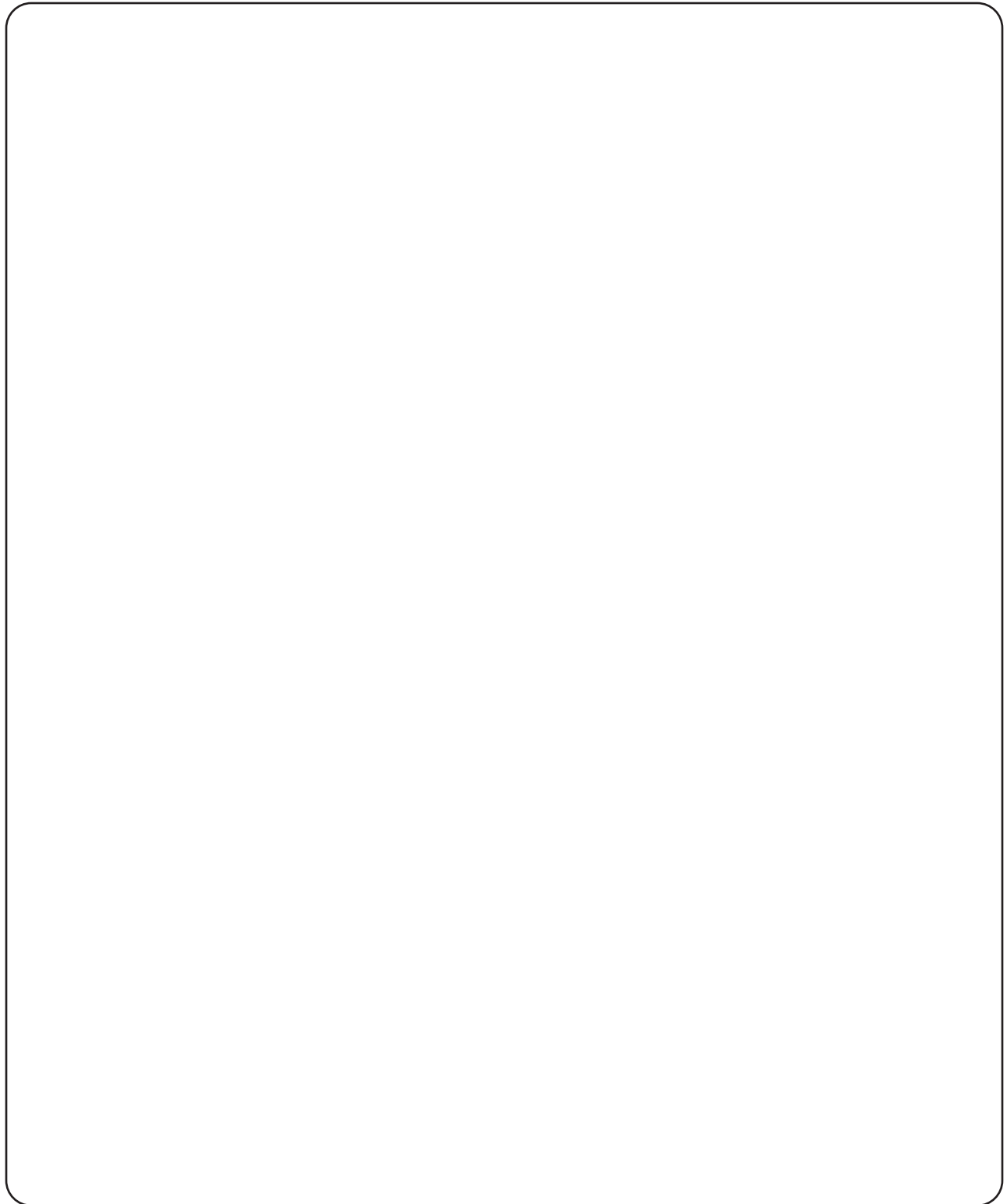
3. Allah made jinns from
 - a. Fire
 - b. Water
 - c. Leaves
 - d. Play-doh

4. Angels do whatever Allah tells them to do.
 - a. True
 - b. False

5. All jinns are bad.
 - a. True
 - b. False

Worksheet 7.2

In the box, draw some good deeds you can do that will please Allah.

A large, empty rounded rectangular box with a thin black border, intended for drawing. The box is centered on the page and occupies most of the lower half of the worksheet.

FIQH

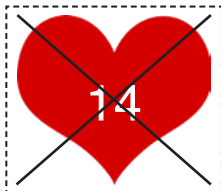
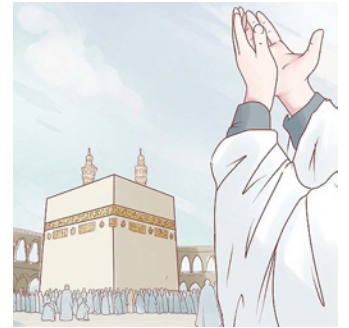
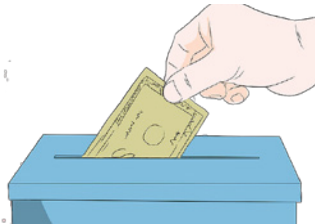
(ISLAMIC LAW)



CHAPTER 1
FURŪ^ʿ AD-DĪN

Worksheet 1.1a

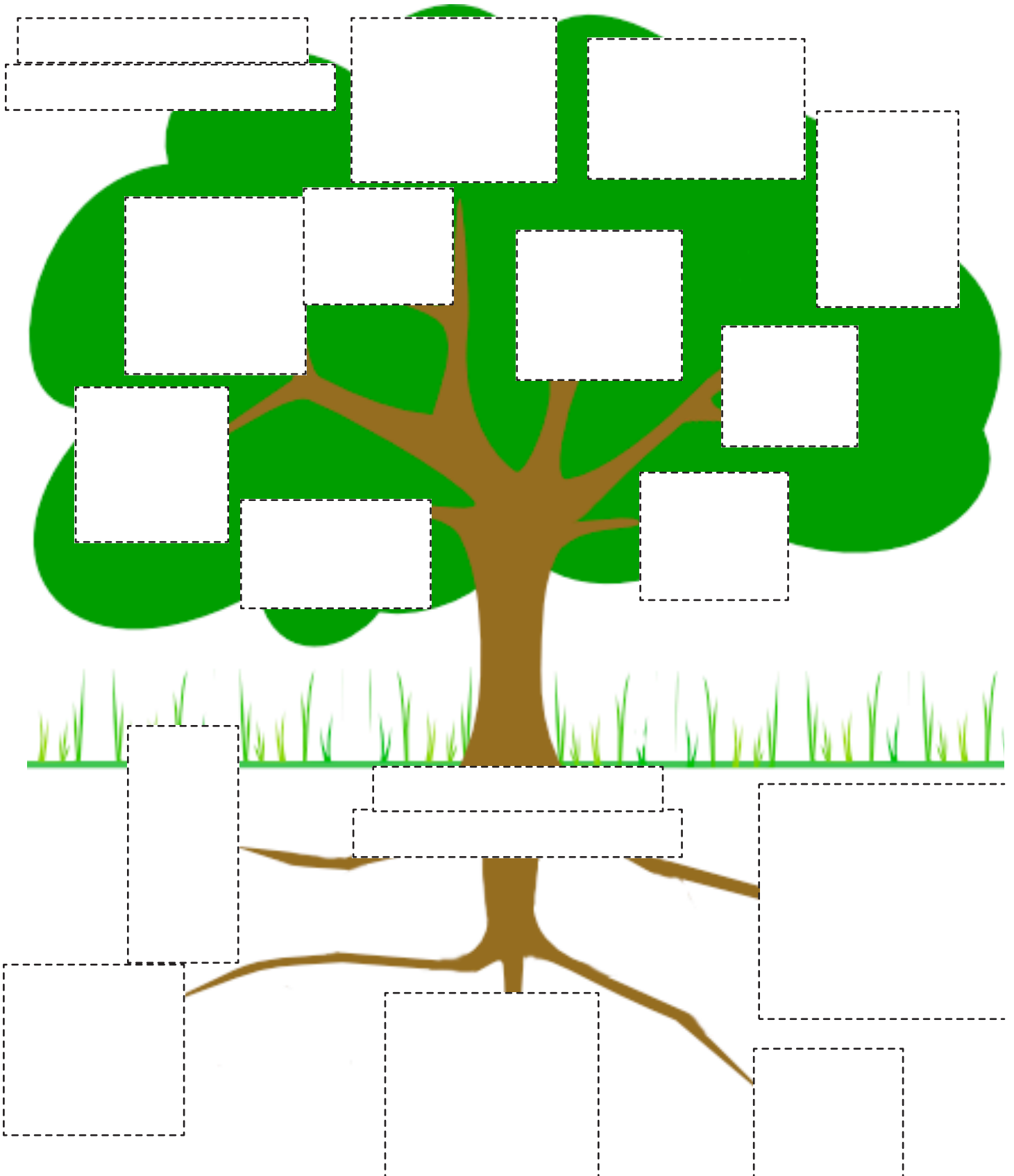
Match the Furū' ad-Dīn with their pictures.



1. Ṣalāh
2. Ṣawm
3. Ḥajj
4. Zakāt
5. Khums
6. Jihād
7. Amr bil ma'rūf
8. Nahī 'anil munkar
9. Tawallī
10. Tabarrī

Worksheet 1.1b

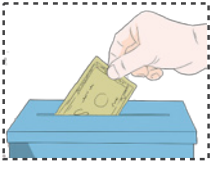
Cut out the pictures from the next page and paste them in the correct place.



**THIS PAGE HAS BEEN
PURPOSELY LEFT BLANK**

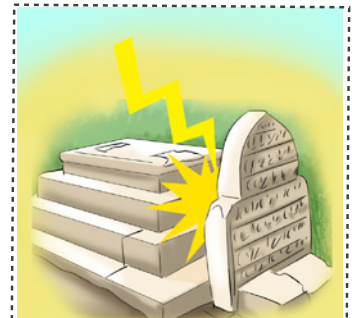
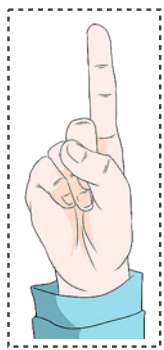


Roots of Religion

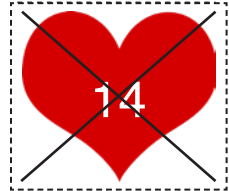
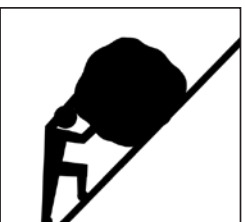
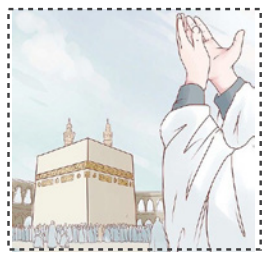


Furū 'ad-Dīn

12

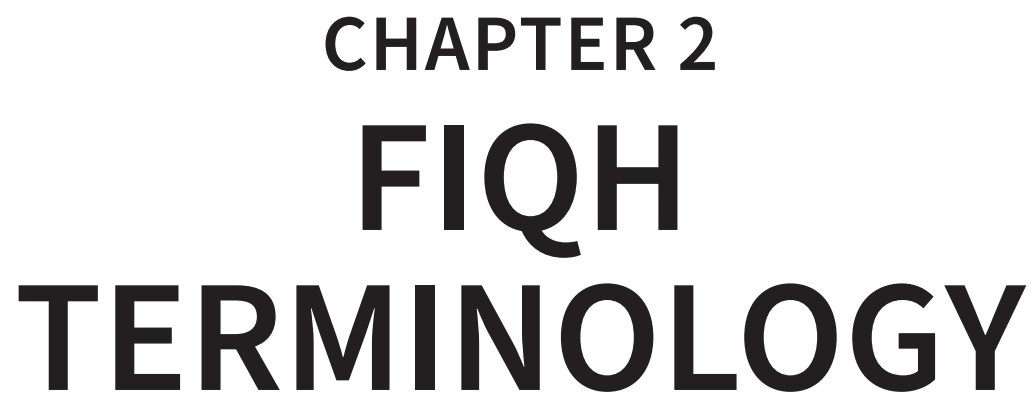


Uṣūl ad-Dīn



Branches of Religion

**THIS PAGE HAS BEEN
PURPOSELY LEFT BLANK**



CHAPTER 2
FIQH
TERMINOLOGY

Worksheet 2.1a

Circle the things that are wājib.



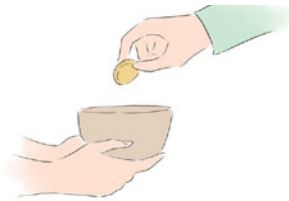
Offer Ṣalāh



Wearing Hijab



Being good to parents



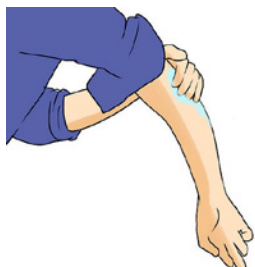
Helping the poor



Being honest



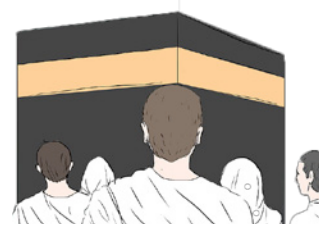
Planting



Wuḍū' for Ṣalāh



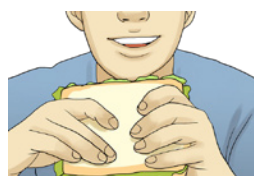
Playing sports



Wājib Ḥajj



Respecting parents



Eating too much



Being kind to parents

Worksheet 2.1b

Circle the things that are ḥarām.



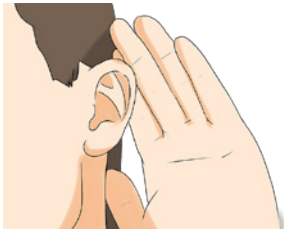
Saying bad words



Fighting



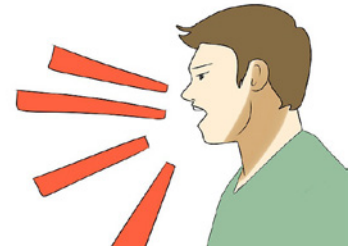
Bullying



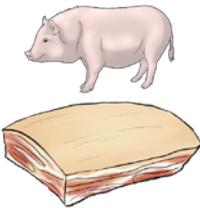
Eavesdropping



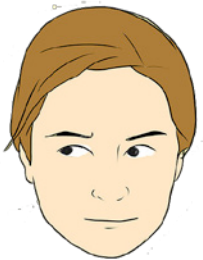
Shopping



Yelling at parents



Eating pork



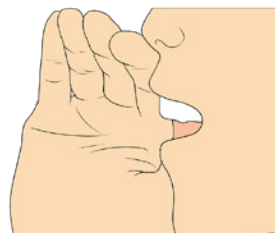
Lying



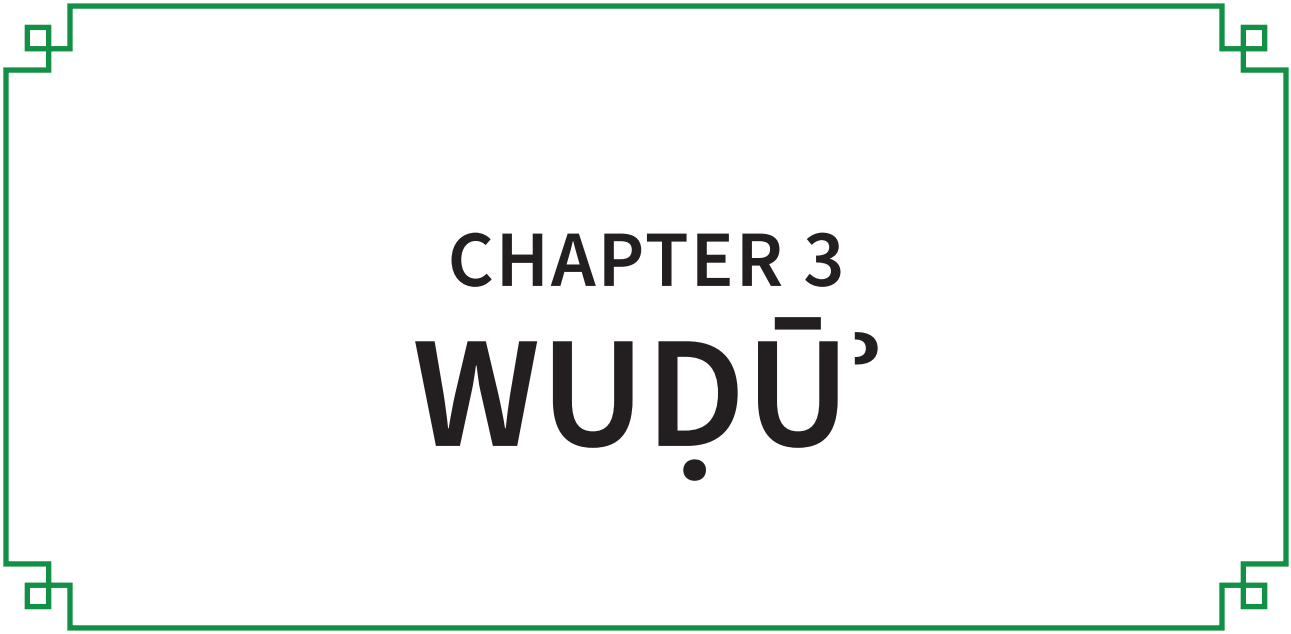
Being messy



Sleeping



Gossiping



CHAPTER 3
WUḌŪ'

Worksheet 3.1

The following are the Mustahab actions of wuḍū'. Write how many times each one has to be done.



_____ times



_____ times

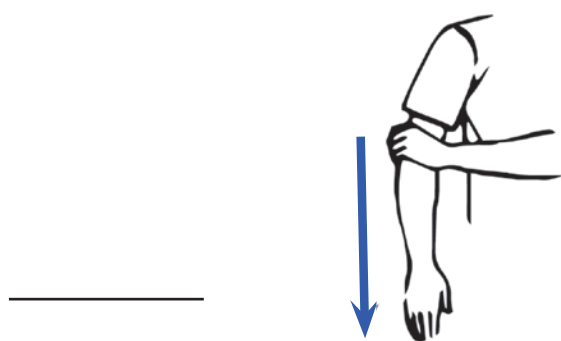


_____ times

Worksheet 3.2

Number the wājib actions of wuḍū' to show the right order, then color them in:

Niyyah



Activity 3.2

Mr. Wuḍū'

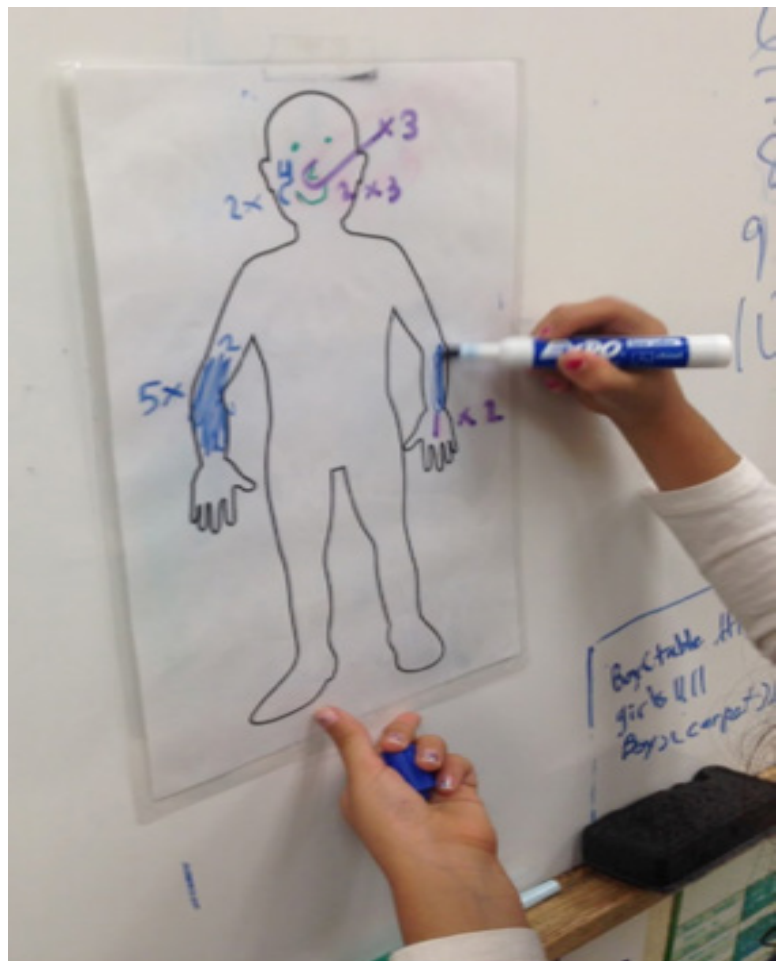
Materials:

- Mr. Wuḍū' template
- 2 different colored markers

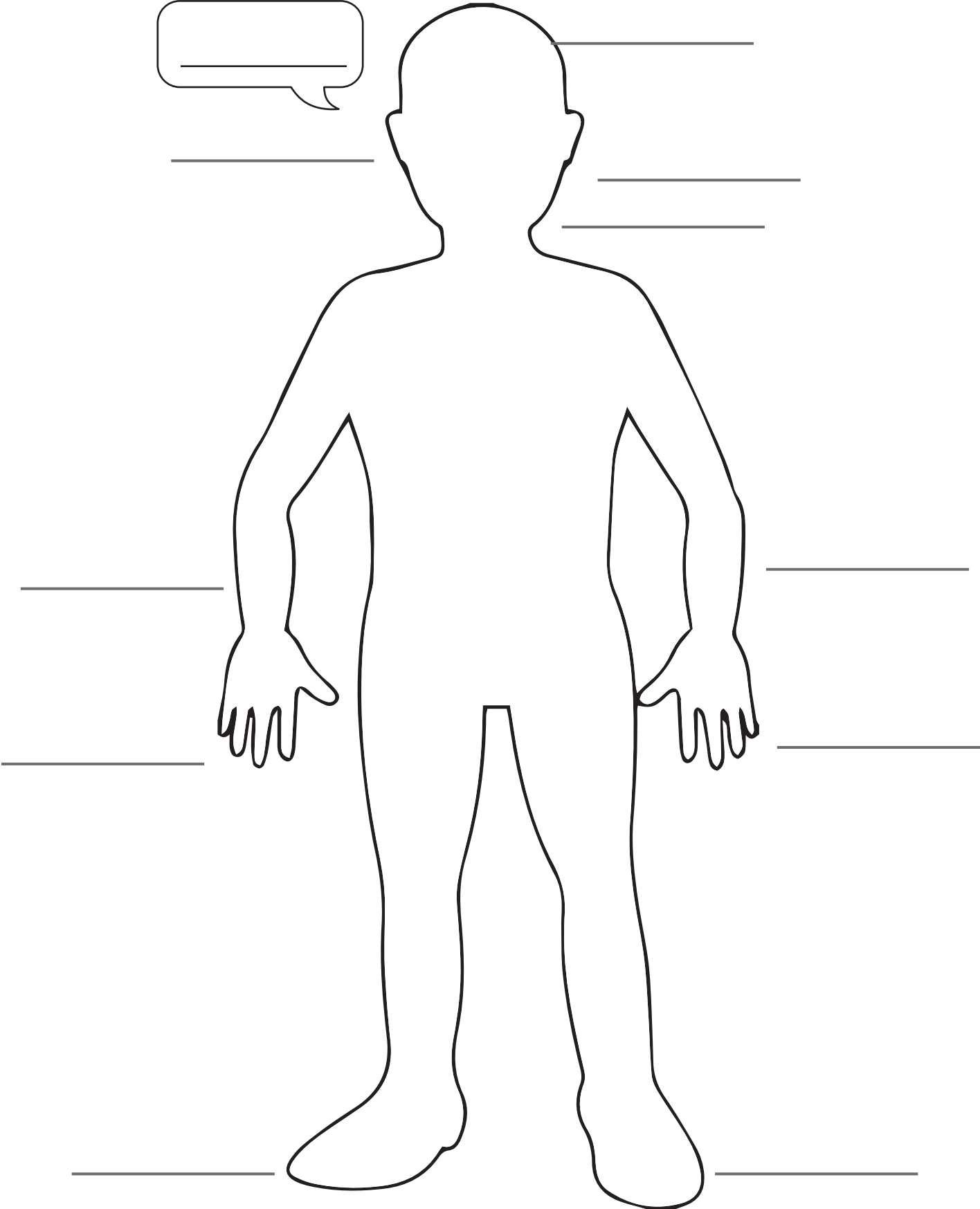
Procedure:

1. Introduce the class to Mr. Wuḍū', and tell them that today, we will be helping him perform his wuḍū' correctly. First, they will use a black marker to draw a face on him with eyes, a nose, and mouth.
2. Tell the students that one marker (e.g., blue) will denote mustahab actions and the other (e.g., red) will indicate the wājib actions.
3. As a class, number the actions of wuḍū' with their correct color and how many times to do each action. (For example, the gargling should be labeled "3x" in blue.)
4. Here is a key of the answers:

Hands	- 2x (mustahab)
Mouth	- 3x (mustahab)
Nose	- 3x (mustahab)
Niyyah	- (wājib)
Face	- (wājib)
Right arm	- (wājib)
Left arm	- (wājib)
Head	- (wājib)
Right foot	- (wājib)
Left foot	- (wājib)



Activity 3.2 (con't)



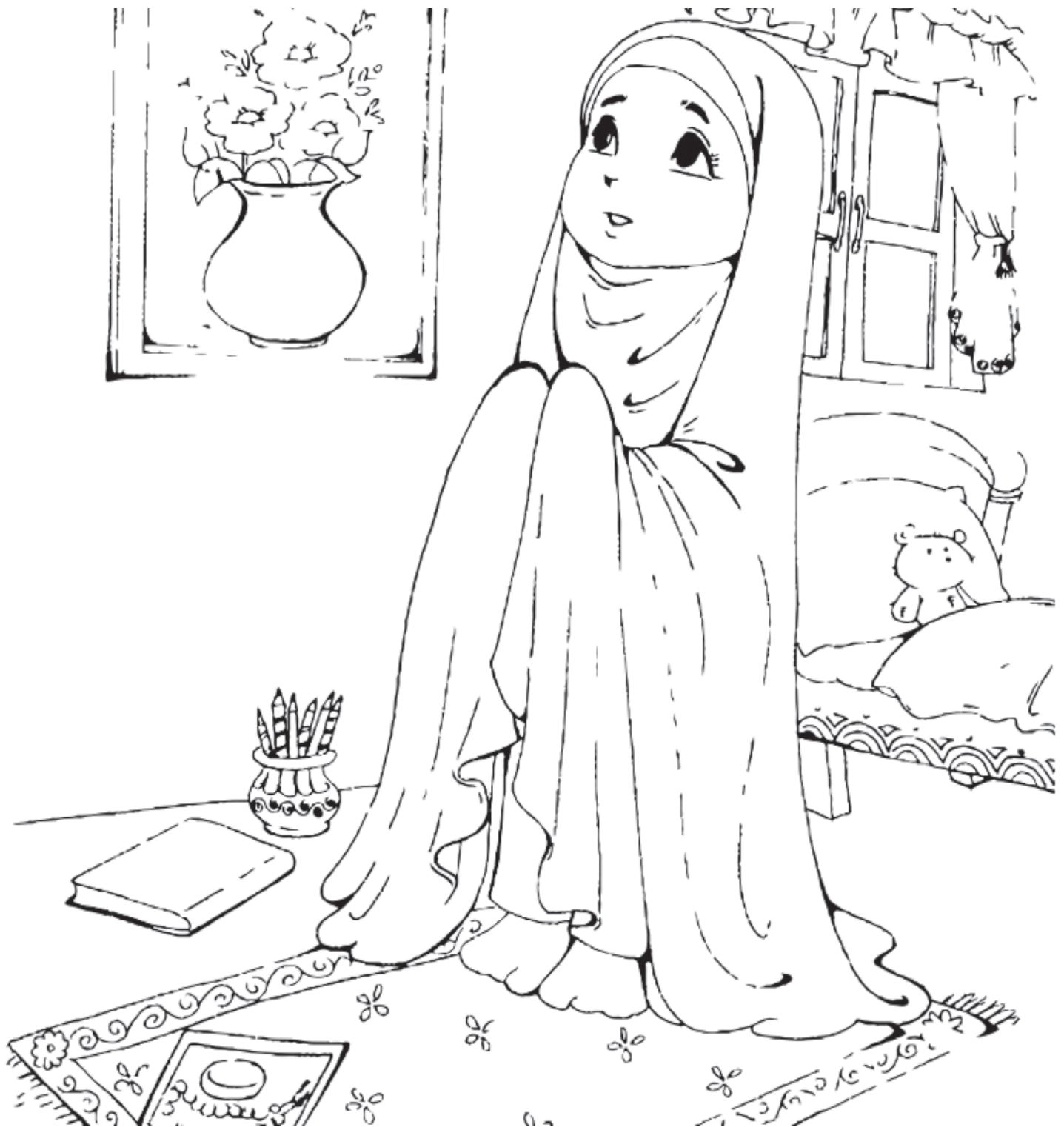
CHAPTER 5

ŞALĀH (PRAYERS)

Coloring 5.1

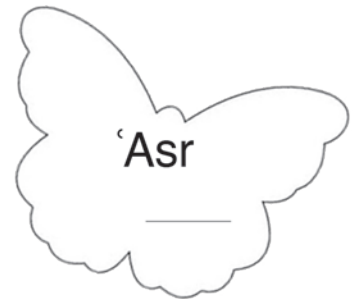
**“AND ESTABLISH THE PRAYERS TO
REMEMBER ME”**

Sūrah Ṭā Hā, Verse 14



Worksheet 5.1a

Write the number of raka'āt for each ṣalāh in the butterflies.



Total raka'āt in a day:

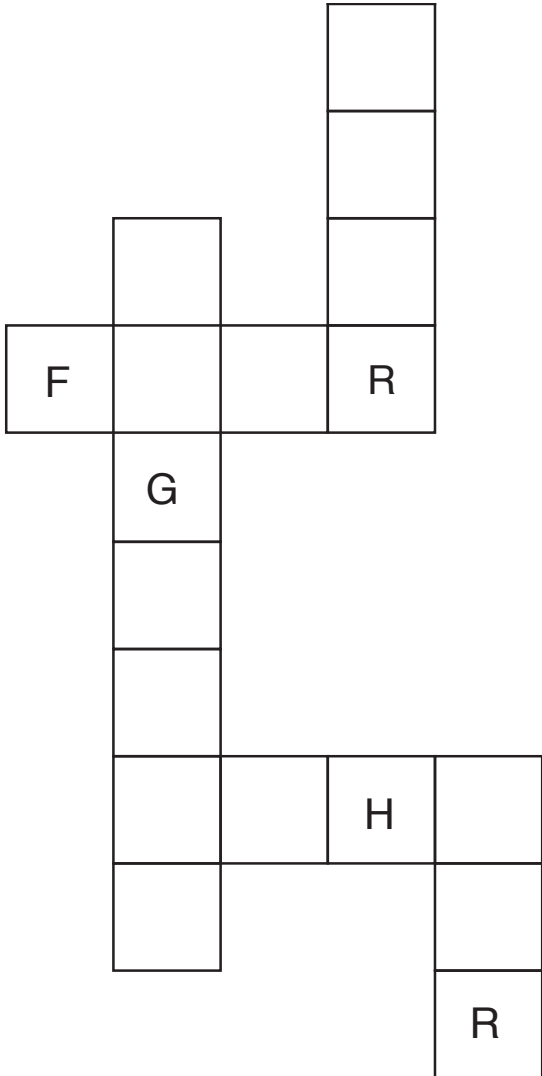


Worksheet 5.1b

Write the names of the five daily ṣalāt on the birds and color the illustration.



Worksheet 5.1c



KEY:

FAJR ZUHR ASR MAGHRIB ISHA

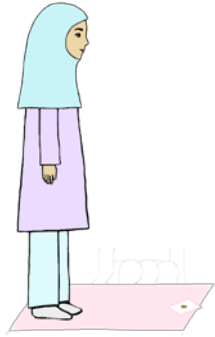
*Please note that diacritic marks (e.g., ā, ī, ḥ) are not used for this crossword puzzle. Instead, write the words without the marks.

Worksheet 5.2a

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



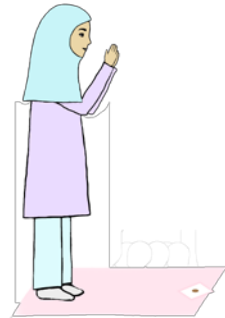
Qiyām



Takbīrat ul-Iḥrām



Sujūd/Sajdah



Qunūt



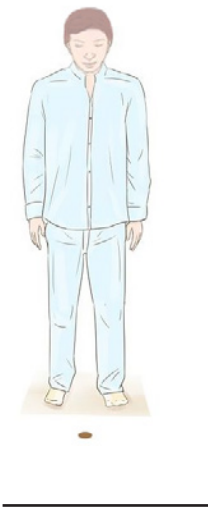
Rukūʿ



Julūs/Tashahhud

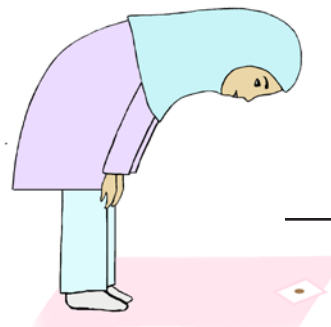
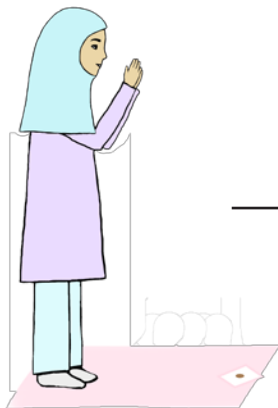
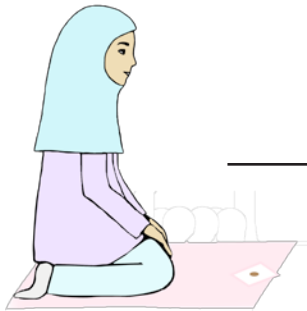
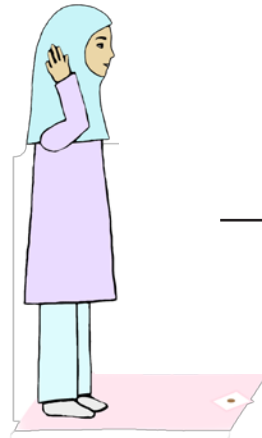
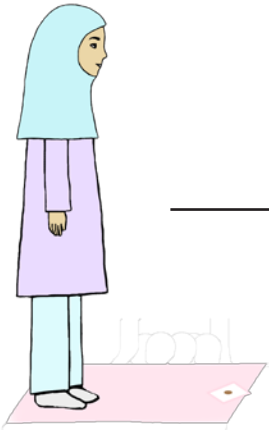
Worksheet 5.2b

Number the actions of the second rak'ah of ṣalāh in their correct order.



Worksheet 5.2c

Write the name of the ṣalāh position next to the correct image.



CHAPTER 6

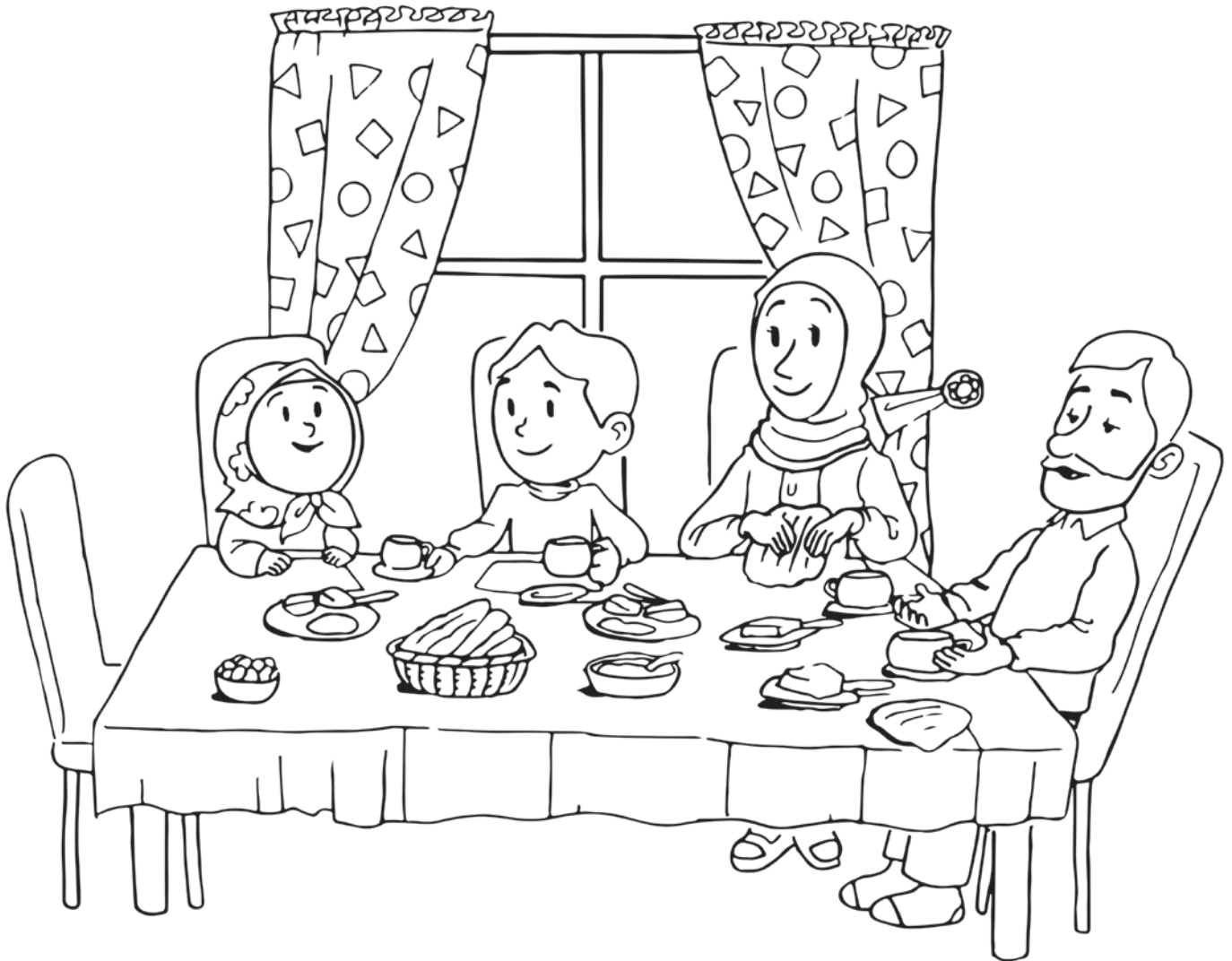
ŞAWM (FASTING)

Worksheet 6.1

Your mother and father have been fasting all day, and now it's time for iftār. List a few of your favorite foods that you are going to eat and thank Allah for.

_____ , _____ , _____ ,

_____ , _____ , _____ ,



CHAPTER 7

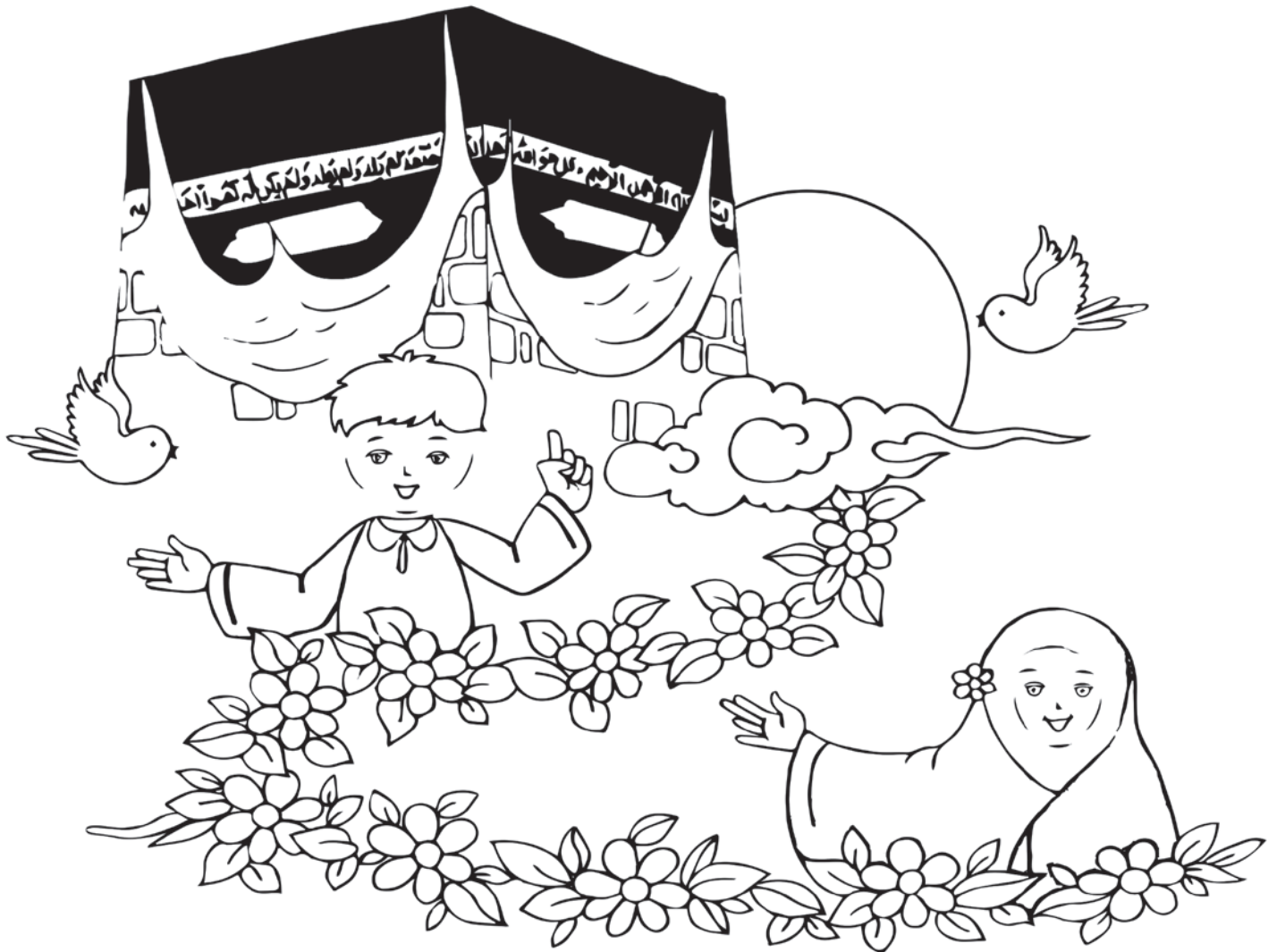
ḤAJJ

Worksheet 7.1

Fill in the blanks.

1. _____ is when we visit the Ka'bah.
2. Muslims face toward the Ka'bah when they do _____.
3. The Holy Ka'bah is located in the city of _____.
4. We go for Ḥajj in the month of _____.
5. During Ḥajj, everyone wears special clothes called _____.

Coloring 7.1



*Inshā' Allāh we can
all go for Ḥajj one
day!*

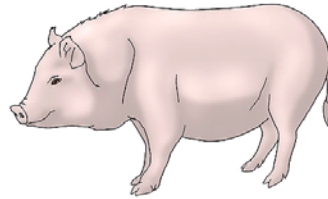
CHAPTER 8
**NAJĀSAH &
ṬAHĀRAH**

Worksheet 8.1

Circle the images of things that are najis.



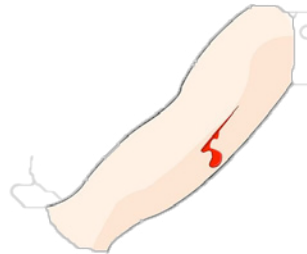
Cat



Pig



Birds



Blood



Dog



Urine and stool

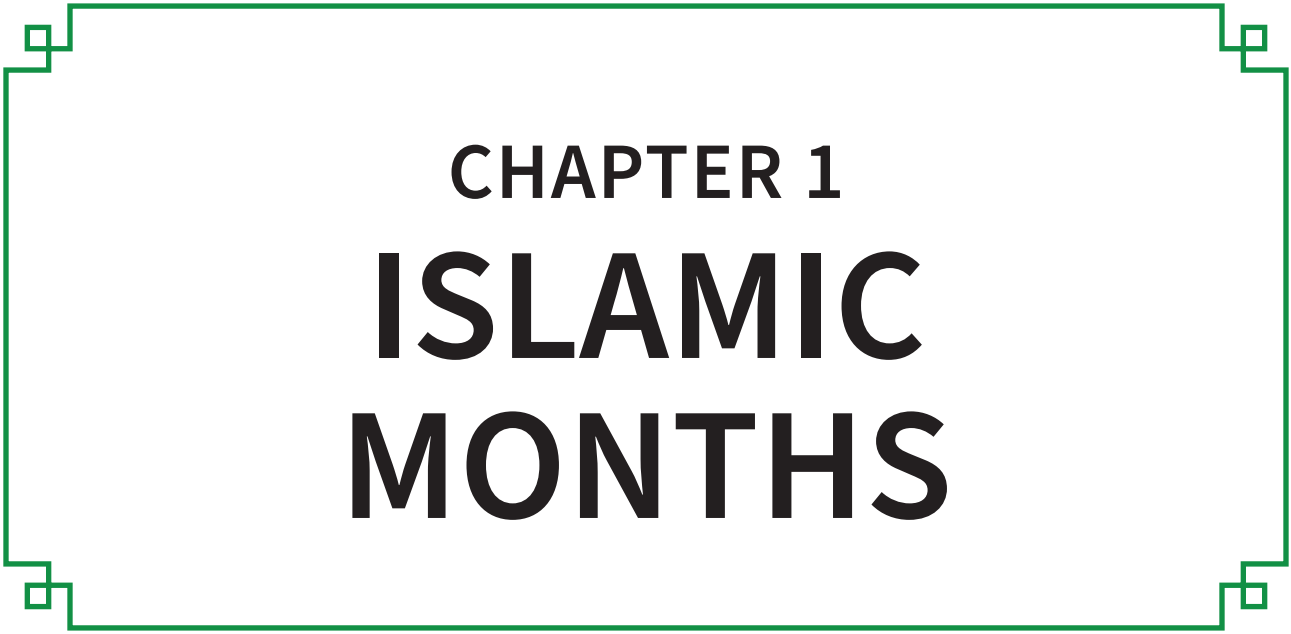


Flies and insects



Fruits

HISTORY & ISLAMIC KNOWLEDGE



CHAPTER 1
ISLAMIC
MONTHS

Worksheet 1.1

Cut out the names of the Islamic months from the next page and paste them in the correct order.

1

2

3

4

5

6

7

8

9

10

11

12

Worksheet 1.1 (con't)

Ramaḍān

Sha'bān

Jumādī
al-Ūlā

Jamādī
al-Ukhrā

Rabī' ul-
Awwal

Dhul
Qa'dah

Dhul
Ḥijjah

Shawwāl

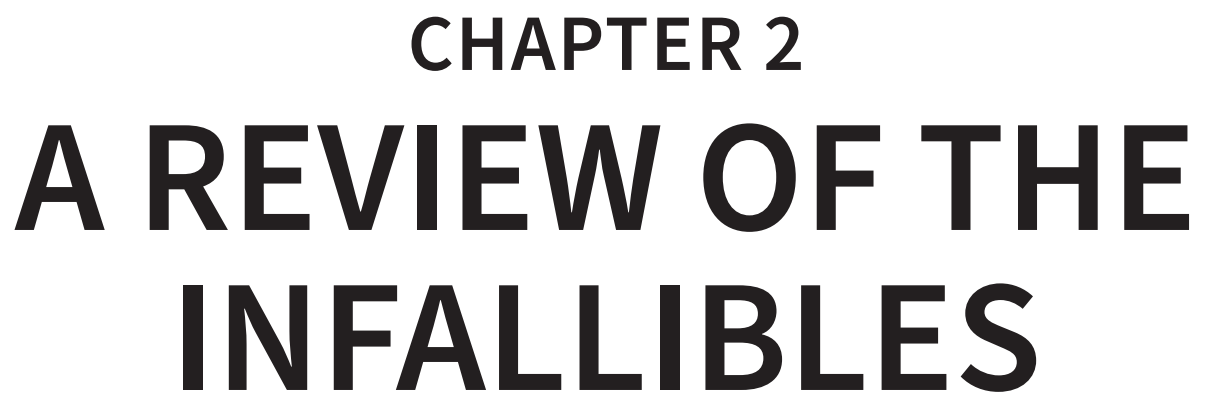
Muḥarram

Ṣafar

Rabī' ath-
Thānī

Rajab

**THIS PAGE HAS BEEN
PURPOSELY LEFT BLANK**



CHAPTER 2
A REVIEW OF THE
INFALLIBLES

Art Extension 2.1

12 Imāms Clock

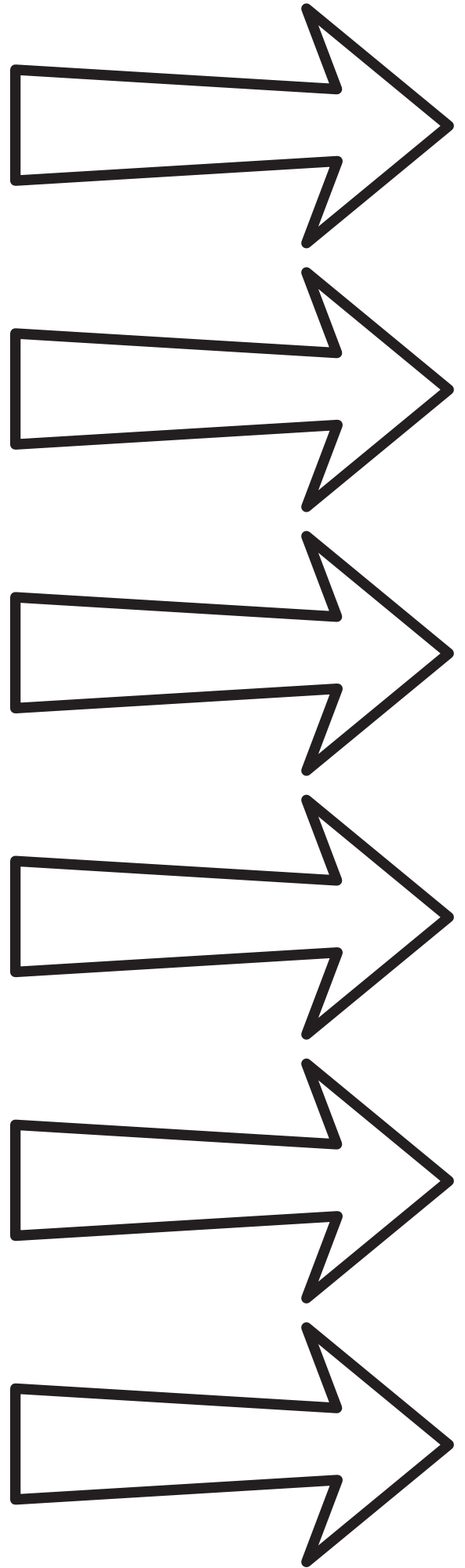
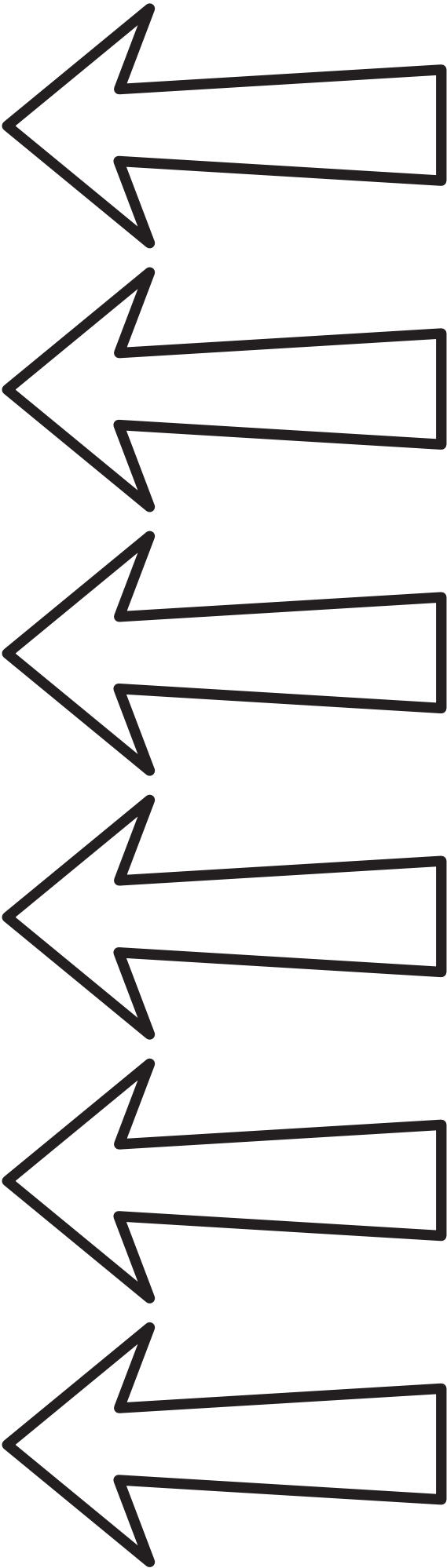
Materials:

- Pie plates
- Colored construction paper (or the arrows template on the next page)
- Scissors
- Glue
- Brads
- Markers

Procedure:

1. Color and decorate the pie plate; write the numbers 1-12 like a clock.
2. Draw and cut out 12 arrows (either from construction paper or the template). On each arrow, write the name of each Imām.
3. Arrange the arrows at the center of the clock so that they are pointing to the correct number. For example, Imām 'Alī ('a) should be pointing toward the 1, Imām Ḥasan ('a) toward the 2, and so on.
4. Poke a hole through the center of the plate and the end of all of the arrows and place a brad to hold them in place.





**THIS PAGE HAS BEEN
PURPOSELY LEFT BLANK**

Worksheet 2.1

Only color in the flowers with the names of the 14 Ma'şūmīn inside of them.

Sayyidah
Fāṭimah (‘a)

Imām ‘Alī (‘a)

Ḥaḍrat ‘Alī al-
Aṣghar (‘a)

Imām
Ḥasan (‘a)

Imām
al-‘Askarī (‘a)

Sayyidah
Zaynab (‘a)

Prophet
Muḥammad (ṣ)

Imām
al-Kāzīm (‘a)

Imām
an-Naqī (‘a)

Sayyidah
Sakīnah (‘a)

Imām
ar-Riḍā (‘a)

Imām
al-Bāqir (‘a)

Prophet
Nūḥ (‘a)

Imām
Ḥusayn (‘a)

Imām
as-Sajjād (‘a)

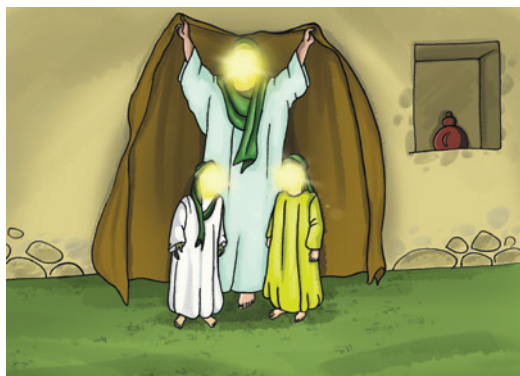
Imām
aṣ-Ṣādiq (‘a)

Imām
al-Mahdī (‘a)

Imām
at-Taqī (‘a)

Worksheet 2.2a

Number the pictures from the story in order.



Worksheet 2.2b

Find the names of the Ahl al-Bayt (‘a) in the word search below.

T C O H H D H H P
D J H U S A Y N Q
X F M S M M S V J
O F K I L M V A A
K K T A I A P U N
I A R L P H T R C
F A U I C U Q E B
B T K E X M Z L W
K C U I B F L M D

MUHAMMAD ALI FATIMAH

HASAN HUSAYN

*Please note that diacritic marks (e.g., ā, ī, ḥ) are not used for this word search. Instead, find the words without the marks.

CHAPTER 3
**THE FIRST 7
MA'ŞŪMĪN**

Coloring 3.1



*Prophet Muḥammad (s)
was born on the 17th of
Rabī^u ul-Awwal.*

Worksheet 3.1a

Fill in the missing letter to find the name of the perfect person.

ISLA__

Q__R'ĀN

__ADĪTH

__LLAH

__ECCA

AL-A__ĪN

AHL AL-B__YT ('A)

AŞ-ŞĀ__IQ

_____(Ş)

Worksheet 3.1b

Color the titles of Prophet Muḥammad (ﷺ) and write the meaning of each in the lines below.

Al-Amīn

Aṣ-Ṣādiq

Worksheet 3.1c

Color the correct sun and butterfly.

The birthday of our Noble Prophet Muḥammad (ﷺ) is:



FRIDAY 13th RABĪ' UL-AWWAL



FRIDAY 17th RABĪ' UL-AWWAL



FRIDAY 15th RABĪ' UL-AWWAL

He was born in:



YEMEN



MEDINA



MECCA

Worksheet 3.1d

Find the correct names of Prophet Muḥammad's (ﷺ)....

Father

‘A _ _ U _ _ Ā H

Daughter

F _ _ Ṭ _ _ A _

Grandfather

‘A _ D _ L-M U Ṭ Ṭ _ L _ B

Mother

Ā _ _ N _ H

Uncle

A _ Ū Ṭ _ L _ B

Wife

K _ A _ _ J A H

‘ABD UL-MUṬṬALIB

ĀMINAH

‘ABDULLĀH

FĀṬIMAH

KHADĪJAH

ABŪ ṬĀLIB



PROPHET MUHAMMAD (ﷺ) THE PRAISED ONE

Worksheet 3.1e

Answer the questions about the story you just read.

1. What miracles happened at the time of Prophet Muḥammad’s (ﷺ) birth?

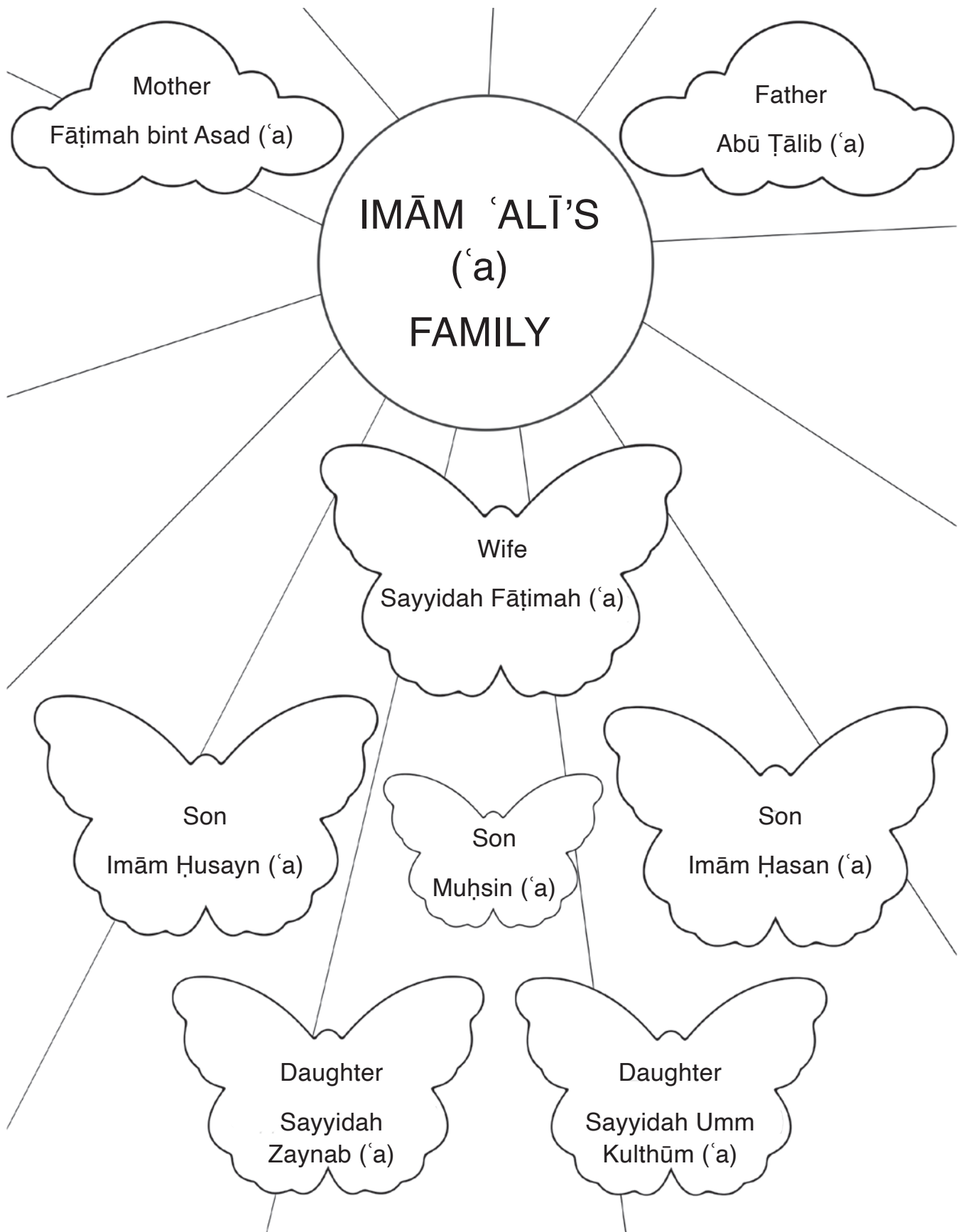
2. What does “Muḥammad (ﷺ)” mean? _____.

3. Why did the people start calling Prophet Muḥammad (ﷺ) “al-Amīn”?

4. The people went to ‘Abd ul-Muṭṭalib during the drought because he is from the family of _____.

5. What did ‘Abd ul-Muṭṭalib call out three times when he prayed for rain?

Coloring 3.2a



Worksheet 3.2a

Imām ‘Alī (‘a) said,

“If you give me the entire world, to snatch away even one grain from the mouth of an ant, I will never do so.”

Illustrate this ḥadīth by drawing an ant and food in the ant’s mouth and drawing a picture of the world and then crossing it out. Color the pictures as well.



Worksheet 3.2b

Color code or match the members of Imām ‘Alī’s (‘a) family with how they are related to him.

1. Father

1. Imām Ḥusayn (‘a)

2. Mother

2. Sayyidah Fāṭimah (‘a)

3. Wife

3. Prophet Muḥammad (ṣ)

4. Son

4. Imām Ḥasan (‘a)

5. Son

5. Muḥsin (‘a)

6. Son

6. Abū Ṭālib (‘a)

7. Daughter

7. Ḥaḍrat Fāṭimah bint Asad (‘a)

8. Daughter

8. Sayyidah Umm Kulthūm (‘a)

9. Cousin & Father-in-Law

9. Sayyidah Zaynab (‘a)

Worksheet 3.2c

Fill in the blanks below.



Imām ‘Alī(‘a) was born on Friday,
the 13th of _____
inside the Holy _____

Coloring 3.2b



IMĀM 'ALĪ('A)
THE HIGH

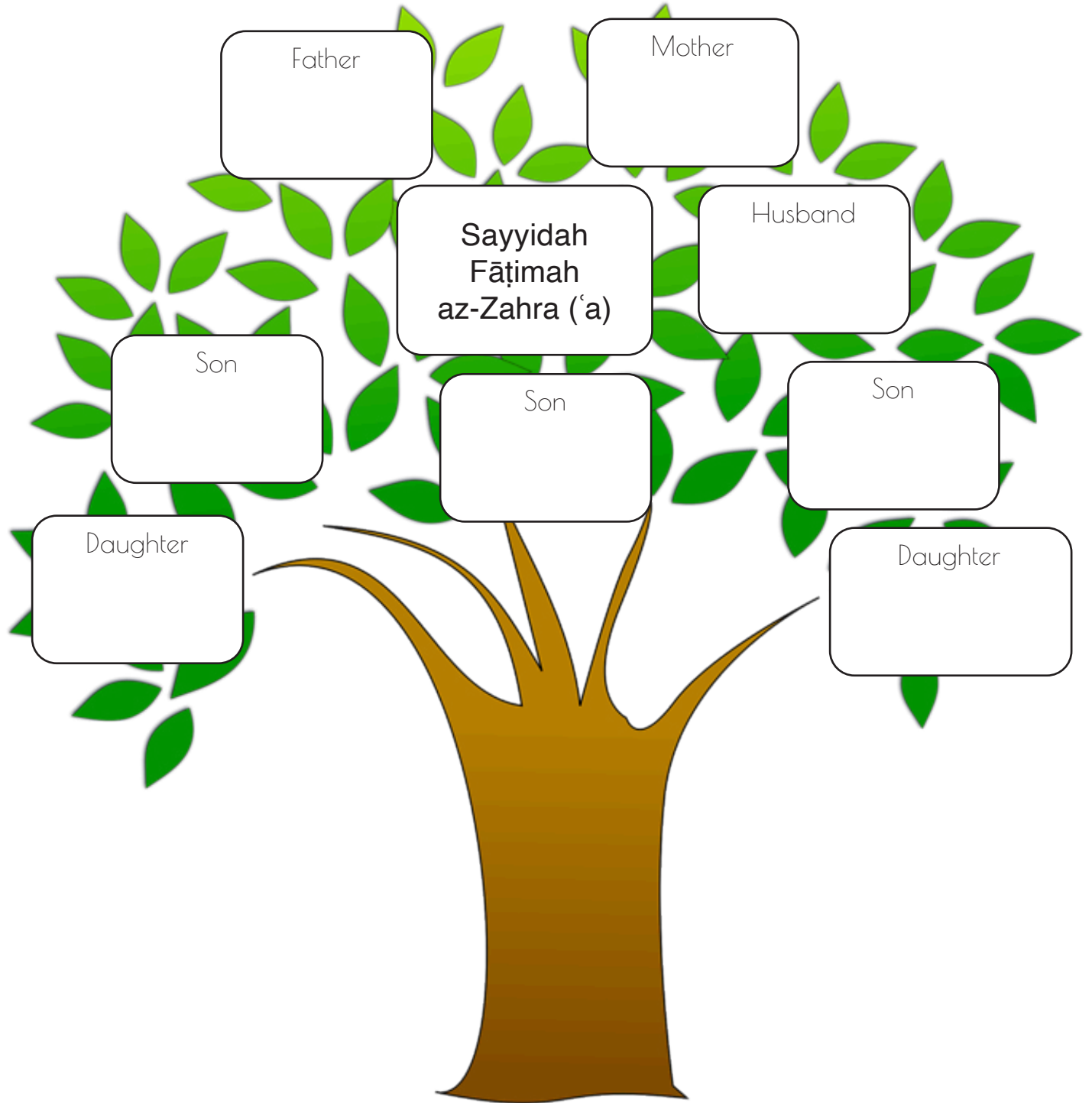
Worksheet 3.2d

Answer the questions about the story you just read.

1. Imām ‘Alī (‘a) was born inside the _____.
2. Which of Allah’s names does Imām ‘Alī’s (‘a) name come from?
_____.
3. Why were the people upset when Fāṭimah bint Asad told them her child will be the first to announce the belief in One God?
_____.
4. Imām ‘Alī (‘a) showed the highest levels of _____
and _____.

Worksheet 3.3a

Fill out the family tree of Sayyidah Fāṭimah az-Zahra (‘a).

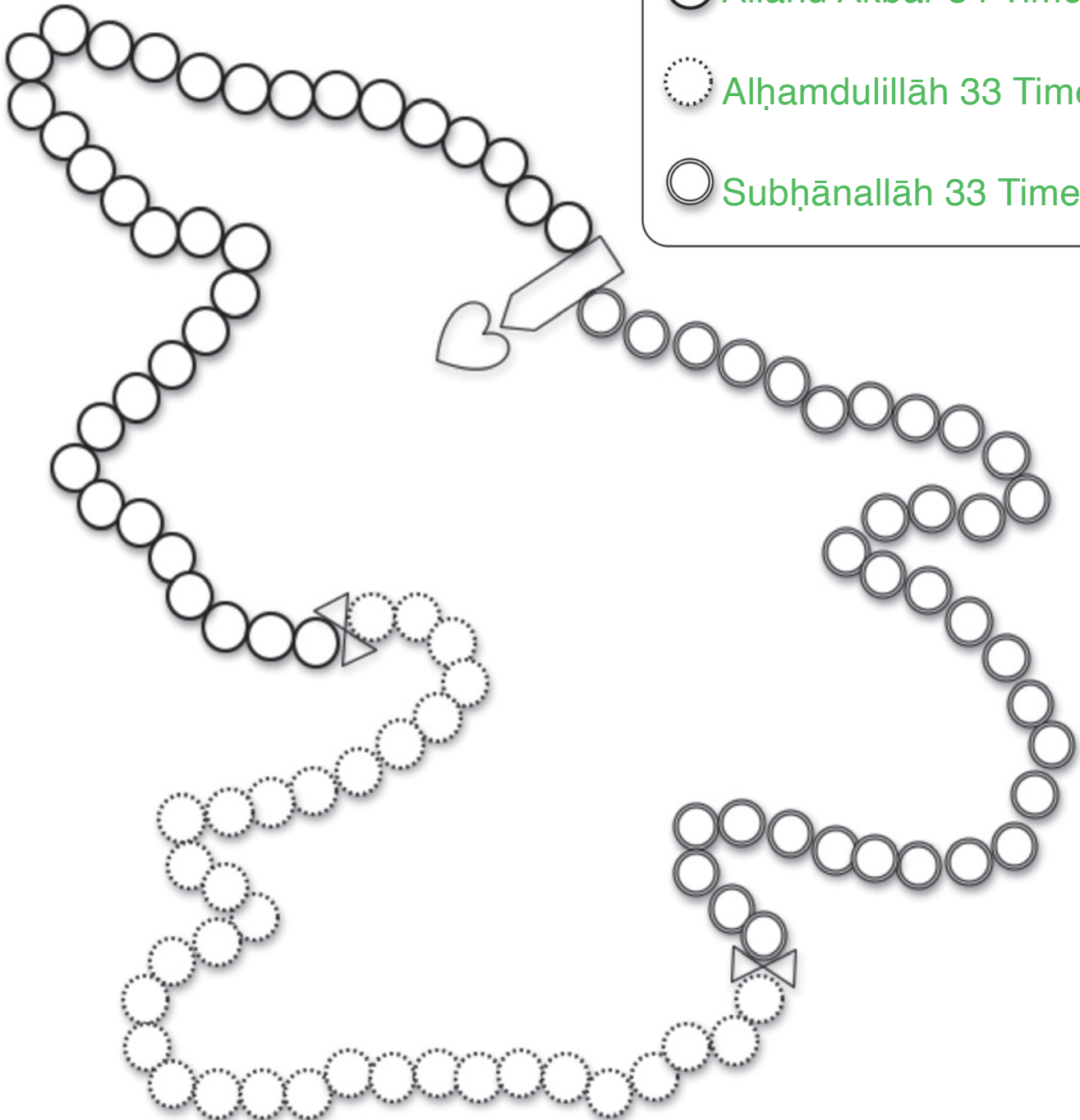


Coloring 3.3

Color the tasbīḥ by the number of times you say the praise to Allah.

HINT: you may have to color one of the dividers.

- Allāhu Akbar 34 Times
- Alḥamdulillāh 33 Times
- Subḥānallāh 33 Times



Art Extension 3.3

Tasbīḥ Card

Materials:

- Colored construction paper
- Glue
- Markers
- Gemstones
- Tassels
- *Optional: crayons, small crown mold*

Procedure:

1. Arrange gemstones on a piece of construction paper (can use up to 34 gemstones) in an oval shape.
2. Glue them down on the paper.
3. Glue the tassel at the top, to make it look like a tasbīḥ.
4. Draw a crown in the middle of the tasbīḥ , and decorate the card.
5. *Optional: melt crayons and using the crown mold, make crowns in the middle.*





SAYYIDAH FĀṬĪMAH ('A)

THE SEPARATOR

Worksheet 3.3b

Answer the questions about the story you just read.

1. Who were the four Heavenly women who helped Ḥaḍrat Khadījah (‘a) during the birth of Sayyidah Fāṭimah (‘a)?

2. Prophet Muḥammad (ṣ) was always heard saying “Fāṭimah (‘a) is

“_____.”

3. When the people started calling the Prophet (ṣ) “Rasūlullāh,” Sayyidah Fāṭimah (‘a) also began calling him that, but he told her to call him

“_____” because it brought joy to his heart.

4. What does “Fāṭimah (‘a)” mean? _____

5. Why is Sayyidah Fāṭimah (‘a) named “Fāṭimah (‘a)?”

Worksheet 3.4a

Circle the correct answers.

1. Who was Imām Ḥasan's (‘a) father?
 - a. Prophet Muḥammad's (ṣ)
 - b. Imām ‘Alī (‘a)
 - c. Imām Ḥusayn (‘a)
 - d. None of the above

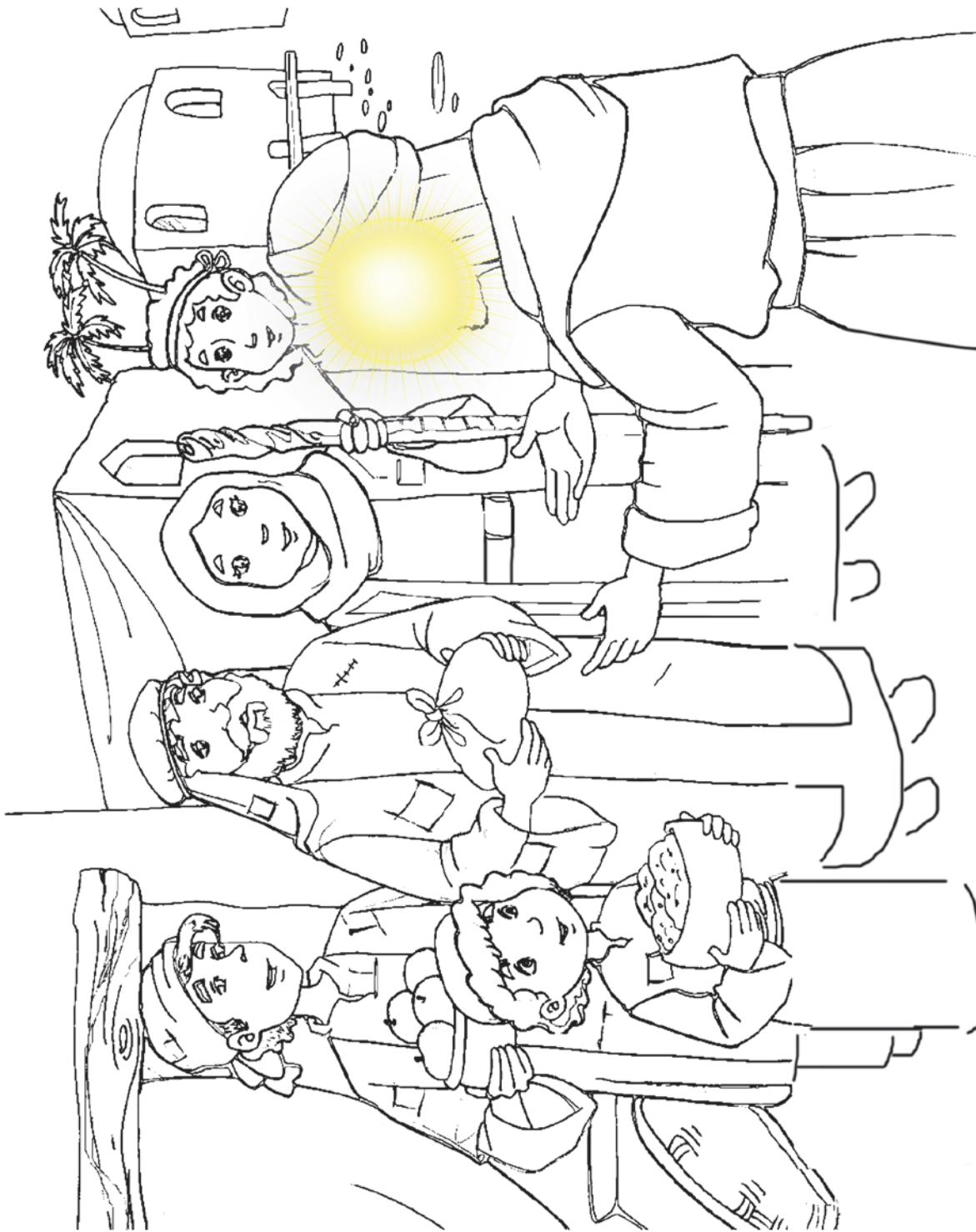
2. Who was Imām Ḥasan's (‘a) mother?
 - a. Sayyidah Fāṭimah (‘a)
 - b. Sayyidah Khadījah (‘a)
 - c. Sayyidah Zaynab (‘a)
 - d. None of the above

3. Who did not want Imām Ḥasan (‘a) to be the Imām?
 - a. Mu‘āwiyah
 - b. Ju‘dah, Imām Ḥasan's (‘a) wife
 - c. Ibn Muljim
 - d. Yazīd

4. Who poisoned Imām Ḥasan (‘a)?
 - a. Mu‘āwiyah
 - b. Ju‘dah, Imām Ḥasan's (‘a) wife
 - c. Ibn Muljim
 - d. Yazīd.

5. Who recited the adhān and iqāmah in Imām Ḥasan's (‘a) ears?
 - a. Prophet Muḥammad's (ṣ)
 - b. Imām ‘Alī (‘a)
 - c. Imām Ḥusayn (‘a)
 - d. None of the above

6. Who was Imām Ḥasan's (‘a) brother?
 - a. Prophet Muḥammad's (ṣ)
 - b. Imām ‘Alī (‘a)
 - c. Imām Ḥusayn (‘a)
 - d. None of the above



IMĀM ḤASAN (r.a) THE GOOD DOER

Worksheet 3.4b

Answer the questions about the story you just read.

1. Allah named Imām Ḥasan (‘a) “Shubbar,” just like the son of

_____.

2. Imām Ḥasan (‘a) even showed kindness to those who

_____.

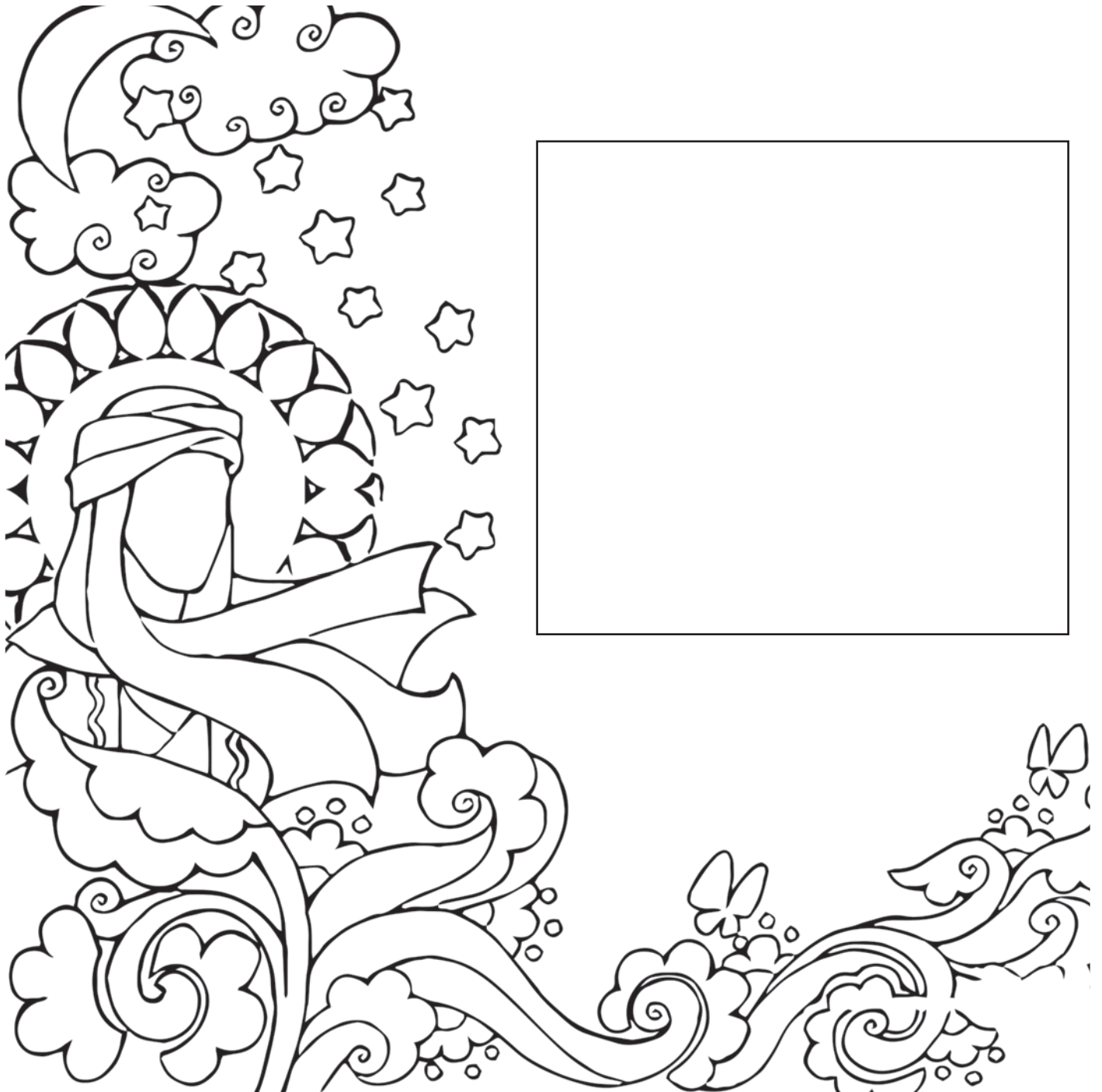
3. Once, Imām Ḥasan (‘a) shared pieces of his bread with _____.

4. “Ḥasan (‘a)” means _____ or the

_____.

Worksheet 3.5b

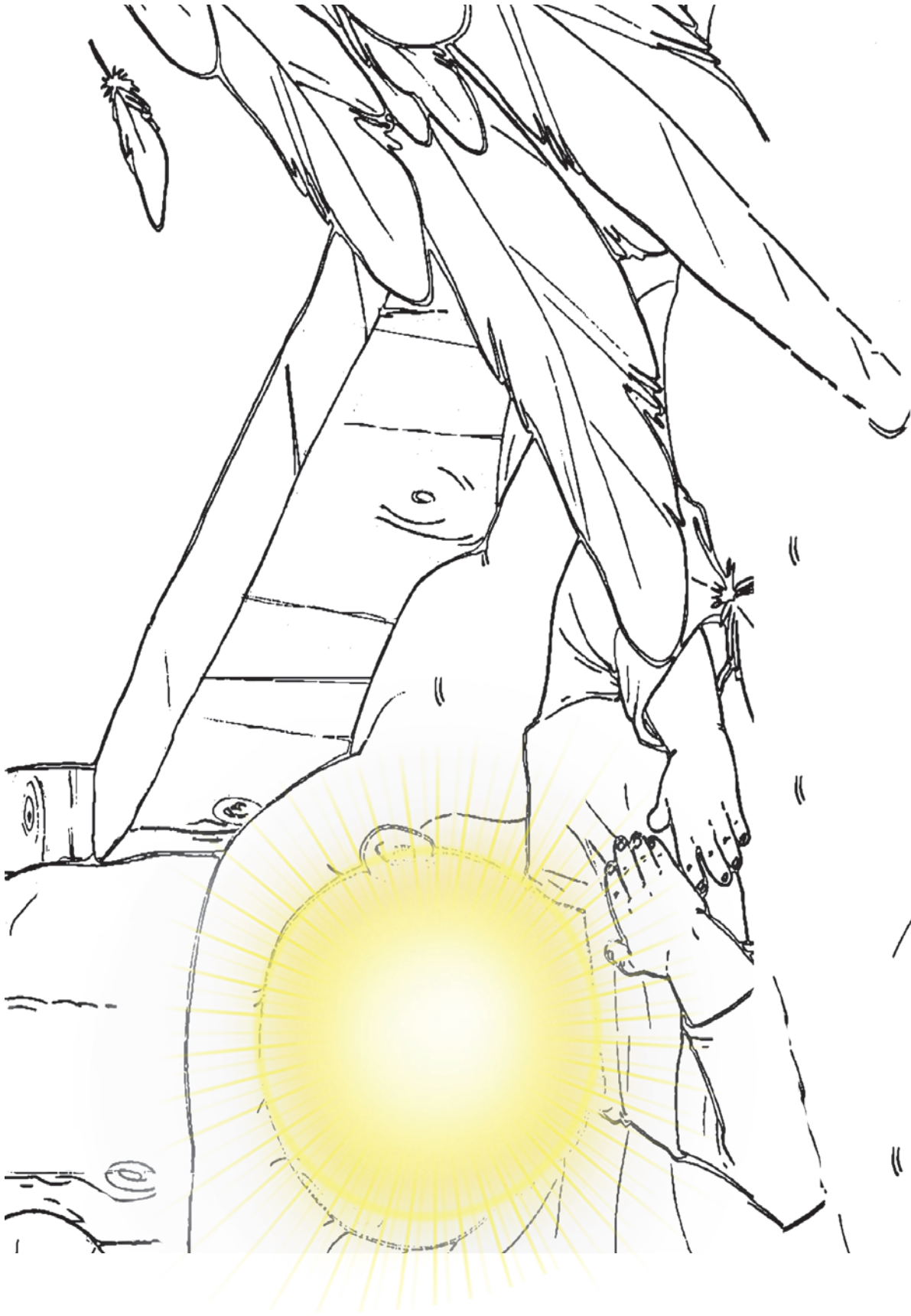
Many people were martyred with Imām Ḥusayn (‘a) in Karbala. Do you remember the number? Write the number in the box and color the picture below.



Coloring 3.5

Imām Ḥusayn (‘a) 3rd Imām





IMAM HUSAYN ('A) THE GOOD DOER

Worksheet 3.5c

Answer the questions about the story you just read.

1. _____ was very special to his brother _____, just like Imām ‘Alī (‘a) was very special to Prophet Muḥammad (ṣ).
2. Angel Jabrā’īl showed Muḥammad (ṣ) the events of _____ when Imām Ḥusayn (‘a) was born.
3. _____ was the angel who had been sent away from Allah’s throne, but he got his angelic light back after he touched the _____ of Imām Ḥusayn (‘a).
4. “Ḥusayn (‘a)” also means _____ or the _____.

Worksheet 3.6a

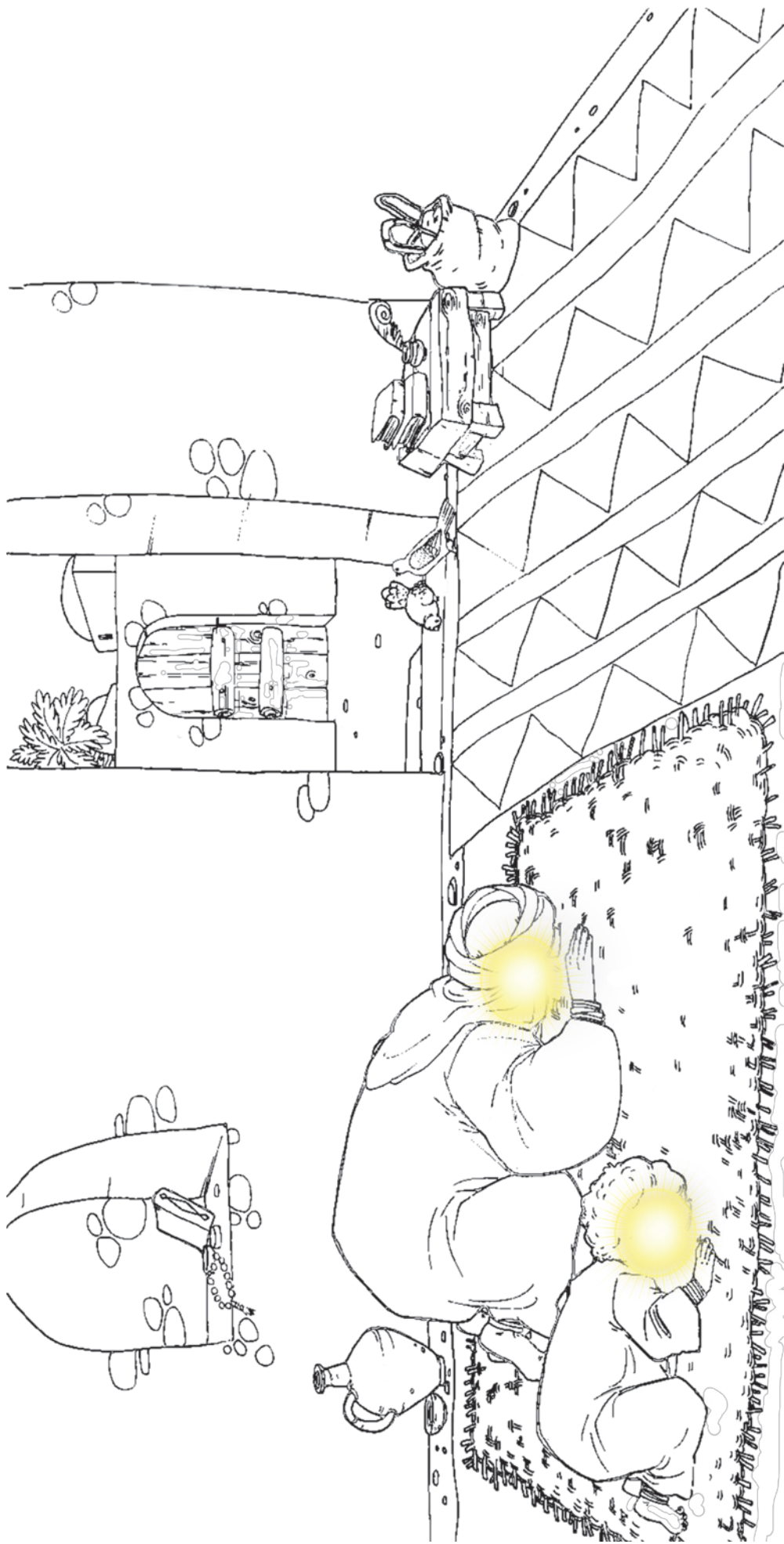
Answer the questions.

1. Imām Zayn ul-‘Ābidīn (‘a) didn’t fight in Karbala because he:
 - a. was not in Karbala
 - b. was too young
 - c. was too sick to fight
 - d. None of the above

2. Who made it difficult for Imām Zayn ul-‘Ābidīn (‘a) to teach the people about Islam?
 - a. Yazīd
 - b. Mu‘āwiyah
 - c. Abū Sufyān
 - d. None of the above

3. What is the name of the book of Imām Zayn ul-‘Ābidīn’s (‘a) teachings?
 - a. Nahj ul-Balāghah
 - b. Ṣaḥīfah al-Kāmilāt as-Sajjādiyah
 - c. The Noble Qur’ān
 - d. None of the above

4. The 4th Imām (‘a) was known as “Zayn ul-‘Ābidīn,” which means:
 - a. the trustworthy
 - b. leader of the believers
 - c. leader of the martyrs
 - d. beauty of the worshippers



IMĀM AS-SAJJĀD (‘A)

THE ONE WHO DOES A LOT OF SAJDAH

Worksheet 3.6b

Answer the questions about the story you just read.

1. Why was the 4th Imām (‘a) called “as-Sajjād (‘a)?”

2. Sūjūd/sajdah is the _____ position to Allah.

3. Once, Shayṭān made himself look like a _____ to distract Imām Sajjād (‘a) while he was praying.

4. Give one example of when Imām Sajjād (‘a) would do sajdah, as told by Imām Bāqir (‘a):

Worksheet 3.7a

Circle the correct answer.

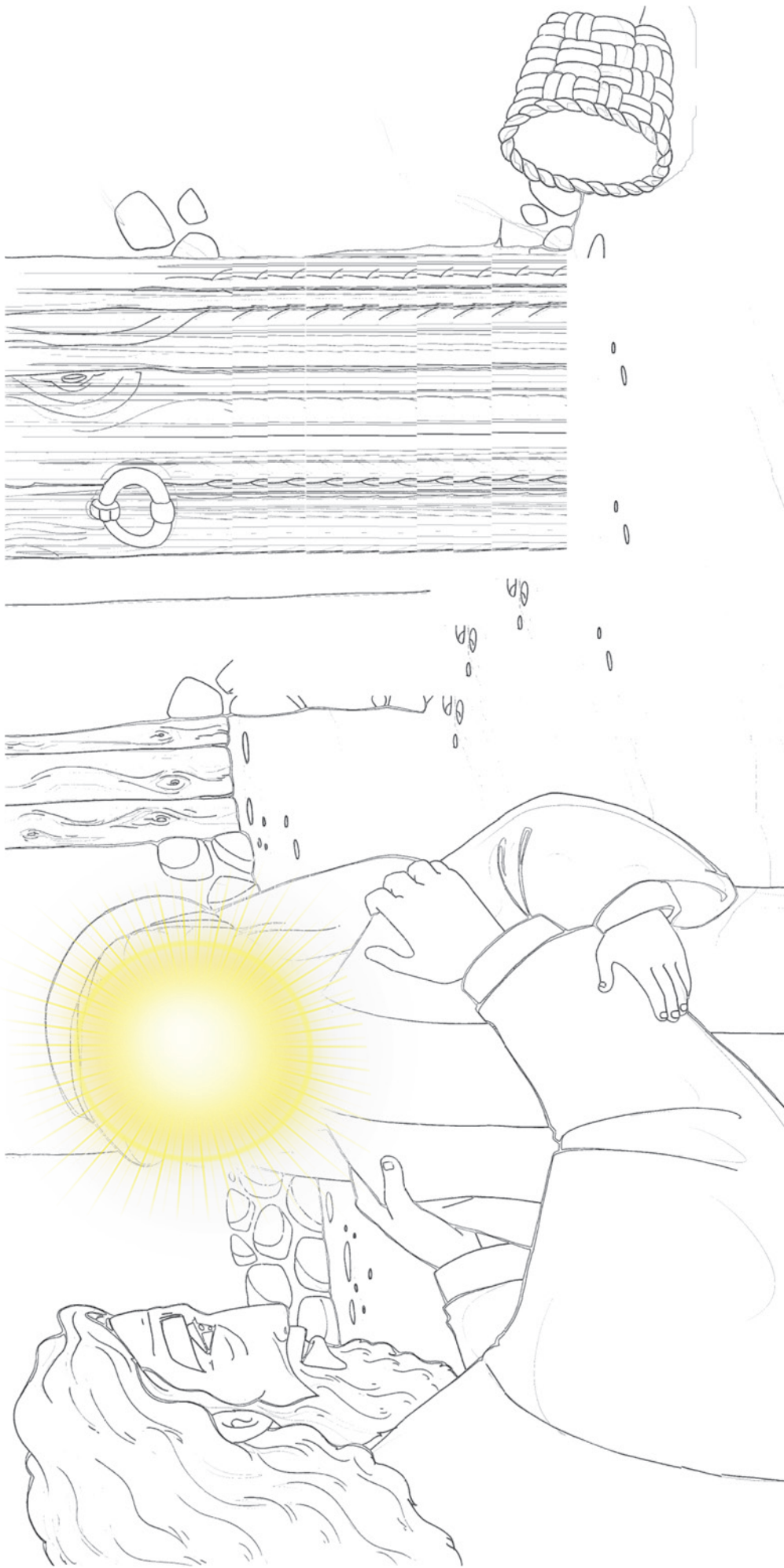
1. Imām Muḥammad al-Bāqir (‘a) is our _____ Imām.
 - a. 3rd
 - b. 4th
 - c. 5th

2. The father of Imām al-Bāqir (‘a) is
 - a. Imām Ḥusayn (‘a)
 - b. Imām Ḥasan (‘a)
 - c. Imām Zayn ul-‘Ābidīn (‘a) .

3. True or False: He was in Karbala when Imām Ḥusayn (‘a) was martyred.
 - a. True
 - b. False

4. He died because he
 - a. Ate poisoned grapes
 - b. Rode a poisoned saddle
 - c. Was killed with the sword

5. He is buried in
 - a. Jannat ul-Baqī‘
 - b. Damascus
 - c. Karbala



IMĀM AL-BĀQIR (‘A) THE SPLITTER OF KNOWLEDGE

Worksheet 3.7b

Answer the questions about the story you just read.

1. _____ told Jābir that he would live long enough to meet Imām Muḥammad al-Bāqir (‘a) .
2. “Al-Bāqir” means the one who _____
_____.
3. The evil rulers of Imām Bāqir’s (‘a) time were too busy _____.
4. Because of this, Imām al-Bāqir (‘a) was able to dedicate his time to starting,
_____, _____, and
_____.

Review: The First 7 Ma‘şūmīn

Match each Ma‘şūm’s name with the meaning of his/her name.

- | | |
|--------------------------------|----------------------------------|
| 1. Prophet Muḥammad (ṣ) | The High |
| 2. Imām ‘Alī(‘a) | The Splitter of Knowledge |
| 3. Sayyidah Fāṭimah (‘a) | The Praised One |
| 4. Imām Ḥasan (‘a) | The Good Doer |
| 5. Imām Ḥusayn (‘a) | The One Who Does A Lot of Sajdah |
| 6. Imām as-Sajjad (‘a) | The Separator |
| 7. Imām Muḥammad al-Baqir (‘a) | The Good Doer |



CHAPTER 4
PROPHETS

Worksheet 4.1

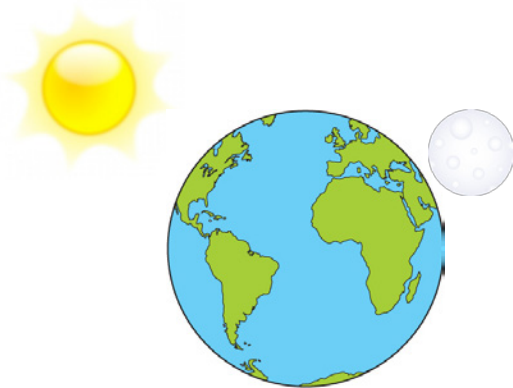
Put the events from the story in order by numbering boxes from 1 to 4.



Allah told Prophet Ādam (‘a) and Ḥaḍrat Ḥawwā’ (‘a) not to eat the fruit from the forbidden tree.



One day, Shayṭān will go to the fire along with all the bad people who listen to him.



Allah created the earth and all of the beautiful things in it.



Allah created Prophet Ādam (‘a) and made him the first Prophet.

Worksheet 4.2

Fill in the blanks using the words from the word bank below:

1. Nabī Dawūd (‘a) was given the miracle of _____ with his hands.
2. _____ was appointed as the king of Banī ‘Isra’īl.
3. The Palestinians were led by a fearsome commander, a huge man by the name of _____.
4. The Holy Book given to Nabī Dawūd (‘a) is the _____.
5. Nabī Dawūd (‘a) was king for many years, and after him, his youngest son Nabī _____ (‘a) became king.

Sulaymān

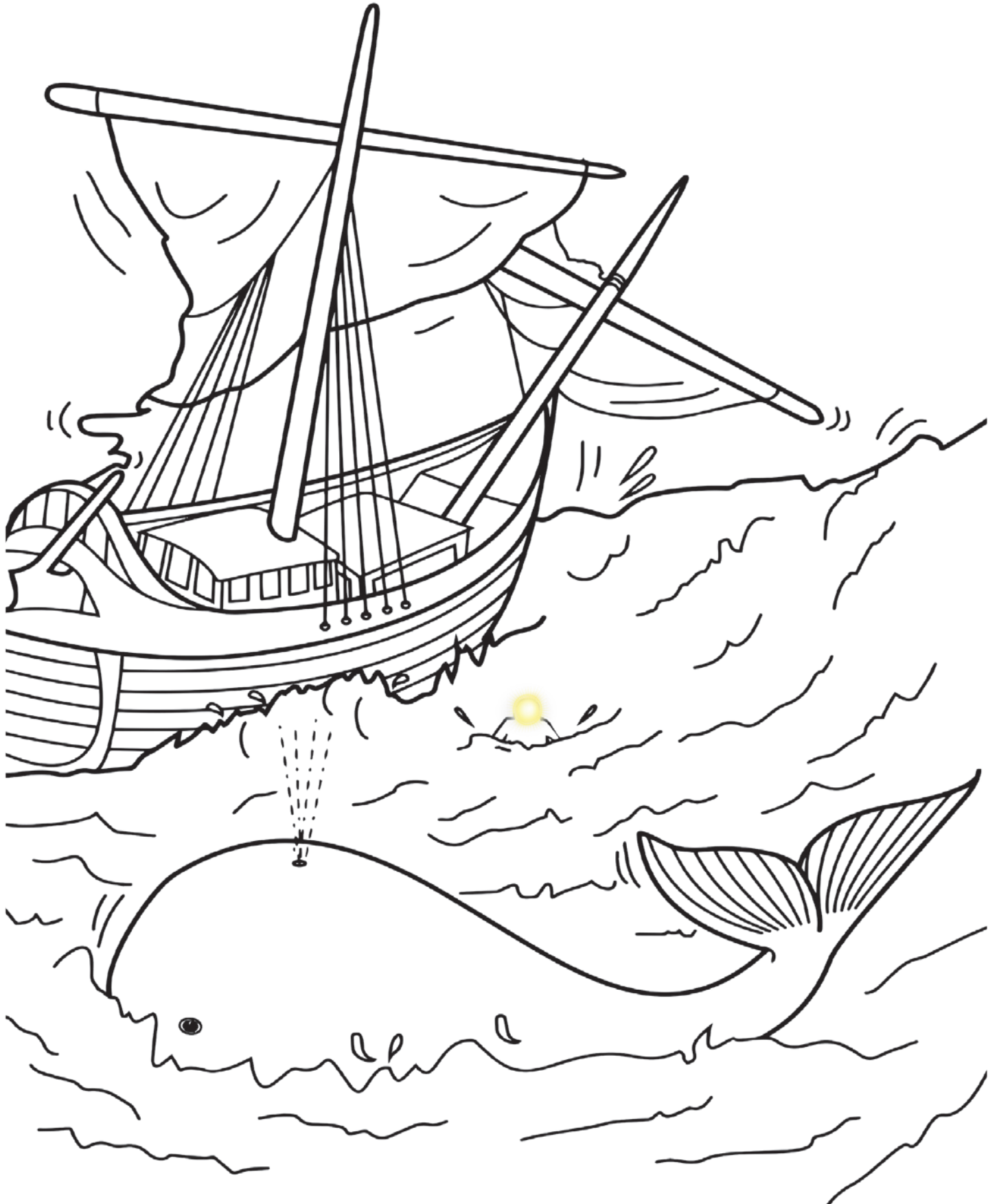
Jālūt

Zabūr

Ṭālūt

melting iron

Coloring 4.3a



Coloring 4.3b

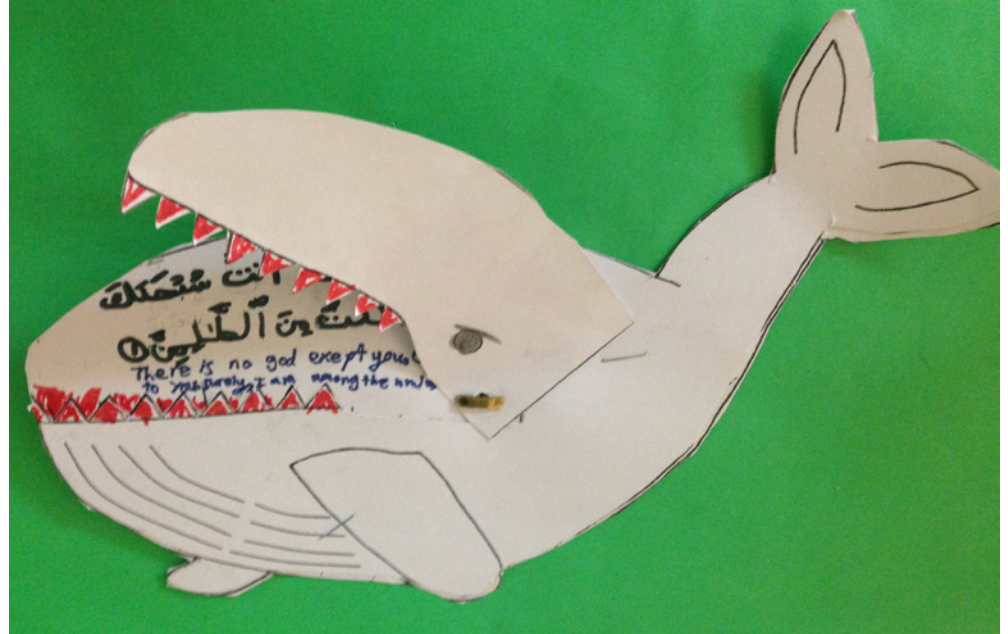


Art Extension 4.3

Dhikr Yūnusīyyā

Materials:

- Whale template
- Markers
- Colored pencils
- Scissors
- Glue
- Brad clip



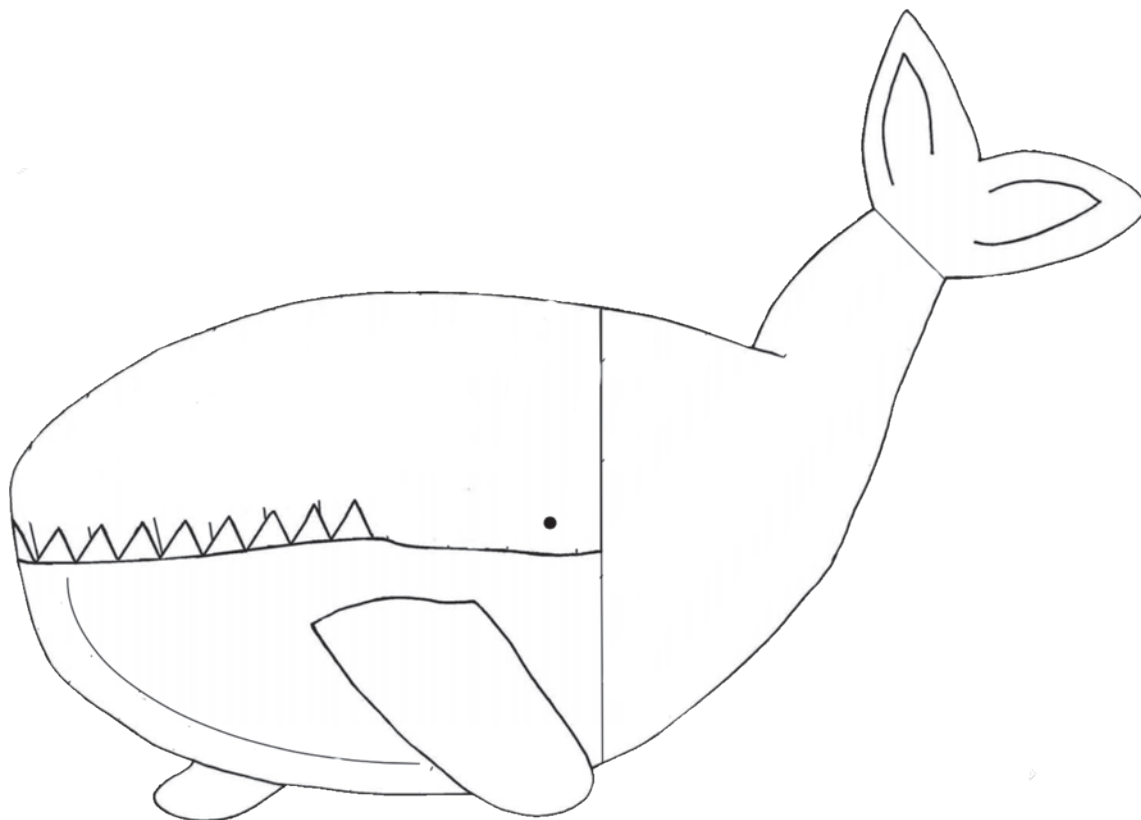
Procedure:

1. Color the two whales on the next page.
2. Cut out the two whales.
3. On the top part of whale 1 (above the teeth), write the du‘ā that Prophet Yūnus (‘a) recited that allowed him to get out of the whale.
4. Glue part 2B onto part 1.
5. Using a brad clip, carefully poke a hole through the solid black dot and attach part 2A to the top of the whale.

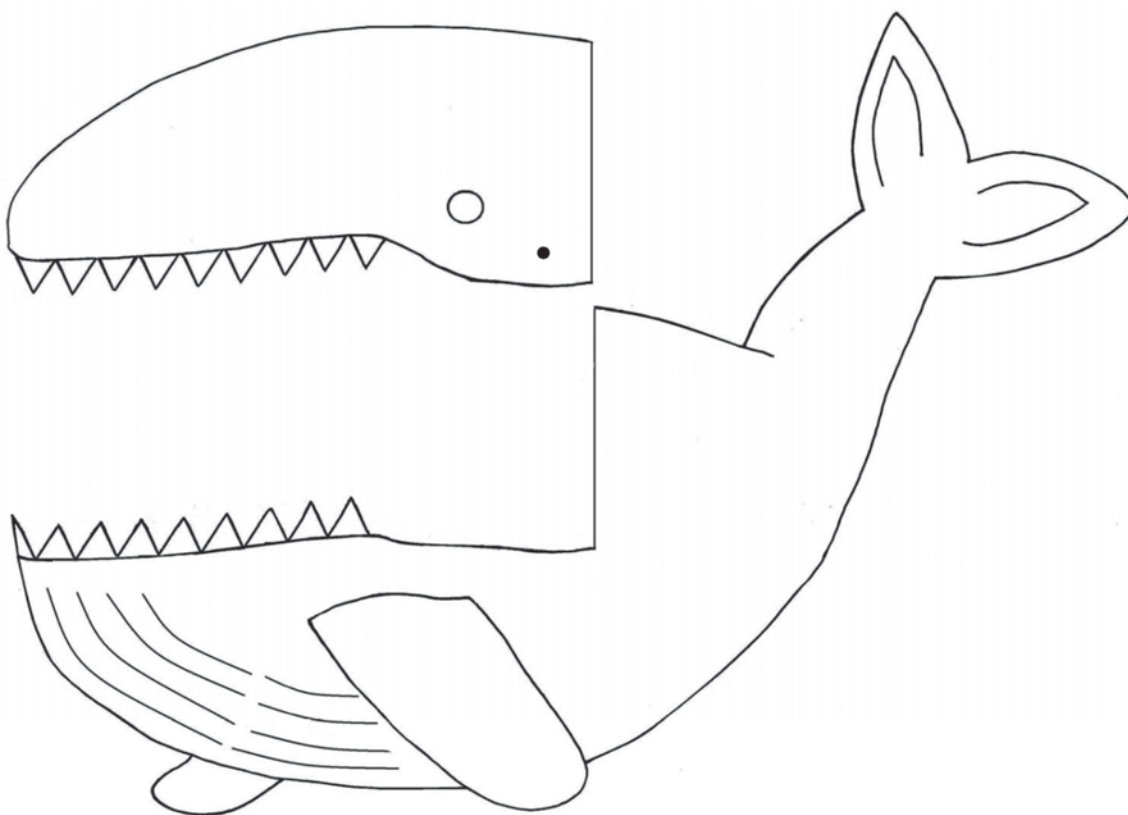
**THIS PAGE HAS BEEN
PURPOSELY LEFT BLANK**

Art Extension 4.3 (con't)

1

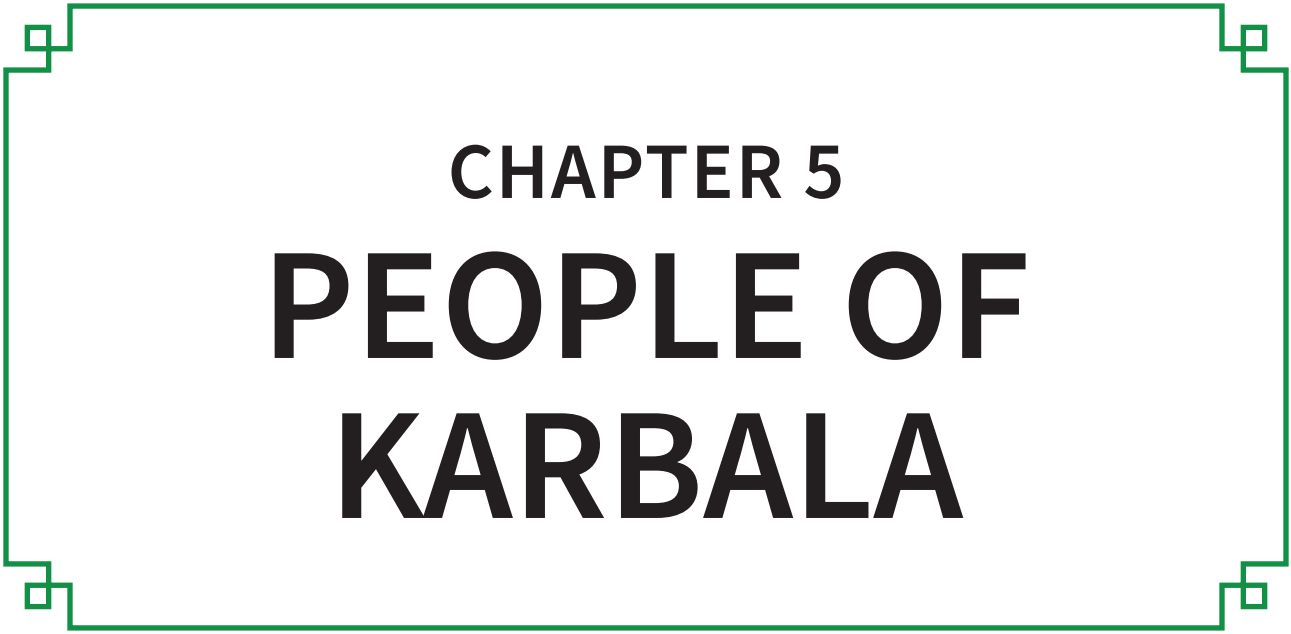


2A



2B

**THIS PAGE HAS BEEN
PURPOSELY LEFT BLANK**



CHAPTER 5
PEOPLE OF
KARBALA

Worksheet 5.1

Circle the correct answer.

1. Sayyidah Zaynab's (‘a) mother was
 - a. Ḥaḍrat Khadījah (‘a)
 - b. Sayyidah Fāṭimah (‘a)
 - c. Sayyidah Āminah (‘a)

2. Sayyidah Zaynab's (‘a) father was
 - a. Imām ‘Alī (‘a)
 - b. The Noble Prophet (ṣ)
 - c. Imām Ḥusayn (‘a)

3. Who named Sayyidah Zaynab (‘a)?
 - a. Jabrā’īl
 - b. Allah
 - c. Her best friend

4. Allah compared Sayyidah Zaynab (‘a) to
 - a. Ḥaḍrat Khadījah (‘a)
 - b. Ḥaḍrat Maryam (‘a)
 - c. Sayyidah Kulthūm (‘a)

Coloring 5.2

Color the picture
Color the picture.



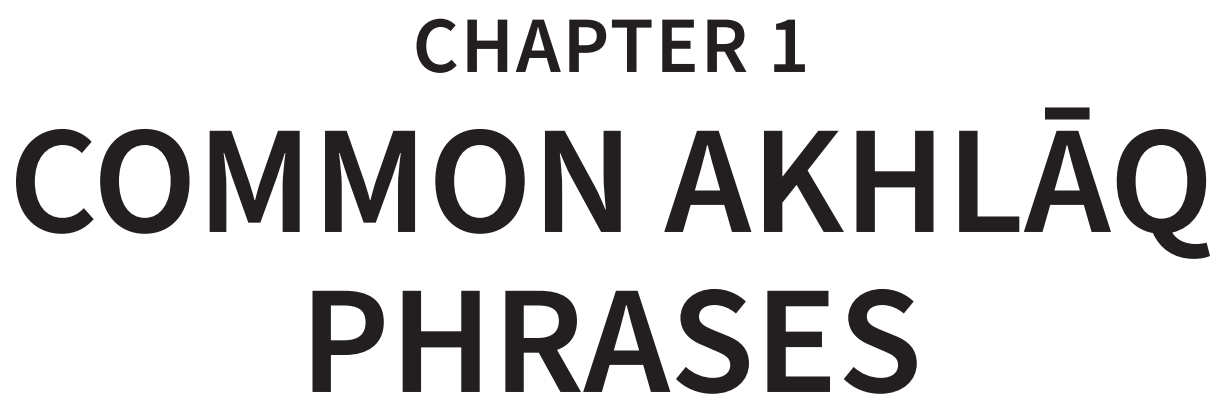
Worksheet 5.2

Find the names of the children in Karbala by using the following code:



									
A	U	N	S	G	I	K	L	H	R

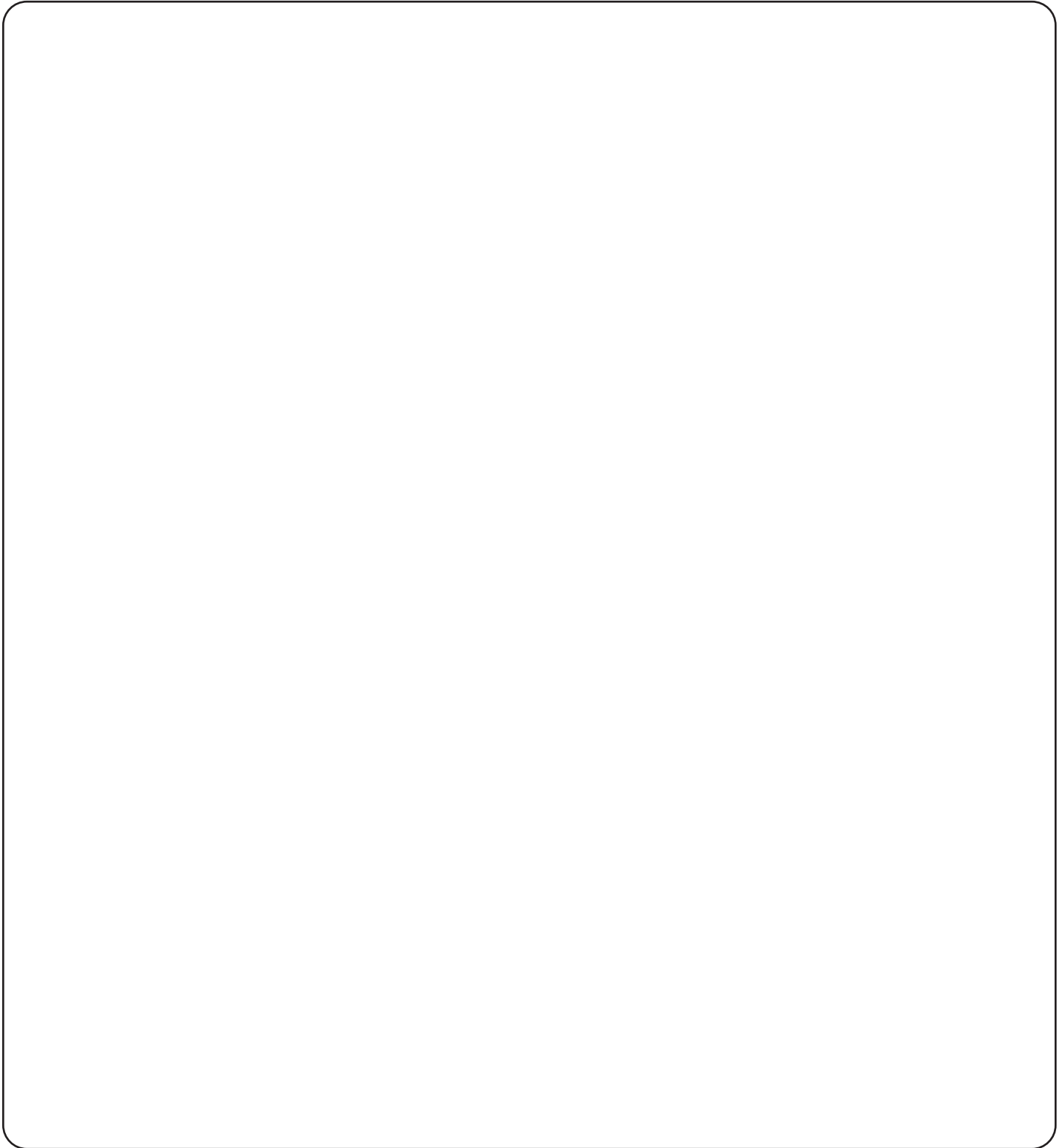
AKHLĀQ
(ETIQUETTE)



CHAPTER 1
COMMON AKHLĀQ
PHRASES

Worksheet 1.1

Draw pictures of some other deeds that should begin with bismillāh.



Worksheet 1.2

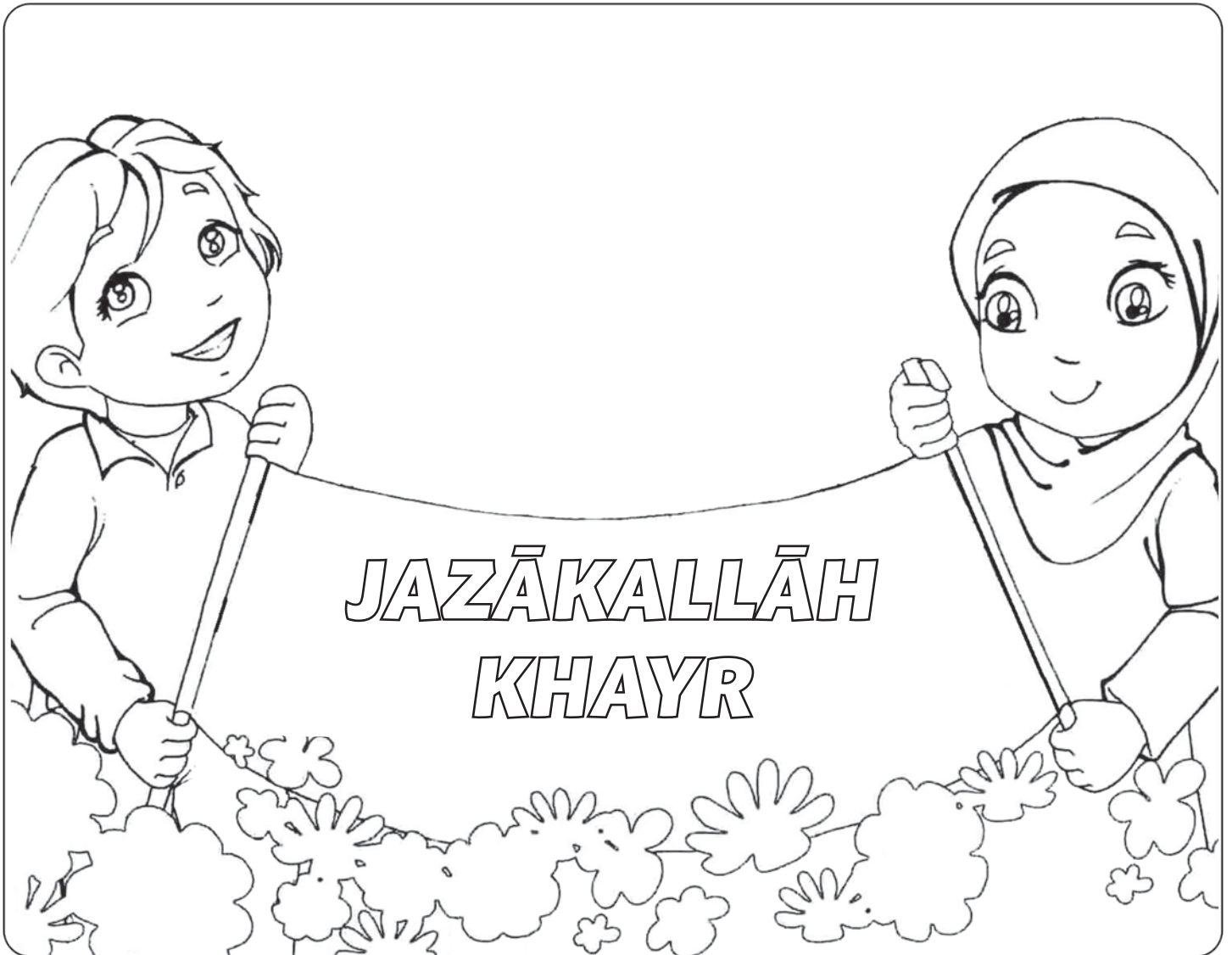
Draw a picture of something you plan to do this weekend.



This weekend, I will _____

_____ inshā'Allāh!

Coloring 1.4



Coloring 1.5



اللَّهُمَّ صَلِّ عَلَى مُحَمَّدٍ وَعَلَى آلِ مُحَمَّدٍ

**O Allah, send blessings on
Muhammad (ﷺ) and the family
of Muhammad (ﷺ)**



Coloring 2.1

Find and circle the 6 differences between the two pictures below. Then, discuss!



Qur'an Connection 2.1

CLEANLINESS



And your
clothes
make pure

Sūrah al-Muddaththir, Verse 4 (74:4)

﴿وَتِيَابَكَ فَطَهِّرْ﴾

Wa thiyābaka faṭahhir

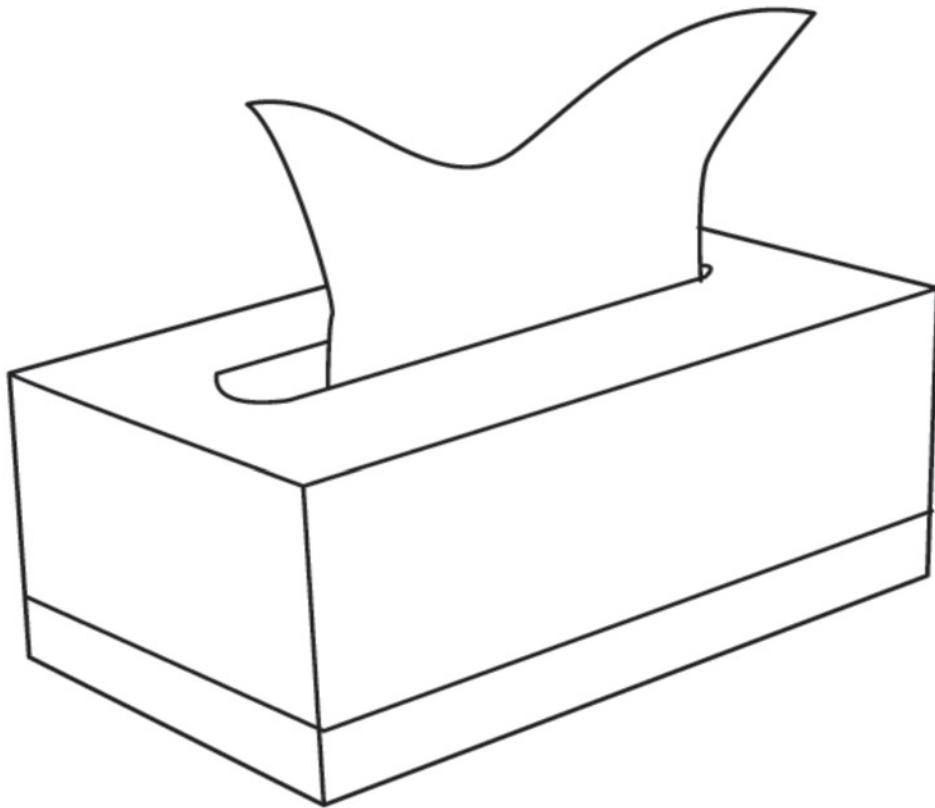
Coloring 3.1

**SURELY, ALLAH LOVES
THOSE WHO KEEP
CLEAN.**

Sūrah al-Baqarah, Verse 222



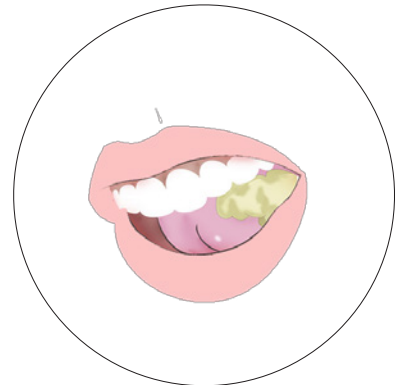
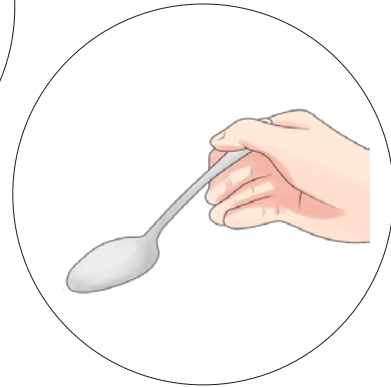
Coloring 4.1



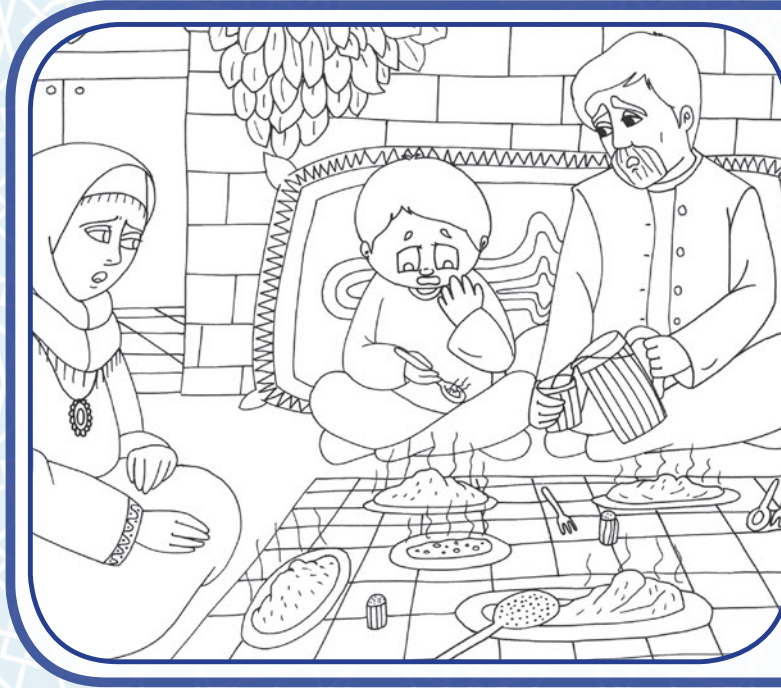
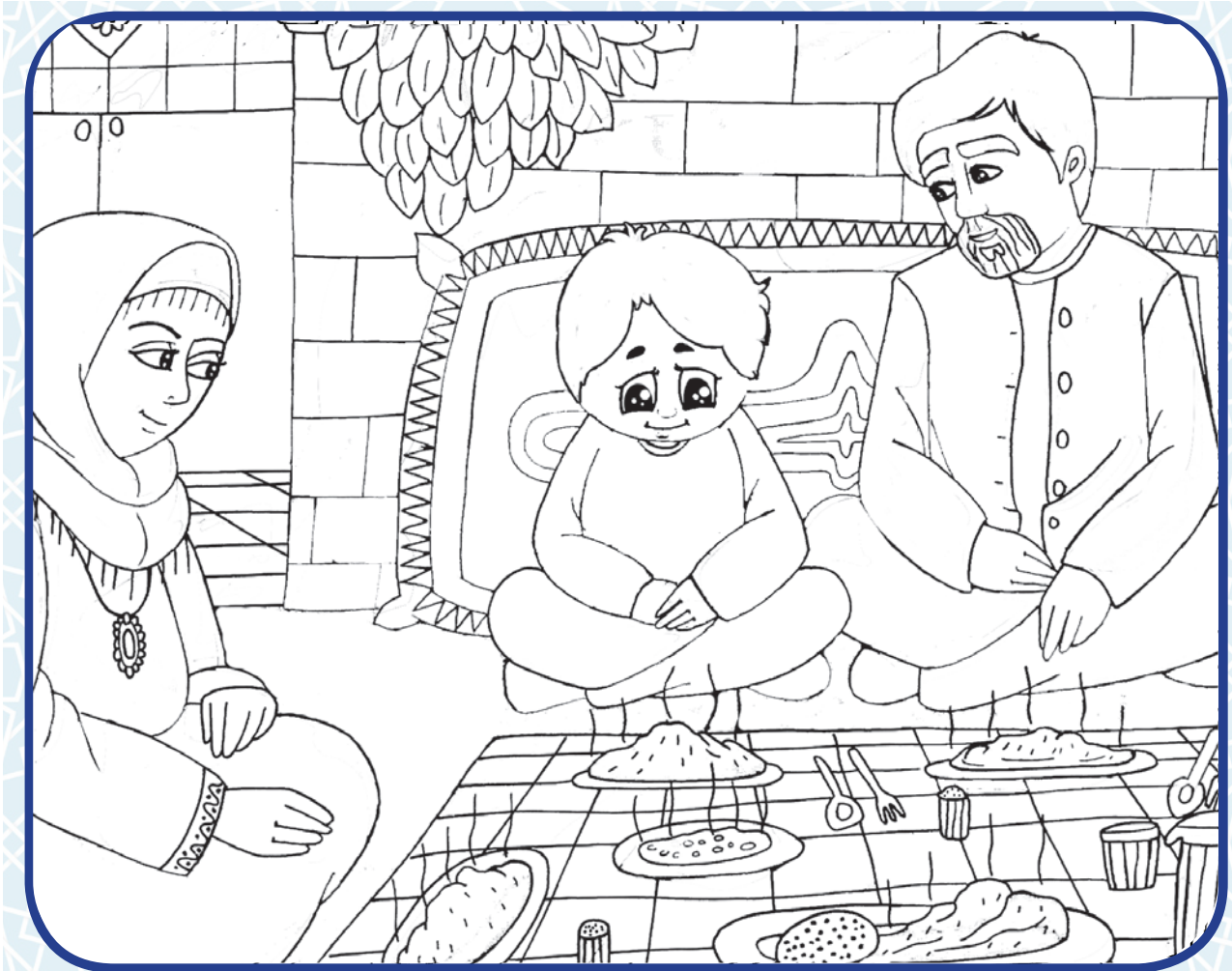
IMĀM AL-BĀQIR (‘A) HAS SAID:
SNEEZING IS A GREAT BLESSING. IT
IS GOOD FOR THE BODY.

Worksheet 5.1

Look at the pictures below and put an X over all the pictures that show bad table manners and put a check mark over the pictures that show good table manners.



Coloring 5.1



DISCUSS

How is the little boy not following the ḥadīth?

Coloring 7.1

Color the picture that is following the hadith and cross out the one that isn't.



DISCUSS

How is the little boy not following the hadith?

Qur'an Connection 8.1

BEING GRATEFUL TO YOUR PARENTS



Give thanks
to Me
(Allah) and
to your
parents

Sūrah Luqmān, Verse 14
(31:14)

﴿أَنْ أَشْكُرَ لِي وَلِوَالِدَيْكَ﴾

Anishkurlī wa liwālidayka

STEPS TO PERFECTION

An Islamic Curriculum For Children

The *Steps to Perfection* 1st grade curriculum strives to build upon the development of a strong Islamic foundation, which began in the kindergarten book. The ‘aqā’id section entails a review of the basic tenets of Islamic belief, the shahādah, an introduction to the Uṣūl ad-Dīn (Roots of Religion), and an overview of Allah and some of His attributes. The fiqh unit introduces the ritual of wuḍū’ and an in-depth look at how to perform ṣalāh. The history section introduces the Ma’ṣūmīn through stories that highlight their characteristics, in hopes that children will be able to connect to them and develop a bond and unfaltering love that will take root in their hearts. In first grade, the students learn about the first seven Ma’ṣūmīn. The akhlāq section has been made aesthetically-pleasing through colorful illustrations, aḥādīth, and āyāt from the Qur’ān that delve into topics regarding basic manners and cleanliness.



AL-KISA
FOUNDATION
WWW.KISAKIDS.ORG

ISBN 9781683122296



52500 >



9 781683 122296