

GRADE

2

STEPS TO PERFECTION

An Islamic Curriculum For Children

STUDENT WORKBOOK



Under the Guidance of
NABI R. MIR (ABIDI)



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Preface

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

- Nahj al-Balāghah, Sermon 1

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

As teachers, we are blessed to be able to inherit the honorable job of teaching from the Prophets. The Prophets’ main mission was to teach and nurture the human being. As Allah says in the 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 to help 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 Ma’ṣūmīn 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 Ma’ṣūmīn, and in second grade the last seven. Then, in third grade, they once again review all 14 Ma’ṣūmīn. 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)

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	j	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)

ـِ	a	آ / ا / آ	ā
ـِ	i	ـِ	ī
ـُ	u	ـُ	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
UŞŪL AD-DĪN

Worksheet 1.1a

Correct the sentences below.

1. There are 10 Uṣūl ad-Dīn, or Roots of Religion.

2. Tawḥīd means that there are two gods.

3. ‘Adālah means that Allah is never just (fair).

4. The third root is Imāmah.

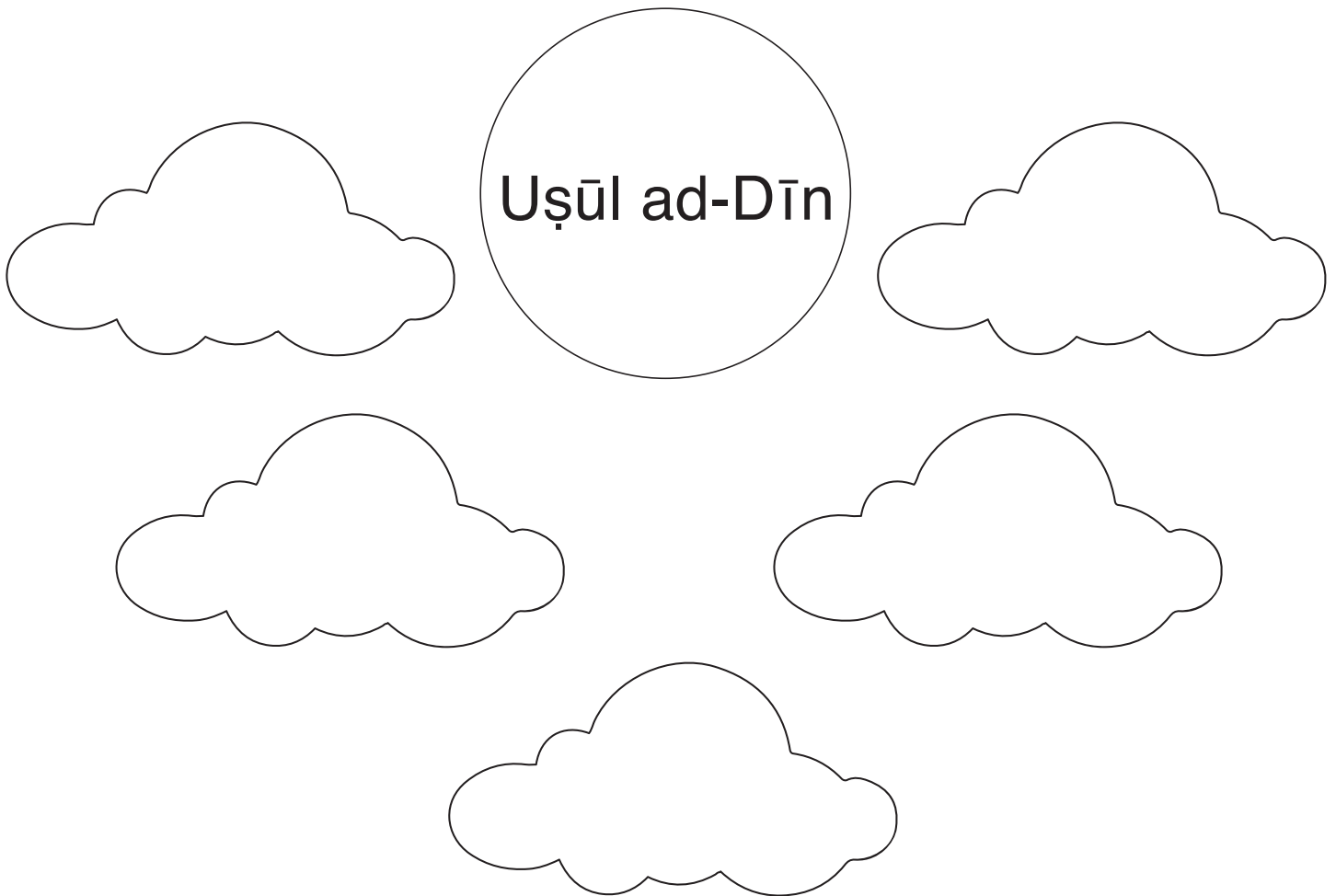
5. Nabūwwah means that Allah sent us 12 Imāms.

6. The final root, Qiyāmah, means believing in the Day of Life.

Worksheet 1.1b

What are the 5 Uṣūl ad-Dīn (Roots of Religion)?

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



‘ADĀLAH

ṢALĀH

NABŪWWAH

ZAKĀT

QIYĀMAH

ḤAJJ

TAWḤĪD

JIHĀD

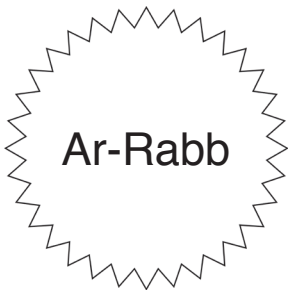
IMĀMAH



CHAPTER 2
TAWHĪD

Worksheet 2.1

Connect the stars to the right banner.



Worksheet 2.2

Trace over “Alḥamdulillāhi rabbil ‘ālamīn” and write the meaning on the line.

ALḤAMDULILLĀHI
RABBIL ‘ĀLAMĪN

Worksheet 2.3

Draw a picture of an athlete below and list all of the skills he/she does and does not have.

THINGS THE ATHLETE CAN DO	THINGS THE ATHLETE CANNOT DO

ALLAH CAN DO EVERYTHING BECAUSE HE IS AL-QADĪR. THESE ABILITIES ARE FROM HIMSELF AND NO ONE HAD TO GIVE THEM TO HIM.

Qur'ān Connection 2.4

ALLAH IS AWARE OF WHAT WE DO!



Don't you
know that
Allah is
always
watching?

Sūrah al-'Alaq, Verse 14
(96:14)

﴿أَلَمْ يَعْلَم بِأَنَّ اللَّهَ يَرَى﴾

Alam ya'lam bi'annalāha yarā



CHAPTER 3
‘ADĀLAH

Worksheet 3.1

‘ADĀLAH

Answer the following questions.

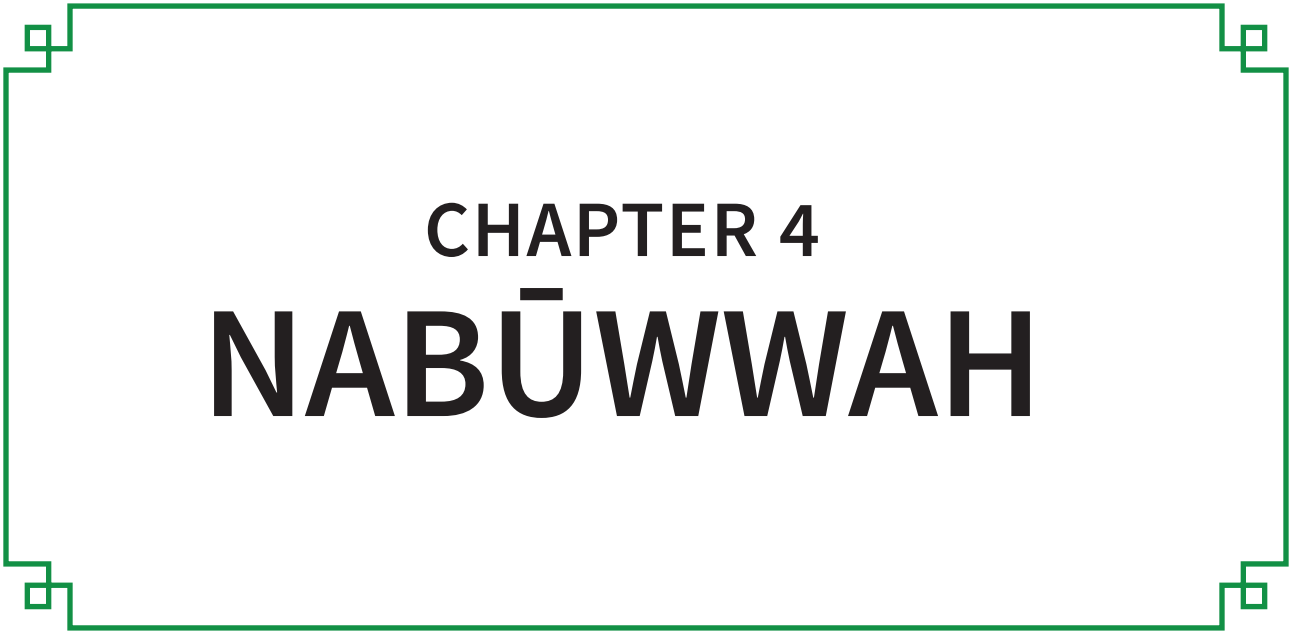
1. What does it mean when we say that Allah is just?

2. In order to be just, someone has to have _____ about
the _____ situation.

3. Can you say that something is unfair if you don't know the whole story?

4. Did the prince in the story have all the information before he made his
suggestion about how to split the food??

5. Allah has _____ knowledge and sees the entire picture,
but we only have limited knowledge.

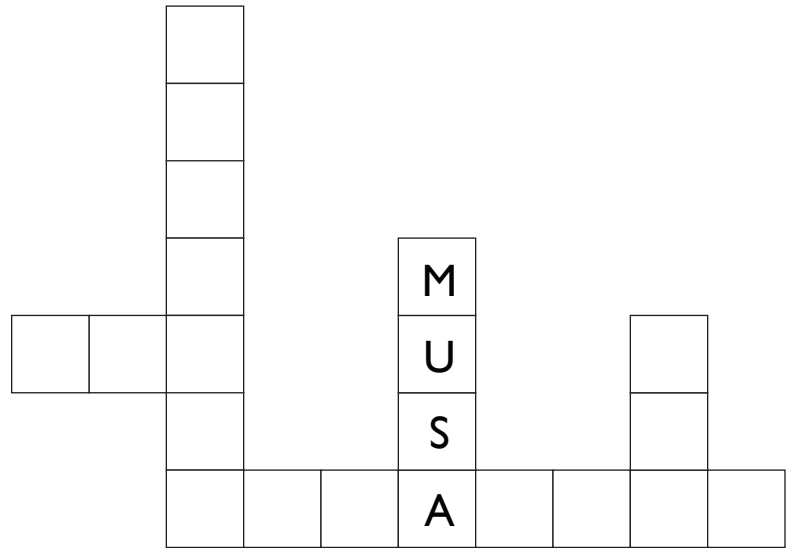


CHAPTER 4
NABŪWWAH

Worksheet 4.1

Can you fit the names of the Ūlul ‘Azm Prophets in the crossword?
One has been done for you.

PROPHET NŪḤ (‘A)
PROPHET IBRĀHĪM (‘A)
PROPHET MŪSĀ (‘A)
PROPHT ‘ĪSĀ (‘A)
PROPHET MUḤAMMAD (Ṣ)



1. How many Divine Books did we learn about in this lesson? And what are they called?

We learned about _____ Divine Books.

They are:

1. _____
2. _____
3. _____
4. _____

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



CHAPTER 5
IMĀMAH

Worksheet 5.1

Join each Imām's (‘a) name with the correct number.

Imām Zayn ul-‘Ābidīn (‘a)	1
Imām ‘Alī (‘a)	2
Imām ‘Alī al-Hādī an-Naqī (‘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-Taḳī al-Jawād (‘a)	11
Imām Muḥammad al-Mahdī (‘aj)	12

Worksheet 5.2a

Match each title of the 12th Imām (‘aj) with the meaning by drawing arrows.



The Guided One



The Proof of Allah



The Living Master

Worksheet 5.2b

Circle the correct answer.

1. Imām al-Mahdī (‘aj) was born on _____.
 - a. 13th Rajab
 - b. 15th Sha‘bān
 - c. 3rd Sha‘bān
 - d. None of the above

2. His father is _____.
 - a. Imām al-Bāqir (‘a)
 - b. Imām aṣ-Ṣādiq (‘a)
 - c. Imām al-‘Askarī (‘a)
 - d. None of the above

3. His title “Al-Ḥujjah (‘aj)” means _____.
 - a. The Guided One
 - b. The Living Master
 - c. The Truthful
 - d. None of the above

4. To protect the 12th Imām (‘aj), Allah placed him in _____.
 - a. Ghaybah
 - b. Samarra
 - c. Imāmah
 - d. None of the above

5. The khalīfahs were jealous and afraid of the Imāms (‘a). What did they do to the Imāms (‘a)?
 - a. Prevented them from teaching people
 - b. Kept them under very strict control
 - c. Sometimes put them in jail
 - d. All of the above

Coloring 5.3

Allāhumma ‘ajjil li walīyyikal-faraj
“O Allah, make things easy for your walī
(the one who is close to Allah) even sooner!”

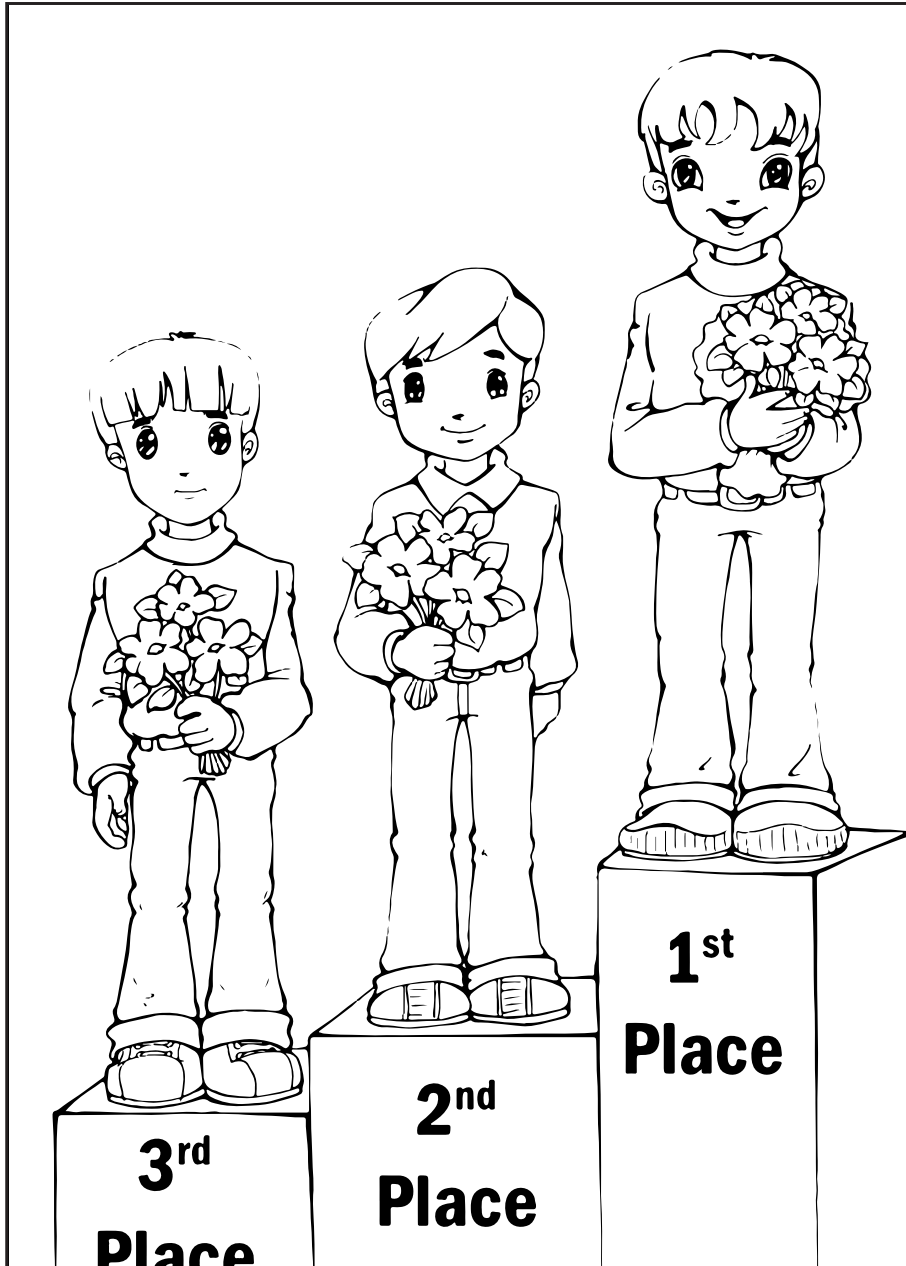




CHAPTER 6
QIYĀMAH

Qur'ān Connection 6.1

RANKING OF PEOPLE WITH ALLAH

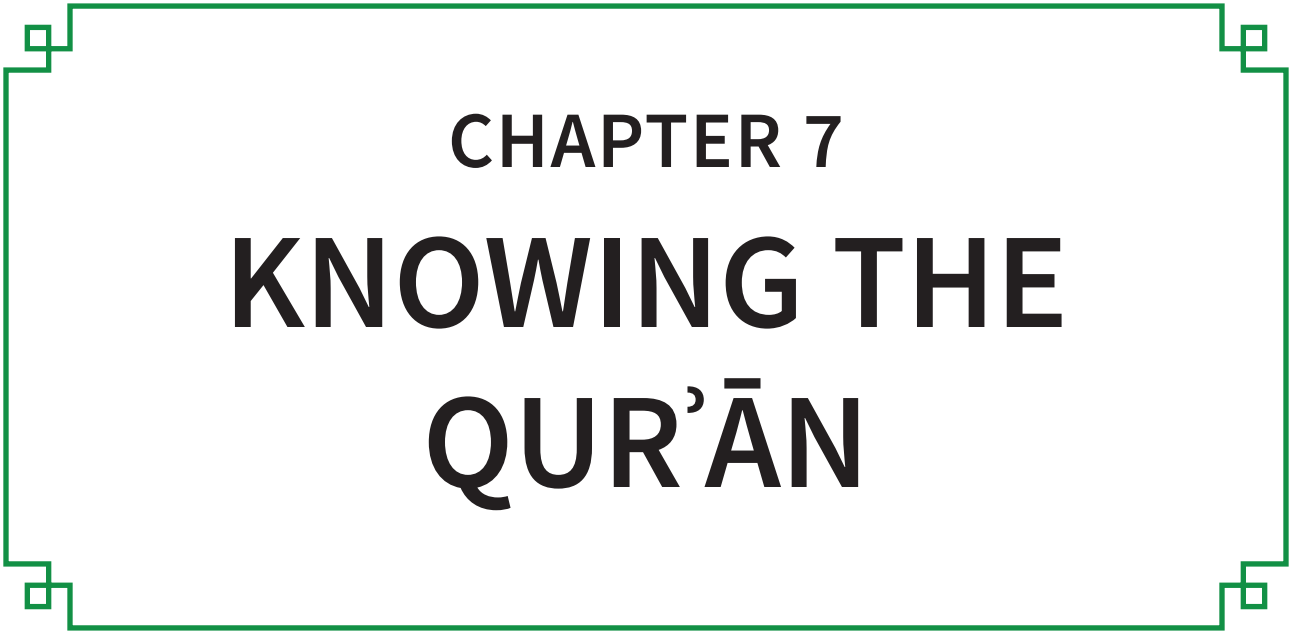


Everyone
will be
(given)
ranks
according
to what they
have done

Sūrah al-An'ām, Verse 132
(6:132)

﴿وَلِكُلِّ دَرَجَاتٍ مِّمَّا عَمِلُوا﴾

Wa likullin darajātun-mimmā 'amilū



CHAPTER 7
KNOWING THE
QUR'ĀN

Qur'ān Connection 7.1

RECITING THE NOBLE QUR'ĀN



So, read as
much as you
can from
the Qur'ān

Sūrah al-Muzzammil, Verse
20 (73:20)

﴿فَاقْرَأُوا مَا تَيَسَّرَ مِنَ الْقُرْآنِ﴾

Faqrā'ū mā tayassara minal Qur'ān

Worksheet 7.2

Match by connecting the verses to the correct meaning.

1. Bismillāhir Raḥmānir Raḥīm

(O Allah) You alone we worship, and only
You we ask for help

2. Alḥamdulillāhi rabbil ‘ālamīn

Guide us to the right path

3. Ar-raḥmānir-raḥīm

The path of those whom You have given
Your blessings, not (the path) of those who
have earned Your anger or been misguided

4. Māliki yawmid-dīn

In the name of Allah, the All-Kind, the All-
merciful

5. Iyyāka na‘budu wa iyyāka
nasta‘īn

(He is) the Master of the Day of
Judgment

6. Ihdinaṣ-ṣirāṭ al-mustaqīm

All praise is for Allah, Nurturer of the
Worlds

7. Ṣirāṭal-ladhīna an‘amta
‘alayhim

The All-Kind, the All-Merciful

8. Ghayril-maghḍūbi ‘alayhim wa
laḍ-ḍāllīn

Worksheet 7.3

Match each verse to the correct meaning.

1. Bismillāhir Raḥmānir Raḥīm

Allah lives forever

2. Qul huwallāhu aḥad

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

3. Allāhuṣ-ṣamad

And there is nothing else like Him

4. Lam yalid walam yūlad

Say, "He is Allah, the One"

5. Wa lam yakun-lahu kufuwan aḥad

He does not have parents, nor does He give birth

FIQH

(ISLAMIC LAWS)

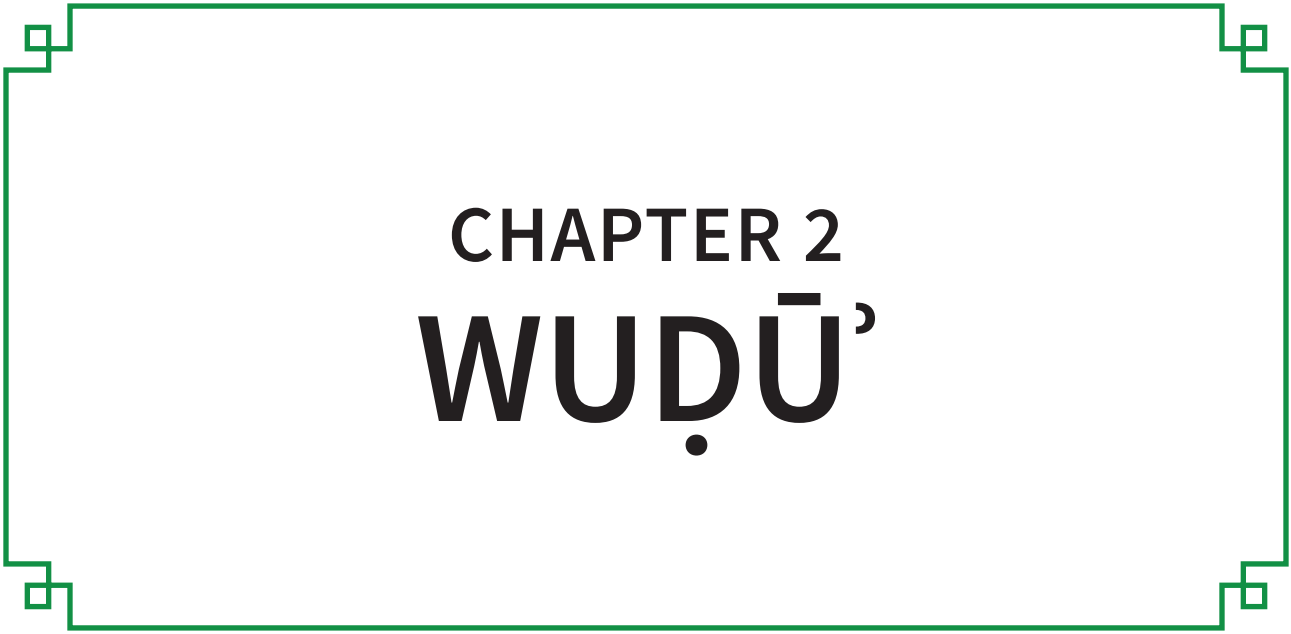


CHAPTER 1
FURŪ' AD-DĪN

Worksheet 1.1

Match the Furū' ad-Dīn with the correct meaning.

Ṣalāh	Stopping others from doing bad
Ṣawm	Praying 5 times a day
Ḥajj	Guiding others to do good
Zakāt	Giving one-fifth of your savings to your marja' to be divided in a special way
Khums	Giving charity on certain items to needy Muslims
Jihād	Fasting
Amr bil ma'rūf	Struggling and defending in the way of Allah
Nahī 'anil munkar	Staying away from the enemies of the 14 Ma'şūmīn ('a) and their teachings
Tawallī	Going to Mecca for pilgrimage
Tabarrī	Loving and following the teachings of the 14 Ma'şūmīn ('a)



CHAPTER 2
WUḌŪ'

Worksheet 2.1

Draw a circle around the things that you must do wuḍū' for and a rectangle around those things that it is good to do wuḍū' for.

Touching the words of the
Qur'ān

Before going to sleep

Before praying ṣalāh

Before going to the masjid

When you become angry

Before studying/attending
class

Before eating and drinking

Worksheet 2.2

The following are the mustahab actions of wuḍū’.

Write how many times each one has to be done.



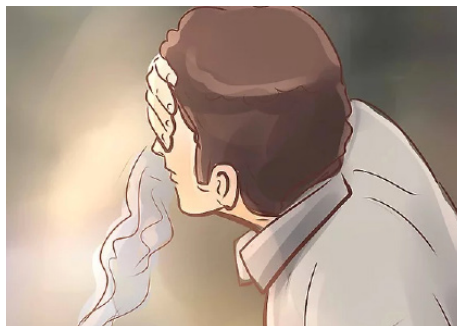




Worksheet 2.3

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

I am doing wuḍū' to get closer to Allah, qurbatan ilallāh



Demo 2.4

Wuḍū' Demonstration

You will do a wuḍū' demonstration for your teacher. As you go through the actions, your teacher will check off the things you do correctly or incorrectly on the checklist below to help you perfect your wuḍū'!

Action	Notes	Method	√	×
Preparation	<ul style="list-style-type: none"> All barriers removed (socks, lotion, watch, etc.) 			
Niyah	<ul style="list-style-type: none"> Intention that must remain throughout the wuḍū'. 	You have to know why you are making wuḍū' and for Whom. An example of a Niyah is "I am making wuḍū' to get closer to Allah, qurbatan ilallāh." It is important to know that you must have your Niyah throughout your wuḍū'.		
Mustahabāt	<ul style="list-style-type: none"> Washing hands Gargling 3 times Taking water into nostrils 3 times 			
Washing the face	<ul style="list-style-type: none"> Water poured from the forehead Face wiped downwards from hairline to chin Whole width of face is wiped 	You must wash your face with water from the top to the bottom of your face, starting from where your hair starts to grow until the bottom of your chin.		
Washing Right Arm	<ul style="list-style-type: none"> Water poured above elbow Whole arm wiped downwards 	Wash your right arm from the elbows to the fingertips. Again, the arm should be washed from the top to the bottom, making sure the whole arm gets wet.		
Washing Left Arm	<ul style="list-style-type: none"> Water poured above elbow Tap closed before all wiping Whole arm wiped downwards 	Wash your left arm from the elbows to the fingertips. Again, the arm should be washed from the top to the bottom, making sure the whole arm gets wet.		
Mash of the Head	<ul style="list-style-type: none"> No additional water taken Wiping with right hand on the roots of the hair Wiping not extended to forehead 	Take your fingers and wipe from the middle to the front.		
Mash of the Feet	<ul style="list-style-type: none"> Wiping from the toes until ankle Wipe right foot with right hand, then left foot with left hand 	First, wipe the right foot with the right hand and then the left foot with the left hand, starting from the toes and ending at the ankles.		

Worksheet 2.4

The following sentences about wuḍū' have mistakes. Correct the mistakes and rewrite the sentences in the blank lines provided below.

1. You must do your niyyah for wuḍū' after completing wuḍū'.

2. Wuḍū' must be done after every ṣalāh.

3. We must carefully wash each body part in wuḍū' in any order we like.

4. It is okay to use najis water for wuḍū'.

5. Maṣḥ of the feet is done before the maṣḥ of the head.

6. We must wash our face after we wash our arms.

Art Extension 2.4

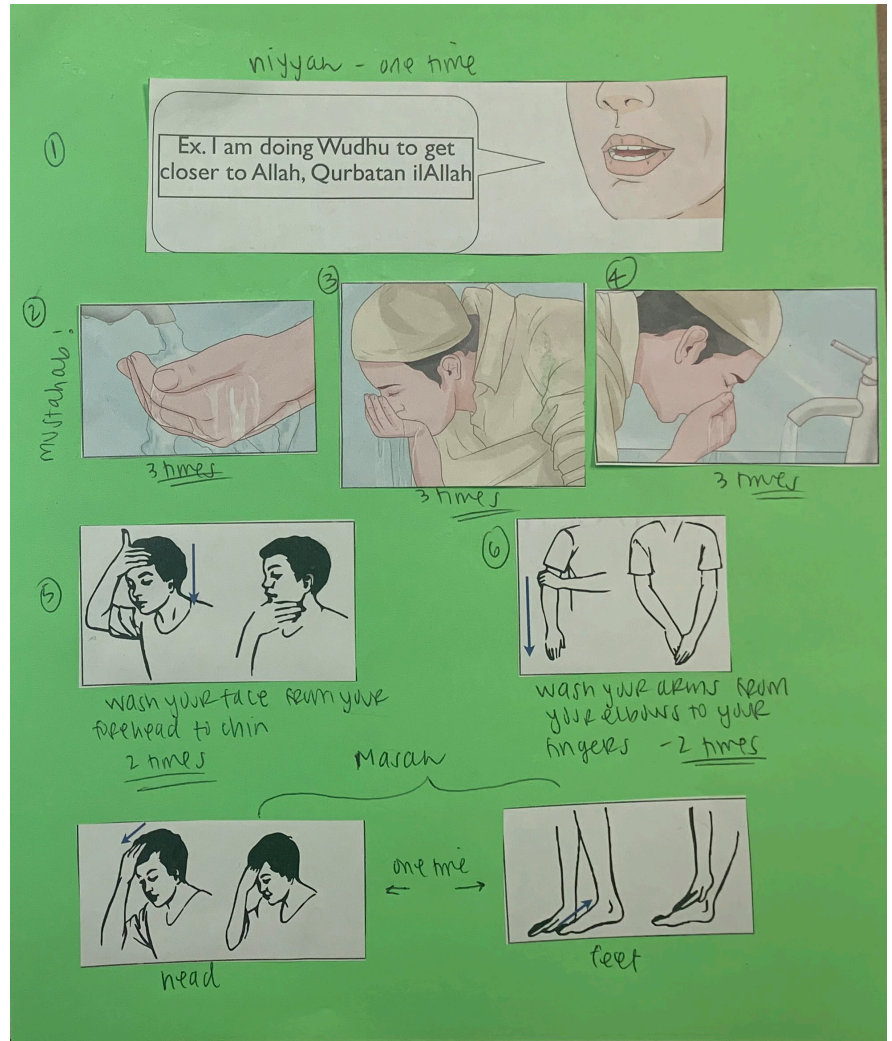
Wuḍū' Chart

Materials:

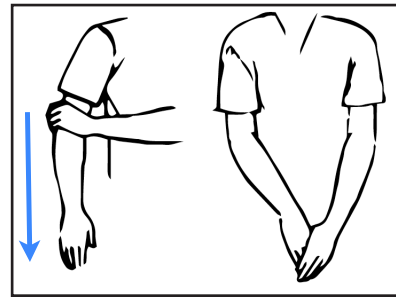
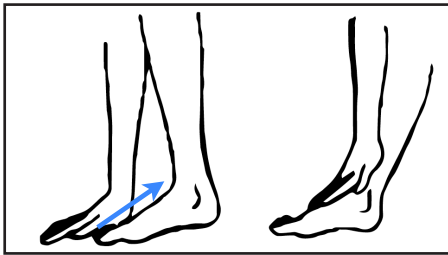
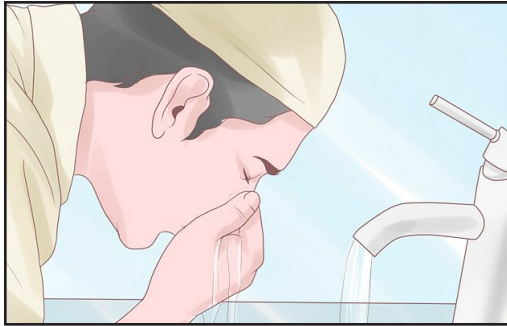
- Steps of wuḍū' template
- Scissors
- Glue
- Construction paper
- Markers
- Pencils

Procedure:

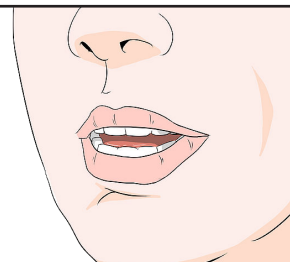
1. Cut out the pictures of the steps of wuḍū' seen on the next page.
2. Glue the pictures on a piece of construction paper in the correct order.
3. Write the number of each step, the action, and how many times it is done.
4. Decorate it however you like.



Art Extension 2.4



I am doing wuḍū' to get closer to Allah, qurbatan ilallāh



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CHAPTER 3

ADHĀN AND IQĀMAH

Lesson 3.1

Iqāmah

اللَّهُ أَكْبَرُ

1 Allah is the Greatest 2x

أَشْهَدُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ

2 I know that there is no god but Allah 2x

أَشْهَدُ أَنَّ مُحَمَّدًا رَسُولُ اللَّهِ

3 I know that Muḥammad (ﷺ) is the Messenger of Allah 2x

أَشْهَدُ أَنَّ عَلِيًّا وَوَلِيُّ اللَّهِ

4 I know that 'Alī('a) is one who is close to Allah 2x

حَيَّ عَلَى الصَّلَاةِ

5 Hurry to Ṣalāh 2x

حَيَّ عَلَى الْفَلَاحِ

6 Hurry to success 2x

حَيَّ عَلَى خَيْرِ الْعَمَلِ

7 Hurry to the best deed 2x

قَدْ قَامَتِ الصَّلَاةُ

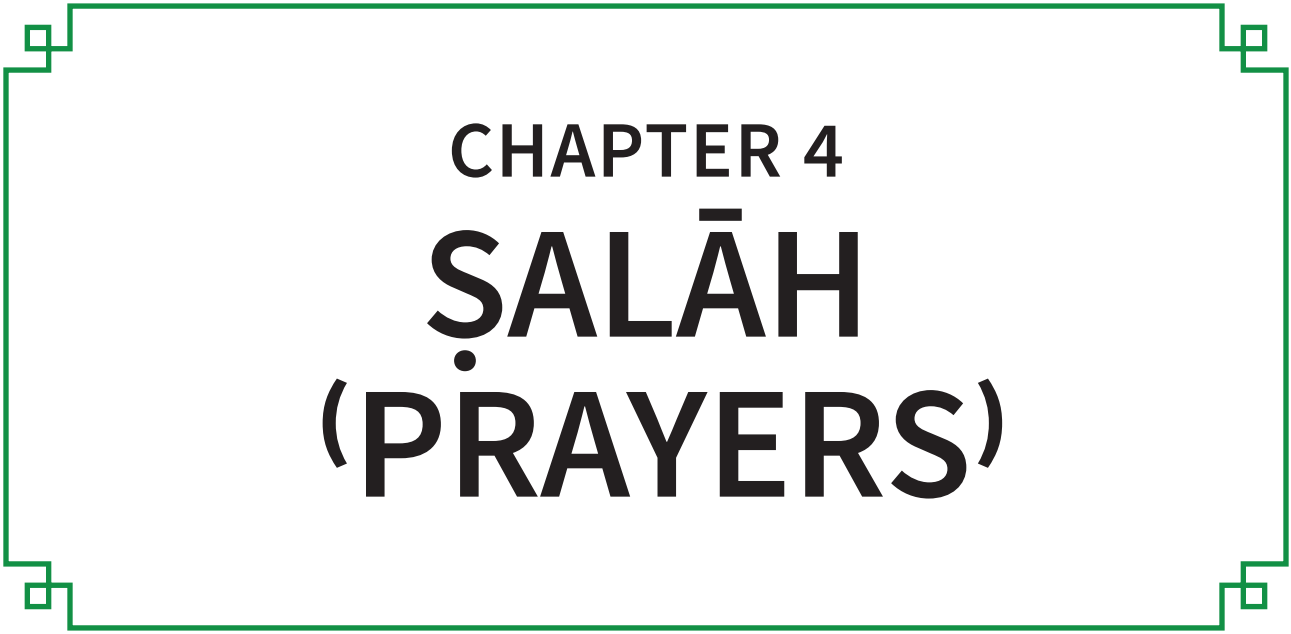
8 Surely, stand for Ṣalāh 2x

اللَّهُ أَكْبَرُ

9 Allah is the Greatest 2x

لَا إِلَهَ إِلَّا اللَّهُ

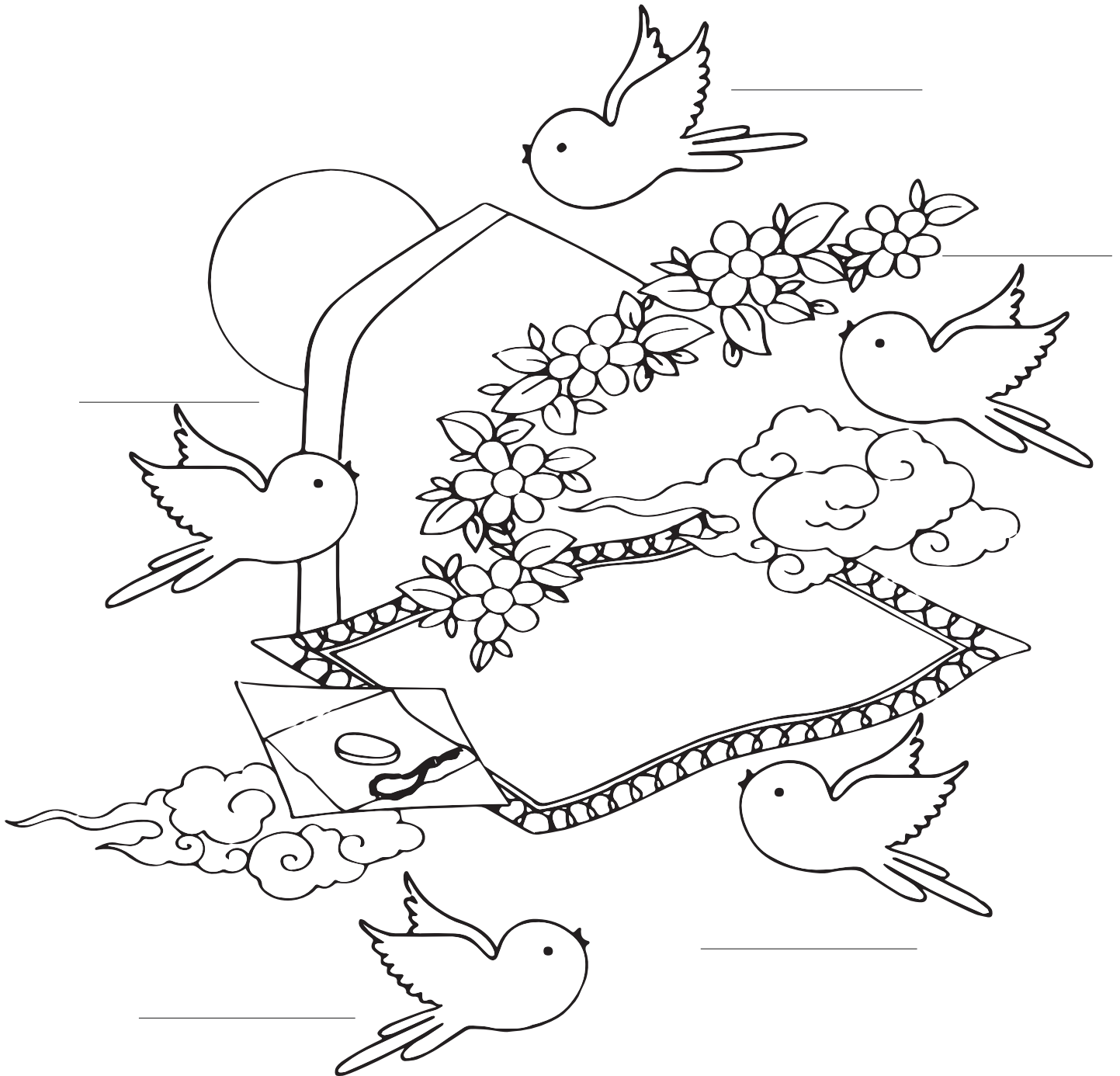
10 I know that there is no god but Allah 1x



CHAPTER 4
ṢALĀH
(PRAYERS)

Worksheet 4.1

Write the names of each ṣalāh on the spaces provided and the number of raka'āt for each on the birds. Then, color the picture.



Art Extension 4.1

Ṣalāh Chatter Boxes

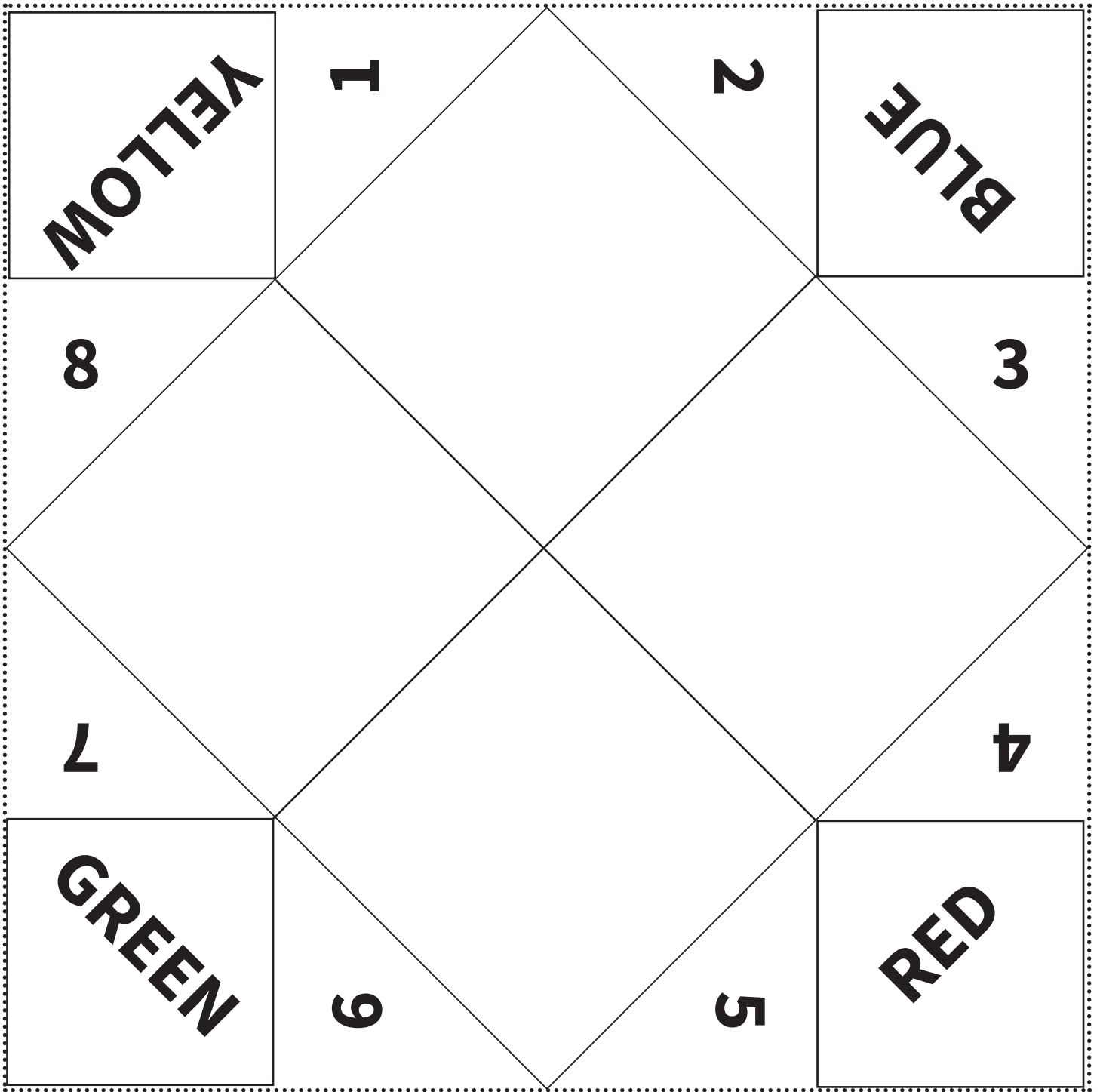
Materials:

- Square paper (or template)
- Scissors
- Pencils
- Markers

Procedure:

1. Take a square piece of paper, or use the template on the next page.
2. Next, fold the paper corner to corner in half diagonally, making a triangle.
3. Then, fold that triangle corner to corner in half to make a smaller triangle. When you unfold the paper, you should see an “X” crease.
4. Now, fold the corners to the center of the square, where the “X” crosses. This will make a smaller square.
5. Flip the paper over.
6. Again, fold the corners to the center of the square, where the “X” crosses.
7. Fold and unfold the bottom edge of the square to the top edge.
8. Fold and unfold the left edge of the square to the right edge.
9. Push the four corners of your square to the center and then slide 4 fingers into the flaps of the chatter box.
10. Once you have made the chatter box, you can add whatever colors and numbers on the tabs. On the inside, you can write questions about ṣalāh. You can come up with your own or use from the samples below:
 - What does “Alḥamdulillāhi rabbil ‘ālamīn” mean?
 - What are the differences between the adhān and iqāmah
 - How many total raka‘āt are there in ṣalāh?
 - What must we do before performing ṣalāh?

Art Extension 4.1

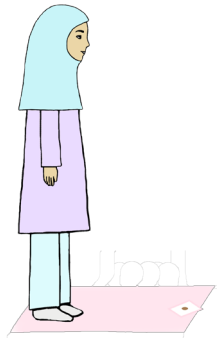


Worksheet 4.2a

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



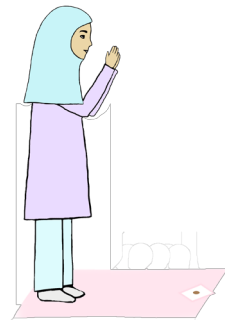
Qiyām



Takbīrat ul-Iḥrām



Sujūd/Sajdah



Qunūt



Rukūʿ



Julūs/Tashahhud

Worksheet 4.2b

Number the actions of ṣalāh in their correct order.





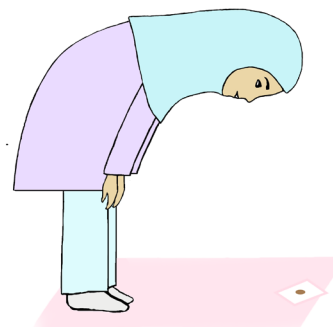
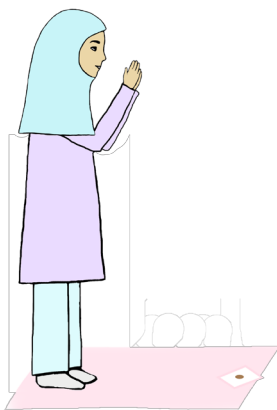
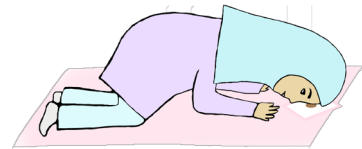
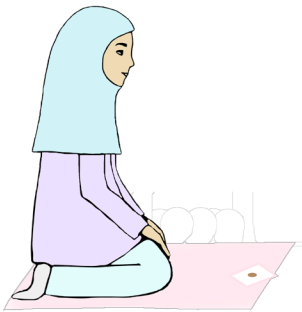
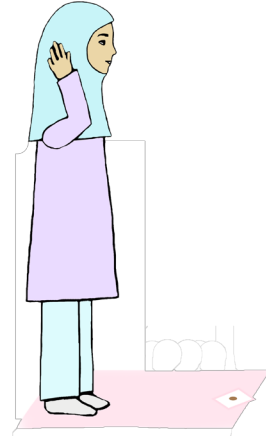
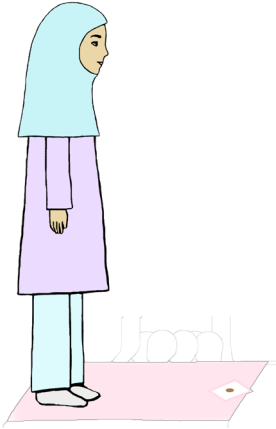






Worksheet 4.2c

Next to each picture, write the name of the correction position of ṣalāh.



Worksheet 4.3

Circle the correct answer.

1. Allah wants us to pray in a _____ place.
 - a. Big
 - b. Clean
 - c. Fun

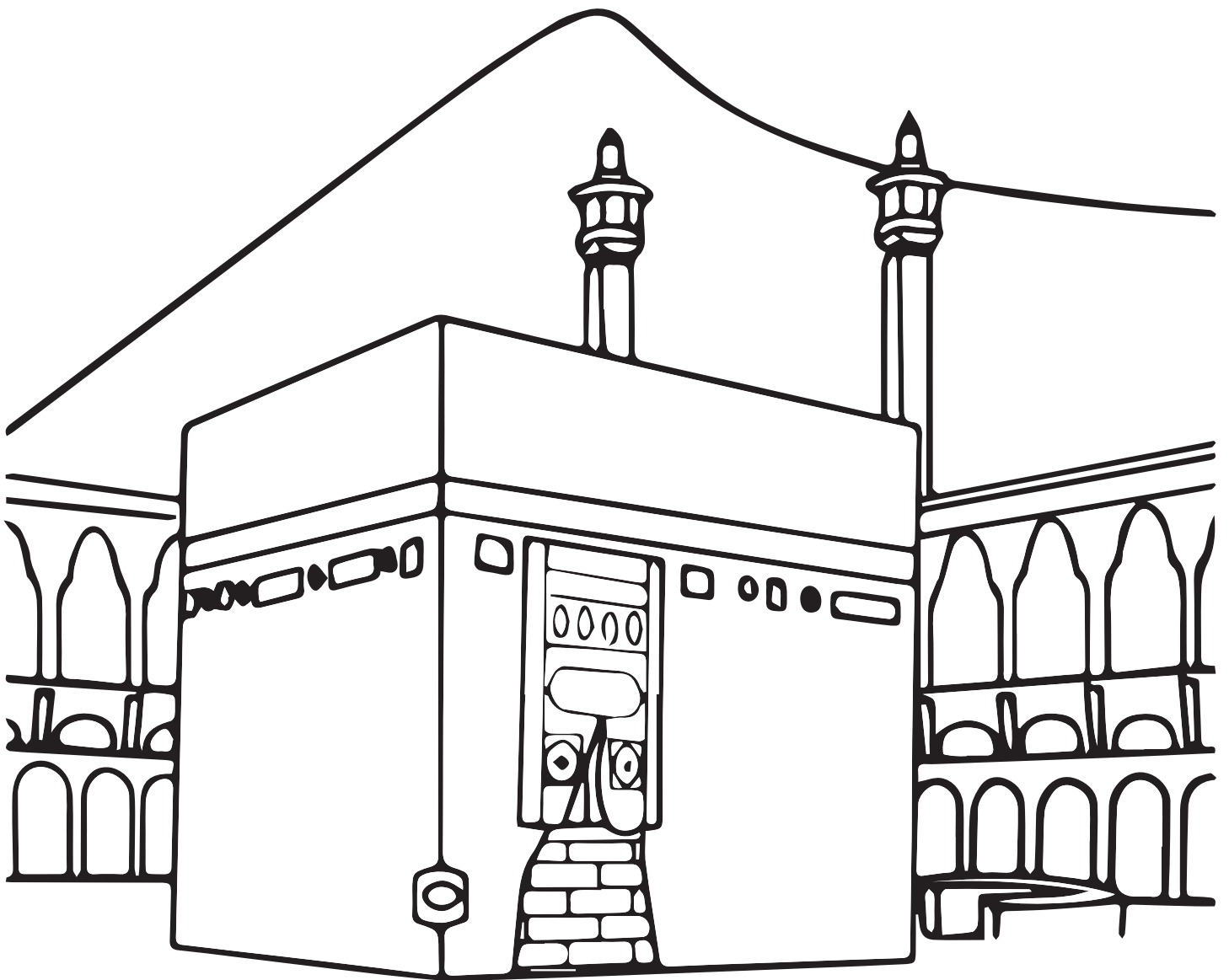
2. A _____ is the place we pray with other Muslims.
 - a. School
 - b. Masjid
 - c. Museum

3. If you want to pray your ṣalāh at your friend's house, you'll need _____ permission.
 - a. Allah's
 - b. Your teacher's
 - c. Your friend's parents'

4. You don't need to have permission to perform your ṣalāh in _____.
 - a. the masjid
 - b. your friend's house
 - c. a restaurant

Coloring 4.4

Color the Ka'bah, the qiblah of the Muslims.



Qur'ān Connection 4.4

THE QIBLAH



So turn your
face in the
direction of
Masjid ul-
Ḥarām

Sūrah al-Baqarah, Verse
149 (2:149)

﴿قَوْلٍ وَجْهَكَ شَطْرَ الْمَسْجِدِ الْحَرَامِ﴾

Fawalli wajhaka shaṭral-masjidil-ḥarām

Worksheet 4.5

Fill in the blanks.

1. Write the 3 phrases we read in the tasbīḥ of Sayyidah Fāṭimah (‘a) and the number of times each one is read:

_____ times

_____ times

_____ times

2. _____ is like a beautiful flower, and the _____ gives that beautiful flower a beautiful scent.

3. From whose grave did Sayyidah Fāṭimah (‘a) take dirt to make her tasbīḥ?

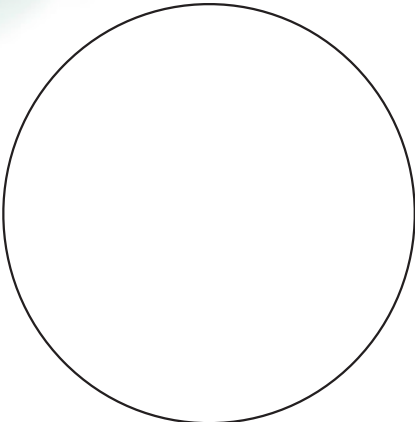
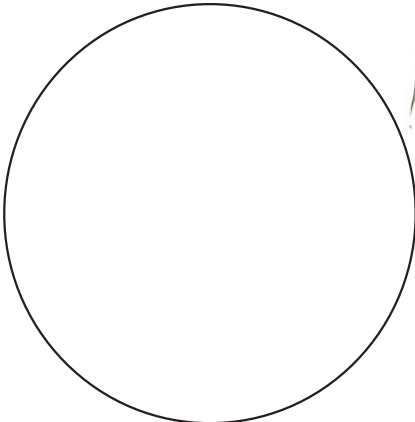
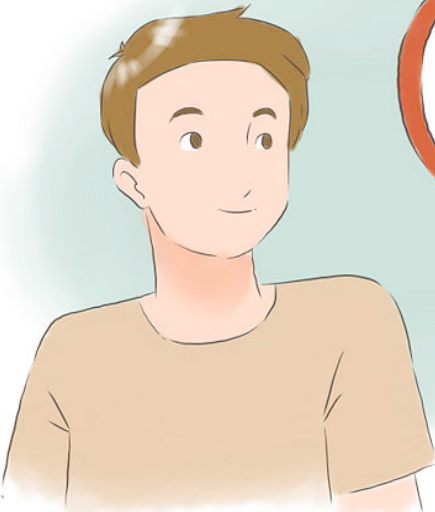
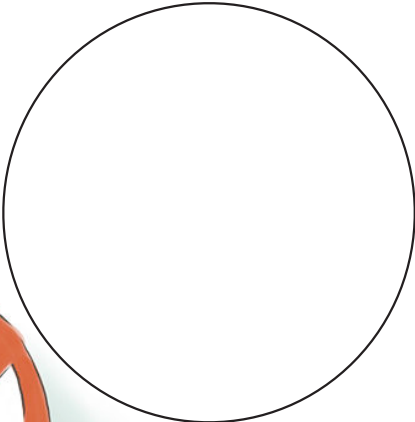
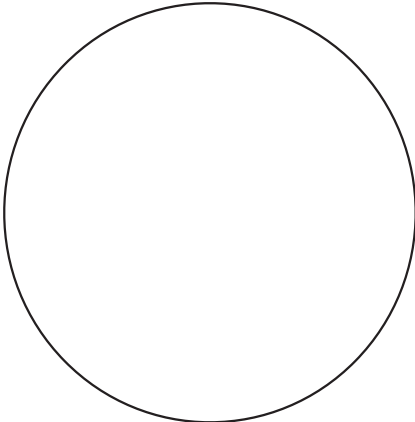
4. What does “Sayyid ash-Shuhadā” mean?



CHAPTER 5
ŞAWM (FASTING)

Worksheet 5.1a

In each circle, write an action that is ḥarām to do while fasting.



Worksheet 5.1b

Fill in the blanks with the words provided in the word bank below.

1. Şawm means _____ in the month of Ramaḍān.
2. The month of Ramaḍān has been chosen by Allah as the month of raḥmah and tawbah, which mean _____ and _____.
3. During the fast, we cannot _____ food.
4. During the fast, we cannot _____ water or other drinks.
5. During the fast, we cannot put our _____ under water.
6. Fasting is _____ for the whole month of Ramaḍān every year.
7. Fasting starts at _____ and ends at the time of Maghrib.
8. _____ is the time we eat before the beginning of our fast.
9. _____ is the time we break our fast and eat our dinner.

DRINK

SUḤŪR

IFṬĀR

FASTING

FAJR

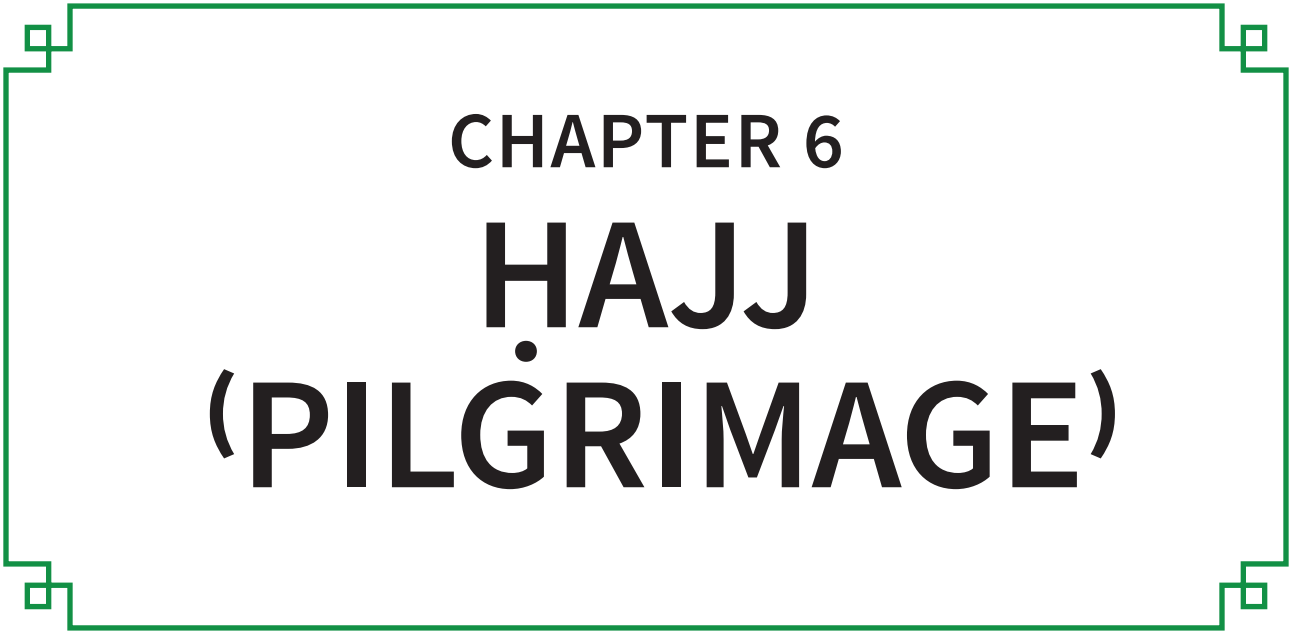
HEAD

FORGIVENESS

EAT

MERCY

WĀJIB



CHAPTER 6
ḤAJJ
(PILGRIMAGE)

Worksheet 6.1

Answer the following questions:

1. What is the name of the Eid that comes at the end of Ḥajj?

2. What do people wear while doing Ḥajj?

3. The Holy Ka‘bah is inside which masjid?

4. Where is Jamarāt located?

5. How many times did Mahdi’s father go around the Ka‘bah for ṭawāf?

6. How many times did Mahdi’s father walk between the hills of Ṣafā and Marwah?

Eid ul-‘Aḏḩā

Iḩrām

Masjid ul-ḩarām

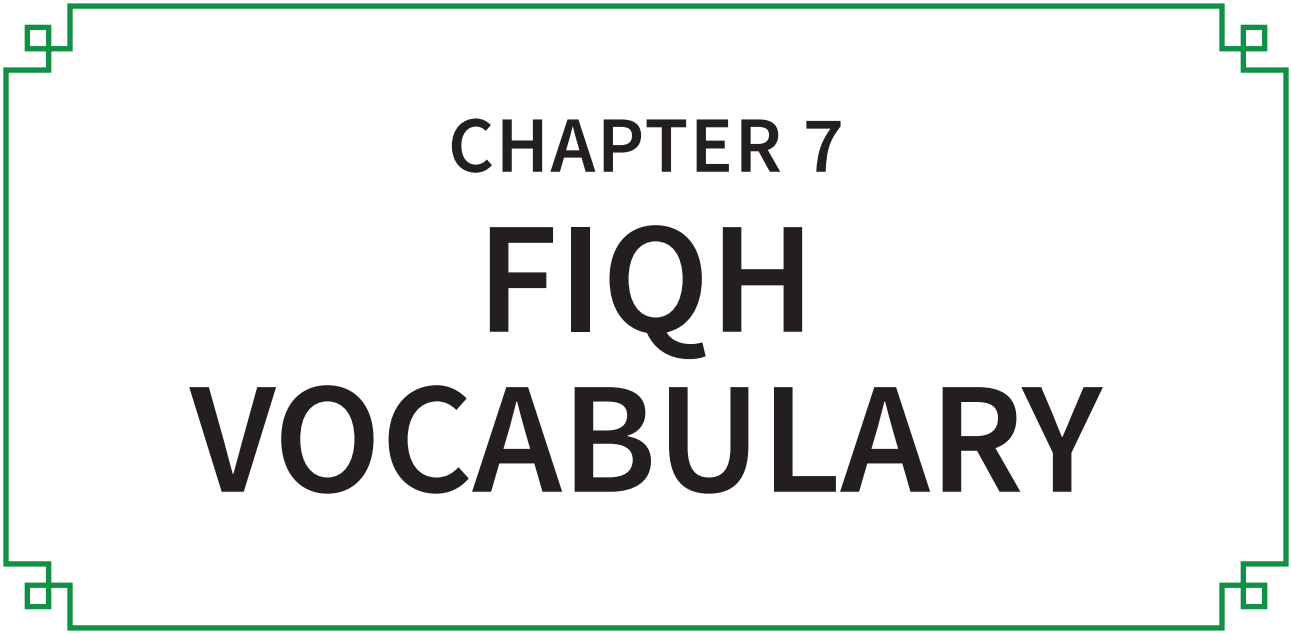
Mina

7 times

7 times

Coloring 6.1

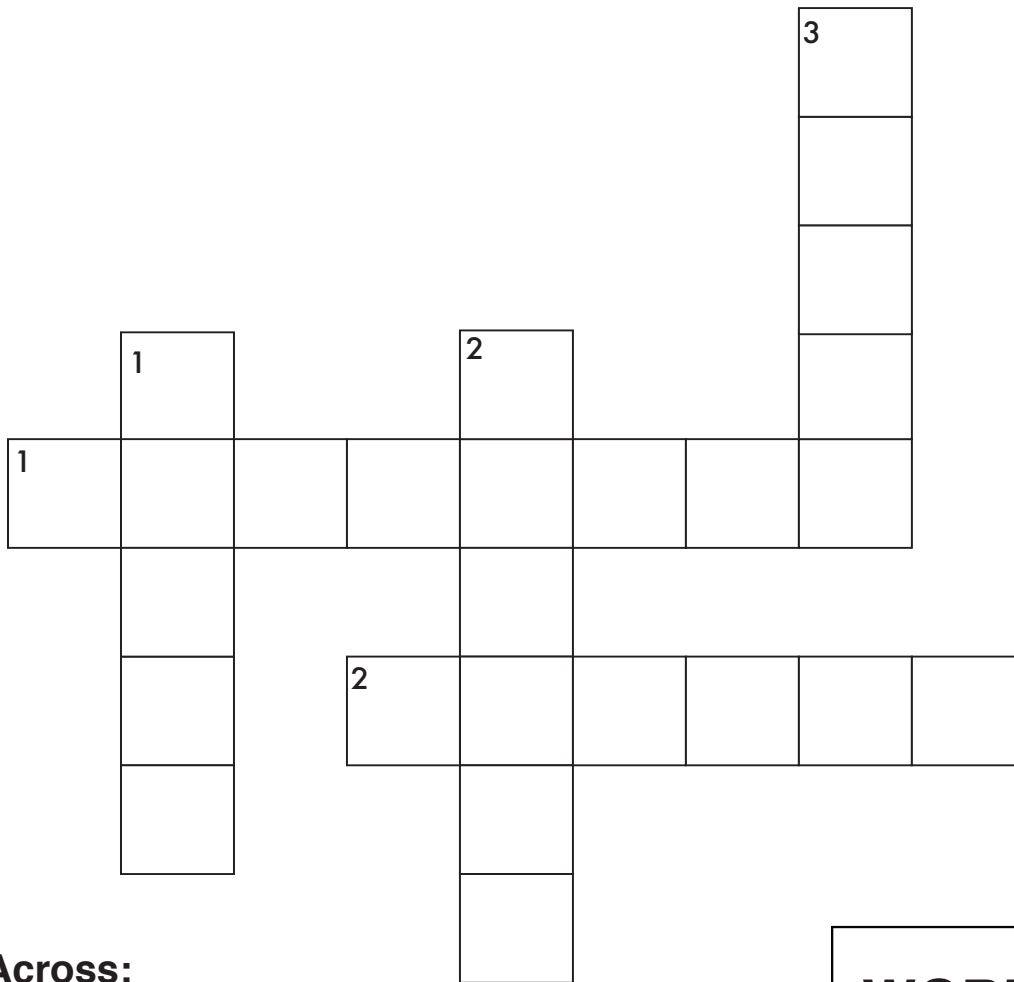




CHAPTER 7
FIQH
VOCABULARY

Worksheet 7.1a

Complete the crossword to see how well you understand the terms taught in the lesson.



Clues Across:

1. You should try to do it. It is recommended.
2. You should try not to do it.

Clues Down:

1. It does not matter whether you do it or not.
2. You should never do it.
3. You have to do it.

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

WORD BANK

WAJIB

MUSTAHAB

MAKRUH

HARAM

MUBAH

Worksheet 7.1b

Match the correct word with the correct picture:

WĀJIB



Reading Qur'ān

MUSTAḤAB



Wearing ḥijāb

MAKRŪH



Sleeping

ḤARĀM

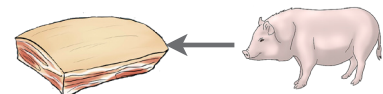


Eating too much

MUBĀḤ



Saying bad words



Eating pork

Worksheet 7.1c

FIQH VOCABULARY

Draw or write an example for each.

WĀJIB

MUSTAḤAB

MUBĀḤ

ḤARĀM

MAKRŪH



CHAPTER 2
RITUAL PURITY

Activity 8.1

Cut out the squares on the next page and paste them in the correct column.

NAJIS

ṬĀHIR

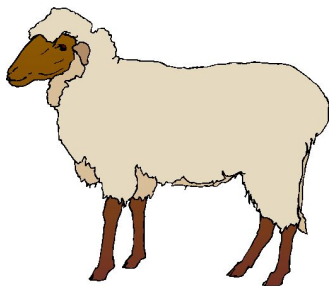
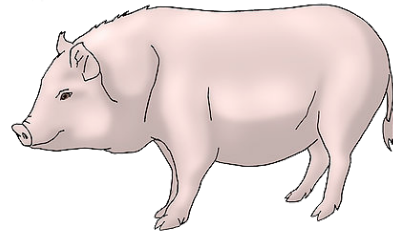
Activity 8.1

Water	Blood	Dog
Muslim	Cow	Milk
Soda	Alcohol	Fish
Cat	Coffee	Dust
Juice	Stool	Toothpaste

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Worksheet 8.2a

Circle the things that are ṭāhir.



Worksheet 8.2b

In each box below, draw something that is najis and something that is ṭāhir.

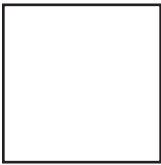
NAJIS

ṬĀHIR

2nd Grade

FIQH
PICTIONARY
BOOK

NAME: _____

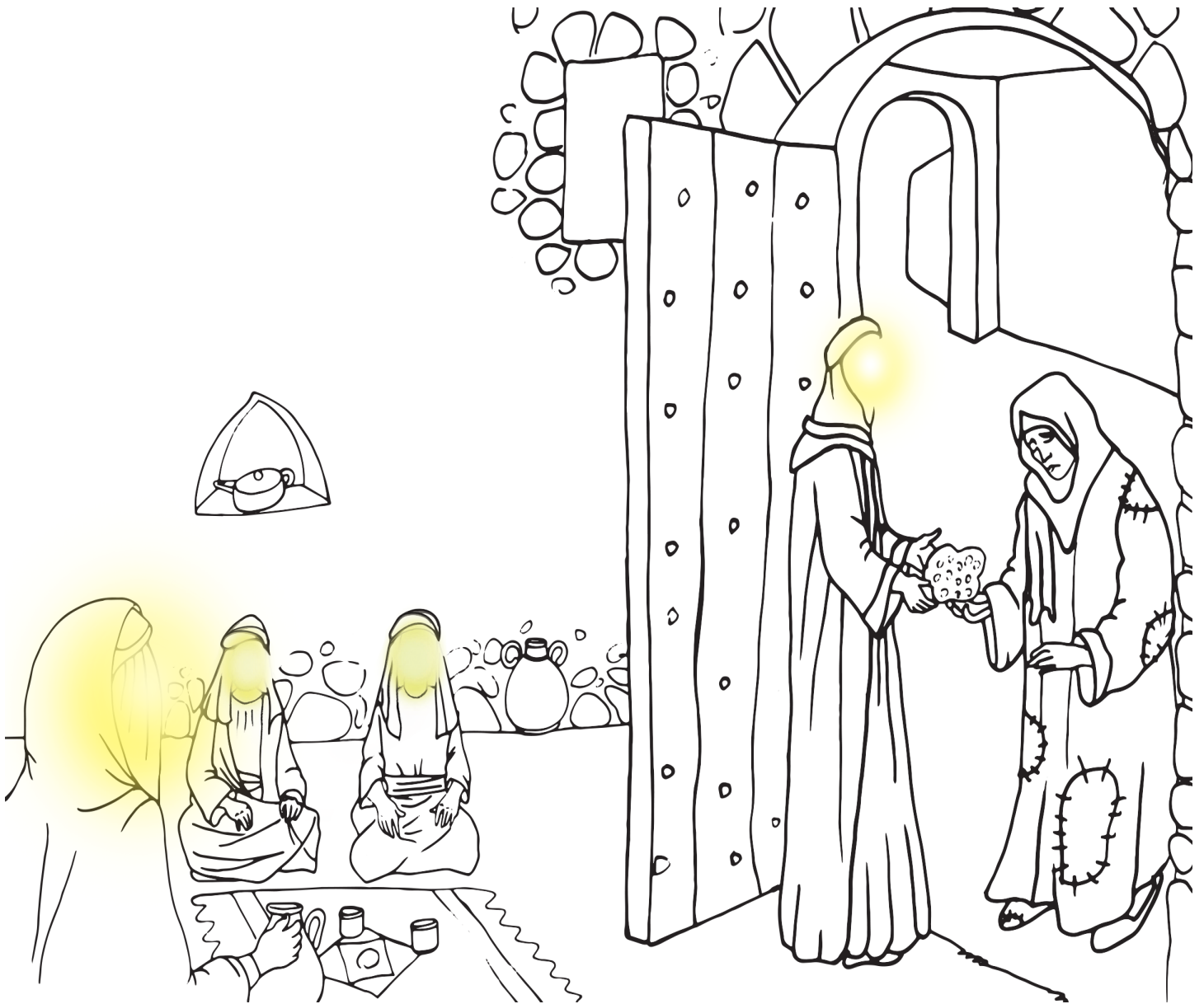


A large rectangular area defined by a dotted line, intended for writing or drawing. The dots are small and evenly spaced, forming a clear boundary for the content.

**HISTORY
& ISLAMIC
KNOWLEDGE**

CHAPTER 1
AHL AL-KISĀ' ('A)

Coloring 1.1

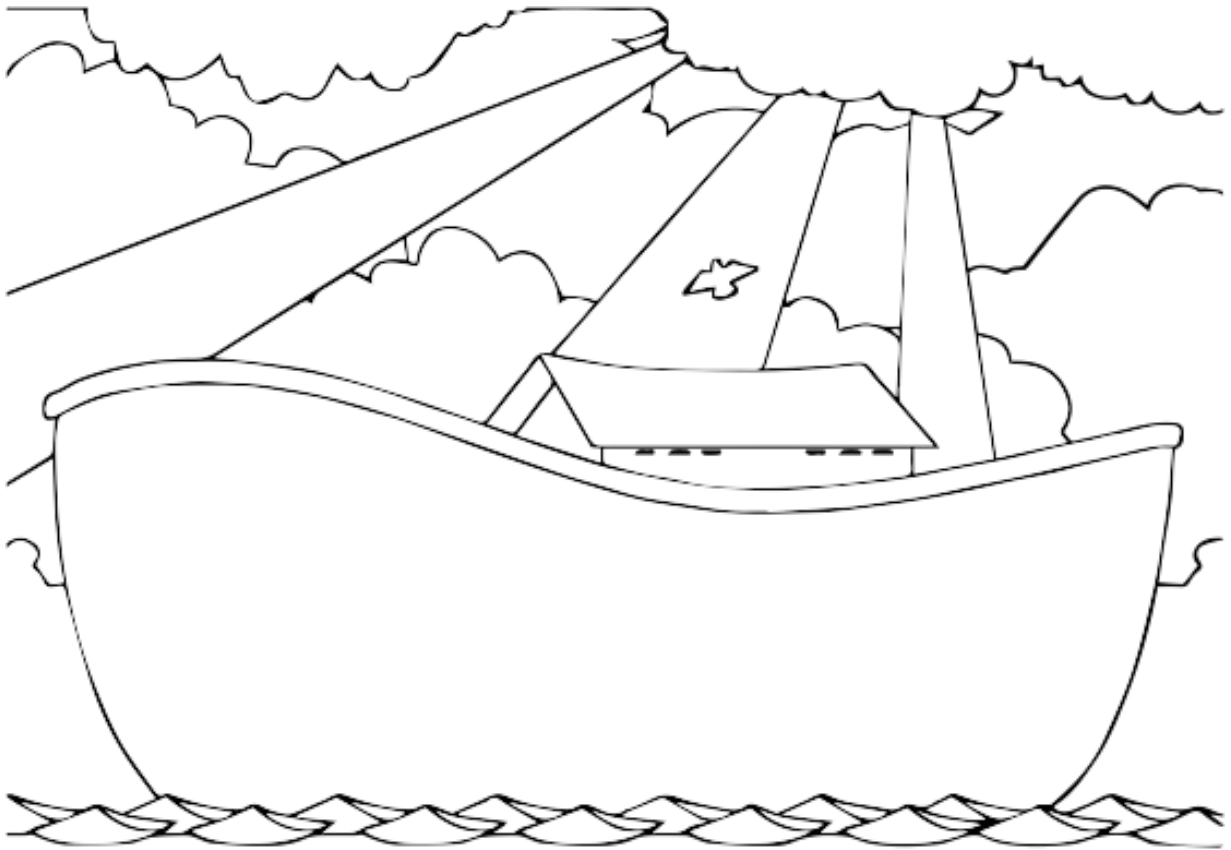




CHAPTER 2
PROPHETS

Worksheet 2.1

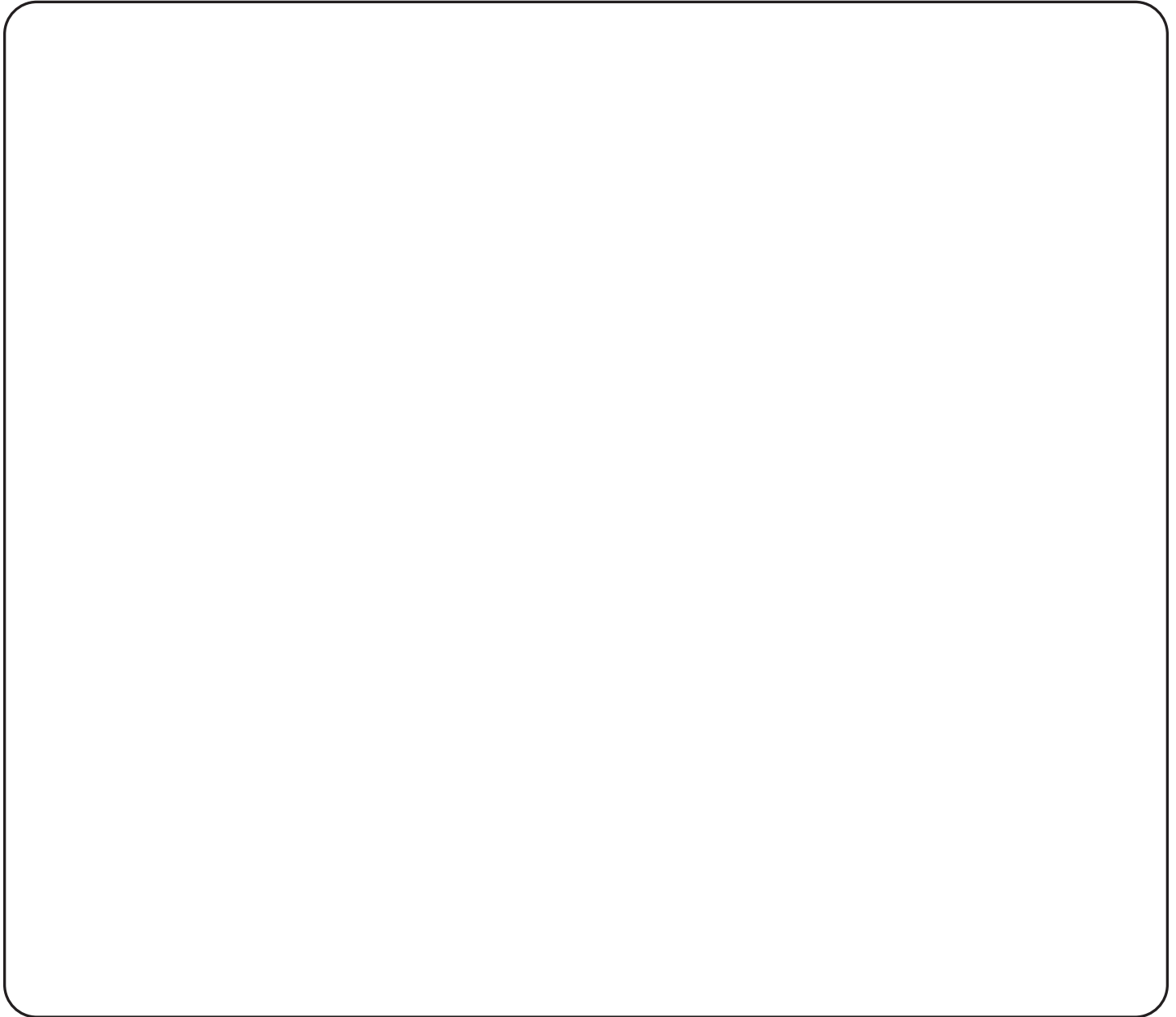
Color the picture and answer the questions below.



1. How long did Prophet Nūḥ (‘a) try to convince and guide people to the truth?
Prophet Nūḥ (‘a) continued to teach the message of Allah to them for:
_____.
2. The people began _____ Prophet Nūḥ (‘a) when he started building the ark.
3. Which of Prophet Nūḥ’s (‘a) sons was drowned?
_____ drowned.
4. Where did the ark land?
The ark landed on a mountain called _____.

Worksheet 2.2a

In the box below, draw a picture of the fire that Prophet Ibrāhīm (‘a) was thrown into.



What happened to the fire when Prophet Ibrāhīm (‘a) was thrown in?

Worksheet 2.2b

PROPHET IBRĀHĪM (‘A)

1. Where did Prophet Ibrāhīm's (‘a) mother hide him to protect him?
 - a. A basket in the river
 - b. A cave
 - c. Under the bed
 - d. Behind a mountain
2. What did Prophet Ibrāhīm (‘a) do when everyone left the town?
 - a. Hid all the food
 - b. Cleaned up the town
 - c. Destroyed all the idols
 - d. Nothing
3. Why did Prophet Ibrāhīm (‘a) do this?
 - a. To guide the people
 - b. To show the people that idols are great
 - c. To bother the people
 - d. Because he felt like it
4. What did Namrūd decide to do to Prophet Ibrāhīm (‘a)?
 - a. Kill him
 - b. Throw him in the river
 - c. Hang him on the cross
 - d. Throw him into a large fire
5. Who made the fire cool?
 - a. Allah
 - b. The angels
 - c. Namrūd
 - d. The townspeople

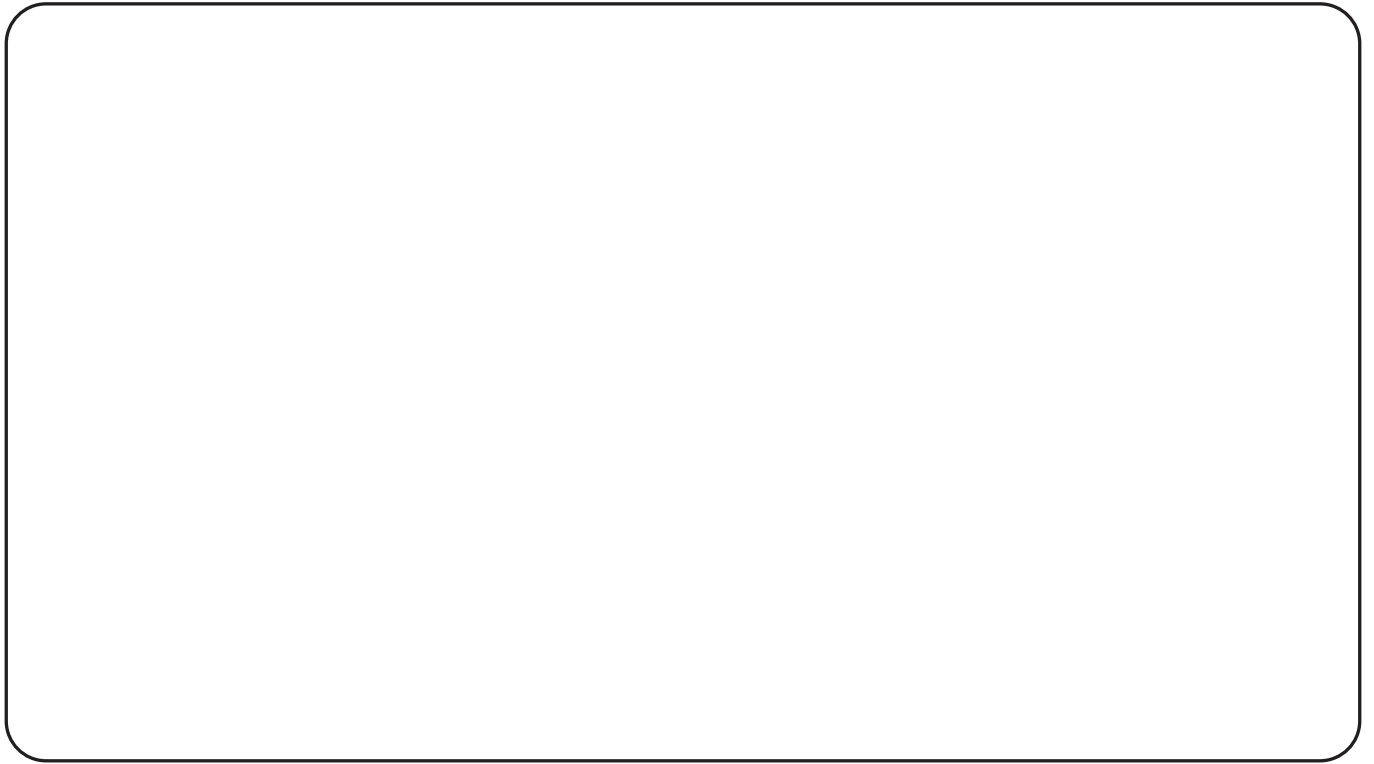
Worksheet 2.3a

Below, draw the 2 miracles Allah gave to Prophet Mūsā (‘a).



Worksheet 2.3b

Draw how Prophet Mūsā (‘a) parted the river:



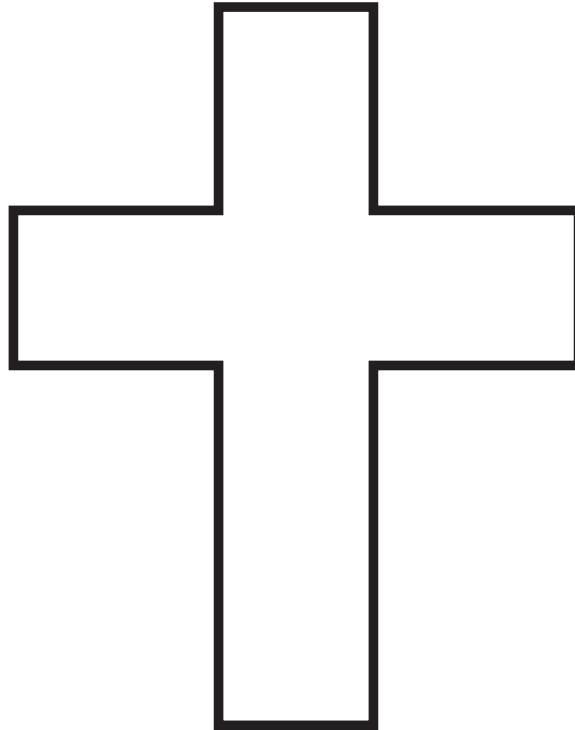
1. When Fir‘awn and his men entered the parted river, what happened?

2. How was it possible that the golden calf could make noises?

Worksheet 2.4

1. What was the name of the divine book that was revealed to Prophet 'Īsā ('a)?

2. In the cross below, write the name of the person who was mistaken for Prophet 'Īsā ('a) and killed on the cross:



3. Why was this person mistaken for Prophet 'Īsā ('a)?

4. What happened to Prophet 'Īsā ('a)?

Worksheet 2.5

Fill in the missing letters to find the name of the most perfect person. Place each letter that you fill in on the line at the bottom.

ISLA__

Q__R'ĀN

A__L AL-BAYT

__LLAH

__ECCA

I__ĀM

SAL__M

ḤA__ĪTH

_____ (S)

Coloring 2.5a



Prophet Muḥammad (ﷺ)
was born on the _____ th
of Rabī' ul-Awwal

Coloring 2.5b

Our Prophet (ﷺ) was called by these titles:

Al- Amīn

The Trustworthy

Aṣ- Ṣādiq

The Truthful

CHAPTER 3

THE LAST 7 MA'ŞŪMĪN ('A)

Worksheet 3.1a

Circle the correct answer.

1. Imām Ja‘far aṣ-Ṣādiq (‘a) shares the same birthday as _____.
 - a. Imām ‘Alī (‘a)
 - b. Prophet Muḥammad (ṣ)
 - c. Imām Muḥammad al-Bāqir (‘a)
 - d. None of the above

2. His father’s name is _____.
 - a. Muḥammad ibn ‘Alī al-Bāqir (‘a)
 - b. ‘Alī ibn Ḥusayn as-Sajjād (‘a)
 - c. Ḥusayn ibn ‘Alī (‘a)
 - d. None of the above

3. His grandfather is _____.
 - a. Imām Ḥusayn (‘a)
 - b. Imām Zayn ul-‘Ābidīn (‘a)
 - c. Imām Muḥammad al-Jawād (‘a)
 - d. None of the above

4. _____ is one of the famous students of Imām aṣ-Ṣādiq (‘a).
 - a. Abū Ṭālib
 - b. ‘Abd ul-Muṭṭallib
 - c. Hishām bin Ḥakam
 - d. None of the above

5. In his school there were at least _____ students.
 - a. 72
 - b. 148
 - c. 40
 - d. 4000

6. He is buried in _____.
 - a. Karbala
 - b. Jannat ul-Baqī‘
 - c. Najaf
 - d. Mecca



IMĀM AŞ-ŞĀDIQ (A) THE TRUTHFUL

Worksheet 3.1b

Fill in the blanks.

1. Who told Abū Khālid about Imām Ja‘far aṣ-Ṣādiq (‘a)?

_____.

2. What does “aṣ-Ṣādiq” mean? _____

3. Why was only Imām aṣ-Ṣādiq (‘a) called “aṣ-Ṣādiq?”

_____.

4. What is the name of the man who claimed to be the 12th Imām (‘aj)?

_____.

Worksheet 3.2a

Circle the correct answer.

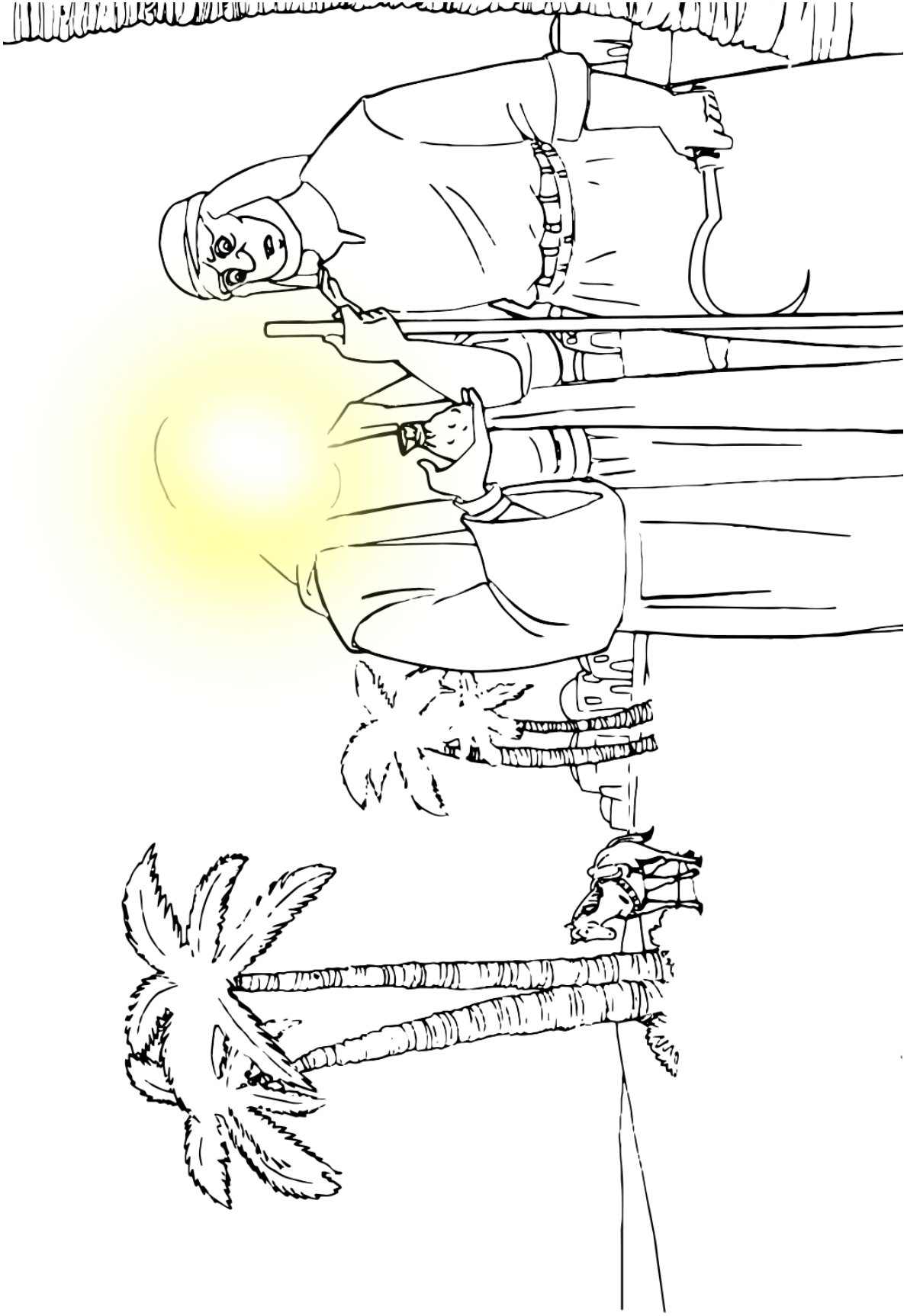
1. Imām Mūsā al-Kāẓim (‘a) was born in Abwā’, where _____ is buried.
 - a. Abū Ṭalib
 - b. Prophet Muḥammad (ṣ)
 - c. Ḥaḍrat Khadījah (‘a)
 - d. Ḥaḍrat Āminah (‘a)

2. His father’s name is _____.
 - a. ‘Alī ibn Ḥusayn as-Sajjād (‘a)
 - b. Muḥammad ibn ‘Alī al-Bāqir (‘a)
 - c. Ja‘far ibn Muḥammad aṣ-Ṣādiq (‘a)
 - d. None of the above

3. Imām al-Kāẓim (‘a) was in jail for about ____ years.
 - a. 7
 - b. 10
 - c. 19
 - d. 40

4. _____ was the evil khalīfah who poisoned Imām al-Kāẓim (‘a).
 - a. Hārūn Rashīd
 - b. Ma‘mūn Rashīd
 - c. Yazīd
 - d. None of the above

5. Imām al-Kāẓim (‘a) is buried in _____.
 - a. Karbala
 - b. Najaf
 - c. Kāẓimayn
 - d. None of the above



IMĀM AL-KĀZĪM ('A)
THE ONE WHO SWALLOWED HIS ANGER

Worksheet 3.2b

Fill in the blanks.

1. Why did the farmer call Imām al-Kāẓim (‘a) those mean names?

2. How did the Imām’s (‘a) companions react when they heard the farmer’s insults?

3. What changed the farmer’s behavior toward the Imām (‘a)?

4. What does “al-Kāẓim” mean?

Worksheet 3.3a

Circle the correct answer.

1. Imām ‘Alī ar-Riḍā (‘a) was born in Medina on _____ 148 AH.
 - a. 13th Dhul Qa‘dah
 - b. 11th Dhul Qa‘dah
 - c. 13th Rajab
 - d. 11th Rajab

2. His father was the _____ Imām (‘a).
 - a. 5th
 - b. 6th
 - c. 7th
 - d. 8th

3. Imām ar-Riḍā (‘a) was forced to move to _____, the evil khalīfah’s capital.
 - a. Mecca
 - b. Damascus
 - c. Medina
 - d. Marv

4. _____ was the evil khalīfah who poisoned Imām ar-Riḍā (‘a).
 - a. Hārūn
 - b. Ma‘mūn
 - c. Yazīd
 - d. None of the above

5. Imām ar-Riḍā (‘a) is buried in _____.
 - a. Mashhad
 - b. Medina
 - c. Mecca
 - d. None of the above



IMAM AR-RIDĀ'Ā ('A) THE CONTENT

Worksheet 3.3b

Fill in the blanks.

1. Who did Byzantine ask about the title of Imām ar-Riḍā (‘a)?

2. What does “ar-Riḍā” mean?

3. Who was the person who claimed to have given the Imām (‘a) his title? Who really gave it to him?

4. The Prophet (ṣ) and the other Imāms (‘a) are also content with what Allah has chosen for them, but Imām ar-Riḍā (‘a) was given this title because

Worksheet 3.4a

Circle the correct answer.

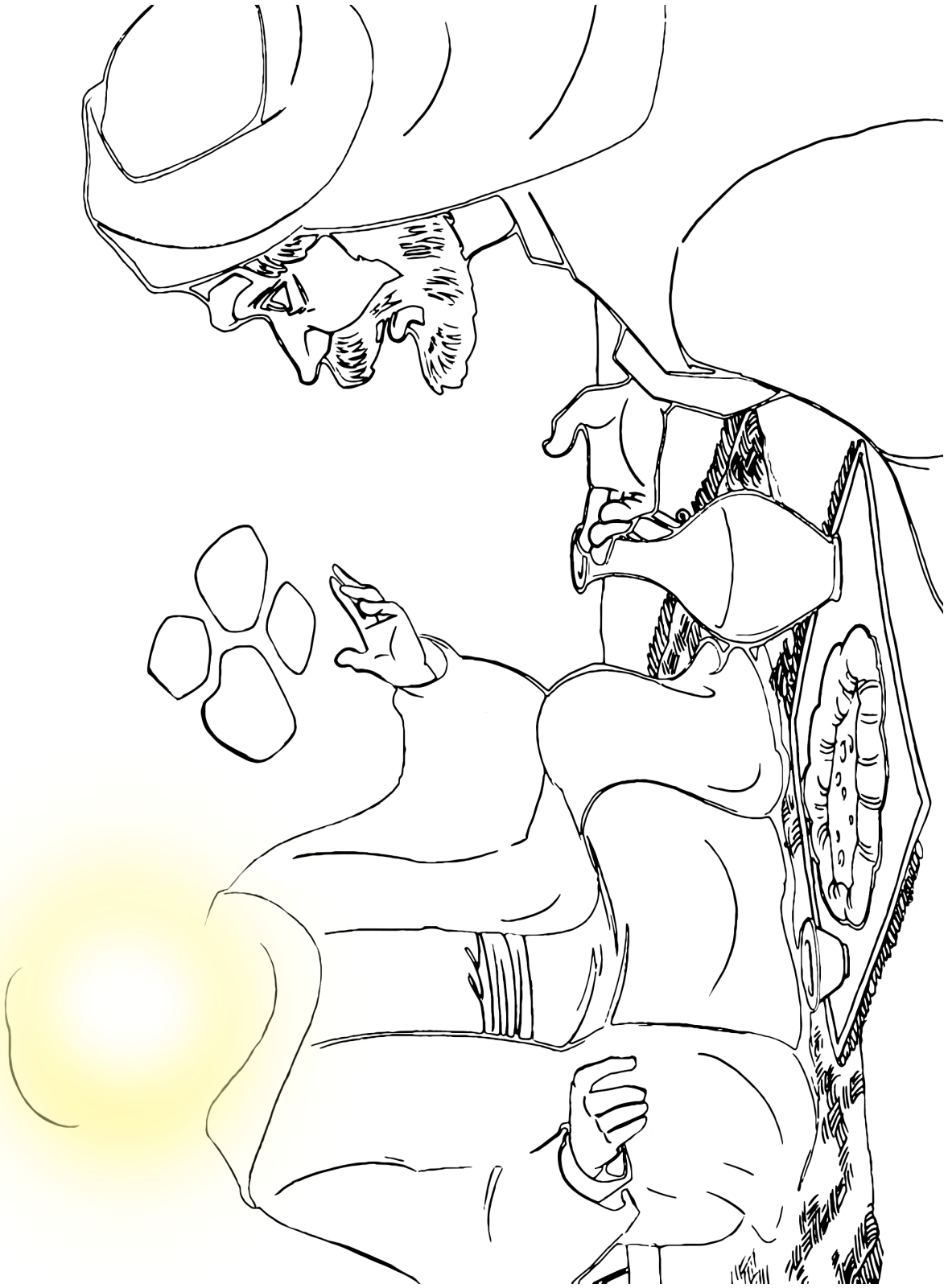
1. Imām at-Taqī (‘a) became the Imām when he was _____ years old.
 - a. 8
 - b. 13
 - c. 25
 - d. 40

2. The title “at-Taqī” means _____.
 - a. the Content
 - b. the Truthful
 - c. the One Who Swallows His Anger
 - d. the Pious

3. What was Ma’mūn holding in his hand when he asked the young Imām at-Taqī (‘a) to guess?
 - a. a feather
 - b. a fish
 - c. a coin
 - d. None of the above

4. Imām at-Taqī (‘a) was poisoned when he was _____ years old.
 - a. 8
 - b. 13
 - c. 25
 - d. 40

5. Imām at-Taqī (‘a) is buried in _____ next to his _____.
 - a. Mashhad; father
 - b. Kaẓimayn; father
 - c. Mashhad; grandfather
 - d. Kaẓimayn; grandfather



IMAM AL-JAWĀD (ʿA) THE GENEROUS

Worksheet 3.4b

Fill in the blanks.

1. Why did Māmūn give the guests gifts and money?

2. What did Imām al-Jawād (‘a) do with all of the money he was given?

3. What was Imām al-Jawād’s (‘a) house like in Medina?

4. What does “al-Jawād” mean?

Worksheet 3.5a

Circle the correct answer.

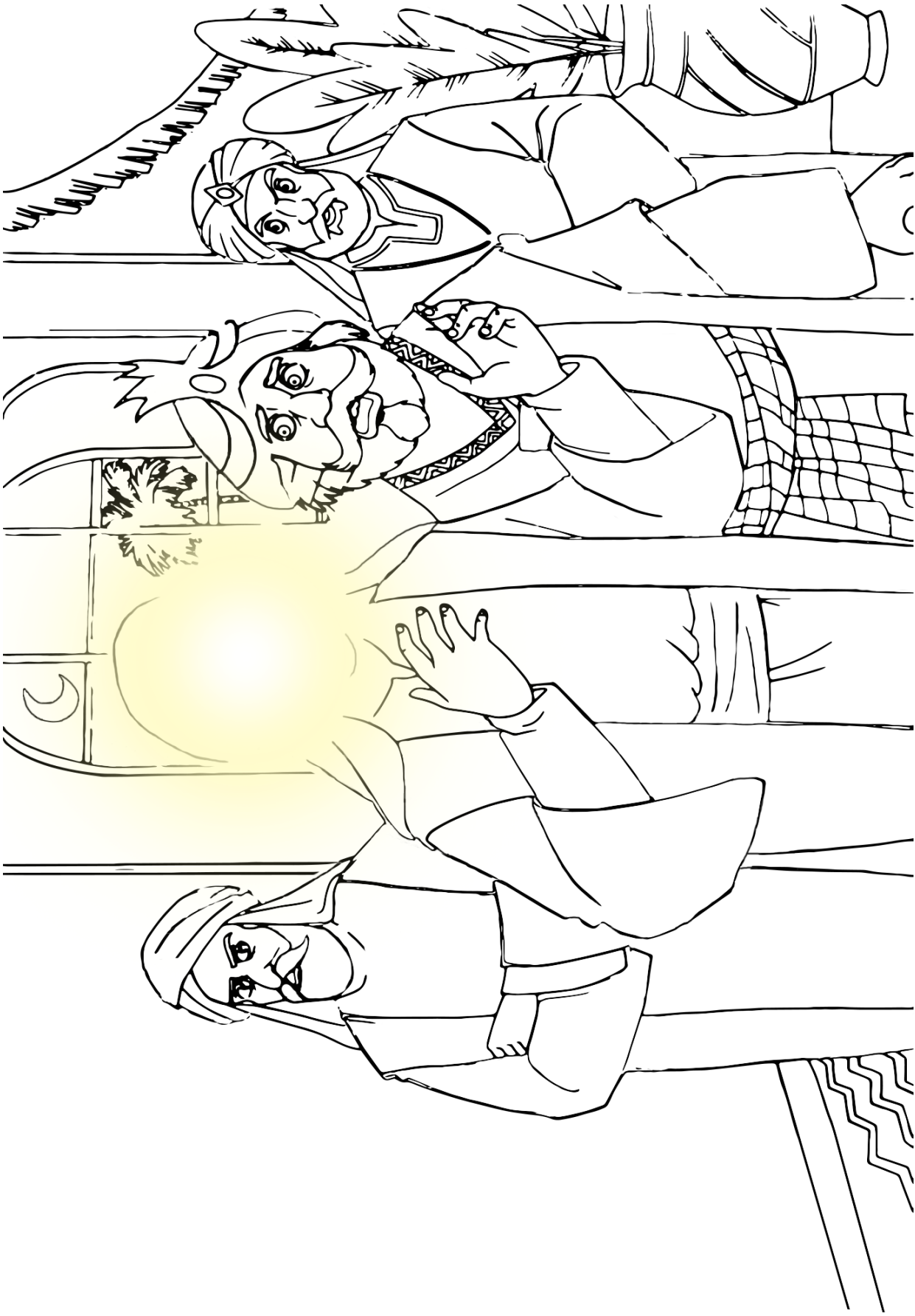
1. Imām an-Naqī (‘a) became the Imām when he was ____ years old.
 - a. 10
 - b. 9
 - c. 8
 - d. 7

2. The evil khalīfah Mu‘taṣim sent ____ to teach the young Imām an-Naqī (‘a).
 - a. Junādī
 - b. Mutawakkil
 - c. Mu‘taz
 - d. None of the above

3. “an-Naqī” means _____.
 - a. the Guide
 - b. the Pure
 - c. the Generous
 - d. None of the above

4. Imām an-Naqī (‘a) was the Imām for ____ years.
 - a. 25
 - b. 10
 - c. 42
 - d. 34

5. Imām an-Naqī (‘a) was poisoned by _____.
 - a. Junādī
 - b. Mutawakkil
 - c. Mu‘taz
 - d. None of the above



IMAM AL-HĀDĪ ('A) THE GUIDE

Worksheet 3.5b

Fill in the blanks.

1. Why did Mutawakkil send his men to search Imām al-Hādī's (‘a) house in the middle of the night?

2. Whose stamp was on the bag of coins found at Imām al-Hādī's (‘a) house?

3. Why did the Imām (‘a) receive 10,000 gold coins?

4. What does “al-Hādī” mean?

Worksheet 3.6a

Circle the correct answer.

1. Imām al-‘Askarī’s (‘a) mother was _____.
 - a. Sawsan
 - b. Sabīkah
 - c. Najmah Khātūn
 - d. None of the above

2. A mu’min is a person who does sajdah on a mohr (turbah) from ____ during ṣalāh.
 - a. Wood
 - b. Plastic
 - c. Karbala
 - d. None of the above

3. A mu’min recites ____ loudly in ṣalāh.
 - a. Mashā’Allāh
 - b. Bismillāh
 - c. Alḥamdulillāh
 - d. None of the above

4. Imām al-‘Askarī (‘a) is buried in _____.
 - a. Kāẓimayn
 - b. Samarra
 - c. Mashhad
 - d. Medina

5. Imām al-‘Askarī (‘a) had one son, _____, who will fill the world with peace.
 - a. Imām al-Kāẓim (‘a)
 - b. Imām al-Jawād (‘a)
 - c. Imām al-Mahdī (‘aj)
 - d. None of the above



IMAM ḤASAN AL-‘ASKARĪ (‘A) THE SOLDIER

Worksheet 3.6b

Fill in the blanks.

1. Where were the 10th Imām (‘a) and his family forced to live?

2. What does “al-‘Askarī” mean? _____

3. Even though Imām al-‘Askarī (‘a) spent most of his life _____
or _____, his followers and companions
continued to grow over the years.

4. How old was Imām al-‘Askarī (‘a) when he was shahīd? _____

Worksheet 3.7a

Circle the correct answer.

1. Imām al-Mahdī (‘aj) was born on _____, 255 AH
 - a. 11th Dhul Qa‘dah
 - b. 3rd Sha‘bān
 - c. 13th Rajab
 - d. 15th Sha‘bān

2. Even as a baby, Imām al-Mahdī (‘aj) could speak to people, just like ____ and _____.
 - a. Prophet Mūsā; Prophet Yaḥyā
 - b. Prophet ‘Īsā; Prophet Hārūn
 - c. Prophet ‘Īsā; Prophet Yaḥyā
 - d. Prophet Hārūn; Prophet Yaḥyā

3. Imām al-Mahdī (‘aj) was only ____ years old when his father died.
 - a. 5
 - b. 7
 - c. 10
 - d. 14

4. “Al-Ḥujjah” means _____.
 - a. The Proof of Allah
 - b. The Present One
 - c. The Guided One
 - d. None of the above

5. Occultation, or the time the Imām (‘aj) is hidden, is known as _____.
 - a. Wilādah
 - b. ‘Adālah
 - c. Ṣalāh
 - d. Ghaybah



IMĀM AL-MAHDĪ ('AJ) THE GUIDED ONE

Worksheet 3.7b

Fill in the blanks.

1. Who told Jābir and the man about Imām al-Mahdī (‘aj)?

_____.

2. What does “al-Mahdī” mean? _____

3. Imām al-Mahdī’s (‘aj) presence is like the _____, which

shines even when it is _____.

4. How many Imāms (‘a) did Jābir have the honor of meeting?

_____.

CHAPTER 4

EIDS

Worksheet 4.1

Write the meaning of the following ḥadīth, then learn it.

مَنْ كُنْتُ مَوْلَا فَمَوْلَا مُحَمَّدٍ أَعْلَى مَوْلَا



It means:

Write the 2 things the Noble Prophet (ﷺ) said he was leaving behind.

1. _____
2. _____

Art Extension 4.1

Pledge to My Imām

Materials:

- Pledge template
- Pencils
- Markers
- Scissors
- Glue
- Colored paper

Procedure:

1. In the pledge, write what you pledge, or promise, to do for your Imām (‘a).
2. Color and decorate the page as you like.
3. Now, cut along the dotted line.
4. Glue your pledge in the center of a piece of colored paper, framing the pledge.
5. Decorate the “frame” as you like.

Optional: Teachers may provide other decorating materials for students to use, or assign this as a take-home project so students can get creative on how to frame their pledges.

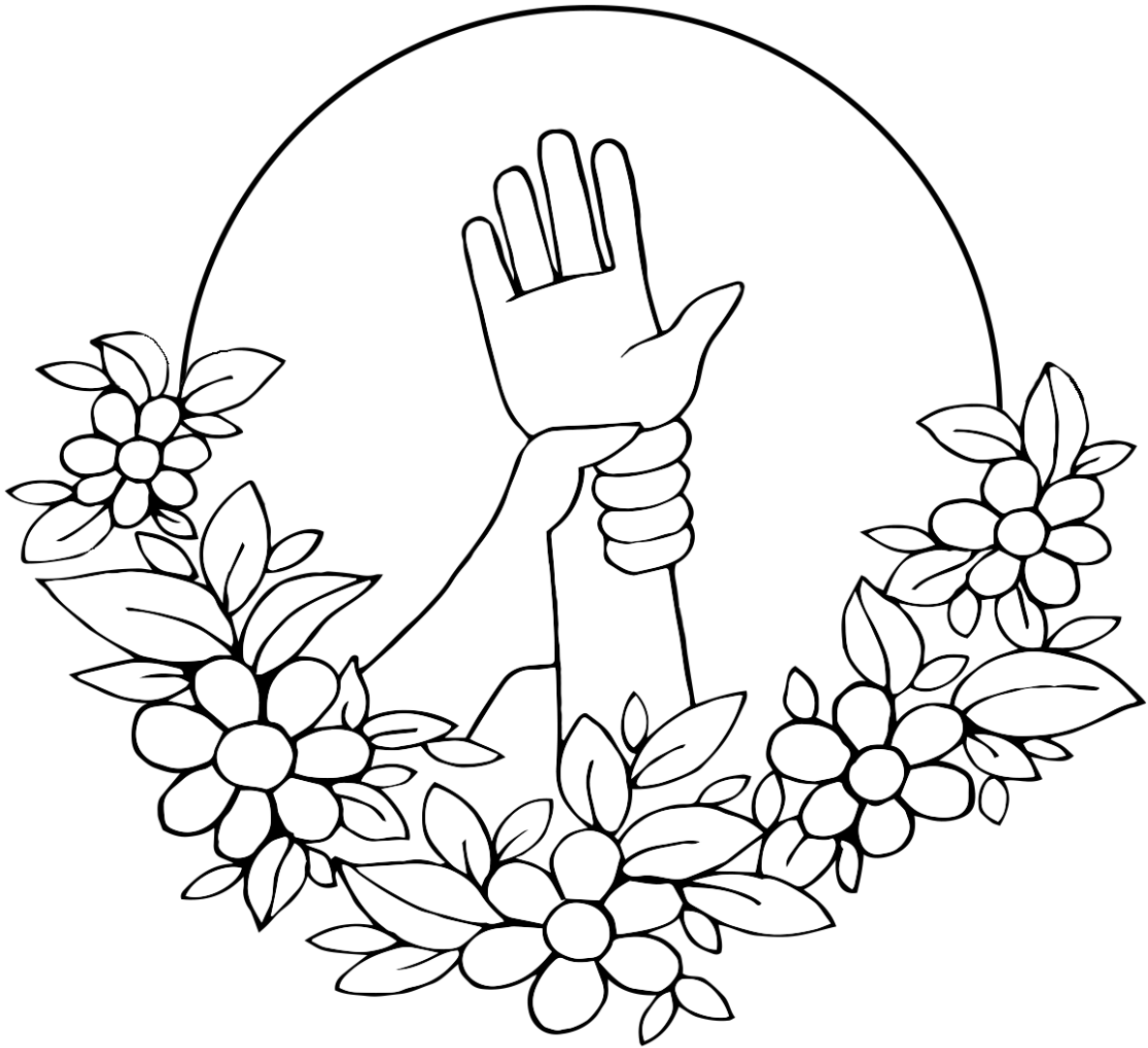
I promise my Imām (‘aj) to...

Handwriting practice lines consisting of seven vertical dashed lines.

THIS PAGE HAS BEEN PURPOSELY
LEFT BLANK

Coloring 4.1

MAN KUNTU MAWLĀHU FA-
HĀDHĀ ‘ALĪYYUN MAWLĀH

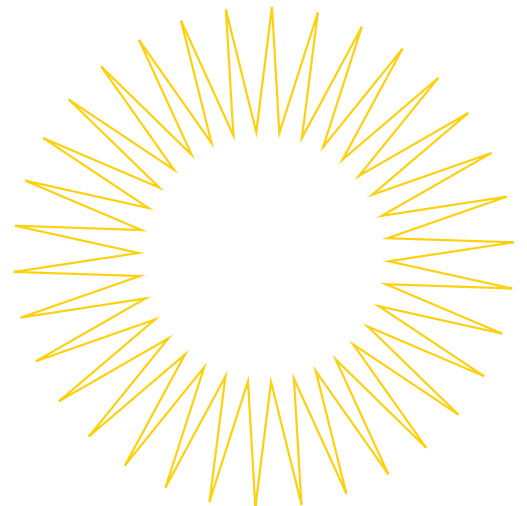
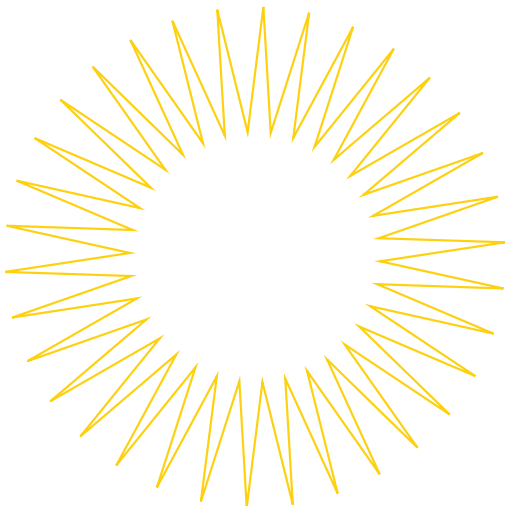
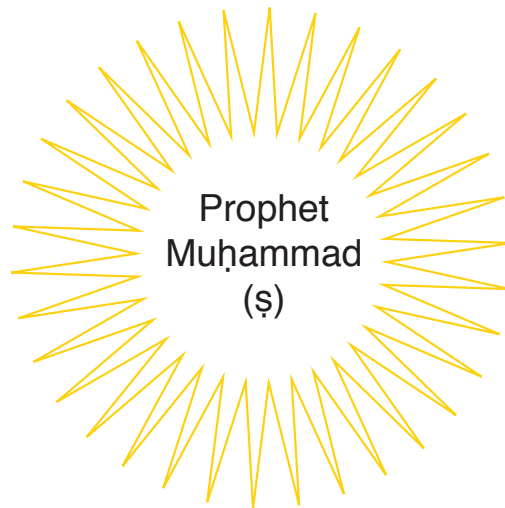
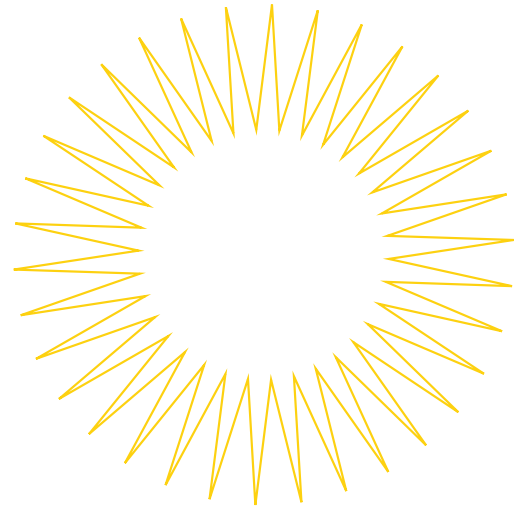
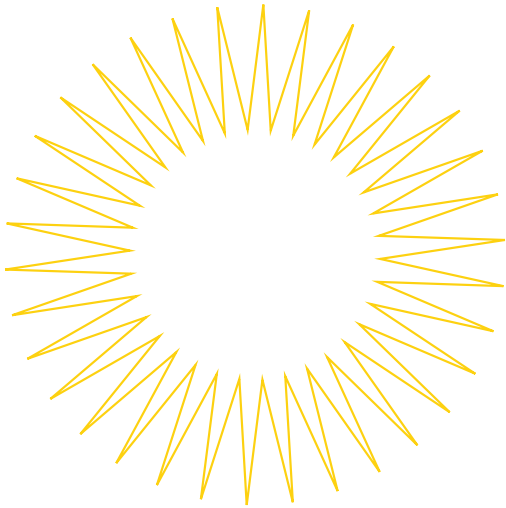


WHOEVER CONSIDERS ME AS THEIR
LEADER, MUST ALSO CONSIDER
IMĀM ‘ALĪ (‘A) AS THEIR LEADER.

Worksheet 4.2

On what date did the event of Mubāhalah occur?

For the challenge of Mubāhalah, the Noble Prophet (ﷺ) came out with 4 people. Write their names in the images below.



CHAPTER 5

**UNDERSTANDING
KARBALA**

Worksheet 5.1

REMEMBERING 'ĀSHŪRĀ'

Fill in the blanks:

1. 'Āshūrā' was the day when Islam was saved by _____
2. Imām 'Alī ('a) said, "Peace be upon you, earth of _____. A group of people (who will be buried in you) will enter straight into Heaven."
3. _____ angels came down from Heaven to help Imām Ḥusayn ('a), but found him already martyred.
4. The Noble Prophet (ṣ) told his wife _____ about the martyrdom of Imām Ḥusayn ('a).
5. _____ used to cry a lot when he remembered 'Āshūrā'.
6. _____ held majālis for women.

Worksheet 5.2

‘ABBĀS BIN ‘ALĪ (‘A)

Answer the following questions.

1. Who were the parents of Ḥaḍrat ‘Abbās (‘a)?

Father _____

Mother _____

2. Who was the niece of Ḥaḍrat ‘Abbās (‘a) for whom he went to get water?

3. Ḥaḍrat ‘Abbās (‘a) had many titles. Write two of them and their meanings.

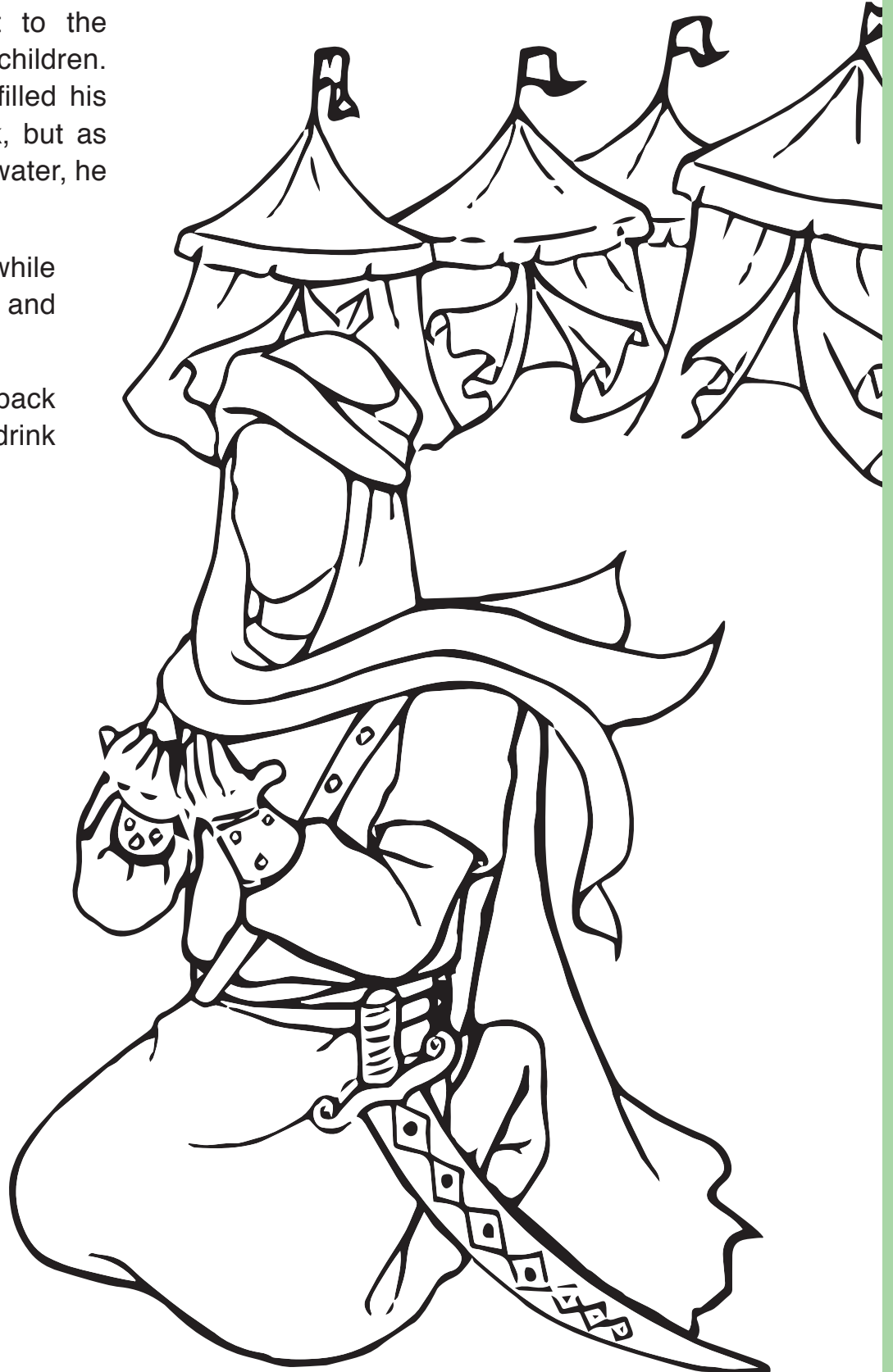
4. Where is Ḥaḍrat ‘Abbās (‘a) buried? _____

Coloring 5.2

Ḥaḍrat ‘Abbās (‘a) went to the river to get water for the children. He was very thirsty and filled his hands with water to drink, but as he was about to drink the water, he thought to himself,

“How can I drink water while my Imām (‘a), the children, and the women are thirsty?”

So, he poured the water back into the river and did not drink any water.



AKHLĀQ
(ETIQUETTE)

Ḥadīth Time 1.1

The Noble Prophet (ﷺ) has said:

مَنْ أَرْضَى وَالِدَيْهِ فَقَدْ أَرْضَى اللَّهَ

Whoever makes his mother and father happy has indeed made Allah happy.

Kanz ul-Ummāl, Vol. 12



Qur'ān Connection 1.1

PRAYING FOR PARENTS



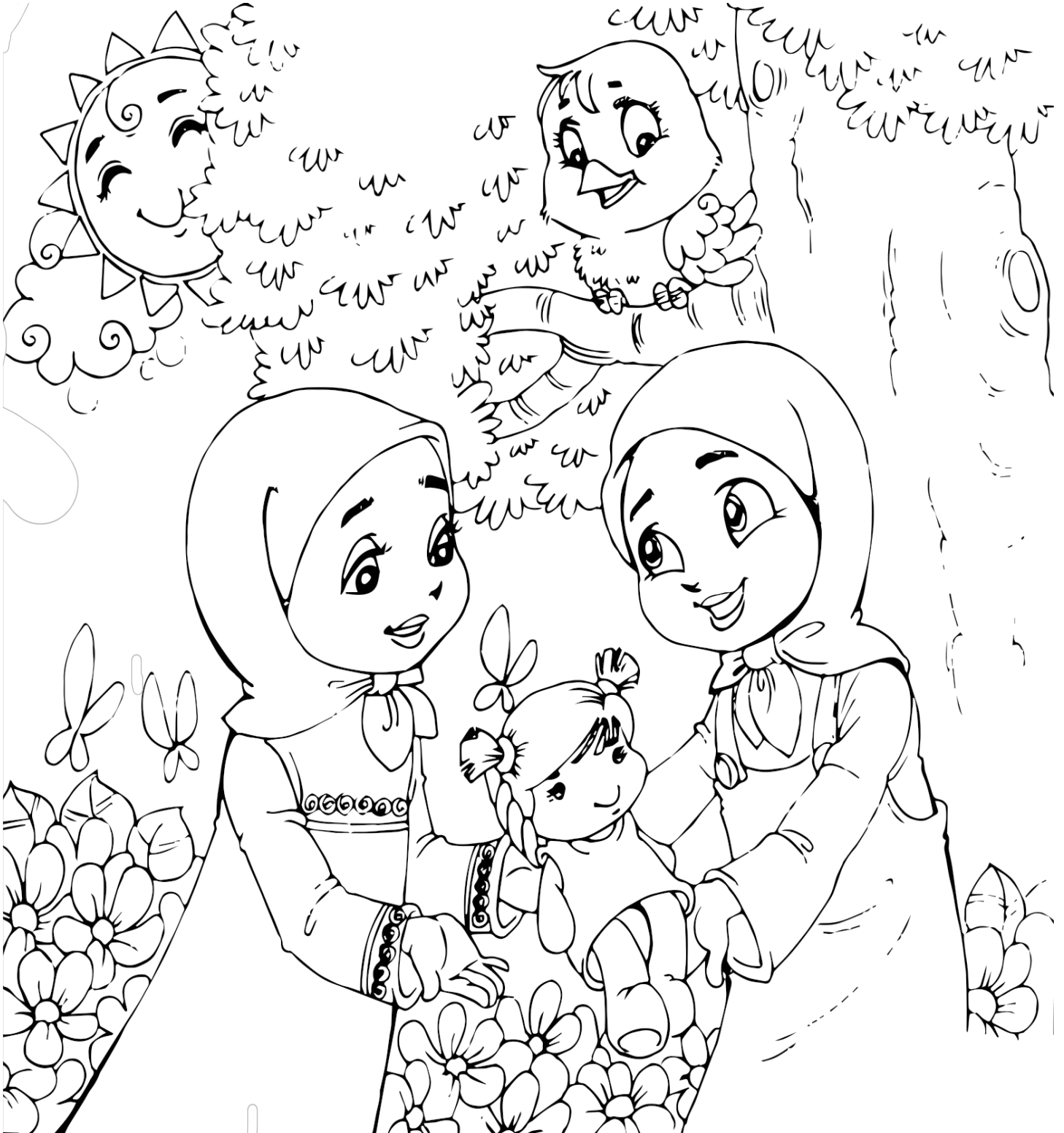
And say,
"O my
Lord! have
mercy on
them (my
parents) just
like they
took care of
me when I
was small"

Sūrah al-Isrā', Verse 24
(17:24)

﴿وَقُلْ رَبِّ ارْحَمْهُمَا كَمَا رَبَّيَانِي صَغِيرًا﴾

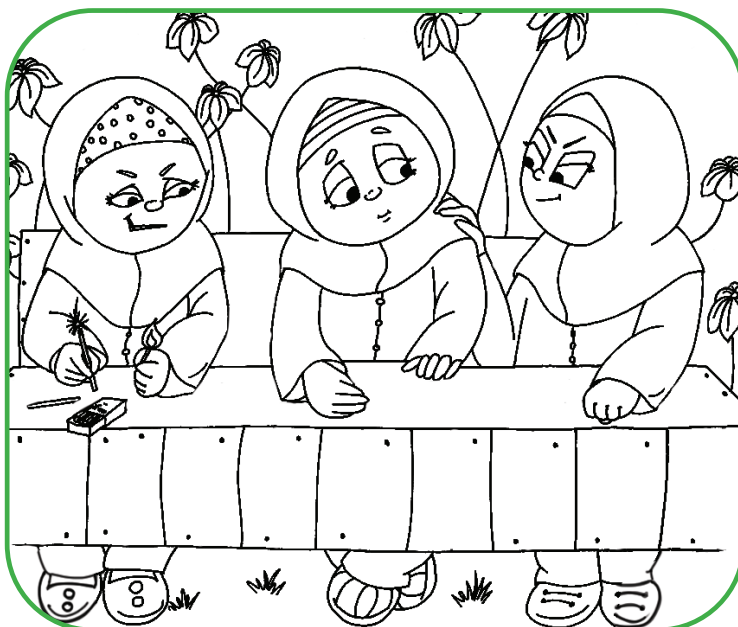
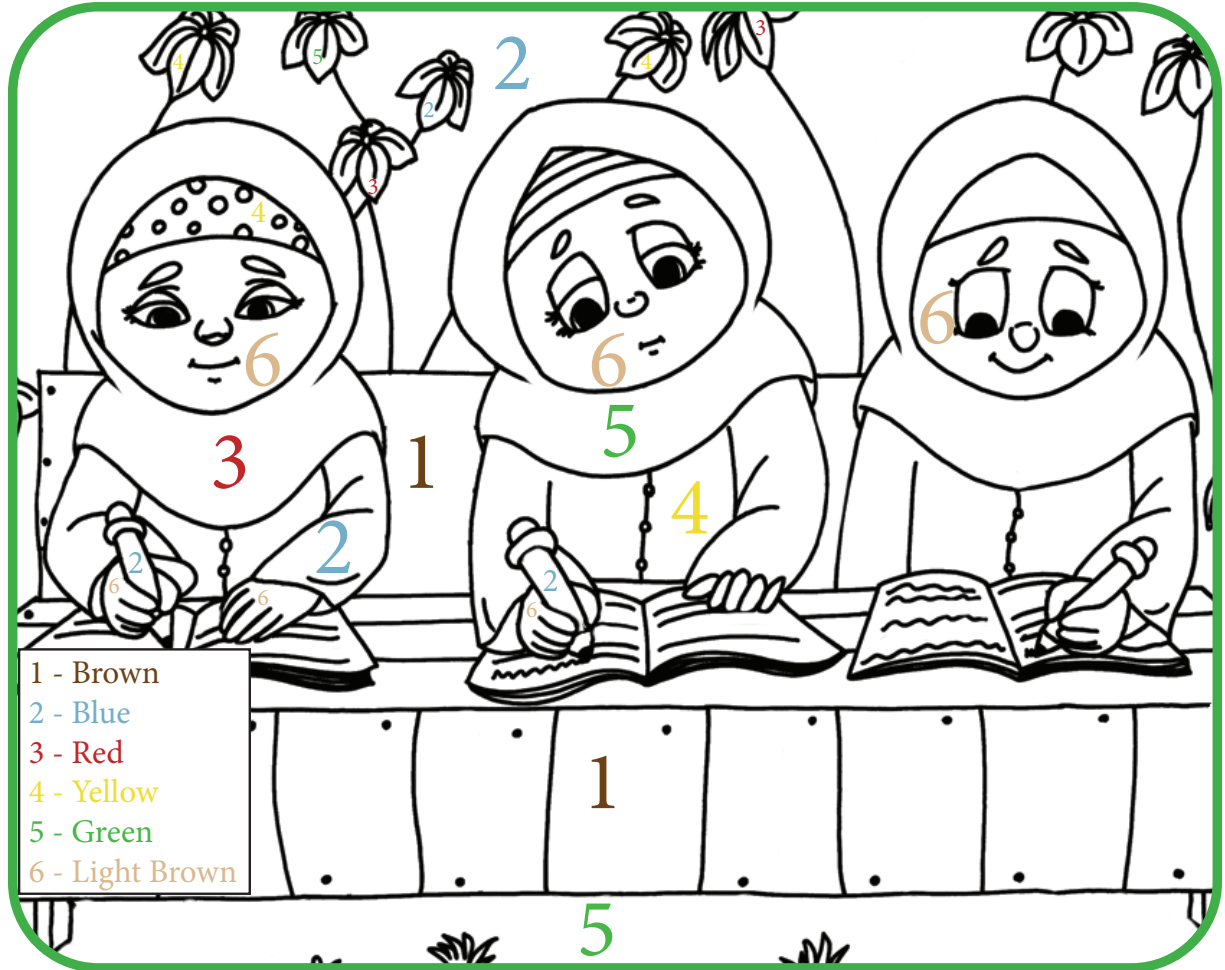
Wa qur-rabbir-ḥamhumā kamā rabbayānī ṣaghīrā

Coloring 2.1



Coloring 3.1

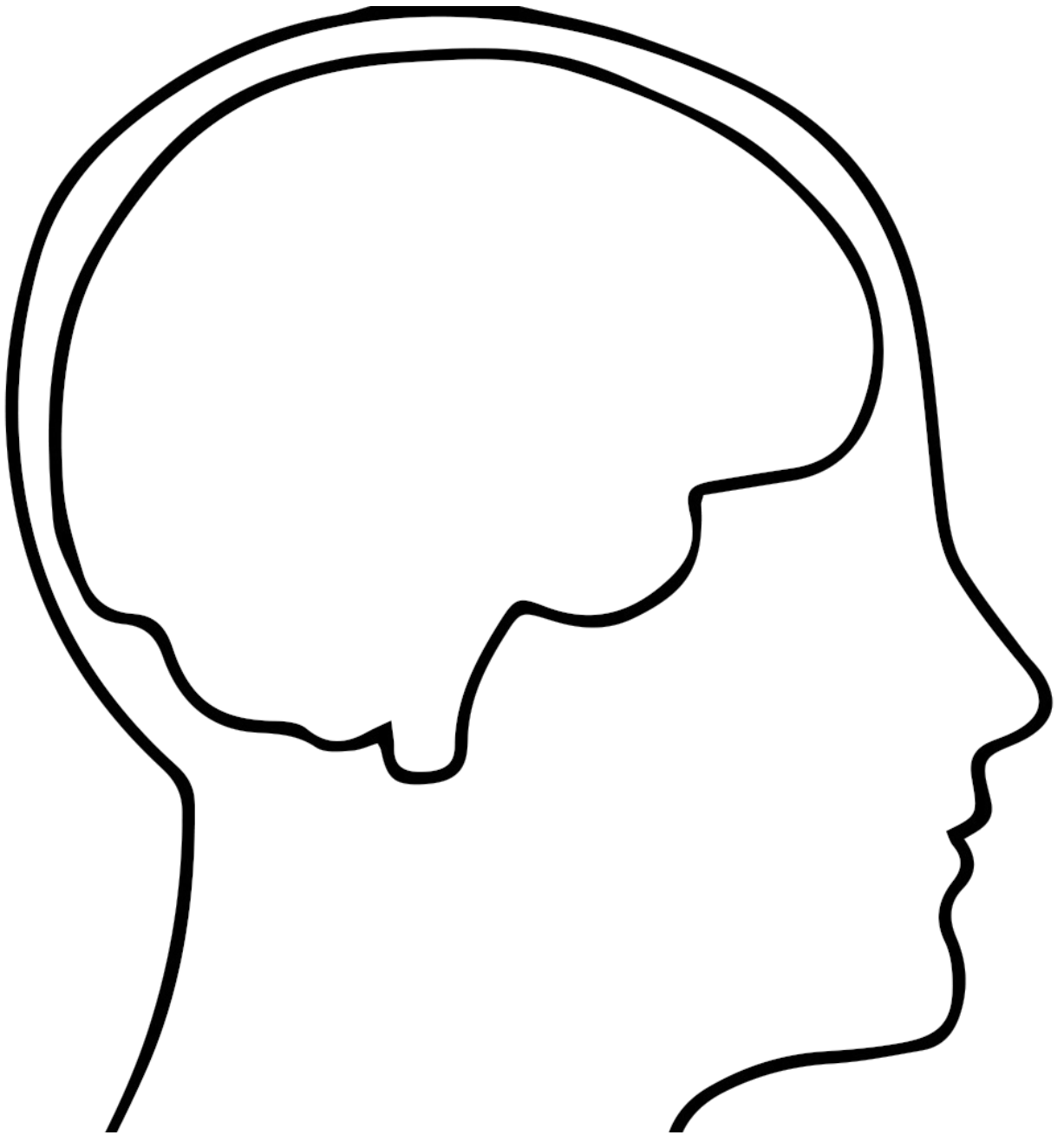
COLOR BY NUMBERS



How are the little girls not following the adith?

Worksheet 4.1

In the brain image below, write good manners of speaking.



Qur'ān Connection 4.1

LESSON 12: SPEAKING KINDLY



And speak
to people
nicely

Sūrah al-Baqarah, Verse 83
(2:83)

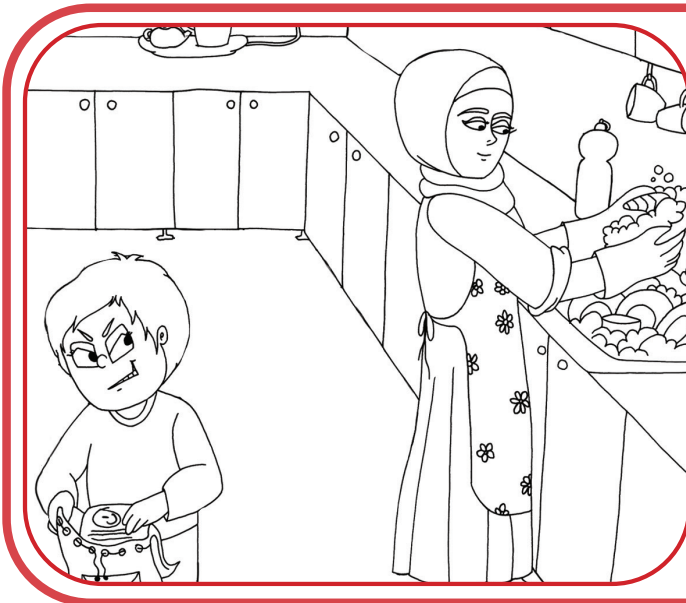
﴿ وَقُولُوا لِلنَّاسِ حُسْنًا ﴾

Wa qūlū linnāsi ḥusnā

Coloring 5.1

COLOR AND CROSS

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



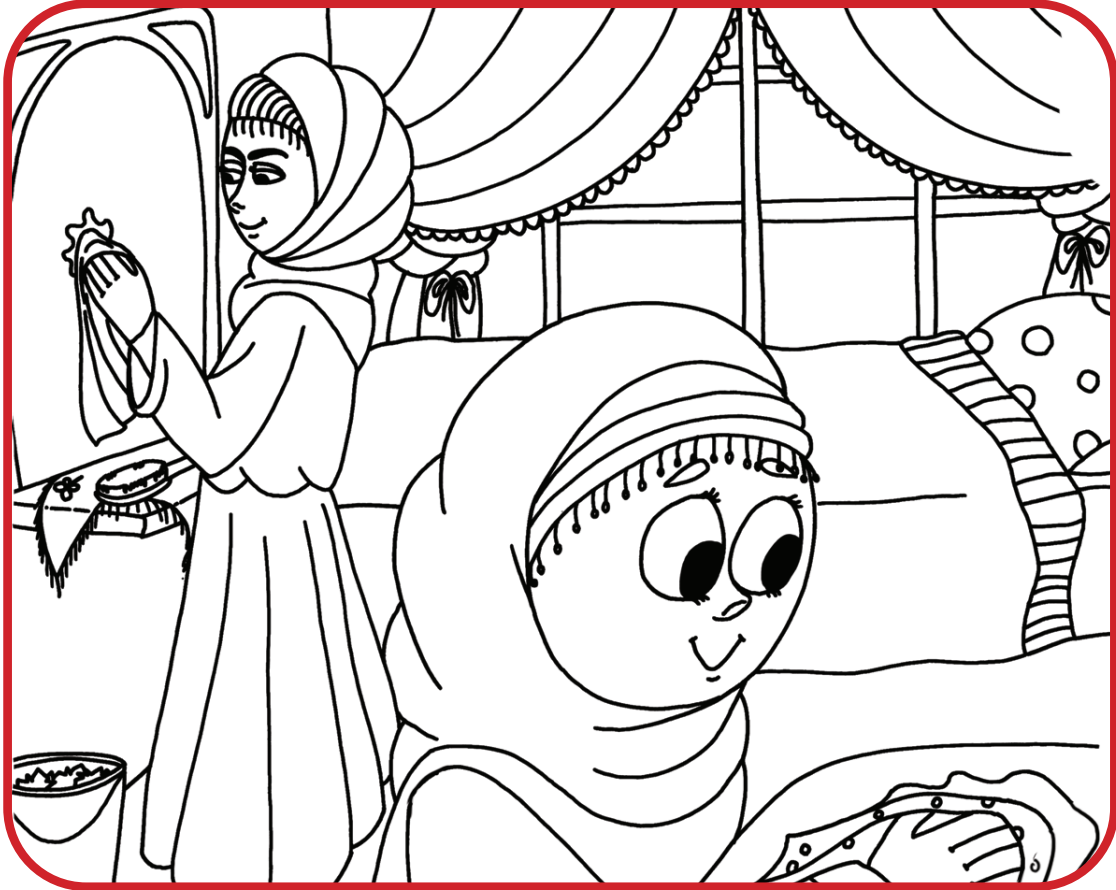
DISCUSS

How is the little boy not following the adīth?

Coloring 6.1

COLOR AND CROSS

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



DISCUSS

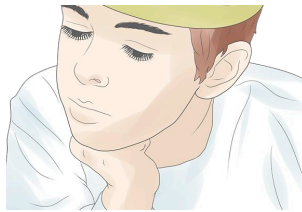
How is the little girl not following the adith?

Worksheet 7.1

Draw all the things you should do before you go to sleep and when you wake up.

BEFORE SLEEPING

Think of all the good
and bad deeds



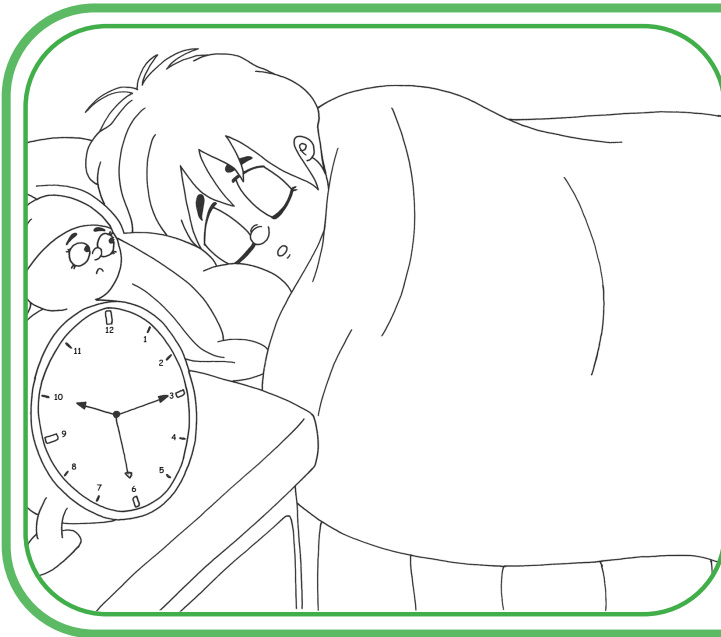
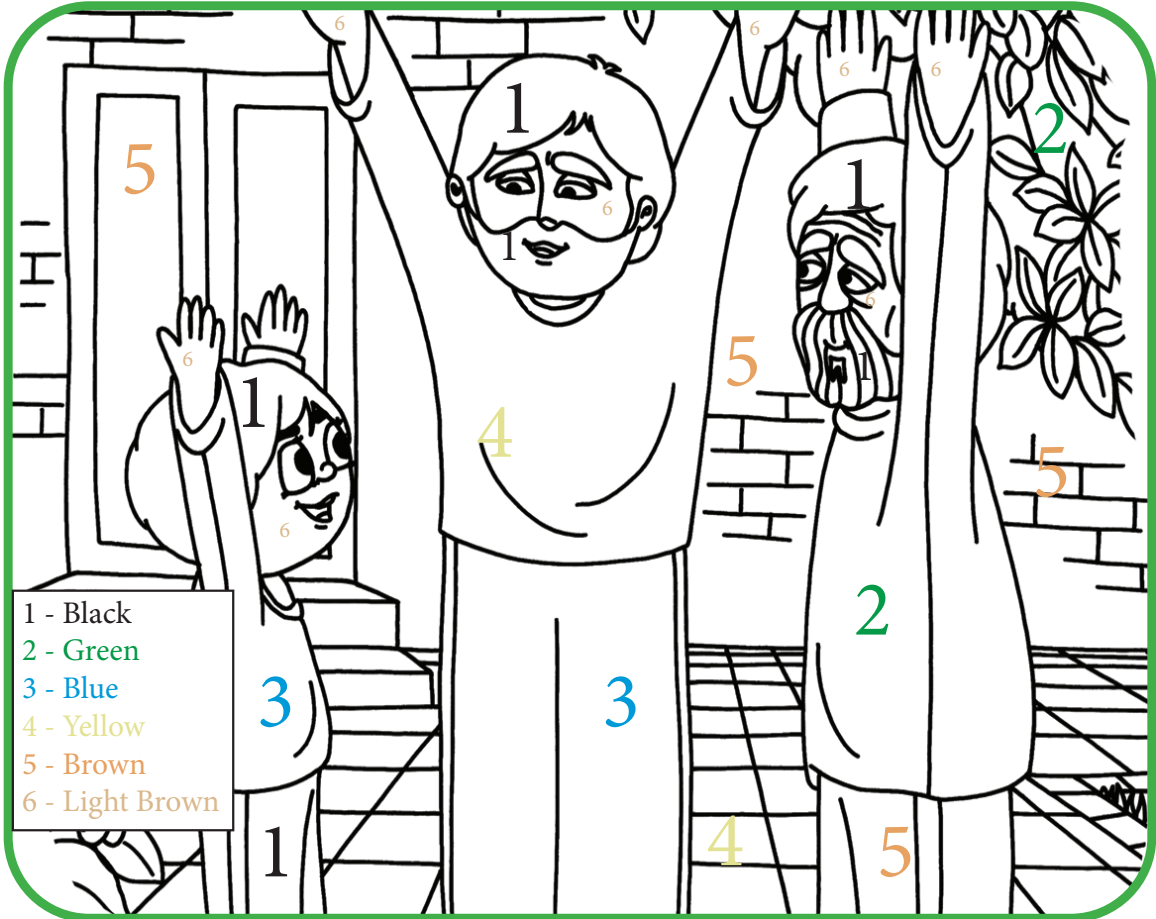
AFTER WAKING UP

Bismillāh



Coloring 7.1

COLOR BY NUMBERS



How is the little boy not following the adith?

Coloring 8.1



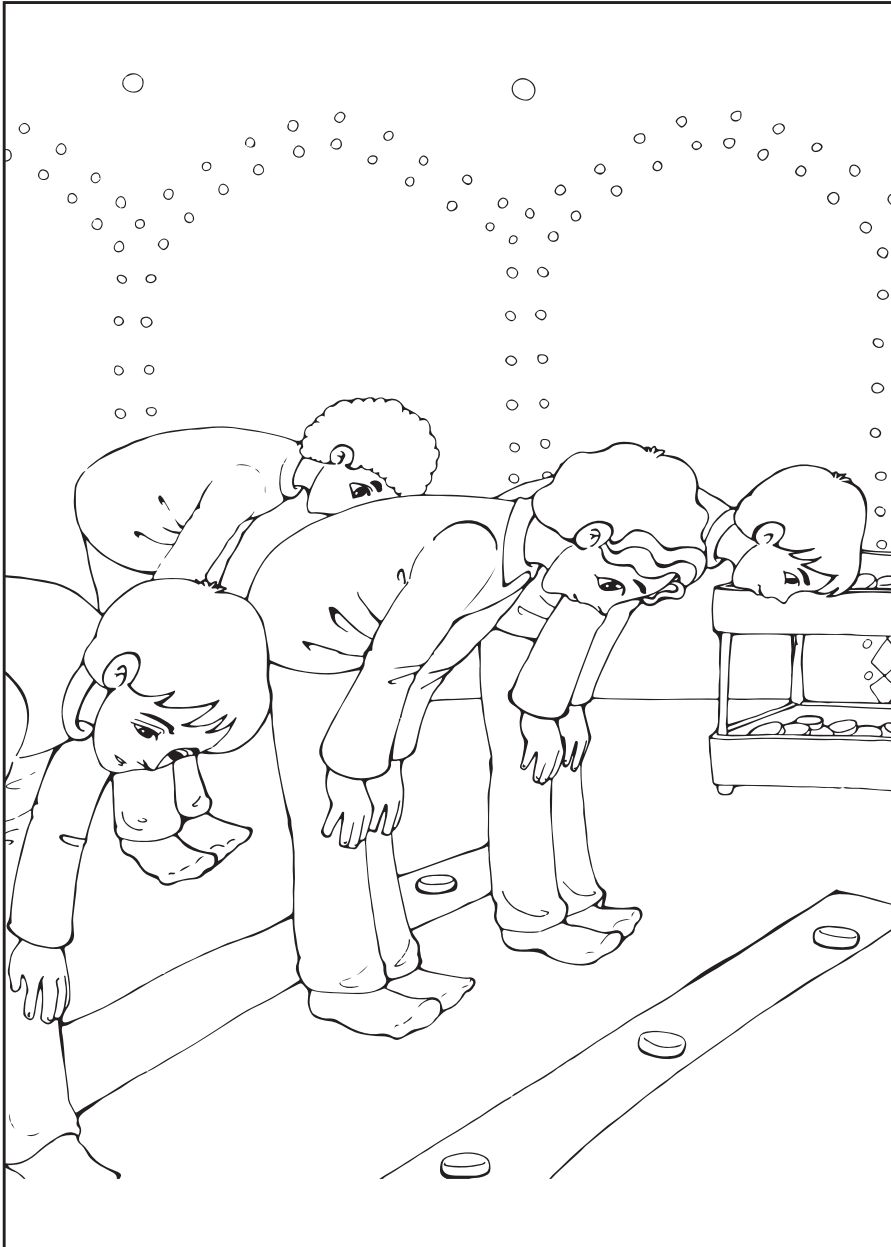
Worksheet 9.1

Below are the actions that you should do at the masjid/Islamic center and the actions that you should not do. Cross out the ones that you should not do.

<p>Reciting tasbīḥ</p> 	<p>Thinking about Allah and your actions</p> 	<p>Praying ṣalāh</p> 	<p>Reading books in the library</p> 
<p>Reading ziyārāt of 14 Ma'ṣūmīn</p> 	<p>Helping cleaning</p> 	<p>Gossiping and backbiting</p> 	<p>Reading the Noble Qur'ān</p> 
<p>Greeting other muslims</p> 	<p>Making du'ā (prayers)</p> 	<p>Listening to gossip</p> 	<p>Putting money in the charity box</p> 
<p>Helping in giving out food</p> 	<p>Yelling or Fighting</p> 	<p>Putting garbage in the trash can</p> 	<p>Bonding with your family</p> 

Qur'ān Connection 9.1

CONGREGATIONAL (JAMĀ'AH) PRAYERS



And bow
down with
those who
bow down
in worship

Sūrah al-Baqarah, Verse 43
(2:43)

﴿وَأَزْكَوْا مَعَ الرَّاٰكِعِيْنَ﴾

Warka'ū ma'ar-rāki'in

STEPS TO PERFECTION

An Islamic Curriculum For Children

The *Steps to Perfection* 2nd 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 the Uṣūl ad-Dīn (Roots of Religion), and then further explores the tenets of Nabūwwah and Imāmah. It also features an introduction to the importance of learning the Qur'ān. The fiqh unit consists of relevant topics, with integrated activities, to make the concepts more interactive, tangible, and practical for students. The history section continues to introduce 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 second grade, the students learn about the last seven Ma'ṣūmīn (ʿa). The akhlāq section has been made aesthetically-pleasing through colorful illustrations, aḥādīth, and āyāt from the Qur'ān that delve into topics such as speaking etiquette and manners toward others.



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