

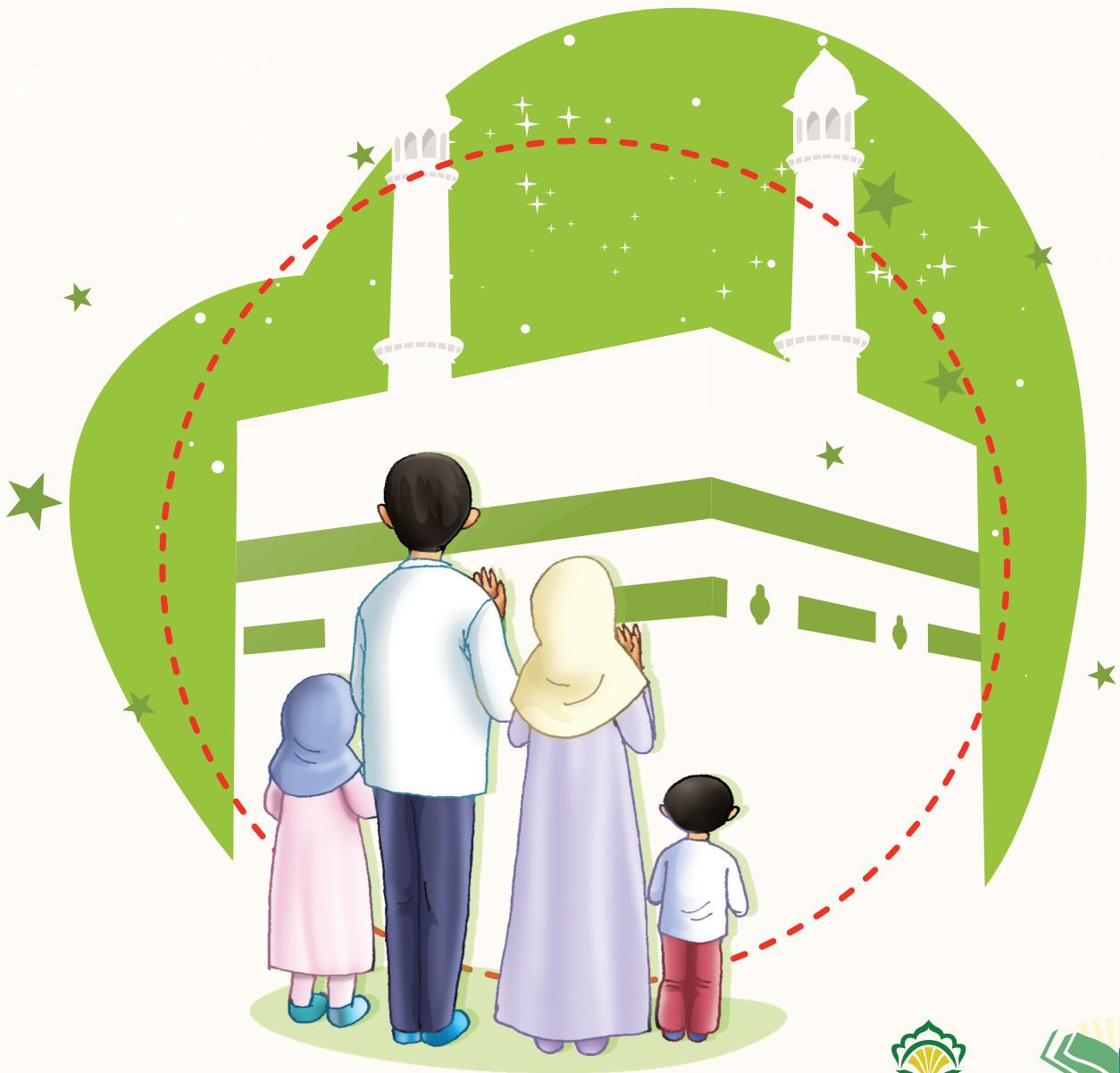
STEPS TO PERFECTION

GRADE

3

An Islamic Curriculum For Children

STUDENT WORKBOOK



Under the Guidance of
NABI R. MIR (ABIDI)



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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

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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 (ﷺ).

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	ʿ
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 iḍāfah)
ص	ṣ	ة	t (with iḍāfah)

اَ	a	آ / آ / آ	ā
اِ	i	يِ	ī
اُ	u	وِ	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.

Transliteration Practice

For each of the Arabic letters below, write their English transliteration:

1. م _____
2. ص _____
3. ح _____
4. ط _____
5. ء _____

Match each of the Arabic words below with their English transliteration:

- | | |
|------------|----------|
| 6. إِمَام | a. Raḥīm |
| 7. رَحِيم | b. Wuḍū' |
| 8. عَظِيم | c. Imām |
| 9. عَلِي | d. 'Alā |
| 10. وُضُوء | e. 'Aẓīm |

Transliterate the following words:

11. نَبِي _____
12. حَجّ _____
13. خُمْس _____
14. جَنَّة _____
15. ذِكْر _____

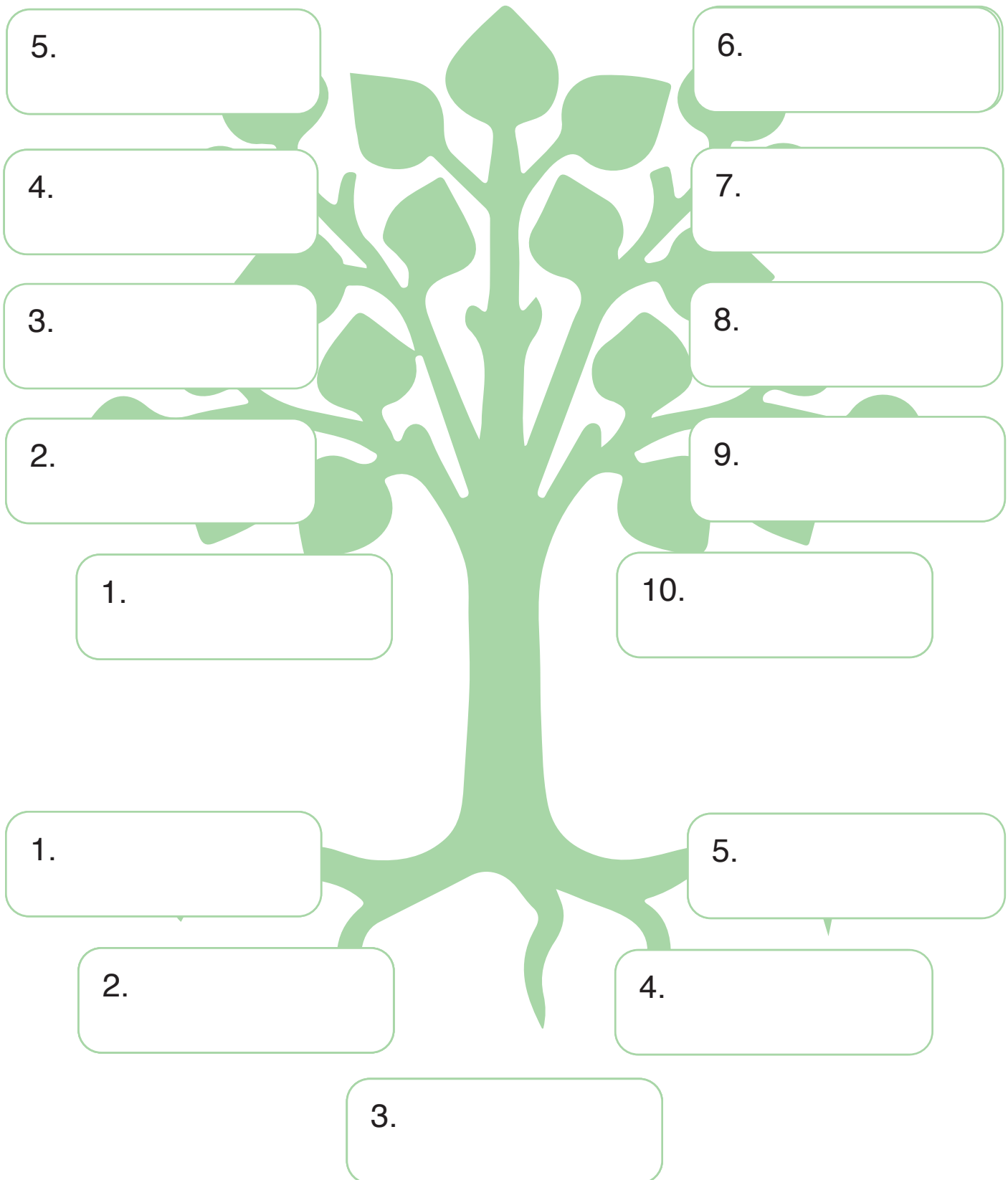
‘AQĀ’ID
(BELIEFS)



CHAPTER 1
THE TREE OF
ISLAM

Worksheet 1.1a

Complete the tree of Islam by filling in the roots and branches.



Worksheet 1.1b

Which of the Uṣūl ad-Dīn / Furū' ad-Dīn am I?

1. I am the first root of Islam, which means that Allah is one. Who am I?

2. My branch means that we should invite others to do good deeds. Who am I?

3. I am the fifth root of Islam. If you believe in me, you believe in the Day of Judgment. Who am I?

4. According to my branch, you should go to Mecca for pilgrimage. Who am I?

5. I am the root of Islam that means that Allah is always just (fair). Who am I?

6. My branch means that you should give 1/5 of your savings to charity. Who am I?

7. I tell you that you should love the Ahl al-Bayt (‘a) and follow their teachings. Who am I?



CHAPTER 2
TAWHĪD

Worksheet 2.1a

1. When Prophet Muḥammad (ṣ) left for Medina, I slept in his bed in Mecca to pretend I was him. Even though I was endangering my own life, I was submitting to the will of Allah to save my Prophet (ṣ). Who am I?

2. In Karbala, even though I had a much smaller army than the enemies of Islam, I submitted to the will of Allah and fought for the truth. Who am I?

3. I took care of all the women and children in Karbala and continued the mission of Karbala by submitting to the will of Allah. I was killed because I had to stand up for Islam

4. I ignored disrespect from an old woman (throwing garbage at me) and showed the good akhlāq of Muslims who submit to Allah. Who am I?

5. I patiently watched as my family members were martyred one by one in Karbala. I continued the mission of Karbala through amr bil ma'rūf. It was all to please Allah and submit to His will. Who am I?

6. In Sūrah al-Insān, Allah says, "They gave food for the love of Allah to the poor, the orphan, and the prisoner, (saying), 'We feed you for the sake of Allah. We do not want any reward from you or (even) thanks!'" Who are we?

Worksheet 2.1b

CRITICAL THINKING

What would be an example of submission to Allah in each of these circumstances?

1. Your non-Muslim neighbor invites you to his/her house to play. After playing, you are hungry and your friend offers you a juicy hamburger, but it's not ḥalāl. You are really curious about how it tastes, and don't want to disappoint your friend. What do you do?

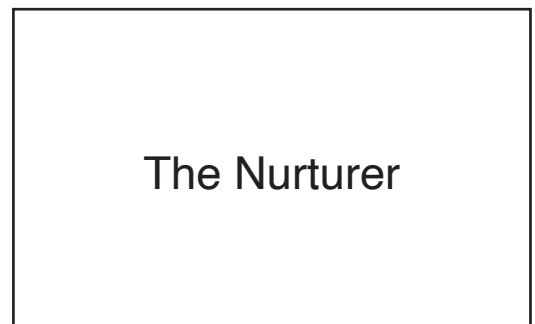
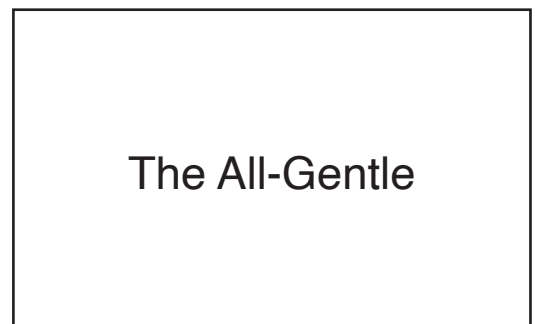
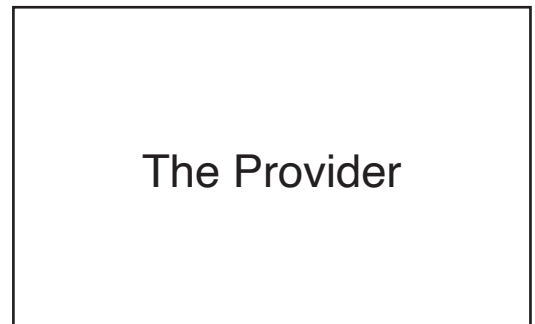
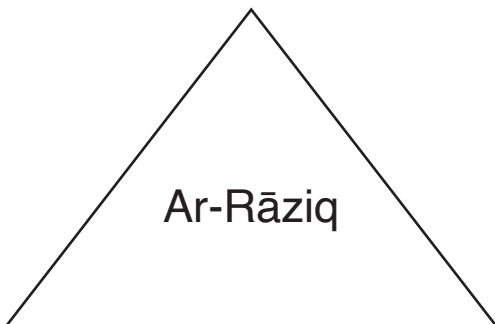
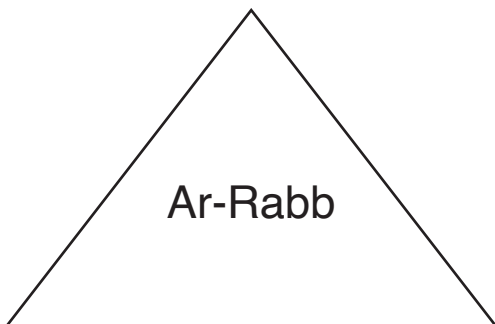
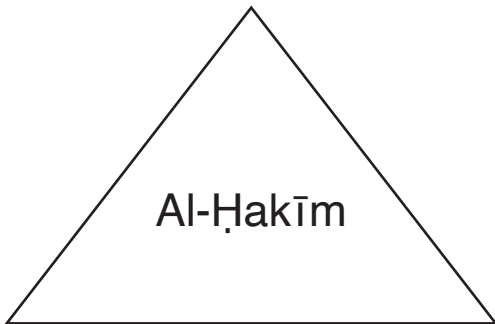
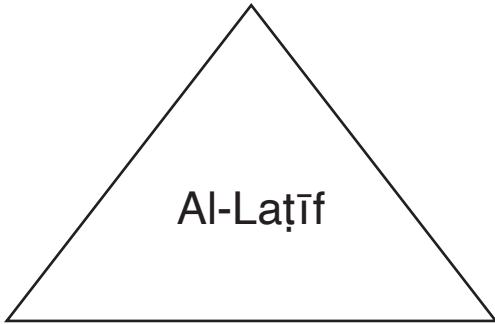
2. You heard some new swear words in school. All the kids use them. You want to fit in. What do you do?

3. Your mother tells you to finish your homework before watching TV. She then goes out shopping while you are at home. You really want to watch a 30 minute show right away, but you have 2 hours of homework. What do you do?

4. At lunchtime in school, you are standing in line to buy a snack and someone cuts in front of you. How do you react with good akhlāq?

Worksheet 2.2

Match the name of Allah with its meaning.



Worksheet 2.3

وَهُوَ اللَّطِيفُ الْخَبِيرُ

HE IS THE
ALL-GENTLE AND
ALL-AWARE

Sūrah al-Mulk, Verse 14

Write the meaning of the ayah below:

Worksheet 2.4

Answer the questions below.

1. Al-Ḥakīm means that Allah is:
 - a. The All-Knowledgeable
 - b. The All-Merciful
 - c. The All-Wise
 - d. The All-Kind

2. Allah's wisdom is a combination of His:
 - a. Mercy and Knowledge
 - b. Mercy and Wisdom
 - c. Wisdom and Sight
 - d. Awareness and Knowledge

3. According to Allamah Tabatabai, wisdom is something that is muḥkam or:
 - a. Weak
 - b. Sturdy
 - c. Flat
 - d. Straight

4. An example of something that is muḥkam is:
 - a. Jello
 - b. A cake
 - c. The Qur'ān
 - d. A water bottle

5. Allah uses His wisdom to guide us to:
 - a. Bad deeds
 - b. Jahannam
 - c. Jannah

Worksheet 2.5

Answer the questions below.

1. Ar-Rāziq means that Allah is:
 - a. The Kind
 - b. The Provider
 - c. The Giver
 - d. The All-Gentle

2. Which of the following is an example of something Allah provides for us?
 - a. Clothes
 - b. Food
 - c. Home
 - d. All of the above

3. True or False: We should use everything Allah gives us in a ḥarām way.
 - a. True
 - b. False

4. Why did the ant go into the frog's mouth?
 - a. He wanted to swim
 - b. The frog ate him
 - c. He was taking food to a worm
 - d. He was going home

5. When the worm got its food, what did it say?
 - a. Thanks a lot, ant!
 - b. Allah always forgets about me!
 - c. Yay, food!
 - d. May Allah have mercy on all of the believers.

Art Extension 2.6

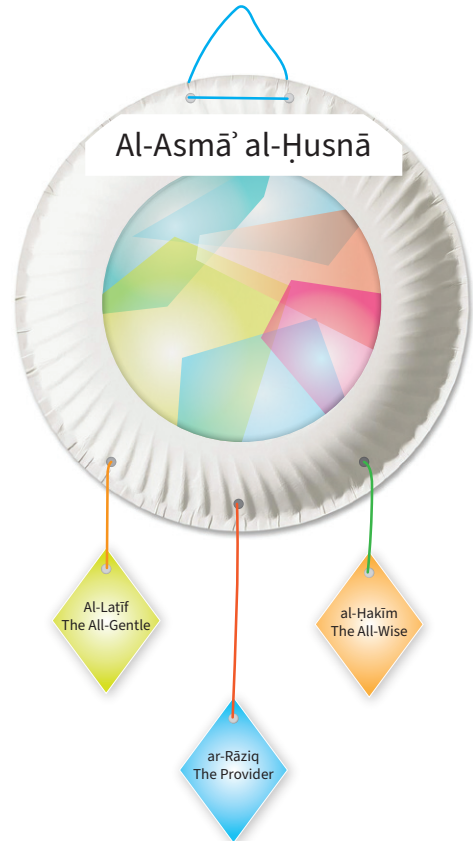
SUNCATCHERS

Materials:

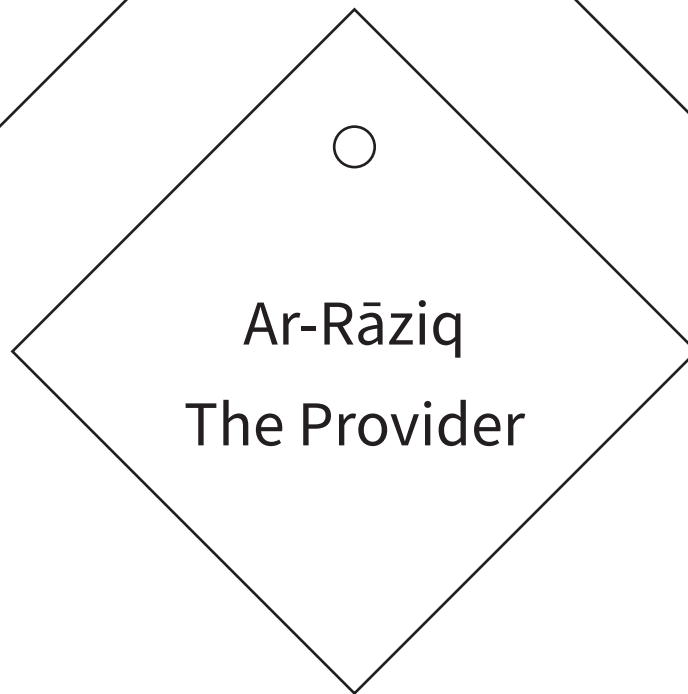
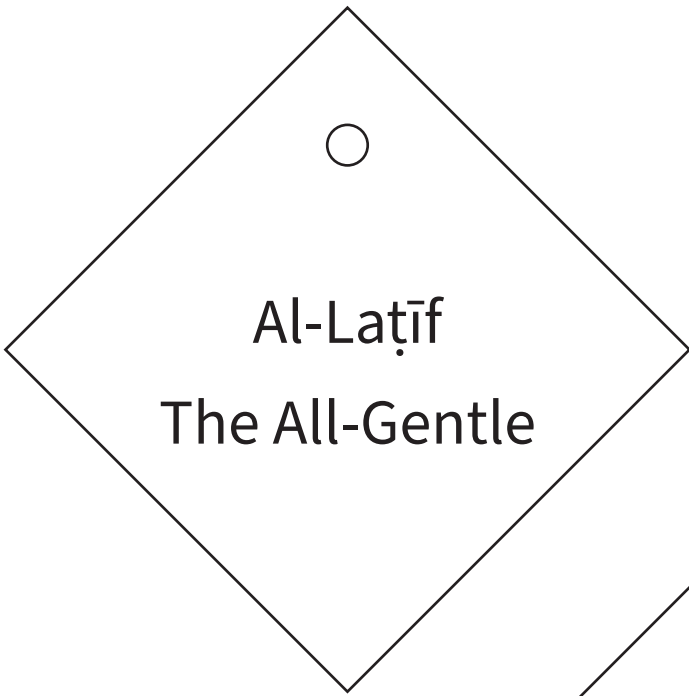
- Al-Asmā' al-Ḥusnā template
- Paper plates
- Colored tissue paper
- Single hole puncher
- Scissors
- Glue/tape
- String
- Markers/colored pencils

Procedure:

1. Take the paper plate and carefully cut out the middle (the solid center with no ridges).
2. Then, glue or tape a piece of colored tissue paper on the back of the paper plate, covering the hole (the back is the bottom of the plate).
3. Flip the plate over so that the tissue paper is faced down. Color and decorate the frame however you like (Optional: use paint).
4. Next, cut out the names of Allah and the “Al-Asmā' al-Ḥusnā” boxes seen on the next page.
5. Glue the title on the top of the paper plate; do not glue on top of the tissue paper.
6. Punch a hole through the small circles on the 3 boxes.
7. Then, punch 3 holes anywhere at the bottom of the paper plate.
8. Put a string through one hole of the paper plate and the other end through the box with the name.
9. Next, punch 2 holes at the top of the paper plate.
10. Put a string through those 2 holes; it should make a triangle when the two ends are tied together. This is where you will hang the suncatcher from.
11. Optional: be creative with the tissue paper by using multiple colors and creating a pattern/ design.



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Al-Asmā' al-Ḥusnā

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CHAPTER 3
‘ADĀLAH

Worksheet 3.1

Answer the following questions.

1. ‘Adālah means that Allah is _____.
 - a. Just
 - b. Fair
 - c. Unfair
 - d. Both A and B

2. Justice means _____.
 - a. Allah does what we think is fair
 - b. Putting everything in its correct place
 - c. Putting everything where you want
 - d. Allah does not do anything that is fair

3. Allah is _____, the All-Knowledgeable.
 - a. al-Khāliq
 - b. al-Laṭīf
 - c. al-‘Alīm
 - d. al-Ḥakīm

4. Allah is also _____, the All-Wise.
 - a. al-Khāliq
 - b. al-Laṭīf
 - c. al-‘Alīm
 - d. al-Ḥakīm



CHAPTER 4
NABŪWWAH

Worksheet 4.1

Circle the correct answers.

1. Prophets are Ma'ṣūm (sinless).
 - a. True
 - b. False

2. Prophets were sent to guide us.
 - a. True
 - b. False

3. Why do Prophets have to be Ma'ṣūm (sinless)?
 - a. So that people would listen to them.
 - b. So that they can be popular.
 - c. So that they don't have to pretend to follow Allah.

4. How were Prophets chosen?
 - a. Anybody who passed Allah's written exam became a Prophet.
 - b. Those individuals who were the most perfect at that time were chosen to be the Prophet.
 - c. Those individuals who were well liked by people were chosen to be the Prophet.

5. Nabūwwah is the _____ of the Uṣūl ad-Dīn.
 - a. 1st
 - b. 2nd
 - c. 3rd
 - d. 5th



CHAPTER 5
IMĀMAH

Worksheet 5.1

Fill in the missing Imāms (‘a).

1. Imām ‘Alī (‘a)

2. _____

3. _____

4. _____

5. Imām Muḥammad al-_____

6. _____

7. _____

8. _____

9. Imām Muḥammad at-_____

10. _____

11. Imām Ḥasan al-_____

12. _____

Worksheet 5.2

Match each title of the 12th Imām (‘aj) with its meaning.



The Guided One



The Proof of Allah



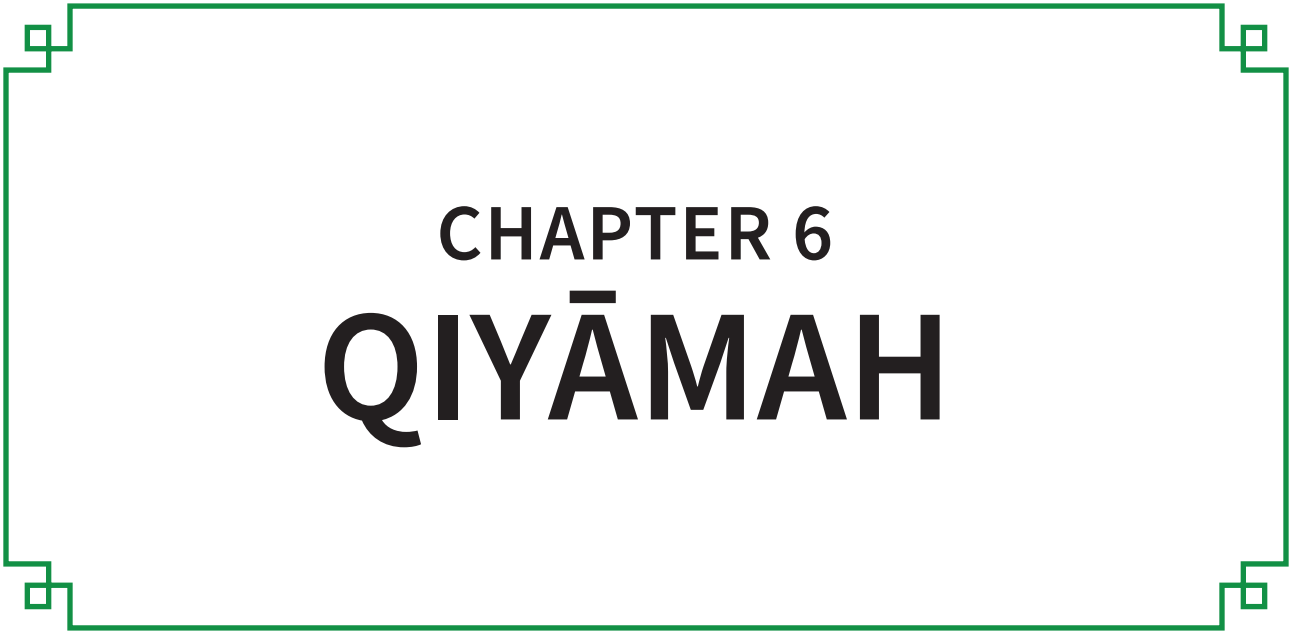
Master of the Time

Coloring 5.3

Allāhumma ‘ajjil li walīyyikal-faraj

“O Allah, make things easy for your Walī (the one who is close to Allah) and let him return even sooner!”





CHAPTER 6
QIYĀMAH

Worksheet 6.1

Fill in the blanks using the words in the box below.

1. A _____ is what a person gets for doing a bad deed.
2. On the Day of _____, we will see the blessings or sins we have.
3. _____ means turning to Allah and asking Him for forgiveness.
4. On the Day of Judgment, after people have been purified of their sins, they will go to _____.
5. _____ is the All-Forgiving and All-Merciful.

Allah

Sin

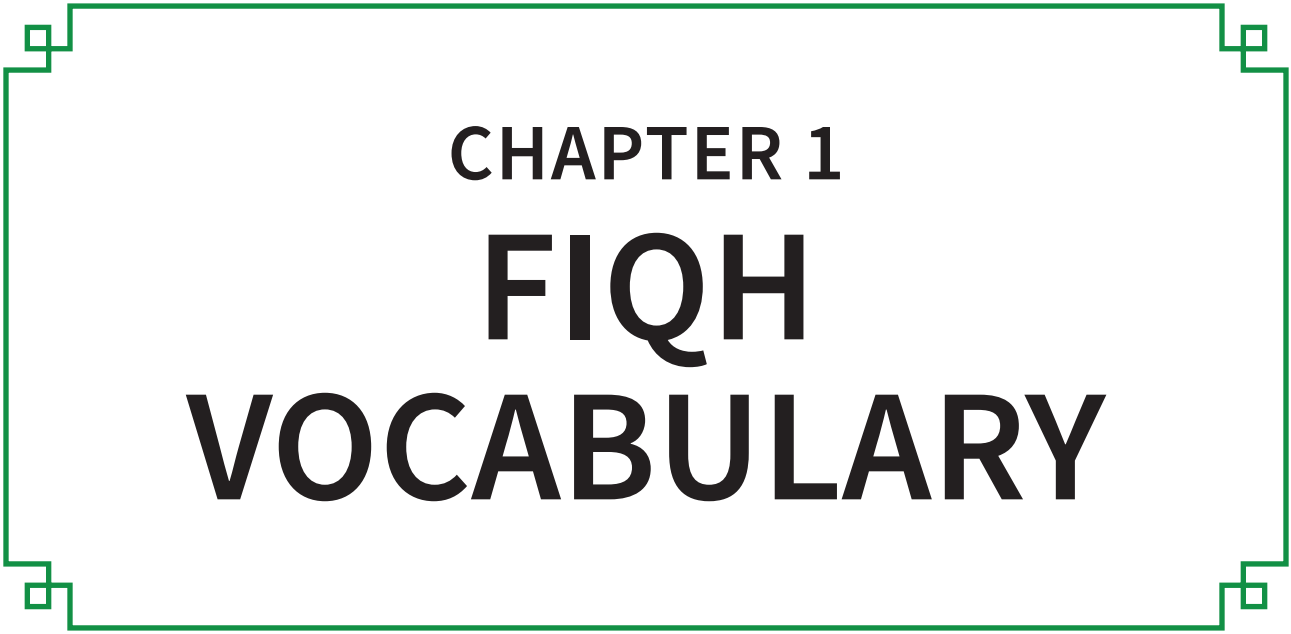
Judgment

Jannah

Tawbah

FIQH

(ISLAMIC LAWS)



CHAPTER 1
FIQH
VOCABULARY

Worksheet 1.1

Find the right word and circle it:

1. An act that you have to do is:
 - a. mustaḥab
 - b. wājib
 - c. mubāḥ
 - d. ḥarām
 - e. makrūh

2. An act that is good to do because it makes Allah happy is:
 - a. mustaḥab
 - b. wājib
 - c. mubāḥ
 - d. ḥarām
 - e. makrūh

3. We should try not to do this type of action because it is not liked by Allah:
 - a. mustaḥab
 - b. wājib
 - c. mubāḥ
 - d. ḥarām
 - e. makrūh

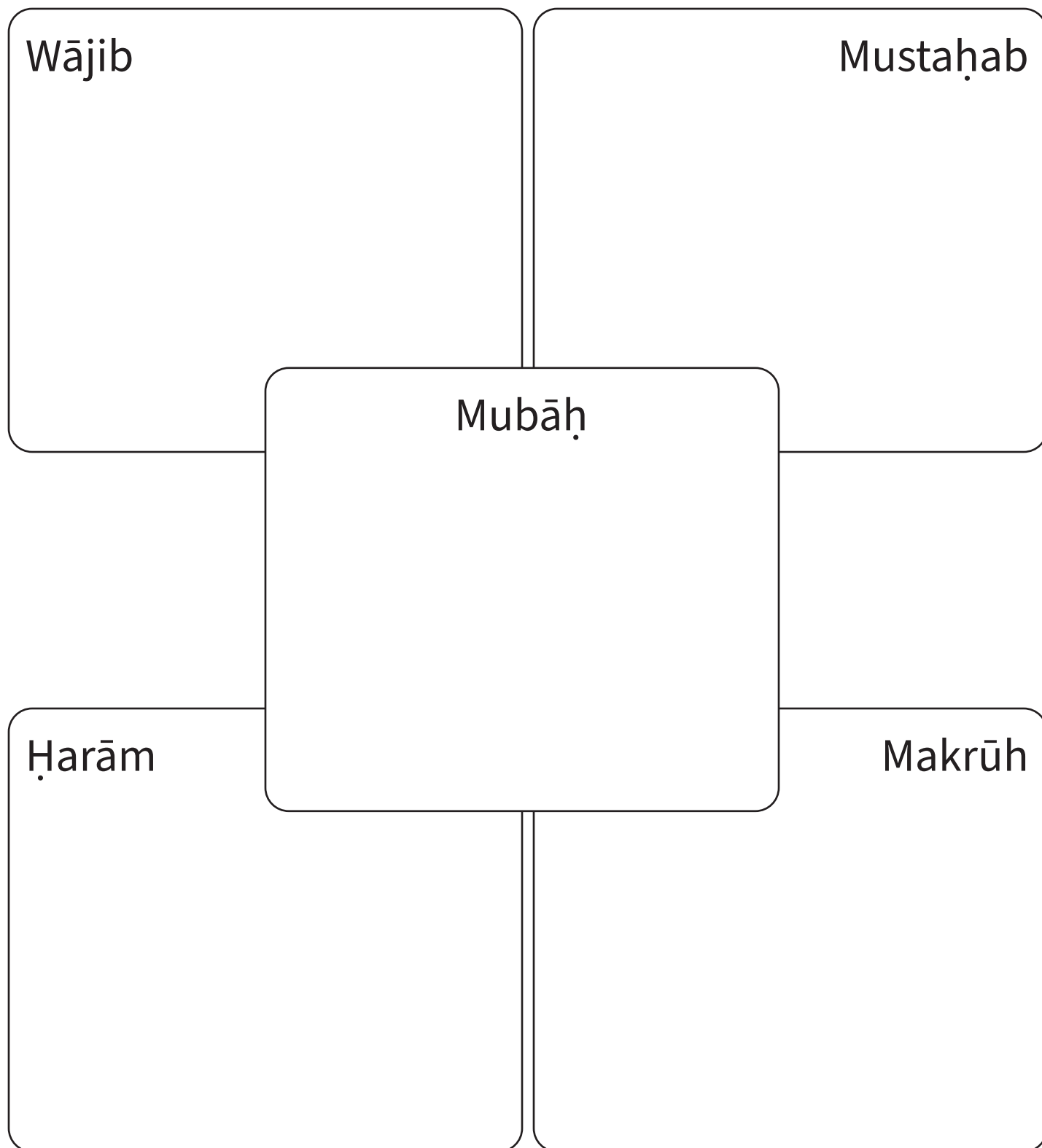
4. A forbidden act is:
 - a. mustaḥab
 - b. wājib
 - c. mubāḥ
 - d. ḥarām
 - e. makrūh

5. An act that we are allowed to do is:
 - a. mustaḥab
 - b. wājib
 - c. mubāḥ
 - d. ḥarām
 - e. makrūh

Art Extension 1.1

FIQH VOCABULARY

Draw or write an example for each.





CHAPTER 3
WUḌŪ'

Wuḍū' Demonstration

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

Action	Notes	Method	√	X
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'.		
Mustahabat	<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 3.1

Complete the sentences using the words in the box below.

1. Washing your _____ is the first mustaḥab act of wuḍū'.
2. The second wājib act of wuḍū' is washing your _____ from the hairline to the _____.
3. You need wuḍū' to offer _____, do a wājib _____, and touch the _____.
4. When you are washing your arms, you are asking Allah to give you your book of deeds in your _____ hand on the Day of Judgment.
5. Going to the toilet or falling asleep makes your wuḍū' _____.
6. It is mustaḥab to do wuḍū' before you enter the _____ or go to _____.

Sleep	Ṣalāh	Chin	Bāṭil
Right	Ṭawāf	Face	Qur'ān
Masjid	Hands		

Art Extension 3.1

WUḌŪ' POSTER

Materials:

- Scissors
- Glue
- Poster board
- Markers
- Pencils

Procedure:

1. Make a poster of the steps of wuḏū'. Decorate however you like, but be sure that the steps are correct and in the right order.



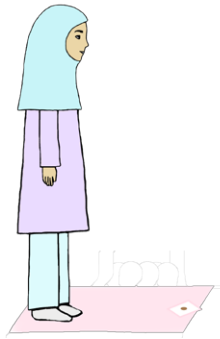
CHAPTER 4
ŞALĀH

Worksheet 4.1a

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



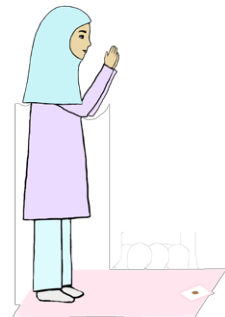
Qiyām



Takbīrat ul-iḥrām



Sujūd/Sajdah



Qunūt



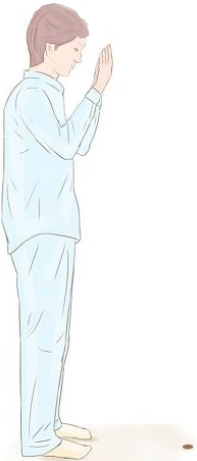
Rukū'



Julūs/Tashahhud

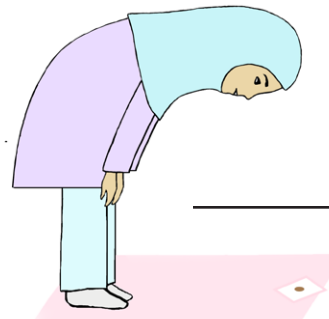
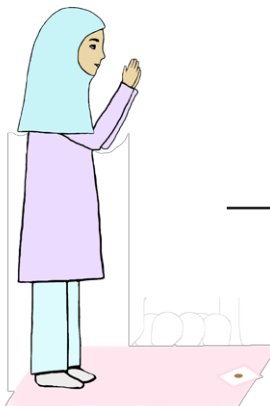
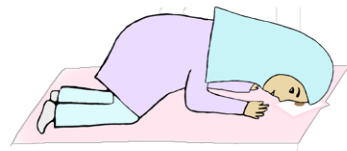
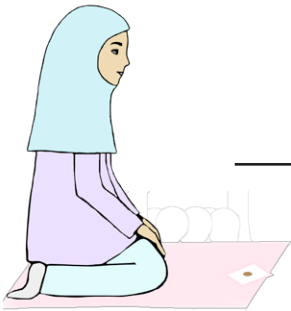
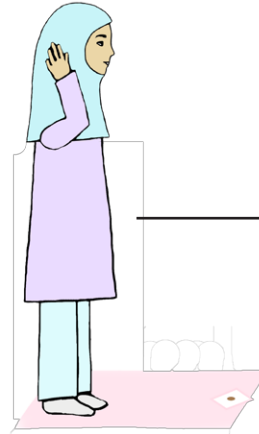
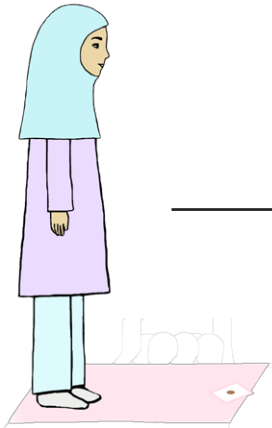
Worksheet 4.1b

Number the actions of ṣalāh in their correct order.



Worksheet 4.1c

Write the name of the salah position next to the correct picture.



Worksheet 4.2a

Write the timings for each ṣalāh in your area for the whole week. You can refer to www.praytime.info

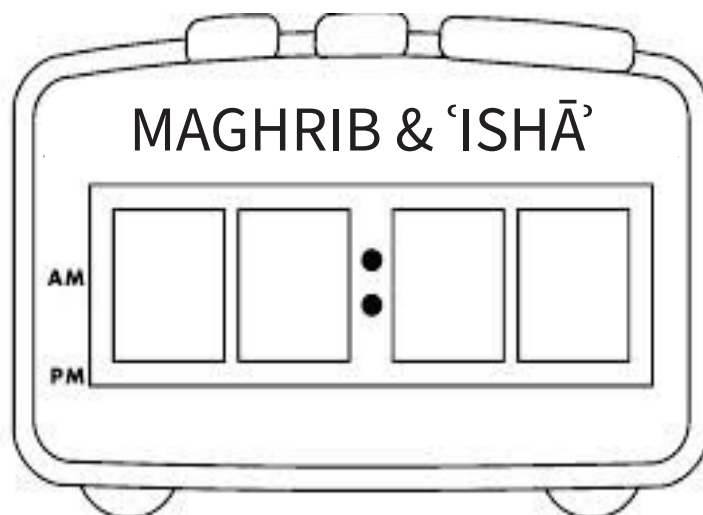
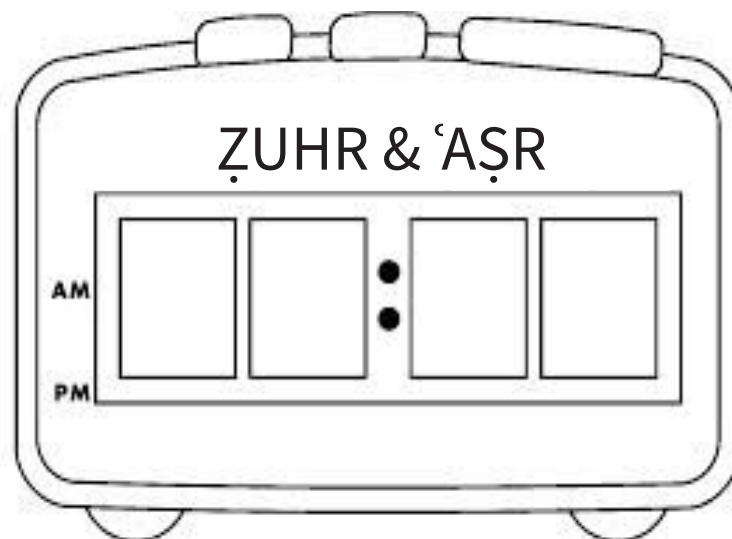
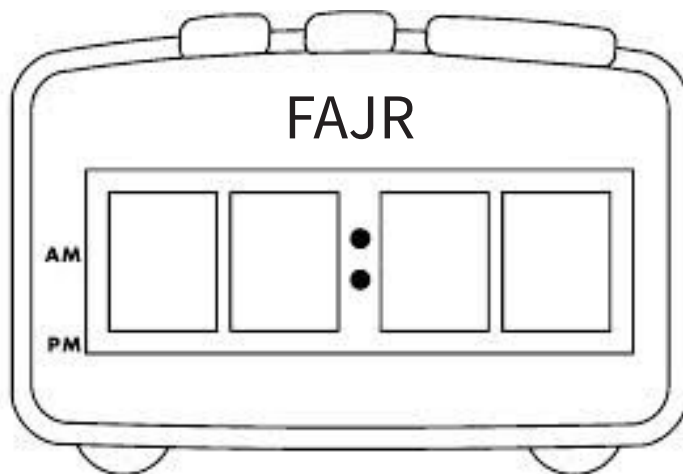
	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
Fajr							
Zuhr & 'Aṣr							
Maghrib & 'Ishā'							

Now, write the timings when you prayed each ṣalāh during this week.

	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
Fajr							
Zuhr & 'Aṣr							
Maghrib & 'Ishā'							

Worksheet 4.2b

On the digital clock below, write down the time for the prayers today.



Worksheet 4.3

Complete the sentences using the words in the box below.

1. The clothes for ṣalāh must be _____ and _____.
2. Clothes bought with money from which zakāt and khums has not been paid is regarded as _____.
3. Wearing any _____ is ḥarām for men at all times, not only during ṣalāh.
4. _____ means that the clothes must be lawfully owned. Either a person is the owner of the clothes or has permission to use it.
5. The clothes must not be made from any part of a _____ animal.
6. Wearing pure _____ is ḥarām for men at all times.

Silk

Mubāḥ

Ṭāhir

Ghaṣbī

Gold

Ḥarām

Worksheet 4.4a

Answer the following questions about how to offer ṣalāh.

1. What action do you do in the second rak'ah before going into rukū'?

2. What sūrah is recited first in the first 2 raka'āt of ṣalāh?

3. What is your intention to do something called?

4. What do you recite in the 3rd and last rak'ah of ṣalāh, instead of sūrahs?

5. What should you look at while in qiyām position?

6. What do you say in takbīrat ul-iḥrām?

7. How many times do you do sajdah in one rak'ah?

8. What does “qurbatan ilallāh” mean?

Worksheet 4.4b

Mark the correct meaning of each āyah.

1. Bismillāhir Raḥmānir Raḥīm

- I begin with the name of Allah, the All-Kind, the All-Merciful
- Say: He is Allah, the One.

2. Qul huwallāhu aḥad

- And there is no one comparable to Him.
- Say: He is Allah, the One.

3. Allāhuṣ-ṣamad

- Allah lives forever
- He was not born, nor will He give birth

4. Lam yalid wa lam yūlad

- And there is no one comparable to Him.
- He was not born, nor will He give birth

5. Wa lam yakun-lahu kufuwan aḥad

- He does not have parents and He does not give birth
- And there is nothing else like Him.



CHAPTER 5
ŞAWM (FASTING)

Worksheet 5.1

Fill in the blanks and write the correct answers to the following questions.

1. In this month, both good and bad deeds are worth _____.

2. Does ṣawm mean just staying hungry and thirsty? Ṣawm means:

3. Between which times of the day do we keep fast? We fast from:

4. In which month is it wājib to fast? It is wājib to fast in the month of:

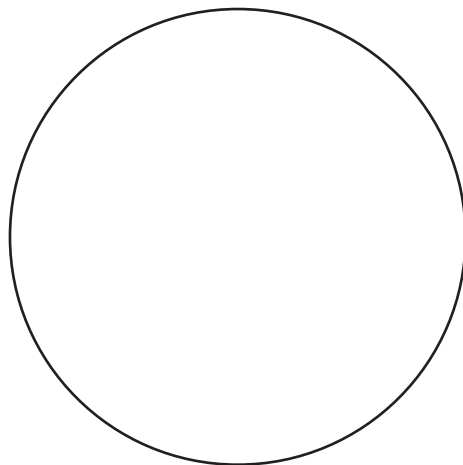
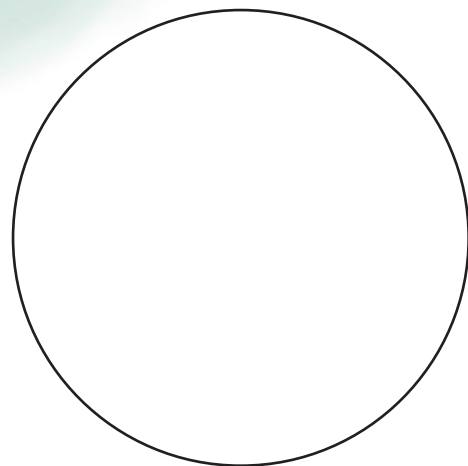
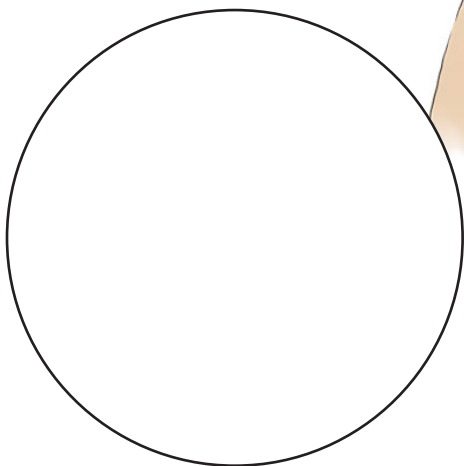
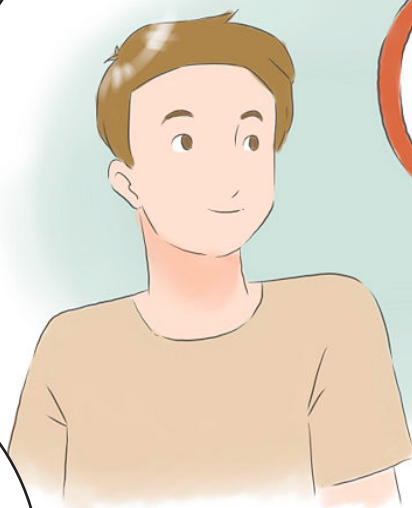
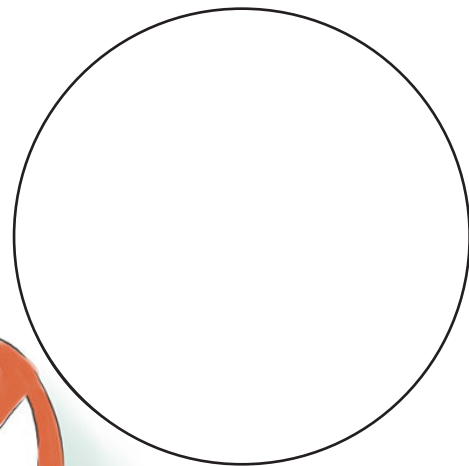
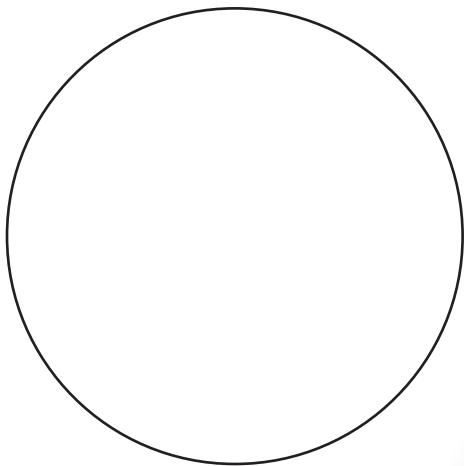
5. What are the two main blessings of this month?

A: _____

B: _____

Worksheet 5.2

In each bubble, write down one of the benefits of fasting.



CHAPTER 6

HAJJ

Worksheet 6.1

Choose the best answer

1. Ḥajj is a wājib act, which has to be performed _____ in a lifetime.
 - a. As many times as possible
 - b. Once
 - c. Twice

2. ‘Āqil means _____.
 - a. Being sane and sound of mind
 - b. Very old
 - c. A smart person

3. Ḥajj at-Tamattu‘ is performed from the 9th to 13th of the month of _____.
 - a. Ramaḍān
 - b. Muḥarram
 - c. Dhūl Ḥijjah

4. Istitā‘ah means _____.
 - a. Walking around the Ka‘bah
 - b. Being healthy and having enough money
 - c. Going to Ḥajj

CHAPTER 7

**A CLOSER LOOK AT
THE REST OF THE
FURŪ^ˆ AD-DĪN**

Worksheet 7.2

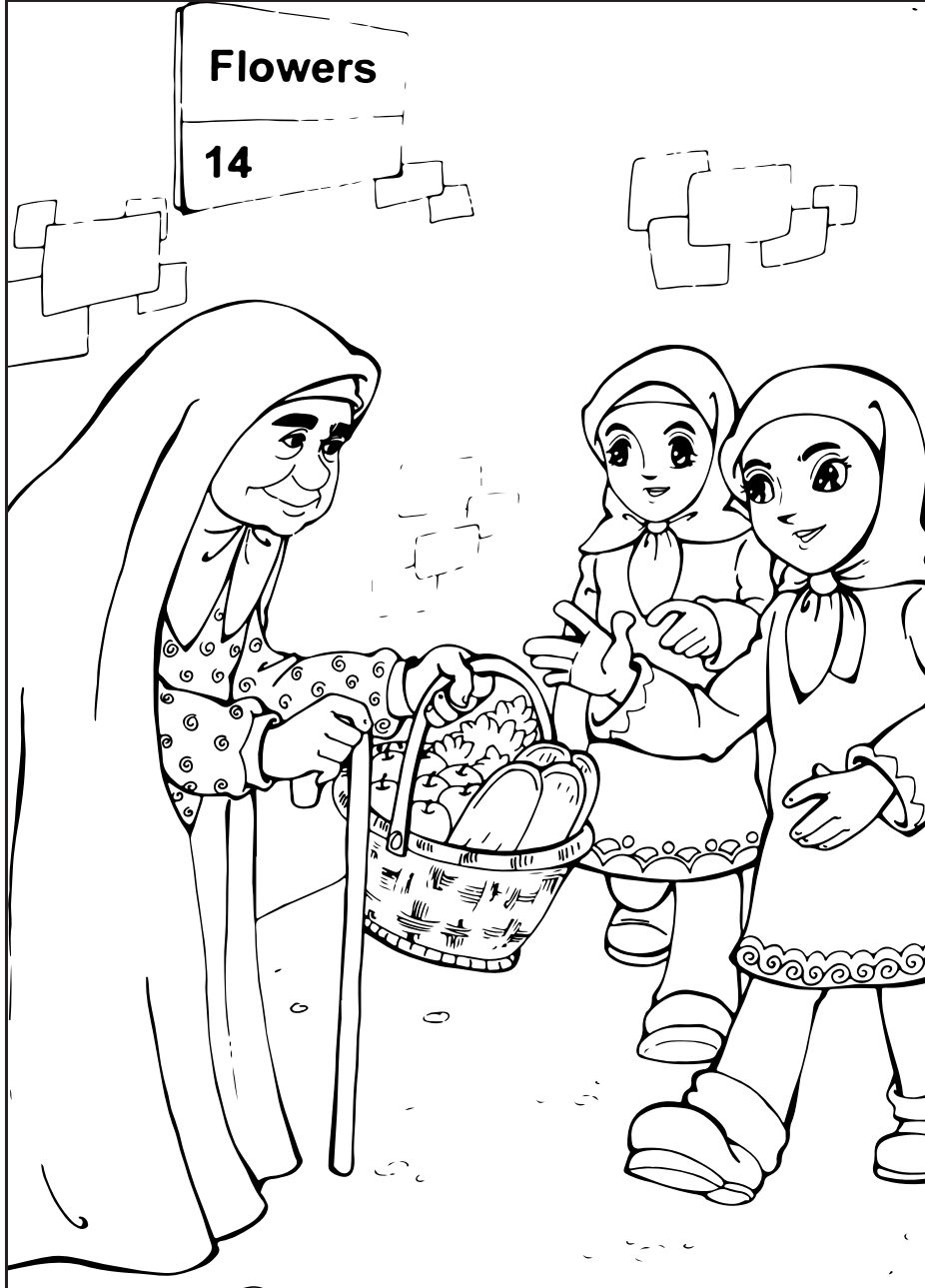
Jihād al-akbar is about struggling to do the right thing, even when it's difficult for the sake of Allah. When we are trying to fix bad habits and build new ones, it's good to start small. Pick a bad habit that you want to get rid of and try not to do that act for a week. Track your progress in the chart below!

For the next week, I will try to get rid of my bad habit of:

Date	I did not do it, alḥamdulillāh!	I did it today, astaghfirullāh.	How many times did I do it?

Qur'an Connection 7.3a

RUSHING TO DO GOOD DEEDS



So be quick
to do good
deeds

Sūrah al-Mā'idah, Verse 48
(5:48)

﴿فَاسْتَبِقُوا الْخَيْرَاتِ﴾

Fastabiqul-khayrāt

Qur'ān Connection 7.3b

NOT HELPING EACH OTHER DO BAD DEEDS



And do not
help one
another in
doing sins
and bad
actions

Sūrah al-Ma'idah, Verse 2
(5:2)

﴿وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ﴾

Wa lā ta'āwanū 'alal-ithmi wal 'udwān

Activity 7.3

Your teacher will give you one of the following scenarios. Follow your teacher's instructions on what to do next.

-
- 1 You are on the phone with your friend and you hear her lie to her mom and say that she did all of her homework, but you know she still has more to do. This might become a habit if you do not say something. How will you do nahī 'anil munkar?

 - 2 You are at the Islamic Center, and it is time for prayer. Your friend keeps talking to you. How will you do amr bil ma'rūf?

 - 3 You and your friend are playing a game. Your friend's little brother wants to play, too, but your friend tells him to "Get lost!" He starts crying. This isn't the first time your friend is so mean to him. How will you do nahī 'anil munkar?

 - 4 It is the month of Ramaḍān, and it is wājib for your older sister to fast this year. When your parents are not around, she tells you that she is going to go drink some juice because your parents won't find out. How will you do amr bil ma'rūf?

 - 5 You're playing a game of soccer at recess and someone says they don't want to let one of your classmates play. How will you do nahī 'anil munkar?

 - 6 Ṣalāh time is almost over and your brother is watching his favorite TV show and will miss prayer again. How will you do amr bil ma'rūf?
-

Worksheet 7.4

Answer the questions below.

1. Tabarrī means to:
 - a. Love the Ahl al-Bayt (‘a) and follow their teachings
 - b. Hate the Ahl al-Bayt (‘a)
 - c. Stay away from the enemies of the Ahl al-Bayt (‘a)
 - d. Struggle in the way of Allah
2. Tawallī means to:
 - a. Love and follow the 14 Ma‘ṣūmīn, their true followers, and their teachings
 - b. Hate the Ahl al-Bayt (‘a)
 - c. Stay away from the enemies of the Ahl al-Bayt (‘a)
 - d. Struggle in the way of Allah
3. The Imām (‘a) told the man that if he practices tawallī and tabarrī, he will...
 - a. Enter the lowest levels of Hell
 - b. Enter the highest levels of Heaven
 - c. Have more rizq from Allah
 - d. Not be a Muslim
4. Which of the following is an example of tawallī?
 - a. Committing a sin
 - b. Playing video games
 - c. Saying salām to the Imāms (‘a)
 - d. Going to school
5. Which of the following is an example of tabarrī?
 - a. Being friends with the Ahl al-Bayt (‘a)
 - b. Not being friends with the enemies of the Ahl al-Bayt (‘a)
 - c. Saying salām to the Imāms (‘a)
 - d. Reciting Qur’ān



CHAPTER 8
ḤIJĀB

Art Extension 8.1

MAKE YOUR OWN ḤIJĀB

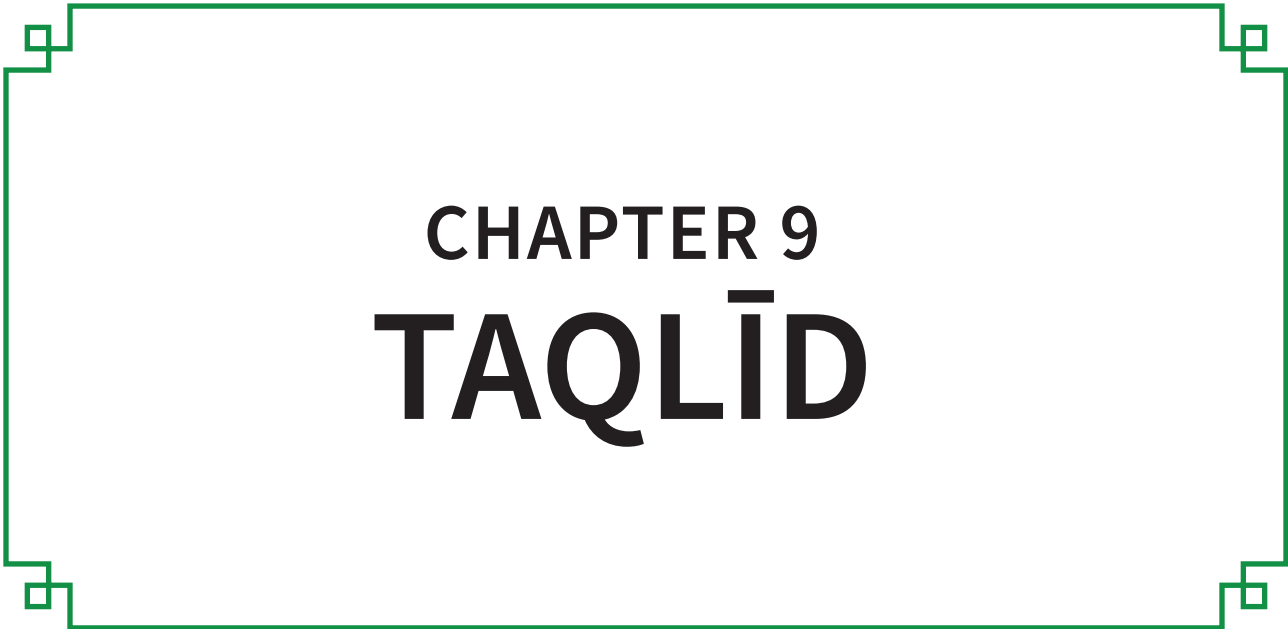
Materials:

- Ḥijāb (girls) or kūfī (boys)
- Fabric Paint
- Paint brushes
- Water
- Markers
- Paper towels

Procedure:

1. Bring a plain white ḥijāb or kūfī from home.
2. Using fabric paint or markers, decorate the ḥijāb or kūfī however you like.





CHAPTER 9
TAQLĪD

Worksheet 9.1

Circle the correct answer.

1. Taqlīd means _____.
 - a. Following Islamic laws according to a Muslim
 - b. Following Islamic laws according to a mujtahid
 - c. Following Islamic laws according to a muqallid

2. Taqlīd should be done in the area of _____.
 - a. Uṣūl ad-Dīn
 - b. Akhlāq
 - c. Furū' ad-Dīn

3. A muqallid is a person who _____.
 - a. Follows a mujtahid
 - b. Is an expert in Islamic law
 - c. Is a good Muslim

4. Taqlīd is _____ for every bāligh male and female.
 - a. Ḥarām
 - b. Wājib
 - c. Mustaḥab

**HISTORY
&
ISLAMIC
KNOWLEDGE**

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CHAPTER 1
THE
14 MA'ŞŪMĪN

This certifies that _____ was born on the _____th
of _____ in the year of the _____. In this year,
_____ wanted to destroy the _____. He marched with
an army of elephants, but before he could destroy it, Allah sent a flock of _____ who threw
_____ at them.

Mother's Name: _____

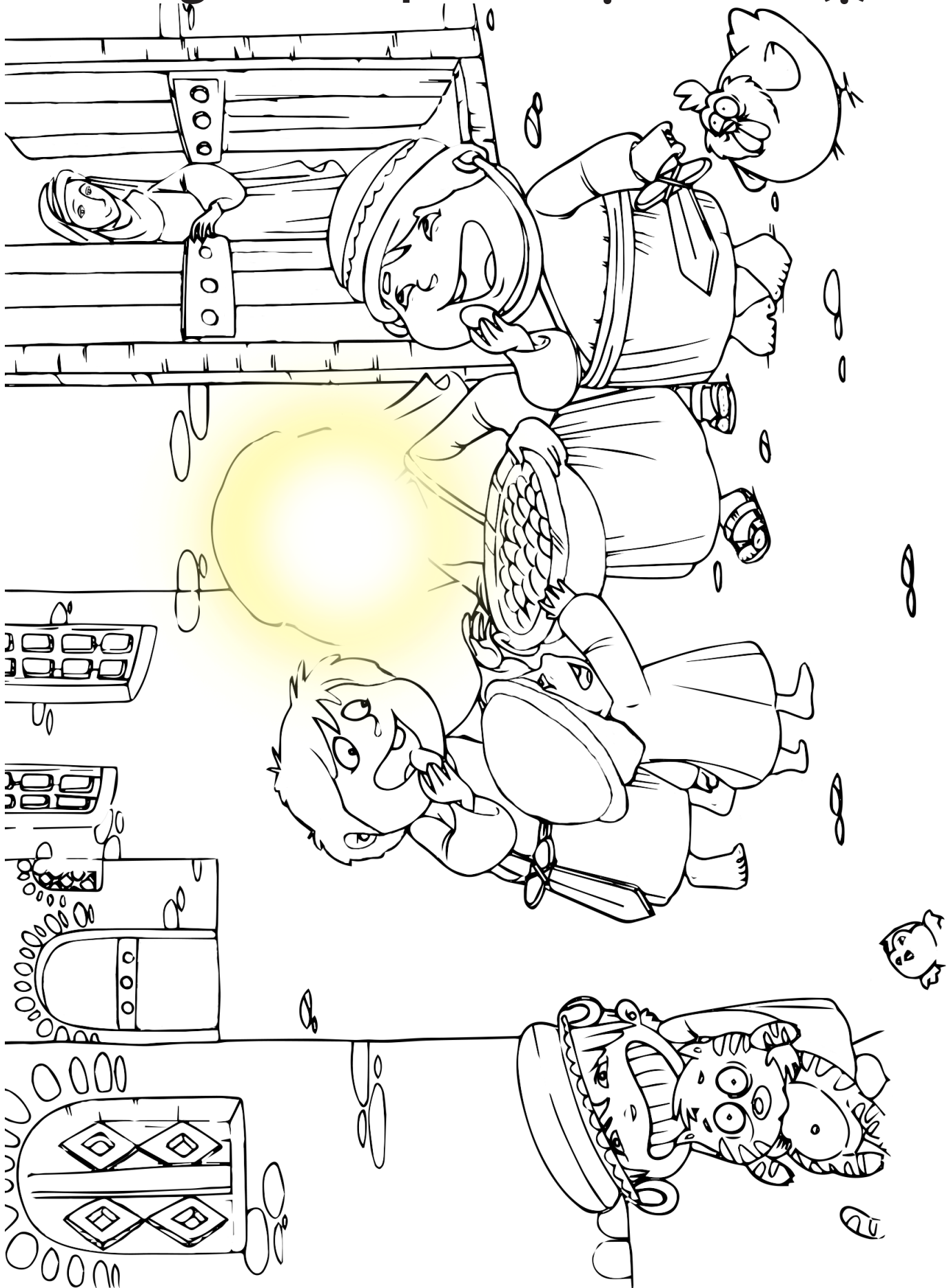
Father's Name: _____

His father died before he was _____. His mother died when he was only _____. His uncle,
years old. For the first years of his life, he was raised by _____ His uncle,
_____, and aunt, _____ bint _____,
took care of him after his grandfather died. We can visit his shrine in the city of _____,
where he is buried.

I, _____, certify that I am learning about you, beloved Rasūlullāh (ﷺ), and want
you to be my shafī' on the Day of Judgment.

Signature: _____

Coloring 1.1: Prophet Muḥammad (ṣ)



This certifies that _____ was born on the _____ th of _____ inside _____

_____ in the city of _____

of the _____.

Mother's Name: _____

Father's Name: _____

Children: 1. _____ 2. _____

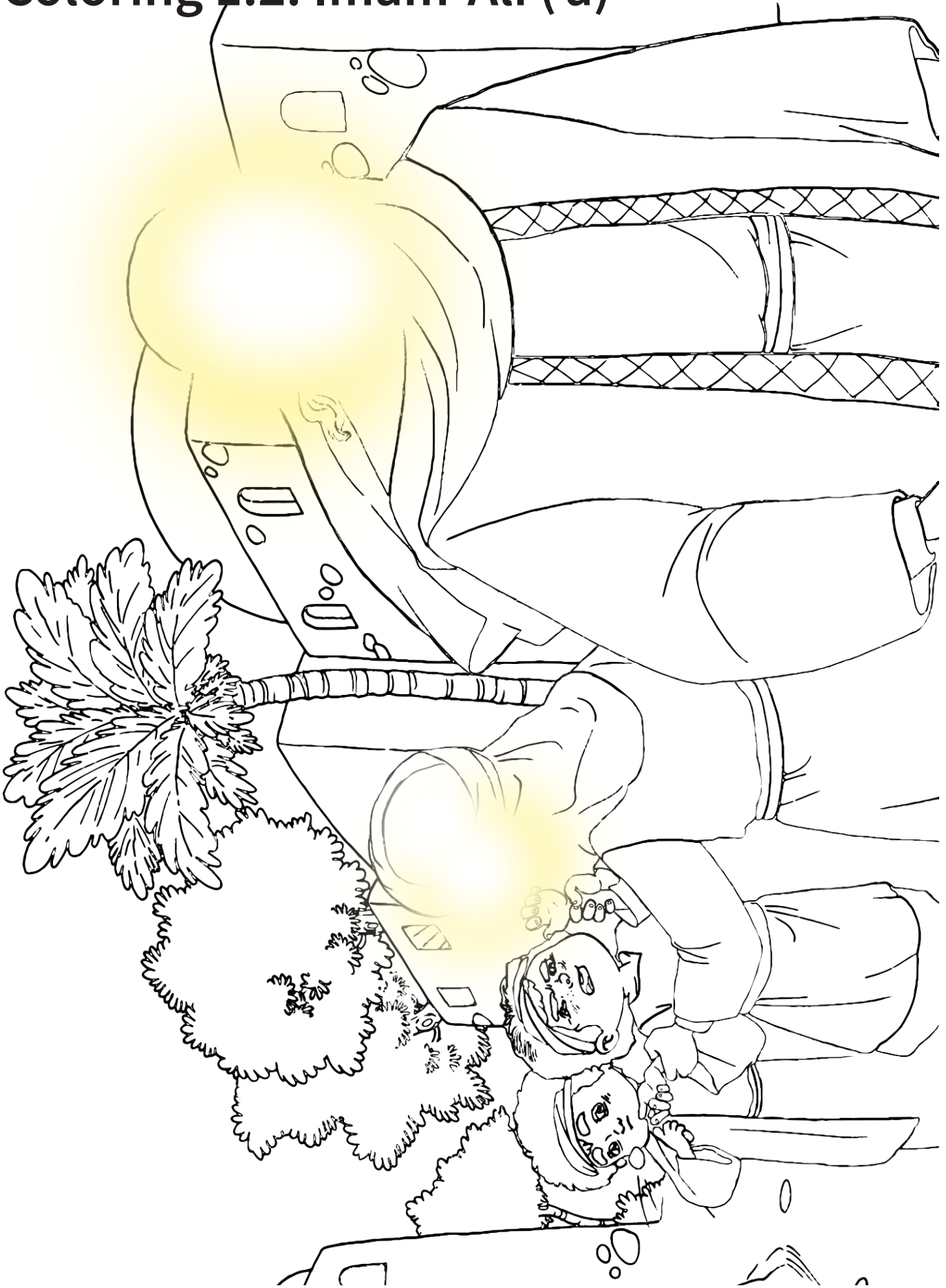
3. _____ 4. _____

He was struck on the _____ th of _____ and passed away on the _____ st of _____ He is buried in _____.

I, _____, certify that I am learning about you, my beloved Amīr ul-Mu'minīn ('a), and want you to be my shafi' on the Day of Judgment.

Signature: _____

Coloring 1.2: Imām 'Alī ('a)



This certifies that _____ was born on _____ th of _____ in the city of _____ She was also

known as _____ (the Mother of her Father)

Mother's Name: _____

Father's Name: _____

Children: 1. _____ 2. _____

3. _____ 4. _____

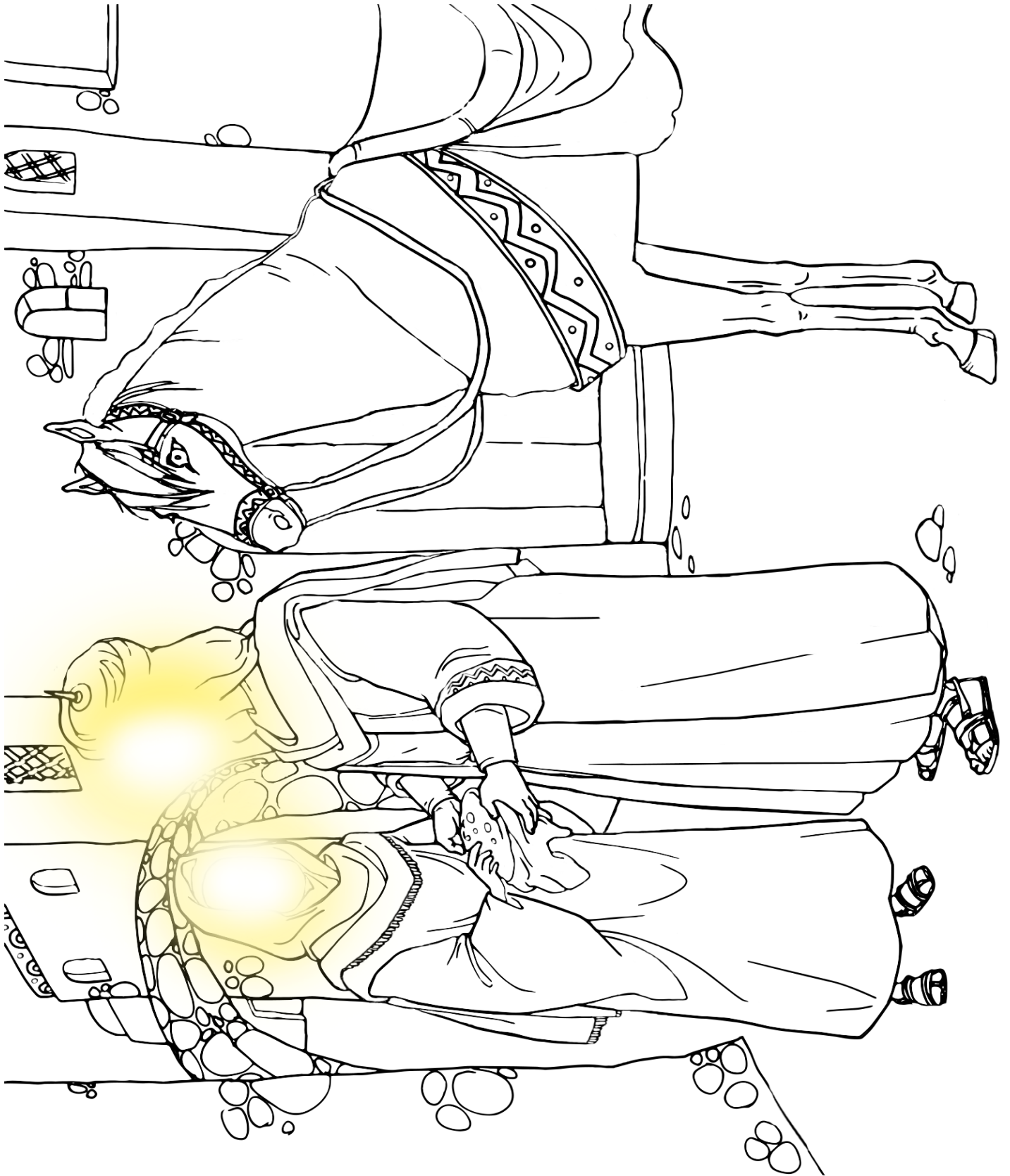
Buried in: _____

I, _____, certify that I an learning about you, my beloved

Sayyidah Fāṭimah az-Zahrā' ('a), and want you to be my shafi' on the Day of Judgment.

Signature: _____

Coloring 1.3: Sayyidah Fāṭimah (‘a)



This certifies that _____ was born on _____ th of _____ in the city of _____.

He is one of the leaders of _____ and _____ of Imām Ali's army.

Mother's Name: _____

Father's Name: _____

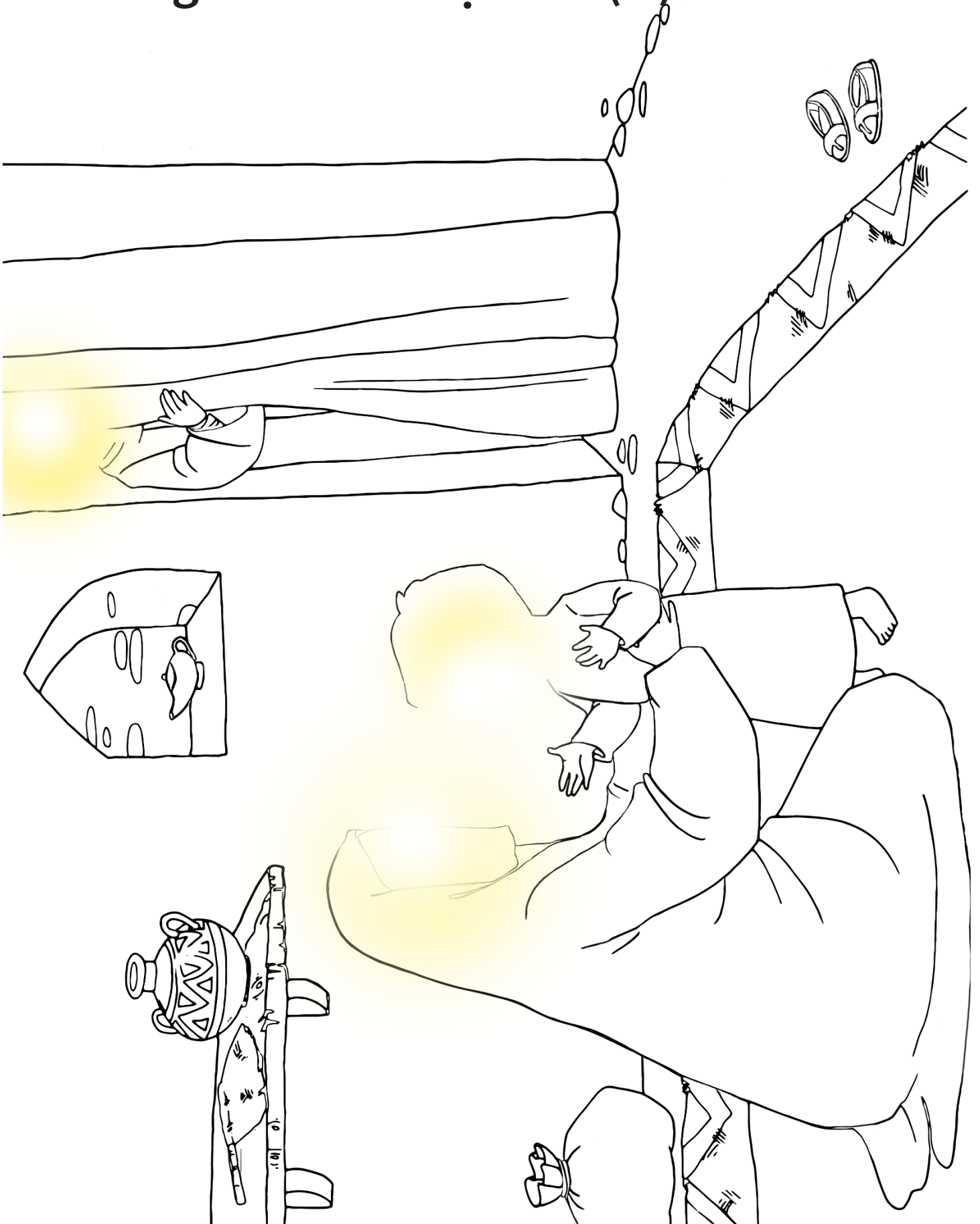
He was poisoned by _____. He passed away on the _____ th of _____ and is buried in: _____

I, _____, certify that I am learning about you, my beloved Imām

Hasan (a), and want you to be my shafi' on the Day of Judgment.

Signature: _____

Coloring 1.4: Imām Ḥasan (‘a)



This certifies that _____ was born on _____ rd of _____ in the city of _____. He is known as _____, which means _____.

Mother's Name: _____

Father's Name: _____

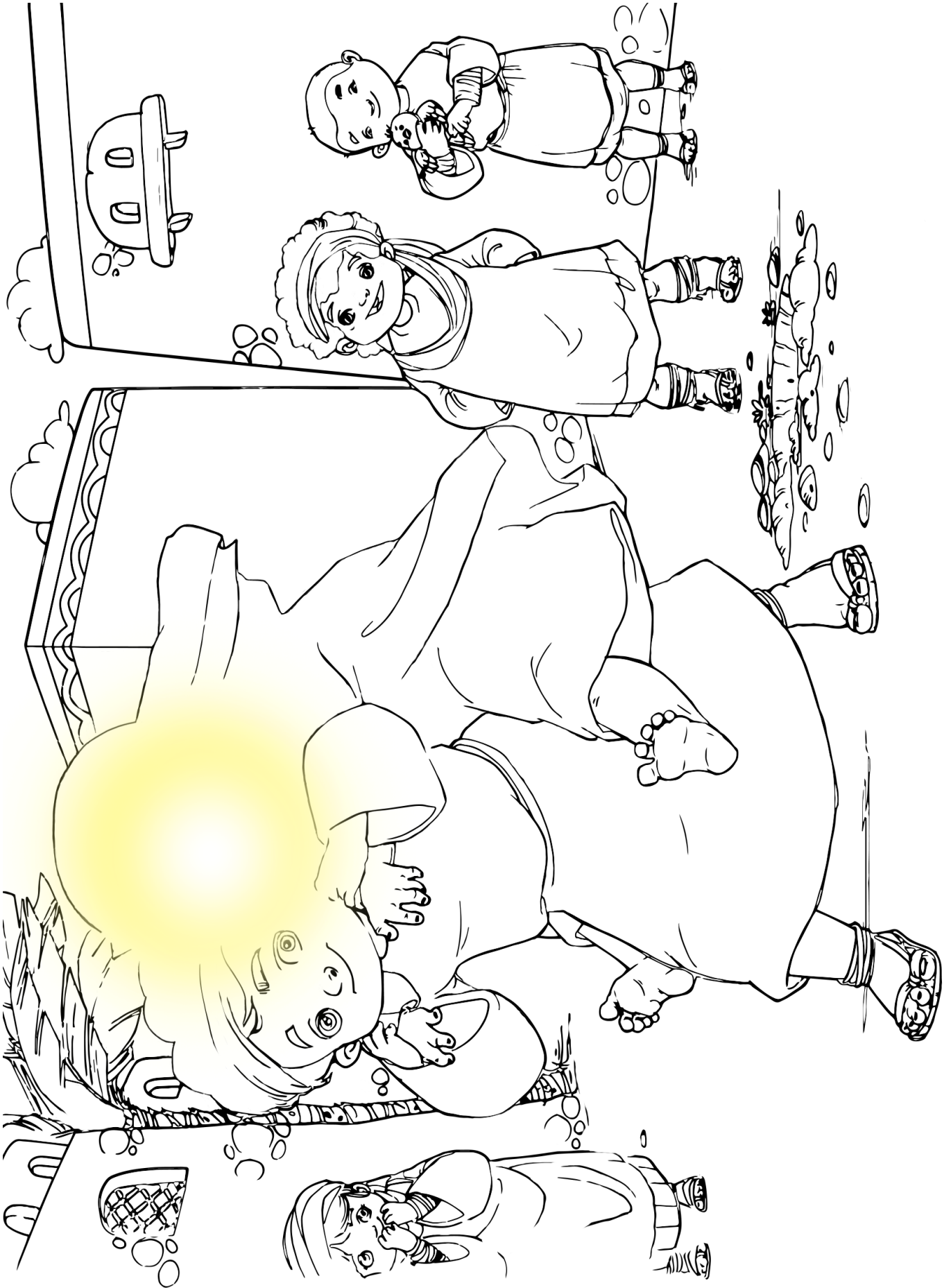
He was killed by _____ on the _____ th of _____ and is buried in _____.

I, _____, certify that I am learning about you, my beloved Illmām

Husayn ('a), and want you to be my shafī' on the Day of Judgment.

Signature: _____

Coloring 1.5: Imām Ḥusayn (‘a)



This certifies that _____ was born on _____ th of _____ in the city of _____.

He is known as _____, because he _____. He has _____ book, which contains all his duas

Mother's Name: _____

Father's Name: _____

He died on the _____ th of _____ and is buried in _____.

I, _____, certify that I am learning about you, my beloved Imām as-Sajjād ('a), and want you to be my shafī' on the Day of Judgment.

Signature: _____

Coloring 1.6: Imām as-Sajjād (‘a)



This certifies that _____ was born on _____ st of _____ in the city of _____.

He is known as _____, short for _____ which means _____.

During his time he taught people _____, _____, and _____.

Mother's Name: _____

Father's Name: _____

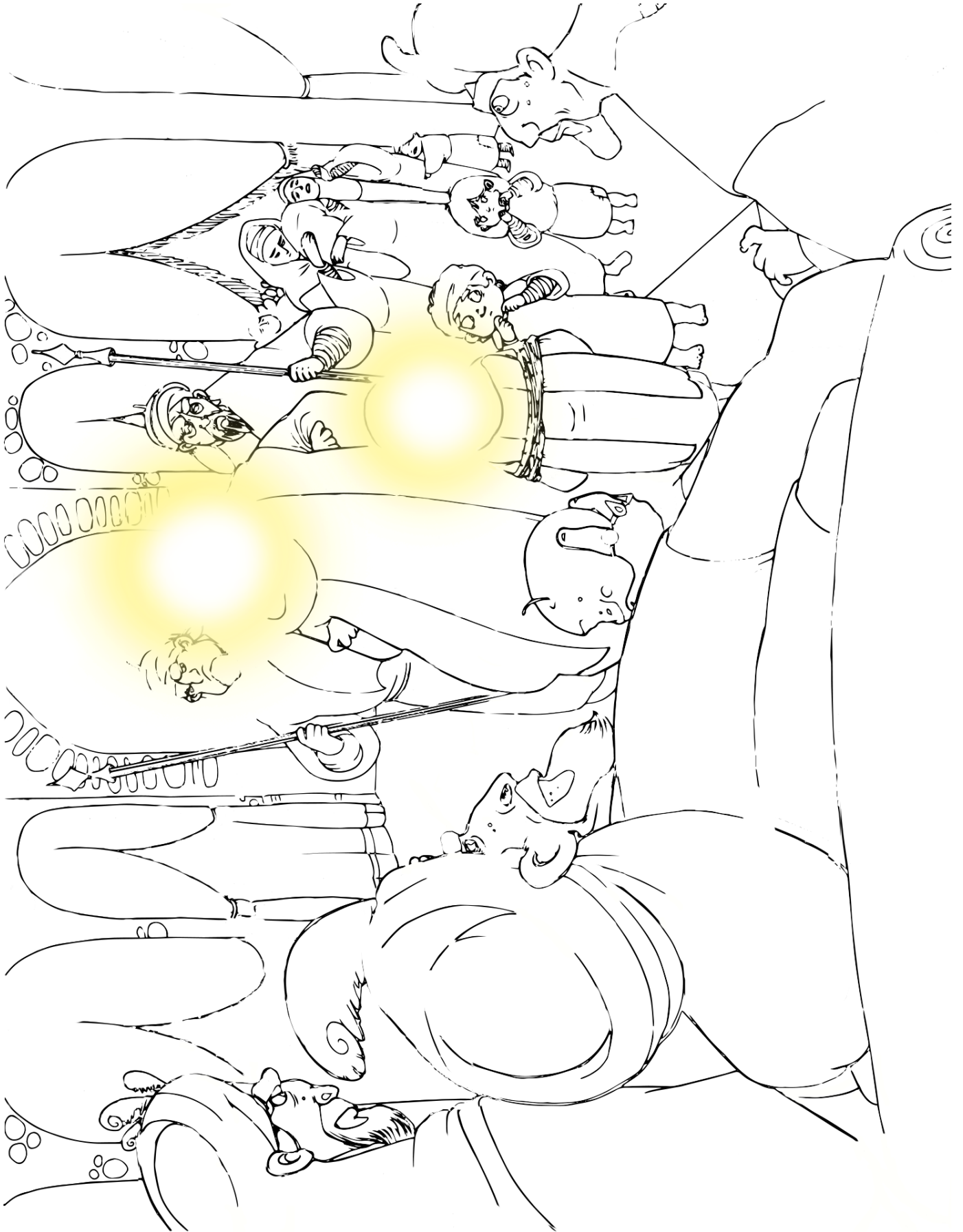
He passed away on the _____ th of _____ and is buried in _____.

I, _____, certify that I am learning about you, my beloved Imām

Muḥammad al-Bāqir (‘a), and want you to be my shafi’ on the Day of Judgment.

Signature: _____

Coloring 1.7: Imām Muḥammad al-Bāqir (‘a)



This certifies that _____ was born on _____ th of _____ in the city of _____.

Mother's Name: _____

Father's Name: _____

He continued the work of Imām _____, teaching people about _____, _____, and _____ scholars like _____ and _____.

He passed away on the _____ th of _____ and is buried in _____.

I, _____, certify that I am learning about you, my beloved Imām Ja'far aṣ-Ṣādiq (a), and want you to be my shafi' on the Day of Judgment.

Signature: _____

Coloring 1.8: Imām aṣ-Ṣādiq (‘a)



This certifies that _____ was born on the _____th of _____.

Mother's Name: _____

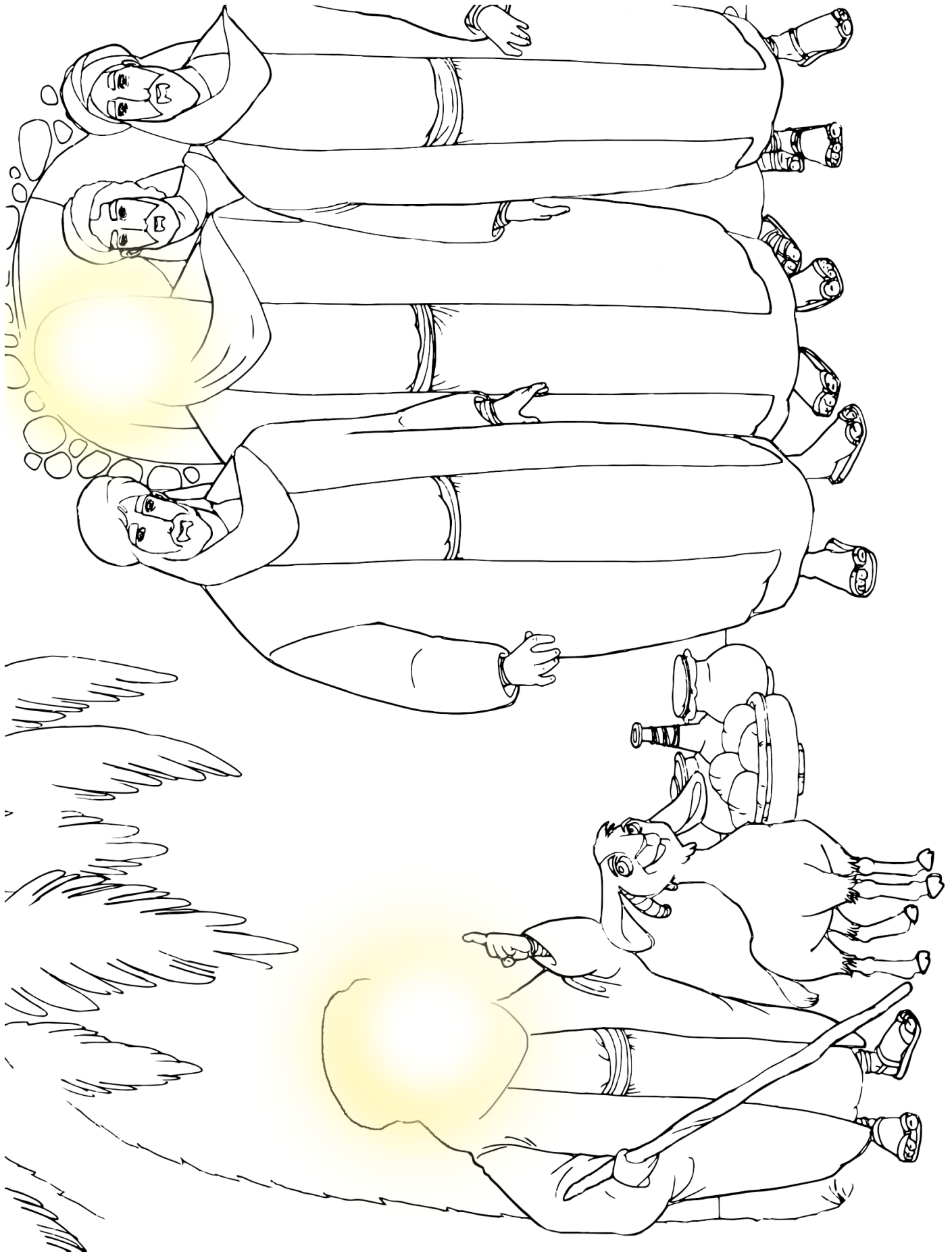
Father's Name: _____

He lived under the rule of _____, such as _____ who didn't like that the Imām ('a) is popular so he _____ for _____ years. The Imām ('a) was _____ years old when he was sent to prison, and would thank Allah for _____. He was poisoned by _____ and passed away on the _____th of _____ and is buried in _____.

I, _____, certify that I am learning about you, beloved Imām Mūsā al-Kāzīm ('a), and want you to be my shafī' on the Day of Judgment.

Signature: _____

Coloring 1.9: Imām al-Kāzīm (‘a)



This certifies that _____ was born on the _____th of _____ in _____.

Mother's Name: _____

Father's Name: _____

The evil caliph _____ forced the Imām ('a) to go to _____, and accept _____. The Imām ('a) took advantage of his position and _____. People would come from _____ to _____.

He was poisoned by _____ and passed away on the _____th of _____ and is buried in _____, which is in _____.

I, _____, certify that I am learning about you, my beloved Imām 'Alī ar-Riḍā ('a), and want you to be my Shafee' on the Day of Judgment.

Signature: _____

Coloring 1.10: Imām 'Alī ar-Riḍā ('a)



This certifies that _____ was born on the _____th of _____ in _____. He was called "al-

Jawad" which means _____.

Mother's Name: _____

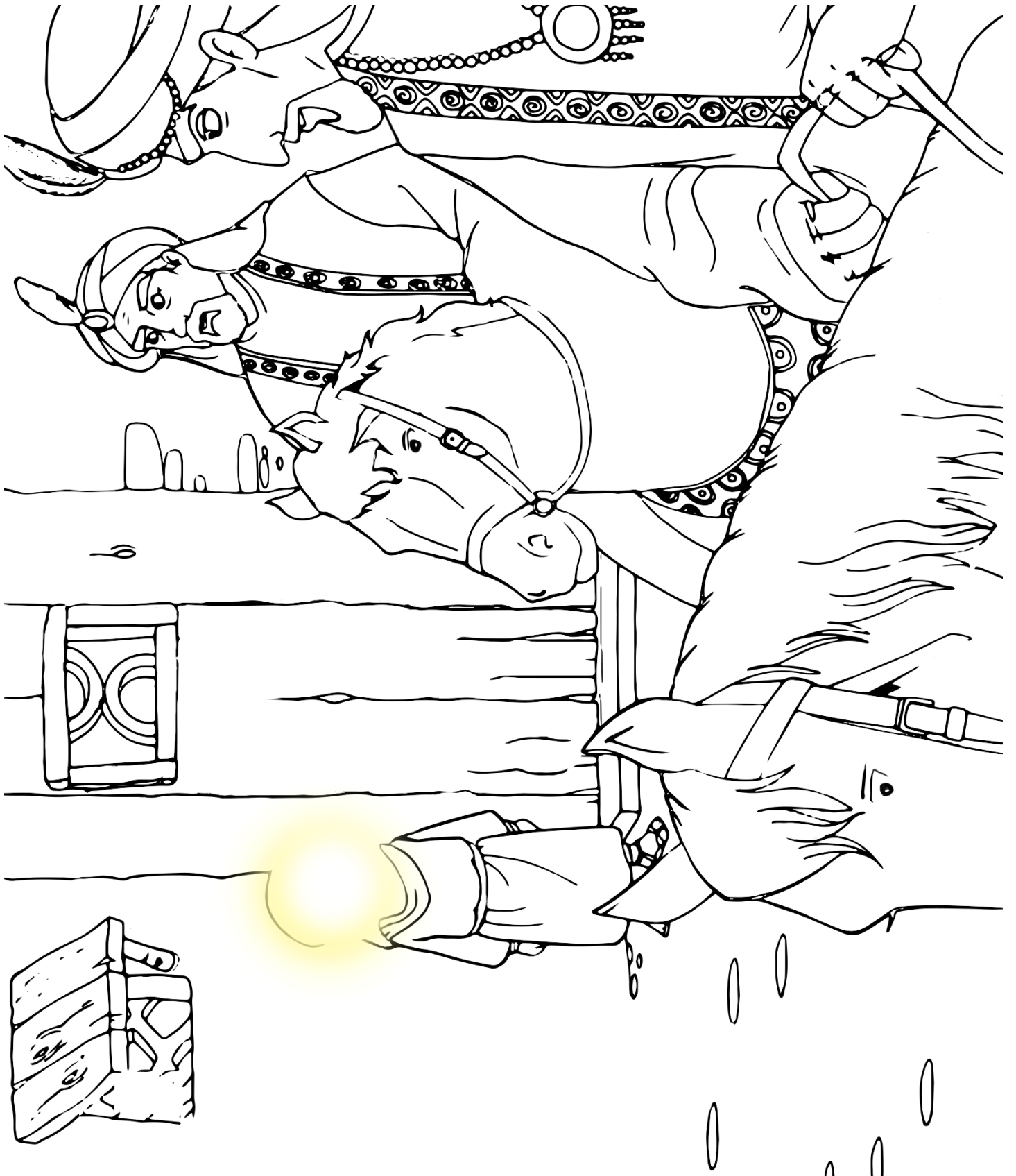
Father's Name: _____

He became the Imām ('a) at the age of _____ years. He was poisoned by _____ and passed away on the _____th of _____ and is buried in _____, just like _____.

I, _____, certify that I am learning about you, beloved Imām Muḥammad al-Jawād ('a), and want you to be my shafi' on the Day of Judgment.

Signature: _____

Coloring 1.11: Imām al-Jawād (‘a)



This certifies that _____ was born on the _____th of _____.

He is also known as _____.

Mother's Name: _____

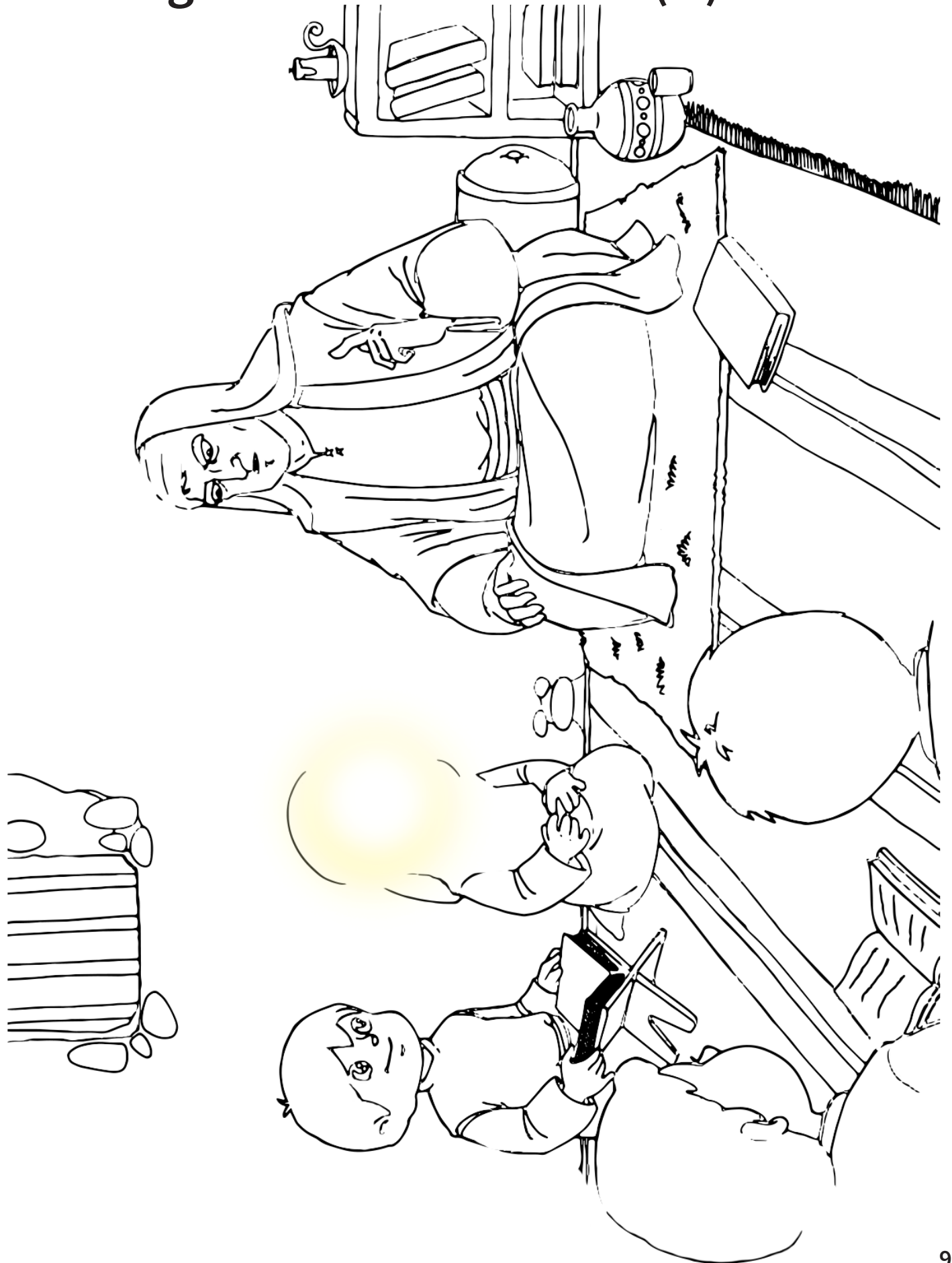
Father's Name: _____

He became the Imām ('a) at the age of _____ years, just like _____. The caliph of his time, _____, forced him to _____ and move to _____, where he was in _____ for _____ years. He was poisoned by _____ and passed away on the _____th of _____ at the age of _____ and is buried in _____.

I, _____, certify that I am learning about you, beloved Imām 'Alī al-Hādī ('a), and want you to be my shafī' on the Day of Judgment.

Signature: _____

Coloring 1.12: Imām al-Hādī (‘a)



This certifies that _____ was born on the _____th of _____.

Mother's Name: _____

Father's Name: _____

He became the Imām ('a) at the age of _____ years, and he was the Imām for _____ years.

The evil caliph kept the Imām ('a) under _____ because he knew the

Imām would _____ to _____, who would

_____. The Imām ('a) still married _____

_____, who secretly gave birth to _____.

When the Imām ('a) passed away, _____ led the funeral prayer, to show everyone

that he was the next Imām. Imām 'Askarī ('a) was poisoned, and passed away on the _____th of

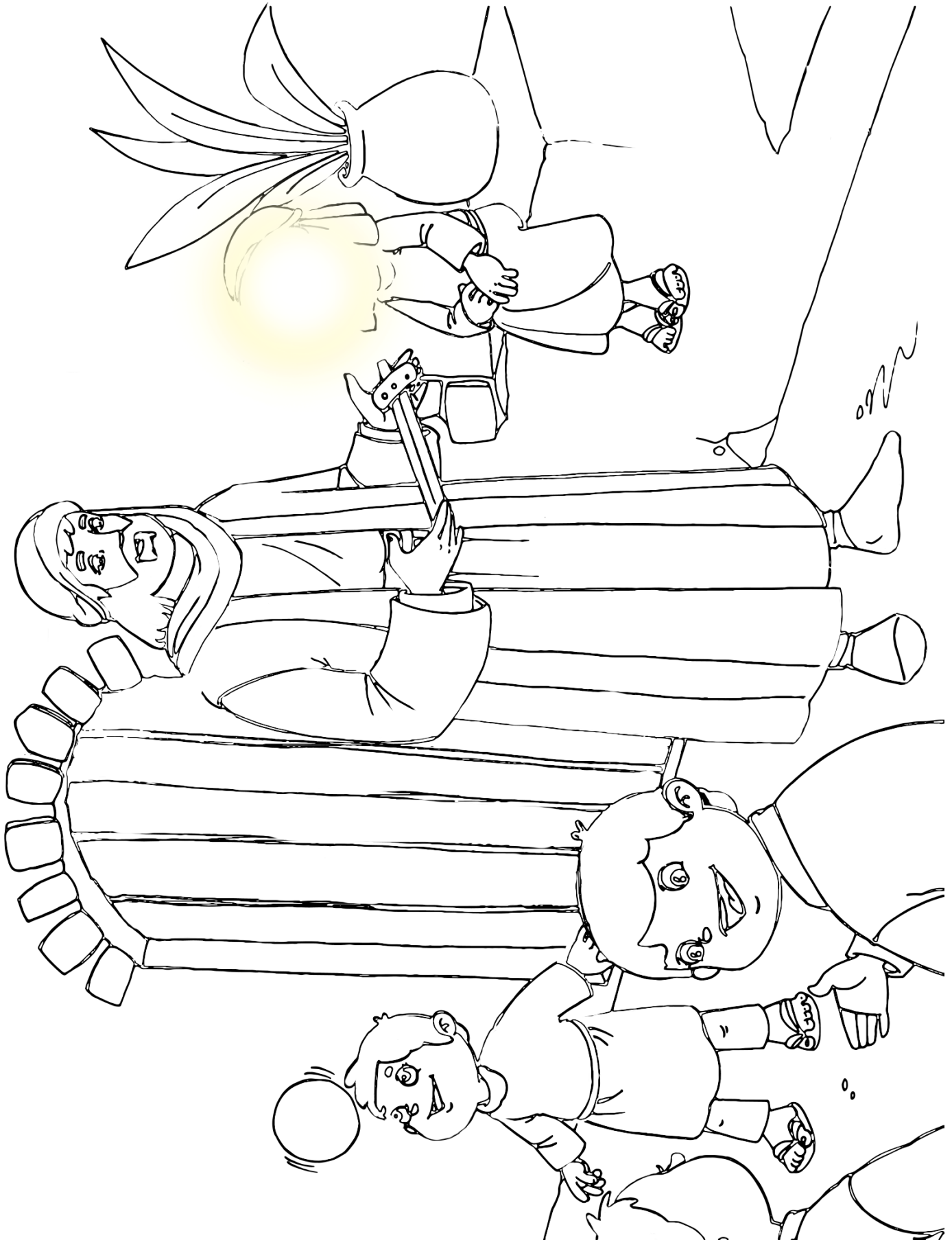
_____ and is buried in _____.

I, _____, certify that I am learning about you, beloved Imām Ḥasan al-

'Askarī ('a), and want you to be my shafī' on the Day of Judgment.

Signature: _____

Coloring 1.13: Imām al-‘Askarī (‘a)



This certifies that _____ was born on the _____th
of _____.

Mother's Name: _____

Father's Name: _____

The Imām ('aj) is in ghaybah, which means _____. There are two periods of ghaybah:

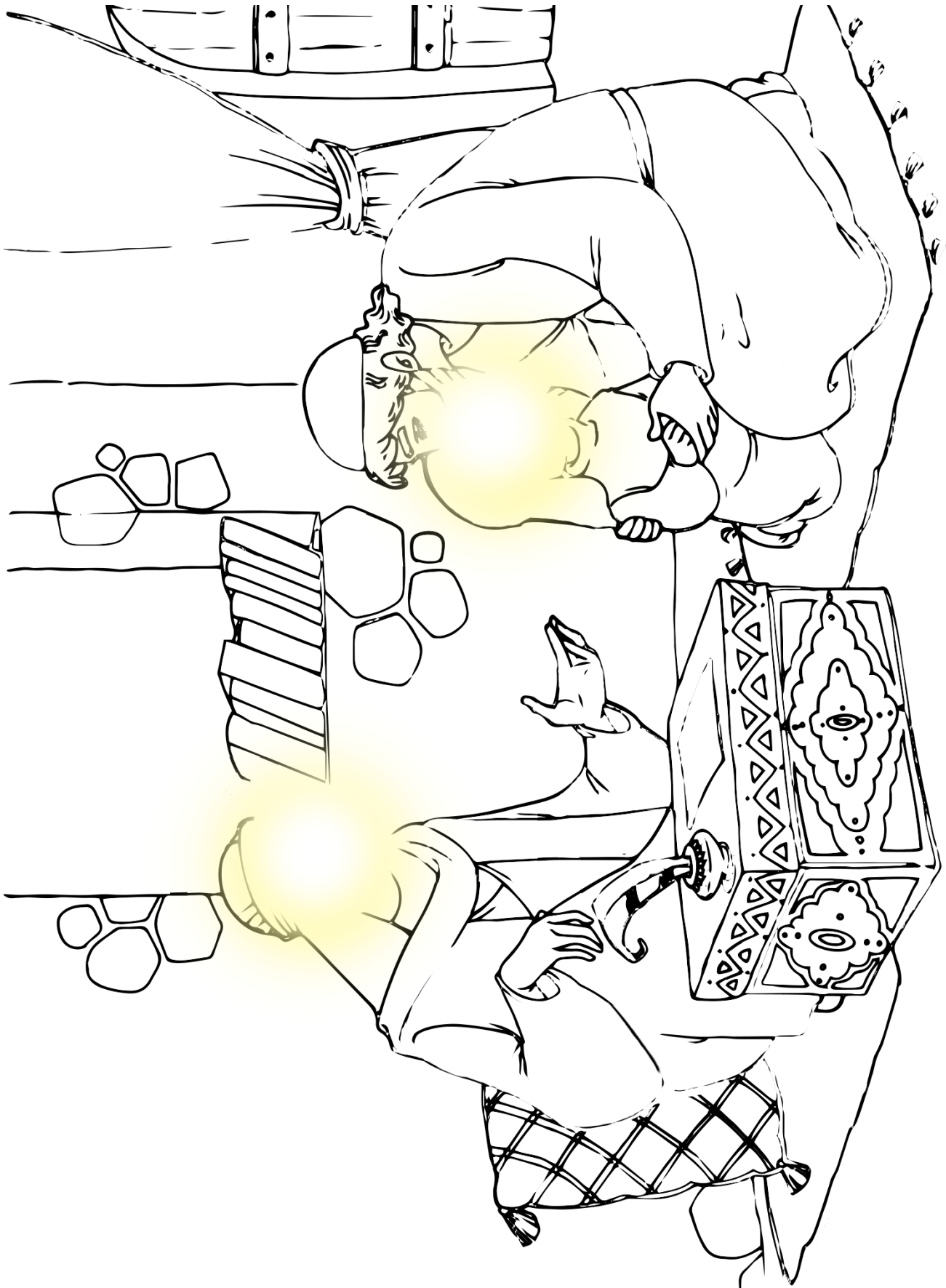
1. _____, which started when the Imām ('aj) was _____ years old, and lasted for _____ years. The Imām ('aj) answered people's questions through _____.
2. _____, which began after _____ and is continuing until today. The Imām ('aj) will come back once _____ to _____, spread _____, and _____.

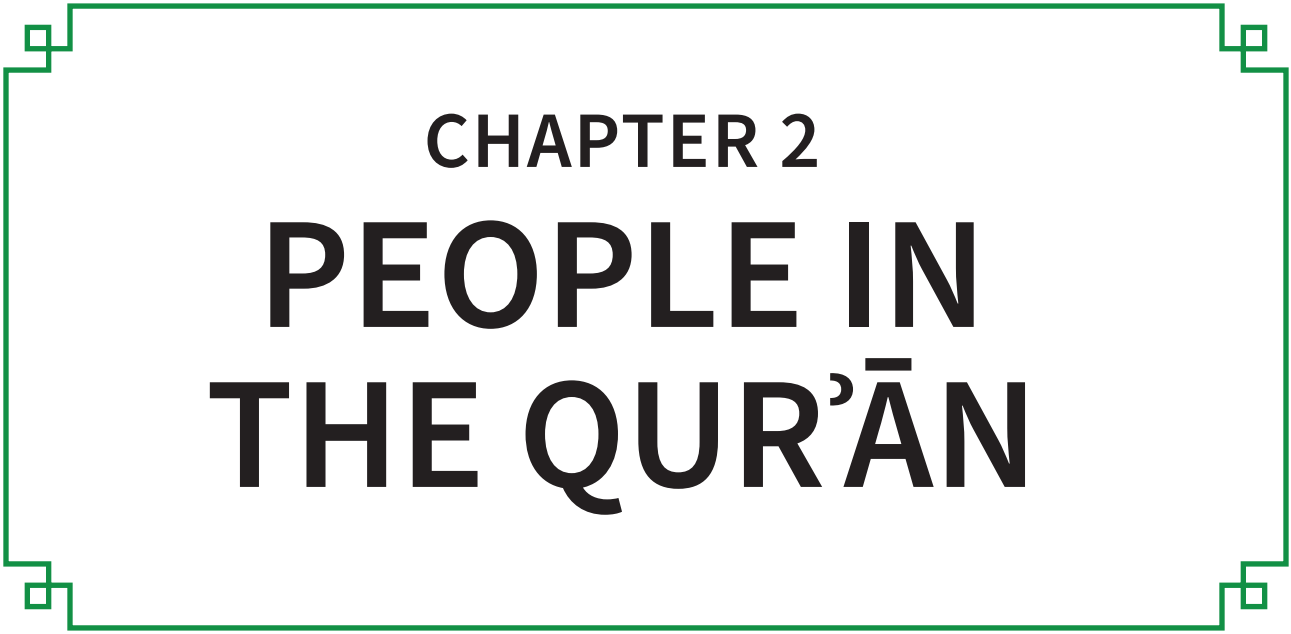

Since the Imām ('aj) is still alive, people can visit _____ in _____, which is the Masjid of our Imām, ('aj) and _____ in _____, where he was seen before ghaybah.

I, _____, certify that I am learning about you, beloved Imām Muḥammad al-Mahdī ('aj), want to be amongst your companions, and want you to be my shafī' on the Day of Judgment.

Signature: _____

Coloring 1.14: Imām al-Mahdī (‘aj)





CHAPTER 2
PEOPLE IN
THE QUR'ĀN

Worksheet 2.1a

Fill in the blanks using the words below (not all of the words will be used).

1. _____ was a famous city in Asia and was part of the Roman Empire.
2. _____ was the cruel King who persecuted Christians at the time.
3. The shepherd joined the Aṣḥāb ul-Kahf with his _____.
4. Aṣḥāb ul-Kahf slept for _____ years before they woke up for the first time.

Dog	Afsūs	Sheep
Dacius	25	180

Worksheet 2.1b

Find the following words from the story:

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

AFSUS

ALLAH

CAVE

DOG

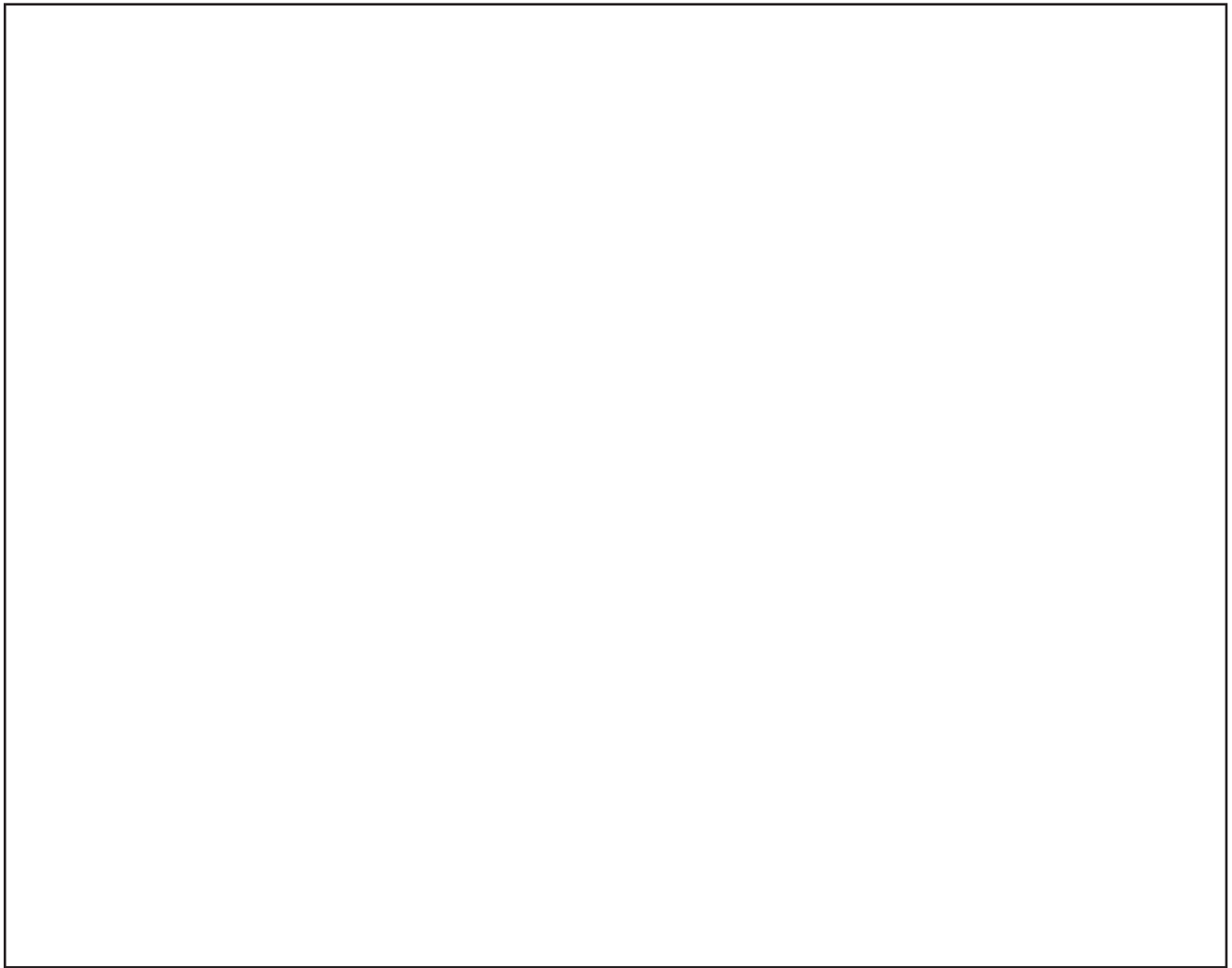
DUA

SLEEP

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

Art Extension 2.1

Draw a picture from the story of the Aṣḥāb ul-Kahf and explain your picture at the bottom.



Worksheet 2.2

Answer the following questions.

1. Where did the people of Ras live?

2. What did the people of Ras worship?

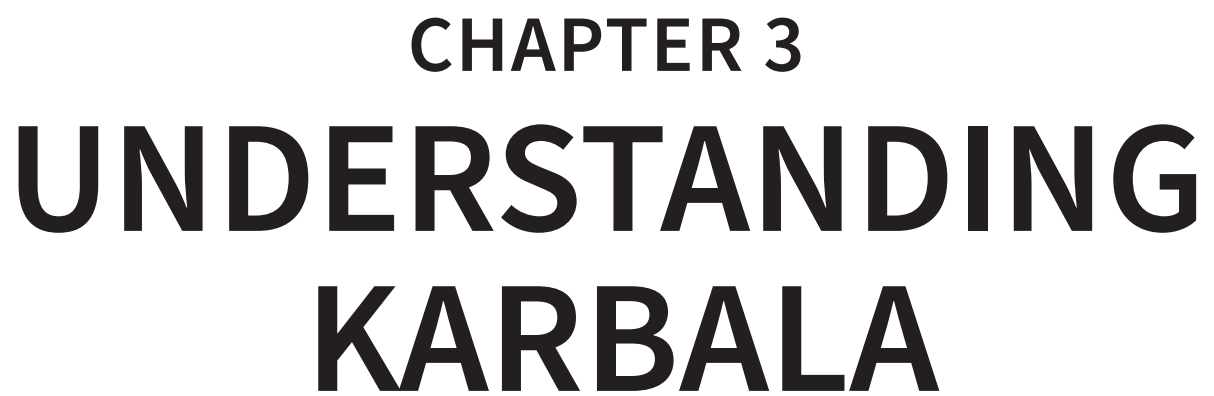

3. What happened to the Prophet (‘a) that Allah sent to guide the people of Ras?

4. In the end, what did Allah do to the people of Ras?

Art Extension 2.2

Draw a scene from the story of the people of Ras and explain what is happening in the scene. If you happen to include the Prophet (a) in your drawing, please do not include a face.





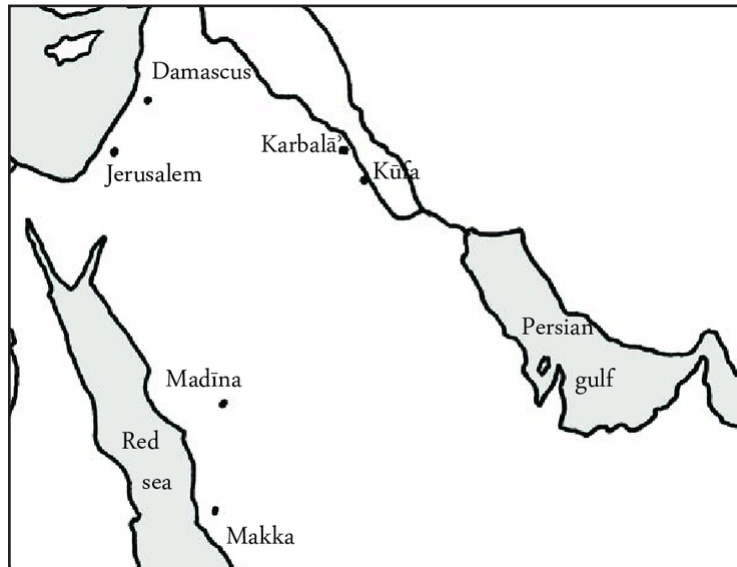
CHAPTER 3

**UNDERSTANDING
KARBALA**

Worksheet 3.1a

JOURNEY OF IMĀM ḤUSAYN (‘A)

In the map below, draw the route of Imām’s (‘a) journey to Karbala. Then answer the questions below.



1. In which month did Imām Ḥusayn (‘a) leave Medina?
 - a. Ramaḍān
 - b. Rajab
 - c. Muḥarram
2. Why was Imām Ḥusayn (‘a) forced to leave Mecca?
 - a. It was too hot there.
 - b. Yazīd’s army was waiting for him at Karbala.
 - c. Yazīd had sent men as Ḥajjis to kill Imām Ḥusayn (‘a) during Ḥajj.
3. The people of Kūfah wrote many letters to Imām Ḥusayn (‘a), inviting him to go there. Who did Imām (‘a) send there first?
 - a. His cousin Muslim bin ‘Aqīl
 - b. His son ‘Alī Akbar
 - c. His brother ‘Abbās
4. Imām Ḥusayn (‘a) was stopped from entering Kūfah by the soldiers of Yazīd. Who was the leader of those soldiers?
 - a. ‘Umar ibn Sa‘d
 - b. Ibn Ziyād
 - c. Ḥurr

Worksheet 3.1b

Fill in the blanks using the answers in the box below (not all of the answer choices will be used).

1. Imām Ḥusayn (‘a) and his caravan arrive to Karbala on the _____nd of Muḥarram.
2. Water was not allowed into the tents of Imām Ḥusayn (‘a) from the _____th of Muḥarram.
3. ‘Āshūrā’ is the _____th day of Muḥarram.
4. The tragedy of Karbala took place in _____ A. H.
5. Imām Ḥusayn (‘a) had _____ faithful friends who died with him in Karbala.

2	25	22
7	91	61
72	10	100

Coloring 3.2



Worksheet 3.2

Answer the following questions.

1. Briefly describe Imām Zayn ul-‘Ābidīn (‘a) and the Ahl al-Bayt’s (‘a) journey to Damascus.

2. Why did ‘Ubaydāllah ibn Ziyād fear that Sayyidah Zaynab’s (‘a) sermon could cause an uprising against him?

3. What was the impact of Imām Zayn ul-‘Ābidīn (‘a) and Sayyidah Zaynab’s (‘a) sermons in the court of Yazīd?

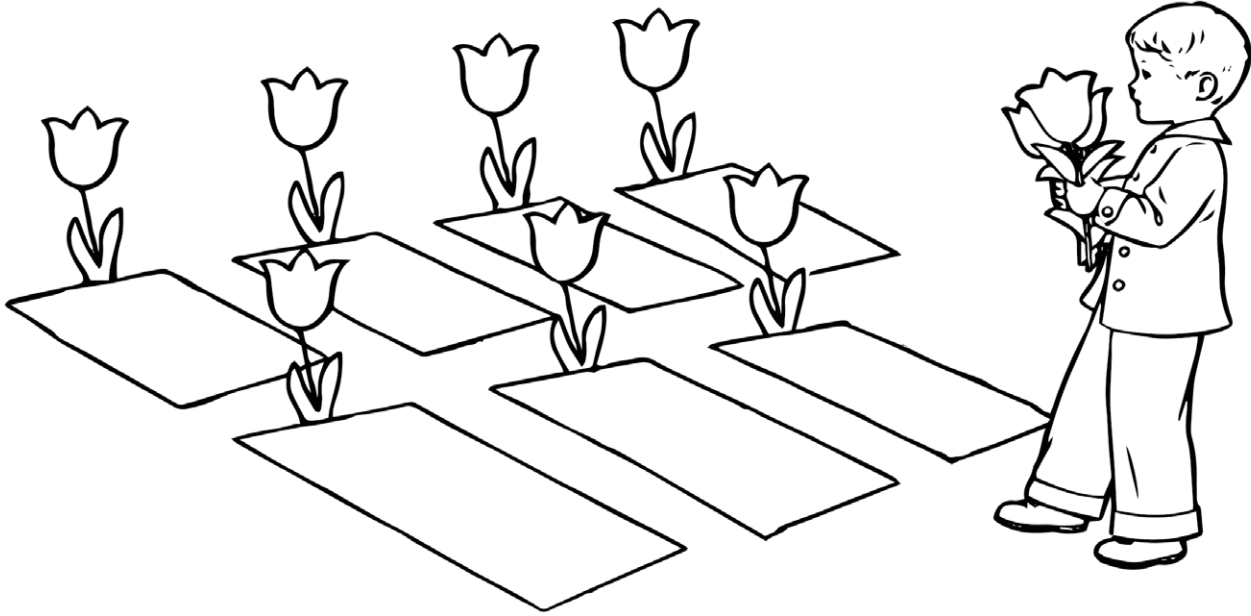
CHAPTER 4

**FRIENDS OF IMĀM
ḤUSAYN (‘A)**

Worksheet 4.1a

FRIENDS OF IMĀM ḤUSAYN (‘A)

The friends and companions of Imām Ḥusayn (‘a) helped him save Islam by offering their lives. ‘Alī wishes to present flowers to them. Please help ‘Alī and color the names of the companions of Imām Ḥusayn (‘a) in red.



Ḥurr	Waḥab bin ‘Abdullah al-Kalbī	Mukhtār	Shimr
Ḥabīb ibn Muḏāhir	‘Umar ibn Sa‘d	Muslim bin ‘Awsajah	Zuhayr bin Qayn
Yazīd	Ḥujr ibn ‘Adī	ibn Ziyād	Muslim bin ‘Aqīl

Worksheet 4.1b

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

ABBAS

HILAL

MUSLIM

SAID

BURAYR

HURR

NAFE

HABIB

JOHN

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

Worksheet 4.1c

1. Write a story in your own words about one of the friends of Imām Ḥusayn ('a) who died in Karbala. Why is he special? What do we learn from his story?

2. Ṣalāh (prayers) is mentioned many times by the friends of Imām Ḥusayn ('a). What do we know about their feelings toward ṣalāh? What does this teach us about ṣalāh?



My Star Book About:

By: _____



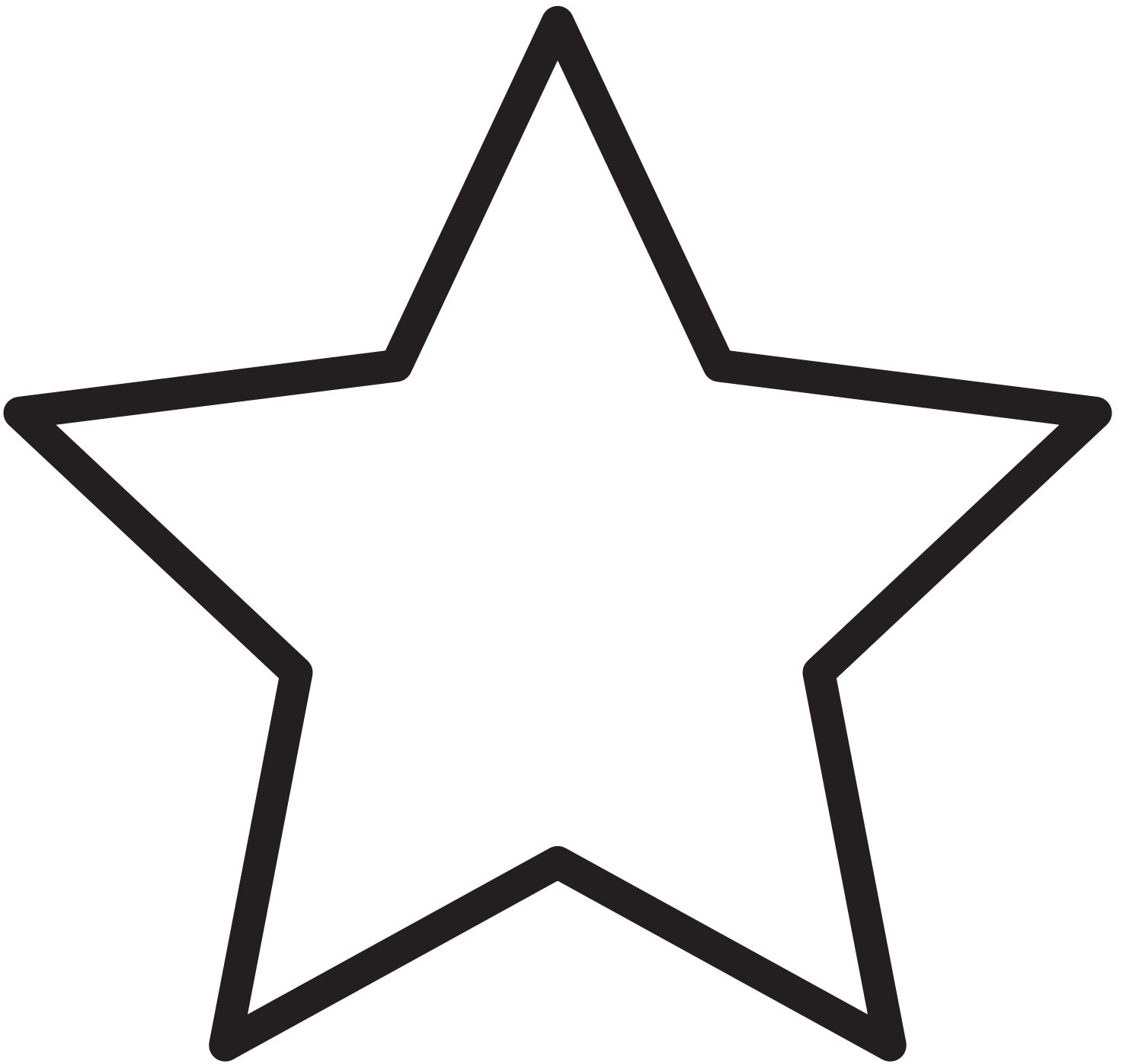












AKHLĀQ (ETIQUETTE)

Worksheet 1.1

Write and draw 2 things that you should do and 2 things that you should not do.
Example: Should not fight, should share.

Should _____



Shouldn't _____



Should _____

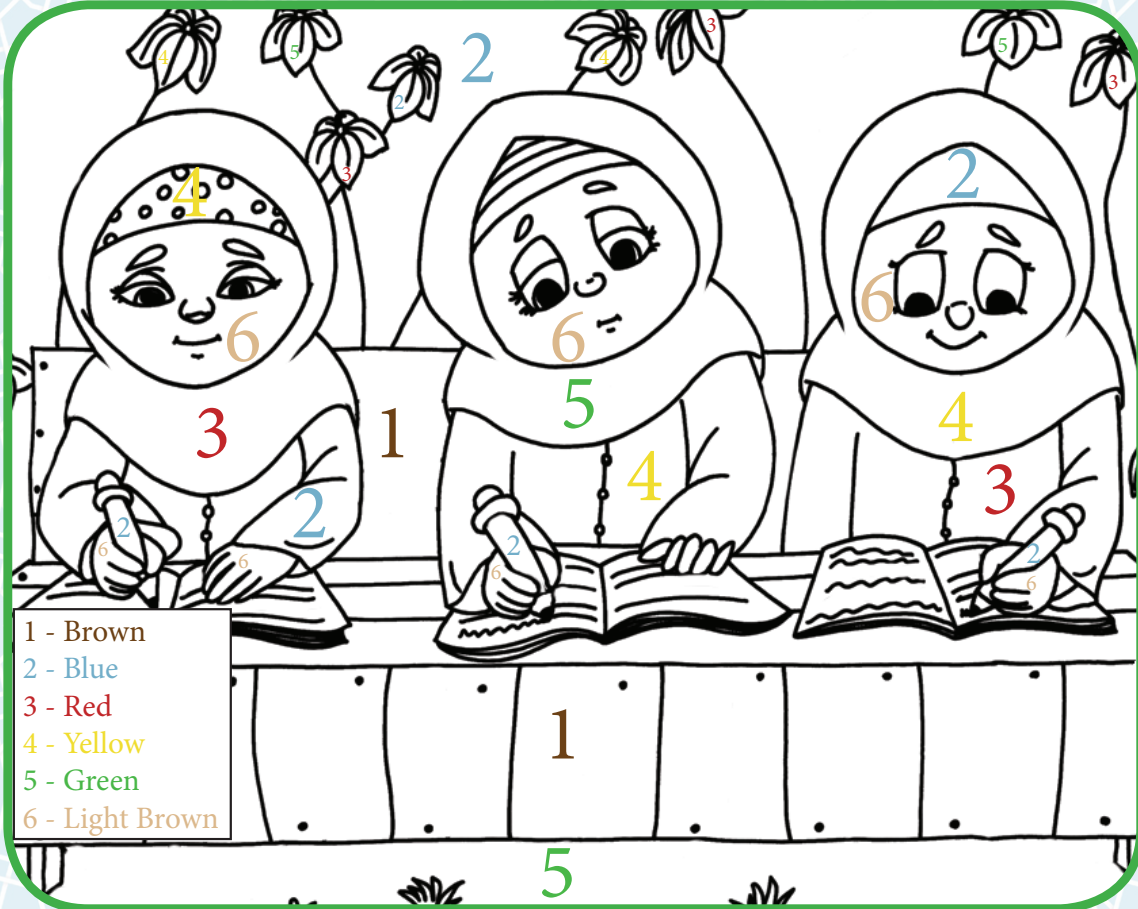


Shouldn't _____



Coloring 1.1

COLOR BY NUMBERS



DISCUSS

How are the little girls not following the hadith?

Coloring 2.1a

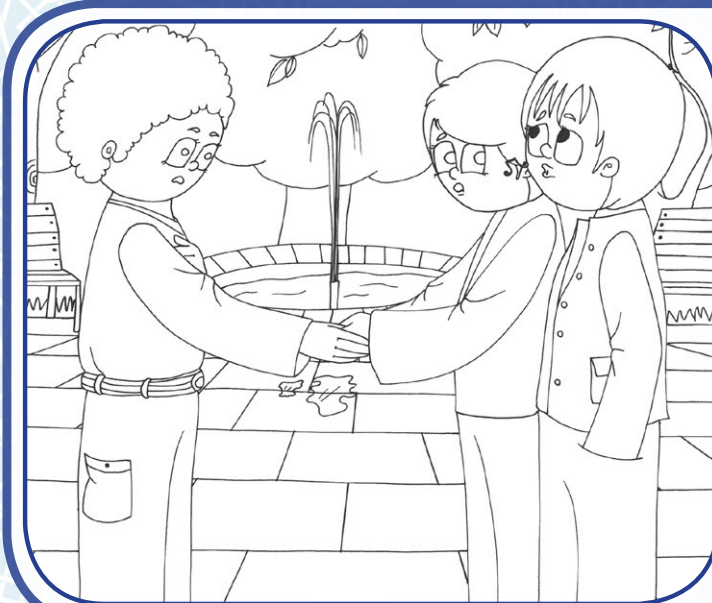
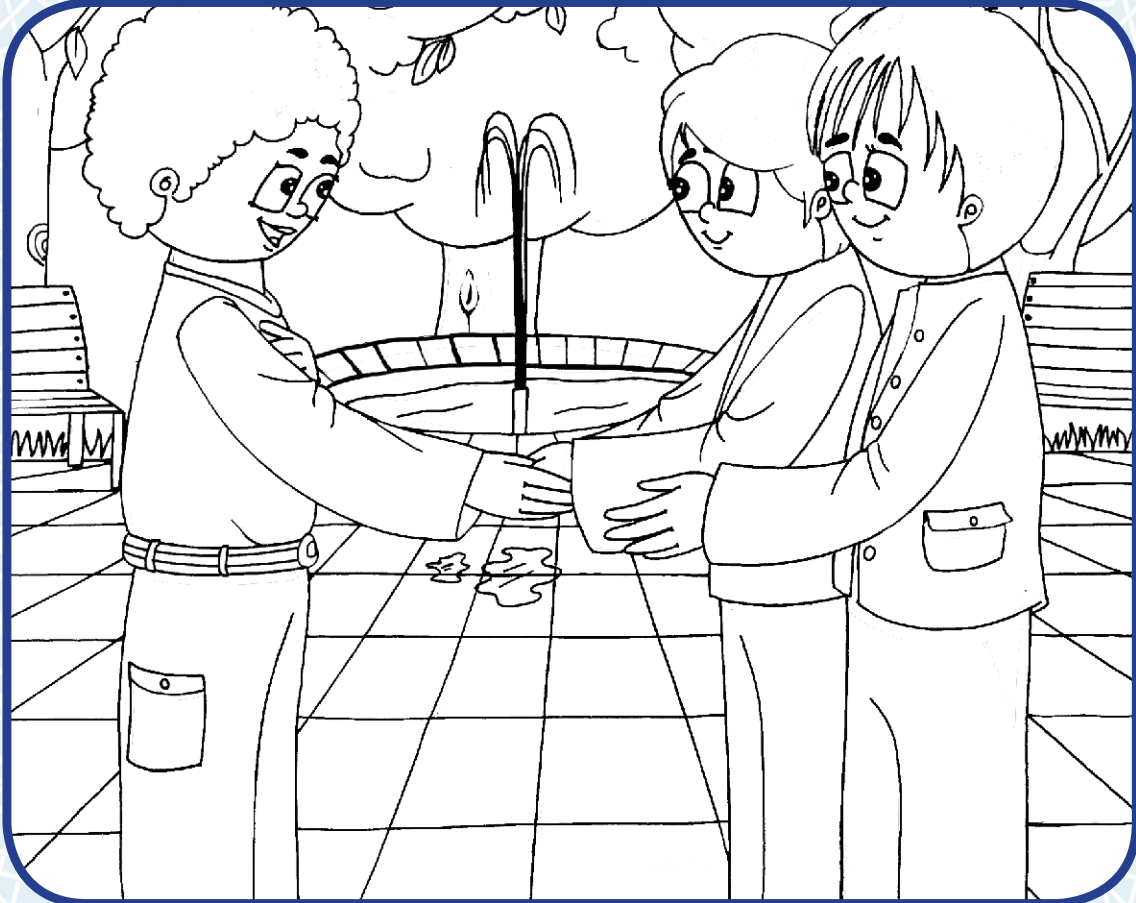
SPOT THE DIFFERENCE

Find and circle 7 differences between the two pictures and discuss.



Coloring 2.1b

COLOR



DISCUSS

How is the little boy not following the hadith?

Worksheet 3.1

In each category, write at least 3 things that you are thankful for. Then, share your list with your friends and say “alḥamdulillāh” after each blessing you mention.

Health

Family

Friends

Possessions

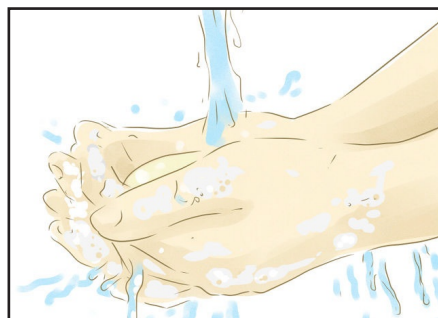
I am thankful for my

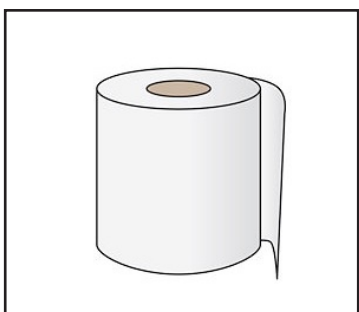
THIS PAGE HAS BEEN PURPOSELY
LEFT BLANK

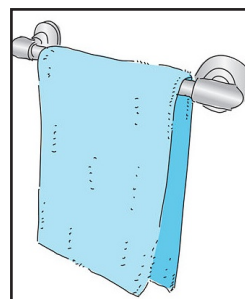
Worksheet 4.1

Number the following in the right order

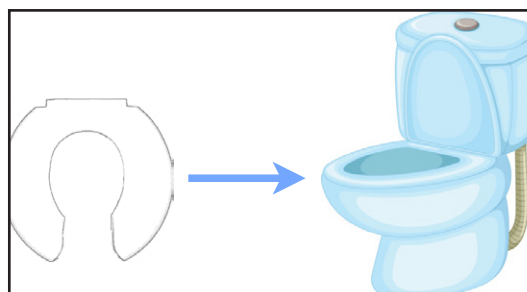








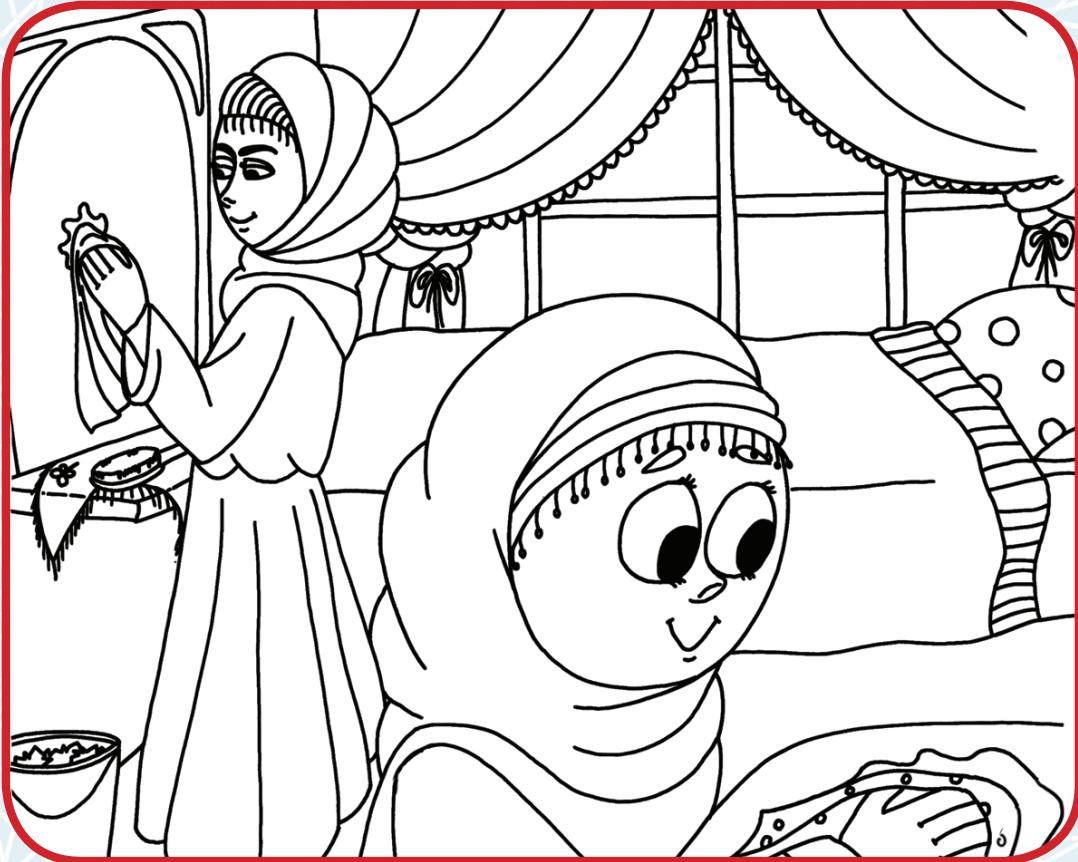




Coloring 4.1a

COLOR AND CROSS

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

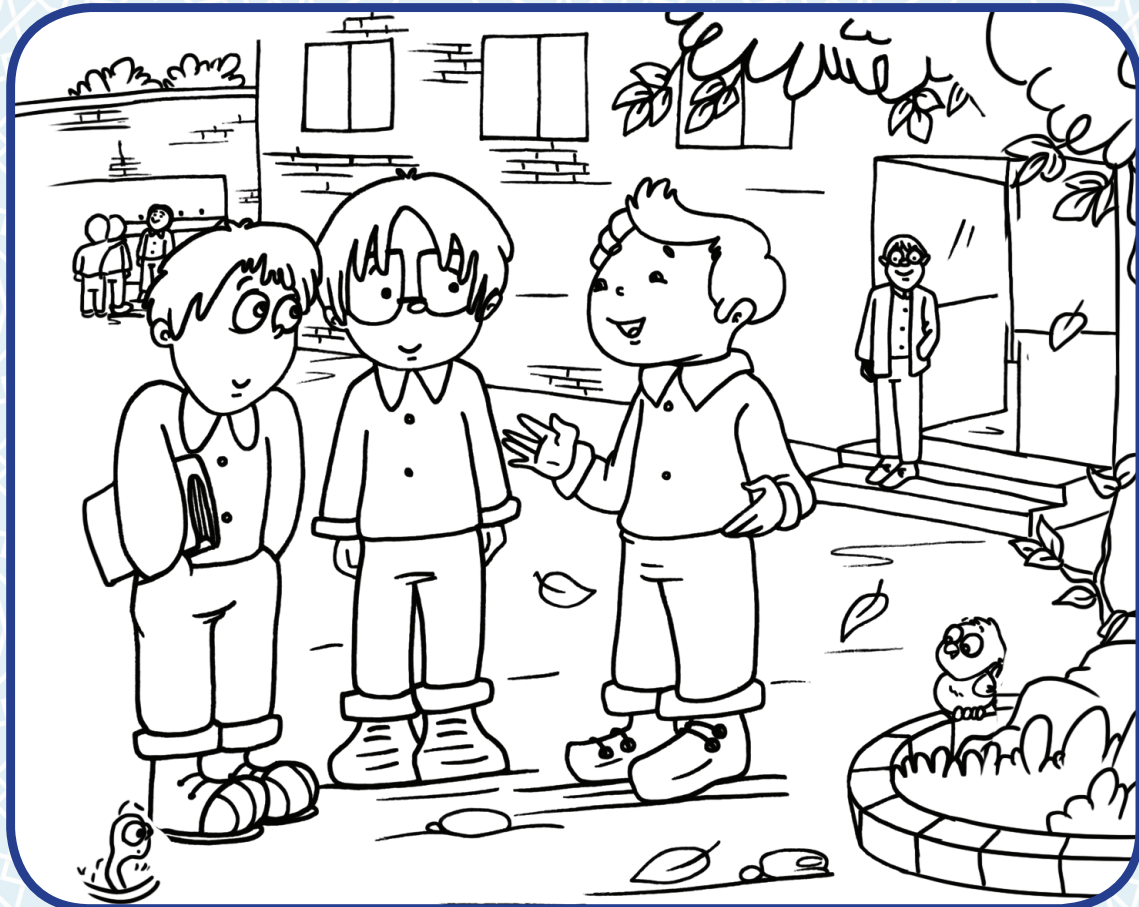


DISCUSS

How is the little girl not following the hadith?

Coloring 4.1b

COLOR



DISCUSS

How is the little boy not following the hadith?

Worksheet 5.1

Teacher Assisted Discussion: write what these children should do now.

1. Zahra gave Sakina a pencil to use, but Sakina lost it.

2. Husayn gave Abbas a remote control car to give to his brother Hasan. Abbas liked the car very much himself and instead gave Hasan one of his other cars.

3. When Fatimah came to Sunday school she wrote on the whiteboard without asking her teacher if she could use the markers.

4. Sabira borrowed Tahira's sharpener in class and forgot to give it back to her. _

5. Haider forgot his iPad with the latest game on it at your house and you played with it.

Worksheet 5.1 (con't)

6. Zahid's teacher forgot her Sunday school bag in the classroom and Zahid opened her bag to quickly see how he had done on his test.

7. Ali's mother gave him a big box of chocolates to give to his grandmother but Ali ate one small one.

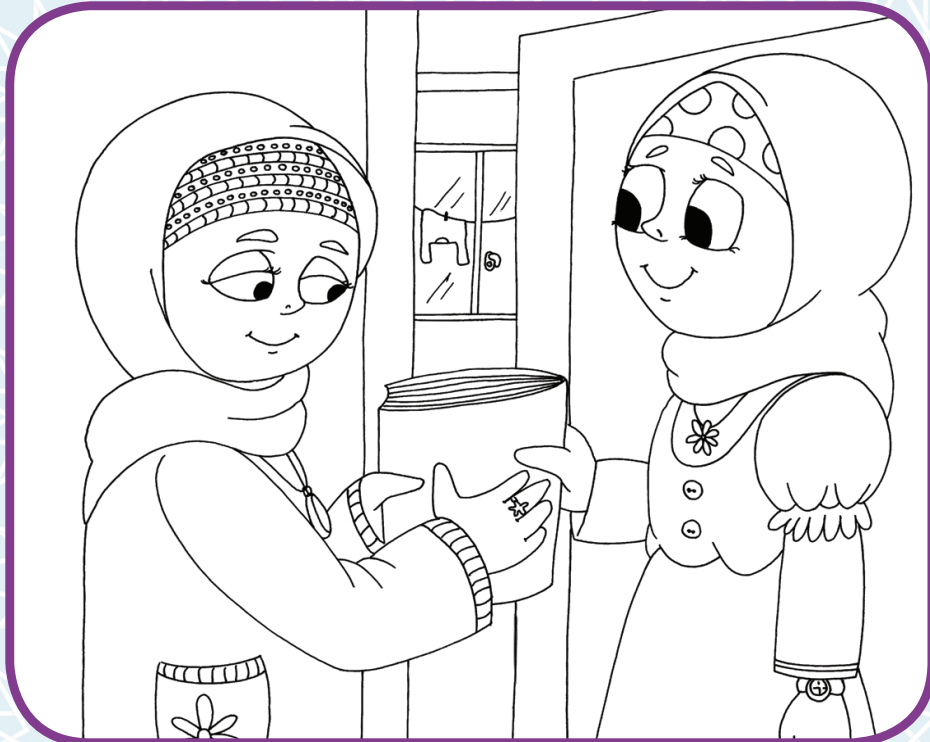
8. Sayyidah's father bought 2 boxes of candy, one for her and one for her sister. After Sayyidah had eaten hers, she ate her sister's as well because she was very hungry and her sister was not at home anyway.

9. Kazim drew a picture of a beautiful house in his big brother's homework book.

Coloring 5.1

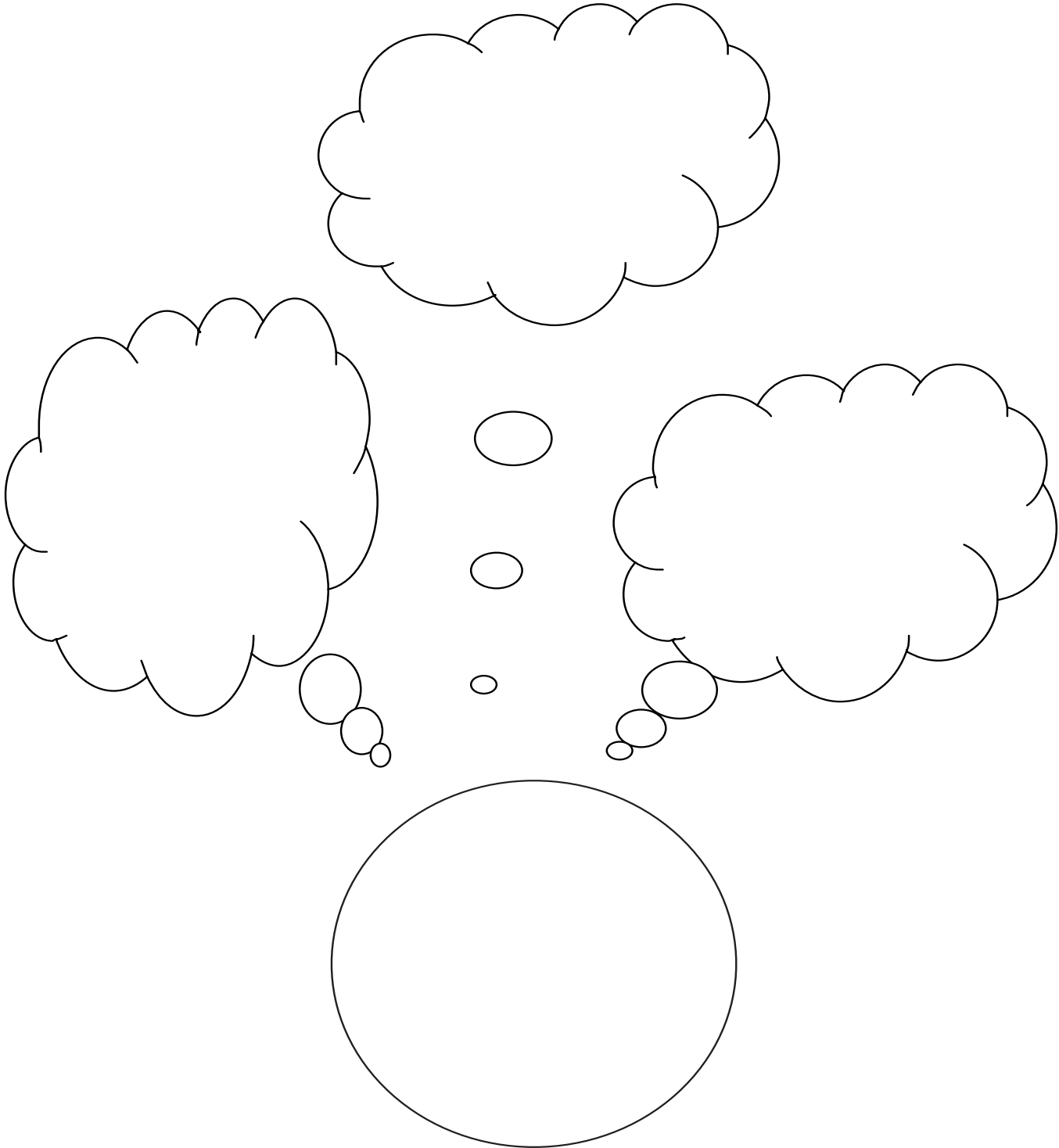
SPOT THE DIFFERENCE

Find and circle 7 differences between the two pictures and discuss.



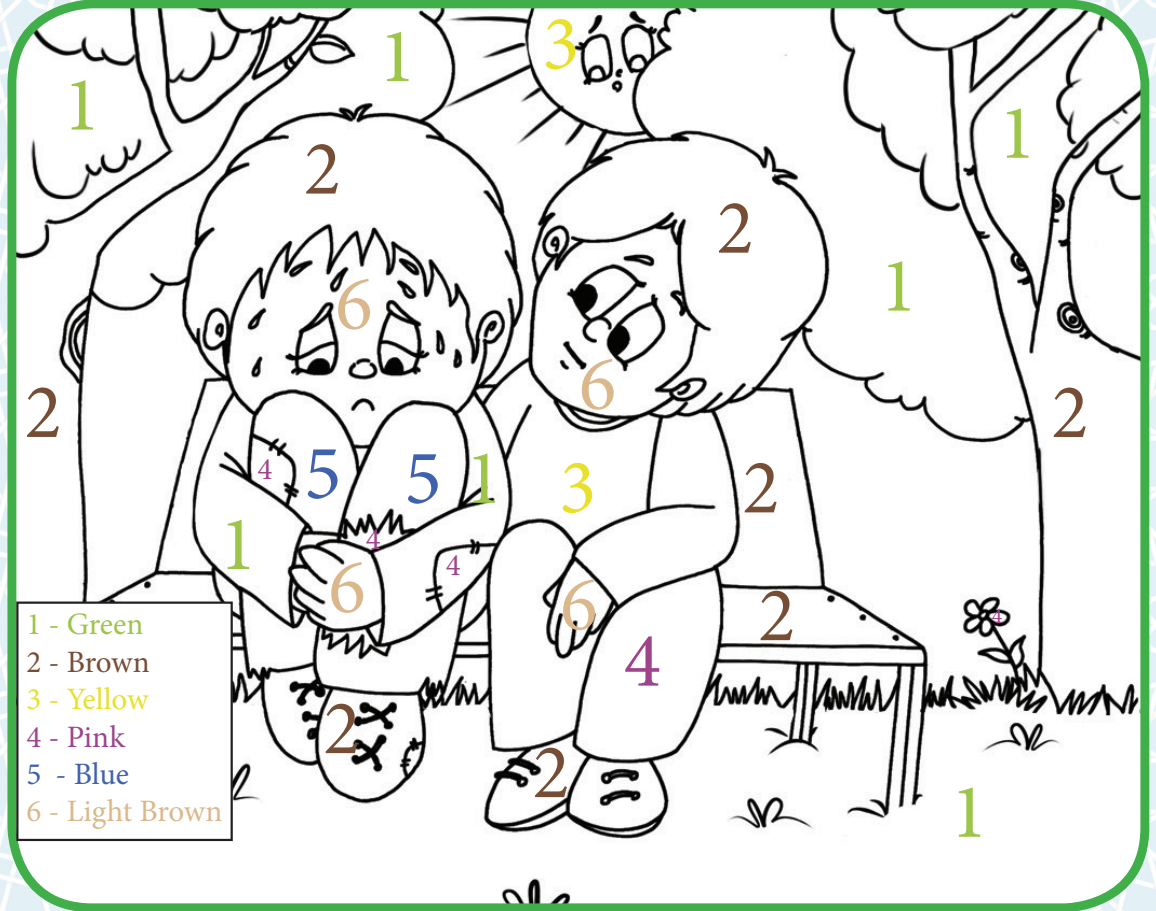
Worksheet 6.1

Draw a picture of yourself in the circle and in the bubbles, write three things you should think of when you are about to make fun of someone:



Coloring 6.1

COLOR BY NUMBERS



DISCUSS

How is the little boy not following the hadith?

Worksheet 7.1

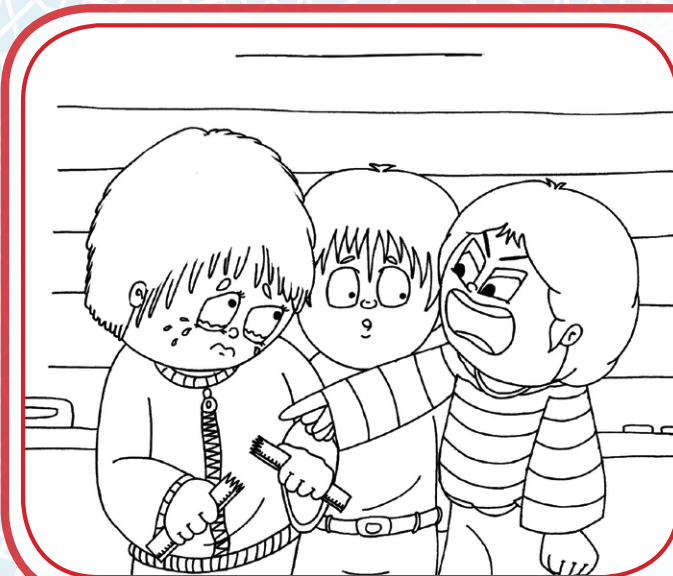
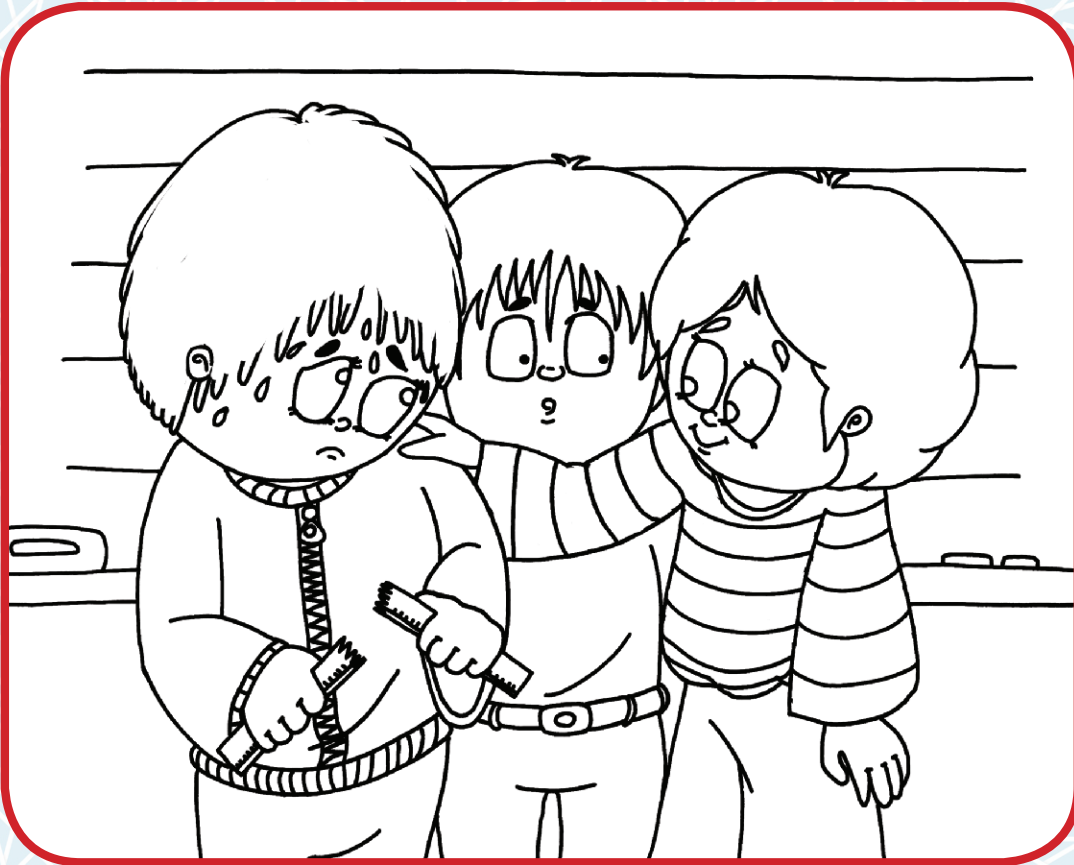
1. Why should you forgive people?

2. What does it truly mean to forgive someone?

Coloring 7.1

COLOR AND CROSS

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

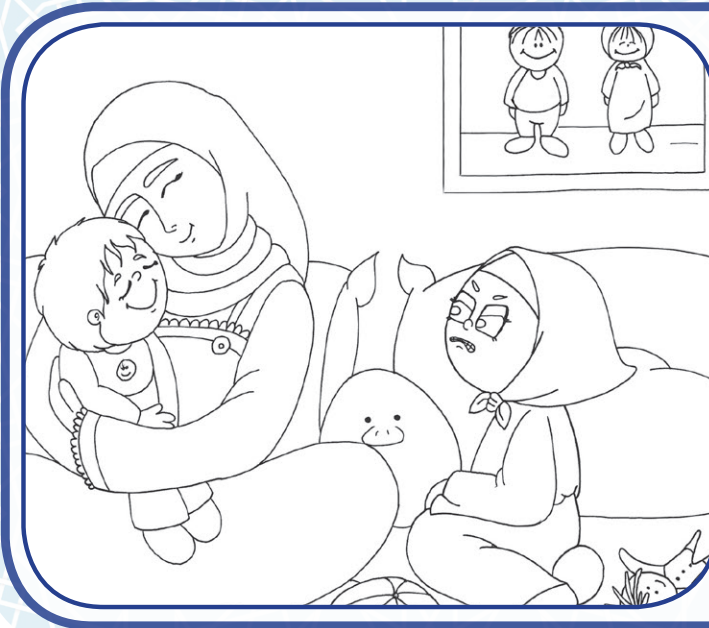
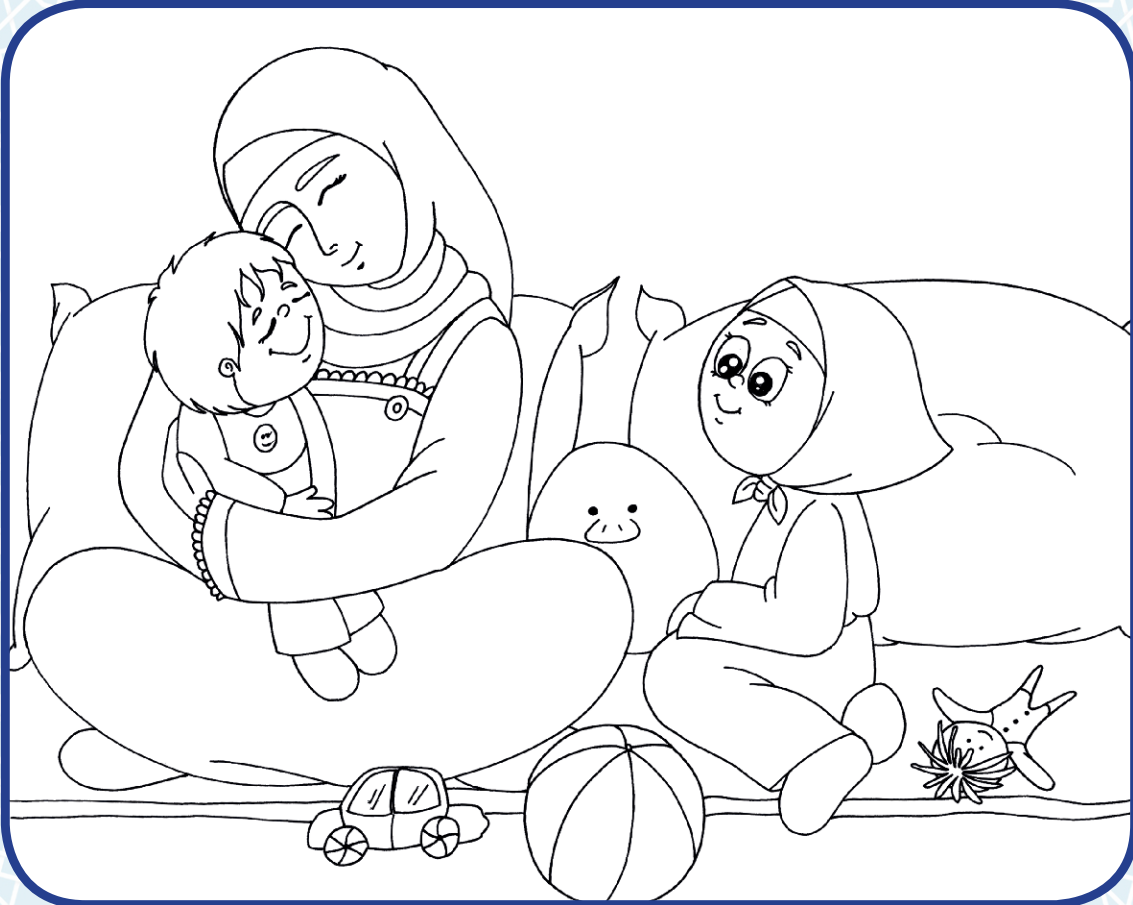


DISCUSS

How is the little boy not following the hadith?

Coloring 8.1

COLOR



DISCUSS

How is the little girl not following the hadith?

Worksheet 8.1

Fill in the blanks using the words below (not all of the words will be used).

1. _____ means to want the same thing somebody else has and not wanting them to have it.
2. A jealous person is always worried about _____.
3. _____ has said, "Jealousy eats up good deeds like a fire burns wood."
4. A jealous person is never satisfied with what _____ has given him.

Allah

Teasing

Imām 'Alī ('a)

himself

Jealousy

Prophet Muḥammad (ṣ)

Worksheet 9.1

Circle the correct answer.

1. The biggest advantage a person gets by watching TV _____ is.
 - a. Fun
 - b. Knowledge
 - c. Happiness

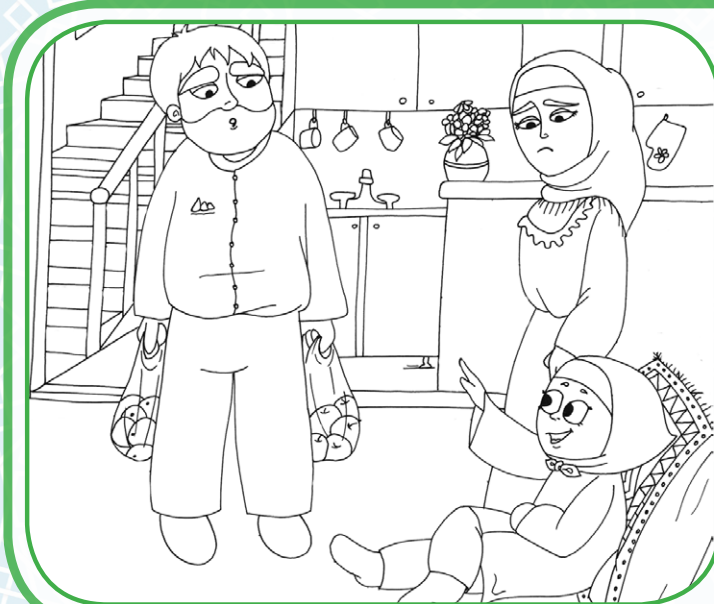
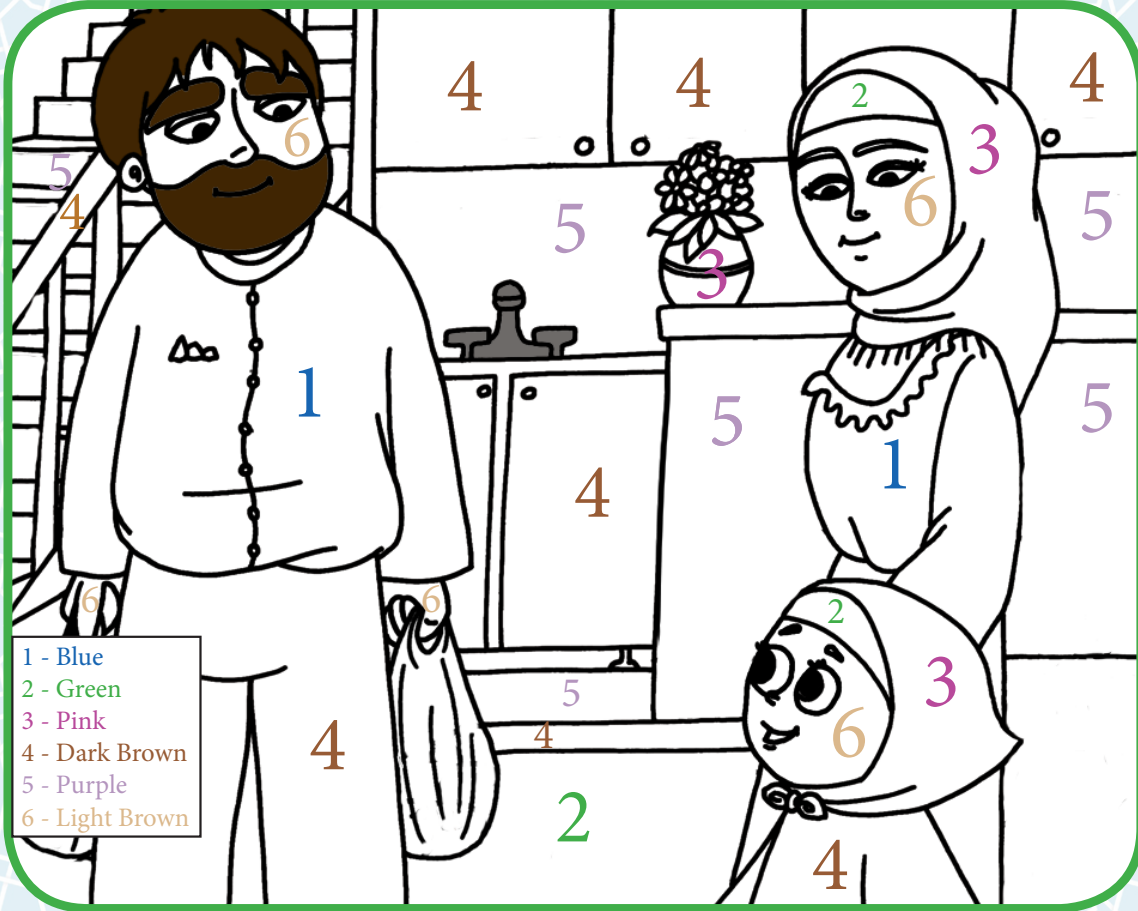
2. Watching too much television makes us _____ .
 - a. Lazy
 - b. Fast
 - c. Sleepy

3. There shouldn't be any _____ things in the programs that we are allowed to watch.
 - a. Interesting
 - b. Ḥarām
 - c. Ḥalāl

4. Shows about _____ are informative and good to watch.
 - a. Nature
 - b. Science
 - c. Both a & b

Coloring 10.1

COLOR BY NUMBERS



DISCUSS

How is the little girl not following the hadith?

Worksheet 11.1

Write what these children should do:

1. Zahra's cousin Maryam is being rude to her.

2. Bilal is teasing and making fun of Abbas for not being able to catch a ball.

3. Aminah and Ali's grandfather is very old; they can choose to send him to an old age home or keep him at home with them.

4. Farwa is watching her favorite TV show, but her grandma is calling her for help.

5. Sara's cousin Fatimah is visiting from Chicago and wants to be friends with Saīra, but Saīra is being rude and is upset about something.

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