

STEPS TO PERFECTION

An Islamic Curriculum For Children

GRADE

4

STUDENT WORKBOOK



Under the Guidance of
NABI R. MIR (ABIDI)



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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 the 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

Preface (con't)

that beginning from 1st grade, these two concepts are emphasized and gradually increase 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, aḥādīth, and āyāt of 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	kh	ل	l
د	d	م	m
ذ	dh	ن	n
ر	r	ه	h
ز	z	و	w
س	s	ي	y
ش	sh	ة	h (without idāfah)
ص	ṣ	ة	t (with idāfah)

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

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

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. حَج _____
13. حُمْس _____
14. جَنَّة _____
15. ذِكْر _____

AQĀ'ID
(BELIEFS)

CHAPTER 1
UŞŪL AD-DĪN

Worksheet 1.1

UŞŪL AD-DĪN

Connect the meanings to their pictures



Tawhīd

1. Belief in the justice of Allah.
2. Belief in the Day of Judgment.
3. Belief that there is only one God.
4. Belief in the Prophets sent by Allah.
5. Belief in the 12 Imāms.



‘Adālah



Imāmah



Nabūwwah



Qiyāmah



CHAPTER 2
TAWHĪD

Worksheet 2.2

Read each scenario below and decide whether it is an example of **Tawḥīd**, **shirk**, or **shirk al-khafī**.

1. Ali's classmate Justin is Jewish. He believes that there is one God and that Moses is His Prophet.
-

2. One day, Amin fell off the monkey bars and broke his leg. He had to go to the doctor, who had to perform surgery on Amin. Alḥamdulillāh, the surgery went well and Amin's leg healed completely. Amin gave his doctor a big hug and said, "Thank you so much for fixing my leg! I wouldn't have been able to walk without you!"
-

3. Khadijah's classmate Priya is Hindu. One day, Khadijah went over to Priya's house and saw that she had a special room for prayer. In that room, there are little statues that each have their own name and special properties. Priya and her family pray to these statues and ask them for blessings.
-

4. Last year, Husain and his family went to Karbala and visited the shrines of Imām Ḥusayn (ʿa) and Ḥaḍrat Abbas. His family kissed these shrines and asked Allah to grant their duʿās through the intercession of Ḥaḍrat ʿAbbas and Imām Ḥusayn (ʿa).
-

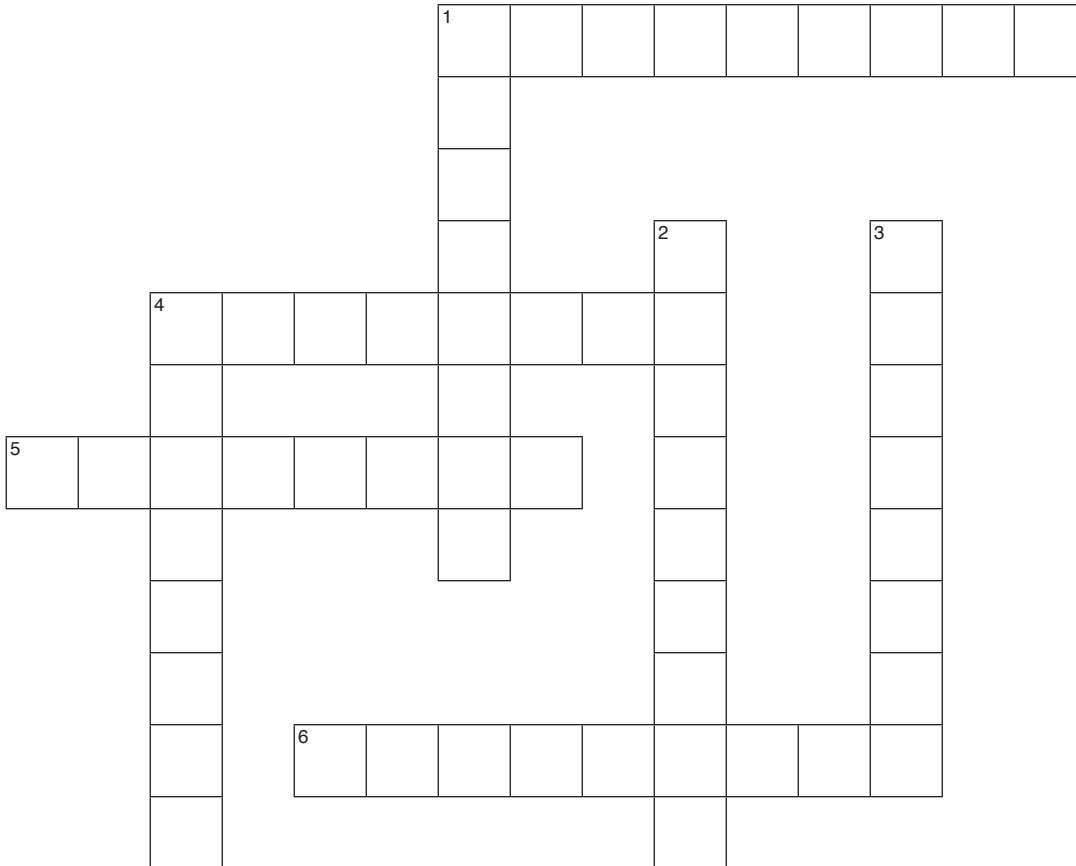
5. Zahra is with her parents at the masjid. She wants to recite Qurʾān before prayer time. She starts reciting for Allah (swt), and then sees her friends come in. She knows her Arabic is better than theirs, and so, she starts reciting very loudly so that they can hear, thinking she'll show them how good she is at worshipping Allah.
-

CHAPTER 3
AL-ASMĀ'
AL-ḤUSNĀ

Worksheet 3.1

AL-ASMĀ' AL-ḤUSNĀ CROSSWORD PUZZLE

Complete the crossword. Make sure to include dashes!



Word Bank

Al-Khāliq
Ar-Rāziq
Al-Kabīr
Al-Quddūs
Al-Basīr
As-Samī'ī
Ar-Raḥmān
Al-Laṭīf

Across:

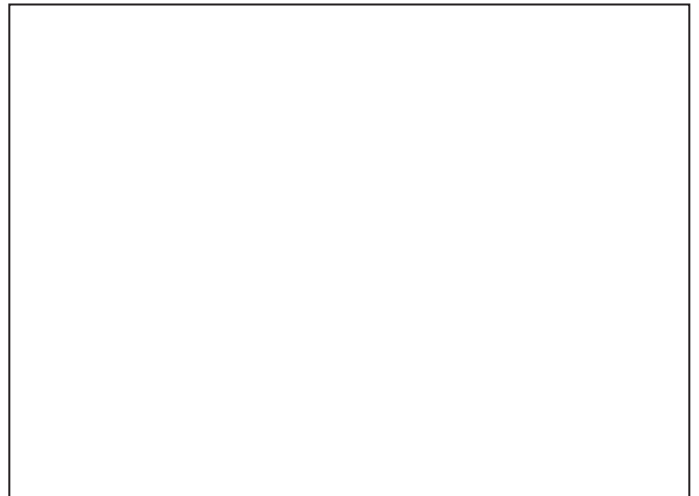
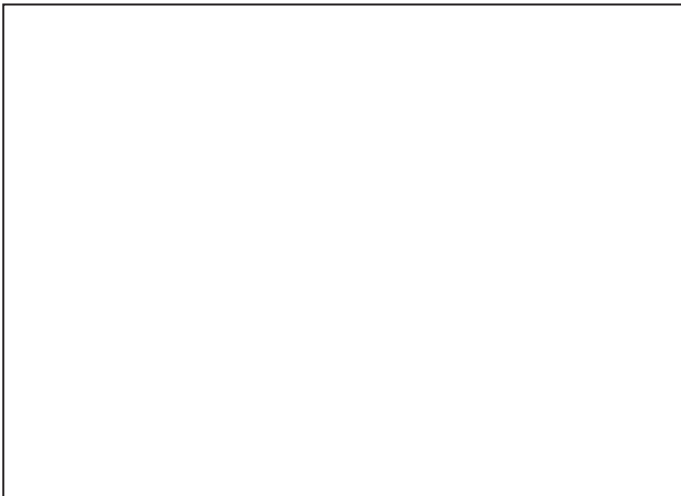
1. The Holy
4. The All-Seeing
5. The Great
6. The Creator

Down:

1. The Gentle
2. The All-Merciful
3. The Provider
4. The All-Hearing

Art Extension 3.2

In the boxes below, draw a comic to represent the story of Prophet Mūsā (‘a)



Worksheet 3.3

AL-QUDDŪS

Answer the following questions using complete sentences.

1. What does al-Quddūs mean (beyond just Holy)?

2. What are some traits that Allah is purified from?

3. Read the verse from Sūrah al-Jumu‘ah in the beginning of the lesson. What do you think it means when Allah says, “Whatever is in the Heavens and the earth glorifies Allah?” Can you think of some examples?

4. Why was Prophet Ibrāhīm (‘a) willing to give up everything he had to Angel Jabrā’īl?

Worksheet 3.4

Make a list of things you are pushing aside when you say takbīrat ul-iḥrām (Allāhu Akbar) to begin your ṣalāh.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Art Extension 3.4

WALL PLATES

Materials:

- Paper (white or colored)
- Foam frames
- Markers/crayons
- Scissors
- Glue
- String

Procedure:

1. Pick one of the names of Allah you have learned about.
2. On a piece of paper, write that name of Allah and put it in the frame.
3. Decorate the frame. Hang with string or glue magnets to the back.

Al-Khāliq	The Creator
Ar-Rāziq	The Provider
Al-Kabīr	The Great
Al-Quddūs	The Holy
Al-Baṣīr	The All-Seeing
As-Samīʿ	The All-Hearing
Ar-Raḥmān	The All-Merciful
Al-Laṭīf	The Gentle



CHAPTER 4
‘ADĀLAH

Worksheet 4.1

‘ADĀLAH

Determine if the following scenarios are examples of justice or equality:

1. Everything that girls are allowed to do, boys should also be allowed to do.

JUSTICE EQUALITY

2. Sisters wear ḥijāb to protect, while brothers do not have to.

JUSTICE EQUALITY

3. The teacher should give everyone in class the same grade.

JUSTICE EQUALITY

4. A mom gave her 9 month old baby a bite of a banana, and her 7 year old son a full banana.

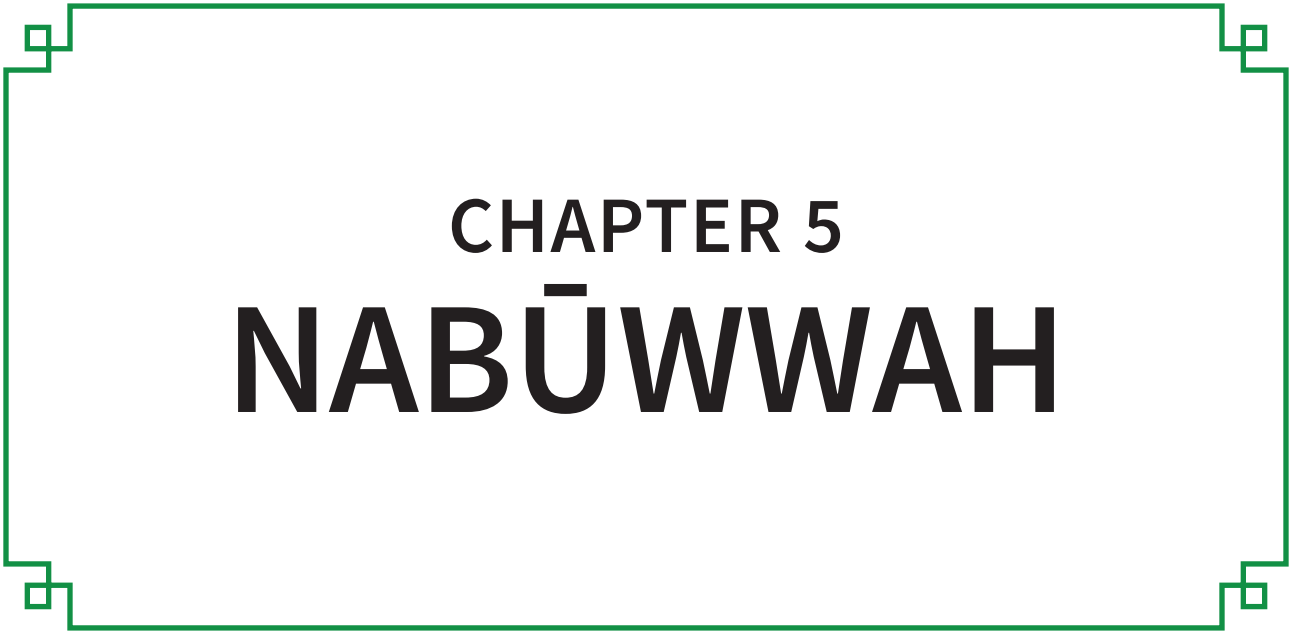
JUSTICE EQUALITY

5. Ali and Fatimah are helping their mom carry groceries. Ali is a strong 18 year old boy, while Fatimah is a little 9 year old girl. There are 3 bags, so Ali carries 2, and Fatimah carries 1.

JUSTICE EQUALITY

6. Haider is 14 years old, and his little brother is only 6. His brother goes to sleep at 7:00 p.m., so Haider must also go to sleep at 7:00 p.m.

JUSTICE EQUALITY



CHAPTER 5
NABŪWWAH

Worksheet 5.1

NABŪWWAH

True or False: Circle either “T” for True or “F” for False.

- | | | |
|--|---|---|
| 1. Prophets are ma‘ <i>s</i> ūm (sinless). | T | F |
| 2. Prophets were sent to guide us. | T | F |
| 3. Nabīs and Rasūls are both Prophets. | T | F |

Multiple Choice: Circle the best answer.

4. Why were laws changed each time?
- The Prophet (ﷺ) didn't like the old laws
 - They became more advanced
 - Nobody followed them
5. The five Ūlul ‘Azm Prophets are:
- Prophet Nūḥ, Prophet Dāwūd, Prophet Mūsā, Prophet ‘Īsā, Prophet Muḥammad (ﷺ)
 - Prophet ‘Ādam, Prophet Nūḥ, Prophet Mūsā, Prophet ‘Īsā, Prophet Muḥammad (ﷺ)
 - Prophet Nūḥ, Prophet Ibrāhīm, Prophet Mūsā, Prophet ‘Īsā, Prophet Muḥammad (ﷺ)
6. One of the qualities of a Nabī is that he should have “iṣmah.” This means:
- That the nabī should have a name given to him by Allah
 - He should try not to commit sins
 - He should be free of sin

Worksheet 5.1 (con't)

Short Answer Questions – Use complete sentences.

7. Why did Allah send down so many Prophets?

8. What is a mu'jizah? Give an example of one of the mu'jizah of Prophet Muḥammad (ﷺ).



CHAPTER 6
IMĀMAH

Worksheet 6.1

IMĀMAH

True or False:

- | | | |
|--|---|---|
| 1. A Prophet can pick whomever he wishes to be an Imām. | T | F |
| 2. The religion of Islam was completed on the Day of Ghadīr. | T | F |
| 3. The 12 Imāms brought new laws. | T | F |
| 4. Imāms must be sinless. | T | F |

Short Answer Questions – Use complete sentences.

5. Why can't people choose their own Imām? Why do our 12 Imāms have to be selected by Allah?

6. In your own words, explain why we need an Imām at all times.

7. What was special about the Day of Ghadīr?

Worksheet 6.2

THE LIVING IMĀM (‘AJ)

Choose the correct answer:

1. The name of our 12th Imām (‘aj) is:
 - a. Imām Muḥammad bin Ḥasan (‘a)
 - b. Imām Ḥasan al-‘Askarī (‘a)
 - c. Imām Zayn ul-‘Ābidīn (‘a)
 - d. Imām ‘Alī an-Naqī (‘a)

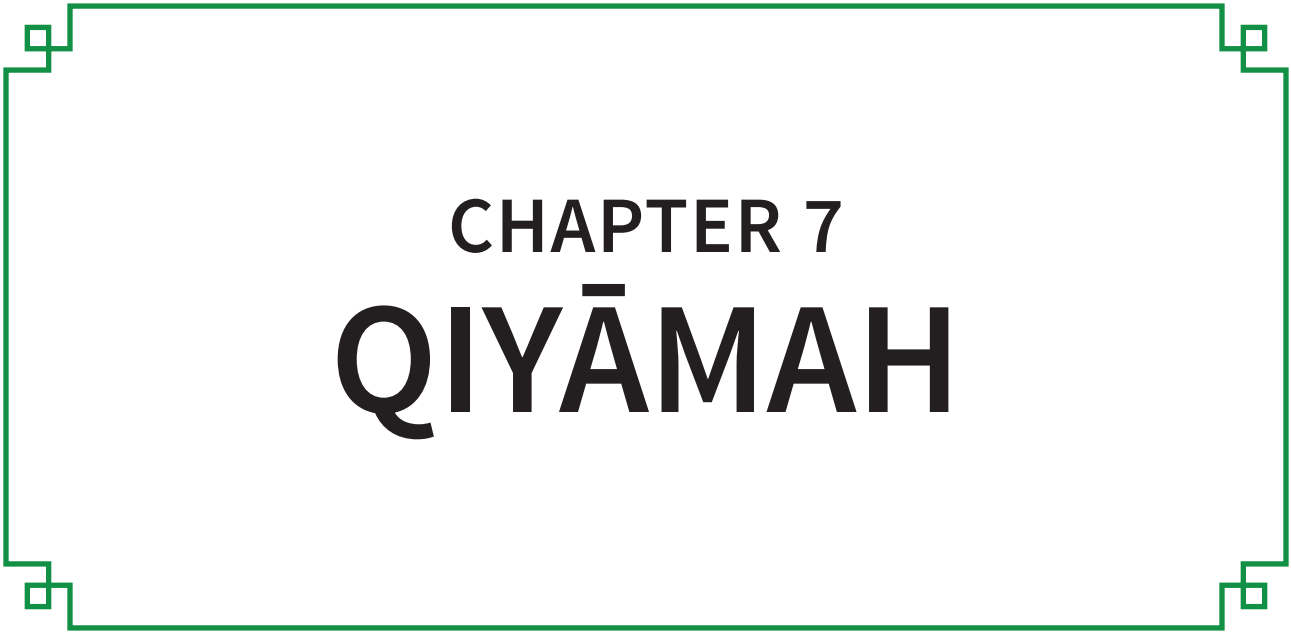
2. Imām al-Mahdī (‘aj) was born in the month of:
 - a. Shawwāl (on the 1st)
 - b. Sha‘bān (on the 15th)
 - c. Dhul Ḥijjah (on the 10th)
 - d. Rajab (on the 13th)

3. Imām al-Mahdī (‘aj) was born in
 - a. Mashhad, Iran
 - b. Karbala, Iraq
 - c. Samarra, Iraq
 - d. Medina, Saudi Arabia

Worksheet 6.2 (con't)

Fill in the blanks:

4. The aunt of Imām al-Mahdī (‘aj) who was there when he was born is _____
5. When you hear Imām al-Mahdī’s (‘aj) name you should put your hand on your _____ and bow down because Imām _____ used to do this.
6. The sūrah of the Qur’ān that Imām al-Mahdī (‘aj) recited in his mother’s womb before he was born was Sūrah al-_____.
7. Imām al-Mahdī’s (‘aj) father is _____ and his mother is _____.
8. The Imāms that have the same first name as Imām al-Mahdī (‘aj) are Imām _____ (‘a) and Imām _____ (‘a).
9. One title of Imām al-Mahdī (‘aj) is _____, which means the _____.



CHAPTER 7
QIYĀMAH

Worksheet 7.1

QIYĀMAH

1. For what purpose did Allah create us?

2. How is the Day of Judgment an example of Allah's justice?

3. Mention some specific events that will happen on the Day of Judgment. How will Allah bring us back to life? How will He judge us?

4. What will happen to those whose good deeds are heavier? What about those whose bad deeds are heavier?

FIQH

(ISLAMIC LAW)

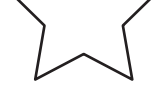











CHAPTER 1
FURŪ[‘] AD-DĪN

Worksheet 1.1

FURŪ‘ AD-DĪN

Number each star with its correct meaning:

1. Fasting during the month of Ramaḍān.  Ḥajj
2. Giving one-fifth of your savings to your marja‘ to be divided in a special way.  Amr bil Ma‘rūf
3. Praying five times a day.  Zakāt
4. Guiding others to do good.  Khums
5. Performing the pilgrimage in Mecca.  Ṣalāh
6. Struggling and defending in the way of Allah.  Jihād
7. Disliking and staying away from the enemies of the 14 Ma‘ṣūmīn (‘a) and their the teachings.  Tawallī
8. Giving charity on certain items.  Nahī ‘anil munkar
9. Stopping others from doing bad.  Tabarrī
10. Loving and following the teachings of the 14 Ma‘ṣūmīn (‘a)  Ṣawm



CHAPTER 2
RITUAL PURITY

Worksheet 2.1

NAJĀSAH

Circle the 'ayn an-najis items.

Sand

Cats

Coffee

Bacteria

Drugs

Cockroach

Booger

Stool

Cigarettes

Dust

Muslim

Vegetable

Urine

Viruses

Blood

Animal Carcass

Lice

Mice

Rotten Egg

Toothpaste

Beer

Kāfir

Poison

Pig

Worksheet 2.1 (con't)

Short Answer Questions

1. Who is a kāfir?

2. Zahra loves to play with animals, especially dogs. Her neighbors have a poodle named Tin Cup that she plays with all the time. One day, while playing with Tin Cup, he licked Zahra's shirt. Later, she went home and prayed wearing the same clothes. Is her ṣalāh valid? Why or why not?

3. What does 'ayn an-najis mean?

4. Mention 2 things that are najis in their original form:

5. Alina is doing her homework. She gets a paper cut on her finger. She wipes the blood on her shirt, puts a band-aid on her finger, and then proceeds to do wuḍū' and prays her Maghrib prayers. Is her prayer valid or bāṭil? Explain below:

Worksheet 2.2

Choose the best answer:

1. The difference between muṭḥlaq and muḍāf water is that:
 - a. Muṭḥlaq water smells quite bad.
 - b. Muḍāf water looks clean but is not.
 - c. Muṭḥlaq water can make najis things ṭāhir, but muḍāf water cannot.
 - d. Muṭḥlaq water always looks impure and muḍāf water always looks pure.
2. Can you make wuḍū' with muḍāf water? If not which water should you use?
 - a. No, you should use muṭḥlaq water.
 - b. Yes you can use muḍāf water.
 - c. Yes you can use muḍāf or muṭḥlaq water.
 - d. You can use any kind of water, pure or mixed
3. What is kur?
 - a. It is a cube that measures the same on all sides.
 - b. It is a cardboard box.
 - c. It is 27"x 27"x 27" or at least 384 liters of water
 - d. Both b and c
4. If a najis animal falls into kur water, do you think the water will become najis?
 - a. Yes
 - b. No
5. If the sun shines on a wall where there was some najāsah that was removed, will the wall become ṭāhir?
 - a. Yes
 - b. No
6. The soles of your shoes are ṭāhir if:
 - a. You clean them with a rag
 - b. You walk on some dry and clean earth until the najāsah comes off
 - c. You let your friend's dog lick them
 - d. You just ignore it

Worksheet 2.2 (con't)

7. Name two 'ayn an-najis things common in human beings and animals.

8. A kāfir is a person who does not believe in Allah. T F

9. When anything touches a wet najis thing, it becomes najis too. T F

10. Blood is 'ayn an-najis. T F

11. Milk from a cow that has not been contaminated with anything is ṭāhir. T F

12. Two items that make a najis thing ṭāhir are:

13. If you pour water into a glass that has a drop of beer in it, does the water become najis? Yes No

Short Answer Questions:

14. Name the first 6 muṭahhirāt.

1. _____

2. _____

3. _____

4. _____

5. _____

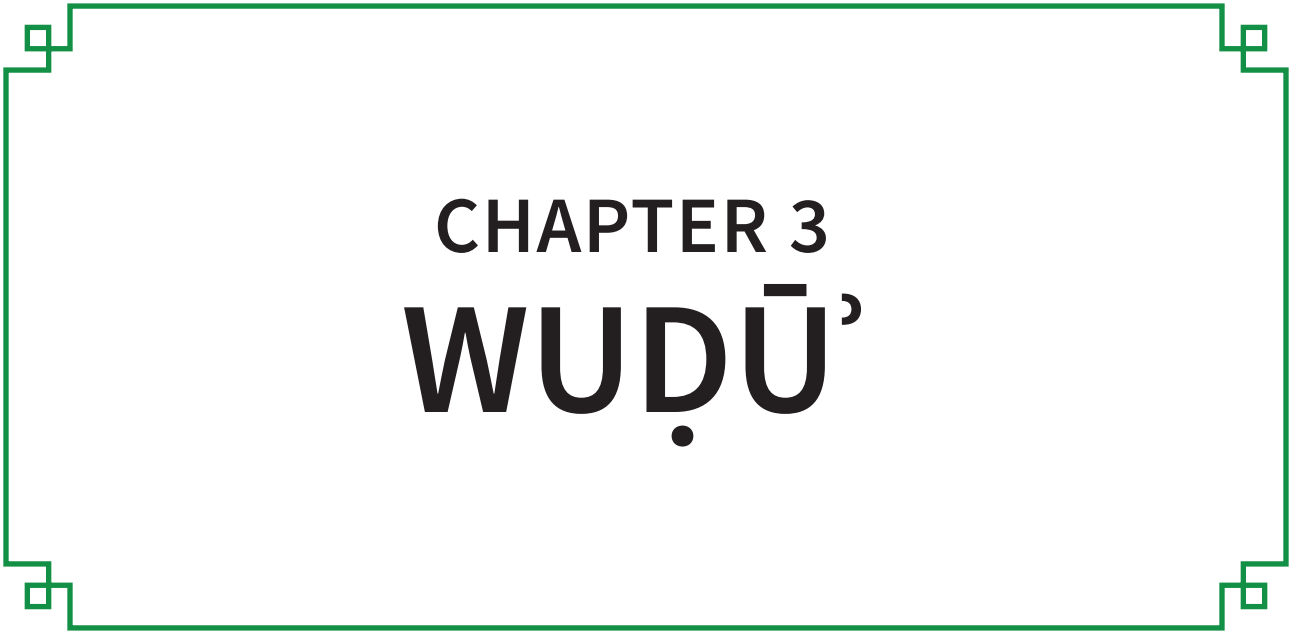
6. _____

Worksheet 2.2 (con't)

15. How can Islam make you ṭāhir?

16. Describe what is meant by tabaṭṭyah.

17. How would you explain ghaybat ul-Muslim in your own words?



CHAPTER 3
WUḌŪ'

Worksheet 3.1

WUḌŪ'

1. The mustahab actions of wuḏū' are:
 - a. Washing the face and arms 2 times
 - b. Gargling 3 times
 - c. Taking water into the nostrils 3 times
 - d. All of the above
2. The wājib actions of wuḏū' are:
 - a. Niyyah
 - b. Washing of the face and arms
 - c. Wiping or maṣḥ of the head and feet
 - d. All of the above
3. Some conditions of wuḏū' are:
 - a. The water for wuḏū' must be ṭāhir
 - b. One must have a niyyah
 - c. The order does not matter
 - d. A and B
4. The water with which you perform wuḏū' should be ṭāhir, muṭlaq and mubāḥ. Please explain the meaning of these three words:

Ṭāhir: _____

Muṭlaq: _____

Mubāḥ: _____

5. Will your wuḏū' be valid if you wear nail polish on your fingernails? Why or why not?

CHAPTER 4

ŞALĀH

Worksheet 4.1

NAMES AND TIMES OF ṢALĀH

1. Faḍīlah time means:
 - a. The fixed time when the ṣalāh starts
 - b. The time to do wuḍū'
 - c. The time before ṣalāh becomes qaḍā'
 - d. The time right before midnight
2. A prayer becomes qaḍā' when the time of ṣalāh _____, and you have to pray with the niyyah of _____ rather than adā' (during its time).
 - a. Begins, mustaḥab
 - b. Ends, qaḍā'
 - c. Ends, mustaḥab
 - d. Begins, qaḍā'
3. Praying on time encourages the habit of
 - a. Looking at the clock
 - b. Praying mustaḥab prayers
 - c. Making du'ā
 - d. Punctuality
4. The name of the early morning ṣalāh is _____.
5. The names of the two ṣalāh around the middle of the day are _____ and _____.
6. The names of the two ṣalāh after sunset are _____ and _____.
7. Performing the 5 daily prayers is:
 - a. wājib
 - b. mustaḥab
8. It is _____ to perform Ṣalat ul-Āyāt.
 - a. wājib
 - b. mustaḥab
9. It is wājib to perform these prayers:
 - a. Ṣalāt ul-Mayyit
 - b. Ṣalāt ul-Eid
 - c. Ṣalāh after a wājib ṭawāf of the Holy Ka'bah
 - d. Both a and c

Worksheet 4.1 (con't)

Match the names of each ṣalāh starting with the faḍīlah and qaḍā' times.

FAJR

Faḍīlah Time ●

Qaḍā' Time ●

- Immediately after Ṣuḥr until seasonally between 1.5 - 3 hours after Ṣuḥr

- From exact noon until 20 minutes after

Ṣuḥr

Faḍīlah Time ●

Qaḍā' Time ●

- Midnight

- Sunrise

'Aṣr

Faḍīlah Time ●

Qaḍā' Time ●

- Beginning from dawn until 20 minutes after

- Sunset

Maghrib

Faḍīlah Time ●

Qaḍā' Time ●

- From when the redness has completely gone until about 20 minutes after

- Immediately after Maghrib until complete darkness (about 1 hour after Maghrib)

'Ishā'

Faḍīlah Time ●

Qaḍā' Time ●

- Until enough time for 4 raka'āt left before midnight

- Until enough time for 4 raka'āt left before sunset

Research Project 4.1

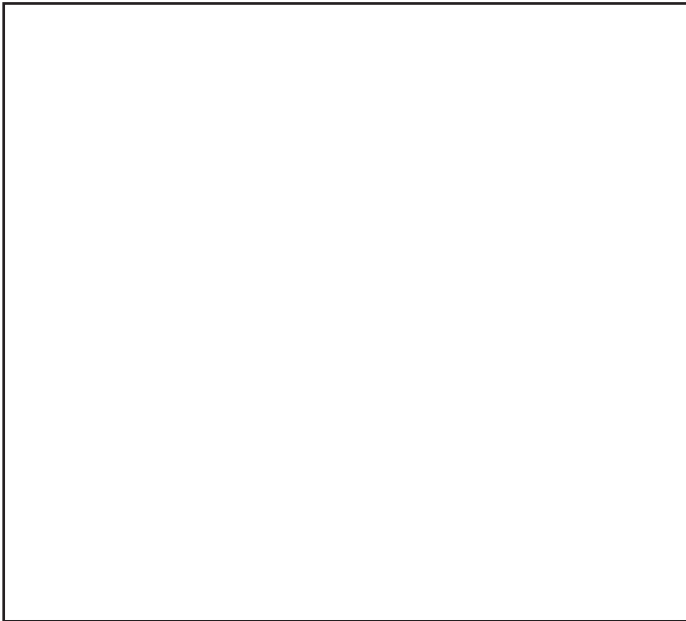
Visit www.praytime.info and lookup the prayer times for your area for today. Then, fill them out in the chart below!

Name of Ṣalāh	Faḍīlah Time	Qaḍā' Time
Fajr		
Zuḥr		
‘Aṣr		
Maghrib		
‘Ishā’		

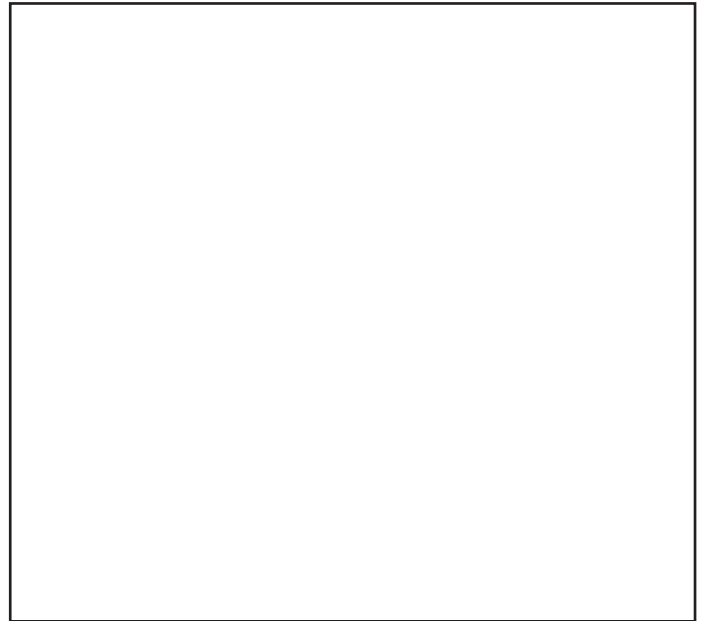
Art Extension 4.2

MASJID GALLERY

Create a gallery with pictures of some of the masājid where it is mustaḥab to pray! Go online with your parents and search for pictures, print them out, and paste them in the appropriate boxes below!



Masjid al-Ḥarām



Masjid an-Nabawī



Masjid al-Kūfah



Masjid al-Aqṣā

Worksheet 4.3a

MEANING OF ŞALĀH: TRANSLATION OF SŪRAH AL-FĀTIḤAH

Match the verse with its correct translation.

Bismillāhir Raḥmānir Raḥīm ●

- (O Allah), only You we worship, and we only seek help from You.

Alḥamdulillāhi rabbil-‘ālamīn ●

- Keep us on the straight path (and keep guiding us).

Ar-Raḥmānir-Raḥīm ●

- The path of those whom You have given Your blessings (like the Prophets, Imāms, and Shuhadā’), not those who are on the wrong path and have gone astray.

Māliki wawmid-dīn ●

- I begin in the name of Allah, the Most Kind, the Most Merciful.

Iyyāka na‘budu wa
iyyāka nasta‘īn ●

- He is the Owner of the Day of Judgment.

Ihdinaş-şirāṭ al-mustaqīm ●

- All praise is for Allah, Nurturer of the worlds.

Şirāṭal-ladhīna an‘amta
‘alayhim, ghayril-maghdūbi ●
‘alayhim wa laḍ-ḍāllīn

- The Most Kind (general mercy), the Most Merciful (mercy for the believers).

Worksheet 4.3b

MEANING OF ŞALĀH: TRANSLATION OF SŪRAH AL-IKHLĀŞ

Match each verse with the correct translation.

Bismillāhir Raḥmānir Raḥīm ●

● Allah is Absolute and Perfect

Qul huwal-lāhu aḥad ●

● I begin in the name of Allah, the Most Kind, the Most Merciful .

Allāhuş-şamad ●

● And there is nothing else like Him.

Lam yalid wa lam yūlad ●

● Say: He is Allah, the One.

Wa lam ya kun-lahu kufuwan aḥad ●

● He does not have parents, nor does He give birth.

Worksheet 4.3c

Match each line to its meaning. Write the corresponding number in the box.

- | | | |
|--------------------------|---|--|
| <input type="checkbox"/> | Qul huwal-lāhu Aḥad | 1. Glory be to Allah |
| <input type="checkbox"/> | Wa lam ya kun-lahu kufuwan aḥad | 2. Keep us on the straight path (and keep guiding us). |
| <input type="checkbox"/> | Subḥānallāh | 3. All praise is for Allah, Nurturer of the worlds. |
| <input type="checkbox"/> | Assalāmu ‘alaynā wa ‘alā ‘ibādillāhiṣ-ṣāliḥīn | 4. Glory be to my Lord, the Supreme, and praise belongs to Him |
| <input type="checkbox"/> | Alḥamdulillāhi Rabbil-‘ālamīn | 5. Peace be upon us and upon the righteous servants of Allah |
| <input type="checkbox"/> | Ihdinaṣ-ṣirāṭ al-mustaqīm | 6. Allah hears and accepts the praise of one who praises |
| <input type="checkbox"/> | Subḥāna rabbiyal-‘azīmi wa biḥamdih | 7. And there is no one comparable to Him. |
| <input type="checkbox"/> | Samī ‘allāhu liman ḥamidah | 8. Say: He is Allah, the One. |
| <input type="checkbox"/> | Subḥāna rabbiyal-a‘lā wa biḥamdih | 9. Good in this world and good in the Hereafter |
| <input type="checkbox"/> | Biḥawliḥi wa quwwatihi ‘aqūmu wa aqūd | 10. And I bear witness that Muḥammad is His servant and Messenger. |
| <input type="checkbox"/> | Fid-dunyā ḥasanah wa fil ākhirati ḥasanah | 11. I stand and sit with the help and strength of Allah. |
| <input type="checkbox"/> | Wa ashhadu anna Muḥammadan ‘abduhu wa rasūluh | 12. Glory be to my Lord, the Exalted, and praise belongs to Him |

Masjid Research Project

Name: _____ Date: _____

1. Research a famous masjid

- Answer the research questions on a separate paper
- Include other relevant information
- List sources

2. Write an informative oral presentation

- About 300 words

3. Create a 3-D model

- Use basic materials found in your home (ex: cardboard, tissue boxes, toothpicks, paper plates, popsicle sticks)
- Create a title card with the masjid's name
- Parents are encouraged to assist with the model

RESEARCH QUESTIONS:

- What is the name of the masjid?
- Where is it located? (city, country)
- When was it built?
- Who built it?
- Are there any important personalities buried there or associated with that masjid?
- Are there any āyāt of the Qur'ān or aḥādīth mentioned by a Ma'ṣūm about the masjid?
- Are there any other important facts about the masjid?
- Have you visited this masjid? Include a little bit about your experience.

GRADING RUBRIC:

POINTS

Grading Rubric turned in	/ 5
Research turned in	/ 10
Written paper of oral presentation turned in	/ 20
Research: accurate and complete information, reflecting time and effort	/ 20
Oral Presentation: voice, eye contact, appropriate length	/ 20
3-D model: Well-designed, presentable, reflecting best effort	/ 20
Title card: Name of masjid clear and creative	/ 5
TOTAL:	/ 100

Comments:



CHAPTER 5
ŞAWM

Worksheet 5.1

1. What should be included in a fast apart from refraining from foods and drinks?
 - a. Use your eyes to read Qur'ān and du'ās
 - b. Refrain from gossiping and lying
 - c. Give to the poor
 - d. All of the above

2. Zaynab is fasting, and when she gets home from school, she hears her neighbors watching a TV show some classmates were talking about at school. What is the best decision for her during her fast?
 - a. She should work on her homework even though all she can think about is that show.
 - b. She should watch that show as well, if her parents allow her, or make a list of all the shows she wants to watch after her fasts are done.
 - c. She should try her best to stay away from media, which might not be the best choice, and can sleep (which is mustaḥab in Ramaḍān!) or help her parents around the house instead
 - d. None of the above.

3. Even when you're old enough, sometimes you need a great amount of courage to fast and you almost don't want to. Why should you still fast?
 - a. To please Allah.
 - b. To lose weight.
 - c. So that your friends see that you are a good Muslim.
 - d. To show everyone you have a lot of self-control.

4. Make a list of things you COULD do while fasting and a list of things you SHOULDN'T do.

Worksheet 5.1 (con't)

5. Give examples of how Allah has given Ramaḍān more significance than other months?

6. It is okay to listen to ḥarām music and dance if you are fasting so long as you do not eat. True False

7. If you were asked by someone in school to explain why Muslims fast in Ramaḍān what would you say? What does Ramaḍān mean to you?

8. What would be the hardest thing for you to do as part of fasting?

9. Imām Jaʿfar aṣ-Ṣādiq (ʿa) has said, “Your fast day should not be like other ordinary days. When you fast, all your senses—eyes, ears, tongue, hands and feet—must fast with you.” What does this mean?

10. How can you use your hands to fast?

CHAPTER 6

HAJJ

Worksheet 6.1a

ḤAJJ

1. There are two parts to Ḥajj; one is called _____ and the other is _____.
2. The first part of Ḥajj can be performed from the 1st of Shawwāl to _____ and the second part is performed from 9th Dhul Ḥijjah to _____.

Circle the correct answer

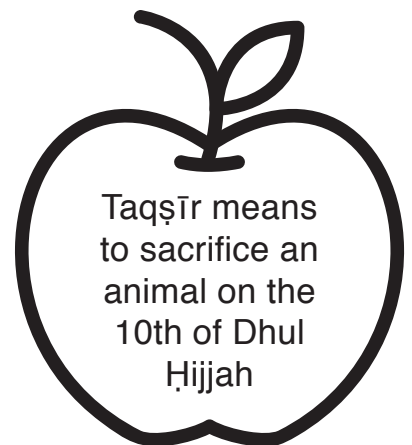
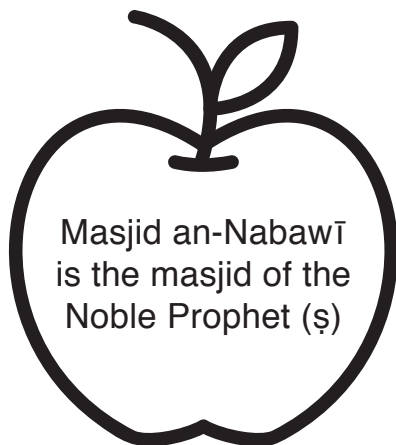
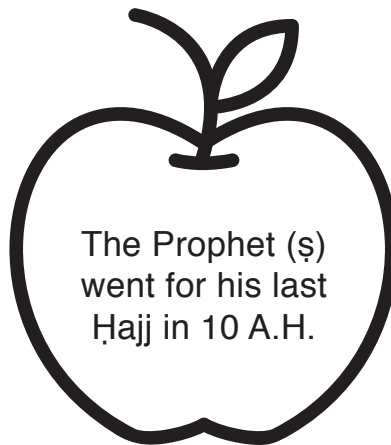
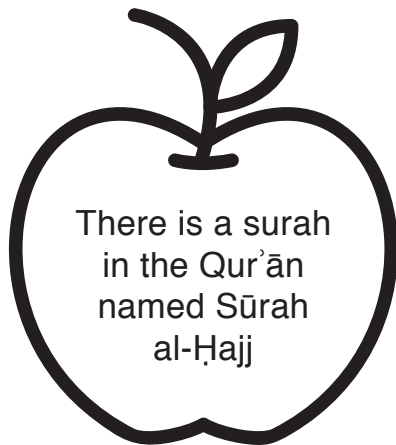
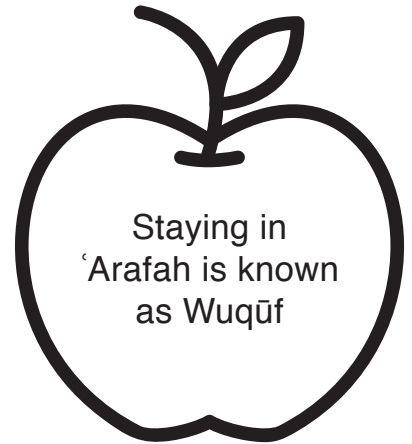
- | | | |
|--|-------------|--------------|
| 3. To perform Ḥajj is part of the: | Uṣūl ad-Dīn | Furū' ad-Dīn |
| 4. If certain conditions are met, it is wājib to perform Ḥajj once in your lifetime. | True | False |
| 5. Ṭawāf means walking between the hills of Ṣafā and Marwah 7 times. | True | False |
| 6. Sa'ī means to go around the Ka'bah 7 times. | True | False |
7. Al-Ḥajar al-Aswad is _____
_____.

Worksheet 6.1b

SEPARATE THE APPLES

Some of the apples below are rotten because they have a false sentence written on them. The good, juicy apples have a true sentence written on them.

Circle the good apples and cross out the rotten ones.



CHAPTER 7

**FURŪ^ʿ AD-DĪN:
A CLOSER LOOK**

Worksheet 7.1

KHUMS

1. Khums refers to the amount of money you earn for the year.
 - a. True
 - b. False
2. Khums is 20% (or 1/5th) of your savings after you have subtracted your expenses.
 - a. True
 - b. False
3. If I have a savings of \$1000 at the end of the year after all my expenses have been taken care of, then I can keep \$_____ but have to give \$_____ as khums.
 - a. 500; 500
 - b. 200; 800
 - c. 800; 200
 - d. 400; 600
4. Half of the khums I take out goes to:
 - a. Needy relatives of the Prophet (ﷺ)
 - b. Poor relatives of your country's president
 - c. Your own pocket
 - d. Your best friend (Sayyid or not)
5. The other half of the khums is:
 - a. A gift for your favorite shaykh.
 - b. A gift for your favorite Sunday school teacher
 - c. For the 12th Imām ('aj) and can be given to the mujtahid whose taqlīd you do.
 - d. None of the above
6. If the mujtahid you are following allows you to do this, what are some ways you can spend the money that should go to our Imām ('aj)?

Worksheet 7.2

Circle either “T” for True or “F” for False.

1. Fighting in a just war against aggressors is an example of the major jihād. T F
2. The major jihād is your daily struggle against any desires. T F
3. Jihād always involves war or at least some physical fighting. T F
4. Give a few examples as to how you can perform the major jihād.

DISCUSSION TIME

Get together in groups and discuss the life events below. Be specific in terms of how they relate to your own personal jihād of choosing between right and wrong.

1. When doing homework
2. During or before ṣalāh
3. With your friends
4. At a party
5. Lunch time at school

Worksheet 7.3

AMR BIL MA'RŪF

1. Amr bil ma'rūf is the _____ Branch of Islam, and it means _____.
 - a. Tenth; behaving well with elders
 - b. Seventh; inviting others to do good
 - c. Ninth; eating ḥalāl food
 - d. None of the above
2. Amr bil ma'rūf becomes wājib under which condition?
 - a. You know what is right and what is wrong
 - b. You have some hope that the advice will be followed
 - c. The person whom you want to advise insists on doing wrong
 - d. You are confident that by doing amr bil ma'rūf and nahī'anil munkar, you will come under no personal or financial harm.
 - e. All of the above
3. What does wājib al-kifā'ī mean?
 - a. It is wājib and if you don't do it, you have to pay kaffarah
 - b. It is wājib on all, but if one person does it, it is no longer wājib on the others
 - c. It is only wājib at the time of kifā'ī.
 - d. It is wājib on everyone, so no one person has to take responsibility in doing it
4. Give two examples of ways you can practice amr bil ma'rūf.

5. You and your good friend are about to pray and you know your friend does not have wuḍū' because they just woke up from a nap. You also know that your friend has not just forgotten to do wuḍū'. How would you do amr bil ma'rūf?

Worksheet 7.4

NAHĪ ‘ANIL MUNKAR

1. Nahī ‘anil munkar is the ____ Branch of Islam. It means to stay away and forbid those things that are _____.
 - a. Eighth; forbidden
 - b. Tenth; makrūh
 - c. Ninth; mubāḥ
 - d. Eleventh; mustaḥab
2. Munkar means everything that has been _____ in Islam, like drinking, gambling, listening to music, eating pork, etc.
 - a. Allowed
 - b. Forbidden
 - c. Sacrificed
 - d. All of the above
3. Describe at least two ways to practice nahī ‘anil munkar.

4. Describe a situation in which nahī ‘anil munkar would have to be done and how you would approach the situation.

Worksheet 7.5

TAWALLĪ

1. What does tawallī mean?
 - a. To always read Qur'ān
 - b. To do good and abstain from evil
 - c. To look up to the Ahl al-Bayt (‘a) as role models, love them, and follow their example by trying to be better Muslims and abstaining from committing sins.
 - d. To say we love the Ahl al-Bayt (‘a)
2. Zahra and Iman go to Sunday school regularly, read the Qur'ān, pray regularly, and always try and emulate the Ahl al-Bayt (‘a) by following their teachings. Are they practicing tawallī? Why or why not?

3. Ali says he loves the Ahl al-Bayt (‘a) and Prophet Muḥammad (ṣ). He always attends programs at the maṣjid; however, he is always disrespectful to his parents and bullies his little sister. He only prays ṣalāh when he feels like it and lies to his friends. Is Ali following the sīrah of the Ahl al-Bayt (‘a)? How can you follow the sīrah of the Prophet (ṣ) and his Ahl al-Bayt (‘a) in your daily life?

4. What does ṭā‘ah mean?
 - a. Obedience and submission
 - b. Submission and comfort
 - c. Doing good
 - d. Surrendering to the will of Allah

Worksheet 7.6

TABARRĪ

1. Tabarrī is the 10th pillar of the Islamic Branches of Religion.

True

False

2. Tabarrī means keeping ourselves clear of those who are cruel and evil toward all righteous servants of Allah, by denouncing and disassociating ourselves from evil and refraining from committing sins. We should also try not to sin the way the enemies of the Ahl al-Bayt (‘a) did.

True

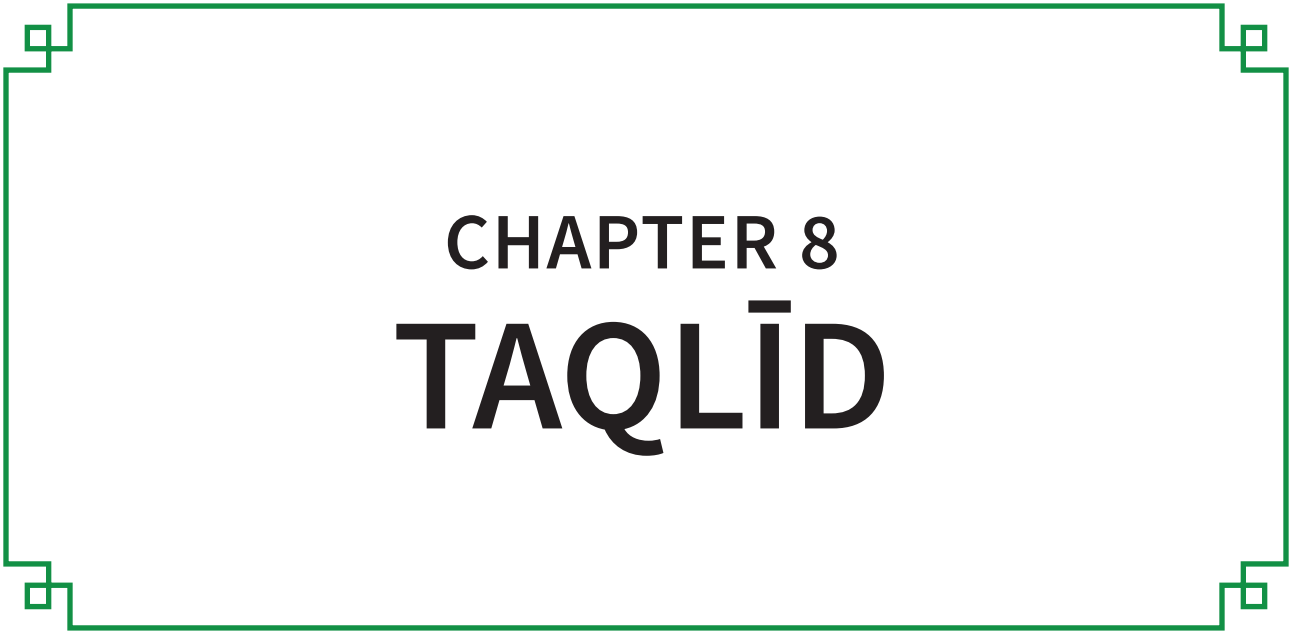
False

3. Zainab is on a field trip to San Francisco with her class. She witnesses someone taking off a girl’s hijāb and bullying her at the train station on her way to San Francisco. Zainab is really upset about the incident and is bothered by it the entire day. Zainab comes home and tells her older sister about the incident. Her older sister feels sorry for the girl and lets the incident go and tells Zainab that such things happen and that we cannot worry about everything that happens to others. Do you think that Zainab’s sister is practicing tabarrī? If not, what do you think Zainab’s older sister should have done in such a situation?

4. We hurt the Ahl al-Bayt (‘a) if our actions are not according to the tenets of Islam.

True

False



CHAPTER 8
TAQLĪD

Worksheet 8.1

TAQLĪD AND IJTIHĀD

1. In the matter of Islamic laws, we must obey the rulings of the experts of that law. These experts are called:
 - a. Muqallid
 - b. Mujtahid
 - c. Taqlīd
 - d. All of the above
2. The one who follows the orders of the mujtahid is called a:
 - a. Muqallid
 - b. Mujtahid
 - c. Taqlīd
 - d. Marja'
3. The act of obeying the fatwā of your mujtahid is called:
 - a. Muqallid
 - b. Mujtahid
 - c. Taqlīd
 - d. Marja'
4. Some qualities that a mujtahid must have:
 - a. Bāligh
 - b. 'Āqil (sane)
 - c. Ithnā 'asharī (follower of the 12 Imāms)
 - d. 'Ādil (just)
 - e. All of the above
5. You follow a mujtahid by:
 - a. Making niyyah of who you follow
 - b. Going to visit them
 - c. Doing ijtiḥād
 - d. Using the Qur'ān
 - e. All of the above



CHAPTER 9
ḤAYĀ' AND ḤIJĀB

Worksheet 9.1

ḤAYĀ' AND ḤIJĀB

Connect the three words with their meanings.

- | | |
|-------------|---|
| 1. Ḥayā' ● | ● Internal strength that leads to modesty |
| 2. Taklīf ● | ● Modest actions and clothing |
| 3. Ḥijāb ● | ● Responsibility from Allah (swt) at a certain age. |

Short answer

4. How are taklīf and ḥayā' related? Name 3 ways ḥayā' is manifested as part of ḥijāb.

5. Ali needs to speak to his female classmate, since they are in the same group for a project. What are some guidelines you would give Ali?

Worksheet 9.1 (con't)

6. Categorize the points listed below into “Should do” and “Should not do” categories, for ḥayā’ and ḥijāb:

- Wear tight clothing
- Wear loose and modest clothing
- Make sure the ḥijāb covers the chest
- Interact in a joking manner with non-maḥrams
- Limit interactions to acquaintances with the opposite gender
- Wear a shiny ḥijāb
- Treat my older, opposite gender cousins with respect
- Post pictures on social media of my face with a lot of makeup
- Interact with my classmates of the opposite gender with funny text messages

Should do	Should <i>not</i> do
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**HISTORY
&
ISLAMIC
KNOWLEDGE**



CHAPTER 1
HISTORY OF THE
PROPHETS

Worksheet 1.1

PROPHETS

True or False: Circle either “T” for True or “F” for False.

- | | | |
|--|---|---|
| 1. Prophets are ma‘şūm (sinless). | T | F |
| 2. Prophets were sent to guide us. | T | F |
| 3. Nabīs and Rasūls are both Prophets. | T | F |

Multiple Choice: Circle the best answer.

4. Why do Prophets have to be ma‘şūm (sinless)?
- So that people listen to them.
 - So that they can be well liked by the people.
 - So that they can go to Heaven.
5. How were Prophets chosen?
- Anybody who passed Allah’s written exam became a Prophet.
 - Those people who were the most perfect at that time were chosen as the Prophet by Allah.
 - Those people who are popular were chosen as the Prophet.
6. Which of the following are Ūlul ‘Azm Prophets? (Circle all that apply)
- Prophet Muḥammad (ş)
 - Prophet Dāwūd (‘a)
 - Prophet Nūḥ (‘a)
 - Prophet ‘Īsā (‘a)
 - Prophet Ādam (‘a)

Worksheet 1.1 (con't)

Short Answer Questions: Answer the questions in complete sentences.

7. What is the difference between a Nabī and a Rasūl?

8. What was the role of the Prophets?

9. Why were laws changed each time?

10. What is an Ūlul 'Azm Prophet?

Worksheet 1.2a

True or False: Circle either “T” for True or “F” for False.

- | | | |
|---|---|---|
| 1. Allah created the universe. | T | F |
| 2. At first, Iblīs was a good jinn. | T | F |
| 3. The angels were more knowledgeable than Prophet Ādam (‘a). | T | F |
| 4. Prophet Ādam (‘a) and Ḥawwā’ (‘a) were sent down to earth. | T | F |

Multiple Choice: Circle the best answer.

5. Iblīs was a _____.
- Man
 - Jinn
 - Angel
6. What did Iblīs ask Allah after he was sent out of Heaven?
- To make him the most powerful being in the world
 - To make him live forever to guide His servants
 - To give him life until the Day of Judgment
7. How does Iblīs trick us?
- He whispers things into our ears and makes bad things appear good
 - He uses magic
 - He pretends he’s a magician and makes us listen to him
8. Who was the wife of Prophet Ādam (‘a)?
- Āsiyah
 - Ḥawwā’
 - Zaynab

Worksheet 1.2b

Short Answer Questions: Answer the questions in complete sentences.

9. In your own words, explain how the story of Prophet Ādam (‘a) relates to our life today.

10. Why didn't Iblīs prostrate when Allah ordered him to?

11. Why was Prophet Ādam (‘a) made a messenger of Allah?

Worksheet 1.3a

True or False: Circle either “T” for True or “F” for False.

- | | | |
|---|---|---|
| 1. Prophet Idrīs (‘a) was the great-grandson of Prophet Shīth (‘a). | T | F |
| 2. The owner of the garden was a very bad man. | T | F |
| 3. Prophet Idrīs (‘a) hid inside a cave. | T | F |
| 4. Prophet Idrīs (‘a) was one Prophet who had the respect and love of all his people. | T | F |

Multiple Choice: Circle the best answer.

- What skills did Prophet Idrīs (‘a) teach his people?
 - He taught them how to write and make weapons for hunting and defense
 - He taught them how to read the Noble Qur’ān
 - He taught them how to sing
- Who owned the garden?
 - The King
 - Prophet Idrīs (‘a)
 - A pious man
- How was the town saved?
 - The people called in another Prophet to pray for them
 - The people moved to another town
 - The people prayed to Allah to send them His mercy and blessings
- Where is Prophet Idrīs (‘a) today?
 - In his grave
 - Alive in Heaven
 - Alive on Earth

Worksheet 1.3b

Short Answer Questions: Answer the questions in complete sentences using your own words.

1. Who were the first, second, and third Prophets?

2. What did the queen advise the king to do after she heard what had happened?

3. How were the king and queen punished for what they did?

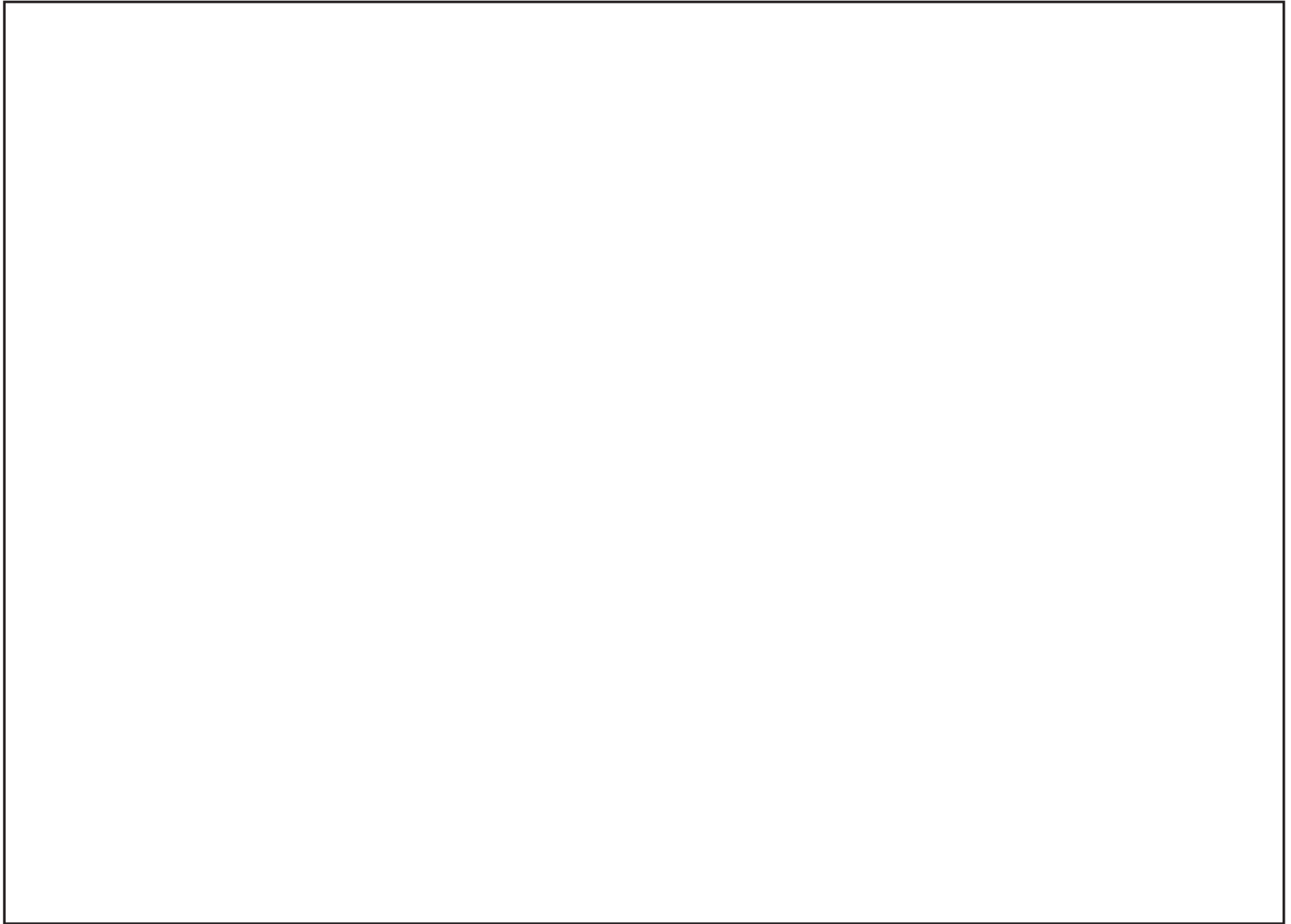
4. What happened to the town after Prophet Idrīs (‘a) left?

5. What lesson did you learn from the story that applies to your life today?
Explain in your own words.

Art Extension 1.3

PROPHET IDRĪS (‘A)

Draw a scene from the story of Prophet Idrīs (‘a). Be careful not to draw the face of the Prophet (‘a). Then, explain the scene you chose below the drawing.



Worksheet 1.4

PROPHET NŪḤ (‘A)

True or False: Circle either “T” for True or “F” for False.

1. Prophet NūḤ (‘a) tried for a long time to guide people to the right path. T F
2. Prophet NūḤ (‘a) was Kan‘ān’s son. T F
3. People laughed at Prophet NūḤ (‘a) because he was a funny person. T F
4. The Ark landed on Mount Jūdī. T F

Multiple Choice: Circle the best answer.

5. What did the people worship?
 - a. They worshipped Allah
 - b. They worshipped idols
 - c. They worshipped Prophet NūḤ (‘a)
6. What is an idol?
 - a. A god
 - b. A person who does not like to work
 - c. A man-made object made of stone or wood that people worship
7. What did Allah command Prophet NūḤ (‘a) to do?
 - a. To build an ark
 - b. To continue preaching to the people
 - c. To go to another town
8. Why did Allah tell Prophet NūḤ (‘a) that Kan‘ān was not really his son?
 - a. Because Kan‘ān was an adopted son.
 - b. Because Kan‘ān was a disbeliever.
 - c. Because Kan‘ān was really his brother.

Worksheet 1.4 (con't)

Short Answer Questions: Answer in complete sentences.

9. Why did people in Prophet Nūḥ's (ʿa) time stop worshipping Allah?

10. How were Prophet Nūḥ (ʿa) and his followers saved from the flood?

11. The people who believed in Prophet Nūḥ (ʿa) and went into the Ark were saved from the flood. Those people who rejected Prophet Nūḥ (ʿa) were drowned. How is the Ark of Prophet Nūḥ (ʿa) similar to the Ahl al-Bayt (ʿa)?

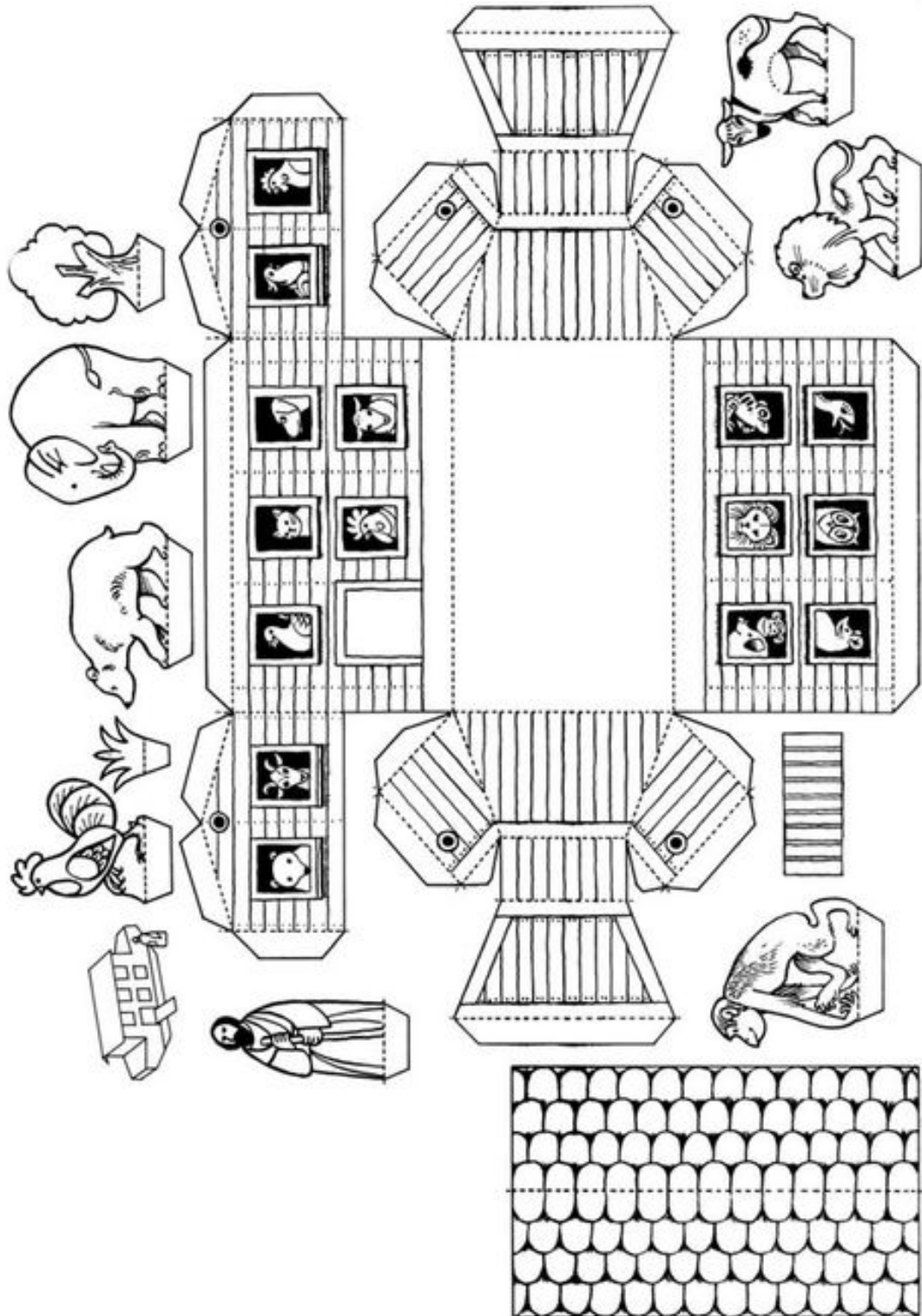
12. How does this story relate to our lives today? Explain in your own words.

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Art Extension 1.4

PROPHET NŪḤ (‘A)

Make your own ark, just like Prophet Nūḥ’s (‘a)! Cut out the animals and ark below and fold/ glue along the dotted lines.



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Worksheet 1.5

PROPHET HŪD (‘A)

True or False: Circle either “T” for True or “F” for False.

- | | | |
|--|---|---|
| 1. The tribe of ‘Ād lived in Mecca. | T | F |
| 2. The tribe of ‘Ād received many blessings. | T | F |
| 3. During the first punishment, the tribe of ‘Ād asked for forgiveness. | T | F |
| 4. Prophet Hūd (‘a) and his family and followers were saved from the punishment. | T | F |

Multiple Choice: Circle the best answer.

- What is the name of the tribe that Prophet Hūd (‘a) was sent to?
 - The Tribe of Nūḥ (‘a)
 - The Tribe of ‘Ād
 - The Tribe of Thamūd
- How did the people respond to Prophet Hūd’s (‘a) teachings?
 - They called him a liar and made fun of him
 - They accepted his teachings and became good people
 - They killed him
- What did the people say after Prophet Hūd (‘a) warned them of the punishment from Allah?
 - They asked for forgiveness
 - They ran away as quickly as they could
 - They arrogantly told Prophet Hūd (‘a) to call on Allah’s punishment
- Why was the tribe of ‘Ād destroyed?
 - Because they became too proud and did not believe and trust in Allah
 - Because their idols destroyed them
 - Because they killed Prophet Hūd (‘a)

Worksheet 1.5 (con't)

Short Answer Questions: Answer in complete sentences

9. Why was Prophet Hūd (‘a) sent to the tribe of ‘Ād?

10. How were the people of ‘Ād punished?

11. How does this story relate to our lives today? Explain in your own words.

Art Extension 1.5

PROPHET HŪD (‘A): WHAT IS AN IDOL?

Draw a picture that illustrates what can be considered an “idol” in the world we live in today. Anything that can cause us to forget about Allah can be considered an “idol.” Then, explain your drawing below and include how a person can avoid such a thing from becoming an “idol.”



Worksheet 1.6

PROPHET ŞĀLIḤ (‘A)

True or False: Circle either “T” for True or “F” for False.

1. Prophet ŞāliḤ (‘a) was from the tribe of ‘Ād. T F
2. Prophet ŞāliḤ (‘a) was sent to guide the tribe of Thamūd. T F
3. The ark was the miracle of Prophet ŞāliḤ (‘a). T F
4. The leaders of the tribe of Thamūd decided to kill the she-camel. T F

Multiple Choice: Circle the best answer.

5. After the she-camel was killed, Allah sent the punishment three days later because:
 - a. It took three days to get the punishment ready
 - b. Allah decided to let the people enjoy life for three more days before they would die
 - c. Allah gave them a chance to ask for forgiveness in those three days
6. What does the verse we reviewed in class from Sūrah al-Fātiḥah mean?
 - a. All praise be to Allah, the Lord of the Worlds
 - b. The Most Kind, the Most Merciful
 - c. Keep us on the right path
7. Why didn't the leaders of the tribe want people to believe in Prophet ŞāliḤ (‘a)?
 - a. The leaders knew Prophet ŞāliḤ (‘a) was a bad person
 - b. The leaders wanted to follow Prophet ŞāliḤ (‘a) alone
 - c. The leaders did not want Prophet ŞāliḤ (‘a) to become powerful and overthrow them
8. What lesson can we learn from this story?
 - a. We should try to help others just like the tribe of Thamūd tried to help the she-camel
 - b. We should not be arrogant and stubborn like the tribe of Thamūd, otherwise we will also be punished like them
 - c. We should follow the leaders of our community even if they are bad people

Art Extension 1.6

PROPHET ŞĀLIḤ (‘A)

Draw a scene from the story of Prophet Şāliḥ (‘a). Be careful not to draw the face of the Prophet (‘a). Then explain the scene you chose below the drawing.



Worksheet 1.7a

PROPHET IBRĀHĪM (‘A)

True or False: Circle either “T” for True or “F” for False.

- | | | |
|---|---|---|
| 1. Āzar was the king of Babylon. | T | F |
| 2. Āzar was the uncle of Prophet Ibrāhīm (‘a). | T | F |
| 3. Almighty Allah took care of Prophet Ibrāhīm (‘a) when he was young. | T | F |
| 4. Prophet Ibrāhīm (‘a) was saved by Angel Jabrā’īl from burning in the fire. | T | F |

Multiple Choice: Circle the best answer.

- When Namrūd had the dream, what did the astrologers predict?
 - That Namrūd would have a baby boy
 - That a boy was going to be born who would call the people toward Allah
 - That Namrūd would become king of Babylon
- After Prophet Ibrāhīm (‘a) had broken all the idols, what did Namrūd decide to do?
 - He decided to send Prophet Ibrāhīm (‘a) to Palestine
 - He decided to make Prophet Ibrāhīm (‘a) fix all the idols
 - He decided to burn Prophet Ibrāhīm (‘a) in a big fire
- Why did Prophet Ibrāhīm (‘a) not ask Angel Jabrā’īl to help him.
 - Because Angel Jabrā’īl could not do anything
 - Because Prophet Ibrāhīm (‘a) put his trust in Allah
 - Because Prophet Ibrāhīm (‘a) wore fire-proof clothes

Worksheet 1.7b

Short Answer Questions: Answer in complete sentences.

8. Why did Prophet Ibrāhīm (‘a) spare one big idol instead of destroying them all?

9. What happened when Prophet Ibrāhīm (‘a) was thrown into the fire?

Worksheet 1.8

True or False: Circle either “T” for True or “F” for False.

1. Sārah was the wife of Prophet Ibrāhīm (‘a). T F
2. Prophet Ibrāhīm (‘a) is known as the “Father of the African Prophets.” T F
3. Prophet Ibrāhīm (‘a) is known as “khalīlullāh.” T F

Multiple Choice: Circle the best answer.

4. The āyah we recite in Sūrah al-Fātiḥah where Allah tells us what path is the right path is:
 - a. “All thanks is due to Allah, the Lord of the worlds”
 - b. “The path of those upon whom You (Allah) have given Your blessings; not the path of those you are angry with, nor of those who have gone astray”
 - c. “Only You (Allah) do we worship, and only You do we ask for help”
5. Why did the star worshippers worship the sun?
 - a. Because they thought it was the greatest force in the world
 - b. Because they liked the shape of the sun
 - c. Because Prophet Ibrāhīm (‘a) told them to

Worksheet 1.8 (con't)

Short Answer Questions: Answer in complete sentences.

6. How did Prophet Ibrāhīm (‘a) show the star worshippers that they were wrong in worshipping the stars, the moon, and the sun?

7. What does Khalīlullāh mean?

8. Why is Prophet Ibrāhīm (‘a) known as the father of the Prophets?

9. How does the story of Prophet Ibrāhīm (‘a) relate to our lives today? Explain in your own words.

Worksheet 1.9

True or False: Circle either “T” for True or “F” for False.

- | | | |
|--|---|---|
| 1. The mother of Prophet Ismā‘īl (‘a) was Sārah. | T | F |
| 2. The father of Prophet Ismā‘īl (‘a) was Prophet Ibrāhīm (‘a). | T | F |
| 3. Prophet Ismā‘īl (‘a) was commanded to sacrifice his son, Prophet Ibrāhīm (‘a) | T | F |
| 4. The man who repeatedly stopped Prophet Ibrāhīm (‘a) was Iblīs in disguise | T | F |
| 5. The well in Mecca is called the well of Zamzam. | T | F |

Multiple Choice: Circle the best answer.

6. Prophet Ibrāhīm (‘a) took Hājrah and Prophet Ismā‘īl (‘a) to a far away place that later became known as _____.
- Medina
 - Mecca
 - Kuwait
7. Hājrah ran back and forth between two hills. What were their names?
- Mecca and Medina
 - Minā and Hirā
 - Şafā and Marwah
8. Which one of the following did Prophet Ibrāhīm (‘a) and Prophet Ismā‘īl (‘a) build?
- The Ark
 - The Ka‘bah
 - The Idols.

Worksheet 1.9 (con't)

Short Answer Questions: Answer in complete sentences.

9. How did Hājah and Prophet Ismā'īl (‘a) get water when they were left alone in the middle of the desert?

10. Describe three things that we do during Ḥajj, which were done by Prophet Ibrāhīm (‘a) and his family.

11. Explain two ways in which Prophet Ibrāhīm (‘a) had been tested.

12. How does the story of Prophet Ismā'īl (‘a) relate to our lives today? Explain in your own words.

Worksheet 1.10

PROPHET AYYŪB (‘A)

True or False: Circle either “T” for True or “F” for False.

- | | | |
|---|---|---|
| 1. Prophet Ayyūb (‘a) was the son of Prophet Yūsuf (‘a). | T | F |
| 2. Raḥmah was the wife of Prophet Ayyūb (‘a). | T | F |
| 3. Iblīs destroyed all of Prophet Ayyūb’s (‘a) animals, property, and children. | T | F |
| 4. Prophet Ayyūb (‘a) never lost his faith in Allah. | T | F |

Multiple Choice: Circle the best answer.

5. What did the people do after they saw Prophet Ayyūb (‘a) with his terrible disease?
- They looked for doctors all over the land that might be able to help him
 - They forced him to leave the town
 - They killed him so as to relieve him of his suffering
6. How long did Prophet Ayyūb (‘a) suffer his hardships?
- 7 years
 - 80 years
 - 10 years
7. How was Prophet Ayyūb (‘a) cured of his disease?
- The people found a doctor to cure Prophet Ayyūb (‘a)
 - Prophet Ayyūb (‘a) agreed to Iblīs’s condition, and so Iblīs cured him
 - Prophet Ayyūb (‘a) stomped his foot on the ground, and a spring gushed forth; when he washed himself with that water, he was cured by Allah

Worksheet 1.10 (con't)

Short Answer Questions: Answer in complete sentences.

8. What offer did Iblīs make to Raḥmah?

9. When the poor people asked Prophet Ayyūb (‘a) why he did not pray for himself, what did he say?

10. How did Iblīs try to tempt Prophet Ayyūb (‘a) and Raḥmah to lose faith in Allah?

11. How does this story relate to our lives today? Explain in your own words.

Worksheet 1.11

PROPHET YŪNUS (‘A)

True or False: Circle either “T” for True or “F” for False.

- | | | |
|---|---|---|
| 1. The people of Naynawā worshipped one God. | T | F |
| 2. The people did not listen to Prophet Yūnus (‘a) at first. | T | F |
| 3. Prophet Yūnus (‘a) walked away from the people of Naynawā after asking Allah’s permission. | T | F |
| 4. Prophet Yūnus (‘a) is alive today inside the belly of a whale. | T | F |

Multiple Choice: Circle the best answer.

5. Prophet Yūnus (‘a) was sent to the people of:
- Naynawā
 - ‘Ād
 - Thamūd
6. Why was Prophet Yūnus (‘a) thrown out of the boat?
- Because he was too heavy
 - Because when the people cast the lots, his name came out
 - Because the people did not like him
7. How did Prophet Yūnus (‘a) get healed after he came out of the fish?
- Allah sent a doctor from Naynawā to take care of him
 - Allah caused a plant to grow, whose leaves healed him
 - Prophet Yūnus (‘a) struck the ground, Allah caused a spring to form, and the water helped heal him

Worksheet 1.11 (con't)

Short Answer Questions: Answer the questions in complete sentences.

8. Why didn't the people of Naynawā listen to Prophet Yūnus (‘a) at first? What was their argument and why was it wrong?

9. What mistake did Prophet Yūnus (‘a) make?

10. How were the people of Naynawā saved from Allah's punishment?

11. What did Prophet Yūnus (‘a) cry out to Allah while he was inside the whale?

12. How does this story relate to our lives today? Explain in your own words.

Worksheet 1.12

PROPHET YA'QŪB

True or False: Circle either "T" for True or "F" for False.

- | | | |
|--|---|---|
| 1. Prophet Ishāq (‘a) was the son of Prophet Ibrāhīm (‘a). | T | F |
| 2. The mother of Prophet Ishāq (‘a) was Hājah. | T | F |
| 3. Rāḥīl was the wife of Prophet Ya‘qūb (‘a). | T | F |

Multiple Choice: Circle the best answer.

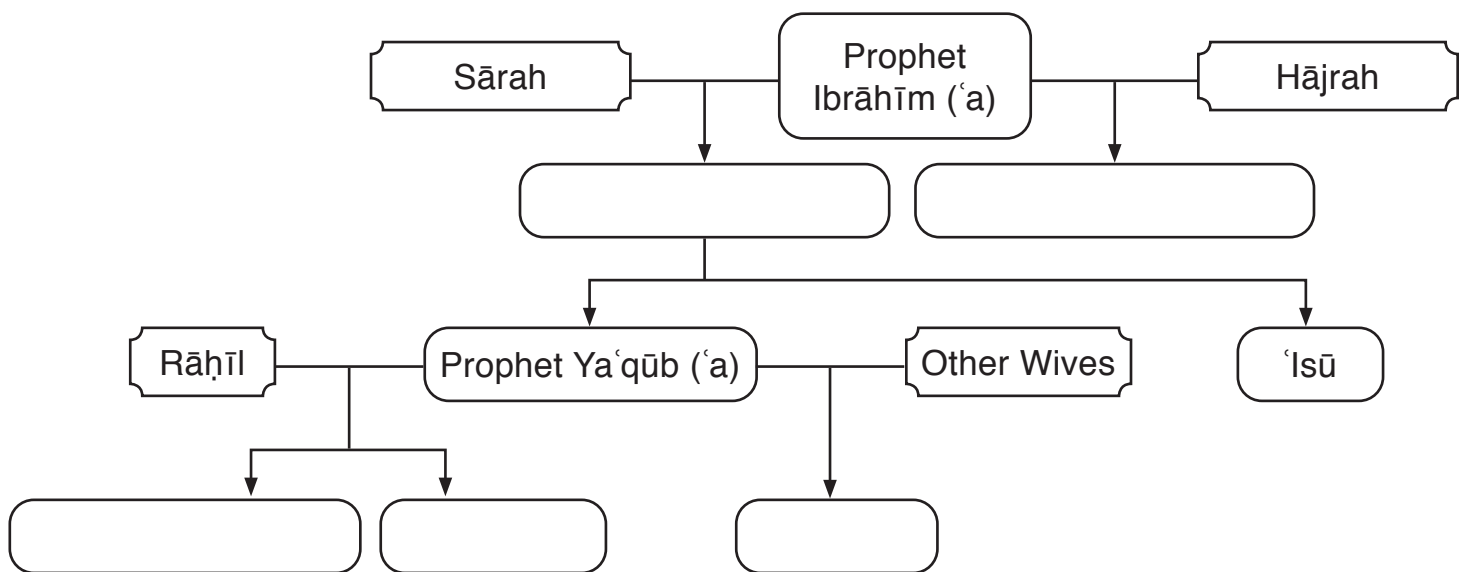
4. Prophet Ya‘qūb (‘a) was the son of:
- Prophet Ismā‘īl (‘a)
 - Prophet Ishāq (‘a)
 - Prophet Ibrāhīm (‘a)
5. How many sons did Prophet Ya‘qūb (‘a) have?
- 8
 - 10
 - 12
6. What did Prophet Ya‘qūb (‘a) get in return when working for his uncle?
- He got to marry his uncle’s daughter, Rāḥīl.
 - He got a lot of money to spend.
 - He got a lifetime job with his uncle.

Worksheet 1.12 (con't)

Short Answer Questions: answer the questions in complete sentences.

7. How does this story relate to our lives today? Explain in your own words.

8. Fill in the family tree of Prophet Ibrāhīm (‘a) to the sons of Prophet Ya‘qūb (‘a).



Worksheet 1.13

True or False: Circle either “T” for True or “F” for False.

1. Prophet Yūsuf (‘a) did not interpret the prisoners’ dreams correctly. T F
2. Anyone who is patient during hardship is always rewarded by Allah. T F
3. Prophet Ya‘qūb (‘a) regained his eyesight after Prophet Yūsuf’s (‘a) shirt was placed on his face. T F
4. Prophet Yūsuf (‘a) was released from prison because he was able to interpret the king’s dream. T F

Short Answer Questions: Answer in complete sentences.

5. How did Prophet Yūsuf (‘a) get to Egypt?

6. What did the prisoners dream and what interpretation did Prophet Yūsuf (‘a) give for their dreams?

7. What did the king dream and what interpretation did Prophet Yūsuf (‘a) give for his dream?

8. How does this story relate to our lives today? Explain in your own words.

Worksheet 1.13 (con't)

9. Fill in the information for the table below. Some parts are already filled.

	Who went?	What happened (in short)?
The First Journey to Egypt	The ten brothers of Prophet Yūsuf (‘a)	<ul style="list-style-type: none"> • Prophet Yūsuf (‘a) recognized his brothers, but they didn’t recognize him. • Prophet Yūsuf (‘a) told them that if they wanted to come back, they had to bring their younger brother with them. • Prophet Yūsuf (‘a) secretly returned their money back so that they would come again.
The Second Journey to Egypt	The ten brothers of Prophet Yūsuf (‘a) and Bīnyāmīn	<hr/> <hr/> <hr/> <hr/> <hr/>
The Third Journey to Egypt	<hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> • The brothers were sent back to Egypt to look for Bīnyāmīn and Prophet Yūsuf (‘a). • Prophet Yūsuf (‘a) revealed himself. • The brothers felt ashamed for what they had done. • Prophet Yūsuf (‘a) forgave the brothers and sent them back with his shirt to restore the eye-sight of their father.
The Fourth Journey to Egypt	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

Worksheet 1.14

PROPHET MŪSĀ (‘A)

True or False: Circle either “T” for True or “F” for False.

1. The king of Egypt during the time of Prophet Mūsā (‘a) was Namrūd. T F
2. Prophet Mūsā’s (‘a) sister was Maryam. T F
3. Prophet Mūsā’s (‘a) wife was Khadījah. T F
4. Prophet Mūsā (‘a) saw the fire on Mount Sinai. T F
5. Prophet Mūsā (‘a) asked Allah if his sister could help him in his mission. T F
6. Prophet Hārūn (‘a) was the brother of Prophet Mūsā (‘a). T F
7. Fir‘awn laughed at the signs of Allah and called them magic tricks. T F

Multiple Choice: Circle the best answer.

8. Who was Fir‘awn’s wife?
 - a. Sayyidah Fāṭimah (‘a)
 - b. Ḥaḍrat Maryam (‘a)
 - c. Āsiyah (‘a)
9. Who was the Prophet who lived in Madyan?
 - a. Prophet Mūsā (‘a)
 - b. Prophet Shu‘ayb (‘a)
 - c. Prophet Yūsuf (‘a)
10. Which tribe was Prophet Mūsā (‘a) from?
 - a. From the tribe of Banī Isrā’īl.
 - b. He was an Egyptian.
 - c. He was from the tribe of Arabs.

Worksheet 1.14 (con't)

11. Why did Prophet Mūsā (‘a) leave Egypt?
- He did not like the king anymore.
 - He accidentally killed an Egyptian and he feared that his life was in danger.
 - He wanted to get married and start a family.
12. What was one miracle given to Prophet Mūsā (‘a)?
- He became a very good speaker
 - His staff could turn into a snake
 - His hand could turn into a block of wood
13. Why did Prophet Mūsā (‘a) want his brother to help him in his mission?
- Because his brother was a better speaker.
 - Because his brother was a stronger person.
 - Because his brother was more liked by Fir‘awn.

Short Answer Questions: Answer in complete sentences.

14. Why did Fir‘awn kill all the male children?

15. What two miracles did Allah give Prophet Mūsā (‘a)?

16. What was the mission of Prophet Mūsā (‘a)?

Worksheet 1.15

True or False: Circle either “T” for True or “F” for False.

1. One of the plagues sent to the Egyptians by Allah was the River Nile turning into blood. T F
2. Prophet Mūsā (‘a) went up Mount Sinai to bring laws from Allah. T F
3. Samirī told people not to worship the golden calf. T F
4. Prophet Mūsā (‘a) stayed on the mountain for 40 days instead of 30. T F

Multiple Choice: Circle the best answer.

5. What happened in the contest with the magicians?
 - a. Prophet Mūsā’s (‘a) snake ate all the other snakes, and so the magicians became followers of Allah’s religion
 - b. Prophet Mūsā’s (‘a) snake ate all the magicians as well as their snakes
 - c. Prophet Mūsā’s (‘a) snake was eaten by the other snakes
6. How did Prophet Mūsā (‘a) and the Israelites cross the Red Sea?
 - a. They dug a hole under it and walked to the other side
 - b. They built an ark and sailed over the sea
 - c. Allah formed a path in the Red Sea through which they passed
7. What was the name of the set of laws that Prophet Mūsā (‘a) brought back from Mt. Sinai?
 - a. Qur’ān
 - b. Injīl.
 - c. Tawrāt.
8. What was the name of the land that Allah had promised the Israelites to rule in?
 - a. Mecca.
 - b. Bayt al-Muqqaddas.
 - c. Mount Sinai.
9. What punishment did the Israelites get for disobeying Prophet Mūsā (‘a) by not fighting for their land?
 - a. They were forced to wander in the desert for 40 years.
 - b. A huge earthquake swallowed them up.
 - c. They never got their land

Worksheet 1.15 (con't)

Short Answer Questions: Answer in complete sentences.

10. What happened to Fir'awn and his army?

11. What did the Israelites do while Prophet Mūsā (‘a) was on the mountain? Why do you think they did this?

12. How does the story of Prophet Mūsā (‘a) relate to our lives today? Explain in your own words.

Worksheet 1.16

PROPHET DĀWŪD (‘A)

1. In previous lessons we have learned that Prophet Mūsā (‘a) had saved the Banī Isrā’īl from _____.
2. Prophet Samuel (‘a) appointed _____ (hint: Saul) as their king.
3. The Banī Isrā’īl did not like the choice, saying that their king was a _____ and unknown man.
4. It took this king 20 years to find the sacred box which had the _____ and once it was given back to the Banī Isrā’īl, they marched to Palestine.
5. The leader of the Palestinians was a huge man called _____. Just looking at him terrified the Banī Isrā’īl.
6. After Ṭālūt died Prophet _____ (‘a) became the king of the Banī Isrā’īl.
7. Another name for Jālūt is _____.
8. Allah blessed Prophet Dāwūd (‘a) with a beautiful voice and revealed to him the _____ (Psalms of David). When he used to recite from it, the _____ and the _____ would also join him.
9. Allah gifted him so that _____ was as soft as wax in his hands.

Worksheet 1.17

PROPHET SULAYMĀN (‘A)

1. Prophet Sulaymān (‘a) was given a _____ no-one else had been given before.
2. Prophet Sulaymān (‘a) had the ability to understand the language of _____.
3. One day, his bird, _____, informed him of the queen of _____.
4. This queen and her people worshipped the _____.
5. Prophet Sulaymān (‘a) wrote her a letter to accept _____ and come in his presence to submit to _____.
6. The queen only did so after he refused her and threatened to send his _____ to her land.
7. Before the queen arrived Prophet Sulaymān (‘a) summoned a Jinn to bring him her _____.
8. Prophet Sulaymān (‘a) had a _____ built before the arrival of the queen.
9. How did the glass palace show the queen what Prophet Sulaymān (‘a) was trying to say?

Worksheet 1.18

PROPHETS ZAKARIYYĀ AND YAḤYĀ (‘A)

1. Prophet Zakariyyā (‘a) was the descendant of Prophet _____ (‘a).
2. He was in charge of the Masjid of _____.
3. He was well liked due to his _____ personality.
4. Prophet Zakariyyā (‘a) was sad because he had no _____.
5. Prophet Zakariyyā (‘a) was also entrusted with the care of _____ (‘a).
6. Impressed by her miracle, he prayed to Allah and was blessed with Prophet _____ (‘a).
7. What was one of the good qualities mentioned of the Prophet known as John the Baptist, in the Bible?

8. Who was Herodya and why did she become this Prophet’s (‘a) enemy?

9. What was the miracle that took place after the death of Prophet Yaḥyā (‘a) and how did it stop?

Art Extension 1.18

Draw a scene from the story of the Prophet Zakariyyā (‘a) and Prophet Yaḥyā (‘a). Be careful not to draw the face of the Prophets (‘a). Then explain the scene you chose below the drawing.



Worksheet 1.19

PROPHET 'ĪSĀ ('A)

1. The name of Prophet 'Īsā's ('a) mother was:
 - a. Ḥājrah
 - b. Maryam
 - c. Rubāb
 - d. Fāṭimah
2. _____ came to her and told her Allah was going to bless her with a _____.
3. Ḥaḍrat Maryam ate some _____ and felt much better.
4. Allah made food available for Prophet 'Īsā's ('a) mother on the:
 - a. Date palm-tree above.
 - b. River by the side.
 - c. Corn crops growing nearby.
 - d. Apple tree.
5. The critics of Prophet 'Īsā's ('a) mother were silenced when Prophet 'Īsā _____ from his _____.

Short Answer Questions:

6. What miracles was Prophet 'Īsā ('a) given to prove his divine appointment?

7. Why did the Jews get upset with Prophet 'Īsā ('a)?

Worksheet 1.19 (con't)

8. How did Allah save Prophet 'Īsā ('a)?

9. When will Prophet 'Īsā ('a) reappear?

10. How does this story relate to our lives today? Explain in your own words.

CHAPTER 3

**MARTYRDOM &
THE MARTYRS
OF KARBALA**

Worksheet 3.1

IMĀM ḤUSĀYN (‘A) AND BAY‘AH

Short Answer Questions:

1. What is the meaning of shahādah?

2. Why was Imām Ḥusayn (‘a) ready to die for Islam?

3. How do you think Imām Ḥusayn’s (‘a) shahādah gave life to Islam?

4. What kind of jihād can you do in your daily life?

Worksheet 3.1 (con't)

Fill in the blanks:

5. Imām Ḥusayn (‘a) was following the Furū‘ ad-Dīn. He was holding up the commandments of _____ and _____.
6. Imām Ḥusayn’s (‘a) refusal to do bay‘ah is actually a public example of refusing to do something evil. This is an example of _____.
7. Imām Ḥusayn (‘a) was also guiding people to the right path by refusing to do bay‘ah. This shows how he was not only preaching the commandment of _____ but also following it.
8. Imām Ḥusayn’s (‘a) refusal to do bay‘ah led to his _____ but he accepted death because he was standing up for what was right.
9. Imām Ḥusayn (‘a) is called _____ because he is known as the King of Martyrs.

Worksheet 3.2

TURBAT AL-ḤUSAYNIYYAH

Fill in the blanks:

1. What is the earth of Imām Ḥusayn's (‘a) grave called?

2. Why do we do sajdah on the turbah?

3. What did Sayyidah Fāṭimah (‘a) do from the earth taken from Ḥamzah's grave?

4. Give one example of a ḥadīth telling the importance of the earth of Karbala.

5. What is the act of sajdah on Turbat al-Ḥusayniyyah (‘a) symbolic of?

Worksheet 3.3

A GLIMPSE AT SOME OF THE SHUHADĀ'

Short answer questions:

1. Who else was martyred in Kufa after Muslim ibn 'Aqīl?

2. Who was the only woman martyred in Karbala?

3. Why was Abū Thumāmah martyred?

4. Who were the two companions that protected Imām Ḥusayn (‘a) and the rest of his companions while they prayed Ḥuḥr?

5. What was the moment that showed Ḥaḍrat Ḥurr had respect for the Ahl al-Bayt (‘a), even before he joined Imām Ḥusayn’s (‘a) army?



CHAPTER 4

THE ISLAMIC MONTHS

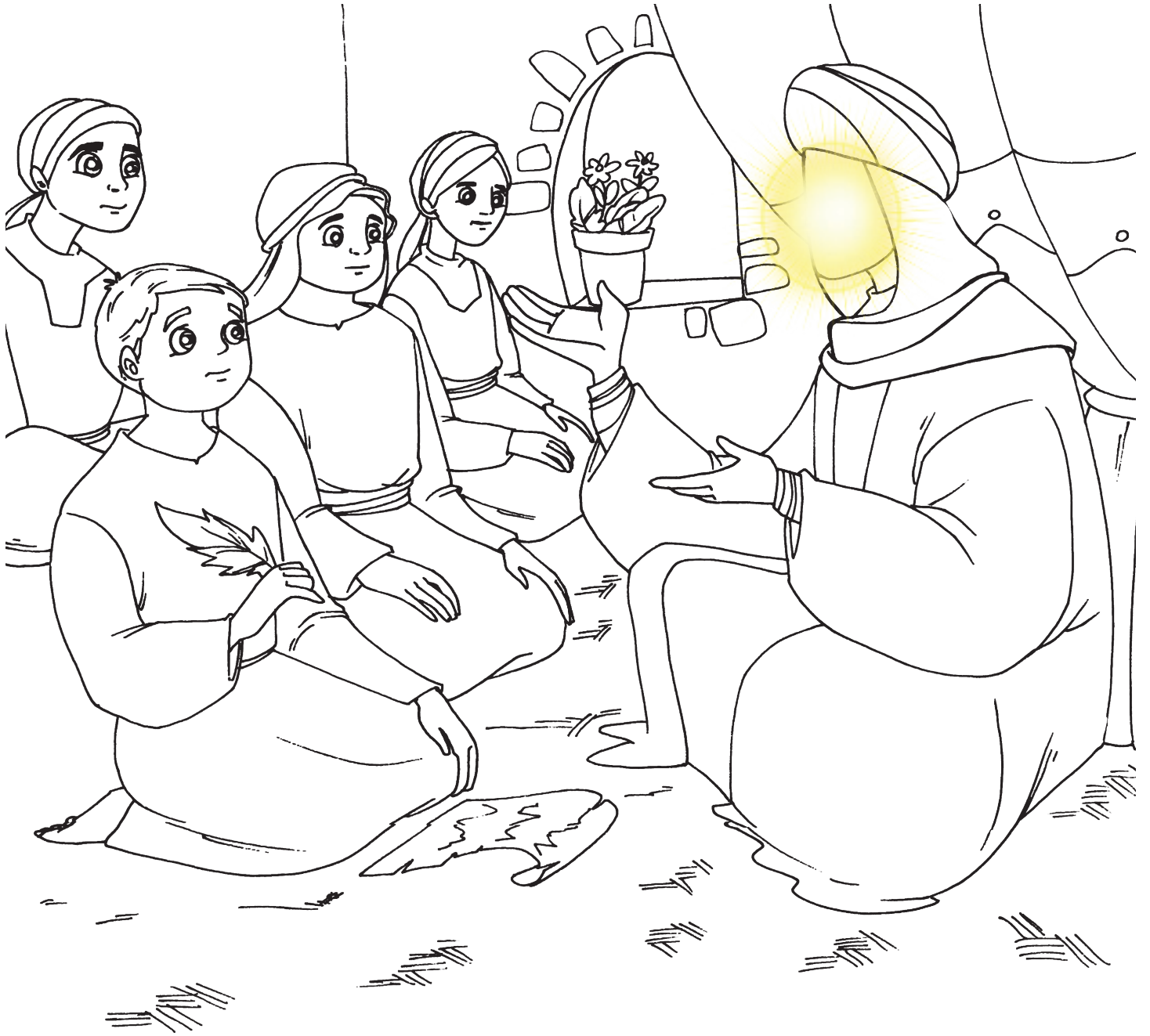
Worksheet 4.1

THE ISLAMIC MONTHS

1. The first month of the Islamic year is _____.
2. The last month of the Islamic year is _____.
3. Ramaḍān is the _____ month of the Islamic year.
4. The solar calendar is called the _____ calendar and is based on the _____.
5. The fourth month of the Islamic year is _____.
6. The lunar calendar is based on phases of the _____.
7. The middle of a lunar month is visible by a _____.
8. There are _____ or _____ days in a lunar month.

AKHLĀQ
(ETIQUETTE)

Coloring 1.1



Worksheet 1.1

ACQUIRING KNOWLEDGE

Answer the following questions in complete sentences.

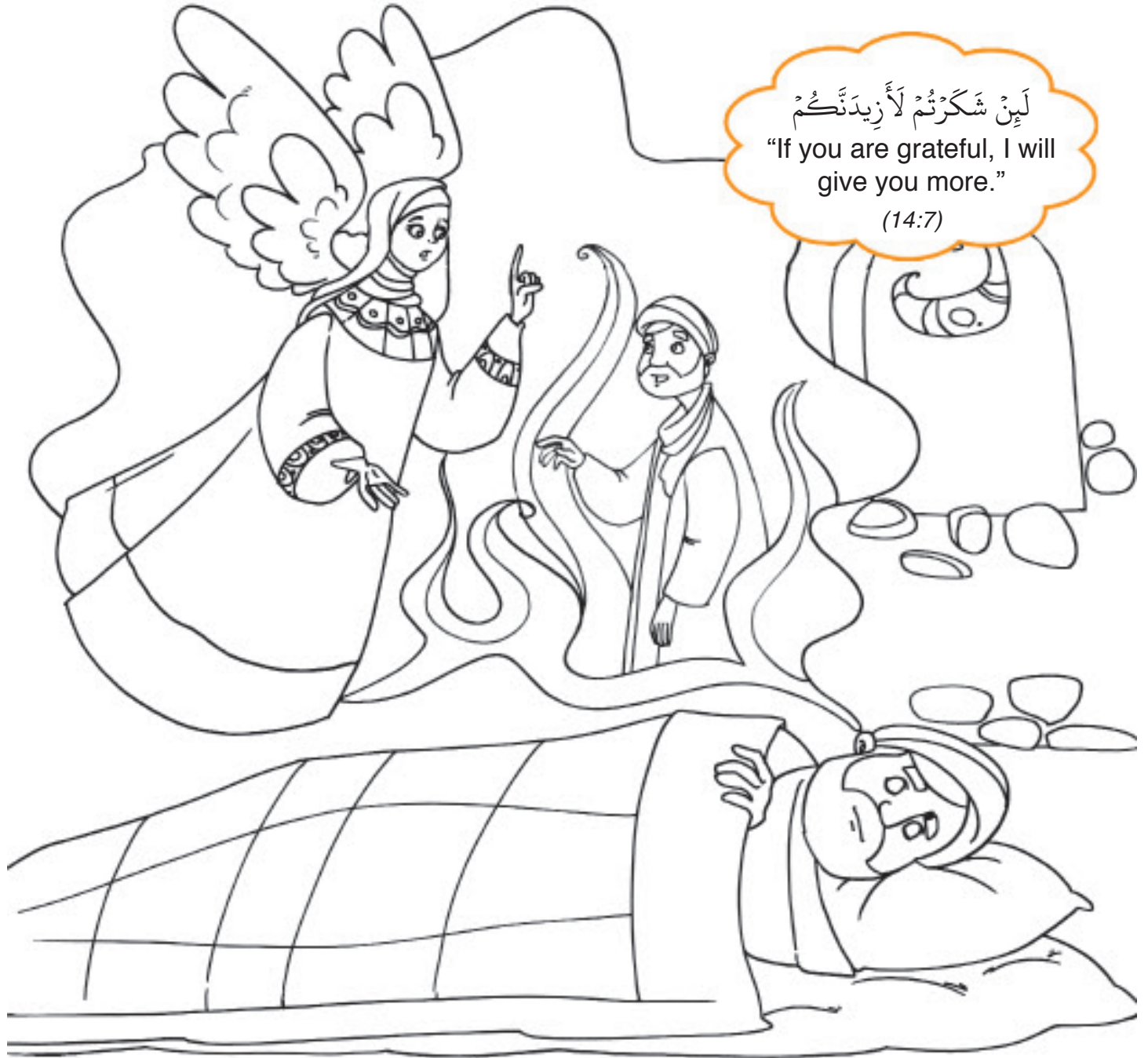
1. Based on the ḥadīth by the Noble Prophet (ﷺ), what is a person's duty in gaining knowledge? Why do you think there is so much emphasis on acquiring knowledge?

2. What are some tools you can use in this class and outside of it to gain knowledge?

3. One tip that was mentioned to help you focus in class is keeping your goal in mind. What is your goal?

4. How will you commit to making sure you will not be tired or distracted in class? How can the teacher help you do this?

Coloring 2.1



Worksheet 2.1

GRATITUDE TO ALLAH

1. _____ means to thank Allah for all His blessings.
2. Being thankful to Allah is also an act of _____.
3. A good way to give thanks to Allah is to _____ other human beings.
4. How can you practice reaching the highest level of thankfulness?

My Thankfulness Diary

Scientific studies have shown that those who are thankful live healthier lives and are more content overall. Below, make a list of 10 blessings you can thank Allah for.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

If you would like, continue your thankfulness diary everyday! Remember to say alḥamdulillāh frequently.

Worksheet 3.1

RESPECTING PARENTS

1. There are many ways we can respect our parents. Circle 3 below:
 - a. Saying “yes” immediately when they tell you to come to dinner.
 - b. Helping your mother in the kitchen.
 - c. Spending more time outside when your mom needs help inside the house.
 - d. Helping your father in the garage or garden outside.
 - e. Not responding when your parents ask how your day went.
 - f. Kissing your mom’s cheek.
 - g. Spending time on the computer or phone instead of with your parents.

It is easy to do one of these actions! Promise yourself that you will do one of them when you have a chance, today.

2. Why should we be kind to our parents?

3. Below, list 5 things your parents have done for you:

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

Worksheet 4.1

CHARACTERISTICS OF A BELIEVER

1. Which of the following are signs of people who have faith?
 - a. They respect other people's rights
 - b. They eat a lot of food
 - c. They forgive easily
 - d. They honor their promises

2. Name 3 qualities of a believer according to Imām 'Alī ('a):

3. The Noble Prophet (ﷺ) has said: The faithful is he whose _____ deeds _____ him.
 - a. Evil; displease
 - b. Bad; hurt
 - c. Good; come in handy to
 - d. Children's; please

4. What is something you can do to practice good faith?
 - a. Eat a lot of food everyday
 - b. Treat people with respect and kindness
 - c. Wear very expensive clothes
 - d. None of the above

5. What is one duty of a believer toward someone in need?

Worksheet 5.1

TRUTHFULNESS

1. One day, you are playing football inside your home and accidentally break your mom's favorite and very expensive vase. Later, she comes home and asks you who broke it. You can tell that she is upset and will become more upset if you tell the truth. Turn to your partner and discuss: In this situation, what is the best thing to do? Why?
 - a. Tell your mom it's her fault that she put the vase in a place where it could break.
 - b. Hide in your room and don't tell anyone that you broke the vase and if your family notices, blame someone else.
 - c. Begin by telling your mom you love her and are very sorry, and explain what happened.
 - d. Tell your mom what happened and go hide in your room without saying sorry.

2. What is the best reward for being truthful?

3. Why do you think truthfulness is mentioned so much in the Qur'an?

4. How can you be truthful in your actions?

Worksheet 6.1

CHARITY

1. What does charity mean? What are the two different types of charity?

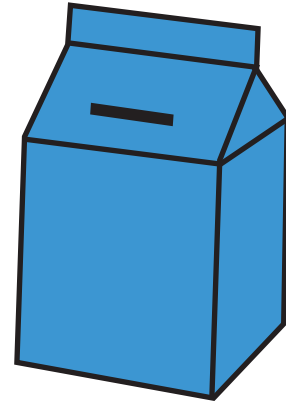
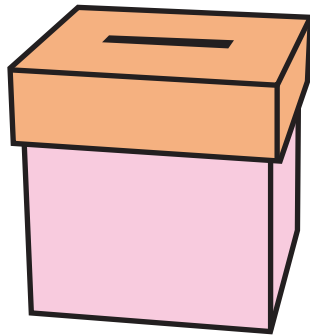
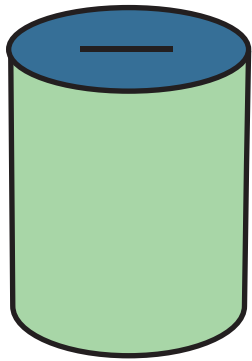
2. Give an example of a time when you or someone you know gave charity.

3. Since charity means helping, how could you best help your school as a 4th grade student?

- a. Time
- b. Money
- c. Skills

4. What is one benefit of giving charity?

Şadaqah Box Project



Materials:

- Box with lid (or opening) and slot (for coins)
- Markers, crayons, etc.
- Stickers or anything else to decorate with
- Colored paper
- Scissors
- Glue

Instructions:

1. Bring a box from home. Make sure it has a way to open it and also has a slot for the şadaqah money
2. Decorate your şadaqah box with any supplies
3. Write “Şadaqah” on it if you like
4. Optional: you can make another one at home for the safety of Imām al-Mahdī (‘aj) as well.

Worksheet 7.1

CLEANLINESS

1. How does wuḍū' keep our souls clean?

2. Write down three specific areas where special attention should be given to cleanliness.

3. "There will come a time when people will have _____ inner selves, but _____ appearances. Then they would pray like a drowning one, and Allah will _____ their prayer." (Saying from the Noble Prophet (ﷺ))

4. Write down what you should do everyday in order to remain clean and pure.

Worksheet 8.1

LAZINESS

1. Why is it important not to be lazy and use our time wisely?

2. Zaynab comes home tired from school. How long do you think she should rest so that she can start her homework? Circle one below and explain.

- a. Half an hour; enough time to have a snack and relax.
- b. Two hours; so she can nap and then do her homework.
- c. Four hours; she will have to do it very quickly before bedtime.

3. Make a list of things you would like to do or learn. We've included a few to help you get started. Whenever you are bored or feeling like you have nothing to do, try to complete an action on this list.

- Read Qur'ān
- Play outside
- Learn a new skill
- Organize my room
-
-
-
-

Worksheet 9.1

MAKING DU‘Ā

1. How would you define du‘ā in your own words?

2. Write down three occasions when du‘ā is highly recommended.

3. What is the name of the famous du‘ā Imām ‘Alī (‘a) told his companion?
When is it recommended that we recite it?

4. What is the name of the collection of du‘ās by Imām as-Sajjād (‘a)?

Extra Credit

Look up any du‘ā with its meaning, narrated by one of our Imāms (‘a), and write down how the Imām (‘a) addresses Allah and how he refers to himself. Write down the name of the du‘ā you chose and where you got it from.

Worksheet 10.1

REPENTANCE

1. Istighfār means to _____.

2. Repentance means _____.

3. What are the two steps to doing istighfār?

4. What are the three steps of tawbah?

5. Food for thought: All of us have certain things we can improve about ourselves. Think about a sin or habit you would like to improve on. How do you think you can repent for it and stop doing it in the future?

Worksheet 11.1

FRIENDSHIP

1. List some qualities that you look for when making friends. For example, think about whether you look for friends who are similar or very different from you, or people who speak nicely vs. negatively.

2. How do your friends fit the qualities you listed above? How do you fit those qualities?

3. How do you think your friends influence you? Give an example.

Worksheet 12.1

RIGHTS OF MUSLIMS

Fill in the blanks:

1. The Noble Prophet (ﷺ) has said that your Muslim brother has _____ rights over you.
2. If I pray that my Muslim friend and I don't get bullied or teased, I am fulfilling obligation number _____.
3. According to one of the obligations, if my friend does something to harm me but then apologizes, I should probably _____.
4. Similarly, if my friend tells me something personal, I should be sure that I _____.

Short answers:

5. One of the rights that is mentioned is that you should treasure your friendship. Give an example of how you can do this.

6. Sakina is sitting in a group of friends, when all of a sudden, one of the girls starts saying mean things about her other friend, Aliya, who is not there. What is Sakina's obligation in this scenario? Which obligation must she fulfill?

Worksheet 13.1

ISLAMIC COMMUNITY AND BROTHERHOOD/SISTERHOOD

1. Islam emphasizes the importance of community, brotherhood/sisterhood, and unity. Find an āyah from the Qur'ān in the lesson, and write down the sūrah and āyah number.

2. What are some duties that we have toward our Muslim brothers and sisters?

3. What are amr bil ma'rūf and nahī 'anil munkar?

4. Ayman's friend Sukainah is thinking of taking candy from another classmate without her permission. Ayman knows that will be a sin. What should she do in this situation? Is your recommendation an act of amr bil ma'rūf or nahī 'anil munkar?

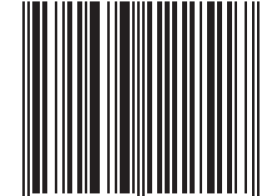
STEPS TO PERFECTION

An Islamic Curriculum For Children

The *Steps to Perfection* 4th grade curriculum strives to build upon the development of a strong Islamic foundation, which began from the kindergarten book. The ‘aqā’id section entails a review of the the Uṣūl ad-Dīn (Roots of Religion), and then delves deeper into each of these principles. There is a strong focus on tawhīd, which is explored through the lens of the proof of fiṭrah. The fiqh unit consists of relevant topics, with integrated activities, to make the concepts more interactive, tangible, and practical for students. The history section focuses on some of our greatest role models, our Prophets, by taking students through their stories and exploring the commonalities between the messages of all the Prophets. The akhlāq section has been made aesthetically-pleasing through colorful illustrations, aḥādīth, and āyāt from the Qur’ān that delve into topics such as having proper etiquette and good manners toward others.



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