

IQRA' Kindergarten Curriculum

**Volume 2:
Sirah of Rasulallah**

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International Educational Foundation
Chicago

**Part of a Comprehensive
and Systematic Program
of Islamic Studies**

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IQRA's Note

We at IQRA' International Educational Foundation are grateful to Allah (SWT) for enabling us to present the kindergarten curriculum of Islamic Studies.

The present volume of IQRA' Curriculum (Kindergarten Sirah), represents four years of painstaking research, study, writing and field testing by Dr. Tasneema Ghazi, IQRA's Director of Curriculum. She was assisted by our able team members of the Program Development Committee, innumerable educators, teachers, community workers, and concerned parents.

IQRA' is pleased to announce that its plans to develop, field test and publish an integrated curriculum for Islamic schools from preschool to high school within the next five years (by July 1997) are well under way.

The development and production of this curriculum is part of IQRA's vision of a comprehensive system of Islamic education which covers:

1. An integrated curriculum from preschool to high school.
2. A comprehensive program of Islamic Studies at all levels to include ten basic Islamic subjects and to cover graded *textbooks, workbooks, enrichment literature, parents/teachers manual* and *educational aids*.
3. An Open University and Home based education.

In each area Iqra's work is progressing in a planned way and we hope within this decade (before we enter the year 2000) IQRA's vision will become a reality, *InshaAllah*.

This kind of effort needs: i) a commitment to make Islamic education our foremost priority, ii) mobilization of communities' human and financial resources, iii) institutionalization of efforts and iv) coordination with other organizations.

We urge all concerned Muslims and Islamic organizations to cooperate with IQRA' and become an *Ansar* of its Educational Program.

Let us together establish IQRA' International Educational Foundation as the finest institution of Islamic educational research and development. It would be the best gift, we the North American Muslims, can give to our children and to the *Ummah* as a whole.

Dedicated To:

Dr. Abdullah Omar Nassief
Our friend, guide and philosopher
An embodiment of the spirit of early Islam

Who

In response to the basic need of Islamic education
supported IQRA' International Educational Foundation
in the fulfillment of its Educational Vision

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KINDERGARTEN PROGRAM IN AN ISLAMIC SCHOOL

PHILOSOPHY:

The goal of the Kindergarten Program in an Islamic school is to provide opportunities for an active involvement of children, their parents and teachers in a continual process of education based on the knowledge of the Qur'an and the *Sunnah*. Involvement of Muslim parents in the educational process of their children is specially important due to the many non-Islamic influences of the modern Western culture and environment.

Kindergarten is usually the beginning of formal schooling, even though in many educational systems it is not compulsory for a five years old to attend regular school. When a child enters Kindergarten, both he and his parents begin a far reaching experience. For many children this is the first experience of formal schooling and for many parents this is the first encounter with being separated from their child. Kindergarten teachers and school administrators need to plan on building a relationship of trust and understanding between school and home. Once established, this relationship provides many avenues for coordination and cooperation between these two primary institutions in the life of a child.

The source of every Islamic educational program should be the "Revelation" as opposed to pure "reason", as reason without the light of the Revelation is misguided and limited. The curriculum planners, the administrators, the teachers and the parents of Islamic schools should make continuous efforts to integrate Islamic knowledge, behavior, *Akhlaq* and *Adab* in the daily activities of each classroom. Any objective, content and activity which is in conflict with the clear teachings of the Qur'an and the *Sunnah* has no place in a classroom for Muslim children. Thus, it is important that those who are involved in educating and nurturing our children should have a comprehensive knowledge of the Qur'an and the *Sunnah* and as the models of Islamic behavior and living, practice the teachings in their daily lives.

The goal of the program should be the development of an Islamic personality through inculcation of Islamic values and nurturing of Islamic behavior. Keeping in mind the cognitive, social, motor, emotional and physical characteristics of five and six year olds, the emphasis should be on the development of Islamic concepts and acquisition of Islamic practices. The teachers, administrators and older children should be the role model of Islamic behavior and living for the Kindergartners who learn and adopt new behaviors easily and quickly from those, they idealize. The importance of learning which takes place during the kindergarten years has been best stated by Robert Fulghum in the following words;

All I really need to know I learned in Kindergarten

All I really need to know about how to live and what to do and how to be I learned in Kindergarten. Wisdom was not at the top of the graduate -school mountain, but there in the sandpile at Sunday School. These are the things I learned. Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess.

(Robert Fulghum)

To achieve the goals, the Kindergarten program should provide for the child:

- 1) Opportunities for physical, social, motor, emotional, cognitive and moral development to the extent of his and her capabilities and the rate of his or her own development.
- 2) An Islamic environment so that the moral and spiritual I self of the child can develop under the teachings of the Qur'an and the *Sunnah*.
- 3) A secure and safe environment so that the child will not be afraid to try new experiences.
- 4) Varied kind of experiences for learning, mastering and completing developmental tasks.
- 5) Warm and supportive adults to guide and encourage both individual and group activities and to act as suitable Muslim role models for the children.
- 6) Freedom, opportunities and encouragement towards developing responsibility, self control and independence with respect for others.
- 7) Loving, clear and meaningful beginning lessons in the teachings of the Qur'an, *Hadith*, *Sirah*, Islamic *Akhlaq*, Islamic *Fiqh* & *'Ibadat* and Islamic history providing a foundation for a lifetime of practice and study.

CHARACTERISTICS OF YOUNG CHILDREN BETWEEN THE AGES OF FIVE AND SIX YEARS

Children between the ages of five and six years are approaching the end of the period of Early Childhood. Following are some of the specific characteristics of five and six year olds.

PHYSICAL:

"A normally active Kindergartner is a busy, curious and industrious child" (Harris et.al, 1986, p. 323). He manages his body movements with more skill and comfort. He can walk backward with toe and heel pattern. Can run fast, skip, hop and play games. He is able to balance on one foot, jump and land on toes, jump down two or three steps.

He can take care of himself by washing without splashing water on his clothes, dressing himself and tying his shoe laces. A Kindergarten child enjoys water play, building with blocks and large boxes, can build three dimensional structures. He can use tools such as scissors, screw drivers and hammer etc. Working with the puzzles is one of the favorite play for the children between the ages of five and six.

Fine motor coordination develops to a point where he is able to copy triangle and diamond. He can begin to print some letters or numbers and his name correctly. Can draw recognizable life like representations and a definite preference for left or right handedness is established.

VISION:

The five and six year olds can coordinate the senses of touch, hearing and vision almost as well as adults. As opposed to three and four year-olds who rely more on touch while exploring the environment, the five and six year-olds rely more on vision (White et.al, 1964). Thus, while exploring the unfamiliar objects three and four year-olds depend more on the sense of TOUCH, whereas five and six year olds pay more attention to the color and size of the object and use more visual clues.

COGNITIVE:

Children between the ages of five and six years are still at the "pre-operational stage" where symbolic thinking dominates much of their life. Symbolic thinking enables them to have a schema of the words and images represent an object or certain actions in the mind of the child. He is capable of using language more meaningfully. However, this ability of symbolic thinking is accompanied by important characteristics referred by Piaget as "Egocentrism", "Animism", "Finalism: and "Centration".

Egocentrism is the condition where children think and experience every event in relation to themselves. Even the phenomenon of nature happen because of them as the center, for example the sun rises to make them feel happy and for them to play outside, night falls to make them sleep, Mom and Dad go to work to get money for them to buy things etc.

Animism refers to the child's tendency to attribute life like qualities to inanimate objects for example, attributing pain and happiness to dolls and stuffed animals. However, by the age five and six they begin to move away from this condition and have some idea of the differences between animate and inanimate objects. They still make errors in judgement.

Finalism is the belief of the pre-operational child that every action accomplishes some purposes. The "purposes" attributed to each action is unique to each child. They believe that every movement (by human or an object) is "goal directed" because their own movements are goal directed.

Centration refers to the inclination of the pre-operational child to concentrate only on a single aspect of a situation and neglect all others. They do not understand that a change in the appearance of certain object does not necessarily mean that the object has lost many other of its attributes. For example they believe that a tall slender glass holds more water than a shorter wide glass, even though they both have the capacity of holding the same amount of water.

Concept Formation is one of the most important achievements of early childhood years. "Concepts" according to Piaget, 'are cognitive categories that help children and adults organize information and acquire new knowledge'. Environment provided for the children during these early years helps in the development of specific concept, which makes the role of "important adults" in the life of children significantly important.

LANGUAGE DEVELOPMENT:

Language development takes place at a very fast pace to help the child express his own ideas. The vocabulary grows to 8,000 - 14,000 words by age six. Length of the sentences increases from three words per sentence at age 2-3 to 6-8 words per sentence by the ages five and six years. More "WH" words are used (why, whom, where and when). Children tend to ask more questions.

SOCIAL DEVELOPMENT:

Five and six year-olds develop more social skills which are reflected in their play which becomes more associative and co-operative. They play together to help each other in the achievement of certain goal. There is a tendency to help each other during play and other activities.

Kindergarten children are more ready for a few hours' separation from their parents than the younger children. They are ready to share, be considerate to other, wait for their turn and accept small responsibility (when required to do so) in the classroom. According to Piaget children between the ages of three and five believe that the rules are generated by an external authority such as God, parents or teachers and can not be changed. However, due to egocentrism, they practice their own version of rules, ignoring or changing the existing rules.

EMOTIONAL DEVELOPMENT

The Kindergarten child is still quite egocentric, even though he becomes more considerate of others. Most of the fears of early childhood begin to subside. Five and six year-olds are more willing to accept the reasoning and explanations for the occurrences which frighten them. They tend to pay attention to the causes (given to them) of why and how things happen. In short, they can distinguish between the reality and the fantasy. Anger is expressed more verbally and physically than in the temper tantrums. They are ready to accept and follow the rules.

Teachers and parents should be aware of the feelings and emotions of the children. Adults should be sensitive to the expressed feelings of the children. It is difficult for them at this stage to keep up with their own pace. For example, they strive to do too many things by themselves but when things build up and become too much to handle, the teachers and parents should give a helping hand. The children have to understand that it is okay to be dependent upon someone for a while.

Classroom activities should be planned keeping in mind the above characteristics of the children.

HOW TO USE THE CURRICULUM GUIDE

We have made an attempt to develop a comprehensive and integrated curriculum guide, covering five areas of Islamic education viz:

Teachings of the Qur'an
Sirah of Prophet Muhammad (S)
Aqa'id and *Fiqh*
Islamic History
Islamic *Akhlaq* and *Adab*

The curriculum guide is integrated in the sense that there are constant cross references of goals, objectives and suggested activities from one subject area to the other. A teacher teaching all five subjects to the same grade or level can take advantage of this scheme of integration. However, keeping in mind the needs of the teachers who teach only one subject, the curriculum for each subject at each level is kept quite independent. Following are some special features of this curriculum guide:

Statement of the Philosophy

The Curriculum guide opens with a philosophy statement. We request everyone of you to read the statement and develop a solid and clearly defined philosophical basis for your school and your classroom.

Characteristics of children between the ages of five and six years

Under this heading is a brief description of the physical, cognitive, social and emotional development of Kindergarten age children. We urge you to read it and try to understand the behavior and learning process of children under your supervision while in school. Most of the teachers and parents will need more information about the developmental process of young children than provided here, which can be easily obtained by reading any of the recommended books on Child Development. (See Bibliography).

Scope and Sequence chart

This chart represents the total sequence of the units to be covered during the course of one academic year of Kindergarten. SCOPE refers to the amount of information which is made available to the children at a particular grade level.

For example the Sequence of "Islamic History" component of the Kindergarten curriculum is from Adam (A) to Prophet Ibrahim (A). The history of the prophets is introduced in the same chronological order as mentioned in the Qur'an, thus, following five prophets are introduced in the sequence:

Adam (A)---- Nuh (A)----Hud (A) ----- Salih (A) -----and Ibrahim (A)

The next eight will be introduced in the First grade and the rest in the third and fourth grades, *InshaAllah*. The Scope of Islamic history curriculum is determined keeping in mind the physical, cognitive, social and emotional development of children between the ages of five to eight years. Amount of time available to the teacher of Islamic history is also an important contributing factor in determining the Scope.

THE SCHEME

Unit: Total spectrum of selected topics is divided into Units. A Unit represents a topic or an area of study. Each Unit is divided into many Lessons. Each Lesson is developed around one aspect of the Unit. Some units are larger and have more Lessons than others.

Each Unit begins with specific "Learning Experiences and Activities" to be developed through various lessons. Please read them carefully so you are aware of them during your lesson planning and teaching. Following the rules of curriculum integration, "learning experiences" in various areas of learning are imbedded within each Unit. It is suggested that special attention should be paid to these details.

Lesson: Each Lesson consists of:

Focal Point is the theme of the lesson---the goal itself.

Behavioral objectives are the objectives of the lesson stated in measurable behavioral terms. It is hoped that children, after successfully completing the lesson, will be able to demonstrate the desired changes in their daily behavior. Teachers and parents should make sure that the intended behavior is learned and acquired by each child after the completion of each lesson. Mastery of these behavioral Objectives by each child is essential for continuous learning and concept formation.

Suggested Activities are only "suggested" activities to help the teachers plan their lesson. By no means any teacher is bound to use only these activities. We encourage you to be innovative, plan your own activities, use those suggested or even improvise the suggested activities according to your need. No matter what you as the teacher do just remember that you have to have well developed lesson plans before entering the classroom. It is also important to plan some time during the class period for children's participation and interaction. Sometimes the worksheets are provided for the teachers to use in the class.

Evaluation Forms At the end of each Unit, there is an evaluation form, that is for us. We would like you to take some time and complete the form after completing each Unit and mail it to our offices. This is our way of involving you in the process of curriculum development and field testing. Your input as the person in the classroom using the curriculum guide is absolutely essential for the validity of this curriculum. This is the first draft for field testing and evaluation.

Please feel free to get in touch with us at the Iqra' Foundation. We welcome your valuable comments and suggestions

SIRAH OF THE PROPHET MUHAMMAD (S)*

PHILOSOPHY

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ

" Ye have indeed
In the messenger of Allah
A beautiful pattern (of conduct)"
(Al-Ahzab 33: 21)

These words of the Qur'an tell us very clearly that the life and the sayings (*Sirah & Hadith*) of our prophet Muhammad (S)* are the model for us to follow. Every Curriculum for Muslim children should include the study of the *Sirah* as the basis of each unit. Just as the *Sirah* of the Prophet(S) should be studied in detail as a separate subject, it should also be incorporated into all other subjects during the course of study. The goal is to bring the life and the personality of the Prophet Muhammad (S) as close to the hearts and the minds of young Muslims as possible. We hope that they grow up to be the loving servants and followers of our dear Prophet Muhammad (S) for whom Allah (SWT) Himself says in the Qur'an;

وَإِنَّكَ لَعَلَىٰ خُلُقٍ عَظِيمٍ

And thou (standest)
On an exalted standard
Of character

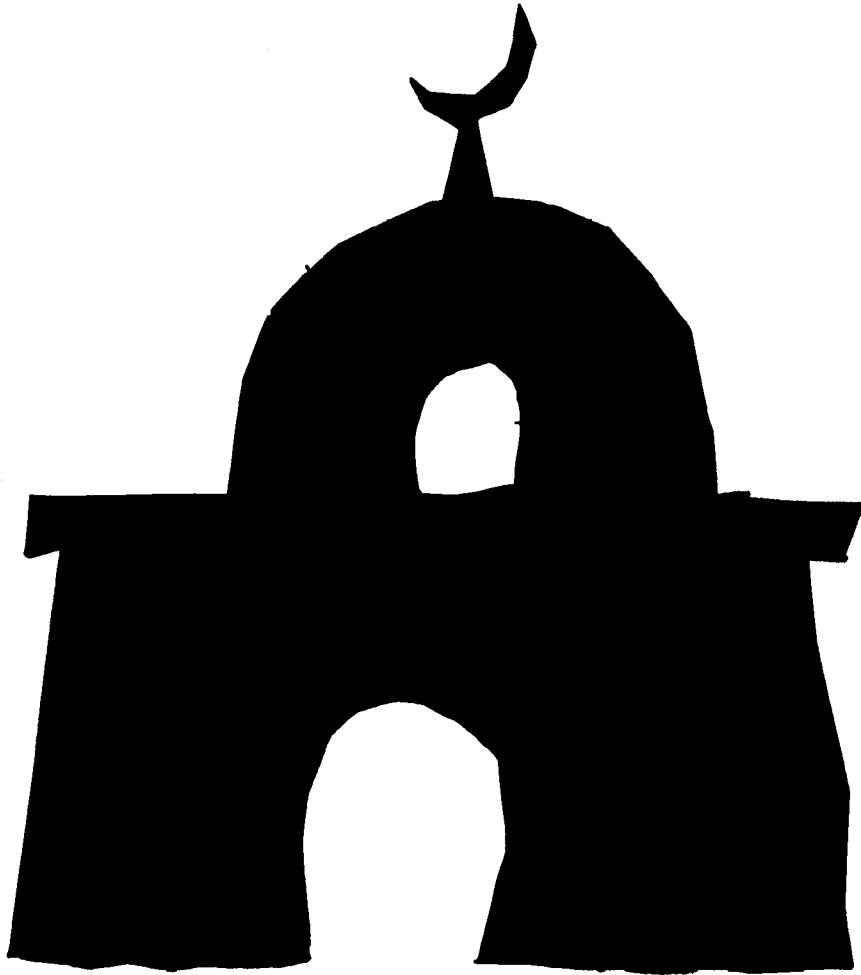
(Al-Qalam 68: 4)

S reminds us to say *Salla Allahu Alai hi Wa Sallam*, every time we hear or say the name of the Prophet Muhammad (S).

A NOTE TO THE TEACHERS:

It is important to remember that the two very common modern ideas; **progress** and **evolution** are the running theme of almost all science and educational literature. Most of the films children will see, and many books they will read assume biological and social evolution. Remember to point to the children that the first conscious human being Adam (A) knew more than anyone knows today about the truth and reality. Also remind them that the best moral society that ever will be -- existed in Madinah 1400 years ago during the time of Muhammad Rasulallah (S) and the *Khulafa' Ar-Rashidun*. Point out that the best among us are those who obey Allah (SWT) and follow the Qur'an and the *Sunnah* in their daily living

As Muslims, we must follow the example of the Madinah society in both our personal and community lives. The truth of *Tawhid* and the reality of leading a moral and virtuous life has been a constant theme in human history, explained to us through the examples of the prophets and the teachings of the revelations. Human society has progressed materially, however, it needs a moral foundation to hold itself together. Each human society must understand and implement these messages and the teachings in their social life, so that it is not completely lost in the material pursuits.



Unit One: Our Prophet Muhammad (s)

lessons 1-14

UNIT ONE

LEARNING EXPERIENCES AND ACTIVITIES

1. LEARNING CONCEPTS (Moral Perspective)

Iman belief in the *Shahadah* (Allah, is the only Creator and Prophet Muhammad (S) is the last Prophet of Allah (SWT).

Meaning of the "last" in relation to the "first"

Meaning of "Messenger"

Saying *Salla Allahu Alaihi wa Sallam* after the name of the Prophet

Understanding the meaning of *Salla Allahu Alaihi Wa Sallam*

Meaning and concept of *Salat ul Alan -Nabi (Darud)*

Respect and love for one's mother and foster mother

Respect and care for one's elders

Love and understanding between husband and wife

Friendship among Muslims

Following Prophet Muhammad (S) as the model

2. LEARNING SKILLS

Vocabulary

Critical thinking

3. HISTORICAL PERSPECTIVE

Concept of the first and the last

Concept of before and after

Family of the Prophet (S)

Ssahabah of the Prophet (S)

Children of the Prophet (S)

Ummah of the Prophet (S)

4. GEOGRAPHICAL PERSPECTIVE

Makkah, the city of Rasulullah's (S) birth

Banu-Sa'd , the village of Halima Sa'dia (R)

IQRA' KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

Unit 1: Our Prophet Muhammad (S)

Lesson 1: Muhammad (S) The Last Prophet of Allah

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A> Concept of Muhammad as the last prophet</p>	<p>The children will:</p> <ul style="list-style-type: none"> -understand that <u>last</u> means there will be no succession -learn that anybody who claims that there are any prophets after Muhammad (S) is wrong 	<p>The teacher will:</p> <ol style="list-style-type: none"> a. Recite the <i>Shahadah</i> with the children in Arabic. Explain the meaning and ask questions to clarify the position of Prophet Muhammad (S) as the last prophet of Allah (SWT). b. Help the children memorize the <i>Shahadah</i>. c. Tell the children about Prophet Muhammad (S). Introduce the lesson by showing a picture of <i>Masjid Al-Nabawi</i>, and discussing the <i>Masjid</i>. d. Make a chart showing the chronological order of the prophets. (See <u>A</u> below) e. Have the children memorize the poem "Muhammad is the Last". 	<p>Pictures of the Masjid</p> <p>(IQRA' Book of Verse J, p.13)</p>
<p>B> We must say <i>Salat un Al An Nabi</i> every time we hear the name of Prophet Muhammad (S)</p>	<p>-start saying <i>Salat un- Al an-Nabi</i> every time they hear The Prophet's name</p>	<ol style="list-style-type: none"> a. Tell the children that they must say <i>Salli-Allahu-Alai-hi-Wa-Sallam</i> after saying Muhammad's (S) name. b. Make sure that every time the name of the Prophet is mentioned, <i>Salat un Al An Nabi (Darood)</i>s said. 	

IQRA' KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

Unit 1: Our Prophet Muhammad (S)

Lesson 1: Muhammad (S), The Last Prophet of Allah

Worksheet A: Timeline of the Prophets

TIMELINE OF THE PROPHETS

as mentioned in the Holy Qur'an

ORDER	PROPHET
FIRST	ADAM (A)
SECOND	NUH (A)
THIRD	HUD (A)
FOURTH	SALIH (A)
FIFTH	IBRAHIM (A)
MANY OTHER PROPHETS OF ALLAH	
LAST	MUHAMMAD (S)

IQRA' KINDERGARTEN CURRICULUM
SIRAH OF RASULULLAH

Unit 1: Our Prophet Muhammad (S)

Lesson 2: Story of the Jahiliya Arabs

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
A> Perspective of Jahiliya Arabs	<p>The children will:</p> <ul style="list-style-type: none"> -know that most of the people living in Arabia forgot the teachings of the prophets, and became gamblers and idol worshippers. 	<p>The teacher will:</p> <ul style="list-style-type: none"> a. Show the children the map of Makkah and remind them of the founding of the holy city by Hajrah and Ibrahim (A). b. Tell the children that the people of Arabia forgot the teachings of Ibrahim (A) and Ismail (A) and started to worship idols. 	<p>Map of Makkah</p> <p>Our Prophet (IQRA' Foundation)</p>
B> Allah (SWT) is the Greatest Savior	<ul style="list-style-type: none"> -learn how Allah (SWT) protects the believers 	<ul style="list-style-type: none"> a. Tell the story of King Abrahah, the king of Yemen and his attacks on Makkah. (<u>Stories of Sirah : The Big Feast and Other Stories</u>) 	<p><u>Stories of Sirah : The Big Feast and Other Stories</u></p>
C> Allah (SWT) sent Muhammad as the last Prophet to guide the lost people of Makkah & the world	<ul style="list-style-type: none"> -know the family name of the Prophet (S) 	<ul style="list-style-type: none"> a. Tell the children that he was born in the family of Quraish. b. Ask the children their family names. Make a chart of the family names of all the students in the class, in alphabetical order. Display it in the hallway. 	<p>Posterboard, Markers, Tacks, etc.</p>
D> <u>SKILLS</u>	<p><u>VOCABULARY</u></p> <p>Jahiliya Quraish Kabah Yemen</p>		

IQRA' KINDERGARTEN CURRICULUM
SIRAH OF RASULULLAH
Unit 1: Our Prophet Muhammad (S)
Lesson 3: The Sacrifice of Abdullah

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A> The Jahiliya Arabs' practice of human sacrifice for idols</p>	<p>The children will:</p> <ul style="list-style-type: none"> -know that during Jahiliya, Arabs used to sacrifice their children for the idols. -learn that they used to celebrate the sacrifices with great feasts around the Kabah in Makkah -learn that Abdul Muttalib promised to sacrifice his son Abdullah to the idols 	<p>The teacher will:</p> <ol style="list-style-type: none"> a. Tell or read the children the story of Abdul Muttalib's promise to the idols to sacrifice his son, Abdullah. b. Tell the children that Abdullah was the father of the Prophet (S) and Abdul Muttalib was his grandfather. (<u>IQRA's Stories of Sirah : The Big Feast and Other Stories</u>) c. Explain what a 'lot' is and how it worked. d. Make a worksheet of Muhammad's (S) family tree. (See <u>A</u> below) 	<p><u>Stories of Sirah : The Big Feast and Other Stories</u></p>
<p>B> Language Experience</p>	<p>-retell the story in their own language</p>	<ol style="list-style-type: none"> a. Ask the children to retell the story of the sacrifice of Abdullah. As the children relate the story, write it on a large pad or butcher paper. Once they have finished dictating, read the story together and discuss. 	<p>Large Writing Pad</p>
<p>C> <u>SKILLS</u></p>	<p><u>VOCABULARY</u> Abdullah Grandfather Priest Sacrifice Feast</p>		

MUHAMMAD'S (S) FAMILY TREE

Below is a drawing of Muhammad's (S) family tree. Fill the correct names of his family members in the appropriate slots:-

(GRANDFATHER)

(GRANDFATHER)

(FATHER)

(MOTHER)

MUHAMMAD (S)

IQRA' KINDERGARTEN CURRICULUM
SIRAH OF RASULULLAH
Unit 1: Our Prophet Muhammad (S)
Lesson 4: The Birth of Prophet Muhammad (S)

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
A> Recall and Recognition	<p>The children will:</p> <ul style="list-style-type: none"> -know the names of the Prophet's parents 	<p>The teacher will:</p> <ol style="list-style-type: none"> a. Ask the children if they can recall the names of the prophets (S) from the previous lessons - OR - Write the names 'Abdullah' and 'Aminah' in capital letters on construction paper and ask the children whose names they are. 	<p>Construction paper and markers</p>
B> The birth of Muhammad (S)	<ul style="list-style-type: none"> -learn that Allah (SWT) sent special signs to Hazrat Aminah 	<ol style="list-style-type: none"> a. Introduce the story of Muhammad's (S) birth and tell them: <ul style="list-style-type: none"> -Abdullah died before his birth. -Aminah felt lonely and concerned about raising the baby alone. -Aminah had special dreams. -The date of birth of Prophet (S). b. Prepare a special bulletin board about the birth of the Prophet (S). Tell the children how according to tradition, The grandfather, Abdul Muttalib, gave the child the name "<u>Muhammad</u>" which means <u>'one who is praised by everyone.'</u> c. Plan a special learning center ('Prophet Muhammad (S) Learning Center') to be set up in the classroom or the main lobby, which deals with informative facts about Prophet Muhammad (S). 	<p>Islamic Calendar Construction paper, Tape, Tacks, Scissors, etc.</p>

IQRA' KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

Unit 1: Our Prophet Muhammad (S)

Lesson 5: Life With Halima (R)

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A> The Arab tradition of babies being raised by the families of villagers.</p>	<p>The children will:</p> <ul style="list-style-type: none"> -know of Halima (R) and the foster family of baby Muhammad (S) -always say blessings after Hazrat Halimah's name 	<p>The teacher will:</p> <ul style="list-style-type: none"> a. Talk about the tradition of Arabs in Makkah to send their babies into the pure clean villages where they would grow up to learn pure Arabic and have fresh air. Integrate by talking about the pollution in the big cities of their countries. Coordinate with the Health Unit in Natural Science and talk about the advantages of living in the city or country. b. Read the story of Hazrat Halimah's journey to Makkah and return to Banu Sa'ad with the baby Muhammad (S). c. Talk about all the blessings he brought to Hazrat Halimah's family and her village. 	<p>Pictures of Makkah and the village of Banu Sa'ad</p> <p>Our Prophet Muhammad Rasulullah (S), Ghazi, IQRA' Foundation, Chicago.</p>
<p>B> Map Skills, Directions and Distance</p>	<p>-be helped to calculate the distance from Banu Sa'ad to Makkah</p>	<ul style="list-style-type: none"> a. Figure out the distances prior to class, so that he/she can help the children calculate the distance during class. Discuss the measurements of kilometers and miles. (very basic as the children are too young for details). b. Discuss with the children the various means of transportation effective for travelling across the desert like Halimah (R). c. Conclude the lesson by discussing with the children the number of years Muhammad (S) lived with Halimah (R), and the blessings brought to her family and village during this time. 	

**IQRA' KINDERGARTEN CURRICULUM
SIRAH OF RASULULLAH**

Unit 1: Our Prophet Muhammad (S)
Lesson 5: Life With Halima (R) . . . (continued)

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
C> <u>SKILLS</u>	<u>VOCABULARY</u> Foster Parent Banu Sa'ad Miles/Kilometers		

IQRA' KINDERGARTEN CURRICULUM
SIRAH OF RASULULLAH
 Unit 1: Our Prophet Muhammad (S)
 Lesson 6: Life in Makkah with Mother Aminah

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
A> Love of a mother for her child	<p>The children will:</p> <ul style="list-style-type: none"> -know that Aminah was glad to have her son back home 	<p>The teacher will:</p> <ul style="list-style-type: none"> a. Discuss the love of mothers for their children and vice versa with the children. b. Talk about the things mothers do with their children. Encourage the children to visualize Makkah 1400 years ago and imagine what things Aminah could have done with Muhammad (S). Write down the responses on a large writing pad and discuss the realities and possibilities of each one. Make a book of "Activities Children do with their Mothers". 	<p>Writing pads, Markers, Cardboard, Construction Paper, Glue, Scissors.</p>
B> The death of Aminah (R)	<ul style="list-style-type: none"> -know that Muhammad (S) & Aminah travelled to Yathrib and on their way back, she passed away 	<ul style="list-style-type: none"> a. Tell the children the episode of Muhammad's (S) journey with Aminah to Yathrib and her death on their way back. 	<p>Our Prophet Muhammad <u>Rasulullah (S)</u>, IQRA' Foundation, Chicago.</p>
C> Muhammad (S) becomes an orphan	<ul style="list-style-type: none"> -learn the meaning of the word "orphan" 	<ul style="list-style-type: none"> a. Discuss the fact that Muhammad (S) became an orphan after his mother's death. Tell the children: <ul style="list-style-type: none"> -Talk about the feelings of losing one's mother and father. -Talk about how Allah (SWT) wants every Muslim to treat orphans with love & compassion. 	

IQRA' KINDERGARTEN CURRICULUM
SIRAH OF RASULULLAH

Unit 1: Our Prophet Muhammad (S)

Lesson 7: Abdul Muttalib, A Loving Grandfather

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A> Love of the family</p>	<p>The children will:</p> <ul style="list-style-type: none"> -learn that after Aminah's death, Abdul Muttalib took care of Muhammad (S) 	<p>The teacher will:</p> <ol style="list-style-type: none"> a. Talk to the children about Muhammad (S) being an orphan at the tender age of six. Tell the children he was about their age when he lost his mother. Discuss the meaning of the word orphan. b. Ask the children to relate the many ways in which their mothers take care of them. Write Language Experience stories about 'Everything Our Mothers Do for Us'. c. Relate how Abdul Muttalib took care of Muhammad (S) after the death of his parents. (See <u>A</u> below) d. Read stories about grandparents with the children. (See bibliography <u>B</u> below) 	<p>Library Books</p>
<p>B> Maternal and Paternal Grandparents</p>	<p>-learn the difference between the two kinds of grandparents</p>	<ol style="list-style-type: none"> a. Talk about the differences between the types of grandparents. Tell the students that Muhammad's (S) maternal grandfather was Abu Mannan. e. Ask the children to bring in pictures of the grandfathers and talk about them, describing them in their own language. Explain the difference between Maternal and Paternal. Make a bulletin board of 'Our Grandfathers and Us' with the photographs the children bring in. In the middle of the board write the names of Muhammad (S) and his grandfather. 	<p>Photographs of grandparents and children, Posterboard, Markers</p>

IQRA' KINDERGARTEN CURRICULUM
SIRAH OF RASULULLAH

Unit 1: Our Prophet Muhammad (S)

Lesson 7: Abdul Muttalib, A Loving Grandfather. . . (continued)

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>C> <u>SKILLS</u></p>	<p><u>VOCABULARY</u> Grandfather Abdul Muttalib Paternal Maternal</p>		

IQRA' KINDERGARTEN CURRICULUM
SIRAH OF RASULULLAH
Unit 1: Our Prophet Muhammad (S)
Lesson 7: Life in Makkah with Mother Aminah
Worksheet A: Story of Abdul Muttalib

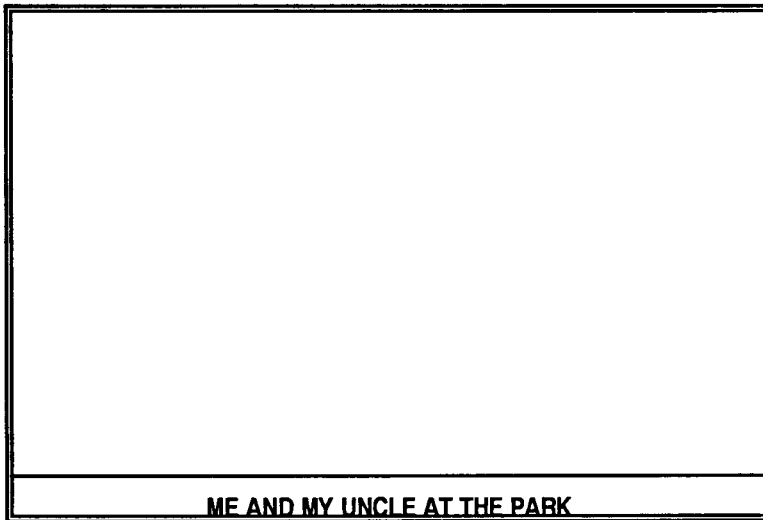
The Loving Grandfather

Abdul Muttalib was the chief of the tribe of Quraish. He belonged to the family of Banu Hashim. Banu Hashim lived in Makkah, the city founded by Prophet Ismail (A), his father Prophet Ibrahim and his mother Hajra (R).

Abdul Muttalib was the grandfather of Muhammad (S). When Muhammad's (S) mother passed away, Abdul Muttalib took care of him. Abdul Muttalib loved Muhammad (S) very much. He used to keep Muhammad (S) close to himself all the time. Muhammad (S) lived with his grandfather for about two years, until Abdul Muttalib's death separated them. Muhammad (S) was only eight years old at the time of his grandfather's death.

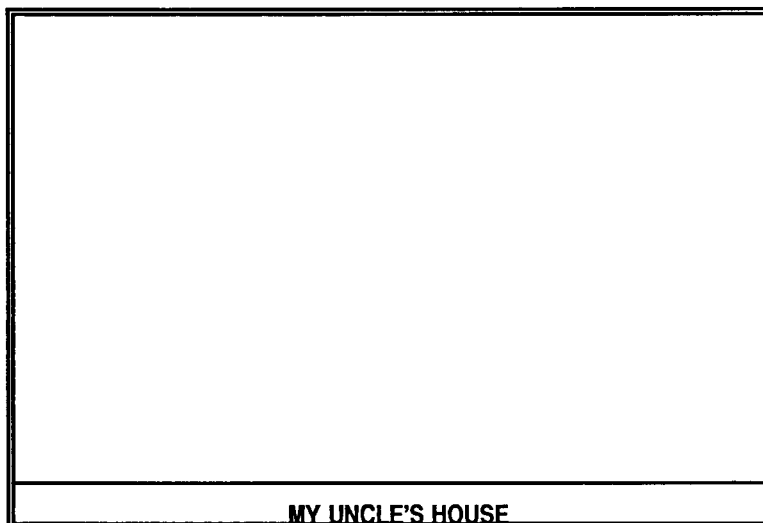
MY FAVORITE UNCLE

This is a drawing of my uncle and me at the park:



My uncle is _____ (*occupation*) _____. My uncle lives in the _____ (*city, town, country*) _____. My
uncle has a _____ (*big or small*) _____ house.

Here is a picture of my uncle's house:



Some of the things we like to do together are:

1)

2)

3)

4)

Some of my uncle's favorite foods are:

1)

2)

3)

4)

IQRA' KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

Unit 1: Our Prophet Muhammad (S)

Lesson 9: Khadijah, Muhammad's (S) Devoted Wife

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A> Sunnah of Rasullullah (his devotion to his wife and family)</p>	<p>The children will:</p> <ul style="list-style-type: none"> -know that Muhammad (S) proposed to, and married Khadijah (R) in a noble manner -learn that marriages must be carried out in an Islamic way -know that Muhammad (S) and Khadijah (R) loved and trusted each other very much 	<p>The teacher will:</p> <ol style="list-style-type: none"> a. Read to the children the story of Muhammad's (S) marriage to Khadijah. (See A below) b. Stress the great amounts of love and trust between the two of them. Tell the children that it is Sunnah to treat your wife kindly, like the Prophet (S) did. c. Define Sunnah as following the actions of the Prophet (S), and explain its virtues. Then discuss with the children: <ul style="list-style-type: none"> -Marriage is Sunnah. -Treating your wife kindly is Sunnah. -Being honest, truthful, helpful, etc. is Sunnah. 	

IQRA' KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

Unit 1: Our Prophet Muhammad (S)

Lesson 9: Khadijah, Muhammad's (S) Devoted Wife

Worksheet A: Story of Khadijah (R)

KHADIJAH (R): A DEVOTED WIFE

Khadijah (R) was a noble lady of Makkah. She was a hard working business woman who used to send many Arab caravans to do trade in other Arab countries like Syria. However, since she was a woman, she couldn't travel by herself. So, she usually sent her trusted slave, Zaid, to do the trading.

As a business woman, she came to learn of Muhammad (S) who was a great business man, known for his honesty, and trusted by the people of Makkah. This was the kind of man Khadijah (R) would need to take her caravans for trade. She requested that Muhammad (S) go on a business trip for her. Muhammad (S) accepted the offer and travelled to Syria with Khadijah's (R) slave, Zaid. The two of them had a very successful trip in Syria, and they returned home to Makkah with a lot of profit. Khadijah was very pleased with their return.

Throughout the long journey, Zaid spent all his time with Muhammad (S). He was very impressed with Muhammad's (S) honesty, truthfulness, and gentle mannerisms. When Zaid came back home, he was full of praise for Muhammad (S). After hearing so much about him, Khadijah (R) and her sister thought it would be a good idea if she and Muhammad (S) married each other.

When Muhammad (S) came to know about the proposal, he asked the permission of his uncle Abu Talib. Abu Talib agreed heartily. Thus, with the wish and blessings of Allah (SWT), Muhammad (S) and Khadijah (R) were married. Khadijah was 40 years old and Muhammad (S) was 25.

Their marriage was a very happy one. They loved and respected each other. She always trusted him and he took very good care of her. They had seven children, four girls and three boys whom they loved very much. Khadijah was the ideal wife. When Muhammad (S) received Wahi and told people he was the Prophet, she was the first person to accept Islam. Throughout their marriage they were truthful and honest to each other.

IQRA' KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

UNIT 1: Our Prophet Muhammad (S)

Lesson 10: The Children of Muhammad (S)

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A> The children of Muhammad (S)</p>	<p>The children will:</p> <ul style="list-style-type: none"> -learn that he had seven children -learn the names of all eight children -learn that all sons died at a young age 	<p>The teacher will:</p> <ol style="list-style-type: none"> a. Tell or read the story of Prophet Muhammad's children to the students. b. Inform the children that six of Muhammad's (S) children were from Khadijah (F) (The last son was from his wife, Mariah, whom he married after Khadijah's death.) c. Write the names of each of the seven children on felt strips for the flannel board or on sheets of construction paper, showing them to the class as the names are read. The teacher will tell the names in the order of their births. After reading the names and pointing them out, help the children pronounce them. (language and reading) d. Make a mobile of "The Prophet's Children", incorporating shapes and colors into it. (See A below) 	<p>Felt, Flannel board, Scissors, Paste, Construction paper, etc.</p>
<p>B> SKILLS Shapes Colors Sequencing</p>	<p><u>VOCABULARY</u> Children Son Daughters</p>		<p>Wire hangers, Construction paper, Yarn, etc.</p>

IQRA' KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

Unit 1: Our Prophet Muhammad (S)

Lesson 10: The Children of Muhammad (S)

Worksheet A: Mobile of Rasulallah's (S) Children

THE CHILDREN OF RASULULLAH (S)

Objectives:

1. Visual discrimination.
2. Memorization exercise.
3. Fine motor coordination.

Materials Needed:

- construction paper
- yarn
- scissors
- a large needle
- letter stencils
- wire hangers
- laminating paper
- glue
- markers
- single hole puncher

Procedure:

1. Have the children draw certain shapes on the construction paper (make sure that the shapes are large enough to write on and will be visible hanging from the ceiling).
 2. Ask the children to cut out each shape.
 3. On each of the shapes, write the name of one of the Prophet's children¹.
 4. Help the children decide which name goes on what shape (i.e. "Do you want to put Fatimah on a green circle or a blue square or ... etc.)
 5. Laminate each shape.
 6. Put a dot on the top of each shape, and ask the children to punch holes through the dots.
 7. String the shapes with the yarn.
 8. Tie the string to the hanger, so it dangles straight down.
 9. Attach all the names to the hanger at different lengths.
 10. Hang the hanger from the ceiling with a long piece of yarn and a hook device.
 11. During the next few weeks, refer back to the mobile and the names of the children as a reminder.
1. Rasulallah's (S) children were: al-Qasim, al-Tayyib, at-Tahir, Ibrahim, Zaynab, Ruqayyah, Umm Kulthum, Fatimah.

IQRA' KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

Unit 1: Our Prophet Muhammad (S)

Lesson 11: The Sahabah of Rasulullah (S)

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A> Sahabah; the companions of the Prophet (S)</p>	<p>The children will:</p> <ul style="list-style-type: none"> -learn that friends and companions of the Prophet (S) are called Sahabah -learn the names of some of the Sahabah of Rasulullah 	<p>The teacher will:</p> <ol style="list-style-type: none"> a. Introduce the lesson with a discussion on friendship: <ul style="list-style-type: none"> -Who is a friend? -What does it take to be one? -Why is it good to have friends? Relate to the children that Rasulullah had many friends, whom we call <i>Sahabah</i>. b. Emphasize how lucky the Sahabah were to be able to spend their lives with the Prophet (S). Let the children contribute their ideas. c. Tell the children that Muhammad (S) had many good friends and companions. Some of them were: <ul style="list-style-type: none"> -Abu Bakr (R) -Salman Farsi (R) -Bilal Al-Habshi (R) -Omar Bin Khattab (R) -Usman Ghani (R) -Ali Bin Abdul-Muttalib (R) Write the names and read them with the children 	

IQRA' KINDERGARTEN CURRICULUM
SIRAH OF RASULULLAH

Unit 1: Our Prophet Muhammad (S)

Lesson 12: Abu Bakr's (R) love for Muhammad (S)

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A> Abu Bakr's friendship with the Prophet (S)</p>	<p>The children will:</p> <ul style="list-style-type: none"> -learn that Abu Bakr (R) was a Sahabah of Rasulullah -Abu Bakr (R) was called Al-Sadiq, meaning "the truthful" -Abu Bakr (R) was the first man to accept Islam 	<p>The teacher will:</p> <ul style="list-style-type: none"> a. Read or tell the children of Abu Bakr's (R) effort to save Rasulullah in the cave of Thawr. (See <u>A</u> below) b. Remind the children of the word Sahaba/Sahabi from the previous lesson. Ask them to tell some of the names of other Sahabi. 	
<p>B> The values of friendship</p>	<p>-talk about their best friends</p>	<p>a. Ask the children to talk about their best friends.</p>	
	<p><u>VOCABULARY</u></p> <ul style="list-style-type: none"> Cave Snake Poison Al-Sadiq Ansar 		

IQRA' KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

Unit 1: Our Prophet Muhammad (S)

Lesson 12: Abu Bakr's (R) love for Muhammad (S)

Worksheet A: The Cave of Thawr

THE CAVE OF THAWR

One dark night, Abu Bakr (R) and Rasulallah (S) left Makkah to go to Madinah. They wanted to join the other Muslims in Madinah. They walked all night, by morning

they came to a cave called *Thawr* . They feared the *Kuffar* would try to find them, so they decided to hide in the cave and wait until the *Kuffar* had ended their search. "Let us enter the cave," said Rasulallah (S).

Abu Bakr (R) replied, "O Rasulallah, wait outside and let me go inside to check if there are any poisonous insects or dangerous snakes." Abu Bakr (R) entered the cave. It was just large enough to hide the two men. Abu Bakr (R) began to clean the cave with a piece of his clothing. He found many holes in the rocks. He feared poisonous snakes and insects might come out of the holes at night. He tore up part of his clothing and used it to block the holes in the rocks. Having prepared the cave, he asked Rasulallah (S) to enter it. They had travelled all night. Rasulallah (S) went to sleep.

Abu Bakr (R) saw that one more hole was still left open. He did not have any more cloth left. Rasulallah (S) was fast asleep, resting his head on Abu Bakr. Abu Bakr did not want to disturb Rasulallah (S), so he slowly stretched his leg and blocked the hole with his foot.

There was a snake inside the hole. The snake bit Abu Bakr's toe. He felt severe pain, but did not remove his foot from the hole. Tears came rolled out of his eyes and fell onto rasulallah's face. Rasulallah (S) opened his eyes and found Abu Bakr (R) in great pain.

"What has happened to you my friend?" asked Rasulallah (S).

Abu Bakr (R) told him that a snake or poisonous insect had bitten his toe and it was hurting him. Rasulallah (S) took some saliva from his mouth and put it on the bite. Then Abu Bakr (R) felt better. Abu Bakr (R) and other *Sahabah* loved Rasulallah (S) so much that they would do anything to comfort and please him. They were willing to make any sacrifice for the cause of Islam. May Allah bless their souls.

This story is copied from The Stories of Sirah, Love of Rasulallah (S) Iqra' Foundation, Chicago, IL. We urge the teachers to read these stories to the children in their classes and encourage children to read them at home.

IQRA' KINDERGARTEN CURRICULUM
SIRAH OF RASULULLAH

Unit 1: Our Prophet Muhammad (S)
 Lesson 13: Ali (R), The Prophet's (S) Cousin

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A> Ali (R) the cousin of Rasulullah</p>	<p>The children will:</p> <ul style="list-style-type: none"> -know that Ali (R) was the young cousin of Rasulullah (S) -know that Ali (R) was the son of Abu Talib -know that Ali (R) grew up and lived with Prophet (S) and Khadijah 	<p>The teacher will:</p> <ul style="list-style-type: none"> a. introduce the lesson by talking about Prophet's (S) family, especially his uncle Abu Talib. b. Tell the children that Abu Talib's son was much younger than the Prophet (S). c. Read the story "I" from <u>The Brave Boy</u> by Kayani and K. Murad. 	<p><u>The Brave Boy</u>, by M.S. Kayani and K. Murad, The Islamic Foundation</p>
<p>B> Ali's (R) acceptance of Islam</p>	<p>-learn that Ali (R) was one of the very first Muslims and the first boy to accept Islam.</p>	<ul style="list-style-type: none"> d. Help the children understand the close relationship between the Prophet (S) and Ali (R). e. Encourage children to talk about their own cousins, especially those cousins who are very close to them - write down the names and compare with other children. 	<p>Poster Paper, Markers, etc.</p>

IQRA' KINDERGARTEN CURRICULUM
SIRAH OF RASULULLAH

Unit 1: Our Prophet Muhammad (S)

Lesson 14: Ali (R), The First Youth to Accept Islam

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
A> Ali's (R) acceptance of Islam.	<p>The children will:</p> <ul style="list-style-type: none"> -learn that Ali (R) accepted Islam when he was ten years old. 	<p>The teacher will:</p> <ol style="list-style-type: none"> a. Read stories 2 and 4 from the book <u>The Brave Boy</u>. b. Discuss the stories with the children for comprehension and understanding. 	<p>Book: <u>The Brave Boy</u>, K. Murad, Islamic Foundation, U.K.</p>
B> Ali's (R) courage and bravery	<ul style="list-style-type: none"> -know that Ali (R) was a courageous and brave man. -know that Allah (SWT) gave him special strength 	<ol style="list-style-type: none"> c. Tell the children that Ali (R) was a very brave man. d. Read or tell to the children the story of Prophet Muhammad's (S) departure to Madinah and Ali's (R) courage to sleep in his bed. Story #5 "The Feat of Courage" in <u>The Brave Boy</u> 	
C> Ali's (R) marriage to Fatimah	<ul style="list-style-type: none"> -know that Prophet Muhammad (S) loved Ali (R) so much that he married his daughter Fatimah to him. 	<ol style="list-style-type: none"> e. Talk to the children about things they do for someone they love -- discussion. f. Tell the children (in group setting) that the Prophet (S) loved Ali (R) and his youngest daughter, Fatimah (R). He decided to have have them marry eachother. g. Talk about the wedding and their children, emphasize the fact that it was a simple wedding. 	
D> <u>SKILLS</u>	<u>VOCABULARY</u> Cousin Daughter Young Guests		

Kindergarten Curriculum Evaluation Form.

subject: _____ unit: _____ lesson: _____

PHILOSOPHY	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE
The philosophy of the program is sound.				
The philosophy needs clarification.				
DESIGN (curriculum organization)	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE
The design is well arranged.				
The following components are well defined and arranged:				
i) aims and objectives				
ii) subject matter				
iii) activities				
iv) needed materials				
SCOPE & SEQUENCE	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE
Covers enough subject matter at this level.				
Selection of objectives, subject matter and activities is well sequenced (proceeds from easy to difficult.)				
TIME FRAME	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE
Enough time is provided for each lesson.				
This lesson needs more time.				
This lesson needs less time.				

We would appreciate it if you would photocopy this form and evaluate each lesson.

Please mail to: Curriculum Evaluation Response

IQRA' International Educational Foundation

831 South Laflin

Chicago, IL 60607



Unit Two: The Teachings of Muhammad (S)

lessons 1-14

UNIT TWO

LEARNING EXPERIENCES AND ACTIVITIES

1. LEARNING CONCEPTS (Moral Perspective)

Meaning and importance of *Hadith*
Blessings in following the *Sunnah* of Rasulallah (S)
Importance of *Salah*
Importance of *Masajid*
Blessings in learning and teaching the Qur'an
Importance of the Islamic Greetings
Keeping Silent during anger
Importance of exchanging gifts
Importance of feeding the hungry
Respect for one's mother and father
Beginning every activity with *Bismillah*
Cleanliness and purity
Brushing the teeth
Working for the benefit of others
Treatment of the guests

2. LEARNING SKILLS

Memorization
Recitation
Association
Matching
Reasoning
Relationship (parts to whole etc)

3. CIVIC PERSPECTIVE

Responsibility to follow the *Sunnah* of the Prophet Muhammad (S)
Duties towards one's mother
Taking care of the needy members of the community
Helping others
Taking care of one's body
Cleanliness and purity

4. LINGUISTIC PERSPECTIVE

Listening
Oral language
Memorization (Arabic)
Meaning
Vocabulary
Re-telling the stories
language experience

5. ARTISTIC PERSPECTIVE

Colors
Painting
Pasting
Drawing
Cutting
Rhythm and movement
Songs
Role playing

IQRA' KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

UNIT 2: The Teachings of Prophet Muhammad (S)

Lesson 1: The Importance of Salah

رَأْسُ الْأَمْرِ كَيْلَةُ الْإِسْلَامِ وَمَعْرُودُهُ الصَّلَاةُ

"Salah is the pillar of the religion of Islam"

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
A> The Sayings of Prophet Muhammad (S) are called Hadith	<p>The children will:</p> <ul style="list-style-type: none"> -learn that Prophet Muhammad's sayings are called <i>Hadith</i> -we believe in the sayings of our Prophet Muhammad (S) 	<p>The teacher will:</p> <ol style="list-style-type: none"> Introduce the word to the children and tell them that the sayings of our Prophet (S) are called <i>Hadith</i>. Help the children understand that we should follow the teachings and sayings of our Prophet Muhammad (S). Help the children understand Allah's (SWT) words in the Qur'an and Muhammad's (S) sayings as <i>Hadith</i>. 	
B> Importance of Salah	-learn that Muhammad (S) stated that " <i>Salah is the pillar of the religion of Islam</i> "	<ol style="list-style-type: none"> Help the children learn the above <i>Hadith</i> in Arabic and its meaning. Have the children color the worksheet, illustrating the <i>Hadith</i>. (See <u>A</u> Below) 	Worksheet, Crayons, Colored Pencils, Staples, etc.
C> SKILLS Memorization Comparison Contrast	<u>VOCABULARY</u> Hadith Pillar		

IQRA KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

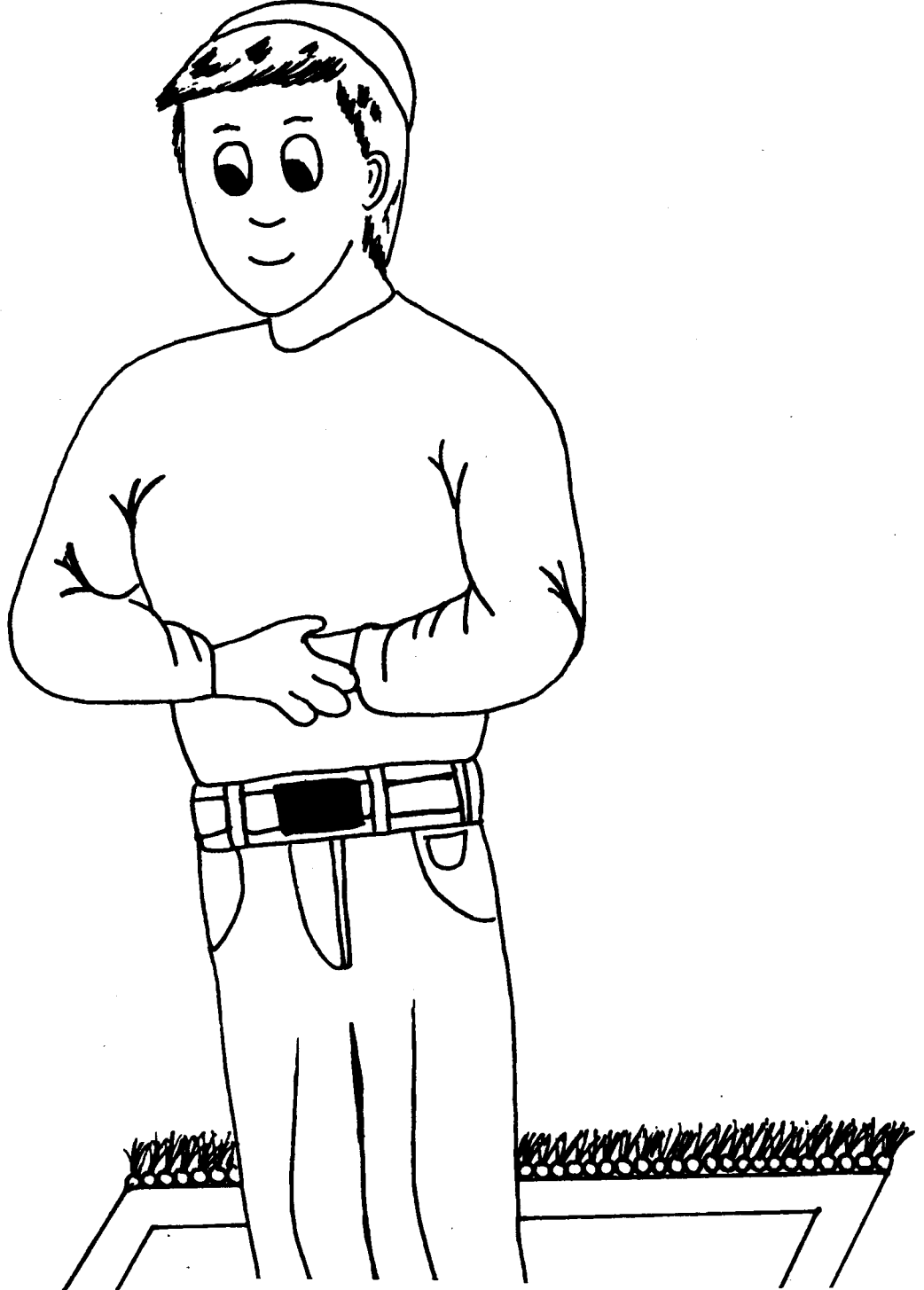
UNIT 2: The Teachings of Prophet Muhammad (s)

Lesson 1: The Importance of Salah

Worksheet A: "Salah is the Pillar of the Religion of Islam"

رَأْسُ الْأَمْرِ كُلِّهِ الْإِسْلَامُ وَعَمُودُهُ الصَّلَاةُ

"Salah is the pillar of the religion of Islam"



IQRA' KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

UNIT 2: The Teachings of Prophet Muhammad (S)

Lesson 2: Importance of Masjid

أَحِبُّ الْبِلَادَ إِلَى اللَّهِ مَسْجِدَهَا

"The best places in the sight of Allah (SWT) are Masjid"

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
A> Meaning of Hadith	The children will: -learn that the sayings of Prophet Muhammad (S) are called <i>Hadith</i> -know that we should follow the sayings of our Prophet (S)	The teacher will: a. Introduce the word <i>Hadith</i> and ask the children if they remember its meaning. b. Discuss the previous lesson with the children. c. Relate the <i>Hadith</i> about <i>Salah</i> in the current lesson and ask the children , "Where do we go to offer <i>Salah</i> ?" Build up the lesson from here.	
B> Importance of a Masjid	-understand that Prophet Muhammad (S) has told us that Masjid is the best place to be -will develop a desire to go to Masjid for <i>Salah</i> , and learn to keep the Masjid clean and tidy	d. Teach the words of the <i>Hadith</i> in Arabic and its meaning . e. Discuss children's experiences about going to the Masjid - their feelings and and questions. f. Ask the children what can they do to their Masjid which will make Allah (SWT) happy. Write language experience stories from the responses.	Paper, Pencils, Markers, Coloring Book , <u>Masajid Allah</u> , Iqra' Foundation.

IQRA' KINDERGARTEN CURRICULUM
SIRAH OF RASULULLAH
UNIT 2 : The Teachings of Prophet Muhammad (S)
Lesson 2 : Importance of Masajid

continued . . .

"The best places in the sight of Allah (SWT) are the Masajid"

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
C> Memorization of the <i>Hadith</i>	<p>The children will:</p> <ul style="list-style-type: none"> -memorize the <i>Hadith</i> in Arabic -visit a <i>Masjid</i> and offer prayer 	<p>The teacher will:</p> <ul style="list-style-type: none"> a. Help the children memorize the <i>Hadith</i>. b. Ask the children to draw the picture of the <i>Masjid</i> where they go to offer <i>Salah</i>. c. Ask the parents' cooperation in both helping the children memorize the <i>Hadith</i> and taking them to the <i>Masjid</i>. d. Have the children color the illustration of the <i>Hadith</i>. (See <u>A</u> below) 	<p>Paper, Crayons, Markers, etc.</p>

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SIRAH OF RASULULLAH

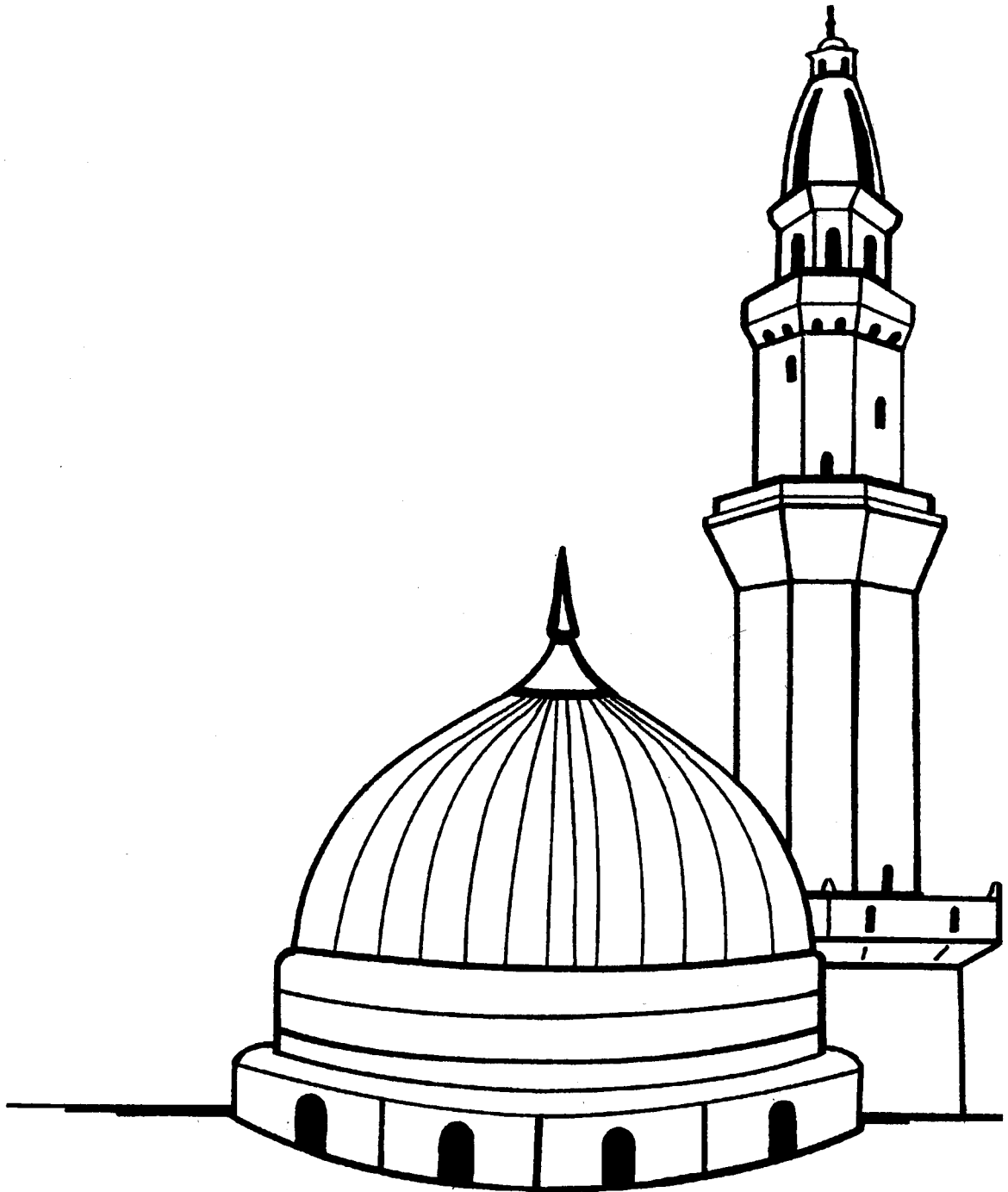
UNIT 2: The Teachings of Prophet Muhammad (s)

Lesson 2: The Importance of Salah

Worksheet A: "Salah is the Pillar of the Religion of Islam"

أَحَبُّ الْبِلَادِ إِلَى اللَّهِ مَسَاجِدُهَا

"The best places in the sight of Allah (SWT) are Masajid"



IQRA' KINDERGARTEN CURRICULUM
SIRAH OF RASULULLAH

UNIT 2: The Teachings of Prophet Muhammad (S)

Lesson 3: Learning and Teaching the Qur'an

وَعَلَّمَكُمْ مِمَّنْ تَقَرَّبُوا الْقُرْآنَ

"The best person among you is the one who learns the Quran and teaches it to others"

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
A> Qur'an, the Book of Allah (SWT)	The children will: -know and believe that the Qur'an is the Book of Allah (SWT)	The teacher will: a. Introduce the <i>Hadith</i> to children in Arabic. b. Help the children to recite the <i>Hadith</i> in unison. c. Tell the meaning of the <i>Hadith</i> in English.	Poster of the <i>Hadith</i> written in Arabic and its meaning in English.
B> Importance of learning to read and understand the Qur'an	-be ready to learn to read the Qur'an in Arabic	a. Make sure that the children understand that learning to read the Qur'an and teaching it to others are both important.	
C> Significance of teaching Qur'an to others	-know that Allah (SWT) is happy with those who teach Qur'an to others	a. Show the illustration of the <i>Hadith</i> and ask the children to color the worksheet and discuss. (See A below) Home Work: Solicit parents' cooperation in helping the child to learn and memorize the <i>Hadith</i> .	Worksheets, Crayons and Colored Markers

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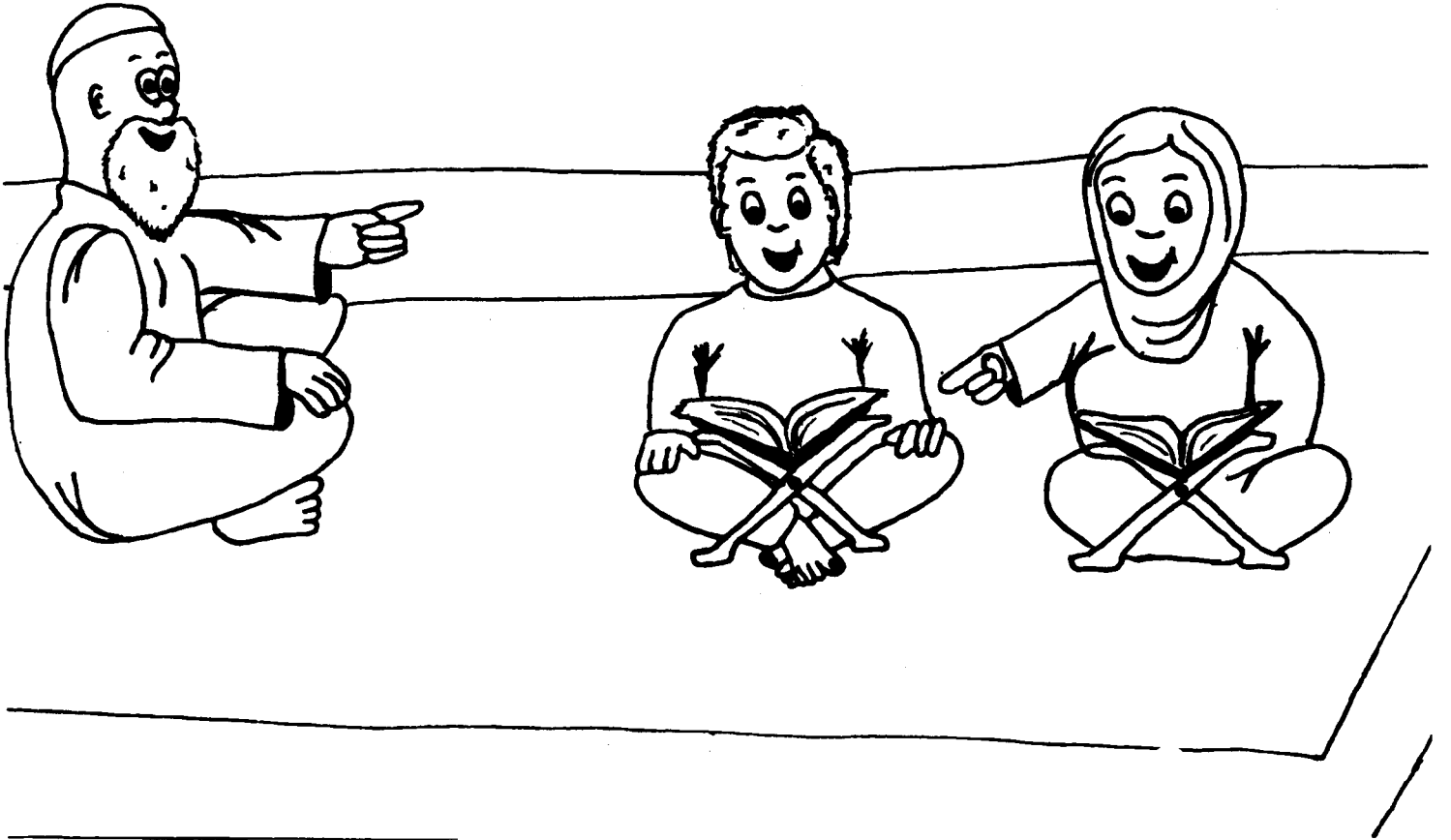
UNIT 2: The Teachings of Prophet Muhammad (s)

Lesson 3: Learning and Teaching the Quran

Worksheet A: "Coloring Exercise"

خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ

"The best person among you is the one who learns the Quran and teaches it to others"



IQRA' KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

UNIT 2: The Teachings of Prophet Muhammad (S)

Lesson 4: Greeting Muslims with the Islamic Greetings

السَّلَامُ وَقَبْلَ الْكَلَامِ

" Say 'Assalam wa Alaikum' before you talk"

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A> Greeting Muslims with "Assalam u Alaikum"</p>	<p>The children will:</p> <ul style="list-style-type: none"> -learn that Prophet Muhammad (S) has taught us to greet each other with "Assalam u Alaikum" -practice and greet each other by saying "Assalam u Alaikum" every day. 	<p>The teacher will:</p> <ol style="list-style-type: none"> a. Recite the <i>Hadith</i> in Arabic with the children. b. Help the children memorize the <i>Hadith</i>. c. Remind the children to greet their parents, siblings and friends etc. with "Assalam u Alaikum". d. Ask the children to color the worksheet illustrating the <i>Hadith</i>. (See <u>A</u> below) e. Show the children the illustrations of the four <i>Ahadith</i> learned so far and ask them to match each <i>Hadith</i> with the illustration. 	<p>Poster of the written <i>Hadith</i>. Worksheets, Crayons, Markers.</p>

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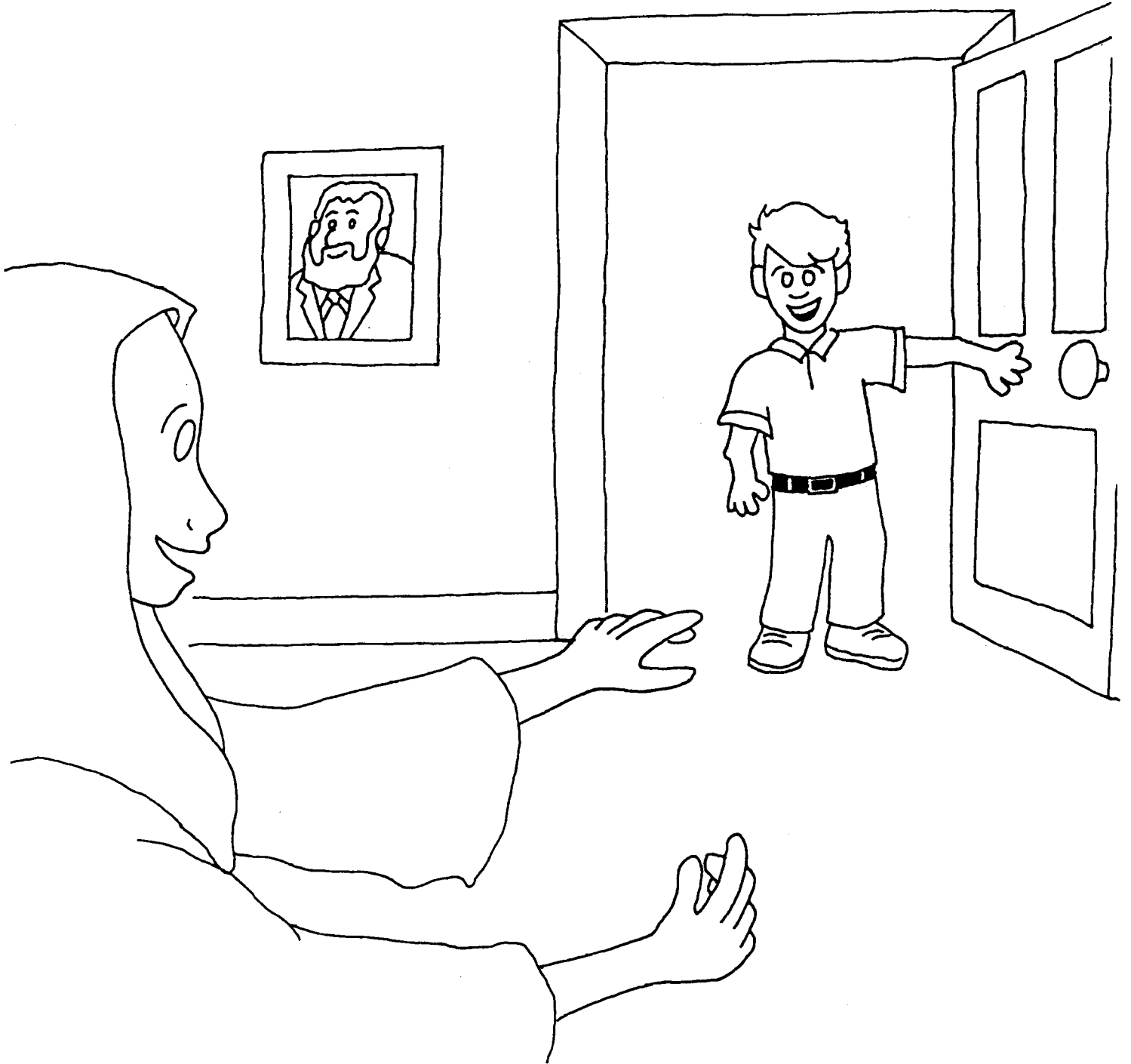
UNIT 2: The Teachings of Prophet Muhammad (s)

Lesson 4: Greeting Muslims with 'Assalam Wa Alaikum'

Worksheet A: "Coloring Exercise"

السَّلَامُ قَبْلَ الْكَلَامِ

" Say 'Assalam wa Alaikum' before you talk"



IQRA' KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

UNIT 2: The Teachings of Prophet Muhammad (S)

Lesson 5: Exchanging Gifts

تبادل هدايا

"Exchange gifts and love each other"

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
A> Caring for each other is important.	<p>The children will:</p> <ul style="list-style-type: none"> -know that we should show our love for our friends and relatives. -learn that one way of caring and loving is to give gifts. -learn that Prophet Muhammad (S) encouraged us to give gifts to those we love and care -memorize the <i>Hadith</i> 	<p>The teacher will:</p> <ol style="list-style-type: none"> a. Tell the <i>Hadith</i> to the children in Arabic. b. Talk about its meaning in English. c. Help the children recite and learn the <i>Hadith</i> in Arabic. d. Ask the children which of their friends and relatives they would like to give gifts to. (language experience) e. Talk about different gifts they have received on various occasions. f. Have the children cut and paste "Things We Would Like to Get as Gifts". g. Ask the children to color the worksheet illustrating the <i>Hadith</i>. (see A below) 	<p>Magazines, Pictures, Paste, Scissors, Construction Paper, etc.</p> <p>Worksheets, Crayons, Markers, etc.</p>
B> <u>SKILLS</u>	<u>VOCABULARY</u> Gift Friends		

تَهَادُوا تَحَابُّوا

"Exchange gifts, you will love each other"



IQRA' KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

UNIT 2: Teachings of Prophet Muhammad (S)

Lesson 6: Keeping Silent in Anger

اِذَا غَضِبْتَ فَاصْكُتْ

"When you feel angry, keep silent"

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A> Controlling our anger</p>	<p>The children will:</p> <ul style="list-style-type: none"> -learn that anger can hurt the angry person and others. -know that we should try to control our anger. -learn that Prophet Muhammad (S) has told us that the best way to control our anger is to be silent when feeling angry. 	<p>The teacher will:</p> <ol style="list-style-type: none"> a. Open the discussion by talking about anger - when we get angry, what makes us angry, etc. b. Tell the children that the Prophet (S) has told us to control our anger. c. Recite the <i>Hadith</i> in Arabic. d. Tell the children the meaning of the <i>Hadith</i> in English. e. Discuss how easy or difficult it is to "keep silent" during anger. f. Encourage children to practice the <i>Hadith</i> in everyday living, and ask them to relate incidences when they tried to keep silent while angry. g. Encourage parents to help children memorize the <i>Hadith</i> and practice at home. h. Color the worksheet illustrating the <i>Hadith</i>. (See A below) 	<p>Poster of the <i>Hadith</i> to be shared with the group</p> <p>Worksheets, Crayons</p>

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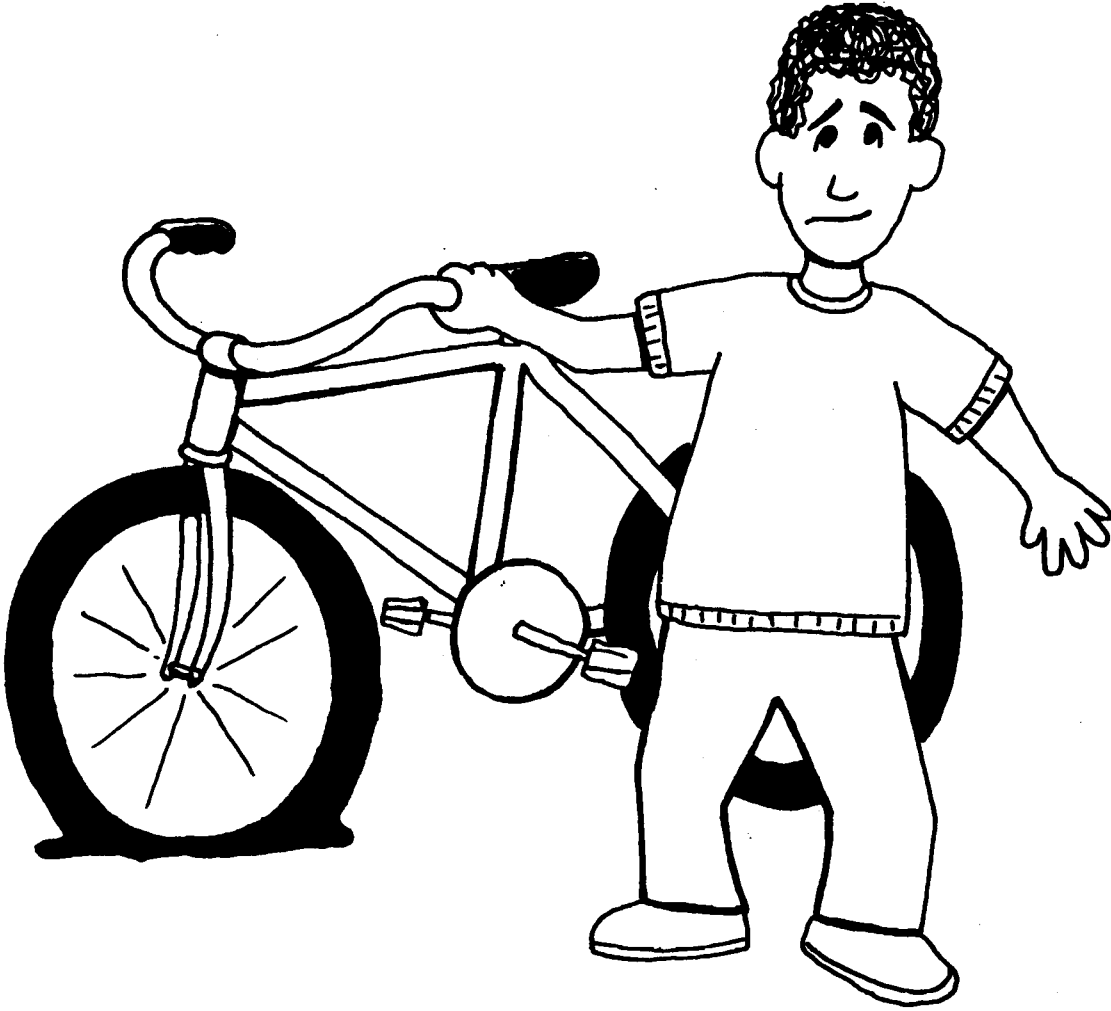
UNIT 2: The Teachings of Prophet Muhammad (s)

Lesson 6: Keeping Silent in Anger

Worksheet A: "Coloring Exercise"

إِذَا غَضِبْتَ فَاسْكُتْ

"When you feel angry, keep silent"



IQRA' KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

UNIT 2: The Teachings of Prophet Muhammad (S)

Lesson 7: Feeding the Hungry

أَطِيعُوا الْجَائِعَ

"Feed the Hungry"

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A> Helping the hungry</p>	<p>The children will:</p> <ul style="list-style-type: none"> -learn the <i>Hadith</i> in Arabic and understand its meaning -learn why it is important to feed the hungry. -memorize the <i>Hadith</i> in Arabic -Practice the teachings in their daily living. 	<p>The teacher will:</p> <ol style="list-style-type: none"> a. Introduce the lesson by talking about the need to eat, and the things we like to eat. b. Explain to the children that some people do not have enough to eat, or a home to live in, clothes to wear, etc. Share pictures of the poor and needy. c. Tell stories of the Prophet (S) and his <i>Sahabah</i> who fed the hungry, even when they had to give up what ever little food they had. d. Recite the <i>Hadith</i> in Arabic. e. Help the children to recite the <i>Hadith</i> in Arabic in unison. f. Ask children to color the illustrations of the <i>Hadith</i> (See A below) g. Solicit parents cooperation in helping children memorizing and understanding the <i>Hadith</i>. h. Help the children to organize a canned food drive to feed the hungry. i. On another day as a follow up activity discuss with the children if they had chance to 'feed a hungry person'. Write language experience stories told by the children on a large sheet of butcher paper or story pad. 	<p>Worksheets, Crayons, Markers</p>

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SIRAH OF RASULULLAH

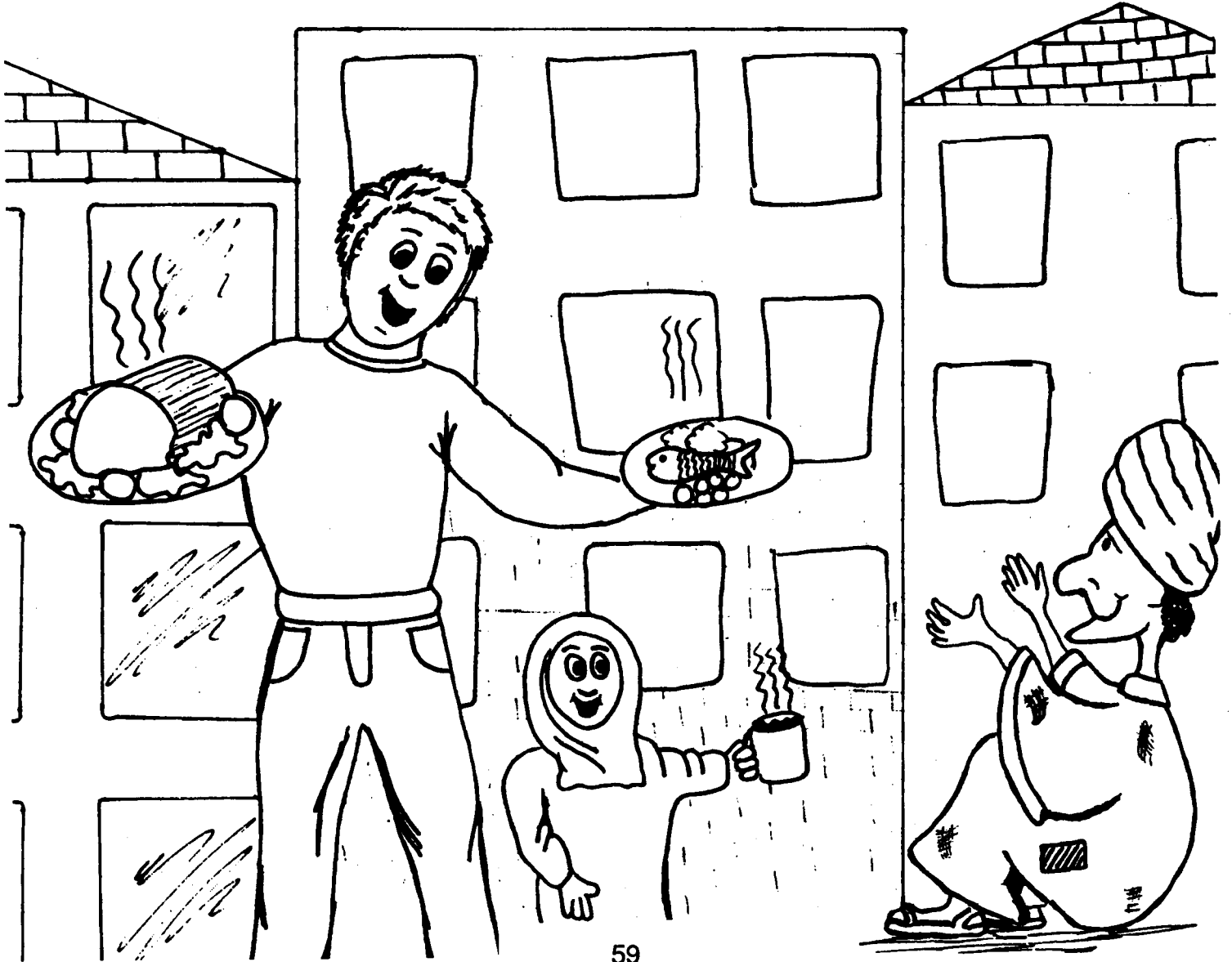
UNIT 2: The Teachings of Prophet Muhammad (s)

Lesson 7: Helping the Poor and Needy

Worksheet A: "Coloring Exercise"

أَطْعِمُوا الْجَائِعَ

"Feed the Hungry"



IQRA' KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

UNIT 2: The Teachings of Prophet Muhammad (S)

Lesson 8: Cleanliness (Taharah)

الطهارة والنظافة والإيمان

"Cleanliness is half of one's faith"

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A> Developing the habit of cleanliness</p>	<p>The children will:</p> <ul style="list-style-type: none"> -know that Muslims are required to be clean all the time. -discuss and learn the ways to keep clean -learn the <i>Hadith</i> in Arabic -develop the concept of cleanliness -be able to distinguish between clean and unclean 	<p>The teacher will:</p> <ol style="list-style-type: none"> a. Introduce the concept of cleanliness through some activity eg. cleaning the tables after a snack, picking up things from the floor, washing hands, etc. b. Talk about ways we clean ourselves and our environment (bath, <i>Wudu</i>, brushing teeth, combing our hair, cooking, sweeping, c. Recite the <i>Hadith</i> in Arabic. d. Help the children to recite and learn the <i>Hadith</i> in Arabic. e. Tell the children the meaning of the <i>Hadith</i>. f. Make a bulletin board of "Today's Cleaning Helpers" for the children to share various responsibilities of keeping the classroom clean. (See <u>A</u> below) g. Have the children color the worksheets illustrating the <i>Hadith</i>. (See <u>B</u> below) 	<p>Worksheets, Crayons, Markers, etc.</p>

BULLETIN BOARD

Objectives:

1. To help the children become responsible in keeping the room beautiful.
2. To help them understand and practice the *Hadith* and *Sunnah* of our Prophet Muhammad (S).
3. To help the children learn to share jobs and responsibilities in the classroom.

Materials Needed:

- | | | | |
|----------------------|-----------|------------|----------------|
| - construction paper | - markers | - ruler | - paste |
| - cardboard | - pens | - scissors | - paper cutter |
| - staples | - pencils | - glue | |

Procedures:

1. Get a cardboard sheet large enough for the size of the bulletin board.
2. On the top of the bulletin board write: "Today's Cleaning Helpers."
3. Write at equal distances:
 - "Clean the tables after snack"
 - "Pick up everything from the floor"
 - "Clean the book corner"
 - "Clean the house corner"
4. Write the Hadith on the top of the bulletin board -
 - "Our Prophet Muhammad (S) has said,
 - 'Cleanliness is a part of Iman.'*
5. Each day delegate responsibility for one of the areas to a different student.

IQRA KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

UNIT 2: The Teachings of Prophet Muhammad (s)

Lesson 8: Cleanliness

Worksheet B: "Coloring Exercise"

الطَّهْرُ شَطْرُ الْإِيمَانِ

"Cleanliness is half of one's faith"



IQRA' KINDERGARTEN CURRICULUM
SIRAH OF RASULULLAH

UNIT 2: The Teachings of Prophet Muhammad (S)

Lesson 9: Serving Our Mothers

النَّوْمُ رَجْلَاهَا. أَيُّ أُمَّكَ «فَتَشَأُ الْجَنَّةَ»

"Paradise lies near the feet of your mother"

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A> Serving one's mother pleases Allah (SWT)</p>	<p>The children will:</p> <ul style="list-style-type: none"> -learn the <i>Hadith</i> in Arabic -learn the meaning of the <i>Hadith</i> -know that Allah (SWT) is happy with those who serve their mothers 	<p>The teacher will:</p> <ol style="list-style-type: none"> a. Introduce the lesson by talking about the children's mothers or reading a story about a child's love for his or her mother (Story of Abdul Qadir Jilani's service to his mother). b. Talk about how Allah (SWT) wants us to help our mothers and serve them. c. Remind the children that Prophet Muhammad (S) lost his mother at a very young age, but he served his foster mother with love and care. d. Introduce the <i>Hadith</i> in Arabic. e. Ask the children to recite the <i>Hadith</i> in Arabic. f. Explain the meaning - discuss concept of <i>Jannah</i> and <i>Jannah</i> being under the feet of someone. 	<p>"A True Promise and other Stories", Iqra' International Educational Foundation</p>
<p>B> Concept of serving</p>	<p>-try to do at least one thing a day to please their mother.</p>	<p>g. Discuss with the children some things they can do to make their mothers happy.</p> <p>h. Encourage children to share some of the things they have done to make their mothers happy, during group time</p>	

continued next page

IQRA' KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

UNIT 2: The Teachings of Prophet Muhammad (S)

Lesson 9: Serving Our Mothers
continued . . .

النَّوْمُ بِرَجْلِهَا. أَيُّ أُمَّكَ «فَتَمَّ الْجَنَّةُ»

"Paradise lies near the feet of your mother"

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>C> Concept of 'serving' the mother</p>	<p>-know that obedience to mother will be an act of 'serving' her</p> <p>-know that when they make their mothers happy they are 'serving' their mothers.</p>	<p>a. Explain the concept of 'serving' one's mother by giving examples: -Clean the kitchen for her -Make her bed for her -Set the table for her</p> <p>b. Explain the meaning of 'obedience' and how it makes her happy i. Give an example of obedience through a story. ii. Ask children to relate to the class some incident when they think they obeyed their mother. iii. Write language experience stories of "Things We Do to Make Our Mothers Happy."</p> <p>c. Ask the children to describe what makes their mothers happy</p> <p>d. Have the children color the worksheet illustrating the Hadith. (See <u>A</u> Below)</p>	<p>Worksheets, Crayons, Markers</p>

النَّارِجَلَمَا "أَيُّ أُمَّكَ" فَتَمَّ الْجَنَّةُ

"Paradise lies near the feet of your mother"



IQRA' KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

UNIT 2: The Teachings of Prophet Muhammad (S)

Lesson 10: Islamic Dining Etiquette

بِسْمِ اللَّهِ وَكُلْ بِيَمِينِكَ

"Begin with 'Bismillah' and eat with your right hand"

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
A> Islamic manners during eating	<p>The children will:</p> <ul style="list-style-type: none"> -learn the <i>Hadith</i> in Arabic -practice the <i>Hadith</i> in their daily living. -always say "<i>Bismillah</i>" before eating anything and use their right hand 	<p>The teacher will:</p> <ol style="list-style-type: none"> a. Introduce the lesson at snack or lunch time or at group activity time b. Recite the <i>Hadith</i> in Arabic c. Have the children recite the <i>Hadith</i> in unison a few times. d. Tell the children the meaning of the <i>Hadith</i>. e. Ask the children to say "<i>Bismillah</i>" and eat with only their right hands. f. Have the children color the worksheet illustrating the <i>Hadith</i>. (See <u>A</u> below) 	Coloring Sheets, Crayons, Markers
B> <u>SKILLS</u>	<u>VOCABULARY</u> Right Hand Etiquette	<ol style="list-style-type: none"> a. Remind the children to follow the <i>Hadith</i> during future snack/lunch periods. <p><u>Parents co-operation</u> Ask the parents to help their children follow the <i>Hadith</i> while eating at home.</p>	

بِسْمِ اللَّهِ وَكُلُّ بِمِائِنَاءِ

"Begin with 'Bismillah' and eat with your right hand"



IQRA' KINDERGARTEN CURRICULUM
SIRAH OF RASULULLAH
UNIT 2: The Teachings of Prophet Muhammad (S)
Lesson 11: Revision and Evaluation

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A> Revision of the previously learned Ahadith</p>	<p>The children will:</p> <ul style="list-style-type: none"> -be able to recite all 10 <i>Ahadith</i> taught to them in Arabic -have some understanding of the teachings of the <i>Ahadith</i>. -be able to demonstrate some measurable patterns of behavior in the light of the teachings of the <i>Ahadith</i> 	<p>The teacher will:</p> <ul style="list-style-type: none"> a. Make sure that every child can recite each one of the <i>Ahadith</i> in Arabic. (may use parent volunteer for help) b. Make sure that each child understands the meanings of those <i>Ahadith</i>. c. Show the respective illustration to the group and ask the children to recite the <i>Hadith</i> which goes with the illustration. d. Prepare a remediation plan for those children who have not mastered the lessons. Follow the plan until each child has learned the <i>Ahadith</i>. 	<p>Illustration sheets mounted on cardboard</p>

IQRA' KINDERGARTEN CURRICULUM
SIRAH OF RASULULLAH

UNIT 2: The Teachings of Prophet Muhammad (S)
Lesson 12: Planting and Cultivating for Others

مَنْ مَسَّ يَمِيْنِي غَرَسَ أَوْ زَرَعَ زَرْعًا وَيَا كُلِّ مِنْهُ
 طَيْرًا وَإِنْسَانًا أَوْ بَهِيْمَةً إِذَا كَانَ لَهُ بِهِ صِدْقَةٌ

"When a man plants a tree or cultivates a farm which provides food for birds, men and animals, he does an act of charity"

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A> Working for the benefit of others is an act of charity</p>	<p>The children will:</p> <ul style="list-style-type: none"> -memorize the <i>Hadith</i> in Arabic and learn its meaning in English -get involved in some activities which will benefit others -relate the <i>Hadith</i> to its visual perception 	<p>The teacher will:</p> <ol style="list-style-type: none"> a. Introduce the lesson by discussing the concept of food, how we need it, how we get it and who plants it. Focus on the importance of farmers and crop growers, who grow food for us. b. Introduce the <i>Hadith</i> in Arabic and then tell the children the meaning in English. Help the children memorize the <i>Hadith</i> in Arabic and English. c. Plan an activity in which the teachers and children go outside and plant a tree of some sort and take care of it. d. Have the children color the worksheet illustrating the <i>Hadith</i>. (See <u>A</u> below) 	<p>Shovel, Water, Tree</p> <p>Worksheet, Crayons, Markers</p>
<p>B> National Perspective</p>	<p>-learn that in the U.S.A. the farmers grow much more grain than they can use, so they sell or donate it to other countries.</p>	<ol style="list-style-type: none"> a. Tell the children the names of some of the countries that America shares its grain, etc. with. (Ethiopia, Sudan, Central Asian and Russian Republics.) b. Tell the children that as individuals we should also share what we have with those who are less fortunate. Let them know that they should also share with animals and birds, because they are also Allah's (SWT) creatures. 	<p>Map of the world, with intended countries highlighted</p>

IQRA KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

UNIT 2: The Teachings of Prophet Muhammad (s)

Lesson 12: Planting and Cultivating for Others

Worksheet A: "Coloring Exercise"

مَا مِنْ مُسْلِمٍ غَرَسَ أَوْ بَزَعُ زَرْعًا وَبَايَأَ كُلَّ مِنْهُ طَيْرٌ
أَوْ إِنْسَانٌ أَوْ بَهِيمَةٌ إِلَّا كَانَ لَهُ بِهِ صَدَقَةٌ

"When a man plants a tree or cultivates a farm which provide food for birds, men and animals, he does an act of charity"



IQRA' KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

UNIT 2: The Teachings of Prophet Muhammad (S)

Lesson 13: Escorting Guests to the Door

مِنَ السُّنَّةِ أَنْ يُخْرِجَ الرَّجُلَ مَعَ ضَيْفِهِ إِلَى الْبَابِ

"It is my Sunnah to accompany the guest up to the door to bid him farewell"

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A> We should try to follow the Sunnah of Rasulallah</p>	<p>The children will: -learn that we should follow the Sunnah as much as possible</p>	<p>The teacher will: a. Talk about the importance of following the Sunnah of Muhammad (S). b. Introduce the Hadith in Arabic and the translation in English. c. Share with the group a poster of the Hadith with the translation, and read it together with the children. d. Help the children memorize the Hadith. e. Organize a play where some of the children come as guests to the house of some other children, and they greet each other with 'Assalamu Alaikum' (Sunnah). Serve some snacks and have them wash their hands before and after the meal (Sunnah). Have the hosts accompany the guests to the door (Sunnah). f. Have the children color the worksheets illustrating Hadith. (See A below) Display the worksheets on the bulletin board.</p>	<p>Cookies and Milk, etc. Worksheets, Markers, Crayons</p>

IQRA KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

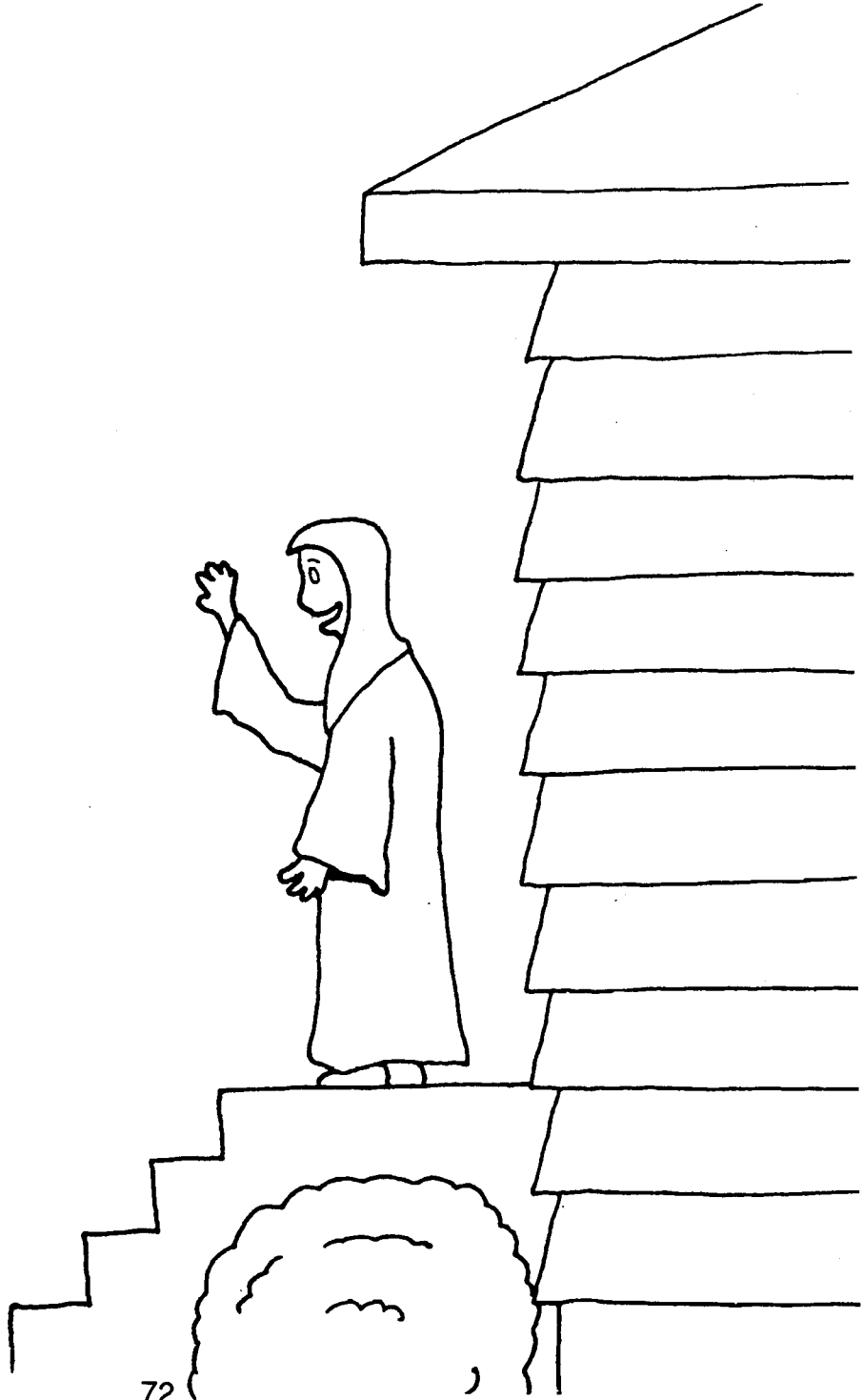
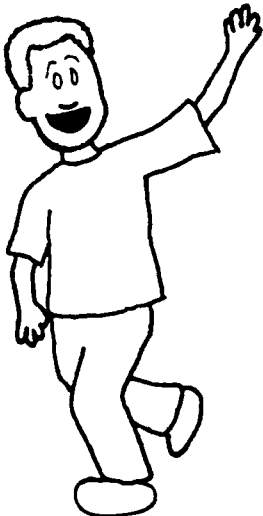
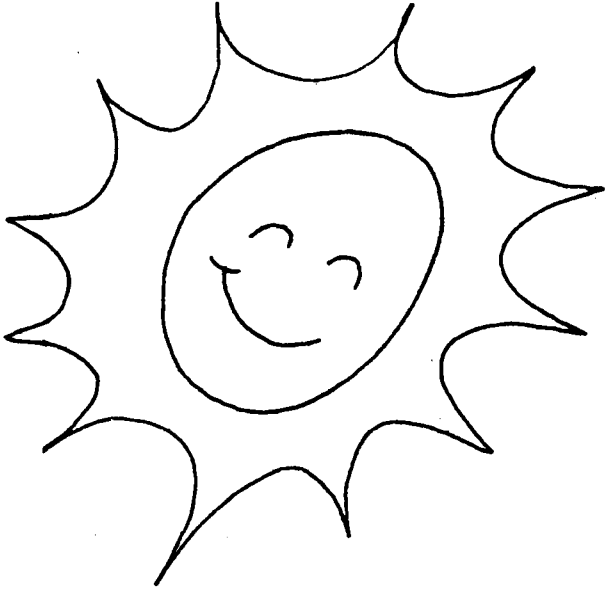
UNIT 2: The Teachings of Prophet Muhammad (s)

Lesson 13: Escorting Guests to Door

Worksheet A: "Coloring Exercise"

مِنَ السُّنَّةِ أَنْ يُخْرِجَ الرَّجُلَ مَعَ ضَيْفِهِ إِلَى الْبَابِ

**"It is my Sunnah to accompany the guest
up to the door to bid him farewell"**



IQRA' KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

UNIT 2: The Teachings of Prophet Muhammad (S)

Lesson 14: Removing Harmful Objects Out of the Way

مَنْ أَمَّا طَأَذَى عَنْ طَرِيقِ الْمَسْأَمِينَ كَتَبَ لَهُ حَسَنَةً

Whoever removes a harmful object from the way of another Muslim will have his good deed recorded and will enter Paradise

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A> Protecting others from harm and pain is an act of charity</p>	<p>The children will:</p> <ul style="list-style-type: none"> -learn that Muhammad (S) asked us to help and protect each other from harm -learn that this <i>Hadith</i> tells us to remove harmful things out of the way of other people so they don't get hurt 	<p>The teacher will:</p> <ol style="list-style-type: none"> a. Show the children the worksheet and discuss what the child in the picture is doing, and why he is doing it. Have the children color the worksheet illustrating the <i>Hadith</i>. (See <u>A</u> below) b. Encourage the children to talk about what other things can be dangerous to people or animals walking along the street. (banana peel, broken glass, grease, etc.) c. Encourage the children to tell stories or experiences of when they removed something which could have hurt other people. Encourage the children to pick up any garbage or harmful things they see on the playground during break. 	<p>Worksheets, Markers, Crayons</p>

IQRA KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

UNIT 2: The Teachings of Prophet Muhammad (s)

Lesson 14: Removing Harmful Objects out of the Way

Worksheet A: "Coloring Exercise"

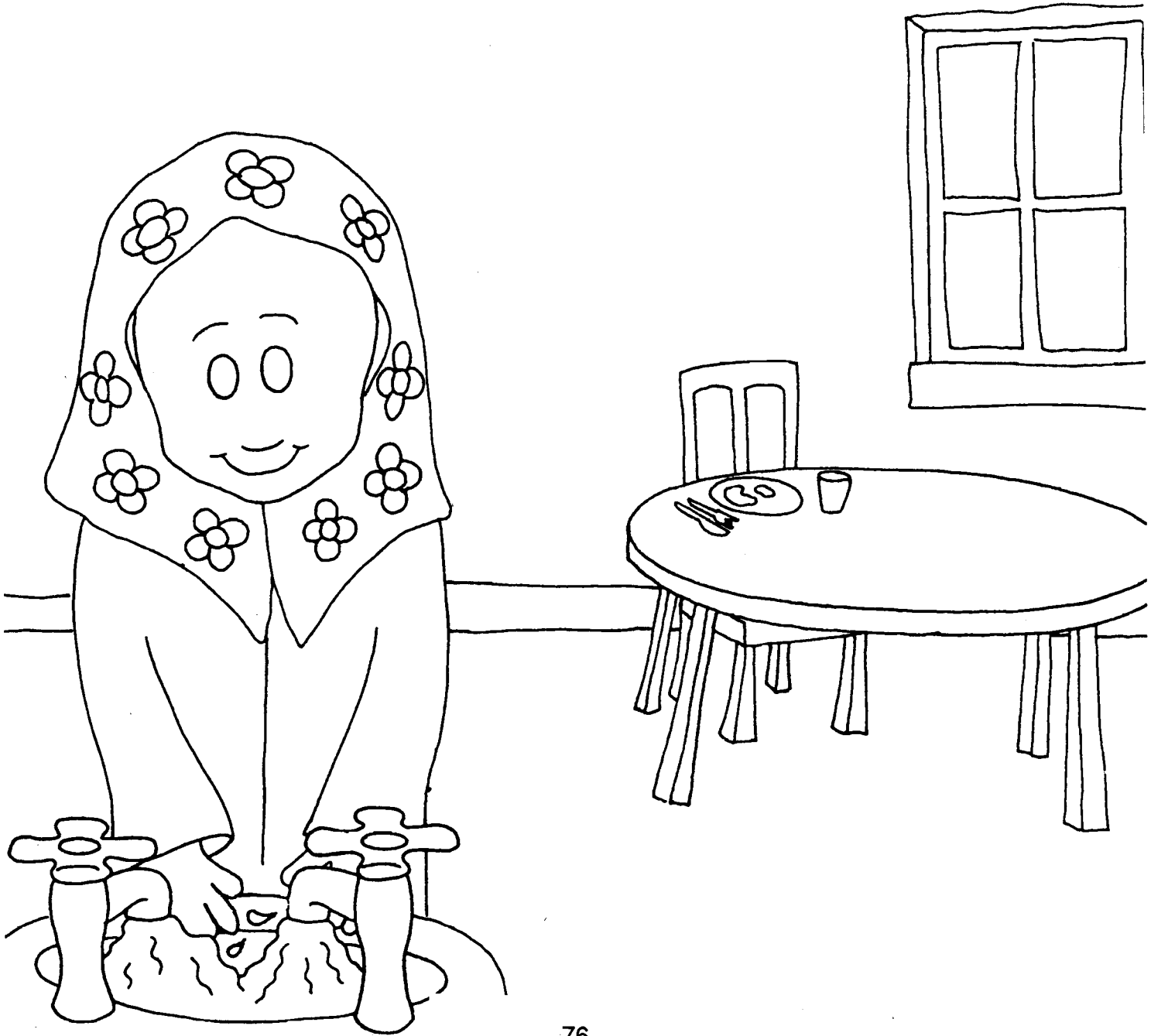
مَنْ أَمَاطَ أذًى عَنِ طَرِيقِ الْمُسْلِمِينَ كُتِبَ لَهُ حَسَنَةٌ

**Whoever removes a harmful object from the way
of another Muslim will have his good deed recorded
and will enter Paradise**



بَرَكَةُ الطَّعَامِ الْوُضُوءُ قَبْلَهُ وَالْوُضُوءُ بَعْدَهُ

"The Barakah of food lies in washing your hands before you eat and after you finish eating"



IQRA' KINDERGARTEN CURRICULUM

SIRAH OF RASULULLAH

UNIT 2: The Teachings of Prophet Muhammad (S)

Lesson 16: Brushing Your Teeth

السُّوَالُ الْمَطْهَرَةُ لِلْفَمِ مُرَضَاةٌ لِلرَّبِّ

"Brushing your teeth makes your mouth clean and pleases Allah"

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A> The habit of brushing one's teeth after every meal (Tahara and cleanliness in Islam)</p>	<p>The children will:</p> <ul style="list-style-type: none"> -remember that we must follow the example of cleanliness set by Muhammad (S). -learn that as Muslims we must keep our body clean and healthy. -learn that we should brush our teeth after every meal 	<p>The teacher will:</p> <ol style="list-style-type: none"> a. Remind the children to brush their teeth after snack time, showing them how to properly reach all areas of the mouth. b. Have the children color the worksheet illustrating the Hadith. (See <u>A</u> below) 	<p>Toothbrushes, Toothpaste Worksheets, Markers, Crayons</p>

السَّوَالُ وَمَطَهْرَةُ الْفَمِ مَرْضَاةٌ لِلرَّبِّ

**" Brushing your teeth makes your
mouth clean and pleases Allah"**



Appendix

FAVORITE BOOKS FOR KINDERGARTNERS

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- Bennett, David. One Cow Moo Moo. Holt, 1991.
- Blegvad, Erik. The Three Little Pigs. Atheneum, 1980.
- Bozzo, Maxine. Toby in the Country. Toby in the City. Greenwillow, 1982.
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- Brown, Margaret Z. Goodnight Moon. Harper, 1947.
- Brunhoff, Laurent de. Babar's Little Circus Star. Random House, 1989.
- Burton, Virginia L. The Little House. Houghton Mifflin, 1942.
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- Cherry, Lynne. Who's Sick Today? Dutton, 1989.
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- Clifton, Lucille. My Friend Jacob. Dutton, 1980.
- Cohen, Miriam. Will I Have a Friend? Macmillan, 1967.
- Cole, Joanna. It's Too Noisy! Crowell, 1990.
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- Crews, Donald. Light. Greenwillow
- Daugherty, James H. Andy and the Lion. Viking Press, 1938.
- Davis, Jim. Garfield's Furry Tales. Grosset, 1990.
- Delton, Judy. My Mom Made Me Go To Camp. Delacorte, 1991.
- De Paola, Tomie. Charlie Needs a Clock. Prentice Hall, 1973.

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Sendak, Maurice. Where the Wild Things Are. Harper, 1963.

Seuss, Dr. The Cat in the Hat. Random House, 1957.

Slobodkina, Esphyr. Caps for Sale. Addison, 1947.

Spier, Peter. Noah's Ark. Doubleday, 1977.

Steig, William. Sylvester and the Magic Pebble. Windmill, 1969.

Stock, Catherine. A Little Elephant's ABC. Clarion Press, 1989.

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Thompson, Carol. Time. Delacorte

Wells, Rosemary. Timothy Goes to School. Dial, 1981.

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Zelinsky, Paul. The Maid and the Mouse and the Odd-shaped House. Dodd, 1981.

Zion, Gene. Harry, the Dirty Dog. Harper, 1956.

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Zion, Gene. Harry By the Sea. Harper, 1956.

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Thomas, Patricia. "Stand Back" said the Elephant. "I'm Going to Sneeze!", Lothrop, 1991.

RESOURCES FOR KINDERGARTEN TEACHERS

- Barron, L. Mathematics Experiences for the Early Childhood Years. Columbus, Ohio: Charles E. Merrill Publishing Co., 1979.
- Charlesworth, R., and Radeloff, D. Experiences in Math for Young Children. Albany, N.Y.: Delmar Publishers, 1978.
- DeVries, Rheta and Kohlberg, Lawrence. Constructive Early Education: Overview and Comparison with Other Programs. Washington D.C.: Association for the Education of Young Children, 1990.
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- Harlan, J.D. Science Experiences for the Early Childhood Years, 2nd ed. Columbus, Ohio: Charles E. Merrill Publishing Co., 1980.
- Hickman, Jane and Cullinan, Bernice, ed. Children's Literature in the Classroom. Christopher Gordon Publishing Co., 1989.
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- Machado, Jeanne M. Early Childhood Experiences in Language Arts. Delmar Publishing Co., 1985.
- Mayesky, Mary, and Herman, Donald, and Wlodkowski. Creative Activities for Young Children. Delmar Publishing Co., 1985.
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RESOURCES FOR THE TEACHERS

ARABIC:

مراجع حديث:

١- اللؤلؤ والمرجان فيما اتفق عليه الشيخان (مجلدان)

تحقيق محمد فؤاد عبد الباقي.

٢- رياض الصالحين.

سيرة:

١- تهذيب سيرة ابن هشام.

حياة الصحابه:

١- مختصر حياة الصحابة \ للكائدهلوي.

ENGLISH:

Lings, Martin

Muhammad. His life based on the earliest Sources.
Inner Traditions International Ltd. Rochester,
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Majid, Abdul

The last Prophet and his teachings. Noor publishing
House, Delhi

Khan, Majidal

Muhammad the final Messenger.

URDU:

ادارة ادبيات دلي	مولانا شبلي نعماني	- سيرت النبي
مكتبه رحمت - ديوبند - پوپي	قاضي محمد سليمان	- رحمت العالمين
اسلامك پبلكيشن، ١٢ - شاه عالم	نعيم صديقي	- مُحسن انسانيت
ماركٹ لاہور		

Scope and Sequence: Sirah of Prophet Muhammad (Salla Allahu' Alaihi - Wa Sallam)

IQRA' Kindergarten Curriculum

K	1	2	3
<p>The last Prophet. Story of <i>Jahiliyah</i>. The story of Muhammad's (S) birth. The parents of the Prophet (S). Halimah (R), the foster mother. Abd-ul-Mutalib, the loving grandfather. The kind uncle. Khadejah (R), the devoted. The children of the Prophet (S). The <i>Sahabah</i>. Ali (R) the cousin</p>	<p>Life in Makkah. Meaning of the word Prophet. blessing the Prophet by saying <i>Salla Allahu 'Alayhi Wa Sallam</i>. Some qualities of the Prophet (S). Arabia, the birthplace of the Prophet (S). The childhood. The youth. marriage to Khadejah (R). Visits to <i>Hira</i>. The revelation. delivering the message. Isra' and <i>Miraj</i>. Spread of Islam beyond <i>Makkah</i>.</p>	<p>Life in Madinah. Kuffar's plot of assassination. - Journey to Madinah. - Warm welcome. - Building the <i>Masjid</i>. - Establishment of the Muslim Community. - Battles with the <i>Kuffar</i>. - Invitation to the Makkans to Islam. - Prophet Mahammad's last <i>Hajj</i>. - The last Sermon. - The farewell. - The Message continues.</p>	<p>Life in Makkah. The Prophet (S) as the mercy to humanity. The birth. An Orphan. Days with Halimah. Return to Aminah (R). Life with the grandfather and his death. Muhammad (S) a peace maker. Uncle Abu Talib. Muhammad as a merchant. Marriage with Khadejah. Search for truth. The first <i>Wahi</i>. Muhammad (S) becomes a prophet. Invitation of Islam to family and friends and to Makkans. Kuffar's anger and torture of Muslims. Migration to Abyssinia. Hamzah and Umar accept Islam. The boycott by the <i>Kuffar</i>. Visit to <i>Tal'f</i>. Isra' and <i>Mir'aj</i>. Plans to migrate.</p>
<p>88</p>	<p>4</p>	<p>5</p>	<p>6</p>
<p>Life in Madinah. Journey to Madinah. Importance of <i>Hijrah</i>. Beginnings of the Islamic calendar. Stay in <i>Quba</i>. Building the <i>Masjid</i> in Madinah. The cooperation of the <i>Ansar</i> and the <i>Muhajirin</i>. The threats of attacks from the <i>Makkans</i>. The battle of <i>Badr</i>. The battle of <i>Uhud</i>. The battle of <i>Ditch</i>. The treaty of <i>Hudaibiya</i>. The journey to Makkah. The battle of <i>Hunain</i>. The campaign against the Roman army. The farewell pilgrimage. The farewell address. The death of the Prophet (S).</p>	<p>Shama'il of the Prophet Muhammad (S) Personality. Physical appearance. Eating habits. Favorite food. Drinking habits. Dressing habits. Hair style. Care of the nails. Beard. Moustache. Sunnah. Meaning. Interpretation. Examples. sources. authenticity. <i>Barakah</i> in following the <i>Sunnah</i>. HADITH Meaning. Significance. Level of authenticity. The authentic chain of the transmitters. Some of the reporters of the <i>Ahadith</i>. <i>Abu Hurairah</i>(R), <i>Abdullah ibn 'Abbas</i>(R), <i>'Ayesha</i>(R), <i>Anas ibn Malik</i>(R).</p>	<p>Shama'il The inheritance of the Prophet(S). Daily schedule. Prophet's(S) Prayers. Travel habits. Conversation. Sermons. sense of humor. Treatment of children. HADITH Major compilers. <i>Bukhari, Muslim, Abu Dawud, and Ibn Masjah.</i> Biographies of <i>Ahi-Ul-Bait</i>. Important places in the life of Muhammad(S).</p>	<p>Shama'il The inheritance of the Prophet(S). Daily schedule. Prophet's(S) Prayers. Travel habits. Conversation. Sermons. sense of humor. Treatment of children. HADITH Major compilers. <i>Bukhari, Muslim, Abu Dawud, and Ibn Masjah.</i> Biographies of <i>Ahi-Ul-Bait</i>. Important places in the life of Muhammad(S).</p>