

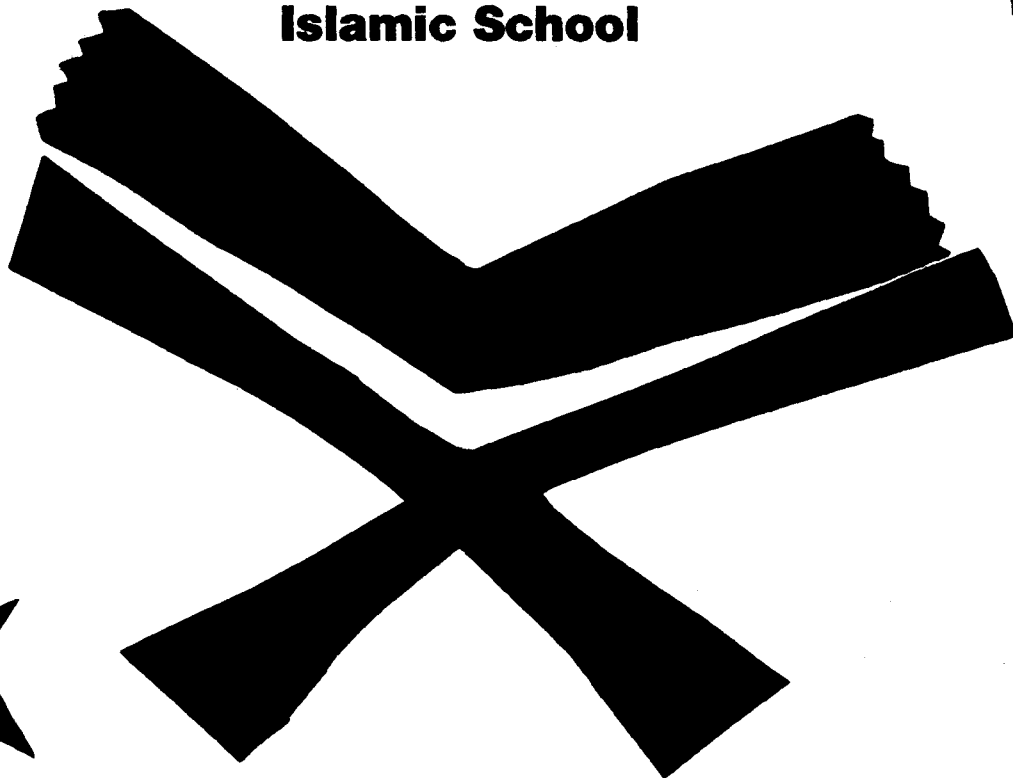


# **IQRA' Kindergarten Curriculum**

Volume 3:  
**Qur'anic Studies**



**Educational Program  
in an  
Islamic School**



Tasneema Ghazi



International Educational Foundation

Chicago

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

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**Approved by:**

Rabita al-Alam al-Islami  
Makkah Mukarramah

**Editors and Reviewers:**

Noura Durkee  
M.A. Fine Arts, Stanford University  
Shahida Ali Khan  
Principal, New Horizon School, California

**Artists and Designers**

Saba Ghazi  
B.A. Fine Arts, University of Illinois  
Usama Ghazi  
Student, University of Redlands  
Mike Rezac  
B.A. Fine Arts, University of Illinois

**Under the Auspices of  
Educational Program  
Development Committee:**

Dr. M.A.W. Fakhri, *Chairman*  
Br. Fadel Abdullah  
Br. Mohammad Nur Abdullah  
Dr. Abidullah Ghazi, *Secretary*  
Dr. Tasneema Ghazi  
Dr. Mohammad Kishta  
Dr. Sulayman Nyang

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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 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.

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.**

PHILOSOPY

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
-  
الْم  
-  
ذَلِكَ الْكِتَابُ لَا رَيْبَ فِيهِ هُدًى لِّلْمُتَّقِينَ  
-  
الَّذِينَ يُؤْمِنُونَ بِالْغَيْبِ وَيُقِيمُونَ الصَّلَاةَ وَمِمَّا رَزَقْنَاهُمْ يُنْفِقُونَ  
-  
وَالَّذِينَ يُؤْمِنُونَ بِمَا أُنزِلَ إِلَيْكَ وَمَا أُنزِلَ مِن قَبْلِكَ وَبِالْآخِرَةِ هُمْ يُوقِنُونَ  
-  
أُولَئِكَ عَلَى هُدًى مِّن رَّبِّهِمْ وَأُولَئِكَ هُمُ الْمُفْلِحُونَ

In the name of Allah, Most Gracious, Most Merciful.

1. Alif Lam Mim.
2. This is the Book; In it is guidance sure, without doubt, To those who fear Allah;
3. Who believe in the Unseen, Are steadfast in prayer, And spend out of what We have provided for them ;
4. And who believe in the Revelation sent to thee, And sent before thy time, And ( in their hearts) have the assurance of the Hereafter.
5. They are on (true guidance), From their Lord, and it is these who will prosper.

Allah (SWT) tells us in the above verses that Qur'an is the "Book of Guidance" for all Muslims. It is our primary duty to read, understand and follow the teachings of the Qur'an in our daily lives. Thus, learning to read, understand and follow the Qur'an should be the primary and the most important goal of every curriculum for Muslim students. The focus of entire curriculum should be the firm belief that the source of all knowledge is the Revelation and any theory which contradicts the teachings of the Revelation is not true.

Above verses of the Qur'an describe the personality of a believer in the most beautiful manner. We should focus on developing the personality of our children who;

fear Allah (SWT)

believe in the unseen

are steadfast in prayer

spend out of what Allah has provided for them

believe in the Revelation sent to Prophet Muhammad (S)

and to other prophets before him

and (in their hearts) have the assurance of the Hereafter

( 2: 3 - 4 - Trans, Yusuf Ali, pp 17 - 18 )

because according to Allah (SWT) these are the characteristics of the true believers.

The teachers and the parents, as the models of Islamic behaviour, should work hard to acquire these qualities so that they will inspire the younger generations. Children will be encouraged to adopt the teachings of the Qur'an productively in their daily lives at their own level.

## 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:

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 focuses on:

**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.

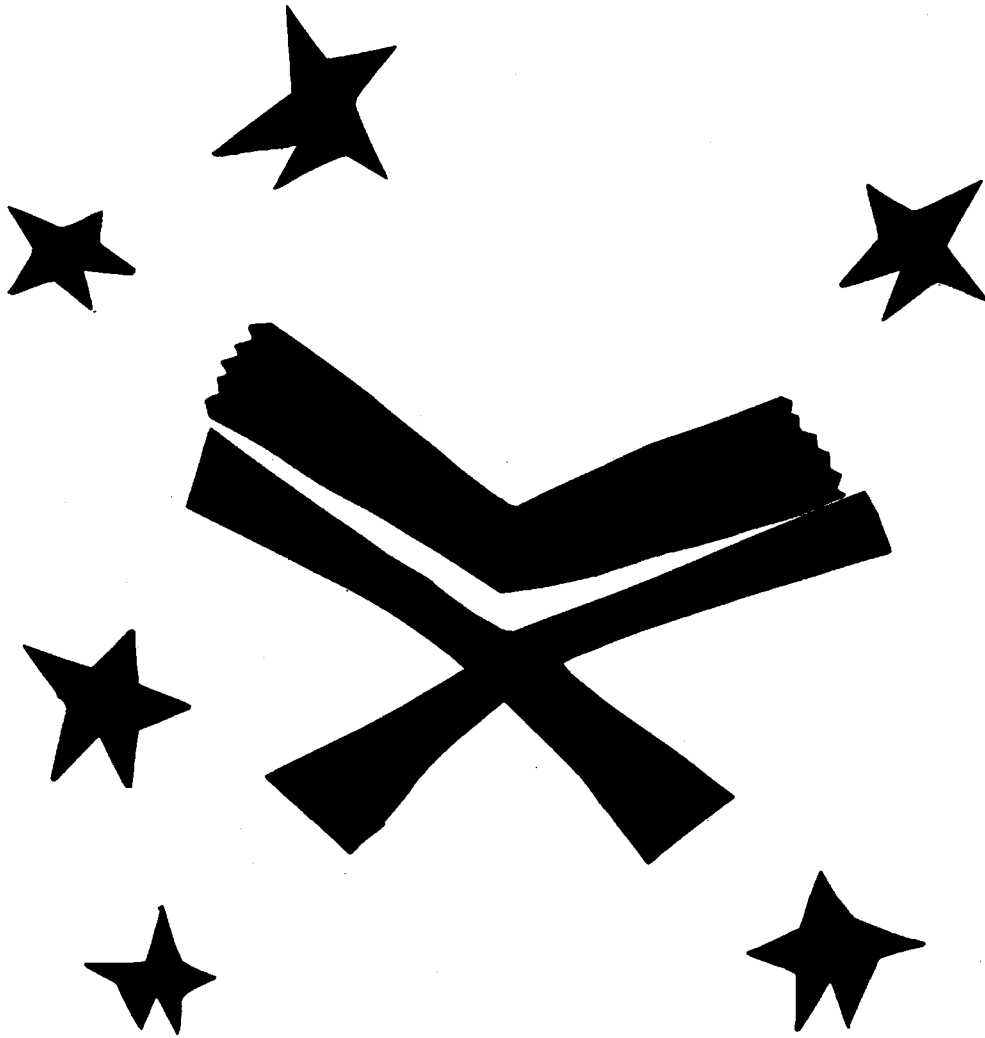
**Evaluation Forms** At the end of each Unit, there is an evaluation form, that is for us. We would like you to take some time and complete the form after completing each Unit and mail it to our offices. This is our way of involving you in the process of curriculum development and field testing. Your 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. Your comments and suggestions are most needed and welcomed.

## 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 Rasulullah (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.



# **INTRODUCTION**



**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**  
**INTRODUCTION TO QUR'ANIC STUDIES**  
**Lesson 1: The First Wahī**

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A&gt; Wahī, direct revelation from Allah (SWT)</p>	<p>The Children will:</p> <ul style="list-style-type: none"> <li>-believe that every word of the Qur'an is the direct word of Allah (SWT)</li> <li>-know that Allah (SWT) had sent messages through Angel Jibril to Prophet Muhammad (S)</li> </ul>	<p>The Teacher will:</p> <ol style="list-style-type: none"> <li>a. Share a copy of the Qur'an with the children.</li> <li>b. Discuss the size, thickness, number of pages, etc. of that particular volume.</li> <li>c. Ask them if they know who wrote this book.</li> <li>d. Tell the students that the Qur'an was sent to Prophet Muhammad (S) through Angel Jibril.</li> <li>e. Relate the incident of the first revelation and ask where it was revealed and what Angel Jibril (A) asked Prophet Muhammad (S) to do.</li> </ol>	<p>Copy of the Qur'an</p> <p>Refer to <u>"Our Prophet Muhammad (B)"</u>  <u>IQRA' Foundation</u></p>
<p>B&gt; The first word "IQRA" "Read"</p>	<p>-know that the first message of Allah that Jibril taught Rasullullah</p>	<ol style="list-style-type: none"> <li>a. Ask the children, "What was Rasullullah's (S) answer? How did Rasullullah (S) learn to recite the words after Angel Jibril (A)?"</li> <li>b. Recite the first Ayah of Surat ul-Alaq to the children: "Iqra' B'ismi Rabbikalazi Khalaq" / "Read in the name of the Lord who created you."</li> <li>c. Have the children recite after the teacher and memorize the Ayah in Arabic.</li> <li>d. Make a bulletin board saying "Books We Like To Read", with a list of all the books the students and teacher have read in class. Everyday the children read a book, ask them to make a cover of the book to hang on the bulletin board.</li> </ol>	<p>Construction Paper  Crayons, Glue, Tags  etc.</p> <p>Story books [see bibliography]</p>

**IQRA' KINDERGARTEN CURRICULUM  
 QUR'ANIC STUDIES  
 INTRODUCTION TO QUR'ANIC STUDIES**

Lesson 1: The First *Wahi*  
 continued . . .

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>C&gt; It is our duty to learn how to read and write</p>	<p>The Children will:</p> <ul style="list-style-type: none"> <li>-develop a love for reading</li> <li>-know that it is a duty for Muslims to learn how to read and write</li> <li>-work hard at learning to read the Qur'an</li> </ul>	<p>The Teacher will:</p> <ol style="list-style-type: none"> <li>a. Put the word "IQRA" in the reading corner.</li> <li>b. Have a "Qari Club" (the club of readers) where children are read stories from the Qur'an, Sirah, Hadith and stories of the Sahabah from good selected Children's Literature in English. (See <u>A</u> for bibliography)</li> <li>c. Join other classes in the school in the <b>BOOK IT</b> program. This is a reading program sponsored by Pizza Hut Restaurants, which gives children gifts for each book they read. Call the number given for details on how to get your class involved.</li> <li>d. Make model of the cave of Hira and discuss size, dimension, light, dark, shade, etc. with children. Let them use their imagination.</li> <li>e. Color the illustration of the Qur'an. ( see <u>B</u>)</li> </ol>	<p align="center">Call 1-800-4-BOOK IT</p>
<p>D&gt; <b>SKILLS</b>          Memorization          Reasoning          Drawing conclusions</p>	<p><u>VOCABULARY</u>          Cave          Hira          Wahi          Iqra'          Jibril (A)</p>		

**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**  
**INTRODUCTION TO QUR'ANIC STUDIES**  
**Lesson 1: The First Wahi**

## **THE QARI' CLUB**

Azzam, Leila & Gouverneur, Aisha: The Life of the Prophet Muhammad; The Islamic Text Society, London

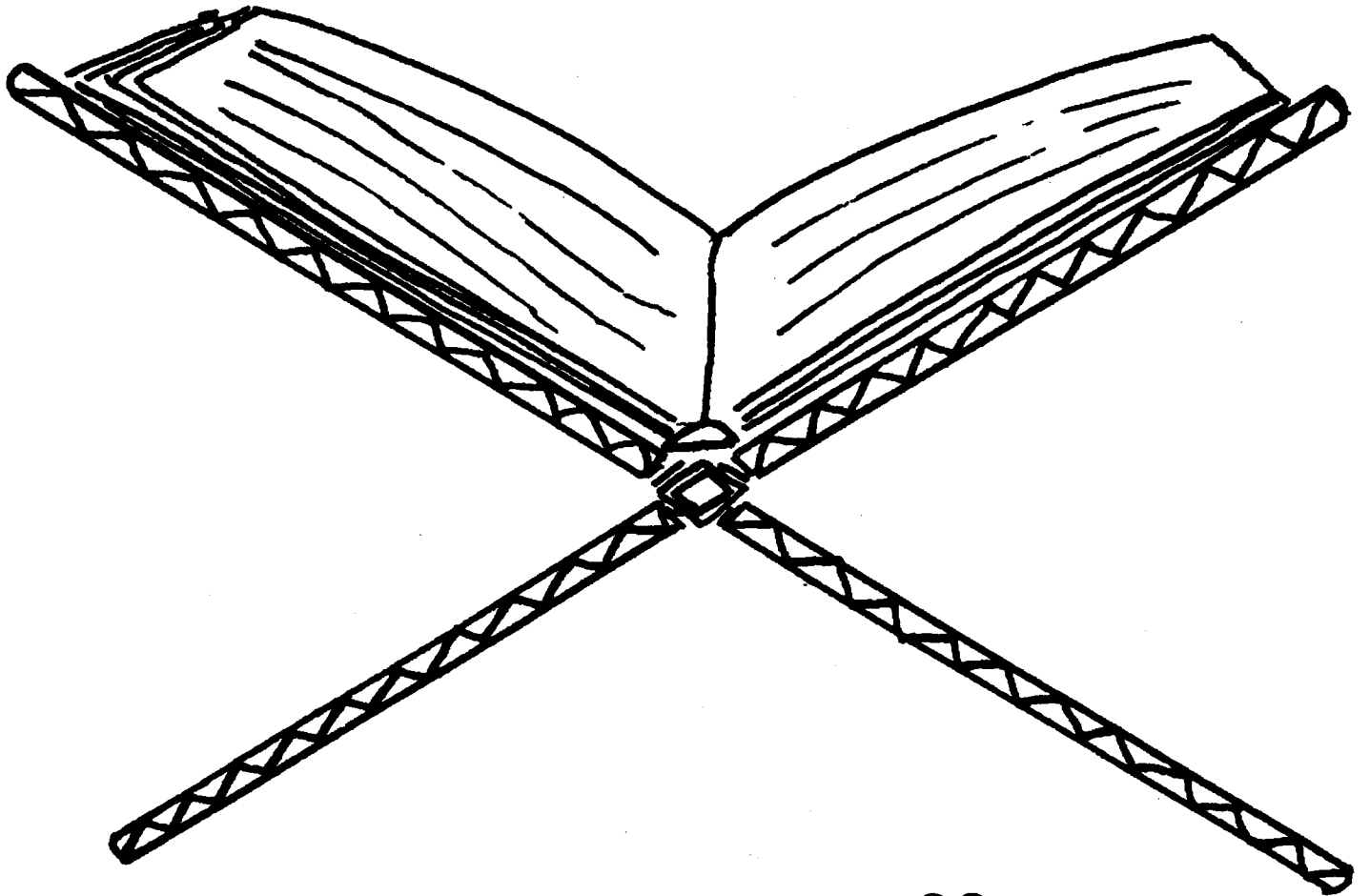
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E. Louchman: Inside and Under the World of Wonder; Islamic Trust Publications, Indianapolis, Indiana

Kayani, S & Murad, Khurram: A Great Friend of Children; The Islamic Foundation, Leicester, England

**IQRA' KINDERGARTEN CURRICULUM**  
**QURAN'IC STUDIES**  
**INTRODUCTION TO QUR'ANIC STUDIES**  
Lesson 1: The First *Wahi*  
Worksheet B: The First Revelation

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



“IQRA”

**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**  
**INTRODUCTION TO QUR'ANIC STUDIES**  
**Lesson 2: The First Words of the Qur'an**

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A&gt; 'Iqra' the first word revealed to Prophet Muhammad (S)</p>	<p>The Children will:</p> <ul style="list-style-type: none"> <li>-know and memorize the first word revealed to Rasullullah (S)</li> <li>-understand the meaning and significance of reading</li> </ul>	<p>The Teacher will:</p> <ol style="list-style-type: none"> <li>a. Show the children the word "Iqra" ("Read") written on a bulletin board and talk about its meaning.</li> <li>b. Tell the children about the first revelation to Prophet Muhammad (S) in the Cave of Hira.</li> <li>c. Talk about Angel Jibril (A) and his duty of bringing messages to the Prophets of Allah (SWT).</li> <li>d. Discuss the importance of reading for every human being.</li> <li>e. Recite the first complete Ayah revealed to Rasullullah (S).</li> </ol>	<p>Poster with the word "Iqra" printed in large letters (in Arabic)</p>
<p>B&gt; The meaning of the revelation</p>	<ul style="list-style-type: none"> <li>-recognize the written word "Iqra" in Arabic.</li> <li>-learn that Allah (SWT) has knowledge of everything.</li> <li>-see that Allah (SWT) wants us to acquire knowledge.</li> </ul>	<ol style="list-style-type: none"> <li>a. Talk about the meaning of the Ayah.</li> <li>b. Write the Ayah in bold letters and ask the children to color in the words. [see "A"]</li> <li>c. Help the children to memorize the first two Ayaths of the Surah.</li> </ol>	<p>Worksheets for coloring  Crayons, Pens, Pencils</p>

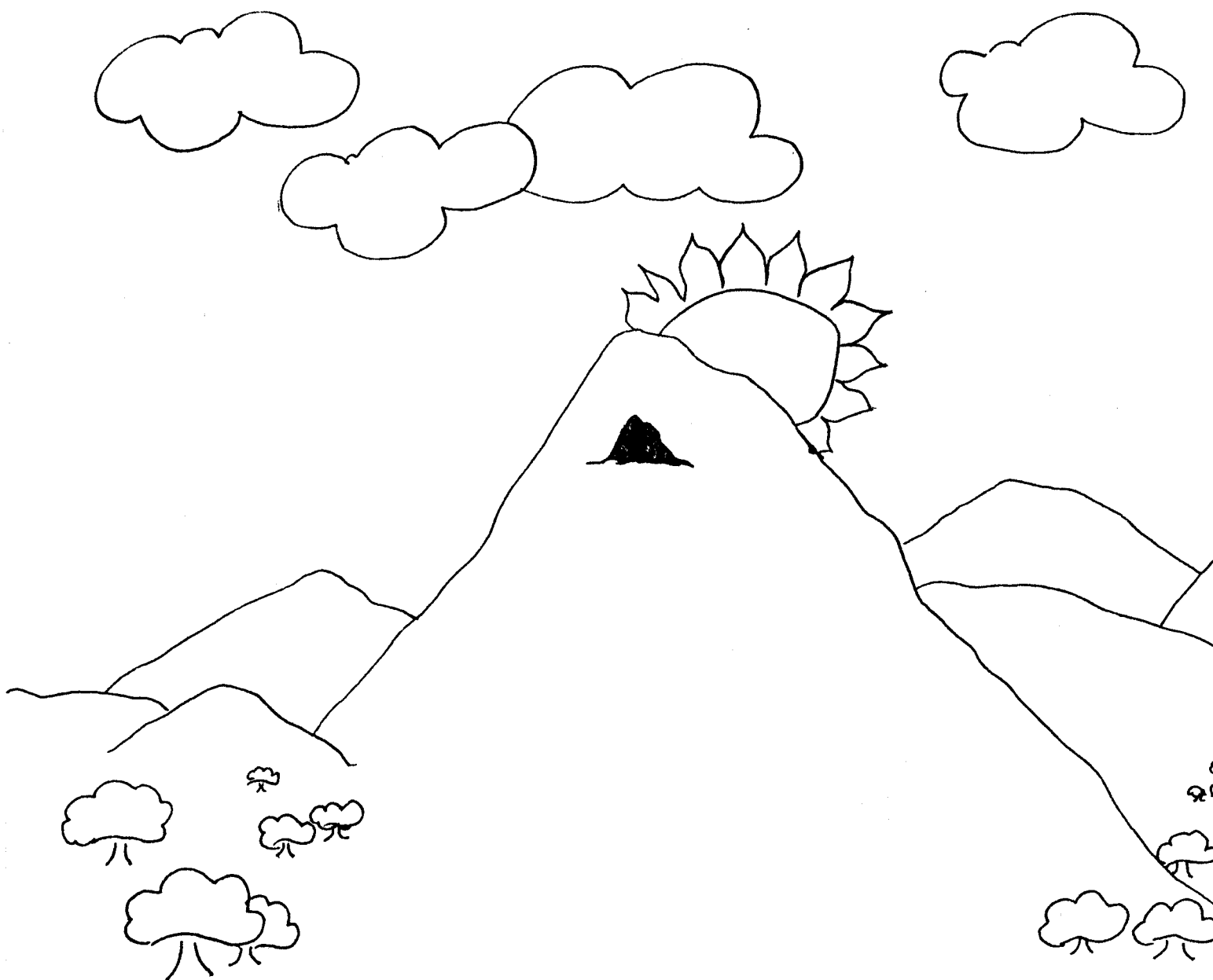
## First Ayah of the Qur'an

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

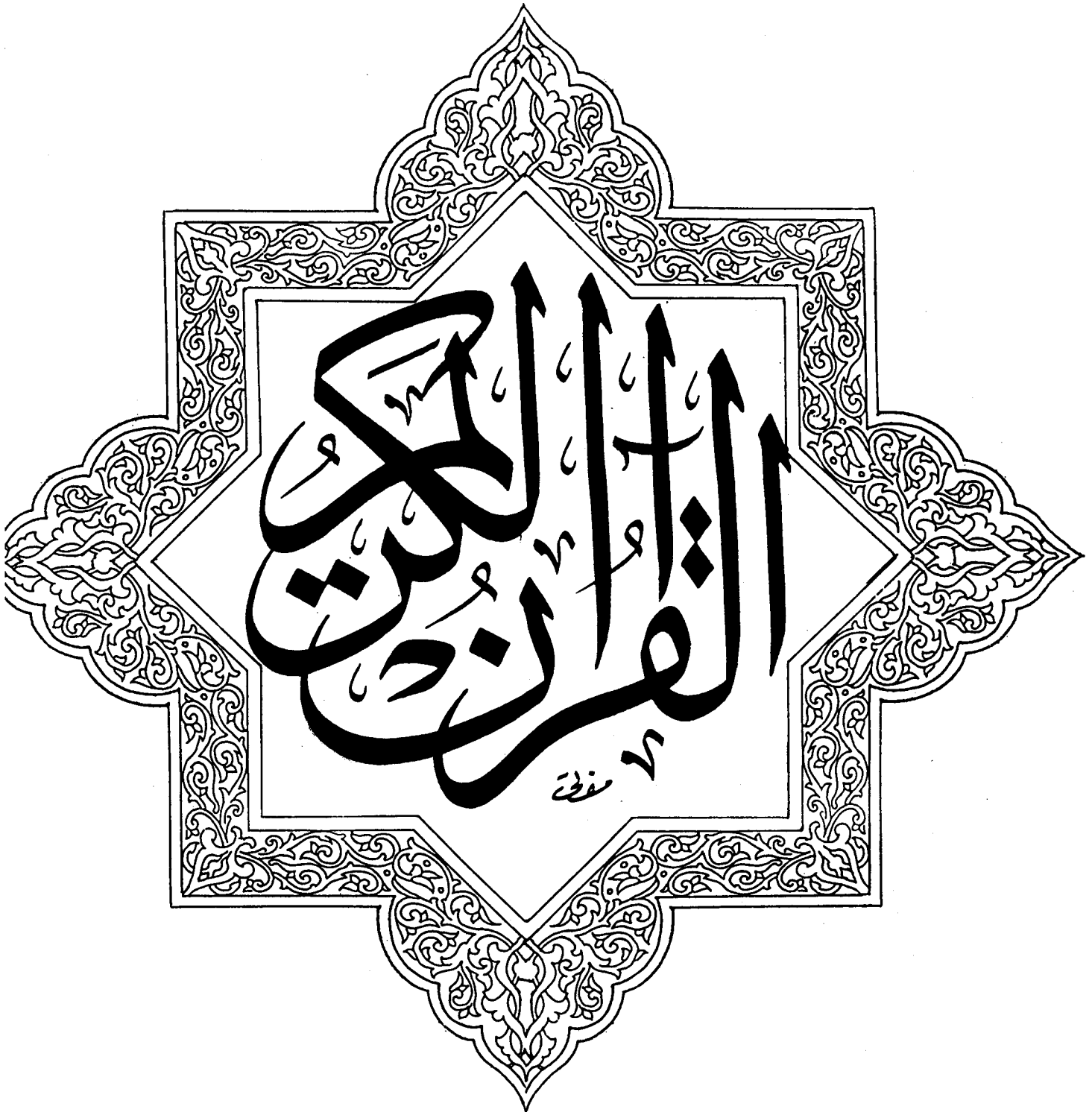
**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**  
**INTRODUCTION TO QUR'ANIC STUDIES**  
**Lesson 3: Cave of Hira, the Site of the First Revelation**

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A&gt; Site of the first revelation</p>	<p>The Children will:</p> <ul style="list-style-type: none"> <li>- know that the first verses of the Qur'an were revealed to the Prophet (S) in the cave of Hira.</li> <li>- know the location of the cave.</li> </ul>	<p>The Teacher will:</p> <ol style="list-style-type: none"> <li>a. Show the children a picture of the mountain where Cave Hira is located.</li> <li>b. Ask the children if they have ever been inside a cave.</li> <li>c. Ask the ones who have seen caves to describe the inside of caves.</li> <li>d. Tell the children that cave Hira is not like other caves and has sunlight coming in during the day.</li> <li>e. Tell the children that the Prophet Muhammad (S) used to go there from Makkah to think and pray.</li> <li>f. Show the children the map of Makkah and the direction of the mountain from there.</li> <li>g. Talk about the directions North, South, East, and West.</li> <li>h. Tell the children the distance of the mountain from old Makkah in kilometers or miles.</li> <li>i. Let the children color a picture of the mountain and cave. (See A)</li> <li>j. Tell children that revelation came in many parts over a period of 23 years.</li> </ol>	<p>Picture of Cave of Hira</p> <p>Map, Crayons, Markers</p>

# Cave Hira







# **Unit One: Qur'anic Overview**

lessons 1-3

# IQRA' KINDERGARTEN CURRICULUM

## QUR'ANIC STUDIES

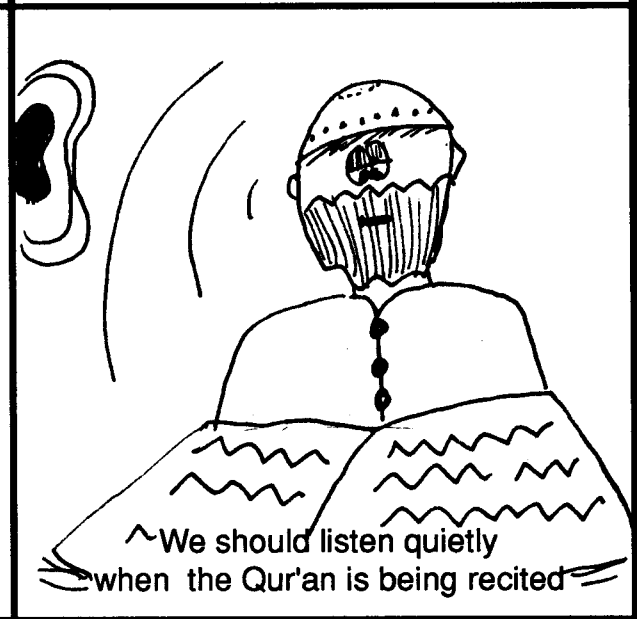
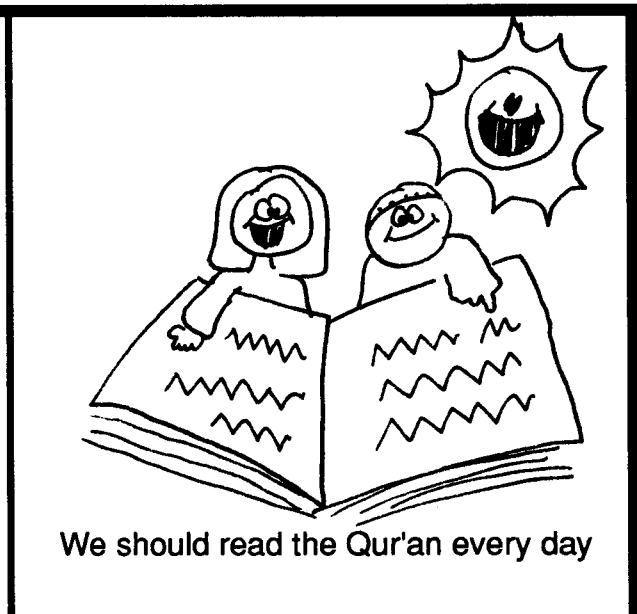
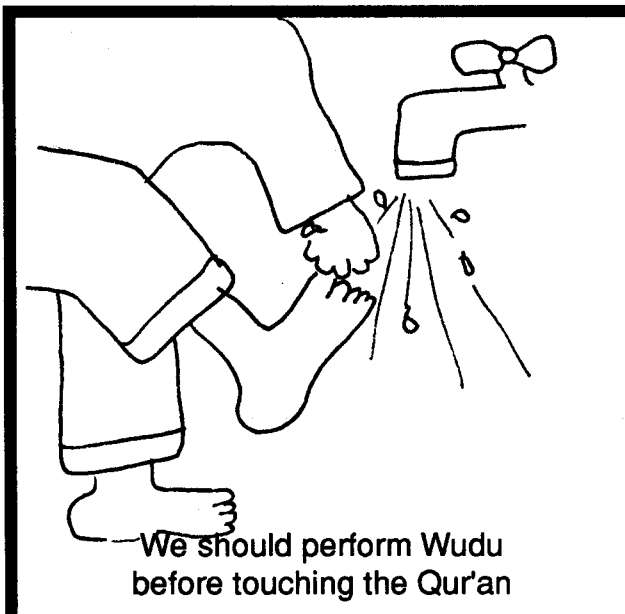
### Unit 1: QUR'ANIC OVERVIEW

#### Lesson 1: The Qur'an- the Book of Allah (SWT)

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A&gt; Iman in the Qur'an as the words of Allah (SWT)</p>	<p>The children will:</p> <ul style="list-style-type: none"> <li>-believe that the Qur'an is the book of Allah without any doubt</li> </ul>	<p>The Teacher will:</p> <ol style="list-style-type: none"> <li>a. Share copy or copies of the Qur'an with children different sizes and calligraphic styles.</li> <li>b. Talk about the Qur'an as the words of Allah (SWT).</li> </ol>	<p>copies of the Qur'an</p>
<p>B&gt; Iman in the Qur'an as the last book of Allah (SWT)</p>	<ul style="list-style-type: none"> <li>-believe that the Qur'an is the last book of Allah (SWT)</li> <li>- learn Adab -e- Qur'an</li> </ul>	<ol style="list-style-type: none"> <li>a. Discuss method of revelation to Prophet Muhammad (S) through Angel Jibril.</li> <li>b. Relate to lesson in Sirah where first revelation came to the Holy Prophet (S) and allow children to recall and relate incident to you.</li> <li>c. Talk about how there can be no doubts in our minds about the fact that the Qur'an is the revealed book of Allah (SWT) in His own words.</li> <li>d. Explain the Adab of the Qur'an- Because it is Allah's (SWT) book, we always take care of it, never throw or tear it, never sit on it or put it on the floor, and always read it with Wudu .</li> </ol>	<p>'Our Prophet Muhammad', IQRA' Foundation</p>

## **ADAB - UL- QUR'AN**

**The Qur'an is the book of Allah (SWT).  
We should respect it and take care of it.**



# IQRA' KINDERGARTEN CURRICULUM

## QUR'ANIC STUDIES

### Unit 1: QUR'ANIC OVERVIEW

#### Lesson 2: The Language of the Qur'an

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A&gt; The Qur'an is revealed in the best of Arabic language</p>	<p>The Children will: -know that Arabic is the language in which the Qur'an is revealed.</p>	<p>The Teacher will:</p> <ol style="list-style-type: none"> <li>Show samples of written scripts of different languages- English, Hindi, Chinese, Arabic (select the languages of the parents of children in your class.)</li> <li>Show some alphabet/symbol charts of different languages [label charts].</li> <li>Play audio tapes of 3 or 4 various languages in order to let children listen and notice differences in sounds.</li> <li>Show children the samples of written forms of Arabic script.</li> <li>Read a Surah of the Qur'an which is known to most of the children or even <i>Bismillah ir Rahman ir Rahim</i>.</li> <li>Point out to the children that the Arabic language is written from right to left.</li> <li>Play several samples of Qur'anic recitation and explain that although they are all read in Arabic, there are many different styles of recitation.</li> </ol>	<p>Sample writings (large print) of 3 or 4 languages, Tape Recorder, Tapes of different language samples.</p> <p>Samples of Arabic writing</p> <p>Markers, Writing Story Pad</p>
<p>B&gt; Experiencing the Arabic language</p>	<p>-experience that Arabic script proceeds from right to left.</p>	<ol style="list-style-type: none"> <li>Write something in Arabic on the story writing paper and make sure that the children look at the hand movement carefully.</li> <li>Have the children go back to their desks and do an exercise on tracing Arabic letters.</li> <li>Write out each child's name in Arabic and have the children copy their own names until they learn to write them. Make sure that the children move their hands from right to left while writing their names.</li> </ol>	<p>Markers, Crayons</p> <p>Ditto sheets for making pictures to color</p>

**IQRA' KINDERGARTEN CURRICULUM  
 QUR'ANIC STUDIES**

**Unit 1: QUR'ANIC OVERVIEW**

**Lesson 2: The Language of the Qur'an**  
 continued . . .

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<b>C-&gt; SKILLS</b> Comparison Contrast Right and Left Auditory/Visual Discrimination	<b>VOCABULARY</b> Arabic Language Right Left		

**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**

**Unit 1: QUR'ANIC OVERVIEW**

**Lesson 3: Arabic; The Language of Rasulullah (S) and the People of Arabia**

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A&gt; Arabic is the language of the people of Arabia and many other countries</p>	<p>The Children will:</p> <ul style="list-style-type: none"> <li>-know that the Prophet Muhammad (S) lived in Arabia</li> <li>-know that he spoke Arabic language</li> <li>-know that the people of Arabia speak the Arabic language</li> </ul>	<p>The Teacher will:</p> <ol style="list-style-type: none"> <li>a. Discuss with children which language they speak and understand.</li> <li>b. Relate that Prophet Muhammad (S) was an Arab, and he spoke the Arabic language.</li> <li>c. Tell the children that Allah (SWT) revealed the Qur'an to Muhammad (S) in Arabic so that he would understand its message and teach it to others.</li> <li>d. Show location of Arabia on the map of Asia. Point to Makkah, the city of Rasulullah's (S) birth. Relate with lessons in Sirah about the city of the Propet's birth. (See A )</li> <li>e. Tell the children how Jibril (A) recited the Qur'an in Arabic and Rasulullah (S) learned it by heart (bit by bit).</li> <li>f. Make activity cards on people and languages (see B )</li> <li>g. During Arabic Language Arts class, work with Arabic letters, sounds and shapes.</li> <li>h. Have the children learn to recognize their names in Arabic.</li> <li>i. Write the name of each child in Arabic and have them color their own names in.</li> </ol>	<p>World map or map with Arabia on it</p> <p>Construction paper</p> <p>Markers</p> <p>Scissors</p> <p>Laminating paper</p> <p>Tape</p> <p>Sail Through with Arabic Letters, IQRA' International Educational Foundation</p> <p>Flashcards of Arabic letters by IQRA'</p> <p>Crayons</p>

**IQRA' KINDERGARTEN CURRICULUM**

**QUR'ANIC STUDIES**

**Unit 1: QUR'ANIC OVERVIEW**

**Lesson 3: Arabic; The Language of Rasul Allah (S) and the People of Arabia**  
continued . . .

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<b>B&gt; SKILLS</b> Generalization Analogy Drawing conclusions Matching	<u>VOCABULARY</u> Arab Recitation	a. Write each child's name in Arabic on a name tag.  b. Label each child's cubby with his or her name in Arabic.  c. Write each child's name in Arabic and in English on his or her worksheet painting paper, etc.  d. Let children trace over and color their names in Arabic.	

**IQRA' KINDERGARTEN CURRICULUM  
QUR'ANIC STUDIES**

**Unit 1: QUR'ANIC OVERVIEW**

**Lesson 3: Arabic; The Language of Rasul Allah (S) and the People of Arabia**

**Worksheet A: The Location of Saudi Arabia**

**THE LOCATION OF SAUDI ARABIA**

Saudi Arabia is one of many countries where the Arabic language is spoken. Our Prophet Muhammad (S) was born in the city of Makkah in Saudi Arabia.





# IQRA' KINDERGARTEN CURRICULUM

## QUR'ANIC STUDIES

### Unit 1: QUR'ANIC OVERVIEW

#### Lesson 3: Arabic; The Language of Rasul Allah (S) and the People of Arabia

#### Worksheet B: People and Language Activity Cards

## PEOPLE AND LANGUAGE ACTIVITY CARDS

### Goals:

1. To appreciate the linguistic and nationalistic diversity of the Ummah.
2. To learn about some of the Muslims living in different parts of the world and their language.
3. To learn that the Arabic language is spoken by the people of many countries.
4. To know that Arabic is the language of the Qur'an.

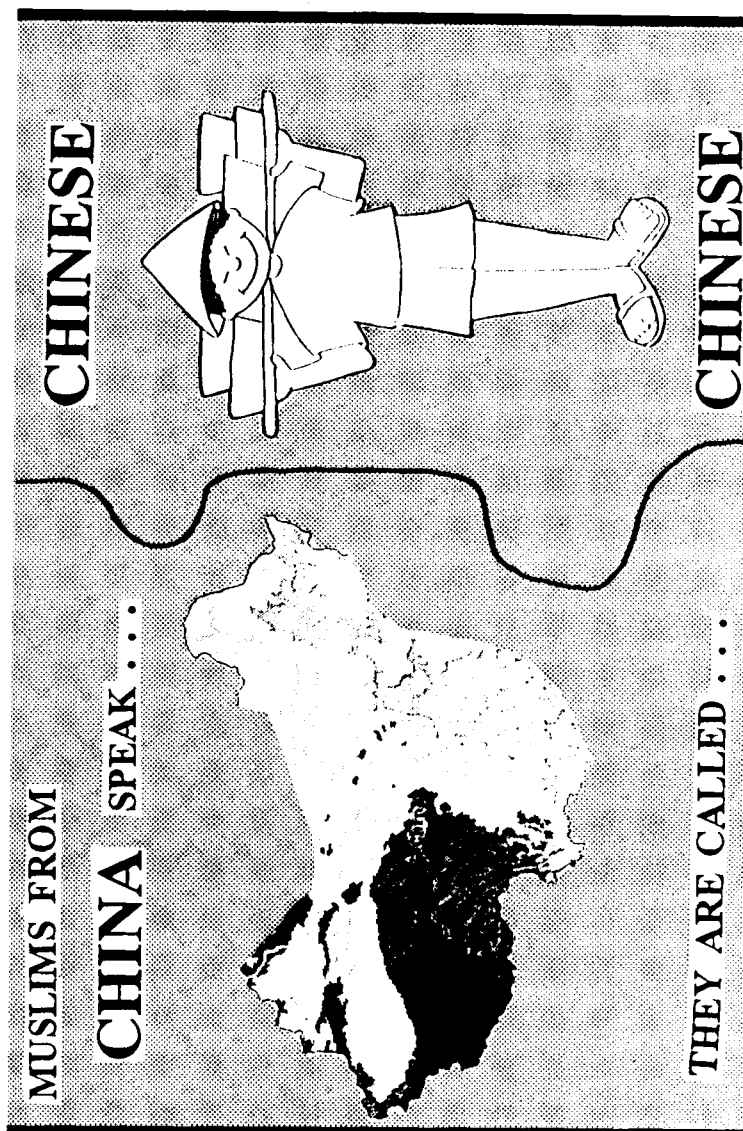
### Materials Needed:

- Pictures of different Islamic countries & their inhabitants (preferably children)
- Scissors
- Paste
- Cardboard
- Colored pens
- Crayons
- Ruler
- Laminating Paper

### Directions:

1. Cut the cardboard into 4 X 8" cards, at least 25 in all.
2. Cut each illustration to fit on one card.
3. Paste the picture on to the cardboard cards.
4. Laminate each card for protection.
5. Cut each card into two pieces so to make a jigsaw.
6. Divide class in groups of four or five and give each group a set of cards to put together. Develop the concept of language and the people who speak them.

\* See diagram for sample card





## **Unit Two: Surat ul-Fatiha**

lessons 1-7

**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**  
**UNIT 2: SURAT UL-FATIHA**

**Lesson 1: Surat ul-Fatiha, The First Surah of the Qur'an**

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p><b>A&gt;</b> Recitation and memorization of <i>Surat ul-Fatiha</i></p>	<p><b>The Children will:</b></p> <ul style="list-style-type: none"> <li>-learn that <i>Surat ul-Fatiha</i> is the first <i>Surah</i> of the Qur'an</li> <li>-begin to recite it with the teacher</li> <li>-begin to memorize the <i>Surah</i></li> </ul>	<p><b>The Teacher will:</b></p> <ul style="list-style-type: none"> <li>a. Show the children <i>Surat-ul-Fatiha</i> in the Qur'an.</li> <li>b. Read the <i>Surah</i> to the children.</li> <li>c. Lead the children in reciting the <i>Surah</i>.</li> <li>d. Make sure every child is reciting the <i>Surah</i>.</li> <li>e. Make sure every child can pronounce the words of the <i>Surah</i> correctly.</li> <li>f. Have a poster of <i>Surat ul-Fatiha</i> and point to the words as the children recite them.</li> <li>g. Practice reciting the <i>Surah</i> with an audio tape. Send a copy home to have parents help with memorization.</li> <li>h. During the Arabic circle recite the <i>Surah</i> every day until all the children have learned it by heart.</li> </ul>	<p>Poster of <i>Surat ul-Fatiha</i> (IQRA' International Educational Foundation)</p> <p>Audio tape of <i>Surah-al-Fatiha</i></p>
<p><b>B&gt; SKILLS</b>            Memorization of <i>Surat ul-Fatiha</i>            Sequencing            Right to left eye movement</p>			

**IQRA KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**  
**Unit 2: SURAT UL-FATIHA**  
**Lesson 2: The Message of Surat ul-Fatiha**

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A&gt; Surat ul-Fatiha</p>	<p>The children will:            -begin to revise and memorize Surat ul-Fatiha            -will know that Surat ul-Fatiha is also called "Ummul-Kitab"            -will know that Surat ul-Fatiha is a du'a            -know that in Surat ul-Fatiha we praise Allah (SWT) and ask for His help</p>	<p>The teacher will:            a. Start the lesson with "Bismillah ir-Rahman ir-Rahim" and then recite Surat ul-Fatiha with the entire group. Do the Flannel Board Activity with the children. (See A)            b. Tell the children that Surat ul-Fatiha is also called Ummul-Kitab, which means the mother of the book. (Discuss which book)            c. Show the word "Ummul-Kitab" in Arabic and in English.            d. Relate it to the lesson on Islamic Fiqh and tell children how this Surah is recited in the beginning of each Raka'ah in the Salah.            e. Tell the children that this Surah is a dua' taught to us by Allah (SWT).            f. Recite the first Ayah with the children.</p>	<p>Poster of Surat ul-Fatiha</p> <p>Written poster of word Ummul Kitab in Arabic and English</p>
<p>B&gt; Meanings of the verses in the Surah.            The message of the Surah.</p>	<p>-know some of the attributes of Allah (SWT)</p>	<p>g. Talk about its meaning: "We thank Allah the <u>Lord of the Worlds.</u>"            h. Show pictures of other planets, the stars, the moon, etc. and explain why is the word "worlds" used rather than world? (See B)</p>	

**IQRA KINDERGARTEN CURRICULUM**

**QUR'ANIC STUDIES**

**UNIT 2: SURAT UL-FATIHA**

**Lesson 2: The Message of Surat ul-Fatiha**  
continued . . .

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>C&gt; Conceptual clarity of the verse</p>	<p>-develop a conceptual clarity of the verse</p>	<p>a. Have the children color different living things created by Allah (SWT) (see C )</p> <p>b. Finish the lesson by reciting the <i>Surah</i> together one or two more times. (See D )</p>	<p>Worksheets, crayons, markers</p>
<p>D&gt; <u>SKILLS</u> Recognition Association Memorization</p>	<p><u>VOCABULARY</u> Praise Lord Worlds Planets Sun Moon</p>	<p><u>Homework:</u> Write a letter to the parents of the children, asking them to help the children memorize the <i>Surah</i>.</p>	

## **SURAT UL-FATIHA FLANNEL BOARD ACTIVITY**

### Objectives:

1. Develop a visual conception of the verses of Surat ul-Fatiha
2. Coordinating visual and audio appreciation of the Surah.

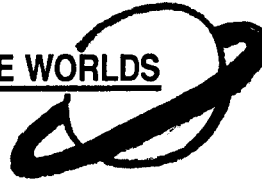
### Needed Materials:

- one flannel board
- felt
- construction paper
- markers
- clear glue
- scissors
- copy of Surat ul-Fatiha with large script (use xerox machine to enlarge size)

### Directions:

1. Cut each Ayah in large strips.
2. Paste each strip on to the same size strips of felt.
3. Always remember to have *Bismillah ir-Rahman ir-Rahim* to be put on top of each Surah.
4. Use each strip on the flannel board, as you go along reading and working with the children..

**LORD OF THE WORLDS**



**Objectives:**

1. Give children an idea of the vastness of Allah's (SWT) power.
2. Give orientation with concept of planets other than our own.

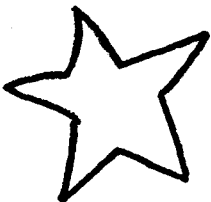
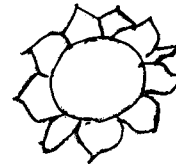
**Materials Needed:**

- pictures of stars
- picture of moon
- pictures of different planets
- crayons
- markers



**Directions:**

1. Paste the pictures or paint them on a posterboard.
2. Label the stars and planets with the help of the children
3. Discuss: "Who is the creator of these and all the other planets?"  
Answer: Allah (SWT)
4. Ask the children which Ayah of Surah ul-Fatiha talks about Allah (SWT) as the "Lord of all the Worlds."
5. What should we do to be grateful to Allah (SWT) for creating these beautiful worlds?  
Answer: Praise Him, Thank Him, etc.

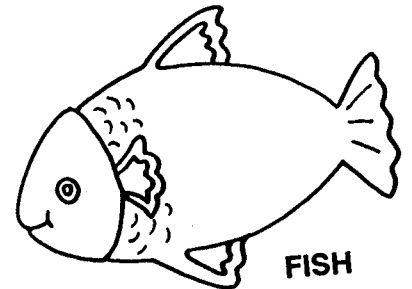


## **Living Things are Beautiful!**

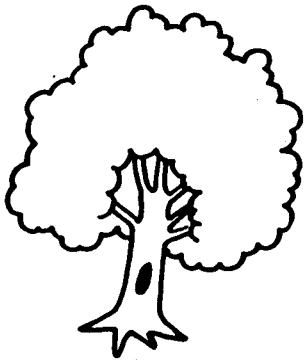
**Color these pictures of living things**  
**Allah (SWT) is the only one Who can bring things to life.**



**MAN**



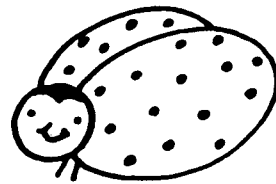
**FISH**



**TREE**



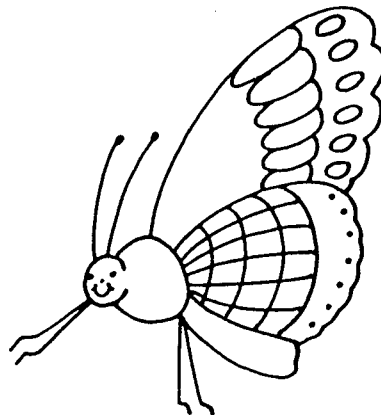
**CLOWN**



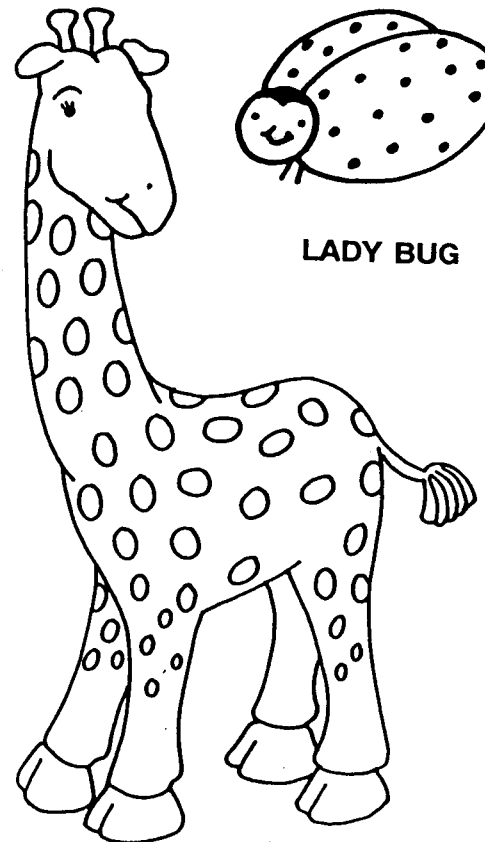
**LADY BUG**



**BIRD**



**BUTTERFLY**



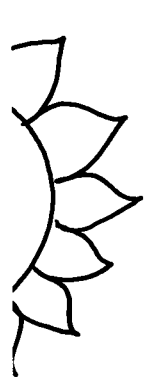
**GIRAFFE**



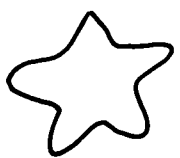


## Ayah Coloring Exercise

Color in the following Ayah!



اَلْحَمْدُ



لِلّٰهِ رَبِّ الْعَالَمِينَ



اَللّٰهُمَّ صَلِّ وَسَلِّمْ

**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**  
**Unit 2: SURAT UL-FATIHA**

**Lesson 3: Attributes of Allah (SWT) as Presented in Surat ul-Fatiha**

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p><b>A&gt;</b> Allah (SWT) is the most Merciful and Compassionate</p>	<p><b>The children will:</b>                      -know that Allah (SWT) is Kind and Merciful</p>	<p><b>The Teacher will:</b></p> <p><b>a.</b> Recite the verse with the children in Arabic (hopefully they will have memorized part of the Surah by now). (see <u>A</u> )</p> <p><b>b.</b> Tell stories of Allah's <b>Mercy</b> through either of the following stories:                      -Prophet Ibrahim (A) and the fire                      -Prophet Ismail (A) and Hajar (R) and the spring of Zam Zam</p> <p><b>c.</b> Encourage children to relate some special incident in his or her life which made them think about Allah's (SWT) mercy. Write the stories the children tell, for language experience.</p>	<p>Story book about Prophet Ibrahim (A)</p> <p>Story book about Prophet Nuh (A) by IQRA' Int'l Educ. Foundation</p>
<p><b>B&gt;</b> Mercy of Allah (SWT)</p>	<p>-memorize the Surah with the teacher                      -learn to recite the Surah                      -conceptualize the terms merciful and compassionate</p>	<p><b>a.</b> Allah (SWT) takes care of everyone because He is Merciful</p> <p><b>b.</b> Make a coloring worksheet of Allah's merciful acts.                      -sending rain in the hot desert                      -growing fruits and vegetables for us to eat.                      -giving us parents to look after and love us. (see <u>B</u> )</p> <p><b>c.</b> Recite the Surah with the children a few times to help ensure that they don't forget it.</p>	<p>Worksheets, Crayons, Markers, Pens etc.</p>

**IQRA' KINDERGARTEN CURRICULUM**

**QUR'ANIC STUDIES**

**Unit 2: SURAT UL-FATIHA**

**Lesson 3: Attributes of Allah (SWT) as Presented in Surat ul-Fatiha**  
continued ...

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p><b>C&gt; SKILLS</b>                      Matching                      Sequencing                      Drawing conclusions                      Oral language                      Listening                      Comprehension</p>	<p><b>VOCABULARY</b>                      Merciful                      Compassionate</p>		

**IQRA KINDERGARTEN CURRICULUM**

**QURAN'IC STUDIES**

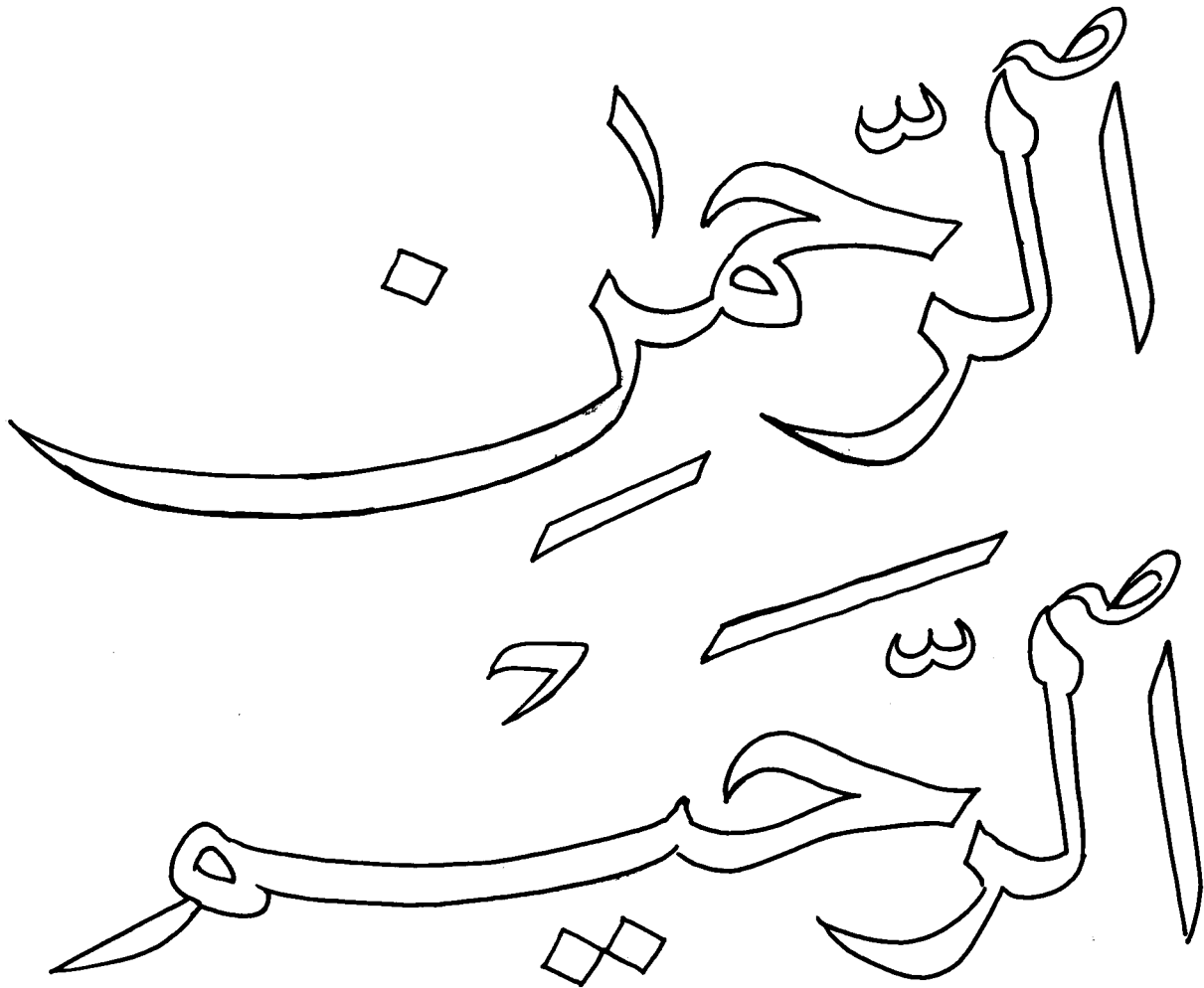
**UNIT 2: SURAT UL-FATIHA**

Lesson 3: Attributes of Allah (SWT) as Presented in Surat ul-Fatiha

Worksheet A :Ar-Rahman Ir-Rahim Coloring Activity

## Ayah Coloring Exercise

Color in the following Ayah!



**IQRA KINDERGARTEN CURRICULUM**

**QURAN'IC STUDIES**

**UNIT 2: SURAT UL-FATIHA**

**Lesson 3: Attributes of Allah (SWT) as Presented in Surat ul-Fatiha**

**Worksheet B (cont'd) :What am I Thankful For?**

## **What Am I Thankful For?**

**Allah shows His Mercy and Compassion in many ways.  
Draw something that you are thankful to Allah for.**

**IQRA KINDERGARTEN CURRICULUM**

**QURAN'IC STUDIES**

**UNIT 2: SURAT UL-FATIHA**

**Lesson 3: Attributes of Allah (SWT) as Presented in Surat ul-Fatiha**

**Worksheet B (cont'd) :What am I Thankful For?**

## Loving Parents

**Allah (SWT) is Compassionate.**

**He has shown us His Compassion by giving us parents to take care of us and love us.**

***Allhamdulillah!***



**IQRA KINDERGARTEN CURRICULUM**

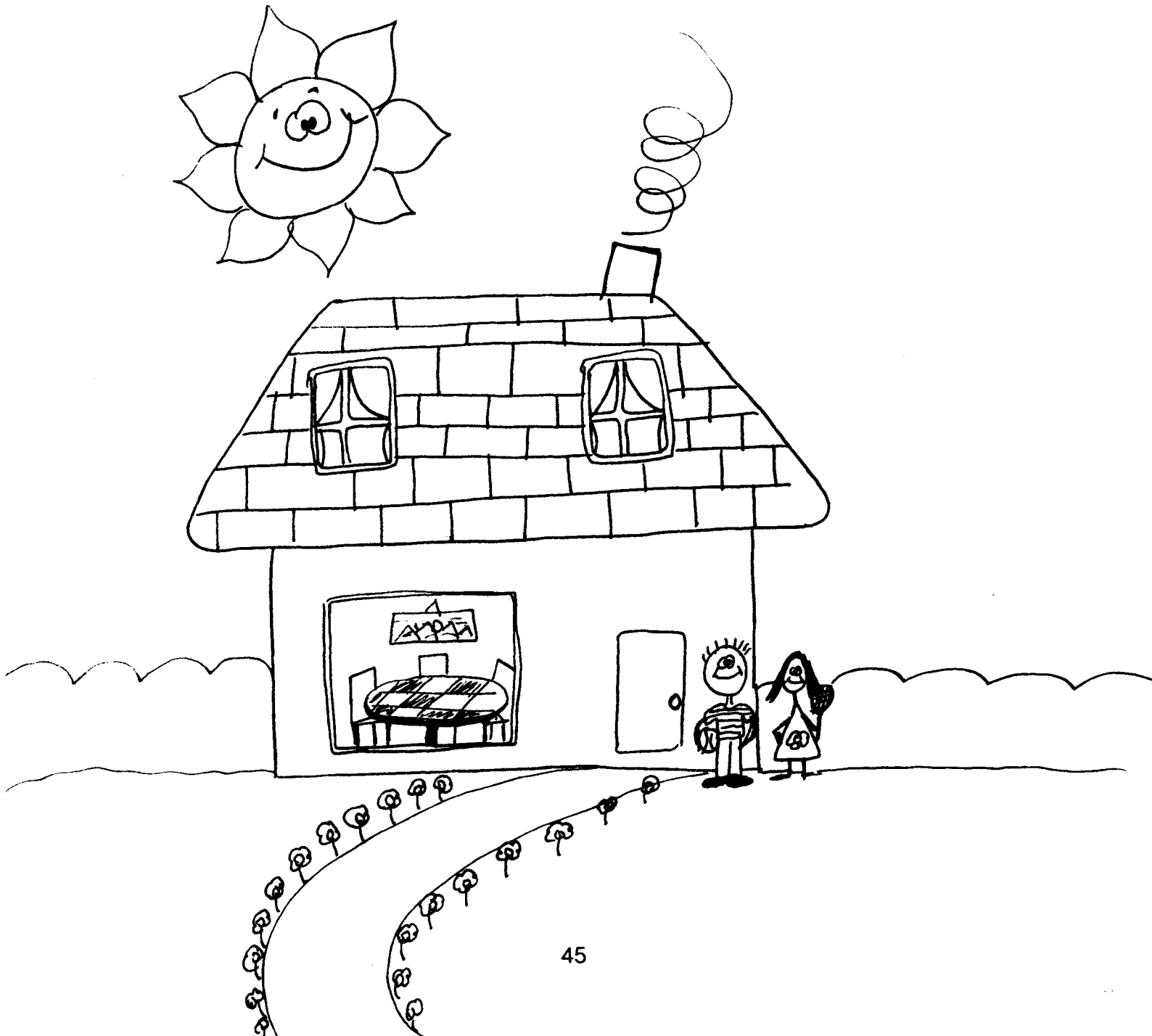
**QURAN'IC STUDIES**

**UNIT 2: SURAT UL-FATIHA**

Lesson 3: Attributes of Allah (SWT) as Presented in Surat ul-Fatiha  
Worksheet B (cont'd) :What am I Thankful For?

## Comfortable Home

**Allah (SWT) is Merciful.  
He has shown us His Mercy by providing us with nice homes to live in.  
*Allhamdulillah!***



**IQRA KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**

**Unit 2: Surat ul-Fatiha**

**Lesson 4: Allah (SWT), The Master of the Day of Judgement**

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A&gt; Allah (SWT) is the Master of the Day of Judgement / Concept of the Day of Judgement</p>	<p>The children will:                      -know that there is life after death.                      -know that one day Allah (SWT) will collect everyone in one place and reward us or punish us according to our deeds in this world.</p>	<p>The teacher will:                      a. Talk about the necessity of following rules in class.                      b. Let children give their own input about what rules they like to follow in the same way:                      "As Muslims, we have to follow Allah's command as He has told us in the Qur'an. In this Ayah He is telling us that He is the master of the Day of Judgement." Use this as an introduction to discuss the Day of Judgement                      c. Talk about judgement, have some activities in which children use their judgements.                      d. Discuss a few cases where judgement is involved (See A )                      e. Explain the meaning of judgement as difference between "right and wrong"</p>	<p>Poster of Surat ul-Fatiha</p> <p>Worksheet</p>
<p>B&gt; Allah (SWT) is the best judge</p>	<p>-know the person who decides between right and wrong is called "judge"                      -Allah (SWT) is the best judge of all</p>	<p>a. Make a worksheet illustrating judgement between right and wrong. (See B)                      b. Recite to practice the Surah a few times again. (See C )                      c. Display the Surah in the classroom in big letters</p>	<p>Worksheet, Markers, Crayons</p> <p>Poster of Surat ul-Fatiha (IQRA' International Educational Foundation.)</p>



**IQRA KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**

**Unit 2: SURAT UL-FATIHA**

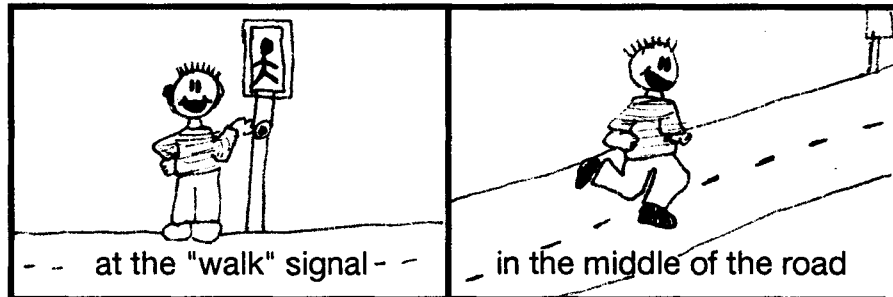
Lesson 4: Allah (SWT), The Master of the Day of Judgement  
 continued . . .

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<b>C&gt; SKILLS</b> Evaluation Comparison Drawing conclusion Inferences	<u>VOCABULARY</u> Master Judgement Day Judge		

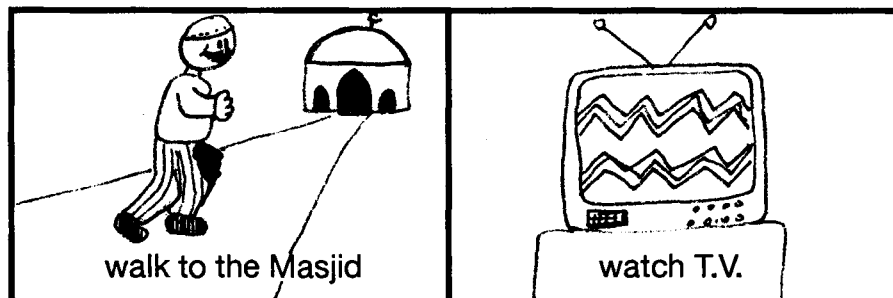
## JUDGEMENT

**Mark an "X" through the wrong answer,  
 Circe the right answer**

**When you  
 are trying  
 to cross  
 the street,  
 will you  
 cross...**



**When you  
 hear the  
 Adhan,  
 will you...**



**When you  
 meet a  
 Muslim,  
 will you...**

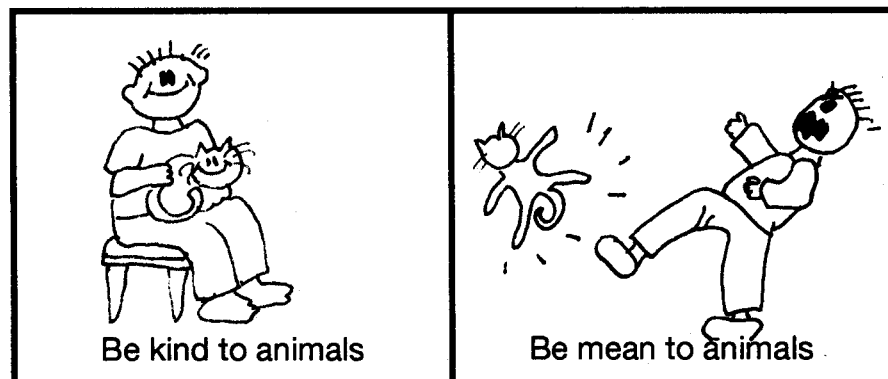
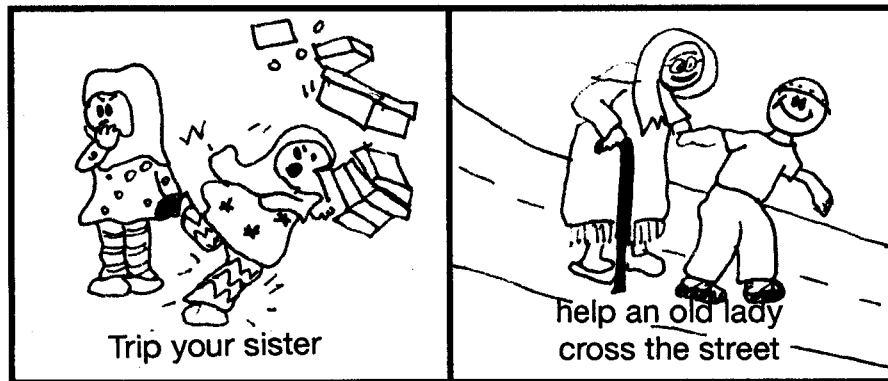
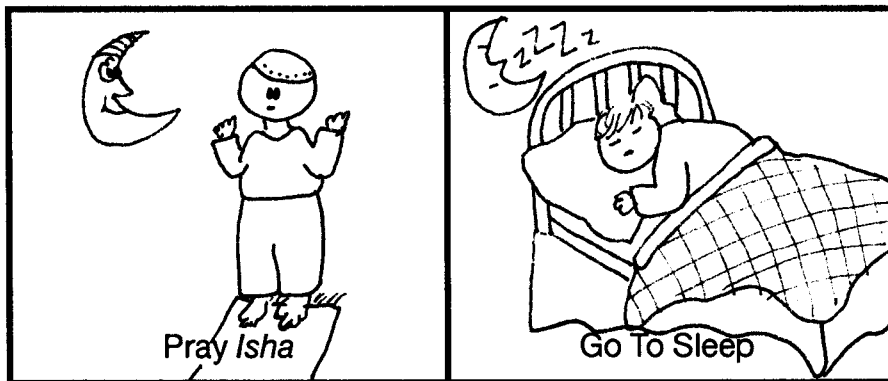


**When a  
 stranger  
 wants to give  
 you a ride  
 in his car,  
 will you...**



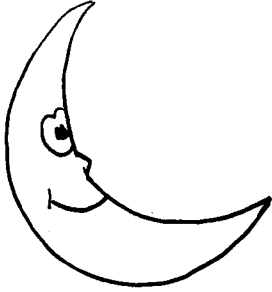
## What Would You Do?

Mark an "X" through the wrong answer,  
Circe the right answer

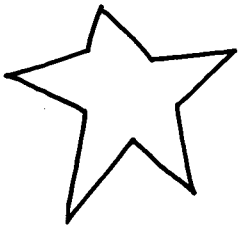


## **Ayah Coloring Excercise**

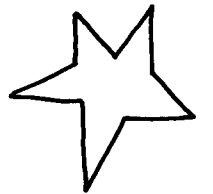
**Color the Ayah!**



مَلِكِ يَوْمِ



الْآخِرِينَ



**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**

**Unit 2: SURAT UL-FATIHA**

**Lesson 5: We Worship Only Allah (SWT), and Ask Only His Forgiveness**

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A&gt; We worship only Allah (SWT) and ask for His help alone</p>	<p>The children will:</p> <ul style="list-style-type: none"> <li>-learn the meaning of worship</li> <li>-know that Muslims worship Allah (SWT) alone</li> <li>-learn that one act of worship is praying five times daily</li> </ul>	<p>The teacher will:</p> <ol style="list-style-type: none"> <li>a. Introduce the lesson after <i>Zuhr</i> or <i>Asr Salah</i></li> <li>b. After the <i>Salah</i>, ask the children, "To whom did we just pray to. To whom do we always pray?"</li> <li>c. Discuss with the children why we pray to Allah (SWT).</li> <li>d. Recite the appropriate <i>Ayah</i> from <i>Surat ul-Fatiha</i>, and show it in Arabic writing.</li> <li>e. Discuss the meaning of "<i>Iyyaka Na'budu Wa Iyyaka Nastain</i>".</li> <li>f. Have the children do the coloring worksheet of the <i>Ayah</i>. (See A)</li> </ol>	<p>Written displays of the <i>Ayah</i></p> <p>Worksheet</p>

**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**  
**Unit 2: SURAT UL-FATIHA**  
**Lesson 5: (continued)**

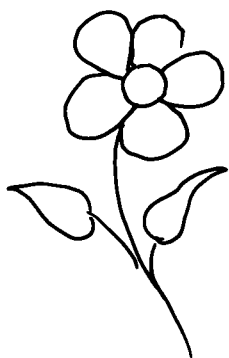
FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p><b>B&gt;</b> The different ways Muslims worship Allah (SWT)</p>	<p>-know that when we pray <i>Salah</i> we are worshipping Allah (SWT) only</p> <p>-learn that when we fast, pay <i>Zakat</i> and do <i>Hajj</i> we are worshipping Allah (SWT)</p>	<p>a. Relate this lesson to the lesson in <i>Ibadat</i> and <i>Fiqh</i>, to show the relations between the different methods of worshipping Allah (SWT).</p> <p>b. Recite the entire <i>Surah</i> with the children to help their memorization. Begin to ask different children to read as much of the <i>Surah</i> as they can.</p> <p>c. Give the children a coloring sheet showing the different forms of worship in Islam. (See B)</p>	<p>Posters, Crayons, Markers, etc.</p>
<p><b>C&gt; SKILLS</b>            Similarities/Differences            Oral Language            Communication</p>	<p><b>VOCABULARY</b>            Worship            Prayer            Help            Zakat            Hajj            Salat            Sawm</p>		

**COLORING ACTIVITY**

اِنَّا لَكَ عِبْدٌ

وَاِلٰهًا غَيْرُكَ

سَعَيْنٌ



**IQRA KINDERGARTEN CURRICULUM**

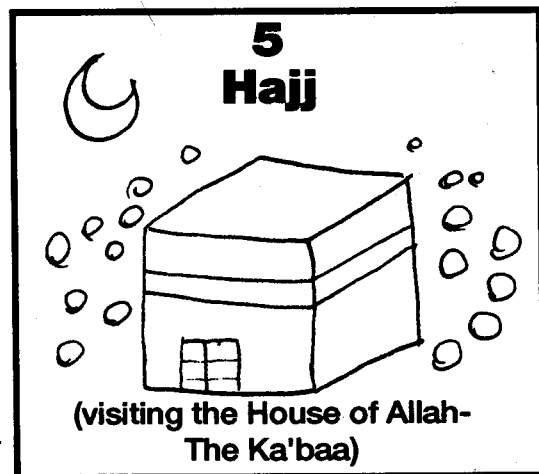
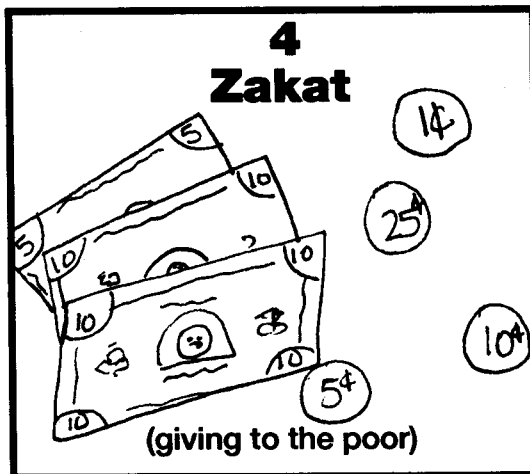
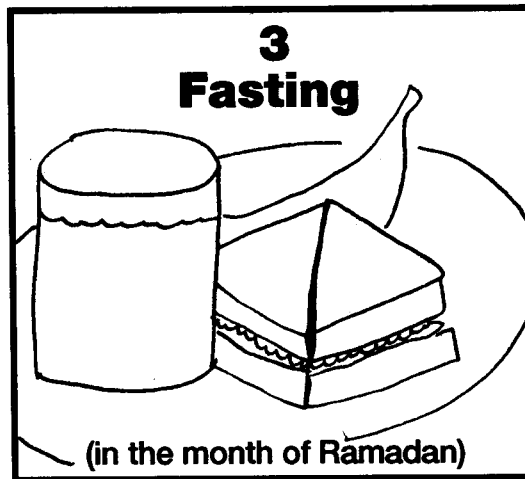
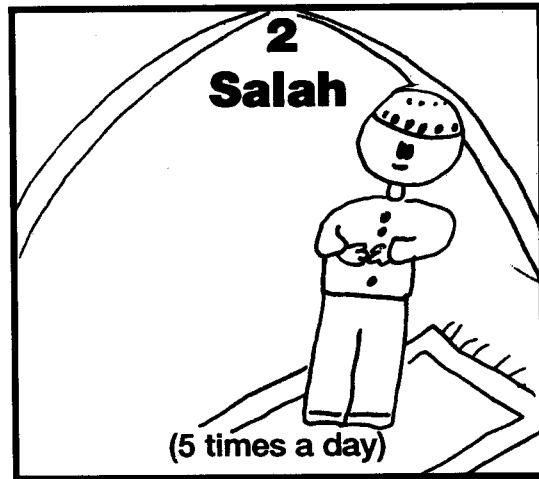
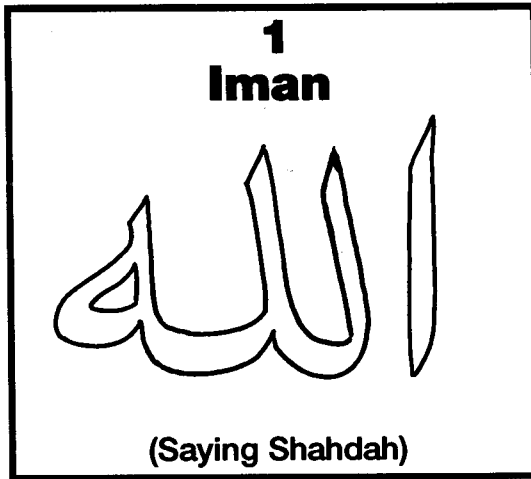
**QURAN'IC STUDIES**

**UNIT 2: SURAT UL-FATIHA**

**Lesson 5: We Worship Only Allah (SWT), and Ask Only His Forgiveness**

**Worksheet B: Some of the Ways We Worship Allah**

**Some of the Ways We Worship Allah (SWT)**





**IQRA KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**

**Unit 2: SURAT UL-FATIHA**

**Lesson 6: Asking for Allah's (SWT) Guidance and Mercy**

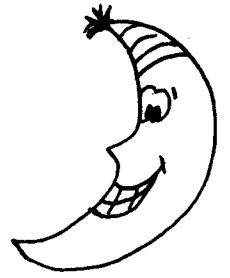
FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A&gt; <i>Inshaa Sirat al-mustaqim</i>            "Guide us to the right path."</p>	<p>The children will:</p> <ul style="list-style-type: none"> <li>-memorize the <i>Ayah</i> in Arabic</li> <li>-develop the concept of "right path" (at their own level.)</li> <li>-be able to differentiate between right ways and wrong ways of doing things.</li> <li>-know that Allah (SWT) is pleased with those who follow His teachings</li> </ul>	<p>The teacher will:</p> <ol style="list-style-type: none"> <li>a. Recite <i>Surat ul-Fatiha</i> until <i>Ayah</i> #6, stopping at that <i>Ayah</i>, and then read from the beginning again. (See <u>A</u>)</li> <li>b. Help the children to recite the <i>Ayah</i> in unison - show the <i>Ayah</i> written on a display panel or strip, etc.</li> <li>c. Tell the children the meaning of the <i>Ayah</i>: "Guide us along the right path." (The right way to do things, the right places to go, to use the right language and the right way to behave.)</li> <li>d. Encourage the children to contribute opinions and ideas and participate in the discussion of "the right and wrong ways of doing things". (See <u>B</u>)</li> <li>e. Ask the children to think of one person they think Allah (SWT) is very happy with- solicit response.</li> <li>f. Write the names given by the children on the Poster Pad. (language experience)</li> </ol>	<p>Display panel, or            Construction paper with the <i>Ayah</i> written in bold letters</p>

**IQRA KINDERGARTEN CURRICULUM  
QUR'ANIC STUDIES**

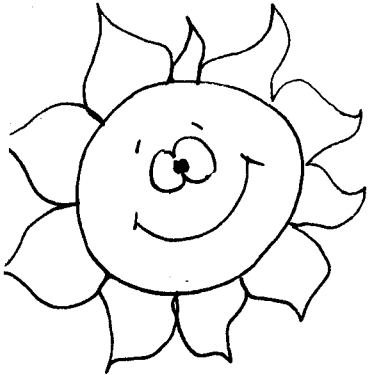
**Unit 2: SURAT UL-FATIHA**

**Lesson 6: Asking for Allah's Guidance and Mercy  
continued . . .**

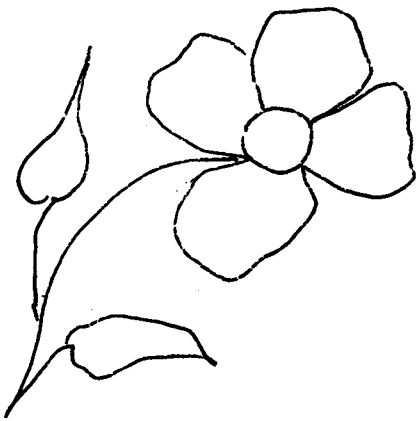
FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p><b>B&gt;</b> Allah (SWT) is happy with those who follow His path.</p>	<p><b>The children will:</b></p> <ul style="list-style-type: none"> <li>-know the names of some of the people with whom Allah (SWT) is very happy</li> <li>-be able to generalize and give names of some persons in their lives with whom they think Allah (SWT) is happy.</li> </ul>	<p><b>The teacher will:</b></p> <ol style="list-style-type: none"> <li>a. Ask each child for reasons he or she thinks Allah (SWT) is happy with the individual.</li> <li>b. Encourage generalization and solicit response to the question "how can we make Allah (SWT) happy with us? so that He will show us the right path.</li> <li>c. Use the names given by the children to make a Bulletin Board display</li> <li>d. Finish the lesson with the memorization and recitation of the <i>Surah</i>.</li> <li>e. Encourage each child to take a turn in the recitation.</li> </ol> <p>f. Play an audio tape of a good <i>Qari</i> reciting <i>Surat ul-Fatiha</i>.</p>	<p>markers, posters, paper and tape</p> <p>Tape recorder, tape of <i>Surat al-Fatiha</i></p>
<p><b>C&gt; SKILLS</b> Generalization Cause and Effect Memorization</p>	<p><b>VOCABULARY</b> Path Happy Guide</p>		



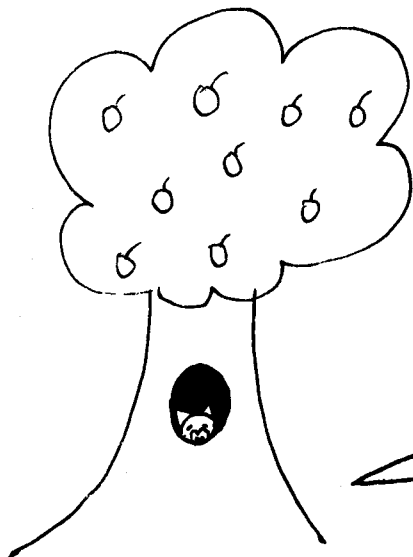
## Ayah Coloring Exercise



اِهْدِنَا



الصِّرَاطَ




السَّبِيلَ

## A Muslim's Ways

Circle the correct answer!

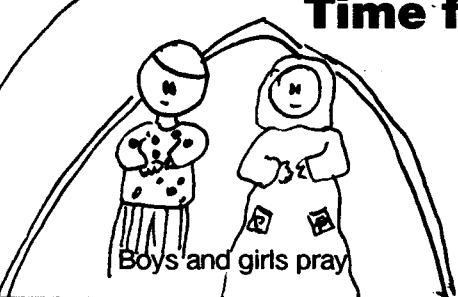
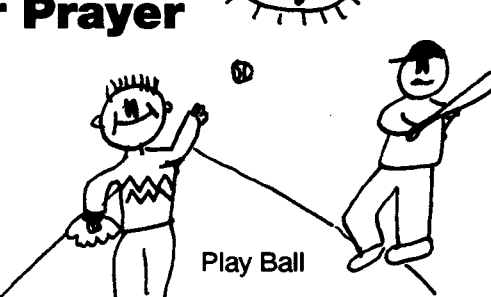
**Beginning to do something**

<p>بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ</p> <p>Say: Bismillah-ir-Rahman-ir-Rahim</p>	 <p>Say Nothing</p>
---	---

**Dressing up**

 <p>Proper Hejab</p>	 <p>No Hejab</p>
--	---

**Time for Prayer**

 <p>Boys and girls pray</p>	 <p>Play Ball</p>
--	---

**Playing With Friends**

 <p>Sharing and talking</p>	 <p>58 Fight and get angry</p>
--	--

# IQRA' KINDERGARTEN CURRICULUM

## QUR'ANIC STUDIES

### Unit 2: Surat ul-Fatiha

#### Lesson 7: Last Ayah of Surat ul-Fatiha

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A&gt; Asking for Allah's (SWT) favors and avoiding His anger</p>	<p>The children will:</p> <ul style="list-style-type: none"> <li>-know the meanings of <i>Ayahs</i> #6 and 7</li> <li>-memorize <i>Ayahs</i> #6 and 7</li> <li>-complete the memorization of <i>Surat ul-Fatiha</i>.</li> </ul>	<p>The teacher will:</p> <ol style="list-style-type: none"> <li>Introduce the <i>Ayahs</i> #6 and 7 (of <i>Surat ul-Fatiha</i>).</li> <li>Recites the entire <i>Surah</i> with the children</li> <li>Share and read the entire <i>Surah</i> with the children from a large print display board.</li> <li>Repeat <i>Ayahs</i> #6 and 7 and ask the children to recite them in unison.</li> <li>Explain the meaning of the last verse in English "not (the path) of those who have gone astray"</li> <li>Ask the children if they've ever been lost anywhere, and how it felt to be lost, and then found again. Compare forgetting Islam to 'being lost' and following Islam as 'being found'; then ask them which they prefer.</li> </ol>	<p>large print poster of <i>Surat ul-Fatiha</i></p>
<p>B&gt; Following an Islamic model</p>	<ul style="list-style-type: none"> <li>-be able to name some people with whom Allah (SWT) is happy.</li> <li>-be able to give some names (from stories) with whom Allah (SWT) may be angry.</li> </ul>	<ol style="list-style-type: none"> <li>Remind the children of the story of Prophet Nuh (A) ask children if Allah (SWT) was happy with him - why?</li> <li>Ask them about Nuh's (A) wife and son and let children conclude if Allah (SWT) was happy with them or not. Ask them to give reasons for their conclusion.</li> </ol>	

**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**  
**UNIT 2: SURAH UL-FATIHA**  
 Lesson 7: Last Ayah of Surat ul-Fatiha  
 continued . . .

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>C&gt; Models of those with whom Allah is pleased.</p>	<p>-memorize the rest of the Surah</p>	<p>a. Talk about Prophet Ibrahim (A) and how he obeyed Allah (SWT) and followed the straight path</p> <p>b. Help children to reason and conclude why Allah (SWT) was happy with Prophet Ibrahim (S) How about his father, Azar?                      -children should be familiar with the Stories of Prophet Nuh (A) and Prophet Ibrahim (A) by this time.</p> <p>c. Have the children color in the rest of the Surah.                      (See A)</p> <p>d. Conclude the lesson by reciting entire <i>Surat al-Fatiha</i> with the children.</p> <p>e. Make sure that each child has memorized the Surah well.</p> <p>f. Arrange for those children who have not mastered the memorization yet, to be tutored by some extra help.</p>	
<p>D&gt; Evaluating the memorization and comprehension of <i>Surat al-Fatiha</i></p>	<p>-be able to recite the entire Surah with perfect sequence</p>	<p>a. It is highly recommended that <i>Surahs</i> should be recited with the children by a native speaker of the Arabic language so they get the right pronunciation - if not possible then use the tapes of a good Qari.</p> <p>b. Continue the recitation of <i>Surat ul-Fatiha</i> at least once a day during runtime, culminating activity.</p> <p>c. Evaluation of children's achievement (See B ).</p>	

**IQRA' KINDERGARTEN CURRICULUM**

**QUR'ANIC STUDIES**

**UNIT 2: SURAH UL-FATIHA**

Lesson 7: Last Ayah of Surat ul-Fatiha  
continued . . .

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
E> <u>SKILLS</u> Comparison & Contrast Reasoning Logic Recall	<u>VOCABULARY</u> Path Anger Happy		

## Ayah Coloring Excercise

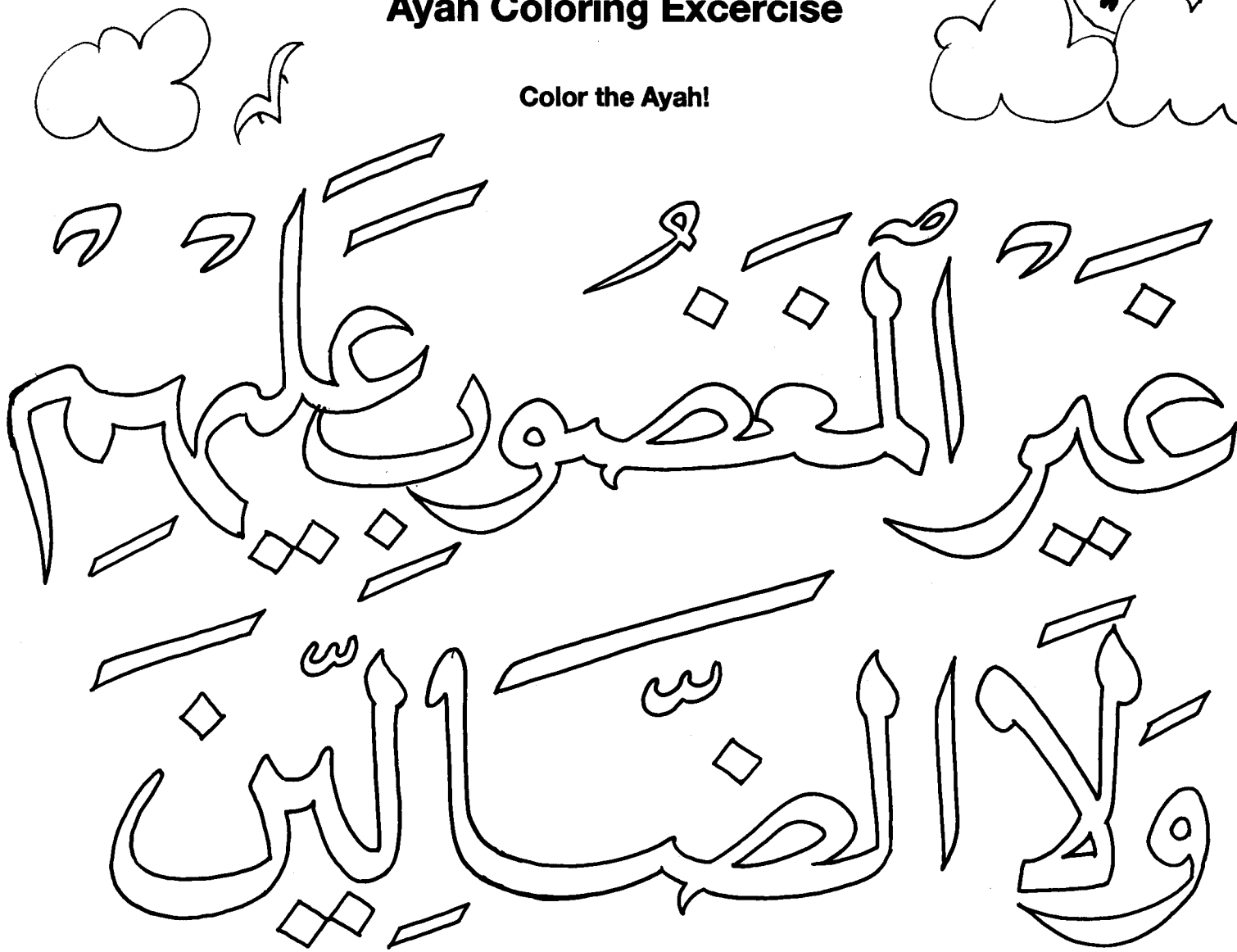
Color the Ayah!





### Ayah Coloring Excercise

Color the Ayah!



## **VISUAL AIDS FOR MEMORIZATION OF SURAT UL-FATIHA**

### **Objective:**

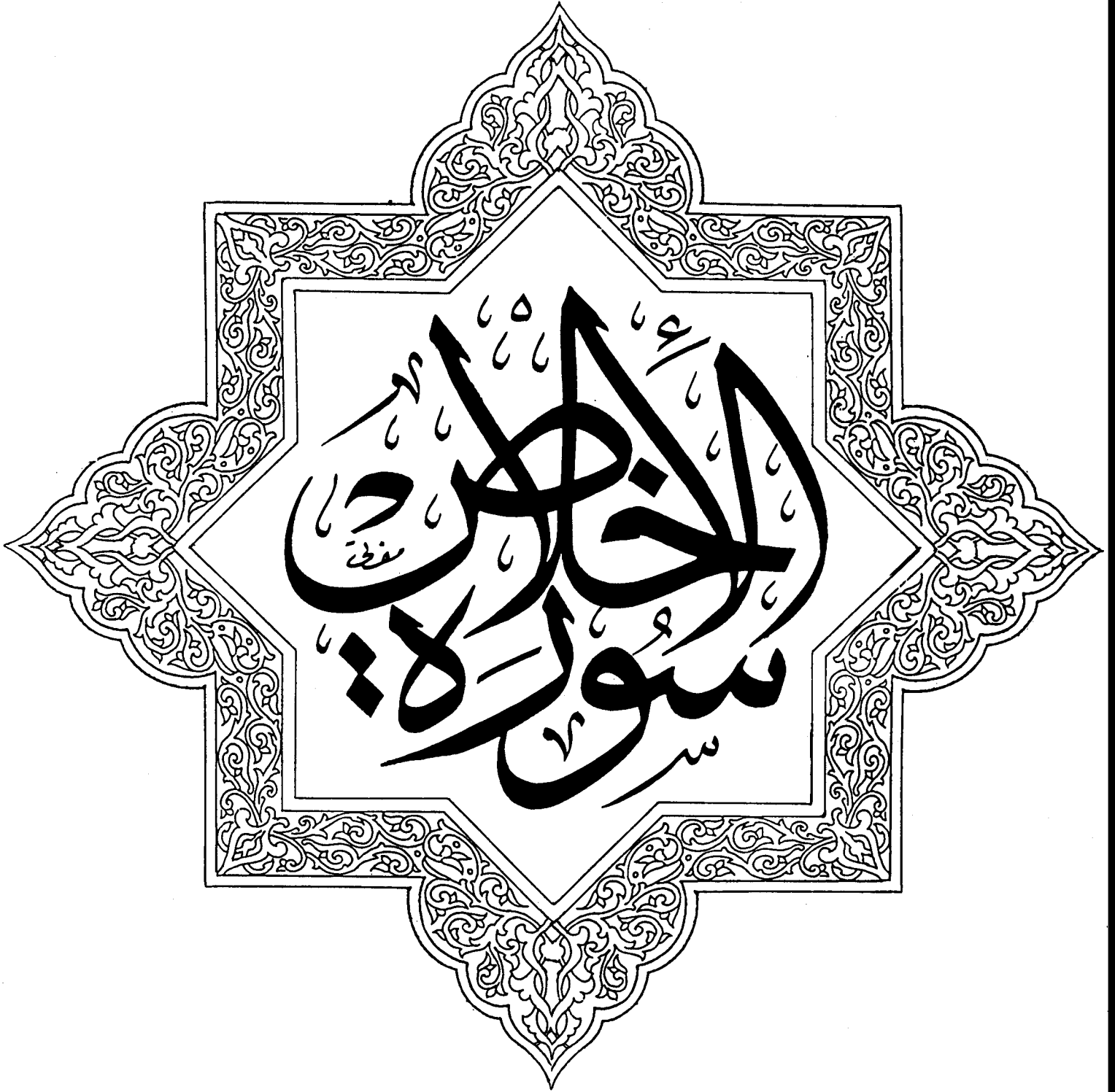
1. Recognition and recall of Surat al-Fatiha in Arabic and its meanings in English.

### **Materials Needed:**

- wooden board with seven slots of 4" x 10"
- cardboard, scissors, glue, ruler, pencils, etc.
- copies of Surat al-Fatiha with enlarged prints

### **Directions:**

1. Cut the grooves in the board for seven slots so they can hold the cardboard strips.  
On each strip of cardboard, paste each Ayah of Surat ul-Fatiha.
2. On the back write the English translation and laminate the cardboard strips.
3. During practice make each child to pick up one Ayah and put it in the proper sequence.



## **Unit Three: Surat ul-Ikhlās**

lessons 1-5

**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**

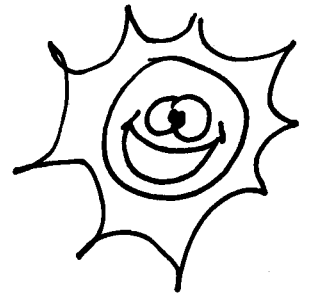
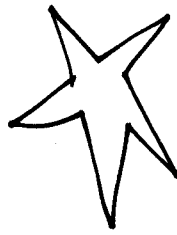
**Unit 3: SURAT UL-IKHLAS**

**Lesson 1: Teachings of the Qur'an (Tawheed)**

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p><b>A&gt;</b> Introduction and recitation of <i>Surat ul-Ikhlās</i></p>	<p><b>The children will:</b>                      -develop a concept of oneness of Allah (SWT)                       -memorization of <i>Surat ul-Ikhlās</i></p>	<p><b>The teacher will:</b>                      a. Have the children color worksheet with the first <i>Ayah</i> of <i>Surat ul-Ikhlās</i> (See <u>A</u>)                       b. Sing the song 'Allah is One Equal to None' from <u>Bismillah 'Book of Rhymes'</u>                       c. Repeat and recite the entire <i>Surah</i> with the children at least five times                       d. Continue recitation many times during the week until children have memorized the entire <i>Surah</i>.</p>	<p>colors                      crayons                      worksheets   <u>Bismillah Book of Rhymes -IQRA'</u>                      International Educational Foundation</p>
<p><b>B&gt;</b> <i>Tawheed</i>.                      There is only one Allah.</p>	<p>-know and believe that Qur'an teaches us that there is no God but Allah (SWT)                      -Allah (SWT) is one</p>	<p>a. Relate with lessons 4,5 and 6 of <i>Fiqh</i> and <i>Ibadat</i>.                       b. Talk to the children in a group situation during rugtime. Allah tells us in the Qur'an that He is <u>only one</u>. One of the places He says this is in <i>Surat ul-Ikhlās</i> which begins:</p>	<p>Poster of <i>Surat ul-Ikhlās</i></p>

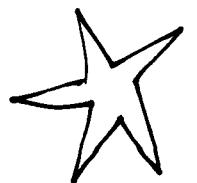
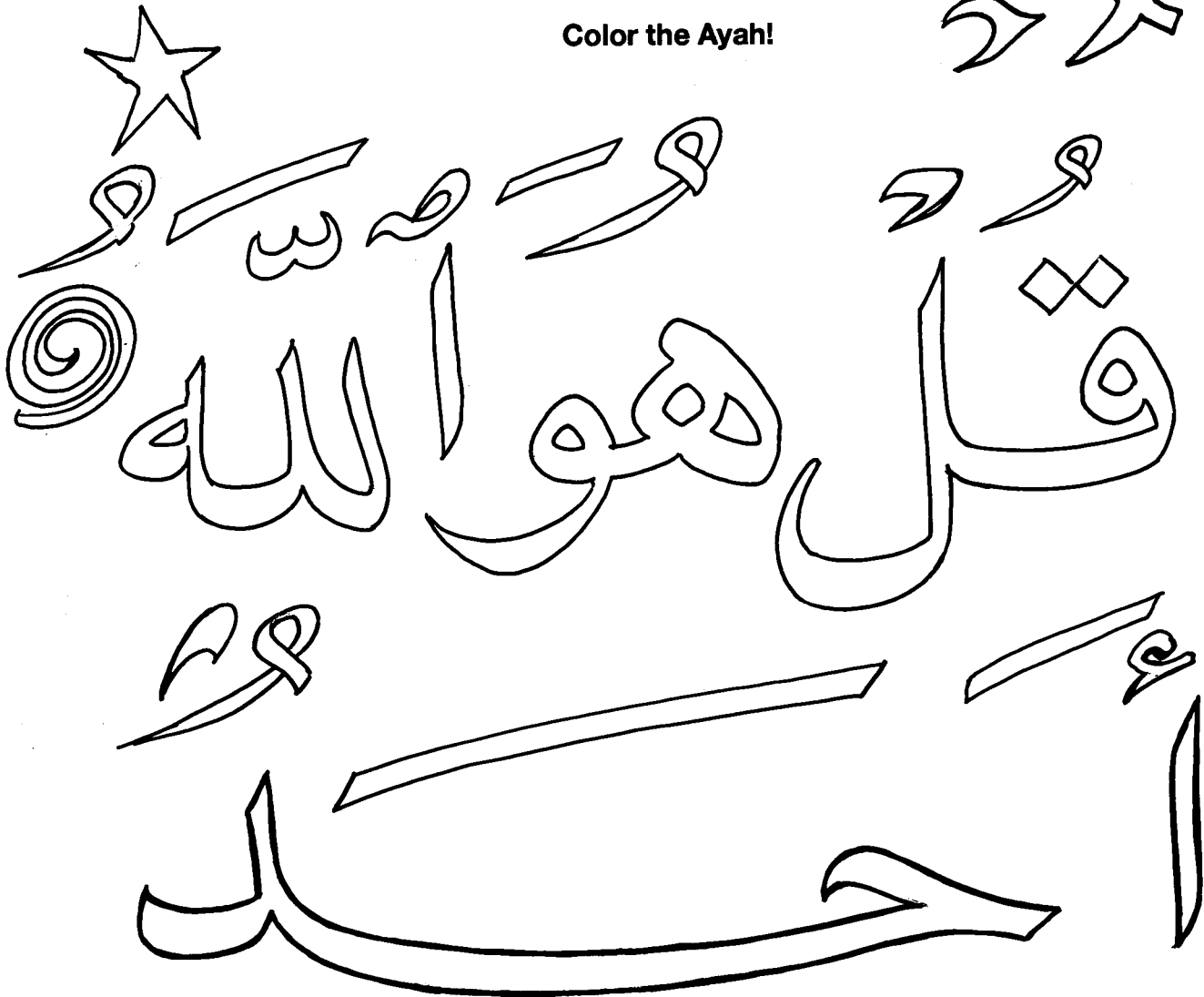
**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**  
**Unit 3: SURAT UL-IKHLAS**  
**Lesson 1: Teachings of the Qur'an (Tawheed)**  
 continued . . .

FOCAL POINT	PERFORMANCE OBJECTIVES	UGGESTED ACTIVITIES	RESOURCE MATERIAL
C-> Allah (SWT) is eternal.	-Allah (SWT) is always there and He always will be there	a. Recite <i>'Bismillah ir-Rahman ir-Rahim'</i> first and then recite the entire <i>Surat ul-Ikhlās</i> . b. Recite the <i>Surah</i> with the children in unison slowly. c. Recite the first Ayah " <i>Qul Huwa Allahu Ahad</i> " Discuss meanings at children's own level.	
D> Concepts of oneness of one	-There is, and will always be only one Allah (SWT).	a. "Say: He is Allah, the One." Share with children objects which are <u>one</u> as compared to those which are many or in groups. b. Call each child <u>one</u> by his or her name, and ask the children is there anyone in the world exactly like him or her? Encourage answers. Try to bring home the point that <u>one</u> is always <u>one</u> . c. Practice memorization of the <i>Surah</i> .	several objects to show and talk about <u>one</u> and many
E-> <u>SKILLS</u>	<u>VOCABULARY</u> Ahad One		



### **Ayah Coloring Exercise**

**Color the Ayah!**

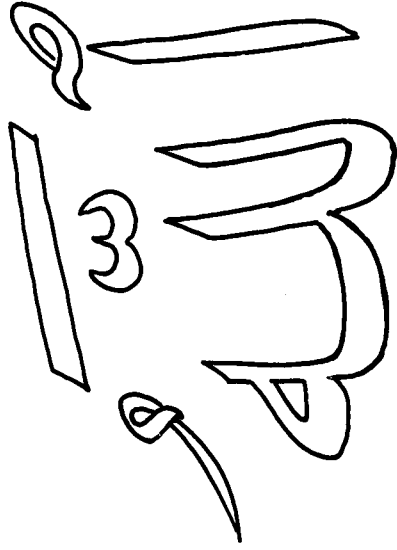


**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**

**Unit 3: SURAT UL-IKHLAS**

**Lesson 2: Teachings of the Qur'an; "Allah is Eternal"**

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A&gt; Allah (SWT) is Eternal.</p>	<p>The children will:</p> <ul style="list-style-type: none"> <li>-develop a concept of eternal (always there)</li> <li>-be able to grasp the meaning of mortal.</li> </ul>	<p>The teacher will:</p> <ol style="list-style-type: none"> <li>a. Have the children color the worksheet with the second <i>Ayah</i> of <i>Surat ul-Ikhlās</i></li> <li>b. Recite the second <i>Ayah</i> of <i>Surat ul-Ikhlās</i></li> <li>c. Explain the meaning "Allah is Eternal" which means He was always there and He will always be there.</li> <li>d. Share with the children things which are dead - eg. leaves, dry plants, etc.</li> <li>e. Talk about how animals, birds, even men and women live and then die.</li> <li>f. Encourage children to share their experiences of a pet's or even a relative's death, with the group.</li> </ol>	<p>Dried leaves, Insects, Butterflies, etc.</p>
<p>B&gt; Concept of "eternal"</p>		<ol style="list-style-type: none"> <li>g. Tell the children that "Allah is the only one who was always there and He will always be there, even after we are gone."</li> <li>h. Help children to memorize the <i>Surah</i>. Recite with them in unison.</li> </ol>	



## **Ayah Coloring Exercise**

**Color the Ayah**





# IQRA' KINDERGARTEN CURRICULUM

## QUR'ANIC STUDIES

### Unit 3: SURAT UL-IKHLAS

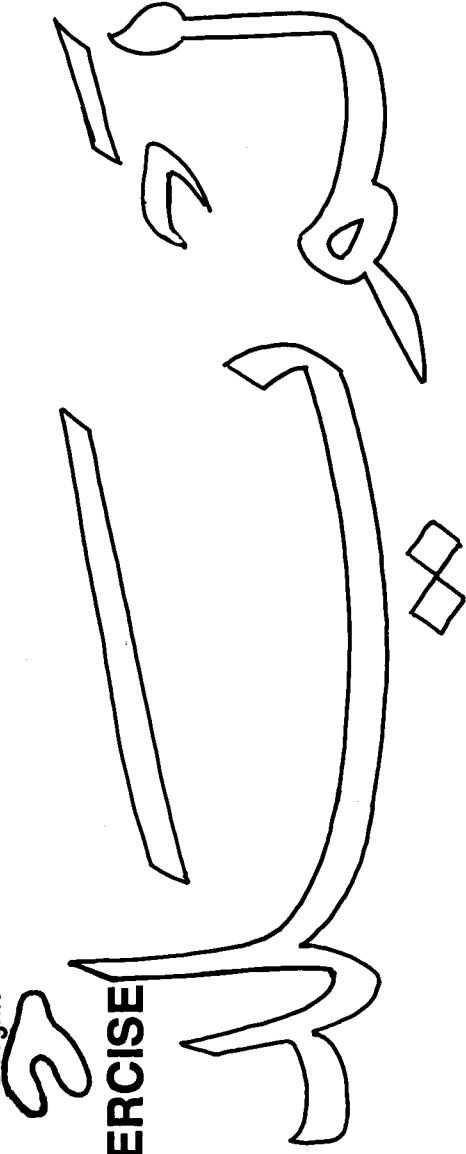
Lesson 3: Allah (SWT) has no Mother, Father, Son, or Daughter

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A&gt; Allah (SWT) does not give birth nor did any one give birth to Him.</p>	<p>The children will:</p> <ul style="list-style-type: none"> <li>-learn the <i>Ayah</i> in Arabic</li> <li>-memorize the <i>Ayah</i> as the part of the <i>Surah</i></li> <li>-know and comprehend that Allah (SWT) is telling us here that He is not father or mother to anyone.</li> <li>-believe that Allah (SWT) does not have any son or daughter.</li> </ul>	<p>The teacher will:</p> <ol style="list-style-type: none"> <li>a. Begin the lesson with the recitation of complete Surat ul-Ikhlās</li> <li>b. Show the children (sitting in a group) Arabic script of the first three <i>Ayahs</i>. Discuss the specific meaning of the third <i>Ayah</i>.</li> <li>c. Prompt the children to ask questions they are curious about. (Such as the difficult concept of eternity of Allah (SWT)).</li> <li>d. Emphasize here that we must have faith in Qur'an as the words of Allah (SWT).</li> <li>e. Tell the children that Allah (SWT) does not have any children either.</li> <li>f. Tell that some people believe or think that Prophet Isa (A) was the son of Allah (SWT) but that is Shirk and Kufr and it is not true at all.</li> <li>g. Explain that Allah (SWT) is not like us. He is <u>not</u> a person, He is not a boy or a girl. We use the word "He" because we have no other word to use We use it with a capital letter though, like no other "he".</li> <li>h. Give the children the <i>Ayah</i> to color. [see A]</li> </ol>	<p>Large strips of poster board with <i>Ayahs</i> of Surat ul-Ikhlās written in Arabic on each strip.</p>

**IQRA' KINDERGARTEN CURRICULUM  
QUR'ANIC STUDIES**

**UNIT3: SURAT- UL-IKHLAS**

Lesson 3: Allah has no Mother, Father , Son or Daughtie  
Worksheet A: Ayah Coloring Exercise



**AYAH COLORING EXERCISE**

Color the Ayah



**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**  
**Unit 3: SURAT UL-IKHLAS**  
**Lesson 4: No one is equal to Allah (SWT)**

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A&gt; No one is equal to Allah (SWT)</p>	<p>The children will:</p> <ul style="list-style-type: none"> <li>-know that Allah (SWT) is the most powerful</li> <li>-know that Allah (SWT) is the most compassionate and most merciful.</li> <li>-know that no one is equal to Allah (SWT)</li> </ul>	<p>The teacher will:</p> <ul style="list-style-type: none"> <li>a. Begin the lesson with the recitation of <i>Surat ul-Ikhlās</i>.</li> <li>b. Ask the children to recite the <i>Surah</i> with him/her.</li> <li>c. Show the last <i>Ayah</i> and talk to the children about the meaning of the <i>Ayah</i> in English.</li> <li>d. Explain that we know something about Allah because He gave us His names and a lot of signs. For example, from a great storm, we know something about His power, and from a lovely morning, we know a little about His mercy, etc. Encourage the children to offer some more examples. Correlate this with Unit 5 Lesson 1 of the Islamic History Curriculum which deals with Ibrahim's (A) search for God, when he tried worshipping the sun, the moon and the stars, and at last reached Allah.</li> <li>e. Have the children complete worksheet. [see A]</li> </ul>	

## Attributes of Allah (SWT)

**Objective:**

To help children develop a schema of the true Attributes of Allah (SWT).

**Materials:**

Posterboard, markers, crayons, glue, scissors.

**Procedure:**

1. On a large posterboard, Write the following: →

**Attributes of Allah (SWT)**

**Allah is**

**Allah has no**                      **or**

**Allah (SWT) is all**

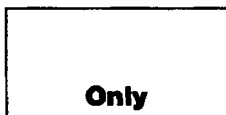
**Allah (SWT) is the**

**No one is**                                      **to Allah**

2. Cut 8 long strips of posterboard.

3. Write one word per strip as follows:



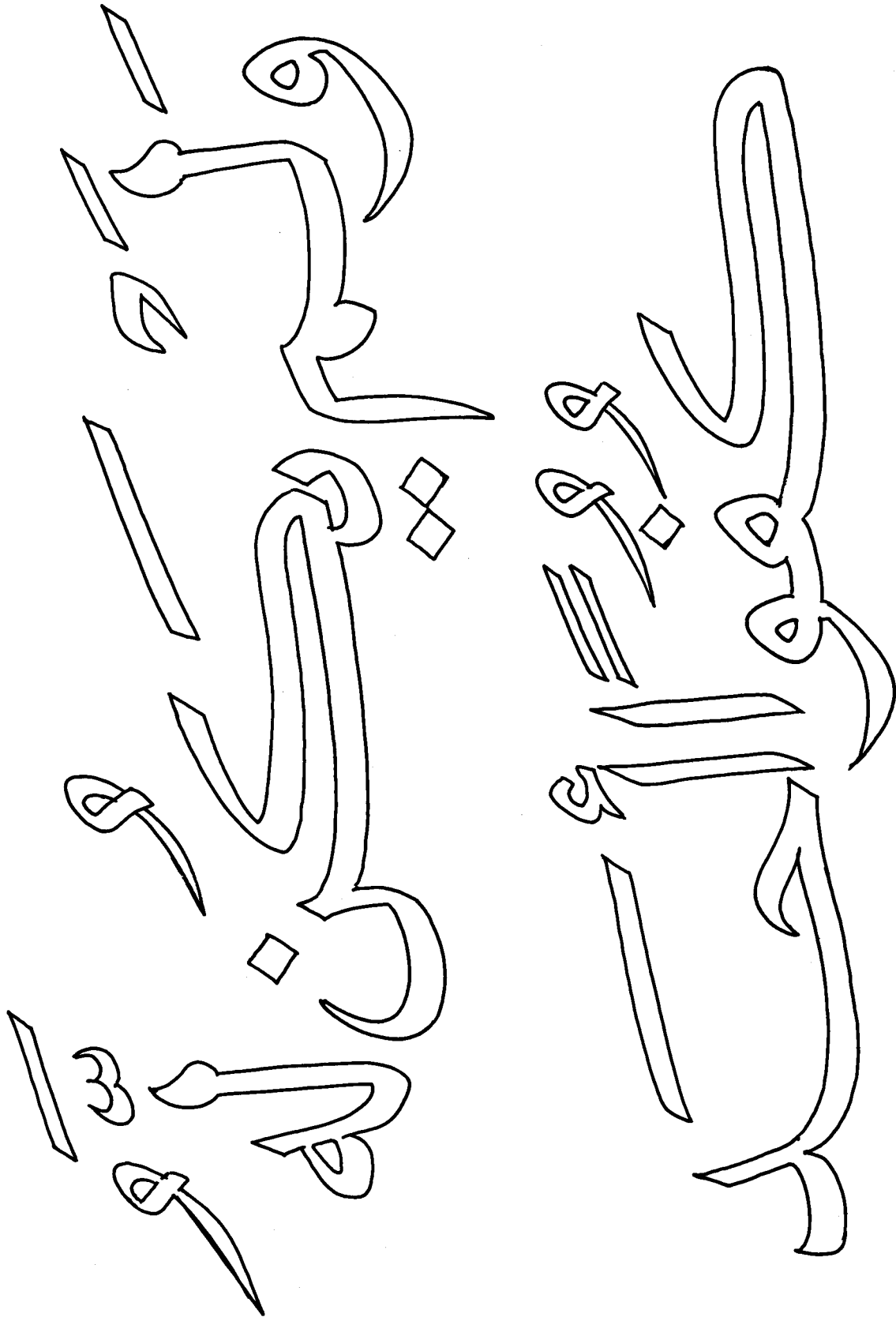
4. Help the children place the correct cards in the blank spaces.

**IQRA' KINDERGARTEN CURRICULUM  
QUR'ANIC STUDIES**

**UNIT3: SURAT - UL- IKHLAS**

**Lesson 4: No one is equal to Allah**

**Ayah Coloring Exercise**    **Color the Ayah**



**IQRA' KINDERGARTEN CURRICULUM  
QUR'ANIC STUDIES**

**UNIT 3: SURAT UL-IKHLAS**

**Lesson 5: Some of the Beautiful names of Allah (SWT) / (Revision of Units 2 and 3)**

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A&gt; Some of the names of Allah (SWT)</p> <p>(The Sustainer) Ar-Rahman Ar-Rahim Al-Hakim Al-Khalig As-Salam Ar-Nur Al-Quddus Al-Aziz Al-Malik Al-Jabbar</p>	<p>The children will:</p> <ul style="list-style-type: none"> <li>-learn some of the names of Allah (SWT)</li> <li>-know that Allah (SWT) has 99 beautiful names.</li> <li>-memorize some of the names of Allah (SWT)</li> <li>-recognize and decode ten selected names of Allah (SWT)</li> </ul>	<p>The teacher will:</p> <ol style="list-style-type: none"> <li>a. Recite all the memorized suraths with the children as a group</li> <li>b. Tell the children that Allah (SWT) has many beautiful names that He likes us to use.</li> <li>c. Tell the children some of these beautiful names (select either the ones given or choose some yourself).</li> <li>d. Write each one of them on a poster board in Arabic with its meaning in English. Read them to the children.</li> <li>e. Help children to read each one (whole word methodology if children don't know Arabic letters.)</li> <li>f. Talk about the meanings of each name and discuss with the children stimulating their thinking and imagination.</li> <li>g. Make a worksheet of the names for children to color. (See A )</li> <li>h. Make a bulletin board of 'Some of the Beautiful Names of Allah (SWT)' (See B )</li> </ol>	<p>audio cassette recitation of the names of Allah</p>
			<p>Posterboard, Scissors, Markers</p>

## Coloring Excercise

THE  
LORD

الرَّبُّ

THE  
MERCIFUL

الرَّحِيمِ

THE  
COMPASSIONATE

الرَّحِيمِ

THE  
WISE

الْحَكِيمِ

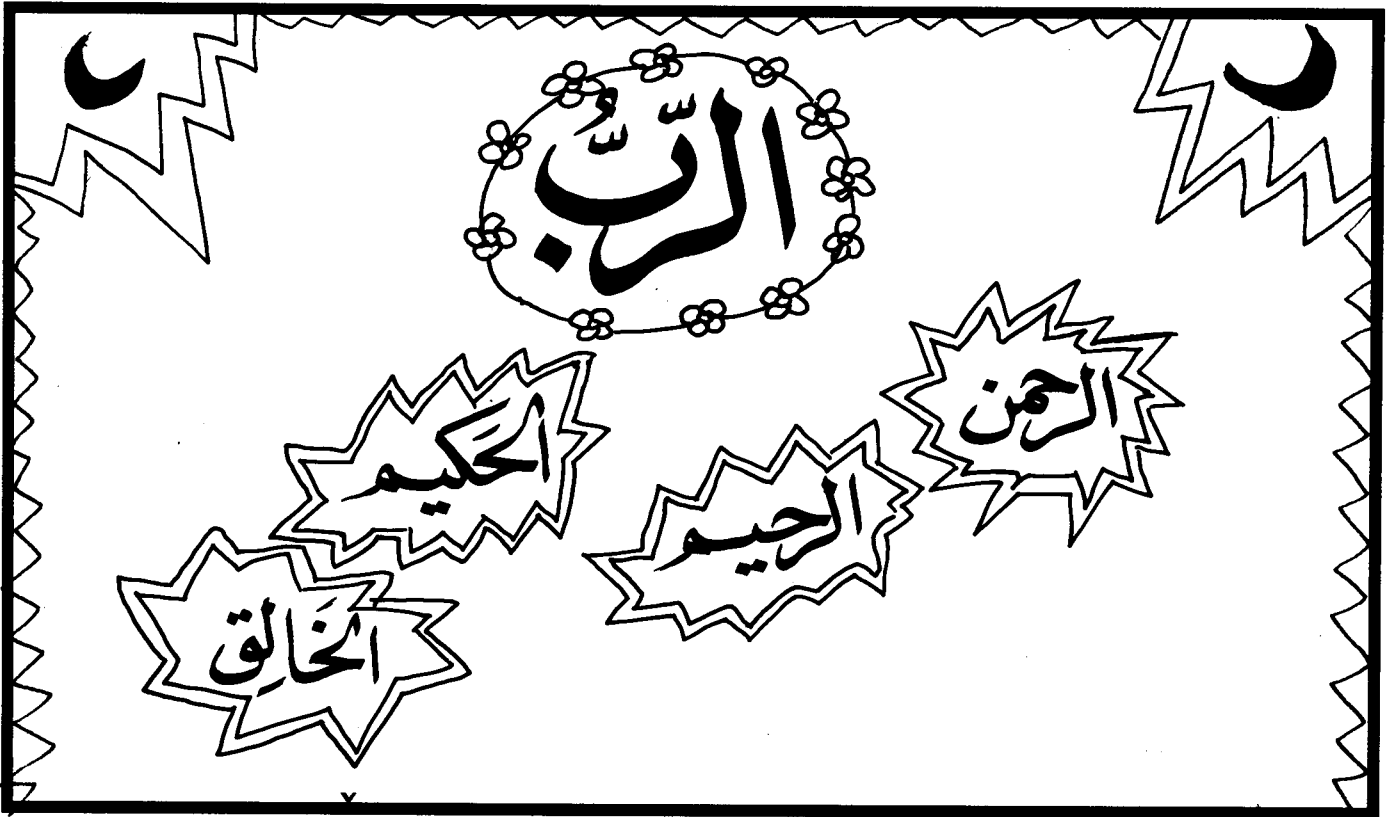
THE  
CREATOR

الْمَخْلُقِ

## Bulletin Board of Some of Allah's Names

Write out some of the names of Allah on a large scale from Worksheet A.

Let the children help decorate with markers, glitter, and construction paper







## **Unit Four: Surat un-Nas**

lessons 1-2

**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**  
**Unit 4: SURAT UN-NAS**  
**Lesson 1: Allah is the Lord of Everything**

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A&gt; Allah is all powerful. No one has more power than Allah (SWT)</p>	<p>The Children will:            -learn that Allah has power over every one and every thing.</p>	<p>The Teacher will:            a. Start the session with the recitation of <i>Surat-ul-Fatiha</i> and <i>al-Ikhlis</i>.            b. Talk about previously studied attributes of Allah (SWT) OR            Write on cards in bold letters; <i>Merciful, Compassionate, All Knowing Only One, Master of the Day of Judgement</i>, and discuss whom the words refer to as you read them to the children.</p>	<p>Construction paper, Markers, Scissors, Paste</p>
<p>B&gt; Allah (SWT) is the King of Mankind</p>	<p>-know and believe that Allah (SWT) protects us from evil influences.</p>	<p>a. Write "All Powerful" and discuss the meaning with the children.            b. Introduce the verses "King of Mankind" and "God of Mankind".            c. Discuss the meaning of "King" and "God" in this context.            d. Recite <i>Surat un-Nas</i> with the children a few times.            e. Display <i>Surat-un-Nas</i> on the Bulletin Board.            f. Make a puzzle of <i>Surat-un-Nas</i> for the children to put together. (See A)            g. Practice memorization of the <i>Surah</i> with the children.</p>	<p>Paper, Cardboard, Markers, Pencils, Glue, scissors, a chart of <i>Surat-un-Nas</i></p>
<p>C&gt; The last <i>Surah</i> of the Qur'an</p>	<p>- know that <i>Surat un-Nas</i> is the last surah of the Qur'an</p>	<p>The teacher will:            a. Share the Qur'an with the children and open the last page to help them understand that it is the last <i>Surah</i> of the Qur'an.            Ask the children "which is the first <i>Surah</i> of the Qur'an. (revision)            b. Write a letter to the parents asking them to help their child in the memorization of the <i>Surah</i>.</p>	<p>copies of the Qur'an</p>

\*Most children at Kindergarten level are not readers, yet they may learn to decode these words as "whole words" if they see them enough times.

## PUZZLE OF SURAT UN-NAAS

### Objectives:

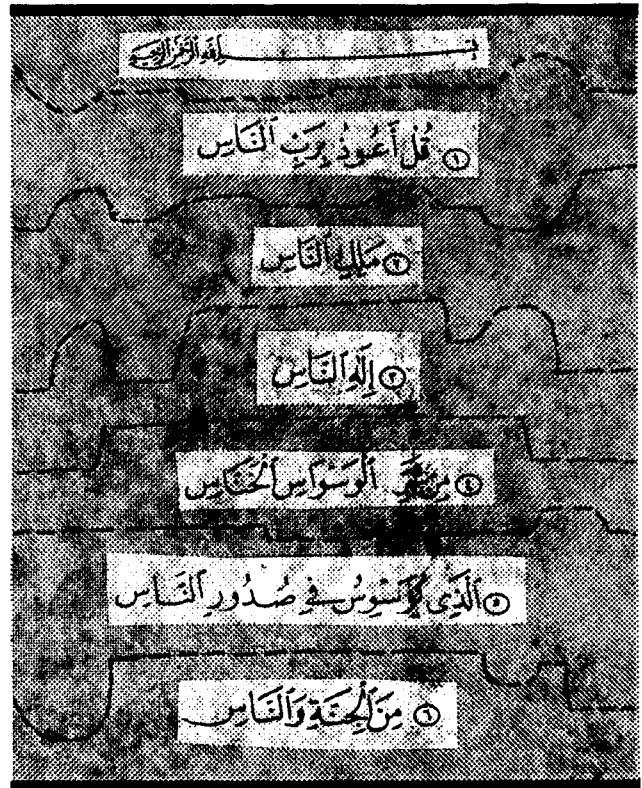
1. To give children familiarity with Ayahs of Surat un-Naas in Arabic.
2. Exercise in sorting, matching, and ordering.
3. To reinforce memorization of Surat un-Naas through repetition and recall.
4. To know that Arabic is the language of the Qur'an.

### Materials Needed:

- Paper
- Cardboard
- Scissors
- Paste
- Pencils
- Colored pens
- Laminating paper

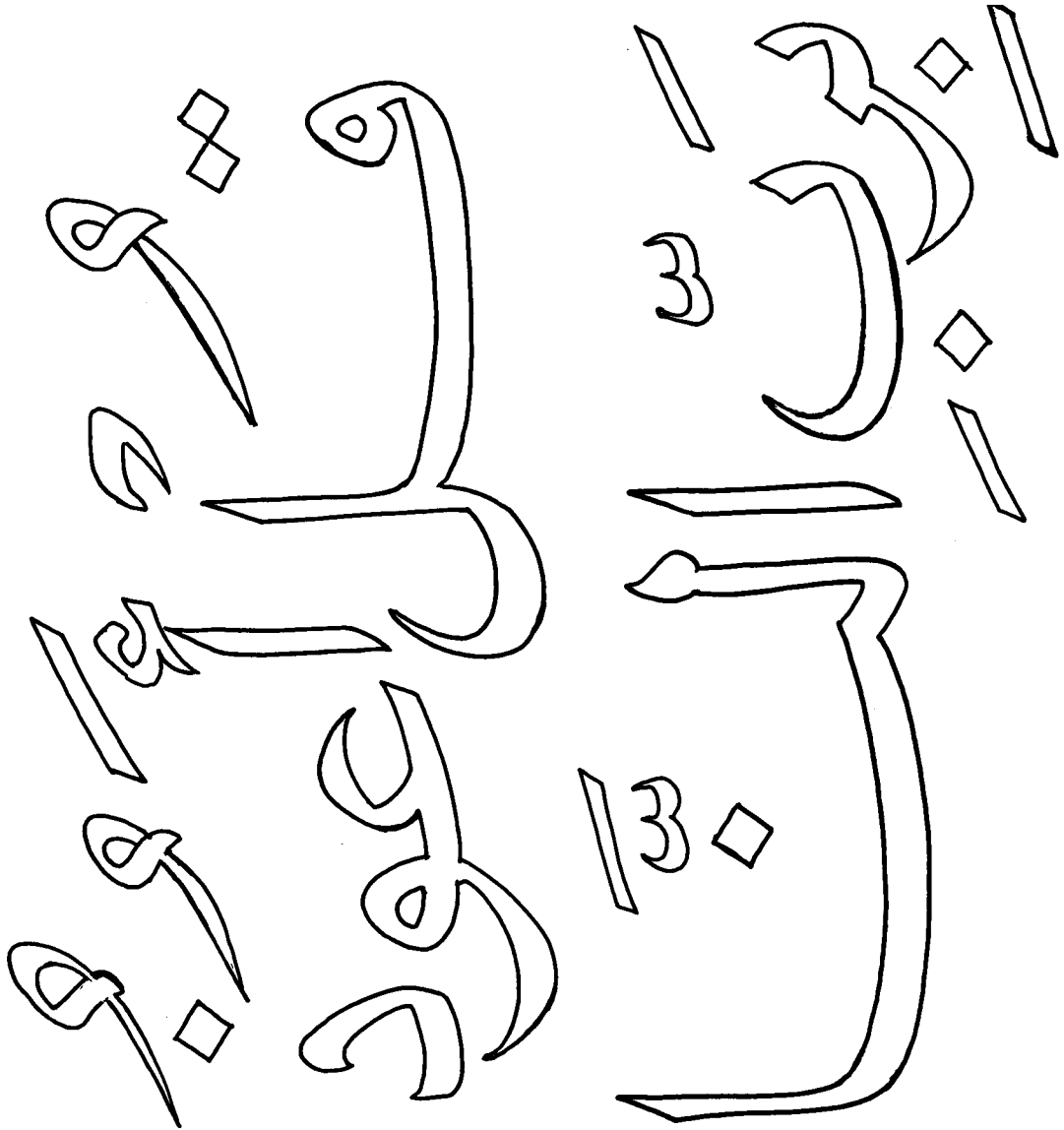
### Directions:

1. Get large, easily readable copies of the Surah.
  2. Paste the copies of Surat un-Naas on separate sheets of cardboard. Decorate colorfully.
  3. Laminate each card for protection.
  4. Cut each card by Ayah to make a jigsaw of the entire Surah.
  5. Divide class in groups of four or five and give each group a set of cards to put together. Develop the concept of order and meaning of the Surah.
- \* See diagram for sample puzzle. This can be done with any Surah  
(Not drawn to scale)



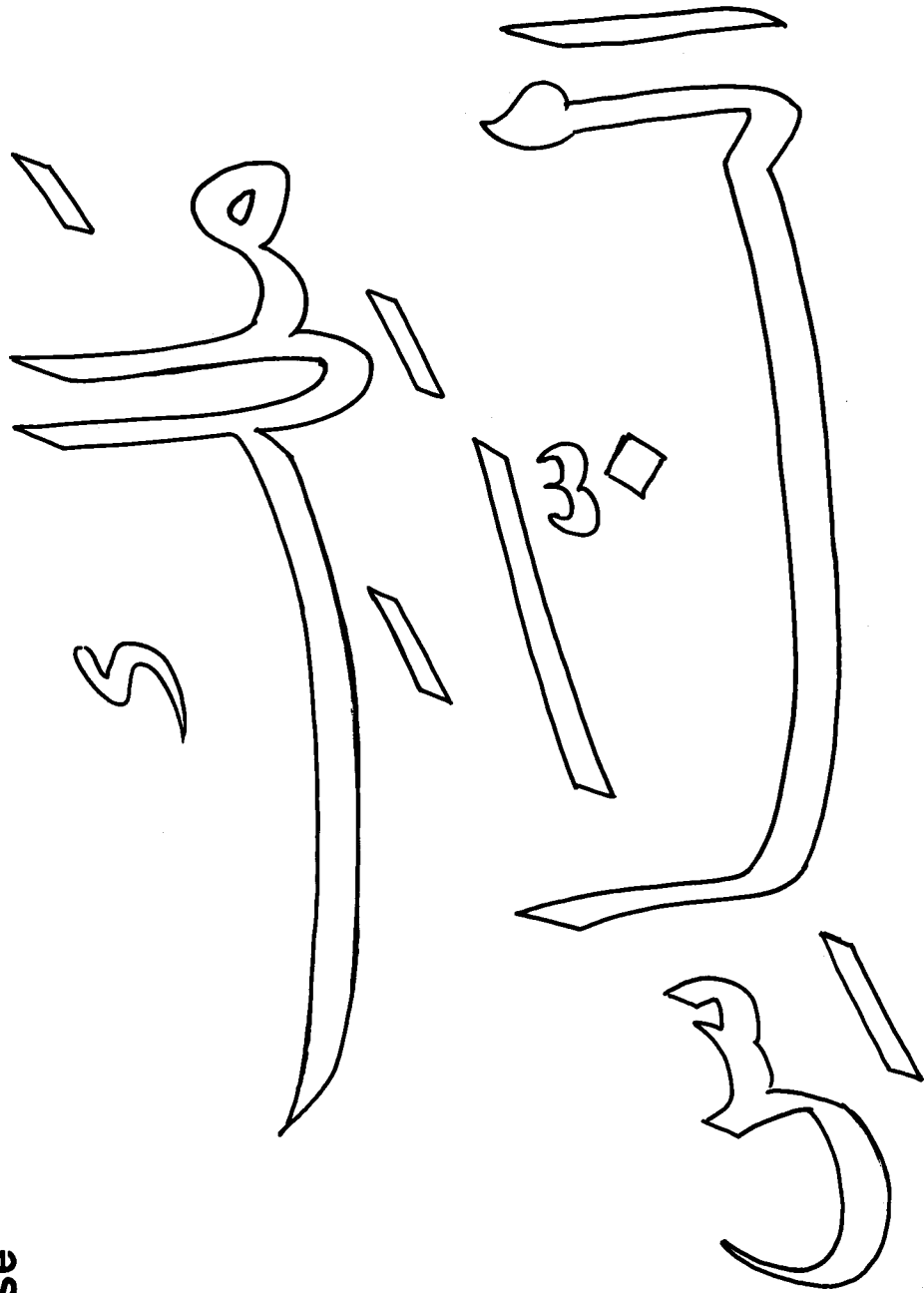
## Ayah Coloring Exercise

Color the Ayah



## **Ayah Coloring Exercise**

Color the *Ayah*



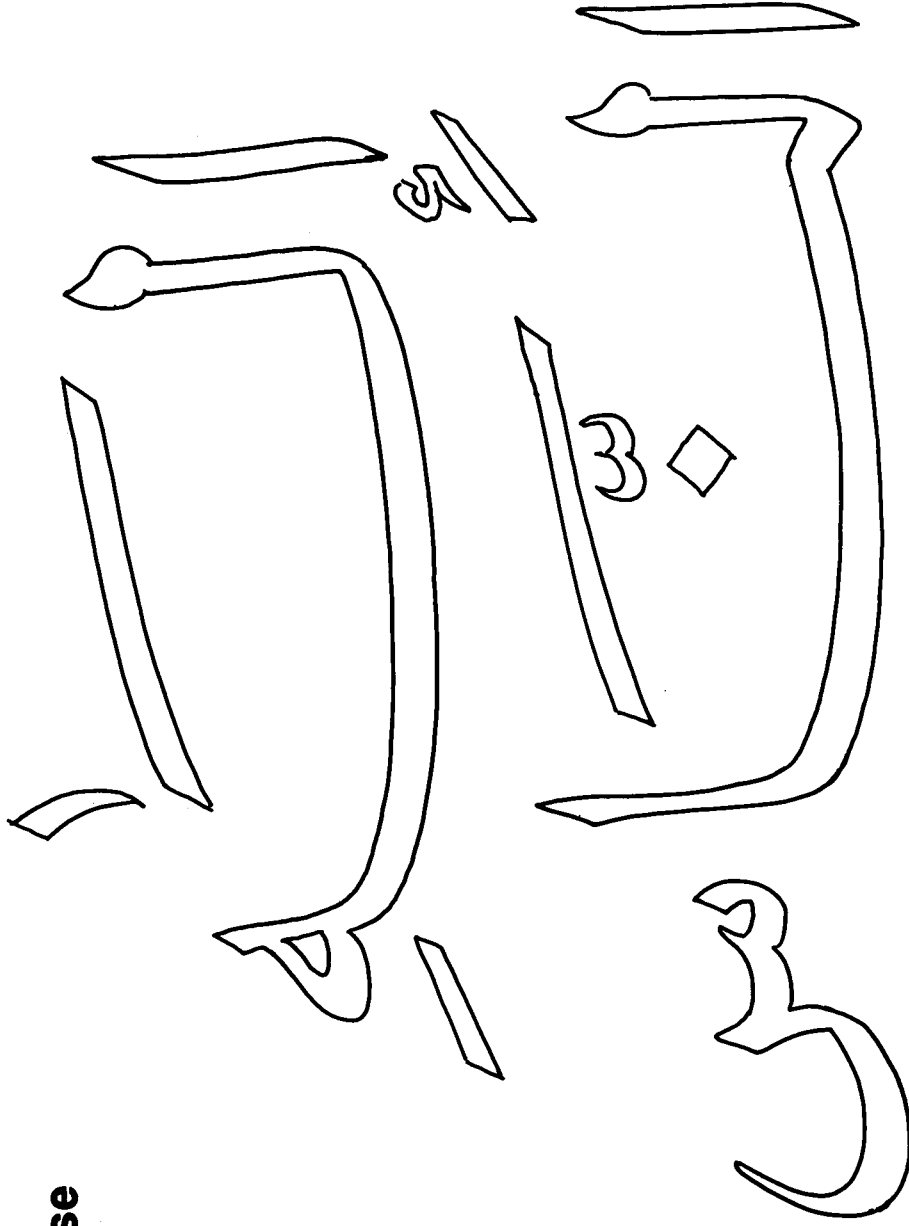
**IQRA' KINDERGARTEN CURRICULUM  
QUR'ANIC STUDIES**

**Unit 4: SURAT UN -NAS**

**Lesson 1: Allah is the Lord of Everything  
Worksheet B: Ayah Coloring Exercise**

**Ayah Coloring Exercise**

*Color the Ayah*



# IQRA' KINDERGARTEN CURRICULUM

## QUR'ANIC STUDIES

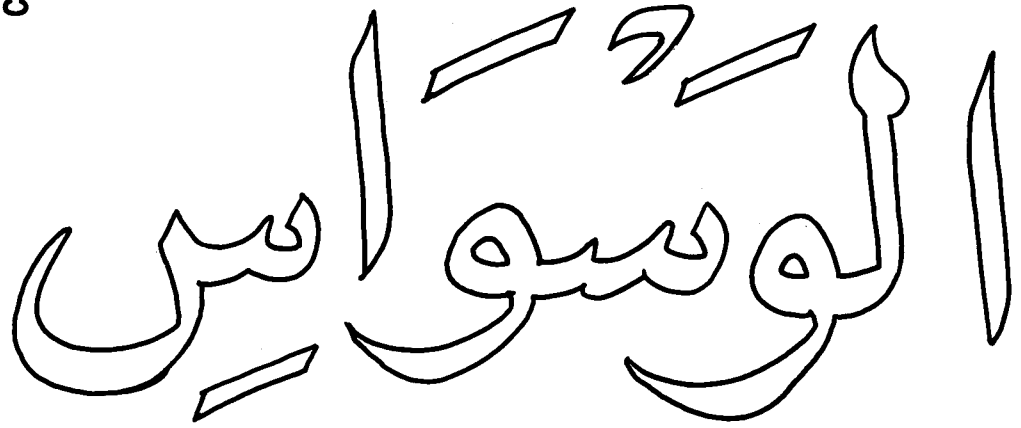
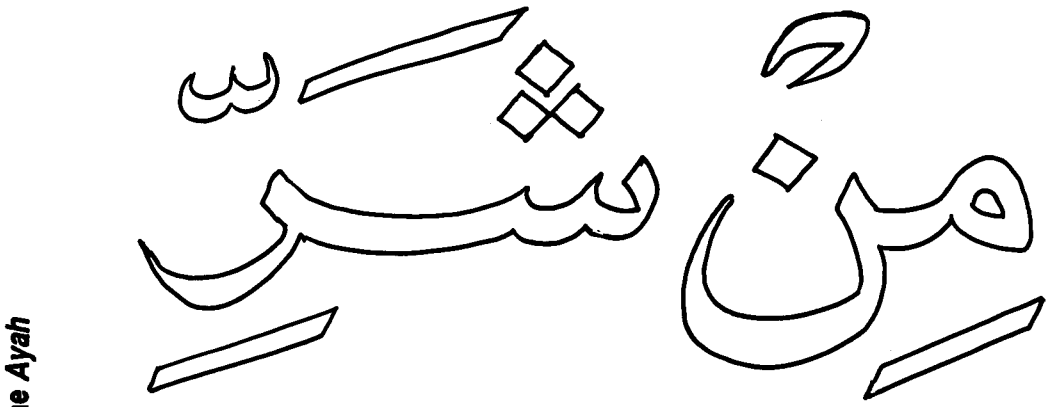
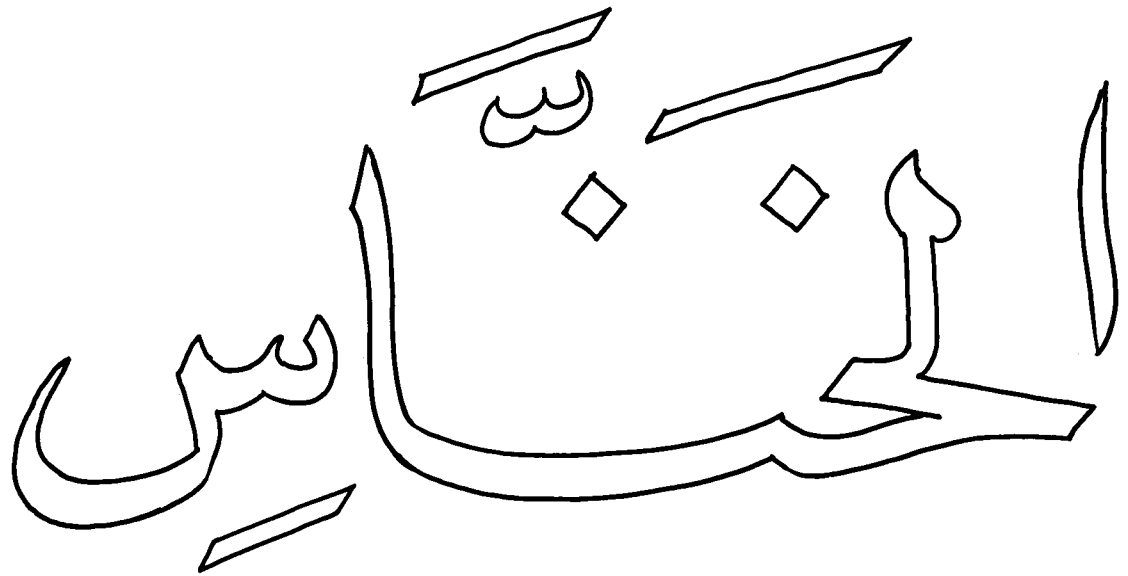
### Unit 4: SURAT UN-NAS

Lesson 2: Allah (SWT) is the only Protector

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A&gt; Allah (SWT) is the only Protector.</p>	<p>The children will: -know to always ask only Allah (SWT) for help.</p>	<p>The teacher will:</p> <ol style="list-style-type: none"> <li>Begin the session with the recitation of <i>Surat ul-Ikhlis</i> and <i>Surat un-Nas</i>.</li> <li>Introduce the lesson by sharing with the children those <i>Ayahs</i> of <i>Surat un-Nas</i> where Allah (SWT) asks us to ask Him for help and protection all the time.</li> <li>Encourage the children to tell one of their experiences when he or she asked Allah (SWT) to help him or her. Write the stories dictated by the children for language experience.</li> </ol>	<p>Markers and Writing Paper.</p>
<p>B&gt; Memorization of <i>Surat un-Nas</i></p>	<p>-gain language experience</p>	<ol style="list-style-type: none"> <li>Recite the <i>Surah</i> with the children many times for memorization.</li> <li>Tell the children that Prophet Muhammad (S) has asked us to recite this <i>Surah</i> in the morning to have a safe day, and in the evening to be safe at night.</li> </ol>	

## Ayah Coloring Exercise

Color the Ayah

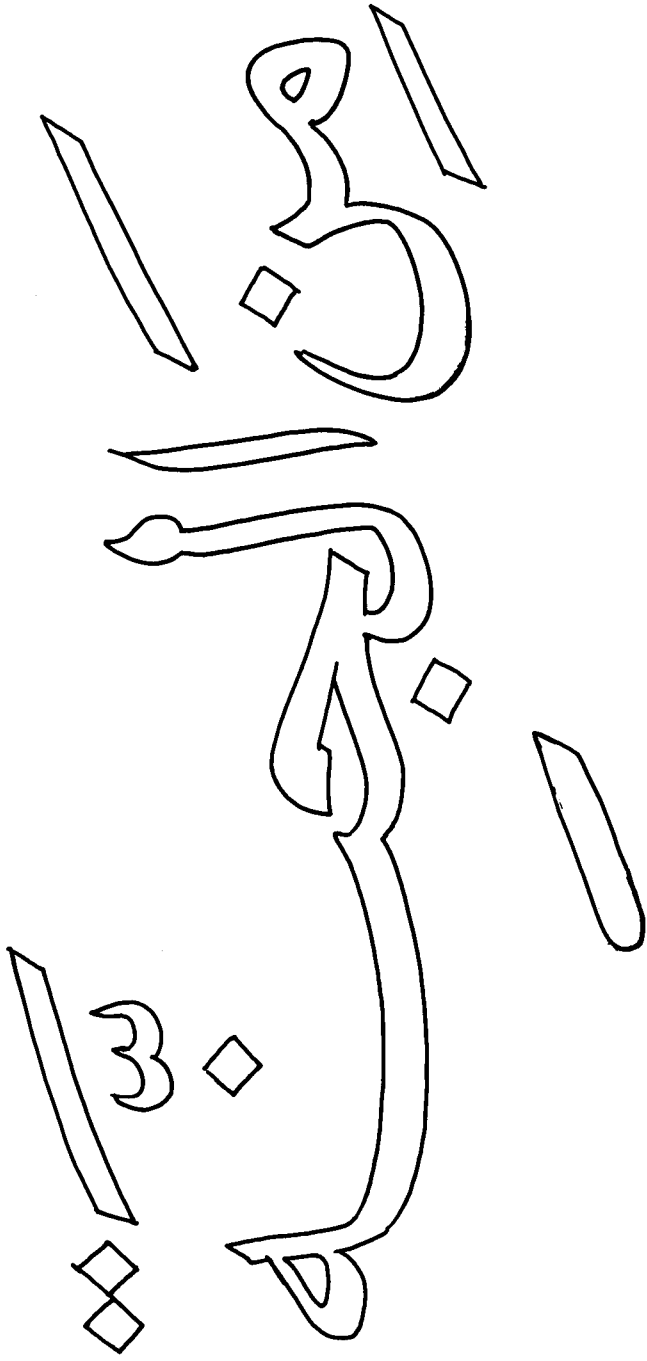






## **Ayah Coloring Exercise**

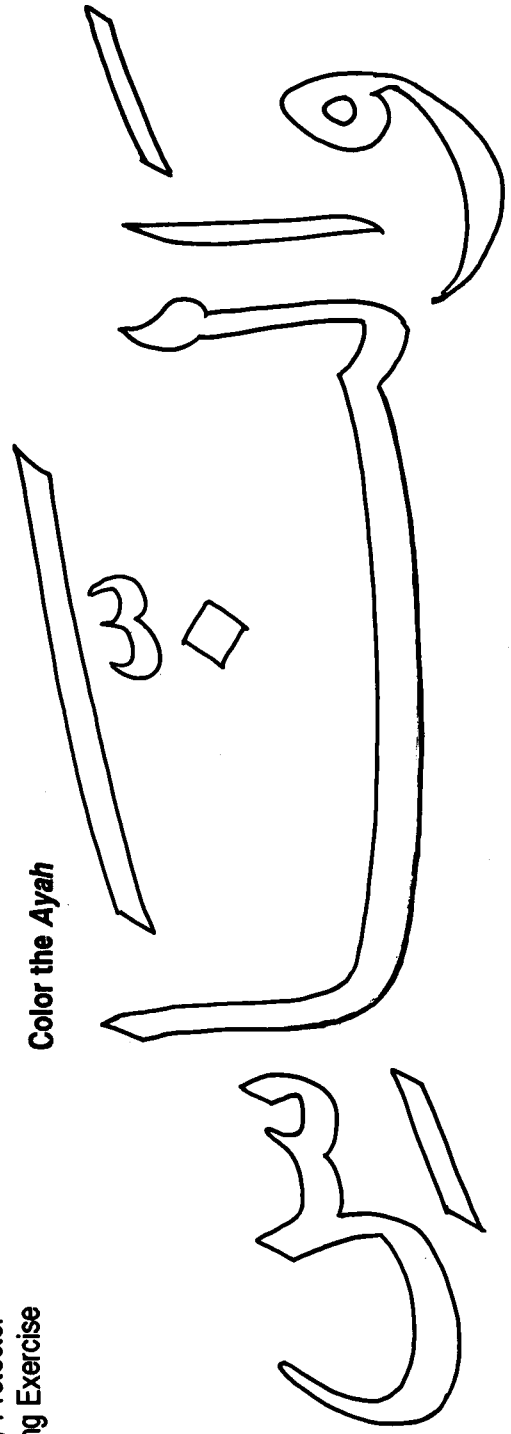
**Color the Ayah**

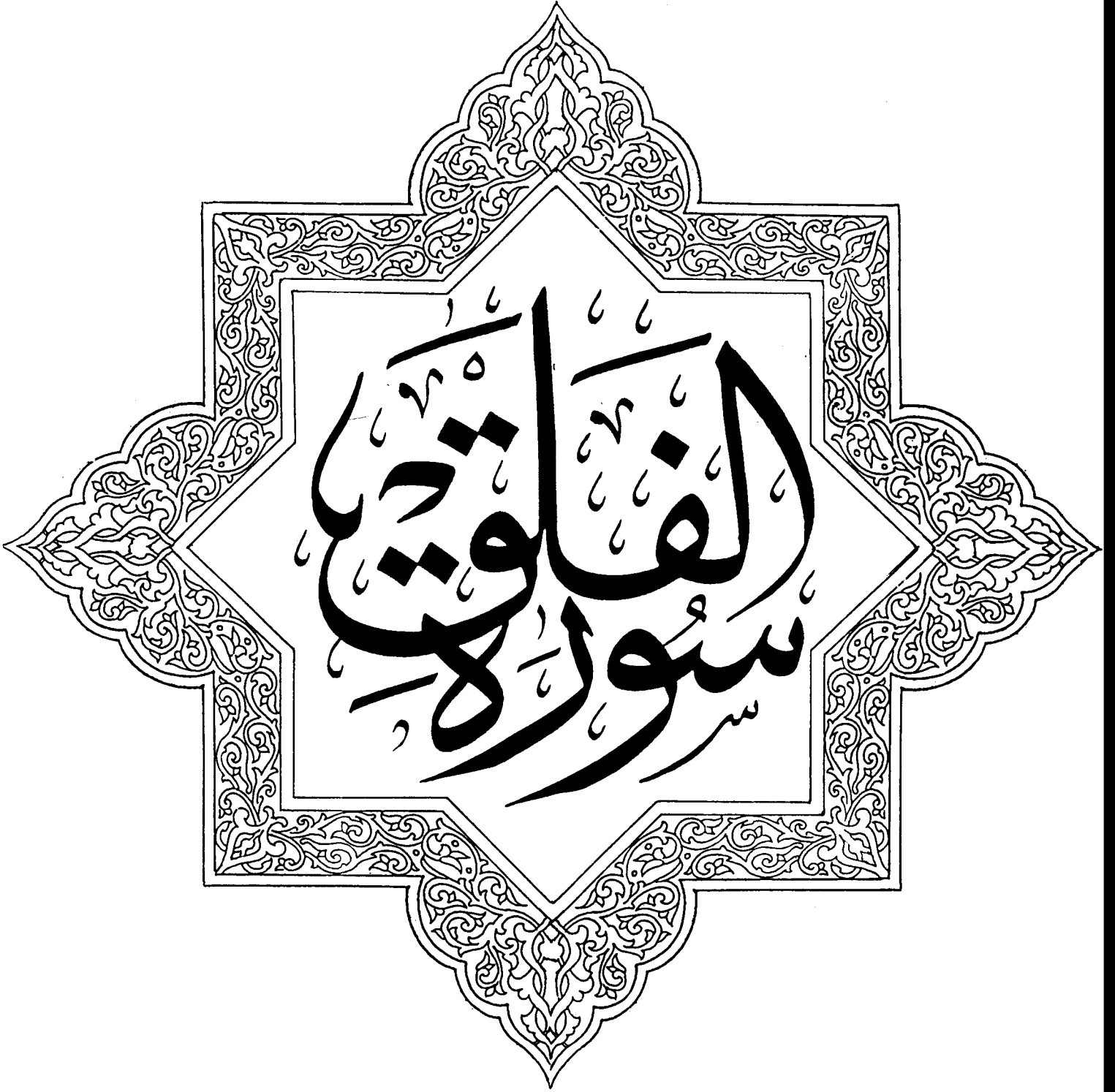


**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**  
**Unit 4: SURAT UN-NAS**  
Lesson 2: Allah is the only Protector  
Worksheet D: Ayah Coloring Exercise

### **Ayah Coloring Exercise**

**Color the Ayah**





## **Unit Five: Surat ul-Falaq**

lessons 1-3

**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**

**Unit 5: SURAT UL-FALAQ**

**Lesson 1: Allah is the Creator of Both Darkness and Light**

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A&gt; Allah (SWT) is the Creator of everything</p>	<p>The children will:</p> <ul style="list-style-type: none"> <li>-know and believe that Allah (SWT) is the Creator of everything</li> </ul>	<p>The Teacher will:</p> <ol style="list-style-type: none"> <li>a. Begin the session with the recitation of <i>Surat un-Nas</i></li> <li>b. Introduce <i>Surat ul-Falaq</i> <ul style="list-style-type: none"> <li>-Show a poster of <i>Surat ul-Falaq</i></li> <li>- Read it aloud to the children pointing to each word, as it is read, proceed from right to left.</li> </ul> </li> <li>c. Tell the children that this <i>Surah</i> is called <i>al-Falaq</i> .These are the words of Allah (SWT).</li> <li>d. Allah (SWT) tells us that He is the Creator of Everything.</li> <li>e. Let the children use their imagination to think of everything Allah (SWT) has created. Write down the 'things' they mention on the Board or a sheet of Poster Board.</li> <li>f. Select some of the names of "things" good and harmful to us - and discuss how we should thank Allah (SWT) for all the good things He has given us, and ask His protection from the things which can harm or hurt or frighten us, like darkness, fires, floods, evil people, thunder, lightning, etc. (See A)</li> </ol>	<p>Poster of Surat ul-Falaq</p> <p>Paper, Poster Board, Markers, etc.</p> <p>Worksheet</p>

**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**

**Unit 5: SURAT UL-FALAQ**

Lesson 1: Allah (SWT) is the Creator of Both Darkness and Light  
 continued . . .

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>B&gt; We should ask for Allah's (SWT) protection from the evils</p>	<p>-know that only Allah (SWT) can protect us from evil.                      -always ask for Allah's help from trouble makers                      -when in trouble they will ask Allah's protection by reciting Surat ul-Falaq and un-Nas</p>	<p>a. Tell the children that "When in trouble, we ask for Allah's protection by reciting <i>Surat ul-Falaq</i> and <i>un-Nas</i>." Then, recite the two Surahs with the children.                      b. Have the children do sorting and categorizing activity worksheets. (see B)                      c. Make a puzzle of <i>Surat ul-Falaq</i>, and have the children work on it.                      d. Send a letter home to the parents asking them to help the children memorize the <i>Surahs</i>.</p>	<p>Worksheets, Crayons, Scissors, Paste and Construction Paper</p>

**IQRA' KINDERGARTEN CURRICULUM**

**QUR'ANIC STUDIES**

**UNIT 5: SURAT UL-FALAQ**

**Lesson 1: Allah is the Creator of Both Darkness and Light**

**Worksheet A: Things that Allah (SWT) has Created**

## **THINGS THAT ALLAH (SWT) HAS CREATED**

Have the children draw or cut and paste pictures of the many things that Allah (SWT) has created on a large sheet of paper. Hang the project in the hallway for the other students to see.

**IQRA' KINDERGARTEN CURRICULUM**

**QUR'ANIC STUDIES**

**UNIT 5: SURAT UL-FALAQ**

**Lesson 1: Allah is the Creator of Both Darkness and Light**

**Worksheet B: Allah (SWT) has Created Everything**

**ALLAH (SWT) HAS CREATED EVERYTHING**

**Objectives:**

1. Develop an awareness that many creations of Allah (SWT) can be dangerous for us in certain circumstances.
2. We should always ask for Allah's help to protect us from the evils.
3. Sorting, Categorizing.

**Materials Needed:**

- pictures (of things which are sometimes dangerous for us and of things which are beneficial for us)
- pen
- crayons
- markers
- scissors
- glue
- paper towels

**Directions:**

1. Give children worksheets, paper and pictures of various "things" which:
  - help us to live
  - can be harmful to us.
2. Divide the images into topics such as:
  - animals which help us: animals that can be harmful to us
  - natural phenomenon which help us (rain etc): natural phenomenon that can harm us (tornado etc)
3. Ask them to select, cut and paste the pictures in the appropriate columns.
4. Let the pictures dry and color them.
5. Display the work on the classroom walls.

**IQRA' KINDERGARTEN CURRICULUM**

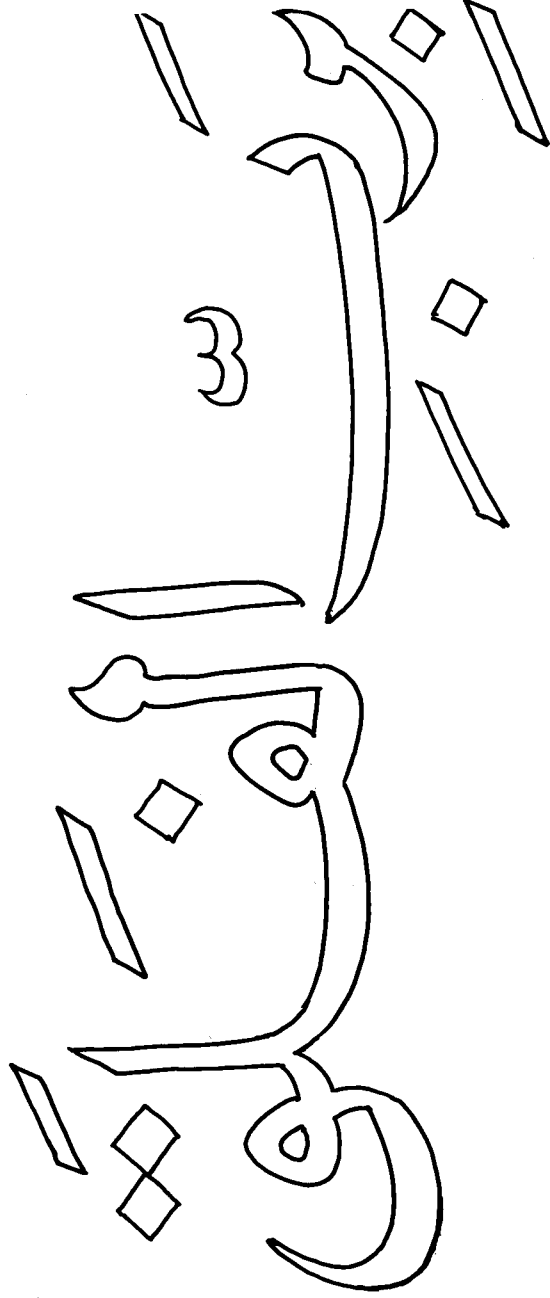
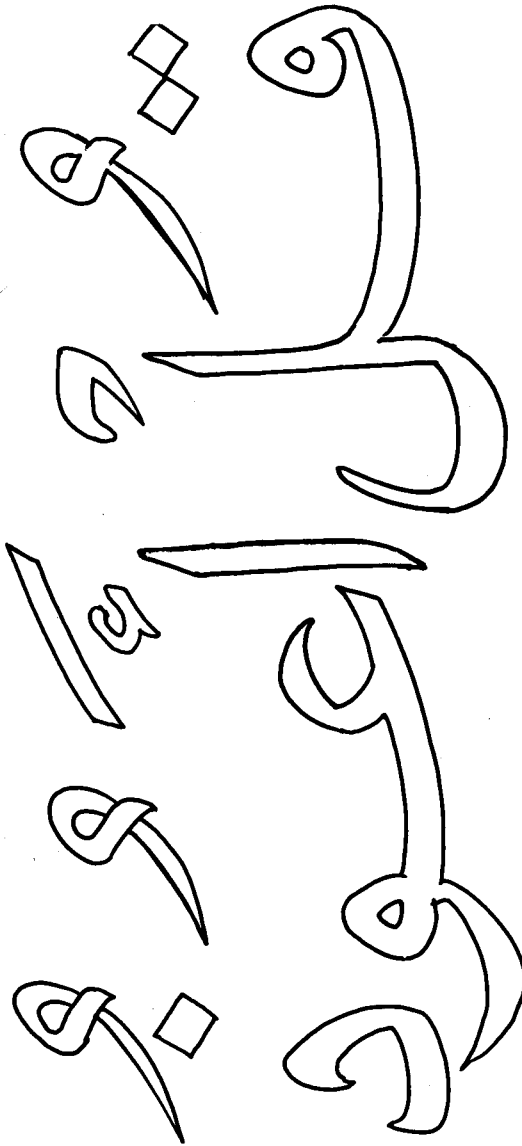
**QUR'ANIC STUDIES**

**Unit 5: SURAT UL-FALAQ**

Lesson 1: Allah is the only Creator  
Worksheet C: Ayah Coloring Exercise

**Ayah Coloring Exercise**

Color the *Ayah*





**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**  
**UNIT 5: Surat ul-Falaq**

**Lesson 2: Only Allah (SWT) Protects Us from Shaitan**

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p><b>A&gt;</b> Shaitan tries to misguide human beings</p>	<p><b>The children will:</b></p> <ul style="list-style-type: none"> <li>-learn that Shaitan brings bad ideas to our minds</li> <li>-will be able to discern good from bad</li> </ul>	<p><b>The teacher will:</b></p> <ol style="list-style-type: none"> <li>a. Start the session with the recitation of the <i>Surahs: al-Fatihah, al-Ikhlās, al-Nas and al-Falaq.</i></li> <li>b. Introduce the lesson by helping children recall the story of Adam (A) and Iblees's refusal to obey Allah (SWT). Emphasize how Iblees was thrown out of heaven and he told Allah (SWT) that he will try to desuade the children of Adam (A) from the right path.</li> <li>c. Encourage children to name the acts which Shaitan makes us to do. Have the children do the activity on things we do to please Allah vs the things which please Shaitan. (See <u>A</u>)</li> </ol>	
<p><b>B&gt;</b> Only Allah (SWT) can save us from Shaitan</p>	<ul style="list-style-type: none"> <li>-learn to resist temptation to do things prohibited by Allah (SWT)</li> <li>-do things which please Allah (SWT)</li> </ul>	<ol style="list-style-type: none"> <li>a. Help children in situations which are stressful and may cause unislamic behavior ie: anger, pushing, shouting, swearing, lying, stealing, etc. (See <u>B</u>)</li> <li>a. Create situations where children have to make choice between pleasing Allah (SWT) or listening to Shaitan.</li> <li>b. Put in children the habit of doing the following, through everyday practice: <ul style="list-style-type: none"> <li>-praying on time everyday</li> <li>-greeting every Muslim with <i>Assalam-u-Alaikum</i></li> <li>-using Islamic vocabulary</li> <li>-being aware of Allah's (SWT) presence all the time</li> <li>-obedience and righteousness</li> <li>-etc.</li> </ul> </li> </ol>	

**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**

**Unit 5: SURAT UL-FALAQ**

**Lesson 2 : Only Allah (SWT) Protects Us from Shaitan**  
 continued...

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<b>C&gt; SKILLS</b> Contrast Sorting	<u>VOCABULARY</u> al-Falaq Protect Shaitan Darkness Light		

## The Tree of Deeds

### Objectives:

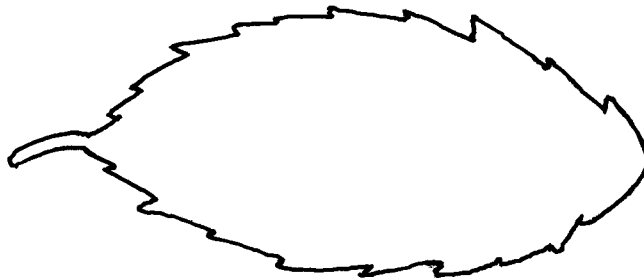
1. Help children understand true Islamic behavior.
2. Practice in sorting and categorizing.
3. Practice in reading and writing.

### Materials Needed:

- construction paper (green, yellow, and brown)
- white glue
- scissors
- strings
- markers, etc

### Directions:

1. Cut green leaves with green construction paper. (see pattern below). Do likewise with brown and yellow leaves.
2. On the green leaves, write activities we perform to please Allah (SWT) and on yellow and brown leaves, things Shaitan wants us to do.
3. On two large sheets of butcher paper, paint two large trees with branches.
4. Ask the children to paste the appropriate leaves to each tree.
5. Give each tree a name. Display in the class.



## **PUPPET PLAY**

### Objectives:

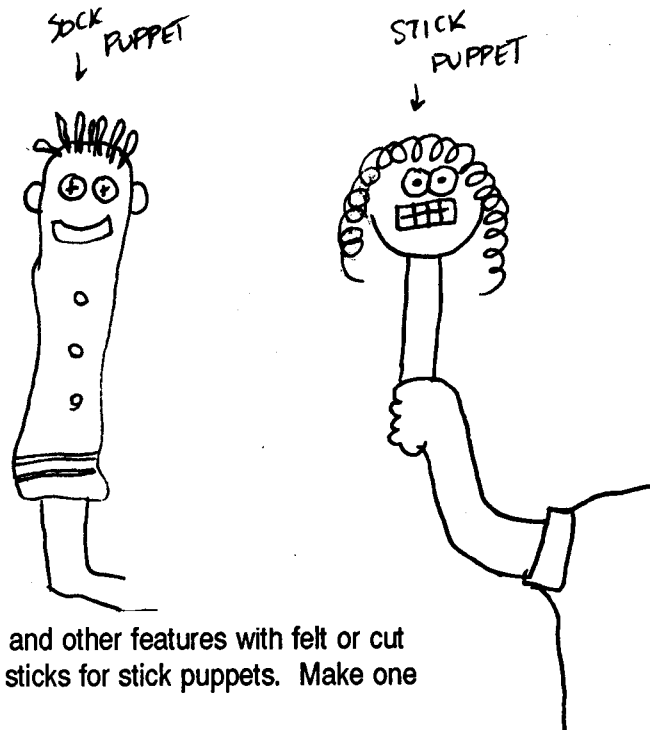
1. Practice in making value judgements
2. Managing independence against pressure to conform
3. Social development

### Materials Needed:

- allegories (see following page)
- socks
- felt of different colors
- buttons
- markers
- popsicle sticks
- needle and thread
- glue
- scissors
- construction paper

### Procedure:

1. Make finger puppets with socks by sewing on buttons for eyes and other features with felt or cut out puppet figures from construction paper and glue onto popsicle sticks for stick puppets. Make one puppet representative of Shaitan. Add features with markers.
2. Using the puppets, act out short allegories with moral scenarios (see next page) which illustrate how Shaitan tries to mislead us into doing bad things and how we should ask Allah (SWT) when we need help in making decisions.
3. In the middle of each story, ask the children what they would do in the situation presented in the scenario and why they made that choice. Discuss which characters are being influenced by Shaitan and which characters are behaving to please Allah (SWT). If the children make a wrong choice, follow the story through with the puppets, showing the children the negative consequences of their choice. Likewise, if they make a good choice, praise their good judgement and show them the positive consequences of their choice.



**IQRA KINDERGARTEN CURRICULUM**

**QUR'ANIC STUDIES**

**UNIT 5: SURAT UL-FALAQ**

Lesson 2: Only Allah (SWT) Protects Us from Shaitan

Worksheet B cont'd: Choosing Allah (SWT) or Shaitan: Sample Allegories

**SAMPLE ALLEGORIES**

1. Jamie and Yousuf were friends. One day, Jamie wanted to play with Yousuf's ball, but Yousuf wasn't home to ask him for it. Jamie saw the ball in Yousuf's backyard. Should he have taken it?  
  
NO, A good Muslim does not take anyone's things without asking. This displeases Allah (SWT) and is not fair to a friend. Yousuf appreciates Jamie's patience in waiting for him to come home and asking his permission, so he happily gives Jamie his ball.  
  
YES, Yousuf finds out that Jamie took his ball without his permission. He no longer trusts Jamie and doesn't want to play with someone who doesn't respect his property. Shaitan misled Jamie.
  
2. Lila and Ruby go to the same school. Lila is very good at math. Ruby likes to play and doesn't study her math. On the math test, Ruby asks Lila to give her the answers. Should Lila do it?  
  
NO, Allah (SWT) forbids cheating, because it is dishonest and unfair to others.  
  
YES, Ruby is her friend. She wants to help her. But the teacher found out and gave them both "F"s and the whole class knew they were cheating, but worst of all, Allah (SWT) knew they were cheating. He knows everything. Shaitan misled them.
  
3. Yaqub and Yunus go to the candy store. They both buy a piece of candy with the nickels their mothers gave them. They eat the candy but want more. Yaqub picks up a piece and quickly puts it in his mouth without paying. Should Yunus do the same?  
  
NO, Yunus should wait until his mother gives him another nickel and tell Yaqub to pay for the candy, because Allah (SWT) can see everything. Yaqub pays and the owner is so impressed with their honesty, he gives them free candy.  
  
YES, He is really hungry. Allah (SWT) is watching and the Angels have written down their bad deed. They get caught and their mothers never give them candy money again. Shaitan misled them.

# Ayah Coloring Exercise

Color the Ayah

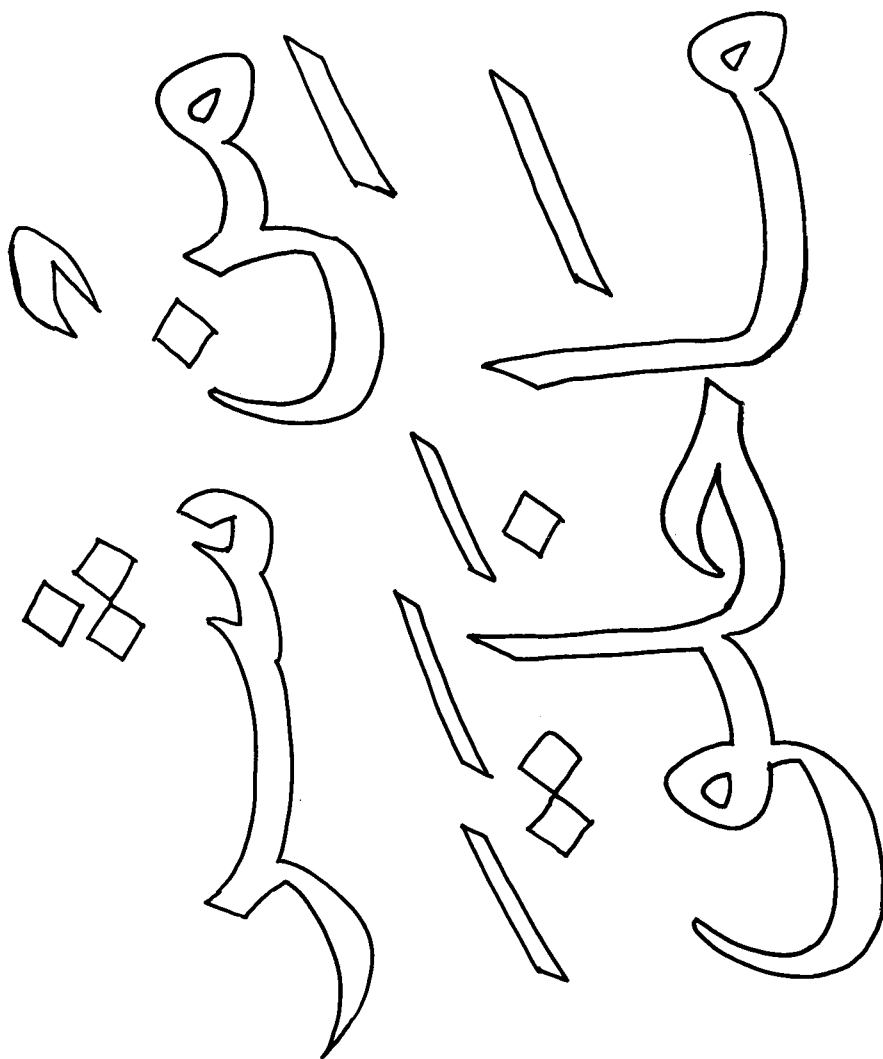
IQRA' KINDERGARTEN CURRICULUM

QUR'ANIC STUDIES

Unit 5: SURAT UL- FALAQ

Lesson 2: Only Allah protects us from Shaitan

Worksheet D: Ayah Coloring Exercise





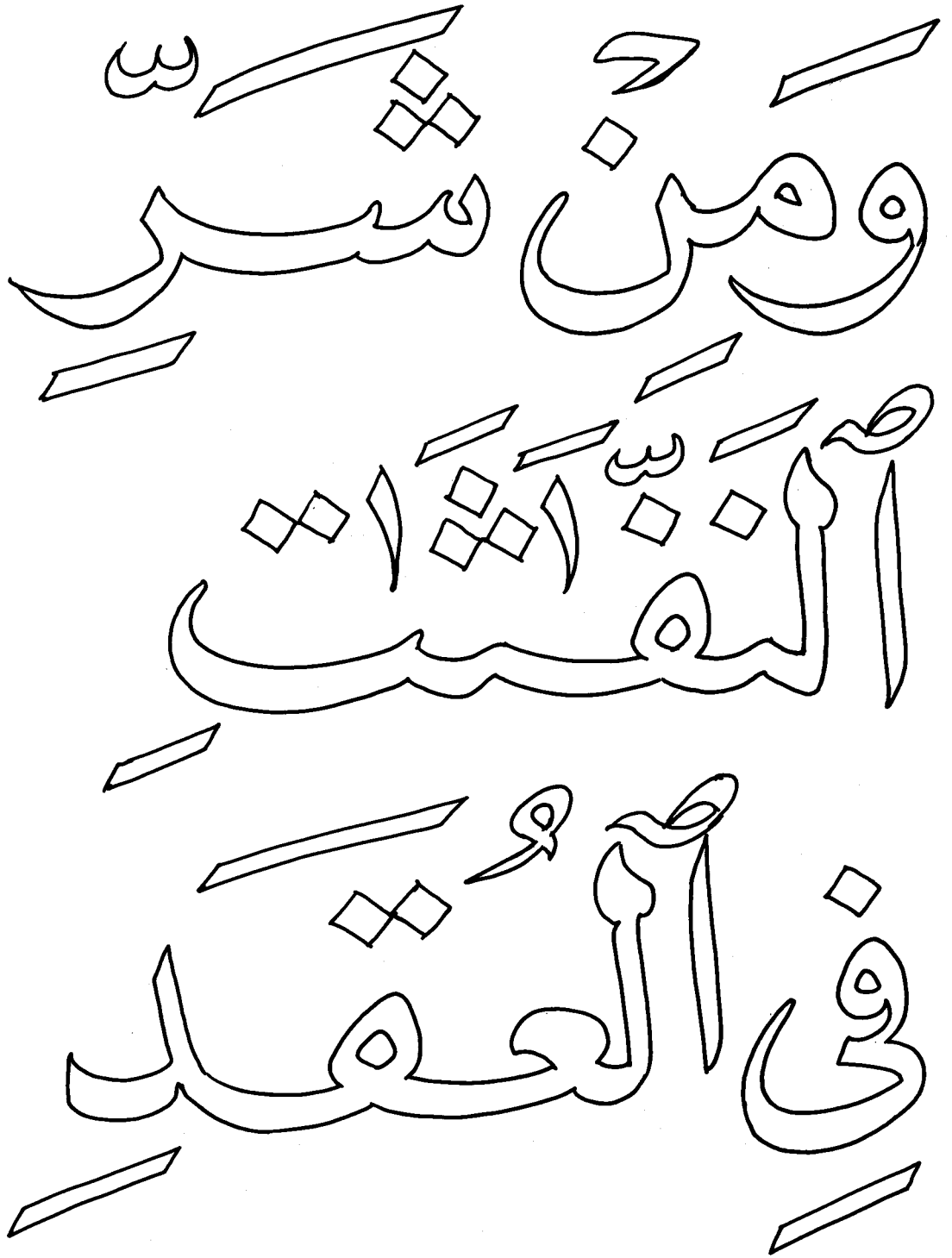
**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**  
Unit 5: SURAT UL- FALAQ  
Lesson 2: Only Allah protects us from Shaitan  
Worksheet E: Ayah Coloring Exercise

## **Ayah Coloring Exercise**

**Color the Ayah**

# Ayah Coloring Exercise

Color the Ayah



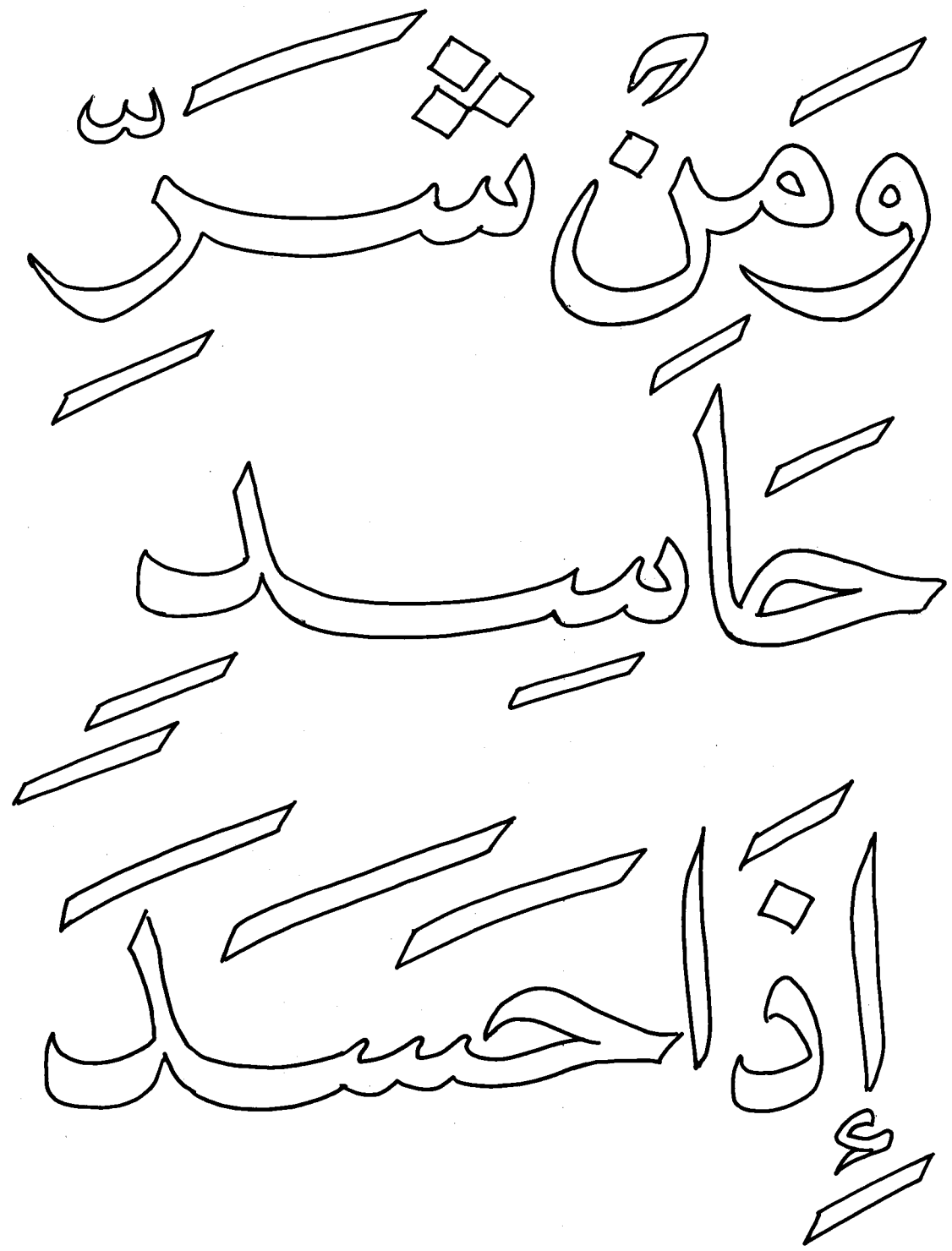


**IQRA' KINDERGARTEN CURRICULUM**      **Ayah Coloring Exercise**  
**QUR'ANIC STUDIES**

Unit 5: SURAT UL- FALAQ

Lesson 2: Only Allah protects us from Shaitan  
Worksheet G: Ayah Coloring Exercise

Color the Ayah



**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**  
**UNIT 5: SURAT UL-FALAQ**

**Lesson 3: Revision of the Memorization of Surahs**

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A&gt; Revision and Practice</p>	<p>The children will:                      -be able to perfect their memorization of the four surahs taught until now</p>	<p>The teacher will:                      a. Begin the session with the revision of all four Surahs.                      b. Make sure every child has mastered them.                      c. Help those who are behind.                      d. Use peer tutoring by pairing a child who has mastered the memorization with the one who is still struggling.                      e. Show poster of each Surah before recitation to check if they recognize the written form.                      f. Send a note home to the parents of the children. (see A)</p>	<p>Posters of the four memorized Surahs</p>

**PROGRESS REPORT**

Dear Parents,

*Assalamu 'Alaikum*

Masha' Allah, your child's class has completed the lessons on the memorization and basic understanding of the message of the following Surahs. The following is my assessment of the mastery achieved by your child,

\_\_\_\_\_:

**RATINGS:**

Good

Very Good

Excellent

**SURAHS:**

1. Surat ul-Fatiha \_\_\_\_\_

2. Surat ul-Ikhlās \_\_\_\_\_

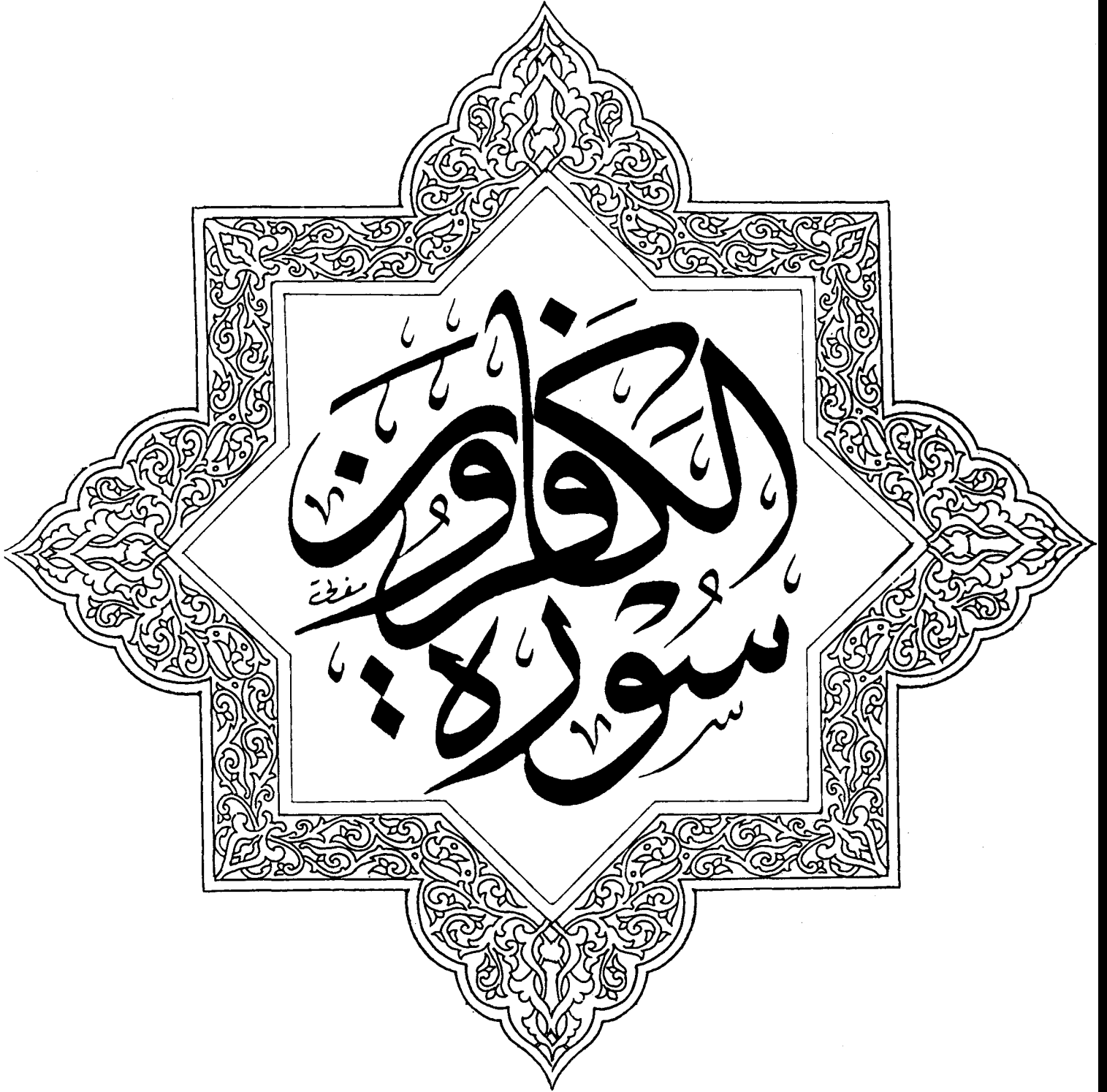
3. Surat un-Nas \_\_\_\_\_

4. Surat ul-Falaq \_\_\_\_\_

Please help your child in the memorization of the Surahs.

Sincerely Yours in Islam,

\_\_\_\_\_  
Kindergarten Teacher



## **Unit Six: Surat ul-Kafirun**

lessons 1-4

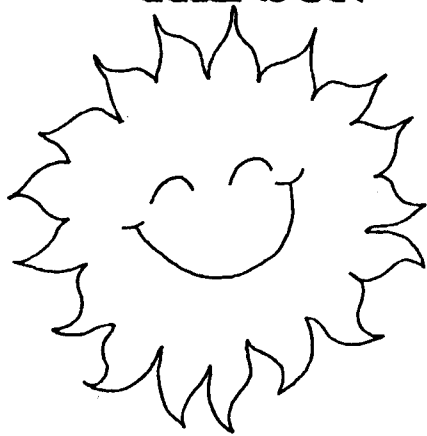
**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**  
**UNIT 6: SURAT UL-KAFIRUN**  
**Lesson 1: Muslims Worship Only Allah (SWT)**

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p><b>A&gt;</b> Allah (SWT) is the only God we worship.</p>	<p>The children will:            -memorize the first ayah of <i>Surah ul-Kafirun</i>            -recall the teaching of <i>Surat ul Ikhlas</i></p>	<p>The teacher will:            a. Start the session with the recitation of <i>Surat ul-Fatiha, al-Ikhlas, an-Nas, al-Falaq</i> and <i>al-Kafirun</i>.            b. Introduce <i>Surat ul-Kafirun</i> as the new <i>Surah</i> (we are going to learn).            c. Make sure that every child has memorized the first four <i>Surahs</i> well.            d. Discuss the meaning of <i>Surat ul-Ikhlas</i> and whom do we worship? Tell them that Allah (SWT) is giving the similar message in this <i>Surah</i>.</p>	
<p><b>B&gt; SKILLS</b></p>	<p><u>VOCABULARY</u>            Worship            Religion            Idols</p>	<p>a. Repeat the <i>Surah</i> a few times with the children.            f. Give audio tape of <i>Surat ul-Falaq</i> to the children to take home and learn the memorization.            g. Do exercises, worksheets on <i>Surat ul-Kafirun</i>. (see <u>A</u>)            h. Repeat the <i>Surah</i> with the children a few more times.</p>	<p>Audio tape             Worksheets, Crayons, Papers and Pens</p>

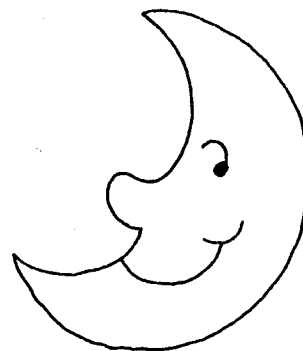
Allah (SWT) says in the Qur'an:

Say: "O Kuffar!"

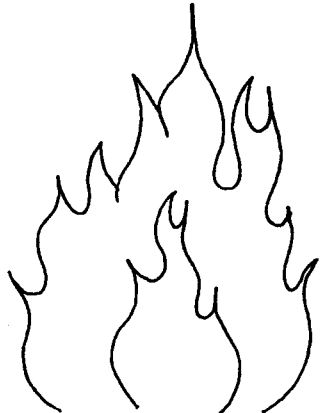
**THE SUN**



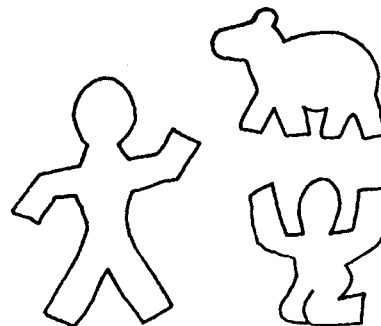
**THE MOON**



**FIRE**



**IDOLS**

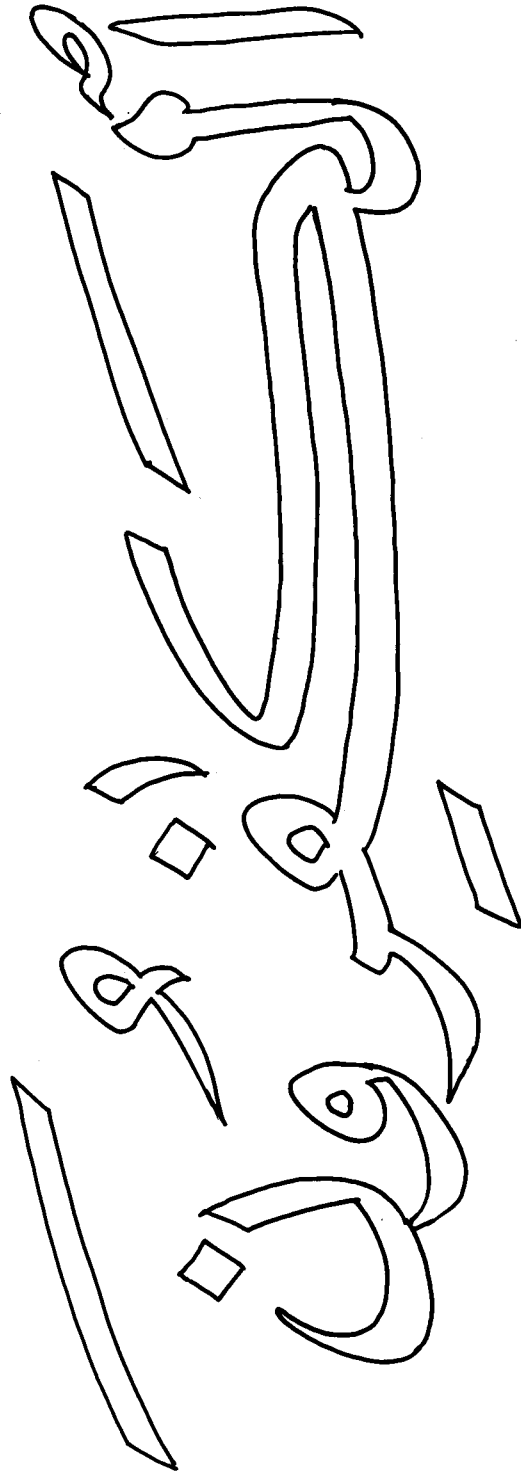
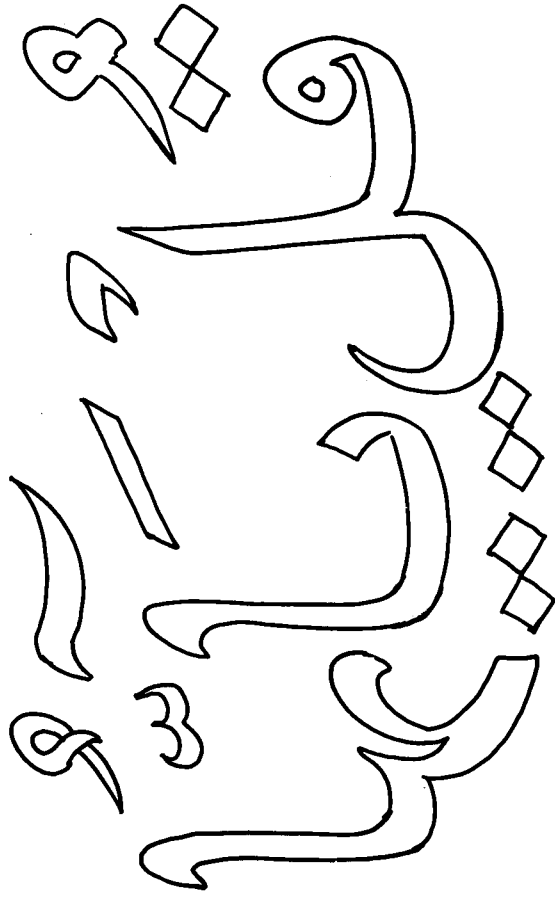


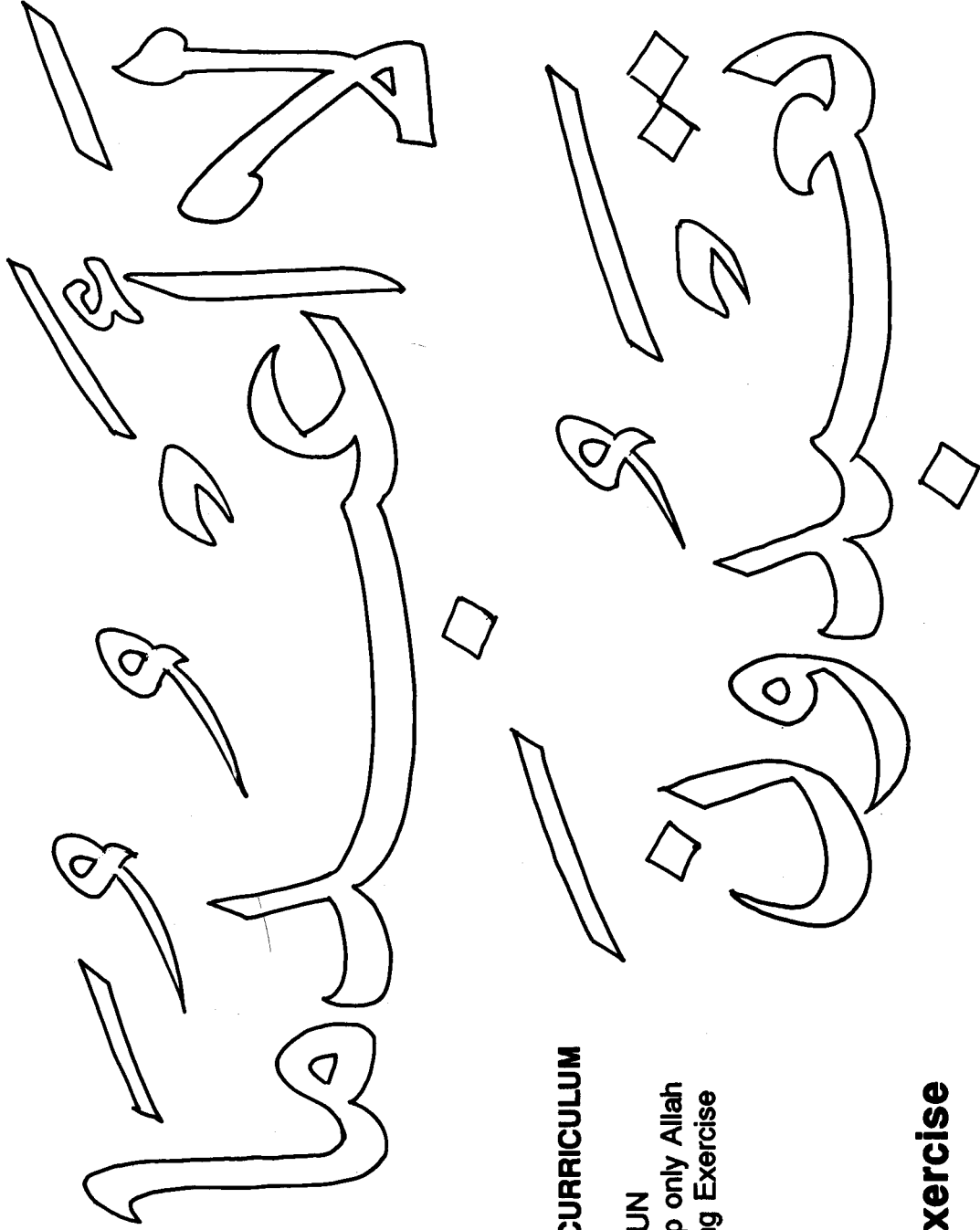
"I (a Muslim) do not worship what you worship."

**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**  
**UNIT 6: SURAT UL-KAFIRUN**  
Lesson 1: Muslims worship only Allah  
Worksheet B: Ayah Coloring Exercise

## **Ayah Coloring Exercise**

Color the *Ayah*





## **Ayah Coloring Exercise**

**Color the Ayah**

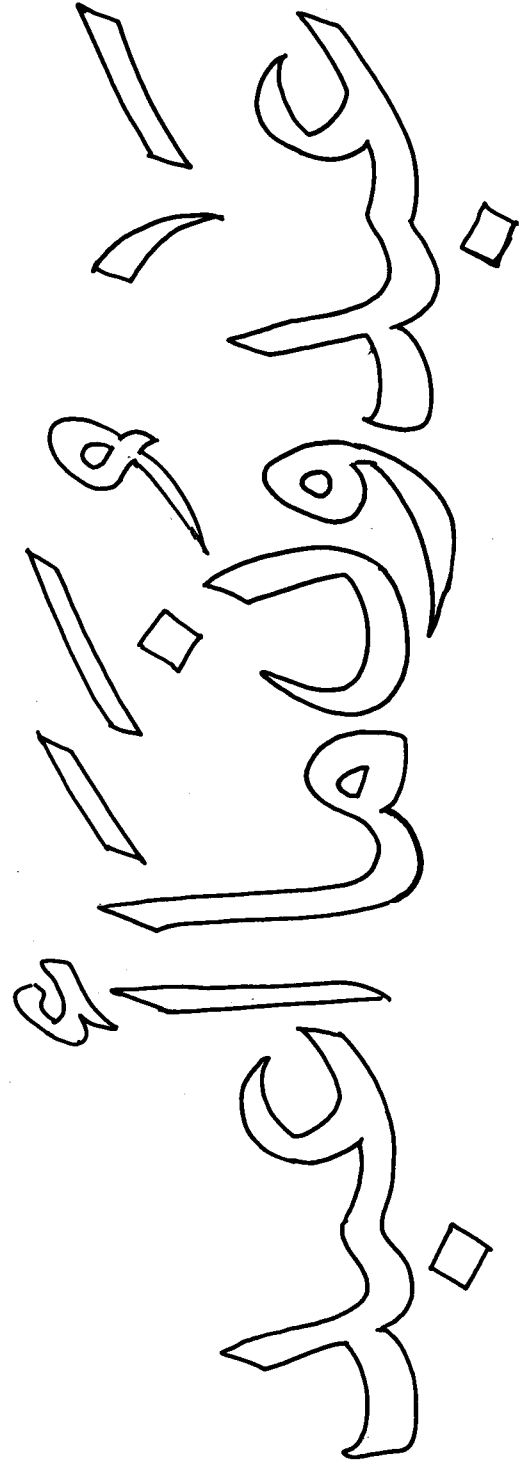
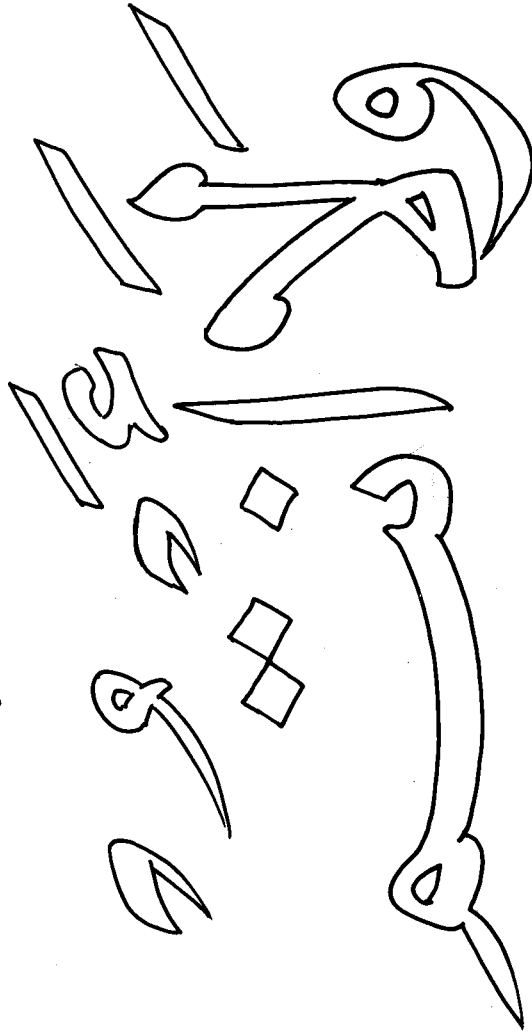


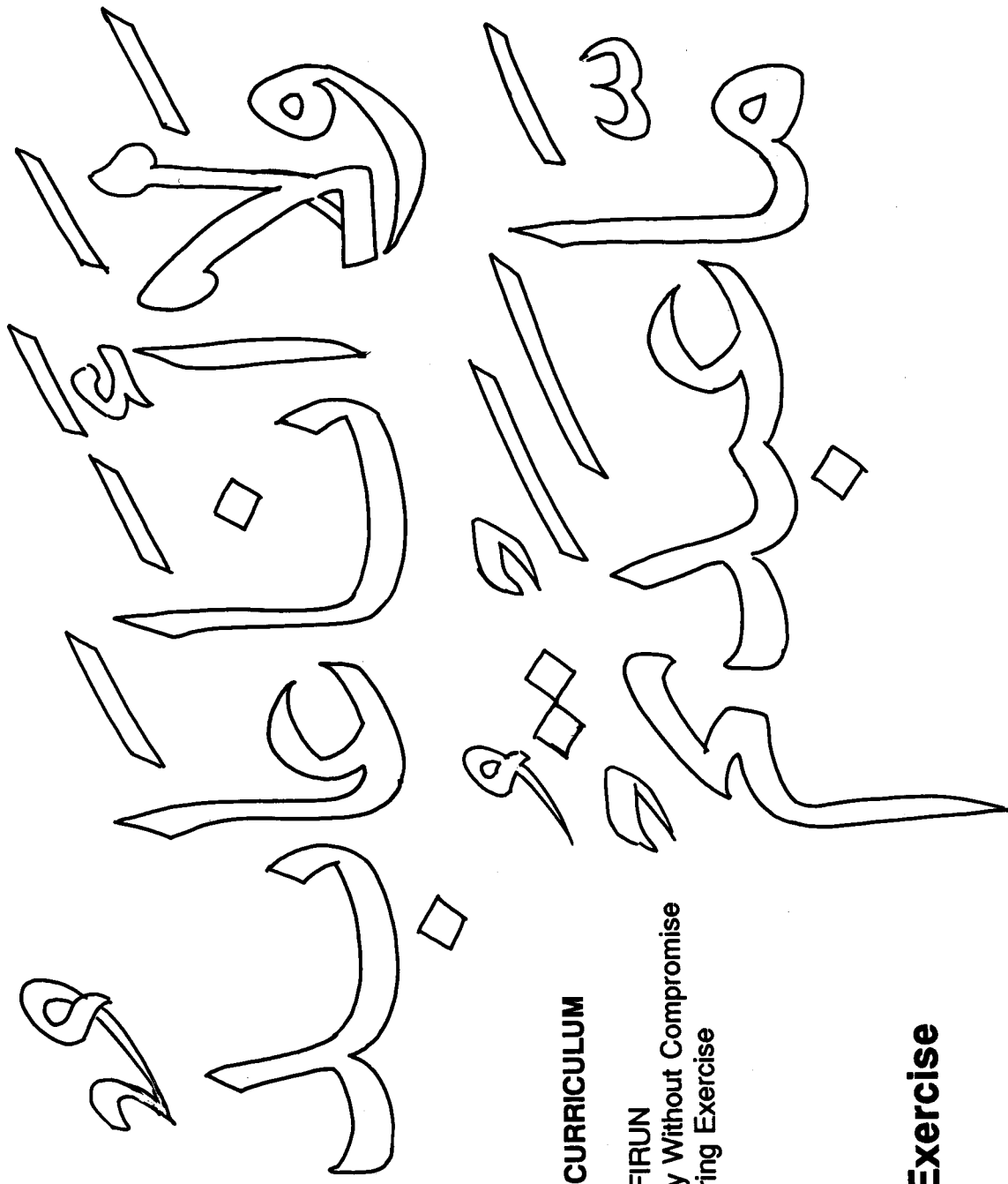
**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**  
**UNIT 6: SURAT UL-KAFIRUN**  
**Lesson 2: Islamic Identity Without Compromise**

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p><b>A&gt;</b> There is no compromise in religion</p>	<p>The children will:</p> <ul style="list-style-type: none"> <li>-develop a strong identity as Muslims</li> <li>-use Islamic vocabulary</li> </ul>	<p>The teacher will:</p> <ol style="list-style-type: none"> <li>a. Start the lesson with the recitation of <i>Surat ul-Kafirun</i>. Repeat the memorization a few times.</li> <li>b. Tell children the incident when the Kuffar wanted to have an agreement with Rasulullah (S) where they will worship Allah (SWT) if Rasulullah (S) agreed to worship their idols but Rasulullah (S) refused to any such compromise.</li> <li>c. Tell children the story of Early Sahabah, Bilal (R) and Zaid (R) who suffered in the hands of the Kuffar but did not compromise on their <i>Iman</i>.</li> </ol>	<p><u>"Love of Rasulullah"</u>            IQRA' International Educational Foundation</p>
<p><b>B&gt;</b> Unquestionable Islamic identity</p>	<ul style="list-style-type: none"> <li>-practice Islamic behavior with pride at home and everywhere they are</li> <li>-openly tell others about their religion</li> </ul>	<ol style="list-style-type: none"> <li>a. Finish the lesson with the recitation of <i>Surat ul-Kafirun</i> a few times</li> <li>b. Have the children memorize <i>Surat ul-Kafirun</i> (with the help of the parents).</li> <li>c. Display <i>Surat ul-Kafirun</i> poster on the wall.</li> </ol>	<p>Poster of <i>Surat ul-Kafirun</i></p>
<p><b>C&gt;</b> <u>SKILLS</u>            Contrast            Sorting</p>	<p><u>VOCABULARY</u>            Compromise            Yasir            Sumaiya            Bilal</p>		

**Ayah Coloring Exercise**

**Color the Ayah**





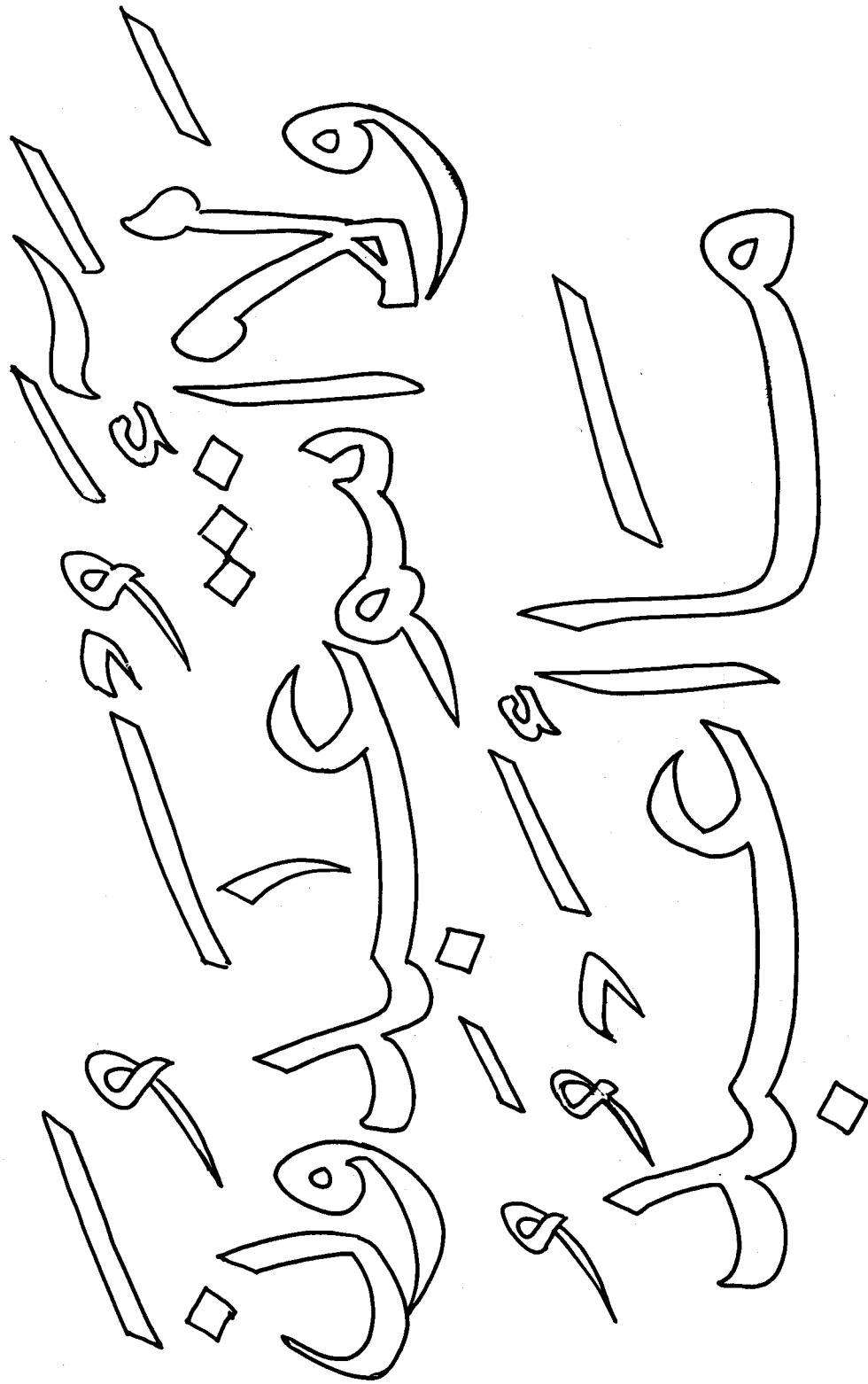
**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**  
**UNIT 6: SURAT UL - KAFIRUN**  
Lesson 2: Islamic Identity Without Compromise  
Worksheet C: Ayah Coloring Exercise

### **Ayah Coloring Exercise**

**Color the Ayah**

**Ayah Coloring Exercise**

**Color the Ayah**

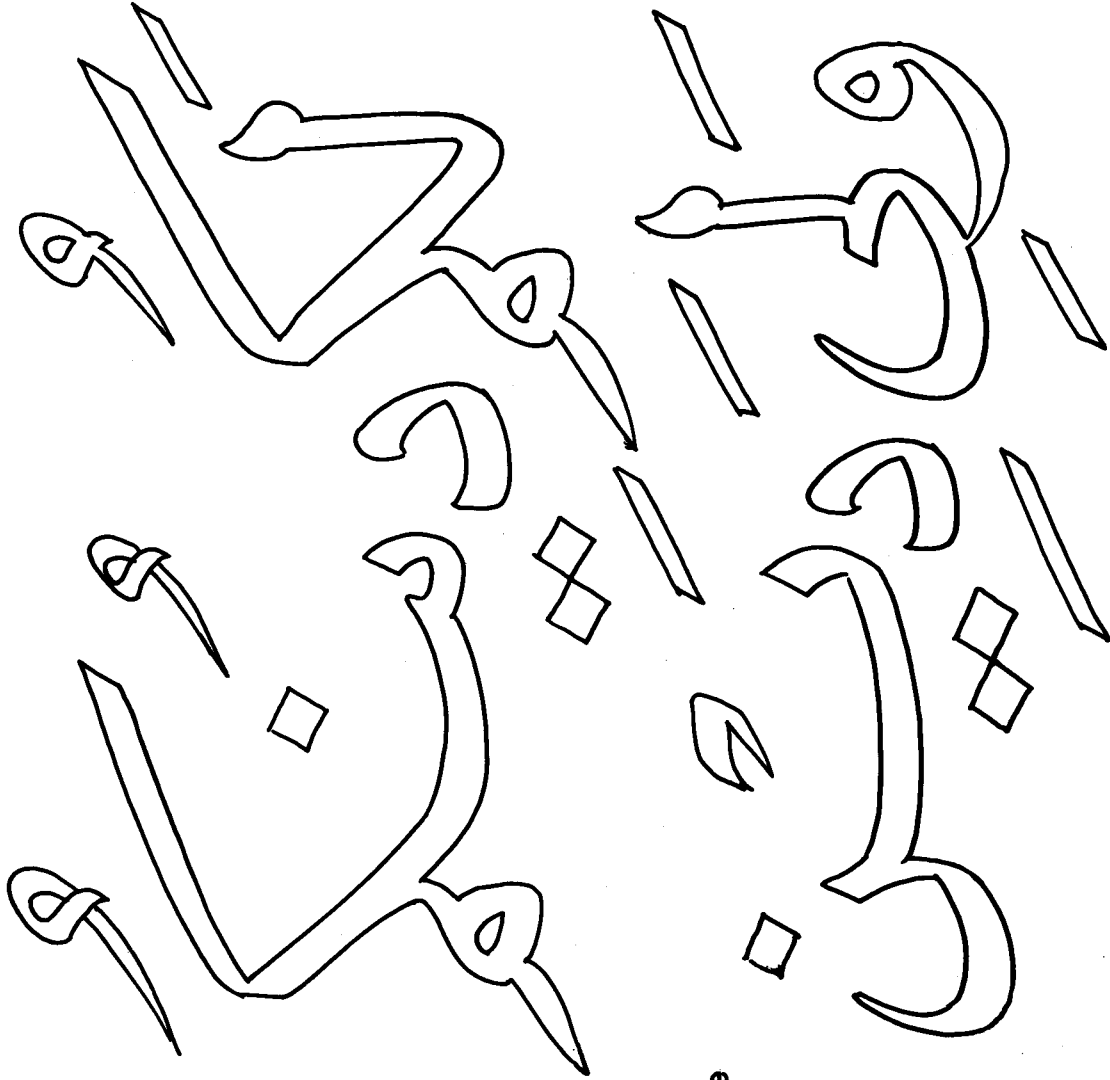


**IQRA' KINDERGARTEN CURRICULUM**

**QUR'ANIC STUDIES**

**UNIT 6: SURAT UL - KAFIRUN**

Lesson 2: Islamic Identity Without Compromise  
Worksheet E: Ayah Coloring Exercise



**Ayah Coloring Exercise**

**Color the Ayah**

## **I AM A GOOD MUSLIM!**

### Objectives:

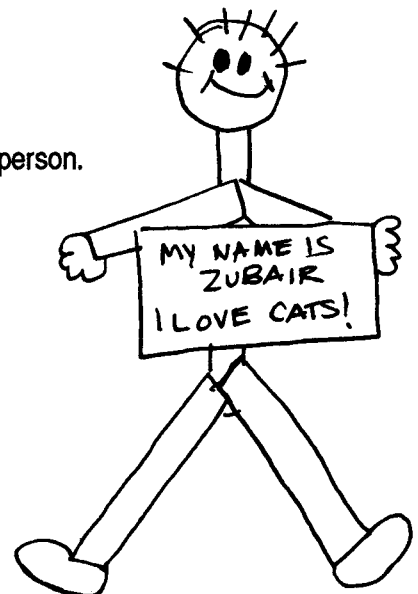
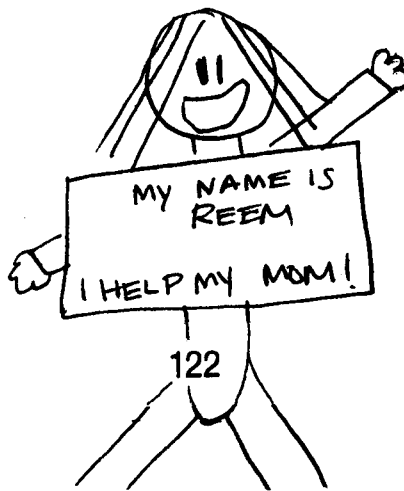
1. Building positive self-image.
2. Developing pride in being a muslim.
3. Develop recognition of Islamic behavior.
4. Develop appreciation of the good qualities of others and positive reinforcement of those qualities.

### Materials Needed:

- Hand mirror (optional)
- Paste
- 19" X 12" drawing paper
- Popsicle sticks
- Felt pen
- Crayons
- For each child, two legs, two feet, two arms, two hands , cut from 9" X 12" construction paper.

### Procedure:

1. Have children sit in a circle on the floor.
2. Tell them that today each will have a turn to look at his or herself and tell one or two things about his or herself which makes him or her a good muslim.
3. Also, they will say something they admire about the brother or sister next to them (if time permits).
4. Copy each child's response on a separate sheet of drawing paper.
5. Provide construction paper cutouts of legs, arms, neck, and head and show how they can paste their people on popsicle sticks. (see picture below).
6. Have them use crayons to draw faces.
7. Write each child's response on a card and paste it on the front of the little person.





**IQRA' KINDERGARTEN CURRICULUM**

**QUR'ANIC STUDIES**

**UNIT 6: SURAT UL-KAFIRUN**

**Lesson 3: Inculcation of Islamic Identity**

**Worksheet B cont'd: Muslims are Different from Non-Muslims**

**SAMPLE CHARACTER DESCRIPTIONS**

1. Mary wakes up in the morning and says, "*La ilaha illa Allah, Muhammad ur-Rasulullah*". She is a \_\_\_\_\_ . (Muslim)
2. Harry eats bacon and eggs in the morning. He is a \_\_\_\_\_ . (Non-Muslim)
3. Susie does not believe in Prophet Muhammad (S) . She is a \_\_\_\_\_ . (Non-Muslim)
4. Maryam celebrates Eid every year. She is a \_\_\_\_\_ . (Muslim)
5. Sara fasts in the month of Ramadan. She is a \_\_\_\_\_ . (Muslim)
6. Ismail goes to the Masjid for the five daily prayers. He is a \_\_\_\_\_ . (Muslim)
7. Patty's family drinks wine on holidays. She is a \_\_\_\_\_ . (Non-Muslim)
8. Jamie always praises Allah (SWT) when something good happens to him. He is a \_\_\_\_\_ . (Muslim)
8. Ram does not believe in the Qur'an as the Book of Allah. He is a \_\_\_\_\_ . (Non-Muslim)



**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**  
**UNIT 6: SURAT UL-KAFIRUN**

Lesson 4: Revision of the Memorized Surahs

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<p>A&gt; Revision of the learned <i>Surahs</i></p>	<p>The children will:</p> <ul style="list-style-type: none"> <li>-be able to recite all <u>five</u> <i>Surahs</i> from memory</li> <li>-be able to recognize and decode first <i>Ayah</i> of the learned <i>Surahs</i></li> <li>-be able to recognize the themes of a <i>Surah</i></li> </ul>	<p>The teacher will:</p> <ol style="list-style-type: none"> <li>a. Recite the <i>Surahs</i> one by one with the children.</li> <li>b. Ask one child at a time at random to recite one or two of the <i>Surahs</i> Make sure every child pays attention and listens while his/her friend is reciting. (Recall &amp; Listening)</li> <li>c. Recite the opening <i>Ayah</i> of a <i>Surah</i>, point to a child to begin reading the next <i>Ayah</i>, and then to another and another. Go through all the <i>Surahs</i> this way.</li> <li>d. Recite a <i>Surah</i> and ask children to give the name.</li> <li>e. Give the <u>theme</u> of one of the five <i>Surahs</i> and ask children to give you the name.</li> </ol>	<p>opening <i>Ayah</i> of each of the five <i>Surahs</i> written on a cardboard in bold letters (in Arabic and English)</p>
<p>B&gt; Sequencing <i>Ayahs</i> from previous <i>Surahs</i></p>	<ul style="list-style-type: none"> <li>-be able to put various <i>Ayahs</i> of a <i>Surah</i> in correct sequence</li> </ul>	<ol style="list-style-type: none"> <li>a. Write each <i>Ayah</i> of a <i>Surah</i> separately on long strips of paper.</li> <li>b. Make a <i>Surah</i> strip holder from cloth (see <a href="#">A]</a>)</li> <li>c. Ask children to take turns in coming to the board and putting each <i>Ayah</i> in correct sequence.</li> </ol>	<p>Pocket holder          Strips of Construction Paper          Markers</p>

**IQRA' KINDERGARTEN CURRICULUM**

**QUR'ANIC STUDIES**

**Unit 6: SURAT UL-KAFIRUN**

**Lesson 4: Revision of the Memorized Surahs  
continued . . .**

FOCAL POINT	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES	RESOURCE MATERIAL
<b>C&gt; SKILLS</b> Compare Contrast Evaluate Serialize	<b>VOCABULARY</b> Religion/Deen Kafirun Worship Neither/Nor Structure	a. Have the children work in small groups on the surah jigsaw puzzle.  b. Ask the children the names of the first and last Surahs of the Quran.  c. If the children cannot read or decode the given Surahs, listen to them and try to help them.	Surah Jigsaw Puzzles ul-Fatiha un-Naas ul-Ikhlās ul-Falaq ul-Kafirun

## Surah ul-Kafirun Strip Holder

**Objective:**

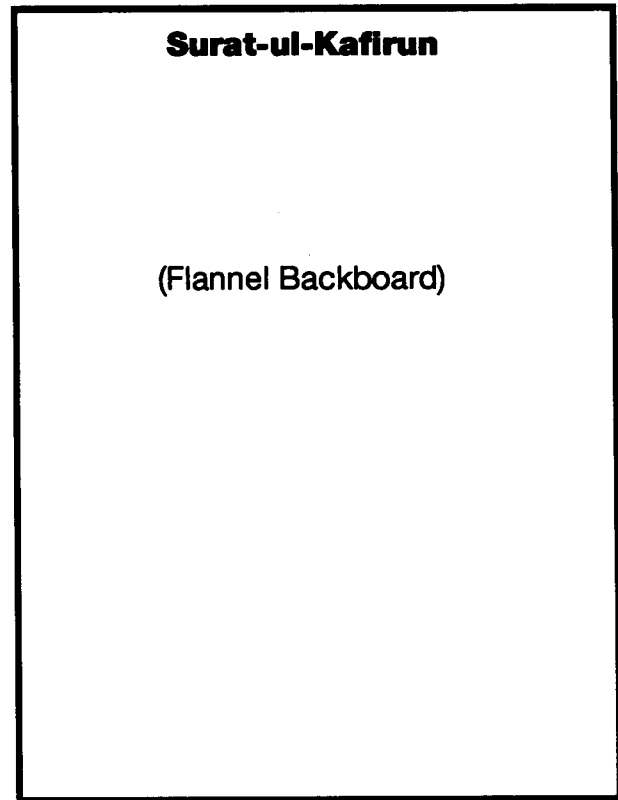
To help children learn the surah

**Materials:**

Flannel, heavy cardboard glue, scissors, copy of surah

**Procedure:**

1. Cover the heavy board with flannel to serve as a backboard.
2. Paste the copy of the surah onto a piece of flannel and wait for it to dry
3. Cut the surah into strips by Ayah
4. Ask the children to sit in a circle
5. Have the first six come forward to put the ayahs together in the correct order.
6. Repeat with the rest of the students.



**Ayah 1**

**Ayah 2**

**Ayah 3**

**Ayah 4**

**Ayah 5**

**Ayah 6**

**IQRA' KINDERGARTEN CURRICULUM**  
**QUR'ANIC STUDIES**  
**UNIT6: SURAT UL- KAFIRUN**  
**Lesson 4: Revision of the Learned *Surahs***  
**Worksheet A: Surat-ul-Kafirun Strip Holder**

## **Surat ul-Kafirun Strip Holder**

# Kindergarten Curriculum Evaluation Form.

subject: \_\_\_\_\_ unit: \_\_\_\_\_ lesson: \_\_\_\_\_

<b>PHILOSOPHY</b>	<b>STRONGLY AGREE</b>	<b>AGREE</b>	<b>NO OPINION</b>	<b>DISAGREE</b>
The philosophy of the program is sound.				
The philosophy needs clarification.				
<b>DESIGN (curriculum organization)</b>	<b>STRONGLY AGREE</b>	<b>AGREE</b>	<b>NO OPINION</b>	<b>DISAGREE</b>
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				
<b>SCOPE &amp; SEQUENCE</b>	<b>STRONGLY AGREE</b>	<b>AGREE</b>	<b>NO OPINION</b>	<b>DISAGREE</b>
Covers enough subject matter at this level.				
Selection of objectives, subject matter and activities is well sequenced (proceeds from easy to difficult.)				
<b>TIME FRAME</b>	<b>STRONGLY AGREE</b>	<b>AGREE</b>	<b>NO OPINION</b>	<b>DISAGREE</b>
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



## Proposed References For Teachers in Islamic Schools :

### On Qur'anie Tafsir :

#### Arabic :

- ١- مختصر تفسير ابن كثير ( ٣ مجلدات )
- ٢- مصحف تفسير الجلالين ( مجلد واحد )
- ٣- صفوة التفاسير - محمد علي الصابوني ( ٣ مجلدات )

#### English :

- 1- Daryabade ; Abdul Majid Tafsir - ul - Qura'n. Four volumes
- 2- Muhammad Asad Meaning and Commentary of the Holy Qur'an
- 3- Mahmoud M. Ayoub The Great Tidings. ( Part 30)
- 4- Qutub Syid In the Shade of the Qur'an
- 5- Yusuf Ali, Abdullah Translation and Commentary of the (meaning) of Holy Qur'an

#### Urdu :

- |                            |                    |
|----------------------------|--------------------|
| مولانا مودودی              | تفهيم القرآن       |
| ادارة درس قرآن ديوبنديويي  | درس قرآن           |
| مولانا مفتي محمد شفيع صاحب | تفسير معارف القرآن |

## RESOURCES FOR KINDERGARTEN TEACHERS

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- Charlesworth, R., and Radeloff, D. Experiences in Math for Young Children. Albany, N.Y.: Delmar Publishers, 1978.
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# Scope and Sequence: Qur'anic Studies

Grade Level		Introduction to the Qur'an					
<b>K</b>	The book sizes, volumes, etc. Language of the Qur'an. Revelation. a Wahi.						
<b>1</b>	The book sizes, volumes, etc. Language of the Qur'an. Revelation. a Wahi.	Book of Allah. Book of guidance, unchanged. Promise of Allah. Revelation to Prophet Muhammad (S)					
<b>2</b>	The book sizes, volumes, etc. Language of the Qur'an. Revelation. a Wahi.	Book of Allah. Book of guidance, unchanged. Promise of Allah. Revelation to Prophet Muhammad (S)	Meanings of - Ayah, Surah, Juz, Division of Qur'an into Ayat, Suwar, Aza', Short Surahs. Title of each Surah, # of Suwar in the Qur'an. 1st Ayah				
<b>3</b>	The book sizes, volumes, etc. Language of the Qur'an. Revelation. a Wahi.	Book of Allah. Book of guidance, unchanged. Promise of Allah. Revelation to Prophet Muhammad (S)	Meanings of - Ayah, Surah, Juz, Division of Qur'an into Ayat, Suwar, Aza', Short Surahs. Title of each Surah, # of Suwar in the Qur'an. 1st Ayah	Memorization, Reading of the Qur'an. Chronology of the, Revelation in parts. Reasons for revelations in parts.			
<b>4</b>	The book sizes, volumes, etc. Language of the Qur'an. Revelation. a Wahi.	Book of Allah. Book of guidance, unchanged. Promise of Allah. Revelation to Prophet Muhammad (S)	Meanings of - Ayah, Surah, Juz, Division of Qur'an into Ayat, Suwar, Aza', Short Surahs. Title of each Surah, # of Suwar in the Qur'an. 1st Ayah	Memorization, Reading of the Qur'an. Chronology of the, Revelation in parts. Reasons for revelations in parts.	What the Qur'an says about: The five Arkan, Blessings of Allah, The will of Allah, Allah's closeness to us, Kufr & Shirk.		
<b>5</b>	The book sizes, volumes, etc. Language of the Qur'an. Revelation. a Wahi.	Book of Allah. Book of guidance, unchanged. Promise of Allah. Revelation to Prophet Muhammad (S)	Meanings of - Ayah, Surah, Juz, Division of Qur'an into Ayat, Suwar, Aza', Short Surahs. Title of each Surah, # of Suwar in the Qur'an. 1st Ayah	Memorization, Reading of the Qur'an. Chronology of the, Revelation in parts. Reasons for revelations in parts.	What the Qur'an says about: The five Arkan, Blessings of Allah, The will of Allah, Allah's closeness to us, Kufr & Shirk.	Completion of the Qur'an. Sequence of the Suwar & Ayats. Role of Abu Bakr, Compilation during the time of Ottoman.	
<b>6</b>	The book sizes, volumes, etc. Language of the Qur'an. Revelation. a Wahi.	Book of Allah. Book of guidance, unchanged. Promise of Allah. Revelation to Prophet Muhammad (S)	Meanings of - Ayah, Surah, Juz, Division of Qur'an into Ayat, Suwar, Aza', Short Surahs. Title of each Surah, # of Suwar in the Qur'an. 1st Ayah	Memorization, Reading of the Qur'an. Chronology of the, Revelation in parts. Reasons for revelations in parts.	What the Qur'an says about: The five Arkan, Blessings of Allah, The will of Allah, Allah's closeness to us, Kufr & Shirk.	Completion of the Qur'an. Sequence of the Suwar & Ayats. Role of Abu Bakr, Compilation during the time of Ottoman.	Names of the Qur'an mentioned in the Qur'an. The meaning of Wahi. Study of the Suwar of the Qur'an.

# Scope and Sequence: Qur'anic Studies

Grade Level		Surahs: memorization - meaning and understanding					
<b>K</b>	Al-Fattha An-Nas Al-Ikhlās Al-Falaq Al-Kafirun						
<b>1</b>	Al-Fattha An-Nas Al-Ikhlās Al-Falaq Al-Kafirun	Al-Lahab An-Nasr Al-Fil Al-Quraish Al-Ma'un					
<b>2</b>	Al-Fattha An-Nas Al-Ikhlās Al-Falaq Al-Kafirun	Al-Lahab An-Nasr Al-Fil Al-Quraish Al-Ma'un	Al-Asr Al-Humaza Al-Takathur Al-Qari'a Al-Zalzalah				
<b>3</b>	Al-Fattha An-Nas Al-Ikhlās Al-Falaq Al-Kafirun	Al-Lahab An-Nasr Al-Fil Al-Quraish Al-Ma'un	Al-Asr Al-Humaza Al-Takathur Al-Qari'a Al-Zalzalah	Al-'Adiyat Al-Qadr Al-Bayyinah Al-'Alaq Al-Tin Ad-Duha			
<b>4</b>	Al-Fattha An-Nas Al-Ikhlās Al-Falaq Al-Kafirun	Al-Lahab An-Nasr Al-Fil Al-Quraish Al-Ma'un	Al-Asr Al-Humaza Al-Takathur Al-Qari'a Al-Zalzalah	Al-'Adiyat Al-Qadr Al-Bayyinah Al-'Alaq Al-Tin Ad-Duha	Al-'Inshira Al-Lail Al-Shams Al-Balad Al-Fajr		
<b>5</b>	Al-Fattha An-Nas Al-Ikhlās Al-Falaq Al-Kafirun	Al-Lahab An-Nasr Al-Fil Al-Quraish Al-Ma'un	Al-Asr Al-Humaza Al-Takathur Al-Qari'a Al-Zalzalah	Al-'Adiyat Al-Qadr Al-Bayyinah Al-'Alaq Al-Tin Ad-Duha	Al-'Inshira Al-Lail Al-Shams Al-Balad Al-Fajr	Al-Ghashiyah Al-'A'ya Al-Tariq Al-Buruj Al-Inshiqaq Al-Mutaffifin	
<b>6</b>	Al-Fattha An-Nas Al-Ikhlās Al-Falaq Al-Kafirun	Al-Lahab An-Nasr Al-Fil Al-Quraish Al-Ma'un	Al-Asr Al-Humaza Al-Takathur Al-Qari'a Al-Zalzalah	Al-'Adiyat Al-Qadr Al-Bayyinah Al-'Alaq Al-Tin Ad-Duha	Al-'Inshira Al-Lail Al-Shams Al-Balad Al-Fajr	Al-Ghashiyah Al-'A'ya Al-Tariq Al-Buruj Al-Inshiqaq Al-Mutaffifin	Al-Infitar Al-Takwir Al-'Abasa Al-Naz'at Al-Naba

# Scope and Sequence: Qur'anic Studies

## Teachings of the Qur'an

<p><b>K</b></p> <p>Towhid. Allah's eternity. Oneness of Allah. Allah is all powerful. Allah is the only protector. Allah protects us from Iblis. Inculcation of Islamic identity.</p>	<p><b>1</b></p> <p>Characteristics of a Muslim. Responsibility of a Muslim. Rewards of Allah to those who believe. Distinctions between a believer and a non believer.</p>	<p><b>2</b></p> <p><b>What the Qur'an says about:</b> The five pillars The Shahada The Salah The Saum The Zakah The Hajj</p>	<p><b>3</b></p> <p><b>What the Qur'an says about:</b> The Iman in <i>Towhid</i> The Iman in the prophet (S) as the last messenger. The <i>Kutub</i> of Allah. The angels of Allah. The prophets of Allah. The day of judgement. The life after death. <i>Kufr</i> and <i>Shirk</i>. <i>Adab Qur'an</i></p>
	<p><b>4</b></p> <p>The concept of Allah in the Qur'an. 99 names of Allah. Obedience to Allah. Allah's rights on us.</p>	<p><b>5</b></p> <p><b>The concepts of:</b> Truthfulness. Honesty/Fairness. Patience and moderation. Justice in the Qur'an.</p>	<p><b>6</b></p> <p><b>Personal development</b> Goodness - intrinsic and extrinsic. A true believer. Right actions for Muslims. Acquisition of knowledge. <b>development of Muslim Community.</b> The human family working together. The best Ummah, Muslim brotherhood. Shura'. The law of equality rights and responsibilities towards neighbors, colleagues and friends.</p>