

المناهج التعليمية - الصف الأول

Title: The Academic Curricula, The Book of Monotheism, Level (One).

A Brief Overview: This academic material is considered a refinement and summary of the academic curricula in the Kingdom of Saudi Arabia designed for students. It is divided into several levels. Part of this material is dedicated to the study of the science of Tawheed (the Oneness of Allah), which is divided into twelve (12) levels. The most important topics included in the first level are: what is incumbent upon a person to know, and this includes:

Knowing Allah through His signs, His creations, and the wonders of His power, and that He is the Lord, the Creator, the Provider, the one deserving of worship alone, apart from all others.

Knowing the Prophet Muhammad (may Allah's peace and blessings be upon him)

Knowledge of the religion of Islam with evidence.

Level One Introduction

All praise is due to Allah, Who taught by the pen, Who taught man that which he did not know, and may Allah's peace and blessings be upon the noble, unlettered Prophet whom Allah sent to bring mankind out of the darknesses into the light. To proceed:

Indeed, the Tawheed of Allah Almighty is the foremost of all obligations, and knowledge of it is the noblest and best of all sciences. It is the foundation upon which the validity and acceptance of deeds are built, and the need of the servants for it is above every other need; for there is no life for the hearts, no bliss, and no tranquility, except by knowing their Lord, the One they worship, and their Originator, through His names, attributes, and actions. Moreover, to gain an understanding of the religion and to know how to perform the acts of worship—such as purification, prayer, and others—are signs of felicity and indications that Allah Almighty intends good for His servant. The Prophet (ﷺ) said:

«مَنْ يُرِدِ اللَّهُ بِهِ خَيْرًا يُفَقِّهْهُ فِي الدِّينِ».

“When Allah wills good for someone, He grants them a good understanding of the religion.”¹ From this standpoint, the Office for Calling and Guidance was keen to teach the subject of monotheism, to instill the sound creed in the hearts of the learners and teach them the juristic rulings, so that they may perform the acts of worship in the prescribed manner and have light and insight into the matters of their religion.

¹ Narrated by Al-Bukhāri (7).

This level of the course on Tawheed (monotheism): The learners learn the principles of their religion by knowing three points:

1. Knowledge of their Lord.
2. Knowledge of their religion.
3. Knowledge of their Prophet.

Specific objectives have been established for each lesson, suitable for the nature of the subject matter, with consideration for conciseness, clarity of expression, and a gradual progression in the topics. Furthermore, questions have been set for each lesson, along with guidelines for the teacher to serve as guidance in achieving the desired objectives.

And to the teacher, these injunctions are:

1 - Sincerity to Allah Almighty is a condition for the acceptance of deeds; therefore, make your deeds sincerely for His sake, the Most Glorified, and you will succeed in this life and the Hereafter.

2 - Keeping the trust is a path to salvation. And you, my brother, the teacher, stand on one of the frontiers of Islam and are entrusted with the minds and innate nature of the Muslims' children. So, guard this trust, so that you may attain success in this life and the Hereafter.

3 - Indeed, teaching monotheism is one of the noblest of deeds, for there is no righteousness for humankind, nor salvation from the disgrace of this world and the torment of the Hereafter, except by

knowing monotheism and acting upon it. Therefore, strive diligently to instill the sound creed in the souls of the learners, and be a truthful embodiment and a living example of the sublime ideals and values to which you call.

4 - Utilizing opportunities to speak of the oneness of Allah and His power when clouds gather in the sky, lightning flashes, thunder rumbles, and rain falls, and other such events that stir within the Muslim the impulses of faith.

5 - Making a subject easier by giving examples and linking lessons to reality has a great impact on learners' fondness for that subject, and consequently, on their learning and applying it. In conclusion, we present the glad tidings in the saying of the Prophet (may Allah's peace and blessings be upon him):

«إِنَّ مِمَّا يَلْحَقُ الْمُؤْمِنَ مِنْ عَمَلِهِ وَحَسَنَاتِهِ بَعْدَ مَوْتِهِ عِلْمًا عَلَّمَهُ وَنَشَرَهُ».

“Verily, among the good deeds that follow a believer after their death is knowledge that they taught and spread.”¹

Course on Tawheed (monotheism):

Topic - Page

The First Lesson: What Every Human Must Know

The Second Lesson: My Lord is Allah

Third Lesson: Knowing the Lord

¹ Narrated by Ibn Mājah (242).

The Fourth Lesson: Allah, The Creator
The Fifth Lesson: Wonders of the power of Allah
Almighty in His creations
The Sixth Lesson: Allah, Ar-Rāziq (The Provider)
The Seventh Lesson: I worship Allâh, my Lord
The Eighth Lesson: My religion, Islam
The Ninth Lesson: My Prophet is Muhammad ﷺ
The Tenth Lesson: The Noble Quran

Lesson One¹

What an individual must know²

Who is your Lord? My Lord is Allah.

What is your religion? My religion is Islam.

¹ Lesson Objectives:

- Enabling the student to explain what one must know.
- Fostering in the student a sense of pride in the religion of Islam.

² For the Teacher:

- The Prophet (may Allah's peace and blessings be upon him) said: "There is no servant who says in the evening and in the morning: 'I am pleased with Allah as (my) Lord, with Islam as (my) religion, and with Muhammad (may Allah's peace and blessings be upon him) as (my) Prophet' three times, except that Allah will certainly please him on the Day of Resurrection." Narrated by Ahmad in Al-Musnad (4/337).
- Clarifying the grace of Allah (Glorified and Exalted is He) upon the people in that He created them from nothing and provided them with good things, so that they may seek help through them for His worship (Glorified is He).
- Allah's favor upon His servants in that He sent to them a Messenger—and he is Muhammad (may Allah's peace and blessings be upon him)—; whoever obeys him will be triumphant and will find happiness in this world and the Hereafter.
- Clarifying the greatness of the religion of Islam, which Allah has approved for His servants. Allah Almighty says: {This day I have perfected for you your religion and completed My favor upon you and have approved for you Islam as religion.} [Al-Mā'idah: 3].

Who is your Prophet? My Prophet is Muhammad (ﷺ).

* I am keen on reciting this Prophetic remembrance three times in the morning and evening: "I am pleased with Allah as a Lord, with Islam as a religion, and with Muhammad (ﷺ) as a prophet."

Questions:

Q1: Fill in the blank with the appropriate word:

- My Lord is
- My religion is
- My prophet is

Lesson Two¹

My Lord is Allah²

Who is your Lord? My Lord is Allah.

Where is Allah? Allah is in the sky.

¹ Lesson Objectives:

- That the student exalts Allah, the Almighty.
- That the student explains the superiority of Allah over His creation.
- That the student mentions some of Allah's blessings upon His creation.

² For the teacher:

- Referring to the hadith of the slave-girl whom the Messenger of Allah (ﷺ) asked: "Where is Allah?" She replied: "In the sky..." Narrated by Muslim (5307).
- Clarifying the meaning of the phrase "He nurtured me with His blessings": The intended meaning is that He nourished me with both apparent and hidden blessings; among the apparent blessings are security, health, and well-being, and among the hidden blessings are faith and guidance.
- Instilling the glorification of Allah in the students hearts.

Who created you and nurtured you with His blessings? Allah is the One Who created me and nurtured me with His blessings.

Questions:

- Who is your Lord?
- Where is Allah?
- Who created you and sustained you with His blessings?

Lesson Three¹

Knowing Ar-Rabb (The Lord)²

I know my Lord through His signs and His creations; from among His signs are the night and the day, and from among His creations are the skies and the earth.

Allah is the One who gave me life, then will cause me to die, and to Him is the resurrection.

Questions:

Q1: How do you know your Lord?

¹ Lesson Objectives:

- To mention some of Allah's signs and His creations.
- To contemplate Allah's signs and His creatures.
- To explain that Allah resurrects people after their death for reckoning and recompense.

² For the teacher:

- Mentioning other examples of the actions of Allah the Almighty, such as: sending down rain, causing plants to grow, answering supplications, and relieving hardships.
- Urging the students to reflect upon the signs of Allah and His creation.
- The meaning of 'an-nushūr' is: the resurrection after death for reckoning and recompense.
- Instilling belief in the resurrection in the souls of the students.

Q2: Who brought you to life, then will cause you to die?

Lesson Four¹

Allah is The Creator²

Allah is the One Who created me, and He created all people.

It is Allah Who created the skies and the earth.

He is the One Who created the night and the day, and the sun and the moon.

Questions:

Fill in the blank with the suitable word:

..... is the One who created the creation.

..... is the One who created the skies and the earth.

..... is the One who created the sun and the moon.

¹ 9. Lesson Objectives:

- To reflect on the creation of Allah Almighty so as to better understand His greatness.
- To explain the favor of Allah Almighty upon people, in that He created them from nothing.

² For the Teacher:

- Explaining that the greatness of the creation is a sign of the greatness of the Creator, Glorified and Exalted is He, and His worthiness of worship.
- It is preferable to explain the lesson outside the classroom, so that the students may contemplate the great creatures of Allah, such as the sky, the earth, and the trees.
- Eliciting other examples of the creations of Allah Almighty with the participation of the learners.
- Encouraging the students to reflect upon the creatures of Allah so that they may perceive the greatness of Allah Almighty.

Lesson Four¹

Allah is The Creator²

Allah is the One who created the mountains, the seas, and the trees, Allah says:

﴿اللَّهُ خَلَقَ كُلَّ شَيْءٍ وَهُوَ عَلَىٰ كُلِّ شَيْءٍ وَكِيلٌ﴾

{Allah is the Creator of all things, and He is the Guardian over everything} [Surat az-Zumar: 62].

Therefore, it is obligatory upon me to worship Allah alone, the One who created all things.

Questions:

Q1: Name three of Allah's creations

Q2: Allah is the Creator of everything. What is the proof of that?

Q3: Allah the Almighty says:

﴿هُوَ الَّذِي جَعَلَ الشَّمْسُ ضِيَاءً وَالْقَمَرَ نُورًا...﴾

{It is He Who made the sun a radiant light and the moon a reflected light...} [Surat Yūnus: 5].

Fill in the following blanks:

From the benefits of the sun

And from the benefits of the Moon:

.....

¹ Lesson Objectives:

- That the student mention some of the creations of Allah the Almighty.
- That the student mention evidence that Allah created everything.
- That the student reflect upon the creation of Allah.

² For the teacher:

- Explaining Allah's oneness in creation.
- Explaining the obligation to worship Allah alone, the Creator of all things.
- Mentioning the benefits of some of His creations, such as the seas and trees.

Lesson Five¹

Among the wonders of Allah's ability in His creatures²

Allah the Almighty says:

﴿رَبَّنَا مَا خَلَقْتَ هَذَا بَطْلًا سُبْحَانَكَ فَقِنَا عَذَابَ النَّارِ﴾

{Our Lord, you have not created all this in vain. Glory be to You. Protect us from the punishment of the Fire} [Surat Āl-Imrān: 191].

How truly amazing! How could God be disobeyed, or how could the ungrateful deny Him?

In everything there is a sign proving that He is the One God.

Lesson Six³

Allah is Ar-Rāziq (The Provider)⁴

- Allah is the One Who sends down the rain from the sky.

¹ Lesson Objectives:

- To explain the aspects of greatness in Allah's creation.
- To contemplate Allah's signs and His creation.

² For the Teacher:

- Explaining the aspects of greatness in these creations in a manner suitable for the students' comprehension.
- Explaining that contemplation on the signs of Allah increases a Muslim's faith, knowledge of his Lord, and love and veneration for Him.
- The teacher should urge the students to contemplate the creation of Allah, Glorified and Exalted, around them, while explaining the benefits of these creatures for mankind and others.

³ Lesson Objectives:

- That the student mention some of the blessings of Allah Almighty.
- That the student give thanks to Allah for His blessings.

⁴ For the teacher:

- Allah is the One Who provides us with food and drink.

- Allah is the One Who granted us hearing and sight.

Questions:

Q1: Who is the One Who provides us with food and drink?

Q2: Fill in the following blanks:

I benefit from the blessing of Al-basar (Eyesight) by:

I benefit from the blessing of hearing by:
.....

Lesson Six¹

It is Allah Who has granted us wellness and security.²

Allah the Almighty says:

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- Mentioning the benefits of rain.
 - Highlighting that we should conserve water and not be wasteful with it.
 - Pointing out that placing leftover food in designated areas is a form of gratitude for blessings, and being grateful for blessings is a cause for their increase. Allah, Exalted be He, says: {...If you are grateful, I will surely increase you...} [Ibrāhīm: 7].
 - Making students aware of the great benefits of hearing and sight.
 - Alerting students that Allah has provided us with great blessings, such as food, drink, hearing, and sight, so that we may use them to strengthen ourselves in His obedience, Glorified is He.

¹ Lesson Objectives:

- To state the evidence that Allah Almighty is the Provider.
- To ensure that the students thank Allah Almighty for the great favors He has bestowed upon them.

² For the Teacher:

- Clarifying that Allah Almighty is the sole Provider.

﴿إِنَّ اللَّهَ هُوَ الرَّزَّاقُ ذُو الْقُوَّةِ الْمَتِينُ﴾ 58

{Indeed, it is Allah Who is the All-Provider, Lord of Power and Might} [Surat adh-Dhāriyāt: 58].

Therefore, I must pay gratitude to Allah Who has provided me with everything.

Questions:

Q1: Who has provided us with all things?

Q2: Mention two blessings that Allah has bestowed.

Question no.3: Fill in the following blank:

- A Muslim thanks his Lord for every favor by saying:

- What would be the condition of the Earth if Allah did not send down rain upon it?

- What is the state of the earth when Allah sends down rain upon it?

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- Urging one to ask Allah, the Exalted, for health and security.
 - Stressing the importance of praising Allah upon receiving every blessing.
 - Mentioning more examples of Allah's favors. As some of the righteous predecessors said: "Remembering the favors (of Allah) instills love for the Bestower of favors, Blessed and Exalted is He."

Lesson Seven¹

I worship Allah, my Lord.²

I am a Muslim; I worship Allah alone and associate no partners with Him.

- I am a Muslim; I love Allah and obey Him.

- I am a Muslim who fears Allah and does not disobey Him.

- I am a Muslim who invokes Allah alone, and I associate none as partners along with Him.

Questions:

Q1: Who is the One whom we worship alone?

Q2: Fill in the blanks with the appropriate word:
Paradise, The Prayer, The Qur'an, Allah.

- The Muslim calls upon
Alone.

- A Muslim adheres to performing
.....

¹ Lesson Objectives:

- That the student worships Allah alone and associates no partners with Him.
- That the student mentions some types of worship.
- That the student guards against falling into sins that anger Allah Almighty.
- That the student takes pride in the religion of Islam.

² For the teacher:

- Explaining that Allah is the Creator, the Provider, the Bestower of Life, the Bringer of Death, and that He is the only One worthy of worship.
- Mentioning types of acts of worship, such as prayer, fasting, supplication, sacrifice, and others.
- Encouraging the students to perform acts of obedience.
- Warning against falling into what displeases Allah, in speech or action.

The Muslim frequently recites
... in order to attain the pleasure of Allah, Glorified
is He, and to enter

Lesson Eight¹

I am a Muslim, my religion is Islam²

Allah Almighty says:

﴿إِنَّ الدِّينَ عِنْدَ اللَّهِ الْإِسْلَامُ﴾

{The true religion in the sight of Allah is Islam}

[Surat Āl ‘Imrān: 19].

Islam means submitting to Allah by Tawheed (monotheism), subjugation to Him with obedience, and dissociating oneself from Shirk (polytheism) and its people.

Questions:

Connect the first column to what suits it from the second column:

Islam is:

Submission to Allah

¹ Lesson Objectives:

- Explaining the meaning of Islam to the student
- Instilling in the student a caution against Shirk (polytheism) and its adherents.
- Instilling in the student love for Muslims

² For the Teacher:

- Clarifying the meaning of Islam.
- Instilling love for this great religion in the hearts of learners by mentioning its merits.
- Demonstrating that adherence to Islam is the sole cause for attaining Paradise and salvation from the Hellfire.
- Clarifying that part of Islam is to love Muslims, detest the disbelievers, and refraining from imitating them.

From polytheism and its people.
and submission to Him.
with monotheism
and Al-barā'ah (freeing oneself)
in obedience.

Lesson Eight¹

My religion is Islam²

The foundation of Islam: testifying that there is no god but Allah, and that Muhammad is the Messenger of Allah.

* Every religion other than Islam is invalid.

Allah Almighty says:

﴿وَمَنْ يَبْتَغِ غَيْرَ الْإِسْلَامِ دِينًا فَلَنْ يُقْبَلَ مِنْهُ وَهُوَ فِي الْآخِرَةِ مِنَ الْخَسِرِينَ﴾ (85)

{And whoever seeks a religion other than Islam, never will it be accepted from him; and in the

¹ Lesson Objectives:

- That the student to state the foundation of Islam.
- Fostering the student's pride in the religion of Islam.
- Guiding the student to explain that any religion other than Islam is invalid.

² For the teacher:

- Referring to the hadith of Mu'ādh (may Allah be pleased with him) when the Messenger (may Allah's peace and blessings be upon him) sent him to the people of Yemen and commanded him that the first thing to which he should invite them be the testimony that there is no deity worthy of worship but Allah. Narrated by al-Bukhārī (no. 7372) and Muslim (no. 19).
- Explaining the great significance of the two testimonies, and that they are the first thing through which a person enters Islam.
- Providing examples of false religions, such as Judaism, Christianity, paganism, and others.
- Explaining that whoever dies upon a religion other than Islam, his destination is Hellfire.

Hereafter he will be among the losers} [Surat Āl 'Imrān: 85].

Therefore, I am a Muslim; I do not accept any religion other than Islam.

Questions:

Q1: What is the foundation of Islam?

Q2: Fill in the following blanks with the appropriate word from the following: (Islam, the Fire).

- Any religion other than is false, and whoever dies upon other than Islam will enter

Q3: Allah does not accept any religion other than Islam. Mention the proof for that.

Place a (✓) mark by the instances in which the Muslim recites the Tashahhud:

() During the Adhān (call to prayer), () when eating, () upon completing Wudū' (ablution), () after sneezing.

Lesson Nine¹

My Prophet is Muhammad (may peace and blessings be upon him) ﷺ²

My Prophet is Muhammad ibn Abdullah ibn Abd al-Muttalib.

Allah has sent him to all mankind.

Allah sent him to call them to worship Allah alone and to leave off the worship of all others besides Him.

Questions:

The name of My Prophet is:

Allah sent him to all of:

Allah sent him to call them to alone and to abandonof anything/anyone else.

¹ Lesson Objectives:

- The student should state the lineage of the Prophet Muhammad (may Allah's peace and blessings be upon him).
- The student should mention that Allah Almighty sent Muhammad (may Allah's peace and blessings be upon him) to all people.
- The student should explain the rationale behind sending the Prophet Muhammad (may Allah's peace and blessings be upon him).

² For the Teacher:

- It is from Allah's mercy upon His servants that He sent to them the Prophet Muhammad (ﷺ) to call them to worship Allah alone.
- It shows that among the requisites of loving the Prophet (ﷺ) are obeying him in what he commanded and following his example.
- A warning against the worship of other than Allah.
- Encouragement to send peace and blessings upon the Prophet (ﷺ) when he is mentioned.
- Narrating the story of the Prophet's (ﷺ) birth in the Year of the Elephant using an appropriate educational approach.

Lesson Nine¹

My Prophet is Muhammad (may peace and blessings be upon him)²

Whoever obeys the Messenger shall enter Paradise.

Whoever disobeys the Messenger will enter the Fire.

So, I must love the Messenger (may Allah's peace and blessings be upon him) and obey him.

Questions:

Q: Fill in the following blanks:

¹ Lesson Objectives:

- That the student clarifies that love for the Messenger (may Allah's peace and blessings be upon him) entails obeying him and following his example.
- That the student clarifies that whoever obeys the Messenger (may Allah's peace and blessings be upon him) enters Paradise, and whoever disobeys him enters the Hellfire.
- To ensure the student has caution against disobeying the commands of the Messenger (may Allah's peace and blessings be upon him).

² For the Teacher:

- Urging obedience to the Messenger (may Allah's peace and blessings be upon him) and love for him, and warning against disobeying his commands.
- Pointing out that whoever loves the Messenger (peace be upon him) will be with him in Paradise, as stated in the Hadīth: "A man is with whom he loves" (Narrated by al-Bukhārī, 6169).
- Mentioning some of the morals of the Messenger (may Allah's peace and blessings be upon him), such as truthfulness, trustworthiness, and forgiveness, while citing examples and real-life situations from his life, which increases the students' love for him and their following of his example.
- Mentioning examples of the Companions' (may Allah be pleased with them) love for the Messenger (may Allah's peace and blessings be upon him) and their obedience to him.

- Whoever obeys the Messenger (peace and blessings be upon him) will enter....., and whoever disobeys him will enter.....

- Truthfulness is among the traits of the Prophet (may Allah's peace and blessings be upon him), as well as,

- What do you say when you hear the name of the Messenger of Allah?

Lesson Ten¹

The Holy Qur'an [30]²

The Noble Qur'an is the speech of Allah Almighty.

¹ Objectives of the Lesson:

- That the student explains that the Noble Qur'an is the Word of Allah Almighty.
- That the student respects the Noble Qur'an.
- That the student abides by the commands stated in the Noble Qur'an.
- That the student avoids the prohibitions stated in the Noble Qur'an.

² For the Teacher:

- Recounting the story of the revelation of the noble Qur'an to the Messenger of Allah (may Allah's peace and blessings be upon him) in the Cave of Hirā' in a manner suitable for the students.
- Instilling love for the noble Qur'an in the hearts of the students.
- Encouraging the recitation and memorization of the noble Qur'an to attain the reward and recompense therein. The Prophet (may Allah's peace and blessings be upon him) said: "The best of you are those who learn the Qur'an and teach it." Reported by Al-Bukhārī (5027). And he (may Allah's peace and blessings be upon him) said: "Whoever recites a letter from the Book of Allah will be credited with a good deed, and a good deed gets a tenfold reward. I do not say that Alif-Lām-Mīm is one letter, but Alif is a letter, Lām is a letter and Mīm is a letter." Reported by At-Tirmidhi (2910).
- Highlighting the obligation of respecting and venerating the noble Qur'an, and listening attentively when it is heard, citing the statement of Allah Almighty: {So when the Qur'an is recited, then listen to it and pay attention that you may receive mercy.} [Sūrat Al-A'rāf: 204].

I am required to love it, recite it, and act upon it.

I have memorized the verse of Al-Kursi, and I recite it after every prayer and before sleeping.

Questions:

Q1: What is the Book that Allah, the Exalted, revealed to His Messenger Muhammad (may Allah's peace and blessings be upon him)?

Q2: Fill in the following blank with a suitable word:

- I am a Muslim, my book is Al-Karīm.

- The Prophet (ﷺ) said: "The best of you are those who the Qur'an and teach it."

Title: The Academic Curriculum, Islamic Jurisprudence, Level (one).

A Brief Introduction: This scholarly material is a refined and summarized version of the curricula in the Kingdom of Saudi Arabia designated for students. It is divided into several levels. Part of this material is dedicated to the study of Fiqh (Islamic Jurisprudence), and it is divided into twelve (12) levels. Among the most important topics and issues included in the first level are the following:

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- Mentioning some of the names of the Qur'an, such as: Adh-Dhikr (the Reminder), Al-Furqān (the Criterion), and Al-Kitāb (the Book).
 - Urging to act upon the noble Qur'an by observing its commands and avoiding its prohibitions.

1 - An explanation of the meaning of purification, with a clarification of the meaning of pure water, along with examples of it.

2 - Explanation of the manner of performing ablution.

3 - Discussing the status of prayer in Islam, explaining its prescribed description, and mentioning what invalidates it.

Level One

Lesson One¹

Purification²

Purification is obligatory, for Allah, the Most High, has commanded us with it.

¹ For the teacher:

- Clarifying the meaning of purifying water, with examples.
- Explaining the permissibility of removing impurity from the parts where urine and stool are discharged with stones or tissue paper.
- Urging the students to use the left hand when removing impurity.
- Citing some Qur'anic verses that pertain to purification.
- Reminding of the supplication for entering the toilet: "Bismillāh, Allāhumma innī a'ūdhu bika min al-khubthi wal-khabā'ith". (Reported by Al-Bukhāri in his Sahih, Book of Ablution, Chapter on what is said when entering the toilet, no. 142. For the addition "Bismillāh", see Fath al-Bāri [1/244]).
- Likewise, reminding of the supplication for coming out of it: "Ghufrānak". (Reported by Abu Dāwūd, Book of Purification, Chapter on what a man says upon coming out of the toilet, no. 30).

² Lesson Objectives:

- That the student clarifies the characteristics of the water used for purification.
- To explain what one must do after relieving oneself.
- To mention the things from which impurity must be removed for prayer.

After relieving myself, I must clean my excretion organs from urine and excrement with purifying water.

Part of purification is ablution; it is therefore obligatory for me to perform ablution with pure water¹ before prayer.

Purification includes the removal of impurities with water from the body, clothing, and the place of prayer.

Questions:

Q1: Put (√) or (x) next to what is appropriate:

() Performing prayer then performing ablution.

() Performing ablution then prayer.

Q2: Fill in the following blank:

I perform ablution (Wudu) with purifying

Q3: Underline what purifies an impure garment:

(Water)

Dust.

Question no.4: Write the following sentences:

- I clean the exits from where urine and feces come out from with purifying water.

-

-

- I perform ablution for the prayer with purifying water.

-

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¹ Purifying water includes the water from rivers and seas, and rainwater.

- Prayer is not valid without ablution with purifying water.

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-

- I do not pray in an impure place.

-

-

For prayer, I remove impurity from the clothes, the body, and the place of prayer.

-

.....

-

.....

Lesson Two¹

Description of Ablution

I make the intention in my heart for ablution (Wudu'), then I do the following:

¹ For the teacher: The explanation of the lesson includes the following:

- Taking the students outside the classroom.
- Demonstrating practically how to perform ablution in front of the students, so that they are able to see the teacher.
- The teacher pointing out, during the demonstration, the limits of each organ and the manner of washing it.
- Assigning some students to demonstrate the ablution in front of their classmates.
- The teacher asking some students to specify the parts of each organ that must be washed.
- Having all students perform the ablution for the teacher to ensure their mastery of it.
- Glad tidings for the teacher of the great reward that results from teaching the students how to perform ablution; for whoever teaches knowledge will have a reward equal to that of the one who acts upon it.

- I say "Bismillāh" (In the Name of Allah).
- I wash my hands three times.
- I rinse my mouth and sniff water into my nose three times.
- I wash my face three times.
- I wash my arms from the fingertips up to the elbows three times.
- I wipe over my head and my ears once.
- I wash my feet up to the ankles three times.

Lesson Three¹

A Practical Demonstration of Ablution²

Questions:

Q1: Arrange the acts of Wudū' by placing the appropriate number.

¹ For the teacher:

- Alerting the students that the obligatory part of ablution is washing each limb once, while the most complete way is to do it thrice.
- Urging the students to memorize the supplication said after completing ablution: "I bear witness that there is no god but Allah, alone with no partner, and I bear witness that Muhammad is His servant and His Messenger." Reported by Ahmad (3/265). In a narration by At-Tirmidhi (no. 55), the Prophet (may Allah's peace and blessings be upon him) said: "Whoever performs ablution well, then says: 'I bear witness that there is no god but Allah, alone with no partner, and I bear witness that Muhammad is His servant and His Messenger. O Allah, make me among those who repent, and make me among those who purify themselves,' the eight gates of Paradise will be opened for him, and he may enter through whichever one he wishes."
- Urging the students to preserve the blessing of water and not to be wasteful with it.

² Lesson Objectives:

- To describe the characteristics of the water used for ablution.
- To determine the way of making the intention.

I wash the face

I rinse my mouth and sniff water into my nose.

I wash my feet up to the ankles.

I wipe over my head, along with my ears.

I wash my arms including the elbows.

I wash both my hands.

Q2: Write the following sentences:

- When starting the ablution, I say: "Bismillah"
(in the Name of Allah).

-

-

- I perform ablution with purifying water.

-

-

- I maintain the prescribed order in washing the
parts of ablution.

-

-

- I leave no part of the organs of ablution
untouched by water.

-

-

My dear son, perform ablution and rise for the
prayer; pray to your Lord to earn His pleasure.

A Muslim with whom Allah is pleased attains
happiness throughout life.

After completing the ablution, say the following:

- To perform ablution correctly.

"I bear witness that there is no god but Allah alone, with no partner, and I bear witness that Muhammad is His servant and Messenger."

Lesson Four¹

The Obligatory Prayers²

Prayer is the second pillar of Islam after the two testimonies of faith.

The daily obligatory prayers are five. They are as follows:

Fajr - (two Rak'ahs)

Dhuhr – (four Rak'ahs)

Asr – four Rak'ahs.

Maghrib – three Rak'ahs.

Ishā – four Rak'ahs.

Questions:

Q1: Complete the missing Pillars of Islam:

¹ For the Teacher:

- Explain that the pillars of Islam are five.
- Explain that the prayers are five in number, but fifty in reward. See: Sahīh al-Bukhārī (Book of Prayer), no. 349.
- Urge the students to observe the prayers at their appointed times, for it is the main pillar of Islam, a cause for entering Paradise, and abandoning it is one of the causes for entering the Fire. Buraydah (may Allah be pleased with him) reported that the Messenger of Allah (may Allah's peace and blessings be upon him) said: "The covenant that is between us and them is the prayer, so whoever abandons it has disbelieved." [Narrated by At-Tirmidhi, Chapters on Faith, Chapter: What Has Been Related about Abandoning the Prayer, no. 2621].

² Lesson Objectives:

- To explain the status of prayer in Islam.
- To mention the obligatory prayers in the day and night.
- To identify the number of rak'ahs for each prayer.

The Two Testimonies of Faith – -
Az-Zakāh - Fasting - Hajj.

Q2: Arrange the obligatory prayers from the beginning of the day:

Ishā

Dhuhr

Maghrib

Asr

Fajr

Q3: Match each prayer with the number of its Rak'ahs:

Fajr

Dhuhr

Asr

Maghrib

Ishā

Question 4: Connect between the correct answers with a pen:

I begin each day with prayer:

Dhuhr

Fajr

Q5: Select the prayers whose number of Rak'ahs is four:

Fajr

Dhuhr

Asr

Maghrib

Ishā

Q6: Circle the prayer that has three Rak'ahs:

Fajr
Dhuhr
Asr
Maghrib
Ishā

Question 7: Connect with a pen between the prayers that are performed during the day:

Maghrib
Dhuhr
Asr
Ishā
Fajr

Question 8: Choose the prayers which are performed at night:

Maghrib
Dhuhr
Asr
Ishā
Fajr

Question 9: Write the following sentences:

- I don't delay a prayer beyond its time.
-
-
- Performing the prayer regularly is a cause for being admitted to Paradise.
-
-
- When I pray in the mosque, I follow the Imām in all the movements of the prayer.

-
-

Lesson Five¹².

The Description of the Prayer³

How do you pray?

1 - I face the Qiblah.

2 - I say the Takbīrat al-Ihrām saying:

-
- ¹ For the teacher: The lesson explanation includes the following:
- Accompanying the students to the prayer hall.
 - Performing the prayer by actual practice in front of the students, explaining the posture of each pillar and what is said during it.
 - Requesting that some students perform the prayer in front of their classmates, and correcting any mistakes they make.
 - Repeating the practical demonstration of the prayer until the students comprehend it.
 - Having all students perform the prayer, so that the teacher may confirm their proper performance of it.

Let the teacher be assured of the great reward; for indeed, whoever teaches knowledge has a reward like that of the one who acts upon it.

² - Clarification:

- 1- The seven body parts of Sujūd are: the forehead along with the nose, the two palms, the two knees, and the tips of both feet.
 - 2- The manner of sitting for the first and final Tashahhud.
- Note for students: Repeating "Subhāna Rabbi al-'Aẓīm" (Glory be to my Lord, the Most Great) and "Subhāna Rabbi al-'Alā" (Glory be to my Lord, the Most High) three times is from the Sunnah, and it is the minimum for perfection.
 - Clarifying the manner of the prayer of the Prophet Muhammad ṣallallāhu 'alayhi wa sallam as narrated by 'Āmir ibn Sa'd from his father, who said: "I used to see the Messenger of Allah ṣallallāhu 'alayhi wa sallam performing the Taslīm to his right and to his left until I could see the whiteness of his cheek." Reported by Muslim (582).

³ Lesson Objectives:

- To perform the prayer correctly, fulfilling its pillars and obligatory acts.
- To explain how to raise the hands during the *takbīrat al-ihrām*.
- To distinguish between what is said during the *rukūʿ* and what is said during the *sujūd*.

(Allāhu Akbar), while keeping my sight on the place of prostration.

3 - I recite Surat al-Fātihah, then whatever I have memorised from the Noble Qur'an.

4 - I say the Takbīr and bow, and I say in Rukū':
"Glory be to my Lord, the Magnificent," three times.

5 - I rise from Rukū', and I say:
"Samī'allāhu li-man hamidah, Rabbanā wa lakal-hamd" (Allah hears whoever praises Him; O our Lord, all praise be to You).

6 - I say "Allahu Akbar" and prostrate, then I say while prostrating:

"Glory be to my Lord, The Most High", three times.

7 - Straightening up, I say: "Allāhu Akbar" (Allah is the Greatest).

I say the following while sitting between the two prostrations:

"Rabb ighfir li, Rabb ighfir li (O Lord, forgive me. O Lord, forgive me)."

8 - I make a second prostration, saying: "Allahu Akbar".

And I say in prostration: "Subhāna rabbi al-a'la" (Glory be to my Lord, The Most High) three times.

9 - Rise for the second Rak'ah, saying:
"Allāhu Akbar", and I do in it as I did in the first Rak'ah.

10 - Sitting after the second rak'ah for the first Tashahhud.

11 - I do in the remainder of my prayer as I did in the two preceding Rak'ahs¹.

12 - I sit in the final part of my prayer and recite the last Tashahhud², send prayers upon the Prophet ﷺ, then make Taslīm to my right and to my left, saying: "As-salāmu 'alaykum wa rahmatullāh".

Questions:

Q1: Choose the correct answer:

- a - Where I look during prayer:
the roof
the wall

the spot of prostration

b. In the Rukū', I say:

"Subhāna rabbiya al-'azhīm" (Glory be to my Lord, the Majestic).

"Subhāna rabbī al-a'la" (Glory be to my Lord, the Most High)."

c. During rukū', I place my hands on:

My two knees

My two shins

Question 2: Match the phrases in column (A) with what suits them in column (B):

Column (A)

I say in my prostration:

¹ In the last two Rak'ahs, it is sufficient to recite Al-Fātihah.

² A two-Rak'ah prayer has only one Tashahhud.

I say in my Rukū':

I say between the two prostrations:

I say upon rising from Rukū':

Column (B)

"Subhāna rabbī al-'azhīm" (Glory be to my Lord, the Majestic)

"Subhāna rabbī al-a'la" (Glory be to my Lord, the Most High)"

"Samī'a Allāhu liman hamidah" (Allah hears whoever praises Him)

"Rabb ighfirli" (O my Lord, forgive me).

Allah is the Greatest

Question no.3: Fill in the blanks:

I conclude the prayer with Taslīm, saying: As-Salām

Question no.4: Write the following sentence:

- I perform the remaining Rak'ahs in the same manner I performed the first one.

-

-

Lesson Six¹

Tashahhud²

“At-tahiyyātu lillāhi, was-salawātu wat-tayyibātu,” (All greetings, prayers, and good things are due to Allah,)

Peace be upon you, O Prophet, and the mercy and blessings of Allah,

Peace be upon us, and upon the righteous servants of Allah.

I testify that there is no god but Allah, and I testify that Muhammad is His slave and Messenger.

When should Tashahhud be recited?

The Tashahhud is read after the second Rak'ah of the prayer and is called the First Tashahhud; it is also read after the last Rak'ah of the prayer and is called the Last Tashahhud.

Questions:

Q1: Fill in the blanks with the following words:
(Third - Final - First)

¹ For the Teacher:

- Clarifying how to raise the finger for the Tashahhud: to clench the little and ring fingers of the right hand, form a circle with the thumb and middle finger, and point with the index finger.
- Explaining the words of the Tashahhud in a manner suitable for the students.
- Explaining that the two-rak'ah prayer has only one tashahhud, unlike the three- and four-rak'ah prayers.

² Lesson Objectives:

- That the student identifies the position of Tashahhud in the prayer.
- That the student memorizes Tashahhud.
- That the student sits correctly for Tashahhud.

- The first Tashahhud is recited after the
..... Rak'ah

- The last Tashahhud is recited after the
..... Rak'ah

Q2: Classify the prayers which have two Tashahhuds into one group, and those which have only one Tashahhud into another group.

Two Tashahhuds --- One Tashahhud

Ishā (night) prayer

Asr prayer

Maghrib Prayer

Fajr Prayer

Dhuhr prayer

Question 3: Write the following sentences:

- I follow the Imam in all actions of the prayer.

-

-

- I say the Takbīrat al-Ihrām (Opening Takbīr) when commencing the prayer.

-

-

Lesson Seven¹

Invoking Allah's Blessings upon the Prophet Muhammad (may peace and blessings be upon him)²

Invoking Allah's Blessings upon the Prophet Muhammad (may peace and blessings be upon him) is:

“Allahumma salla alaa muhammadin, wa ‘ala āli muhammadin, kama sallayta ‘ala ibrahima wa ‘ala āli ibrahima, 'innak hamidum majid, wabārik ‘ala muhammadin, wa ‘ala ali muhammadin, kama barakt ‘ala ibrahima, wa ‘ala āli ibrahima, 'innaka hamidum majid” (O Allah, exalt the mention of Muhammad and the family of Muhammad as You have exalted the mention of Abraham and the

¹ For the teacher:

- The prayer should be demonstrated practically, clarifying the position of the Tashahhud and the invocation of blessings upon the Prophet Muhammad (may Allah's peace and blessings be upon him) within it.
- Encourage the students to invoke blessings upon the Prophet Muhammad (may Allah's peace and blessings be upon him) whenever he is mentioned or his name is heard, and explain the reward for doing so, as he (may Allah's peace and blessings be upon him) said: "Whoever invokes blessings upon me one time, Allah will send blessings upon him ten times, ten of his sins will be expiated, and he will be raised ten degrees in rank." Narrated by an-Nasa'i (1297).

² Lesson Objectives:

- To memorize the invocation of peace and blessings upon the Prophet ﷺ.
- To state the position for making the invocation of peace and blessings upon the Prophet ﷺ in the prayer.
- To differentiate between the sitting for the first tashahhud and the sitting for the final tashahhud through practical demonstration.

family of Abraham; indeed, You are Praiseworthy, Glorious. And bless Muhammad and the family of Muhammad as You have blessed Abraham and the family of Abraham; indeed, You are Praiseworthy, Glorious.)

When is it to be recited?

The invocation of peace and blessings upon the Prophet (ﷺ) is recited after the last Tashahhud, and before doing the Taslīm.

Questions:

Q1: Fill in the following blanks:

"O Allah, exalt the mention of Muhammad and the family of Muhammad, as You have exalted the mention of and the family of; indeed, You are Praiseworthy, Glorious. And bless Muhammad and his family as You have blessed Abraham and the family of Abraham; indeed, You are Praiseworthy, Glorious."

Q2: The names of two Prophets were mentioned in the lesson. Who are they?

..... and

Question no.3: Circle the correct answer from the following:

The invocations for blessings upon the Prophet (ﷺ) are recited:

a - After the first Rak'ah. b - After the final Tashahhud.

The Eighth Lesson¹

Nullifiers of Prayer²

The prayer is invalidated by the following:

1. Eating. 2. Drinking. 3. Speaking.
4. Laughing. 5. Invalidation of ablution by urine, feces, or passing wind. 6. A lot of movement.

Questions:

Q1: A student prayed while he had a piece of a sweet in his mouth, and he ate it. Is his prayer valid? And why?

Q2: (Eating - urine - stool - wind).

Fill in the blank with the correct answer:

Ablution is invalidated by or or

Q3: Select the shape that contains an invalidator of prayer:

Laughing.

Closing the eyes.

Sneezing.

Speaking.

¹ The teacher should clarify the following for the students:

- The meaning of presence of mind (humility) when performing prayer due to its great significance.
- The meaning of the term 'Invalidators of prayer' and the meaning of invalidating wudū'.
- Examples of excessive movement.

² Lesson objectives:

- That the student mention some invalidators of prayer.
- That the student link the invalidation of ablution to the invalidity of prayer.
- That the student avoid the invalidators of prayer.

Eating.

Breathing.

Drinking.

Question no.4: Write the following words:

- I do not commit any of the invalidators of prayer.

-.....

-.....

- It is obligatory to repeat the obligatory prayer if it is invalidated by one of the invalidators of prayer.

-.....

-.....

- I attend prayer in a state of purity.

-.....

-.....

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