

English Version

سبلنا

Our Path

Preparatory Level

Learning Materials
+ Initialization and
Introduction Section

10

Holy Quran

Belief • Rituals

Ethics • Commitment

Supplications • Stories

My Religion and my Language

Chants • Review

8

Culture and Review

+ guide and time allocation



Islamic Educational Series

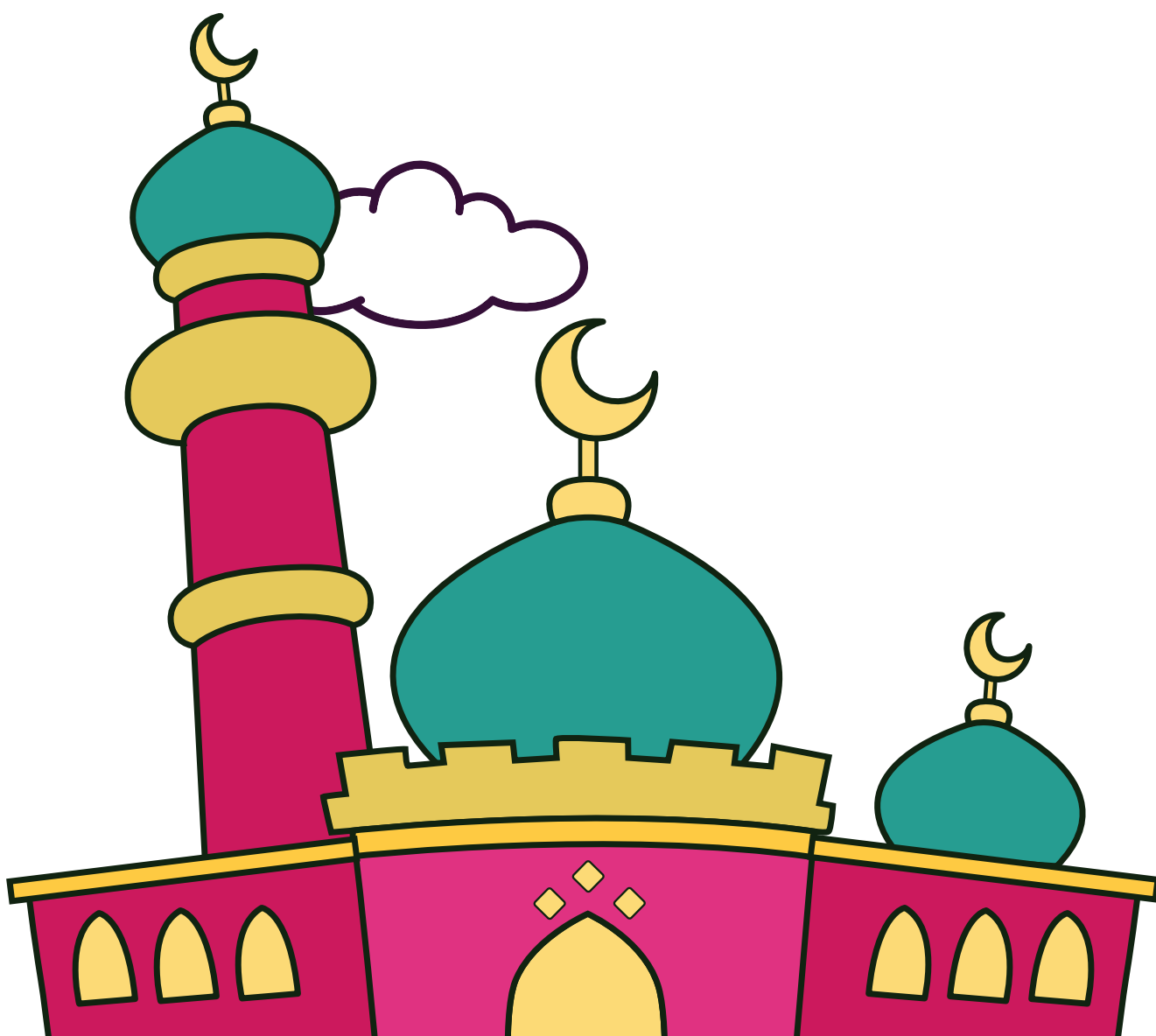


English Version

Written and designed by Granada Company
for Publication and Educational Services

سبيلنا Our Path

Preparatory Level



Preparatory “Sabilouna”: Elements of the book

The book consists of **eight educational units**, in addition to a special section on preparation and discovery at the beginning of the academic year. Each unit consists of an array of materials. Some of these are taught on a regular basis such as The Holy Qur'an and other items as they are taught alternatively with other as they will be explained in detail in the “**Unit Guide**”.

Our Parth starts here

For **preparatory level** learners, this book represents the first ‘encounter’ with an Islamic education course. We aim to make this encounter a success and to attract young learners to the different components of the series contents such as the Holy Quran, ethics, rituals and beliefs without feeling alienated. Moreover, we aim to make young learners feel at ease and to be proud to belong to a wonderful religion (Islam) whose worshippers are all over the world coming from various racial, ethnic and linguistic backgrounds.

To achieve all these aims and objectives, we have thought it would best to pave the way for this relationship between young learners and Islam through a selection of common images, vocabulary, and expressions deemed familiar to Muslim children, so that they become accustomed to them and begin with ease and steady steps on the “Sabilouna / Our Path” journey of Islamic education and its various stages: basics, **characteristics and practical behavior**.

The Holy Qur'an is our Path

In contrast to previous books in the field of Islamic education, we have adopted a new distribution of the Surats of the Holy Qur'an, we have programmed eight(8) Surats to be memorized by young learners at the preparatory stage.

Al-Fatihah - An-Nas - Al-Falaq - Al-Ikhlās - Al-Masad - An-Nasr - Al-Kafirun - Al-Kawthar.

We have opted for focusing on the basic meanings without getting into the details to explain the words so that the learner would be better able to comprehend and assimilate them. We have also been keen to develop a well-studied cognitive and mental methodology that takes the learners through regular stages that help them smoothly move from understanding and drawing lessons to memorization.

Our Path to Islamic Ethics

The section is related to the Islamic and universal values that we want to instill in children. A good deed is the act of doing well of all kinds, the act of benefiting people, the act of being kind to them, and the act of mastering religious and worldly work. In terms of ethics, the topics that concern children are numerous and diverse. They include **uprightness, love, honesty, cleanliness, respect and kindness to one's parents**. They are important subjects that include a combination of syntheses between Islamic and civil education, between the idea of the **“good child”** (from the point of view of Islam) and the **“good citizen”** (from the civil point of view).

The section contains new approaches that provide references and advice with a direct impact on the behavior of young learners.

Methodologically, we have chosen for the learners to go through the stages of discovering the Islamic and civil values, memorizing the quranic verse or Hadith in which the value is included, understanding it, learning a lesson, taking them into account, then remembering and acting on the value.

Our Path to worship

At the preparatory level, we have decided to present the pillars of Islam indirectly. This is accompanied by information supported by statements

(Qur'an - Hadith – wise saying – advice...) with the adoption of regular stages: **understanding, drawing lessons, memorizing, remembering and acting**.

Our Path to Beliefs

In this section, the children at the preparatory level learn sayings that embody the nature of the relationship with Allah **in terms of thanks, praise, glorification, and seeking forgiveness**: **“In the name of Allah”, “Praise be to Allah”, “I ask forgiveness from Allah”, “Glory be to Allah”, “Allah is the greatest”**... along with the applications and drills that accompany that... At the preparatory level, learners alternate between beliefs and supplications.

Our Path in religion and language

“I am learning about my religion and my language”: This is a new section that has not been included in any of our previous courses. For those who use the Arabic language series (mainly the **Learn and Master**), this part provides an opportunity to consolidate the output of the Arabic language lessons through a range of educational positions, activities, and exercises related to the religious materials taught to learners. Therefore, the output of the Arabic lessons (speaking, reading, and writing...) are reviewed and consolidated during the Islamic education class by adopting religious words and contents in a way that enhances the output of religion and language and the relationship between them.

Our Path is in stories, prayers and chants

We have made sure that the books for young learners include stories that would appeal to their minds and comfort their souls. The stories we have selected comprise lessons and morals for learners to learn and draw lessons from them. Because lessons and morals drawn from biographies are difficult at the preparatory level, we have selected for this course some stories from the life of the Messenger Muhammed - *PBUH* -, without taking into account the chronological progression, but rather the focus was on situations that interest has been young children and increase their love for the Messenger Muhammed - *PBUH* - because of the many high human qualities of his personality. This part of stories presents an alternation between chants that aim to instill values, loosen the tongue, refine the taste, and draw the young learners closer to almighty allah.

Commitment is our Path

We have included the concept of “**commitment**” within regular dialogues that allow learners to to apply and practice the values in their lifestyle. The dialogues revolve around the central headings of the different sections, mentioned before, while reinforcing the linguistic assets and an the learners acquisitions.

Our Path in reviewing materials

Given the abundance of content that learners benefit from in each educational section, we have been keen to allocate a section at the end of each unit that helps learners remember the information and acquired knowledge and review them in a funny, entertaining, and useful way.

The Guide to Each Unit

To ease the teaching task and ensure the new book’s effective use of contents, we have endeavored to provide a time distribution / framework for each educational unit to assist the teacher in managing time effeciently and effectively distributing the extensive materials in the book.

Our Path
starts here

I get to know my religion

4
Pages



Muslims believe in Allah and Messenger Muhammed.



Muslims perform
ablution.



Muslims pray.



Muslims go to
the mosque.



Muslims read
the Holy Quran.



Muslims help the
poor and the needy.



Muslims fast during the
holy month of Ramadan.



Muslims perform
Hajj (pilgrimage).

Allah Almighty said:

﴿ And chosen Islam as your way ﴾

Surat Al-Ma'idah - 3

﴿ قَالَ اللَّهُ تَعَالَى : وَرَضِيتُ لَكُمُ الْإِسْلَامَ دِينًا ﴾ سُورَةُ الْمَائِدَةِ - 3

Our Path
starts here

I am a Muslim



I am a Muslim woman
from Europe.



I am a Muslim man from the
United States of America.



I am a Muslim woman
from Malaysia.



I am a Muslim
from Turkey.



I am a Muslim from
the Arab world.



I am a Muslim woman
from Mali.



I am a Muslim man
from Russia.



I am a Muslim woman
from Pakistan.



I am a Muslim
from China.

Allah Almighty said:

﴿ He said that I am one of the Muslims ﴾

Surat Fussilat - 33

﴿ قَالَ اللَّهُ تَعَالَى : وَقَالَ إِنِّي مِنَ الْمُسْلِمِينَ ﴾ سُورَةُ فَصَّلَتْ - 33

Guide to unit one

Uprightness

Section	Lesson	Page
The Holy Qur'an is our Path	Surat Al-Fatihah	20 - 21
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Our Path to worship	The two testimonies (1) Allah is my Allah	24
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Our Path in religion and language	I learn about my religion and my language	28
Our Path to reviewing materials	I have fun and I test my information	29

The central axis is “**Uprightness**”: This axis appears mainly in the sections of the Holy Qur'an and the morals and ethics of Muslims.

The axis is also repeated in other sections which makes it an organizing thread between the components of the unit.

Language axis: Reading and Writing: The letters: م / ت / ب / ك

Writing: Possessive pronouns (ي) + masculine and feminine.

Guide to unit one

Uprightness

Week 1



Holy Qur'an: Introduction /
I understand / Learn the lesson / start
memorizing.



Ethics: Introduction / I understand and
I learn the lesson / I memorize.



Rituals: Introduction /
I understand and I learn the lesson.



My chant: Introduction /
I start memorizing.

Week 2



Holy Qur'an: I review the meaning of verses /
I continue memorizing verses while I repeat
the verses already memorized / I pay
attention / Right or wrong.



Commitment is our Path:
I practice the dialogue about uprightness /
I memorize and I color.



Belief / Faith
Introduction / I understand and I consider.

Week 3



Holy Quran: I review the verses already
memorized while I focus on the meaning /
I continue memorizing verses / I remember
and I practice.



Ethics: I review what I have memorized and
the meaning / Drills.



My chant: I review and I continue
memorizing the chant.

Week 4



Holy Quran: I continue memorizing verses
and I review verses already memorized
while I focus on the meaning.



My language and my religion: Drills



Review: I test my acquired information
(Drills) / I review what has been memorized
in ethics and chant.

Valuable Information: If educational institutions provide more than one hour for teaching Islamic education, it is possible to distribute the additional time among all subjects while allocating a quarter or a third of the added time to teach the Holy Qur'an.

آيَاتُهَا
07

سُورَةُ الْفَاتِحَةِ

تَرْتِيلُهَا
01

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ 1
الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ 2 الرَّحْمَنِ
الرَّحِيمِ 3 مَلِكِ يَوْمِ الدِّينِ 4 إِيَّاكَ نَعْبُدُ
وَإِيَّاكَ نَسْتَعِينُ 5 اهْدِنَا الصِّرَاطَ الْمُسْتَقِيمَ 6
صِرَاطَ الَّذِينَ أَنْعَمْتَ عَلَيْهِمْ غَيْرِ الْمَغْضُوبِ
عَلَيْهِمْ وَلَا الضَّالِّينَ 7

تفخيم
قلقة

إخفاء، مواقع الغنة - حركاتان-
إدغام، و ما لا يلفظ

مد 2 أو 3 أو 4 حركات
مد حركتان

مد 6 حركات
مد 4 أو 5 حركات



I understand and I learn the lesson

- ☒ We worship Allah and thank Him because he created us and gave us many blessings.
- ☒ We pray to Allah to guide us to the Path to heaven.

The Holy Qur'an is our Path

Surat Al-Fatihah



I pay attention

■ I listen and I cross out the wrong answer:

The Straight Path is:

The Path to goodness

The Path to evil

The Path to bad deeds

The Path to good deeds

The Path to heaven

The Path to hell



Right or wrong

■ I listen and I put ☒ in front of right answer and ☐ in front of the wrong answer:

The straight Path includes:

Those Allah is
displeased with

☐

Those who worship
Allah alone

☐

I remember and I practice



I always thank Allah and say, “**Praise be to Allah**”.



I memorize Surat Al-Fatihah and always recite it.

Our Path to Islamic ethics

Uprightness



I memorize

The Messenger of Allah, - *PBUH* - said:

«Say I believe in Allah — and then be steadfast».

(Narrated by Muslim)

قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: «قُلْ آمَنْتُ بِاللَّهِ ثُمَّ اسْتَقِمَّ» رَوَاهُ مُسْلِمٌ



I understand and I learn the lesson

- ☒ Whoever believes in Allah should be upright.
- ☒ The upright is the one who does good.



I remember and I practice

- ☒ The upright person is loved by Allah, the Messenger - *PBUH* -, and the people.
- ☒ I always pray to Allah to put me on the straight Path and I say: Almighty:
“Guide us to the straight Path”.





Drills

1 I listen and I cross out what doesn't fall within the category of Uprightness:

Cleanness

Telling the truth

Lack of respect

Kindness to animals

Helping others

Obedience to parents

2 I listen and I answer **Yes** **No** :

☒ If you were hungry, would you steal food?

Yes

No

☒ When you are watching television and your mother calls you, do you answer her?

Yes

No

3 I listen and I color with yellow what I would like to be:

Believer

An upright person

A believer and an upright person

Allah Almighty said:

﴿ Surely those who say, "Our Lord is Allah," and then remain steadfast ﴾

Surat Fussilat - 30

قَالَ اللَّهُ تَعَالَى : ﴿ إِنَّ الَّذِينَ قَالُوا رَبُّنَا اللَّهُ ثُمَّ اسْتَقَامُوا ﴾ سُورَةُ فُصِّلَتْ - 30

Our Path to
worshipThe two testimonies (1)
Allah is my Allah

I memorize

«I bear witness that there no Allah but Allah» .

أَشْهَدُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ



I understand and I learn the lesson

- ☒ Allah is my Lord and the Lord of all people.
- ☒ Allah is one and we worship no one but him.



I remember and I practice

- ☒ I don't forget to mention Allah, for He is always with us.
- ☒ I memorize and I say:
«Oh Allah, you are my Lord, there is no Allah but You». I say this in order to enter heaven.





I listen

Allah Almighty said:

✽ **In the Name of Allah it will
sail and cast anchor** ✽

Surat Hud - 41

قَالَ اللَّهُ تَعَالَى :

بِسْمِ اللَّهِ مَجْرَاهَا وَمُرْسَاهَا ✽ سُورَةُ هُود - 41 ✽



I understand and I learn the lesson

- ✓ The believer always seeks help from Allah.
- ✓ The believer says **“In the name of Allah”** before every action.



I remember and I practice

- ✓ Before eating, drinking, going out, entering, dressing up, or working, I say, **“In the name of Allah”**.
- ✓ If I forget **“In the name of Allah”**, I say: **“In the name of Allah, in the beginning and in the end”**.

In the name of Allah

I start playing

In the name of Allah

I read and write

In the name of Allah

I eat and drink

In the name of Allah

I ride and swim

In the name of Allah

بِسْمِ اللَّهِ

بِسْمِ اللَّهِ

أَبْدَأُ لَعِبِي

بِسْمِ اللَّهِ

أَقْرَأُ أَكْتُبُ

بِسْمِ اللَّهِ

أَكُلُ أَشْرَبُ

بِسْمِ اللَّهِ

أَرْكَبُ أَسْبَحُ

Commitment is our Path

Dialogue about uprightness

Kamal: I can't find my pen.

Murad: Take mine.

Kamal: Thank you, my friend.

Murad: I love doing good.



I memorize and I color

أَحِبُّ فِعْلَ الْخَيْرِ

Our Path in religion
and languageI learn about my religion
and my language

Drills

- 1 I listen to words from Surat Al-Fatihah and I put a letter **م** in a green circle and the letter **ك** in a red circle:

إِيَّاكَ

يَوْمَ

مَلِكِ

الْعَالَمِينَ

- 2 I listen and I express orally as follows:

مَدْرَسَةٌ مَدْرَسَتِي

قَلَمٌ قَلَمِي

“

رَبِّ

“

كِتَابٍ

“

دِينٍ

“

قُرْآنٍ

- 3 I follow the line to write in the name of Allah **Bismillah** :

بِسْمِ اللَّهِ

بِسْمِ اللَّهِ

بِسْمِ اللَّهِ

Our Path to
reviewing materials

I have fun and I test my information



Drills

1 I read Surat Al-Fatihah entirely, then I answer with:

Yes

No

✓ Al-Fatihah is the last Surat in the Holy Qur'an .

Yes

No

✓ A Muslim recites Al-Fatihah in every prayer.

Yes

No

2 I color green the word that I hear twice in Surat Al-Fatihah:

إِيَّاكَ

الْمَغْضُوبِ

الْعَالَمِينَ

صِرَاطَ

3 I listen and I match the words that go together:

إِهْدِنَا

أَعُوذُ بِاللَّهِ

أَبْدَأُ عَمَلِي

الصِّرَاطِ
الْمُسْتَقِيمِ

بِسْمِ اللَّهِ

مِنَ الشَّيْطَانِ
الرَّجِيمِ

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My diary

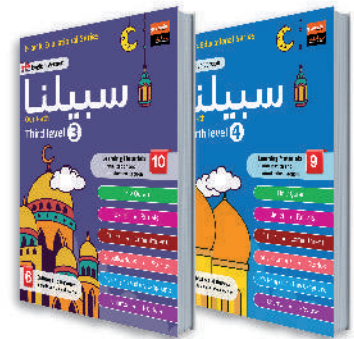
1 The stage of basics:

- This stage covers three educational levels: Preparatory, first and second levels. Methodologically, this stage is built around the triangle of discovery, motivation and facilitation.
- To allow young learners to get to know the basics of Islam such as the Holy Quran, ethics, the sayings and life of the Prophet(PBUH), rituals and beliefs.
- To fortify the psychological relationship and the cultural bond between young learners and Islam by focusing on its human dimensions and its impact in their daily life.



2 The stage of specificities:

- This stage covers two educational levels: The third and fourth levels. Methodologically, it is built around an in depth understanding and debate while consolidating previous knowledge.
- Reinforce the general principles acquired by young learners during the stage of the basics with in depth memorization, understanding, elaboration and practice.
- Enhance the knowledge of the main pillars of Islam and belief drawing lessons from their general objectives with more emphasis on the Holy Quran and the Hadith through memorization, understanding and learning.



3 The stage of practical behavior:

- This stage covers two educational levels: The fifth and sixth levels. Given the fact that the learners reach the age of discretion, the stage focuses on the concepts of commitment and responsibility.
- Develop the skills of reflection, deduction, conclusion among the learners to enable them to distinguish between right and wrong, good and evil in order to adopt the right behavior.
- Enrich the learners' knowledge in the field of rituals and social relationships which enables them to understand the objectives of practicing their religious duties and the merit of reward and punishment.



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