



English Version

سبيلنا

Our Path

First level 1

Learning Materials
+ Review and
consolidation section

12

Holy Quran

Belief • Rituals

Ethics • Commitment

Supplications • Stories

The Life of the
Messenger • chants

My Religion and my Language

Culture • Review

8

Culture and Review
+ guide and time allocation



Islamic Educational Series

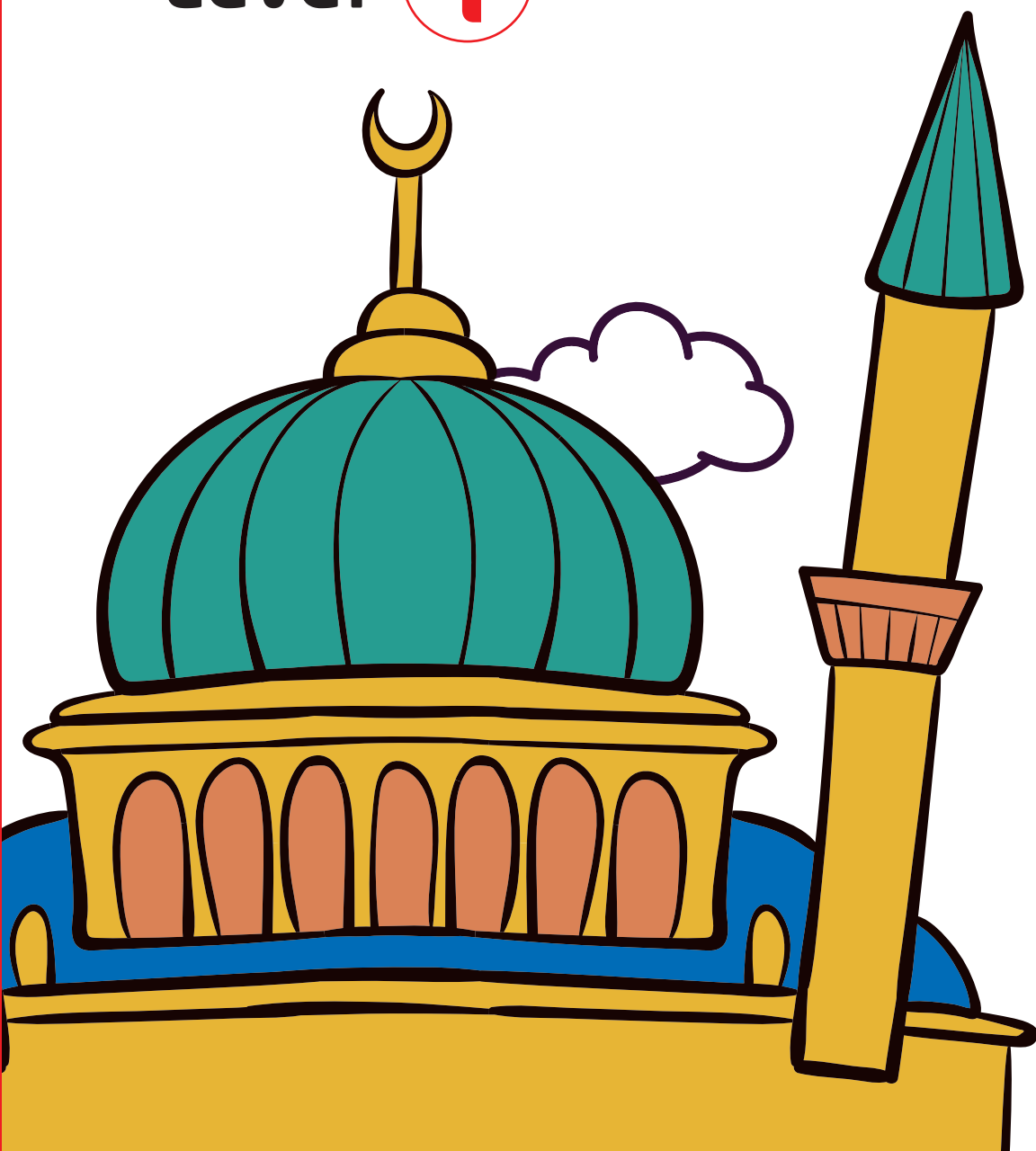
English Version

Written and designed by Granada Company for Publication
and Educational Services



سبيلنا Our Path

Level 1



Our Path “Sabilouna” Level 1: Elements of the book

The book consists of **eight educational units**, in addition to a special section devoted to a **general review** 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 others are taught alternatively with other materials as they will be thoroughly explained in detail in the **“Unit Guide.”**

Our Path to Review

“And remember, for remembrance benefits the believers.”

The contents in the book made available to learners are rich and diverse. However, learners tend to forget. That is why, we have opted for starting the book with review materials to help learners remember and consolidate the basic knowledge acquired during the previous year. It is incumbent on teachers to allocate the appropriate time to achieve the objectives of the education process' vital stages .

The Holy Qur'an is our Path

Unlike other books, we have adopted a new distribution of the Holy Qur'an verses. In this book, learners are expected to memorize **8 Surats**.

Al-Ma'un - Quraish - Al-Fil - Al-Humazah - Al-Asr - Al-Takathur - Al-Qari'ah - Al-'Adiyat.

We have chosen to focus on the basic meanings rather than the difficulties of the vocabulary so that the learners would be better able to absorb them. We have also been keen to develop a well-studied and designed cognitive and mental methodology that takes the learners through regular stages that range from understanding and drawing lessons to memorization, remembrance, and practice.

Our Path to Islamic Ethics

Ethics are fundamental to Islamic and universal values that we want to instill in children. A good deed is doing good of all kinds, helping people, being kind to them, and mastering religious and worldly work. The topics that we deem relevant to children are varied:

cooperation, brotherhood, friendship, family ties, greeting etiquette...

These topics enable a combination and synthesis of Islamic and civil education, and the idea of the **“good child”** (from the Islamic law’s point of view) and **“the good citizen”** (from the civil point of view).

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

Methodologically, we have chosen that learners go through the stages of discovering the value and memorizing the verse or Hadith that contains it. Then, learners understand the value and the Hadith, draw lessons and finally remember and act on the value.

Our Path to worship

In this book, each section presents one of the five pillars of Islam, as stated in the Noble Hadith:

“Islam was built on five....” These pillars are highlighted with appropriate drills and training that stress the impact of each pillar on their daily lives as children.

Our Path to Beliefs

In this book, the learners are introduced to the attributes of Almighty Allah through His sublime Names:

The Creator, the Sustainer, the Forgiving, the Merciful... These attributes are well esteemed by children who need to understand them in order to enhance their attachment to Almighty Allah.

Our Path in Religion and Language

“I am learning about my religion and my language”: It is a new section that we haven’t adopted in any of our previous courses. For those who use the Arabic courses (Especially the **“Learn and Master”** series), this section provides an opportunity to consolidate the acquisition of the Arabic language lessons through a range of educational scenarios and drills that are related to the religious materials presented.

Therefore, the acquisition of the Arabic lessons (expression, reading, and writing...) is reviewed and supported during the Islamic education class by adopting religious vocabulary and contents in a way that enhances the attainment of religion and language and the relationship between them.

Our Path to The Messenger’s Life

Biography lessons aim to introduce the Messenger Muhammed (peace and blessings of Allah be upon him) and his high qualities to young learners to hold very dear, emulate him, and believe in his message.

Our Path is in stories, prayers and chants

We have ensured that the books for young learners aren’t devoid of stories that would excite their minds and comfort their souls. The selected stories help young learners draw lessons and act upon them.

The stories section is presented in combination with traditional sections such as **chants and supplications** that aim to instill values, help with linguistic fluency, refine taste, and bring the young learners closer to Almighty Allah.

Commitment is our Path

We have included the concept of “**commitment**” within dialogues that allow learners to apply and practice the values in their lifestyle.

The dialogues revolve around the central headings of the units, such as cooperation, friendship, brotherhood, family ties, and etiquette greetings.

At the same time, *they enhance young learners' linguistic assets.*

Our Path to Our Culture

Most of what young learners know about religion is orders, prohibitions, rules and rulings, in the absence of a religious culture that opens new horizons for learning that attract learners and support their reasons and motivations for belonging to this great religion. The information is related to the content of the units selected in our books. For more clarity, the section includes pictures (**major Islamic mosques**) and various numbers and data (**the number of Muslims in the world...**).

Our Path to Review

Given the abundance and richness of content that learners benefit from in each educational unit, we have been keen to allocate a section at the end of each session that helps learners remember the information and the 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 for each educational unit to assist the teacher in managing time efficiently and effectively distributing the extensive materials in the book.

Our Path to Review

And remember, for remembrance
benefits the believers



Holy Qur'an

12

Pages

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 - حركتان -
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 a lesson



Almighty Allah is our Lord and Lord of all things: we worship Him and thank Him.

Our Path to Review

And remember, for remembrance
benefits the believers



Holy Qur'an

آيَاتُهَا
06

سُورَةُ النَّاسِ

تَرْتِيبُهُ
114

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قُلْ أَعُوذُ بِرَبِّ النَّاسِ 1 مَلِكِ النَّاسِ 2

إِلَهِ النَّاسِ 3 مِنْ شَرِّ الْوَسْوَاسِ الْخَنَّاسِ 4

الَّذِي يُوسْوِسُ فِي صُدُورِ النَّاسِ 5

مِنَ الْجِنَّةِ وَالنَّاسِ 6

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 a lesson

☒ We pray to Allah to protect us from the evil of people and the evil of Satan.

Guide to Unit One

Trust In Allah

Section	Lesson	Page
The Holy Qur'an is our Path	Surat Al-Ma'un	28 - 29
Our Path to Islamic ethics	Trust in Allah	30 - 31
Our Path to worship	The Pillars of Islam	32
Our Path to beliefs / faith	The Holy Qur'an is Allah's Holy Book	33
Our Path to the Messenger's life	Messenger Muhammed (peace and blessings of Allah be upon him)	34
Commitment is our Path	Dialogue about Trust in Allah	35
Our Path in religion and language	I learn about my religion and my language	36
Our Path to reviewing materials	I have fun and I enrich my knowledge	37

The central axis: **"Trust in Allah"**: This axis appears mainly in the sections of the Holy Qur'an and the morals and ethics of Muslims. But it is also repeated in the rest of the materials, which makes them an organizing thread between the components of the unit.

Language topics: reading and writing: the letters م / ك / ب / ت

Speaking. The past tense with the following personal pronouns:
I, He, She. (أَنَا / هُوَ / هِيَ)

Guide to Unit One

Trust In Allah

Week 1



Holy Qur'an: Introduction /
I understand / I learn a lesson
/ I start memorizing.



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



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

Week 2



Holy Qur'an: I review the meaning of verses
/ I continue memorizing verses while I repeat
verses already memorized / Drills



Commitment is our path:
I practice the dialogue about Trust In Allah /
I memorize and I color.



Belief /Faith: Introduction / I understand
and I learn a lesson

Week 3



Holy Qur'an: I review 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
Act upon and draw a lesson.



Messenger's life and biography: I learn
and I draw lessons.

Week 4



Holy Qur'an: 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) / Our Culture / I review what has
been memorized in ethics and the 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 الْمَاعُونِ

تَرْتِيلُهَا
107

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَرَأَيْتَ الَّذِي يُكَذِّبُ بِالدِّينِ ﴿١﴾ فَذَلِكَ الَّذِي يَدْعُ

الْيَتِيمَ ﴿٢﴾ وَلَا يَحْضُ عَلَى طَعَامِ الْمِسْكِينِ ﴿٣﴾

فَوَيْلٌ لِلْمُصَلِّينَ ﴿٤﴾ الَّذِينَ هُمْ عَنْ صَلَاتِهِمْ سَاهُونَ ﴿٥﴾

الَّذِينَ هُمْ يُرَآءُونَ ﴿٦﴾ وَيَمْنَعُونَ الْمَاعُونَ ﴿٧﴾

تفخيم
قلقة

إخفاء، مواقع الغنة - حركات -
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 draw the lesson

- ☒ A Muslim has mercy on the orphan and feeds the poor.
- ☒ A Muslim prays his / her prayers on time.



I back up

Allah Almighty said:



Indeed, prayer has been decreed upon the believers
a decree of specified times.  Surat An-Nisa - 103

The Holy Qur'an
is our Path

Surat Al-Ma'un



Drills

1 What should we know about Surat Al-Ma'un? I color the right answer:

☒ Name of the Surat	Al-Fatihah	An-Nas	Al-Ma'un	Al-Masad
☒ Number of Verses	5	6	4	7
☒ Revelation order	1	104	107	114

2 I color the correct answers in green and the wrong answers in red :

I despise others

I pray my prayers on time

I help others

Don't take my prayers
seriously



I remember and I practice

- ☒ I memorize Surat Al-Ma'un and don't forget its meanings.
- ☒ I must observe my prayers.

I remember the Hadith of the Messenger of Allah - *PBUT* - said:

«I and the person who looks after an orphan and provides for him,
will be in Paradise.» Narrated by Al-Bukhari

Our Path to Islamic ethics

Trust In Allah



I memorize

The Messenger of Allah - *PBUH* - said:

«In the name of Allah,
I put my trust in Allah.»

Narrated by Abu Dawood



I understand and I draw the lesson

- ✓ Before eating, I say: «In the name of Allah».
- ✓ When I enter the mosque,
«In the name of Allah».
- ✓ When I start my lessons, I say:
«In the name of Allah».
- ✓ When I start my work I say: «In the name of Allah».



I should / I should not: I cross out the wrong statement

- ✓ I trust Allah → I should I should not → intend to do good.
- ✓ I trust Allah → I should I should not → intend to do evil.
- ✓ I trust Allah → I should I should not → say in the name of Allah.



Drills

1 Words and Deeds: I listen and I put in a circle the words and actions related to trust in Allah:

I pray to Allah

I trust in Allah

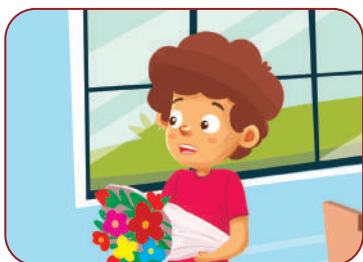
I do what I want

I say, Allah willing

I say in the name
of Allah

I pray two rak'ahs
(prostrations)

2 I listen and then arrange the tasks using the numbers from **1** to **4** :



I say in the
name of Allah



I visit my friend
who is sick



I pray to Allah



My friend is sick, I
must visit him / her

3 I remember, I practice and I learn:

☒ I start my work in the name of Allah.

☒ Allah is with me when I do good.

Allah Almighty said:

✦ **And whoever puts their trust in Allah,
then He 'alone' is sufficient for them.** ✦

Surat At-Talaq - 03

Our Path to
worship

Pillars of Islam



I listen

The Messenger of Allah - *PBUH* - said:«Islam is founded
on five pillars»

Agreed upon



I understand and I draw the lesson

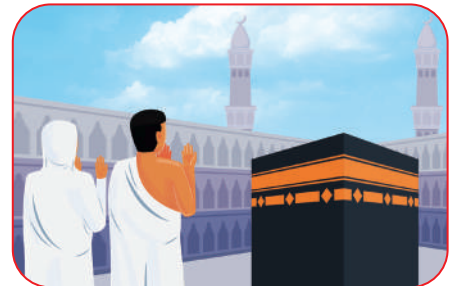
☒ The five pillars of Islam are:1- Shahada
(Profession of Faith)

2- Salah (prayer)

3- Zakat (Alms)

4- Sawm (fasting)

5- Hajj (Pilgrimage to Mecca)



I remember, I practice and I learn

- ☒ I am a Muslim and Islam is my religion.
- ☒ A Muslim worships Allah and does good.

Allah Almighty said:

«Certainly, Allah's only Way is Islam.» *Surat Ali 'Imran - 19*

Our Path to belief / faith

The Holy Qur'an is Allah's Holy Book



I listen

Allah Almighty said:

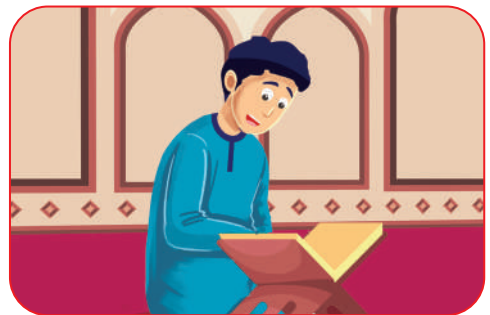
﴿ Surely We revealed the Message,
and We will surely preserve it. ﴾

Surat Al-Hijr - 09



I understand and I draw the lesson

- ✓ The Holy Qur'an is Allah's words.
- ✓ The Holy Qur'an was revealed to the Messenger Muhammed in Mecca and Medina.
- ✓ The Holy Qur'an consists of Surats and verses.



I remember, I practice and I learn

- ✓ I am a Muslim. I memorize the Holy Qur'an, read it, and listen to it.
- ✓ I am a Muslim, and when I read the Holy Qur'an, I say: **"I seek refuge in Allah from the accursed Satan"**.

Allah Almighty said:

﴿ So when the Holy Qur'an is recited, then listen to it and pay
attention that you may receive mercy. ﴾

Surat Al-A'raf - 204

Our Path to the
Messenger's lifeMuhammed the Messenger
of Allah, peace be upon him

I listen

Allah Almighty said:

✽ It is He who has sent His Messenger with guidance
and the religion of truth. ✽

Surat As-Saf - 09



I understand and I draw the lesson

- ☒ Muhammed - *PBUH* - is the Messenger of Allah.
- ☒ Muhammed, may Allah bless him and grant him peace, is the Messenger of Allah to all people.
- ☒ Almighty Allah sent him to teach us our religion.



I back up and I learn

- ☒ ✽ And We haven't sent you, [O Muhammed], except as a mercy to the worlds. ✽ Surat Al-Anbya - 107
 - ☒ ✽ If you should love Allah, then follow me, [so] Allah will love you. ✽
- Surat Ali 'Imran - 31



I color



Commitment is our Path

Dialogue about Trust in Allah

Mother: When are you going to school, son?

Son: In a little while, mother.

Mother: May Almighty protect you.

Don't forget to pray.

Son: Yes: "In the name of Allah, I trust in Allah".



I learn

Allah Almighty said:

﴿ And rely upon Allah; and sufficient
is Allah as Disposer of affairs. ﴾

Surat Al-Ahzab - 03



I memorize and I color

بِسْمِ اللَّهِ تَوَكَّلْتُ عَلَى اللَّهِ

Our Path in religion and language

I learn about my religion and my language



Drills

1 I color the letter and how many times is it mentioned in Surat Al-Maoun:

م

ك

ب

ت

3

8

3

1

2 I listen and I Complete orally with the appropriate words:

أَنَا قَرَأْتُ الْقُرْآنَ.	أَخِي	أُخْتِي
أَنَا	أَخِي قَالَ بِسْمِ اللَّهِ.	أُخْتِي
أَنَا	أَخِي	أُخْتِي تَعَلَّمَتْ أَرْكَانَ الْإِسْلَامِ.

3 I rewrite the letters colored in red:

فَذَلِكْ

الزَّكَاةُ

تَوَكَّلْتُ

الْإِسْلَامُ

مُحَمَّدٌ



Drills

1 I listen and I put the words in the appropriate place:

the poor - the final judgment - the orphan

doesn't repulse



A Muslim:

doesn't deny

does encourage the feeding of

2 I listen and I arrange the pillars of Islam, using the numbers from 1 to 5 :

Salah (prayer)

Hajj Pilgrimage

Shahada
(Profession of Faith)

Sawm(fasting)

Zakat (Alms)

3 Our Path to our Culture:

Islam: It is the second largest religion in the world. The number of Muslims is 2 billion people. They represent a quarter of the Earth's population. They are spread across all continents and in more than 200 countries.

Table of Contents

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Achevé d'imprimer en Turquie - Août 2025

Dépôt légal Septembre 2025

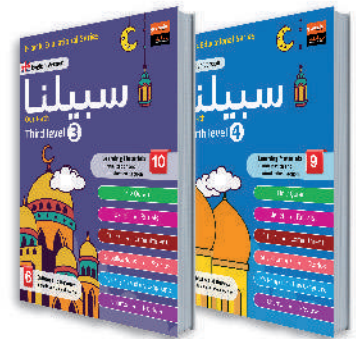
1 The stage of basics:

- 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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