

**IQRA'**  
**Grade – One**  
**Curriculum**  
Grade 4  
**Aqidah, Fiqh & Ahklaq**

**Tasneema Ghazi**  
PhD Curriculum, University of Minnesota



International Educational Foundation  
Chicago

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Curriculum

We at IQRA' International Education Foundation are grateful to Allah (SWA) for enabling us to present this Elementary Curriculum of Islamic Studies.

This volume represents years of painstaking research, study, writing, field-testing and evaluation by IQRA's team of educators, scholars and teachers.

This volume marks the completion of the second stage of IQRA's program development. We are now well on our way to completing the junior high school and high school curricula, Insha Allah.

The development and production of this syllabus is a part of IQRA's vision for a comprehensive system of Islamic education that includes:

1. An integrated curriculum from pre-school to high school.
2. A comprehensive program of Islamic and Arabic studies at all grade levels. This includes writing and development of graded *textbooks*, *workbooks*, *enrichment literature*, *parent/teacher manuals*, *educational software* and *educational aids* for five basic Islamic subjects.
3. An Open University and Home-Based Education Program.

In each area, IQRA's work is progressing in an organized and well-planned manner and we hope that by the year 2000, IQRA's vision will become a reality, Insha Allah.

This effort needs a solid commitment to make Islamic education our foremost priority, mobilization of the community's human and financial resources, institutionalization of efforts and coordination with other organizations.

We appeal to all concerned Muslims and Islamic organizations to cooperate with IQRA' and become Ansar of its educational program.

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

Chief Editors

Friday, 10 June 1996

## Development During the School Years

### PHYSICAL DEVELOPMENT

The middle years, between the ages of six and twelve, are often referred to as the school years. During this period of development, children undergo a steady growth rate, increase in muscle strength and fine-tune their motor abilities. During this time also, the average child grows about 2 inches and gain 3-6 pounds each year. A rapid development of social skills also takes place during this time.

Between the ages of nine and eleven, the children have 20/20 vision while binocular vision is usually attained by the ages of six.

Through play and interaction with peers, the child expands and refines his or her motor skills. Activities such as jumping, running or throwing help him or her to coordinate and finely-tune basic motor behaviors.

The amount of sleep gradually decreases as the child ages. A normally active and healthy six year old sleeps an average of twelve hours. By the age of twelve, this time is reduced to nine or ten hours of sleep per night. Parents are reminded to regulate their child's daily schedule so that he/she can retire to bed on time and get sufficient sleep.

### COGNITIVE DEVELOPMENT

By this stage in a child's cognitive development, confusions, distractions and inconsistencies of pre-operational thought are gradually being replaced by basic logic. Children become adept at making logical decisions about problems involving "real" or concrete objects. In addition, the development of a new and reversible system of mental operations and the ability to form stable hierarchies of classes and relations begins. The ability to conserve quantity, number and some aspects of space and time forms. They can usually conserve numbers by about six or seven, mass and length between seven and eight, and weight by around nine or ten.

The pre-operational egocentrism found in pre-schoolers is replaced in the school years by increased flexibility, logic and objectivity: children are now able to appreciate situations and circumstances from others' view points. It is important that adults respect their opinions and discuss their ideas and convictions with them in a mature fashion.

During this time, rules and regulations serve as important guidelines for the behavior of six and seven year old. To children of this age, adults are always right. Parents and teachers become serious role models for these children and the Islamically-oriented behavior that is displayed to the children may become a source of their inspiration and training.

#### **Decentration:**

Children can now take into account several aspects of an object or event at the same time. They are able to recognize that there may be more than one way to arrive at a conclusion and they are able to delay action until they consider every option.

They begin to understand the process of transformation (for example, the metamorphosis of a mealworm into a beetle). They are able to understand that certain aspects of the environment are permanent and unchanged, despite changes in their appearance.

### **Time and Distance:**

After the age of eight, children gain better understanding of the passage of time and they are able to classify past and future events according to how recently they occurred. The ability to understand the concept of distance improves as the child grows through the school years.

### **Classification and Seriation:**

Children begin to understand the relationship between a whole and its parts, and can use this to classify objects in sequential order (for example girls may organize their dolls from their least favorite to their most favorite).

### **Memory and Language Development:**

In general, children during this stage have a better long and short term memory capacity than do pre-schoolers. Their ability to communicate improves primarily because they become less concrete, less literal and less egocentric. School-aged children greatly expand their reading vocabulary and improve their understanding of words and word meanings. Emphasis should be placed on providing good literature for the children. Quality Islamic literature especially should be made available for the children to read and enable them to expand their language and religious concepts.

## **SOCIAL DEVELOPMENT**

During these middle years of development, children begin to spend more time with their peers and learn to share and cooperate with them. They can be separated from their parents for longer periods of time with little or no problem. At this point, parents can allow their child to make independent choices, thus helping him or her to prepare for the "real world." However, the selection of friends should be carefully screened by parents, as peers begin to assert greater influence on their children during this crucial time in their moral and social development.

### **Peer Relationships:**

At this stage, children begin to form groups. Friendships are most likely to form between children of the same age, sex, race and among those who share common interests. (1) The most popular children within this age group tend to have good communication skills and they are able to interact well with old friends and new acquaintances.

Games undergo transition from being those that require a high expenditure of energy (such as jump rope and tag) to ones that are more competitive and organized (baseball, kickball). It is at this stage in a child's social development more than any other, that he or she is likely to conform to his/her peers.

(Footnote 1)

In an Islamic school setting, every effort should be made to discourage racial cliques and race should not be a factor in choosing friends among Muslims.

### **The Function of Peers:**

The interaction between children of the same age group is vital at this stage. Through these interactions, children are able to transmit values and ideas and function as playmates and friends. A child's peers influence his or her behavior through modeling and reinforcement and they serve as a standard for comparison. It is important for parents to provide their school-aged children with a Muslim peer group, either through an Islamic school, Masjid, or through social activities.

### **EMOTIONAL DEVELOPMENT**

#### **Fear:**

By the time children reach school age, most of their fears have subsided, since they are better able to separate reality from fantasy. On the other hand fears, such as of failure in school or rejection by teachers, peers and parents, begin to form within the child.

#### **Aggression:**

Children begin to engage in hostile aggression directed towards other people while verbal insults and playground fights that involve pushing, kicking, and hitting become more common. Emphasis on Islamic Akhlaq and manners should be constantly provided by the parents and teachers.

#### **Understanding Others' Feelings:**

Between the ages of six and twelve, children become more skilled at recognizing the causes of emotions in others (e.g. sadness is caused by a specific circumstance or incident). However, they have not yet reached the stage at which they can recognize emotions in others who are of a different age or when a situation that they are faced with is an unfamiliar one.

## How to use elementary curriculum

IQRA' International Educational Foundation has developed a comprehensive course of study spanning the six years of Elementary schooling. This curriculum covers four areas of Islamic knowledge:

*Qur'anic Studies*

*Sirah and Hadith of Rasulullah (S)*

*Fiqh and Ibadah (Islamic Akhlaq and Adab)*

*Islamic Social Studies: Geography and History of the Muslim people,*

*Islamic system of government and laws of economics for Muslims*

We have also developed a separate curriculum for Qur'anic reading, recitation and study of the Arabic language.

The curriculum is comprehensive, in the sense that it covers all basic fields of study of Islamic education at each grade level. It is also very carefully graded, keeping in mind the cognitive, social, emotional and physical characteristics of elementary aged children at each grade level. Following are some special features of this course of study:

### **Statement of Philosophy:**

The syllabus opens with an introduction and a statement of philosophy. We request you to read the statement and formulate a clearly defined philosophical basis for your school and classroom.

### **Characteristics of Elementary-Aged Children:**

Under this heading is a brief description of the physical, cognitive, social and emotional development of elementary aged children. We urge you to read it and understand the behavior and learning process of children under your supervision in the school. Many teachers and parents will need more information about the developmental process of young children than that which is provided here, and this can be easily obtained by studying any of the recommended books on Child Development.

### **Scope and Sequence Chart:**

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

The Scope of the Islamic history curriculum is developed keeping in mind the physical, cognitive, social and emotional development of children between the ages of six to twelve. The amount of time available to the teacher of Islamic history is also a contributing factor in determining the Scope.

### **The Scheme:**

The course of study is a detailed description of the goals to be achieved during each year of study and over the period of six years of elementary schooling. The goals for each subject at each grade level are clearly defined at the beginning of each section. A few sample activities that may be implemented to achieve these goals are also provided. These activities are merely suggestions for guidance. The teachers are advised to develop their own lesson plans using the pattern of the Kindergarten curriculum lessons as a guide. The goals of each subject are independent enough to be specific to the content of the subject under study, yet integrated enough to present a comprehensive view of the area of study.

### **Scope and Sequence:**

This is the actual planning of the range and order of the amount of information to be shared with students of a specific age group during any given class period. Sequence represents the order in which the entire course of study will be taught during the course of the year and further over the course of six years. The sequence guards the curriculum planners against unnecessary repetition of topics and the scope helps the teachers prepare each lesson at the level of understanding and maturity of the target audience. The depth and maturity of a well-developed and pedagogically conceived curriculum grows with each lesson and attempts to offer fresh challenges to both teachers and students.

### **Bibliography:**

This section contains the recommended books for each subject at each grade level. Most of the textbooks and workbooks listed have been prepared and published by IQRA' International Educational Foundation as an integral part of its; '*Comprehensive and Systematic Program of Islamic Education*'. Each topic of the curriculum is covered in the recommended textbook and accompanying workbook. Within the last ten years, the field of Islamic literature for children has made tremendous progress and the number of books available has grown many-fold. Some of these relevant books have also been recommended as further reading.

At the end of the syllabus, a bibliography of children's books on Islam and Muslims has been provided for the teachers and parents to obtain for their children's enrichment and enjoyment. Insha Allah, our young children will grow to be fine examples of *Muttaqi' Mu'minun*.

### **Field Testing:**

The entire syllabus has been thoroughly tested in a formal school setting under the direct supervision of in-house educators at IQRA' International Educational Foundation. It is only after suggestions and corrections made by cooperating school teachers and editors have been incorporated into this work that the present manuscript is ready for use in the classroom.

# Aqidah and Fiqh

-The understanding and knowledge of Islamic law-

## The Philosophy

*Fiqh* is defined as "understanding and knowledge." Thus, *Fiqh* is actually a branch of knowledge that defines and clarifies the Islamic way of worship and living. Generations of great scholars, *Fuqaha*, have worked to define and interpret Islamic laws in the light of the Qur'an and *Sunnah* of Rasulullah (S).

As *Fiqh* pertains to the law of all Muslim practices at every stage of life, children, too, should be well-versed in the science of *Fiqh*. They should learn and adopt the right conduct, *Ma'ruf*, and refrain from that which is wrong, *Munkar*.

During the early grades, emphasis should be placed on education and training in Islamic ways of living our lives. Islamic beliefs should permeate every phase of the curriculum. The teachers and principal should be models of *Mu'minun*, guiding the younger generations. At the elementary level, the syllabus focuses on the very basic laws and practices of Islam, as agreed upon by the scholars (*Al-Fuqaha*) of all the major schools of *Fiqh*. Emphasis here is on the development of basic concepts of *Iman* and Islamic practices. Children are helped to develop their identity as Believers (*Mu'minun*). They are trained to incorporate Islamic etiquette and manners into their daily activities.

We at IQRA' believe that the foundation of Islamic etiquette and manners should be laid at an early age. As such, these concepts are an integral part of the *'Aqidah* and *Fiqh* curriculum at each grade level.

Special attention is paid to helping children develop a habit of using Islamic vocabulary in their conversations with family and friends both at home and in the school. This helps them to remember Allah (SWA) many times during the day. It also aids in identifying themselves with the other members of the *'Ummah*, speaking the same language and practicing the same moral behavior.

The Primary goal of IQRA's Islamic educational program is to help our young children grow to be the finest examples of Islamic behavior in practice and to become valuable members of their communities. Indeed, Allah (SWA) enjoins this duty upon us in the Qur'an:

(ARABIC TEXT)

*And let there be from among you a nation*

*Who invites to goodness and enjoins right conduct,*

*And forbids indecency.*

*Such are those who are successful.*

*(Al-Imran 2:104)*

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Grade 4

'Aqidah and Fiqh

Goal One:

## Conceptual Development of Iman

A gradual development of the schema of *Tawhid*, *Risalah*, the Scriptures, the Angels, the *Qiyamah* and the *Akhirah* during the course of six years.

<b>Statement of Performance Objectives</b>  The Students will:	<b>Examples</b>
Understand that, as Muslims, we should obey Allah (SWA) and follow His Prophet Muhammad (S).	Show enthusiasm and willingness to get ready for prayers as the time for each <i>Salah</i> approaches.
Gradually develop a feeling of closeness to Allah (SWA) feel His presence and become conscious of His Ever Presence.	Use of Islamic vocabulary: <i>Insha 'Allah</i> , <i>Alhumdu-lillah</i> , <i>Bismillah</i> , etc. Resist temptations (pushing, lying, cheating, backbiting, etc.) for the fear of Allah (SWA) and practice good acts (truthfulness, kindness, ect). Lessons from <i>Surah al-Hujarat</i> 49:9-12
Learn that the obedience and love of Allah (SWA) requires praying to Him five times a day, daily.	Learn the daily <i>Salawat</i> well and offer them on time, feeling the presence of Allah (SWA) avoiding distractions such as conversation, T.V. and radio during prayer.

Grade 4

Aqidah and Fiqh

Goal Two:

## Islamic Ways of Worship

### Salah, Saum, Zakah and Haj

<b>Statement of Performance Objectives</b>  The Students will:	<b>Examples</b>
Begin to comprehend the importance of <i>Salah</i> in the daily life of a Muslim and practice it regularly.	Offer the <i>Salah</i> five times a day every day on time.
Understand that <i>Salah</i> is our direct communication with Allah (SWA).	Learn the <i>Suwar</i> and <i>Du'a'</i> recited during <i>Salah</i> with meaning, paying attention while reciting them during the prayers.
Understand the importance of offering <i>Salah</i> on time.	Keep track of the changes in prayer times in relation to the change in seasons.
Learn to offer the <i>Fard Raka'at</i> of each prayer.	Four <i>Raka'at</i> of <i>Zuhr</i> , ' <i>Asr</i> ', and ' <i>Isha</i> ', three <i>Raka'at</i> of <i>Maghrib</i> , and two <i>Raka'at</i> of <i>Fajr</i> prayers.
Learn and practice the steps of <i>Wudu'</i> .	<i>Du'a'</i> and steps of <i>Wudu'</i> .
Learn and practice steps of <i>Tayammum</i> .	Practice <i>Tayammum</i> every day (just for practice).
Memorize the <i>Adhan</i> and practice calling it.	Call the <i>Adhan</i> for the school prayers.
Learn, understand, and practice the postures, <i>Raka'at</i> , and <i>Adab</i> of <i>Salah</i> , and <i>Tasabih Du'a'</i> .	Practice during regular offering of the prayers, alone or in congregation.

Grade 4

Aqidah and Fiqh

Goal Three:

## The Permitted and The Prohibited

The *Halal* and *Haram* in the Islamic *Shari'ah* as it relates

To the belief, action and behavior of every Muslim.

<b>Statement of Performance Objectives</b>	<b>Examples</b>
The Students will:	
Have firm faith in <i>Tawhid</i> .	Nothing happens without Allah's will.
Know that Allah's Commandments are to be acted upon.	Practice what you have learned about Allah's Commands in class and at home.
Refuse to follow any activity which is prohibited by the Qur'an and the <i>Ahadith</i> .	Follow the Islamic dress code, avoid communal showers in locker rooms, say no to drugs and alcohol.
Develop a relationship of brotherhood with other young Muslims.	Join and cooperate in Muslim youth activities of their <i>Masjid</i> and community; Islamic weekend school, camps, picnics, soup kitchens, etc.
Have a kind and caring relationship with all neighbors and friends at school. Develop an appreciation of ethnic, racial and other religious differences.	Greetings, conversation participation in activities which are not prohibited by Islam.

Expand on the knowledge of <i>Halal</i> and <i>Haram</i> in food and drink e.g. "Allah (SWA) had made only good and wholesome things lawful for us."	Animals whose meat is <i>Halal</i> . Ways of slaughter. Prices and ingredients of various alcoholic beverages and their effects on the budget and health of the family.
Learn about modesty of male and female attire.	Study examples of the Islamic dress code in various Islamic countries worldwide; see how their culture influences their dress.
Begin to study the recommended ways of earning money.	Working hard and honestly to earn money rather than obtaining it through cheating and stealing or unlawful business.
Build upon already acquired traits of truthfulness and honesty.	Fairness, compassion, helpfulness, etc.

Grade 4

Aqidah and Fiqh

Goal Four (contd.):

## Islamic 'Adab and Akhlaq

'Adab of personal and social life for Muslims as derived from the Qur'an and *Sunnah* of Prophet Muhammad (S)

<b>Statement of Performance Objectives</b>  The Students will:	<b>Examples</b>
Begin to follow the Islamic practices during, or in response to bodily functions.	<u>Preparing for bed:</u> Purify oneself (make <i>Wudu</i> ); brush teeth; pray the Isha prayer; preferably eat dinner well before sleeping; check the bed to make sure that there is nothing harmful there. Before sleeping, say the following <i>Du'a'</i> :  <i>Bismika (A)llahumma Ahyawa Bismika 'Amut.</i> Wake up at dawn and recite <i>Shahadah.</i> Make <i>Wudu</i> ; brush teeth before doing anything else; pray <i>Fajr</i> before engaging in any other activity.
Be mindful of the steps required to purify the body during a bath.	Remove all impurities from the body first; wash hands; rinse mouth; wash nose, face and arms three times; pour water over the head, then over the body, beginning with the right side, etc.
Follow the proper 'Adab while eating and drinking.	Show respect for the food; don't complain; no talking while chewing;

	thank and the person who has prepared the food. Drink while sitting down; no sounds should be made while drinking; thank Allah (SWA) after finishing the drink.
Follow the Islamic dress code.	Modesty in dressing; girls should avoid wearing shorts and short dresses; tee shirts with pictures of musicians or other human beings should be avoided.

Grade 4

Aqidah and Fiqh

Goal Four:

## Islamic 'Adab and Akhlaq

'Adab of personal and social life for Muslims as derived from the Qur'an and *Sunnah* of Prophet Muhammad (S)

<b>Statement of Performance Objectives</b>  The Students will:	<b>Examples</b>
Understand the meaning of "Obedience to Allah (SWA) and Rasulullah (S)"	Follow Islamic ways without any doubt and follow the Prophet (S) referring to the <i>Hadith</i> and <i>Sunnah</i> as much as possible.
Begin to practice kindness and gentleness in every action.	Speak in an audible voice, but not too loudly; avoid bad language; practice restraint in anger; greet others with a smile; gentleness in conversation, etc.
Be considerate of others.	Respect the beliefs of others; avoid making fun of the cultural practices of others; avoid backbiting and making fun of others. In a group of three people, two should not talk privately, as this will offend the third person. Avoid squeezing between two people during prayer; avoid stepping over others while they are praying; place shoes neatly outside the <i>Masjid</i> .

Interact with parents, siblings, relatives, teachers, neighbors and friends in a most excellent manner.

Try to keep parents happy by obeying them; do not raise the voice when talking to them; doing chores and being helpful. Share money, gifts and toys with siblings, share feelings and thoughts with each other; respect older siblings and show affection towards the younger siblings. Honor and respect relatives; keep in touch with them by visiting, calling or writing. Carefully choose those friends that are noble and pious; treat them with kindness and care.

## Grade 4

### Aqidah and Fiqh

#### Fourth Grade Curriculum:

#### Scope and Sequence

1. Islamic greetings and the use of Islamic vocabulary should be a habitual practice by now. Children should be following Islamic practices at home and at school with the help of parents and teachers.

#### 2. The Pillars of Islam: *Arkan al-Islam*

##### Salah: the Second Pillar of Islam

##### Meaning of *Salah*

Why do we pray? *Salah* is a form of communication with Allah (SWA)

Names of the five daily prayers

Timing of the five daily prayers

Learning the four *Fard Raka'at* of the *Zuhr*, *Asr* & *'Isha'* prayers

Three *Fard Raka'at* of the *Maghrib* prayer

Two *Fard Raka'at* of the *Fajr* prayer

The *Sunnah* prayer

##### Requirements for *Salah*

Wudu'

Description

Cleanliness

Significance and blessings of *Wudu'*

*Du'a'* during *Wudu'*

Learning the steps of *Wudu'*

Conditions which break the *Wudu'*

Cleaning the bathroom after *Wudu'*

## **Tayammum**

Meaning of *Tayammum*

Conditions under which *Tayammum* is permitted

Steps of *Tayammum*

Conditions under which *Tayammum* comes to an end

Practice in making *Tayammum*

## **Adhan**

Meaning of *Adhan*

The story of the first *Adhan*, called by Bilal (RA)

Learning to call the *Adhan*

*Adab* of the *Adhan*

Calling the *Adhan* at the *Masjid*, the school and at home

## **Contents of *Salah***

Significance of *Salah*

Adab as-*Salah*

Learning the postures of *Salah*

*Niyah, Takbir, Ruku', Sajdah, Tashahhud* and *Taslim*

*Raka'at* (units) of *Salah*

Distinguish between *Fard, Sunnah* and *Nafil*

Offering prayers in *Jama'ah*

Tasabih

Timings of the different *Salah*

Forbidden times to offer *Salah*

*Barakah* of *Salah*

Memorization and recitation of the necessary *Suwar* and *Du'a'*

### **Necessary Conditions to Establish *Salah***

Cleanliness

Regularity

Punctuality

Lining up for *Jama'ah*

Peace and tranquility

Dedication

Humility

Feeling Allah's presence

Avoiding distractions

## BIBLIOGRAPY

<b>Textbook</b>	Ghazi, Abidullah & Tasneema <u>Our Faith and Worship, Vol I</u> IQRA' International Educational Foundation, Chicago.
<b>Workbook</b>	Ghazi, Abidullah & Tasneema <u>Our Faith and Worship, Vol I</u> IQRA' International Educational Foundation, Chicago.
<b>Coloring Book</b>	Ghazi, Tasneema: <u>My Coloring Book of Salah</u>  IQRA' International Educational Foundation, Chicago.
<b>Additional Reading</b>	Sarwar, Ghulam: <u>The Children's Book of Salah</u>  Muslim Educational Trust, London.