



CONTENT GUIDE

**Teachers, Parents,
and Educators**

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Ninety-Nine

Discussion

- What does "Al-Mu'id" mean, and how does the poem describe Allah renewing life?
- Why do you think Allah gives new beginnings, like changing seasons or healing?
- How does Al-Mu'id show up in your own life?

Activity

Students draw two pictures side by side: something that changed or was renewed in nature, and something in their own life that started fresh after a hard moment.

The Prophet's Kindness

Discussion

- Why do you think Umar ibn Abi Salamah wasn't paying attention to his manners while eating?
- What did the Prophet (pbuh) say, and why do you think his words were so simple?
- Why can a few gentle words sometimes teach more than a long lecture?

Activity

In pairs, students take turns practicing saying "Bismillah" and eating from what's nearest to them, then discuss one other simple habit they could practice together as a class this month.

Anti-Boredom Corner

Discussion

- Which museum activity would you like to try first, and why does it sound interesting?
- How can walking slowly and looking closely change what you notice in a familiar place?

Activity

Students set up a mini "class museum" using classroom objects or drawings, write a short label explaining each item's story, then take turns being the museum guide for a partner.



World Folktales

Pre-Reading

- Have you ever had to share a big job with someone who didn't help as much as you?
- Do you think patience and hard work always pay off, even when they don't look impressive?
- Long ago, three brothers shared a business, but one did most of the work. What might that have felt like for him?

Discussion

- Why did Zhoshu and Penhun both give up on removing the stars from the pool?
- How did Tanyen succeed at the same task Zhoshu and Penhun found impossible?
- What did Tanyen mean when he said he found his fortune "right here, in my own hands"?

Activity

"Water and Stars"—students act out the moment each brother faces the old woman's challenge, taking turns playing Zhoshu, Penhun, and Tanyen, then discuss why only patience and effort could get the "stars" out of the water.

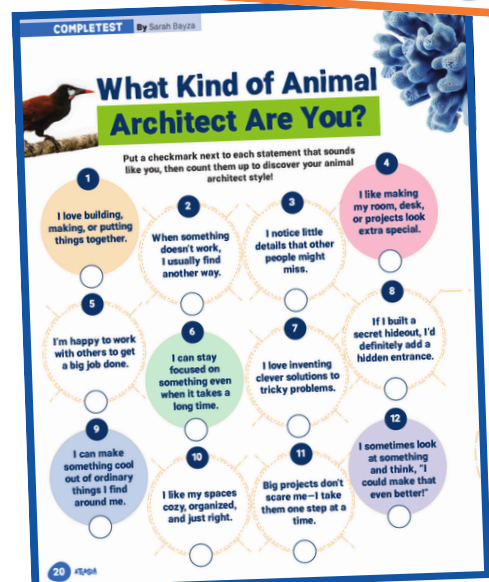
CompeTest

Discussion

- Did your animal-architect result match how you already see yourself? Why or why not?
- Real animal architects use very different building styles. Why does that variety exist?
- Which quiz quality matters most for a big class project?

Activity

In small groups, students design a poster for their combined "class habitat," blending each member's animal-architect style into one imaginary structure that could realistically shelter the whole group, then present it to the rest of the class.



Online with Sami

Pre-Reading

- Have you ever felt so confident about something that you were sure no one could beat you?
- What do you think it feels like to be humbled by someone much younger than you?
- Sami learns the Prophet (pbuh) dug a trench using teamwork. Why did that stick with him?

Discussion

- Why do you think the younger kid was able to solve Sami's Rubik's Cube so quickly?
- Sami says it's been two days and Layla is still teasing him. Why can it take time to laugh at our own mistakes?
- What did Sami learn about being confident before he was actually tested?

Activity

Students think of a time they felt very confident about something, then discuss with a partner what they learned from a moment that surprised or humbled them.

Amaze Moo

Discussion

- Why did Pointy Nose and Complain Moo think it was okay to eat fruit alone?
- What clues told them the garden belonged to someone?
- Why did the two friends get stomachaches after taking too much?

Activity

Students sort situations, like borrowing a toy or picking fruit, into "okay without asking" and "needs permission first," then discuss why the rule matters even when no one is watching.



Zoom**Pre-Reading**

- What is the most impressive animal home you've ever seen or heard about?
- Why do you think some animals build such complex homes instead of simple ones?
- What materials do you think an animal could use to build without any tools?

Discussion

- Which animal architect surprised you most: beaver, termite, or pufferfish?
- How does the weaver ant's nest show teamwork differently than the beaver's dam?
- Why did Allah give animals such different but perfectly suited building skills?

Activity

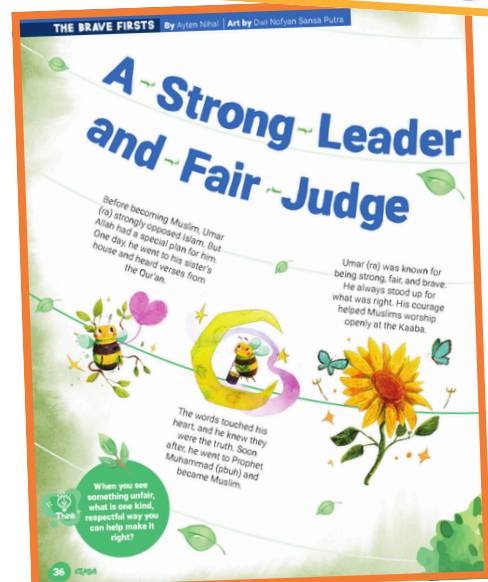
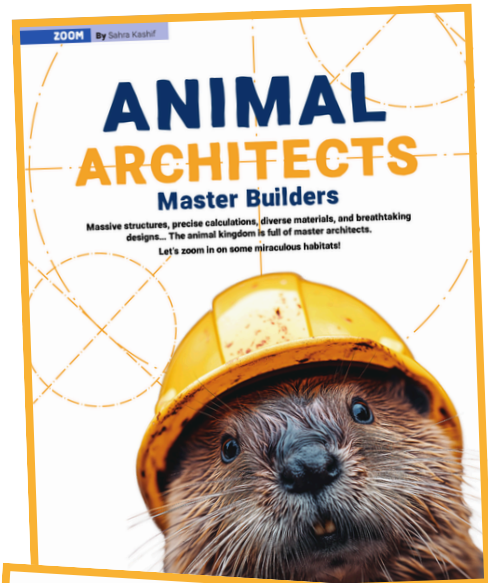
Students choose one animal architect from the magazine and design a poster comparing its building materials, method, and purpose to how humans build homes, then explain to a partner what surprised them most about the comparison.

The Brave Firsts**Discussion**

- What was Umar (ra) doing when he first heard the Qur'an touch his heart?
- Why was Umar (ra) known for treating everyone fairly?
- How did Umar (ra) help Muslims after becoming the second Caliph?

Activity

Students act out a short scene of noticing something unfair, the way Umar (ra) did before he became Muslim, taking turns being the person who speaks up gently and respectfully and the person who listens and responds thoughtfully, then discuss how it felt.



Tech High5

Discussion

- Which design surprised you most?
- How did a fog-collecting beetle help engineers design buildings in dry places?
- What other animal or plant could inspire a clever new building design?

Activity

Students sketch their own building inspired by an animal or insect from the magazine, labeling which part of the animal inspired which part of their design.

Surah Spotlight

Discussion

- What picture does Surah Al-Adiyat use at the start to grab our attention?
- Why do people get so attached to what they own that they forget to be thankful?
- What does it mean that Allah knows what is hidden inside our hearts?

Activity

Students list three things they're thankful for that aren't toys, then compare lists with a partner and talk about why those things came to mind first.

I Was There...

Discussion

- What amazed Skyler most about the rainforests, volcanoes, and two coastlines?
- Why does Costa Rica protect about a quarter of its land as national parks?

Activity

Students create a mini passport page for Costa Rica, including one landmark or natural feature, one food, one animal, and one fun fact they learned along the way.





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