



# CONTENT GUIDE

**Teachers, Parents,  
and Educators**

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## Ninety-Nine

### Discussion

- How can trusting Allah help us feel calmer?
- Why might Allah delay something we are hoping for, even when we don't understand?
- What does "Al-Mu'akkhkir" mean, and how does the poem describe Allah's timing?

### Activity

Students think of one thing they are currently waiting for—a trip, a skill, a gift—and write a short dua asking Allah for patience and trust in His wise timing.

## The Prophet's Kindness

### Discussion

- Why is it important to take a child's small sorrows seriously, the way the Prophet did?
- What did the Prophet (pbuh) say and do that made Abu Umayr feel truly comforted?
- Why was he so sad about his bird, when grown-ups might call it "just a bird"?

### Activity

In pairs, students role-play—one shares something that made them sad, while the other responds the way the Prophet (pbuh) did, with a gentle question and full attention.

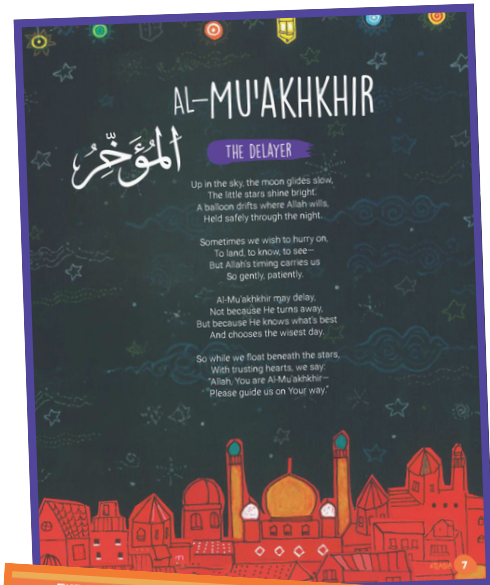
## Anti-Boredom Corner

### Discussion

- Which park activity would you like to try first, and why does it sound fun?
- How can imagination turn something simple into a big adventure?

### Activity

Students choose one activity from the magazine (Leaf Hunt, Park Olympics, Swing Stories, Stick Building Zone, Follow the Leader, or Shadow Dance Party) and plan what to do and who joins.



## World Folktales

### Pre-Reading

- Have you ever helped someone who felt lost, scared, or left behind? What did you do?
- What do you think makes someone a "true leader"—strength, cleverness, or kindness?
- Long ago, on the open steppe, people lived closely with animals and the land itself. What do you imagine daily life felt like?

### Discussion

- Why did Aldar Kose help the little fox find her friends, even though he didn't know her?
- How did teamwork help Aldar Kose and the animals beat the gray fox in the contest?
- What did the gray fox learn, and why did she agree to change by the story's end?

### Activity

"Team Trophy"—Students draw a trophy and write one strength they bring to a team, such as kindness or patience, plus one strength a friend brings, showing how different strengths work well together.

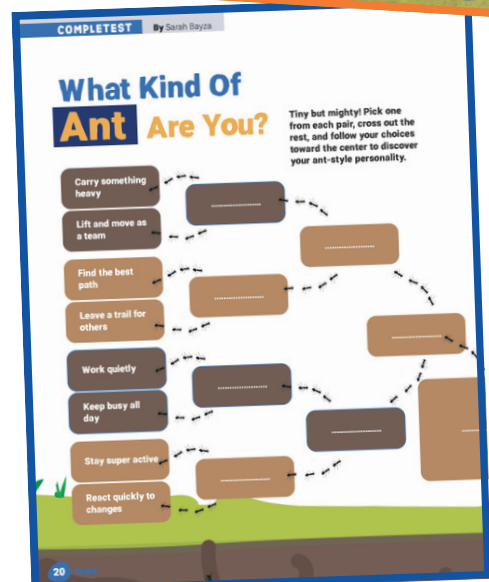
## CompleTest

### Discussion

- Did your ant-type match how you already see yourself? Why or why not?
- Ant colonies have workers and queens. Why do teams need different roles?
- Which "ant-style" strength do you think is most useful in a classroom, and why?

### Activity

Students pick one "ant-style" strength, such as being a steady worker, a clever explorer, or a quick responder, and share one way they could bring that strength to their class or family this week, then invite someone to try it.



## Online with Sami

### Pre-Reading

- Do you think of yourself as a fair person? What makes you say that? Give an example from your own life.
- Have you ever had to stay calm even though you knew you were right?
- Being fair sounds simple, but it can be hard in the moment. Why is that?

### Discussion

- Why was sharing the drink fairly with Layla harder than Sami expected?
- What did Sami learn about fairness by waiting his turn instead of interrupting?
- Why did Sami stop talking after Layla stepped on Milky Way's tail, though he felt right?

### Activity

"24-Hour Fairness Challenge"—Students try a mini fairness challenge for a full day, then journal about the moment that felt hardest and how they handled it.

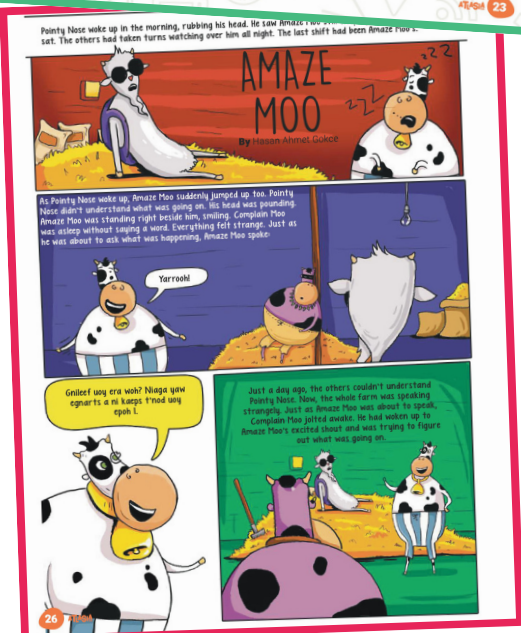
## Amaze Moo

### Discussion

- Why do you think Pointy Nose spoke backwards after his fall near the water?
- What did Pointy Nose finally admit to feeling bad about by chapter's end?
- Why does saying "thank you," even when it's hard, matter so much?

### Activity

Students complete the sentence "One time I felt proud or full of myself, and I learned that \_\_\_\_\_," then share one specific way they can practice staying humble this week, whether at home, at school, or with friends.



## Zoom

## Pre-Reading

- Have you ever watched ants marching somewhere? What did you notice?
- Why do you think Allah made even tiny creatures with jobs and purpose?
- What do you already know about how ants live and work together?

## Discussion

- What surprised you most about how an ant colony works together?
- How do ants communicate without talking, and why is that impressive?
- The Qur'an has a surah named An-Naml, "The Ant." What does that teach us?

## Activity

Students choose one "job" in an ant colony, such as queen, worker, soldier, or nurse, and act it out or draw it, then write one way people at home or school have different jobs that work together, supporting one another and getting things done every single day.

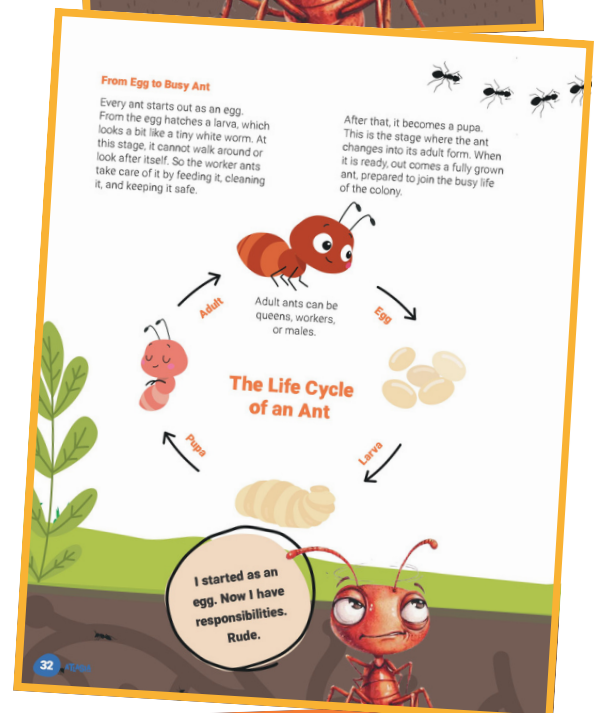
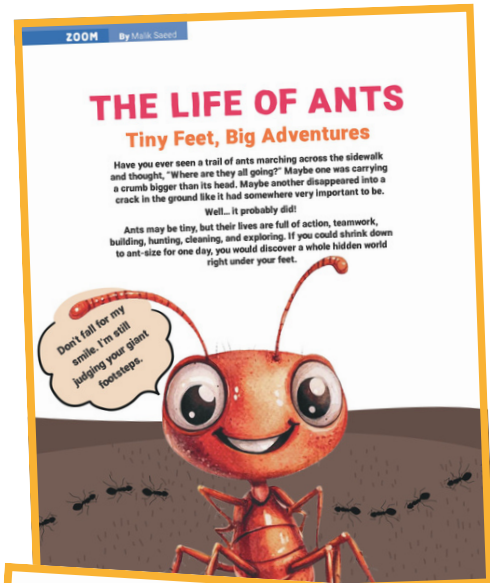
## Stories of the Prophets

## Discussion

- Why did people call him "Al-Amin" before he became a prophet?
- What does it mean that he lived humbly, fixing his own sandals?
- Why were mercy, patience, and honesty so important to his character?

## Activity

"Prophets Path"—Students draw a path of stars and write one important lesson from the life of Prophet Muhammad (pbuh), then add a lesson from another prophet in the spread, such as Yunus, Ibrahim, or Musa, and explain how the two connect.



## Tech High5

### Discussion

- Which ant tech impressed you most?
- How do ants help engineers solve big problems?
- What animal could inspire new tech, and why?

### Activity

Students design their own invention inspired by an animal's abilities, such as an ant, a bird, or a fish, explain what problem it solves, and how it could help people.

## Surah Spotlight

### Discussion

- What does Surah Al-Humazah warn us about?
- Why does Allah compare hurtful words to a stone in a backpack?
- How can kind words lighten the load for you and others?

### Activity

Students draw a backpack with mean words as heavy stones on one side and kind words as light feathers on the other, then discuss which side they would rather carry every day.

## I Was There...

### Discussion

- What amazed Skyler most about Chile's deserts and coastal towns?
- Why does Chile have such different environments, from desert to ice?

### Activity

Students create a mini passport page for Chile, including one landmark, one food, one animal, one fun fact they learned, and one thing they would love to see or try there.





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