

## KG | NEWSLETTER

FEBRUARY 2025



### DATES:

**Black History Month:** *Throughout the month of February*

**Ramadan Food Drive:** *February 3rd to 21st*

**100th Day of School:** *February 12th (information to follow)*

**Teacher Convention:** *February 13th and 14th (no school for students)*

**Family Day:** *February 17th (no school)*

**Pink Shirt Day:** *February 26th*

**Edmonton Islamic Academy**

**Principal:** Mr. Ibbrahim Abougouche [abraham.abougouche@islamicacademy.ca](mailto:abraham.abougouche@islamicacademy.ca)

**Resident Imam at EIA:** Imam Jamal Taleb [imam.jamal@islamicacademy.ca](mailto:imam.jamal@islamicacademy.ca)

**ECLC Assistant Principal:** Ms. Mariam [mariam.abougouche@islamicacademy.ca](mailto:mariam.abougouche@islamicacademy.ca) Ext. 401

**ECLC Receptionist:** Ms. Zaynab Rahime [zaynab.rahime@islamicacademy.ca](mailto:zaynab.rahime@islamicacademy.ca) Ext. 400

**Team of Educators:**

Ms. Fatima Younes; Ms. Jinan Yassine; Ms. Umama Syed; Ms. Sherin Keshta

Ms. Montaha Haymour; Ms. Fadwa Al-Hasan

Ms. Mahassen Elayoubi; Ms. Seham Rahime; Ms. Sabina Sekander; Ms. Nadine Karout



## Message from Our Imam in Residence:



**Assalam Alaykoom our Dear Respected Parents, Teachers and Students;**

**As part of his last sermon, our Beloved Prophet Muhammad (PBUH) made it abundantly clear that racism is not acceptable in Islam and is something that Muslims must stay away from. On the day of his farewell sermon, emotions ran high as he said to his Ummah, those standing before him and those absorbing his wisdom through studying his life: "All mankind is from Adam and Eve. An Arab has no superiority over a non-Arab, nor does a non-Arab have any superiority over an Arab; a white has no superiority over a black, nor does a black have any superiority over a white except by piety and good action."**

**His words sharply declared that racial or ethnic superiority holds no value in the eyes of Allah, and only one's moral character and God consciousness gives you a higher ranking.**

**Yet as a society, while Muslims accept the words of our beloved messenger and understand why we are all equal in the eyes of Allah, the disease of racism prevents Muslims from doing what they have been commanded to do in treating people equally.**

**This isn't an issue exclusive to Muslims - there is discrimination and elitism in all forms of human life, but as we strive for excellence - ihsan - we must tackle these issues head on.**

**Anti-racism is a principle deeply ingrained within the teachings and values of Islam. Islam recognises and emphasises the equality and dignity of all human beings, regardless of their race, ethnicity, or cultural background.**

**As Muslims, not only we must unequivocally condemn racism, it's our duty to actively rise up against it when we see it take place at schools, workplaces, the general public and especially in our own homes.**

**May Allah help us to unite, regardless of our background, and help us to stop racism and discrimination in all its forms that displease Allah SWT and His messenger, Ameen.**

Sheikh Jamal Taleb  
Imam in Residence



## FROM YOUR ASSISTANT PRINCIPAL



### Umm Ayman: The Mother After the Prophet's Mother

In honor of Black History Month, I'd like to highlight a radiant figure from our Prophet's (SAWS) time. Barakah (RA), widely known as Umm Ayman was Abyssinian and initially served as a caretaker for Abdullah bin Abd al-Muttalib, the father of the Prophet Muhammad (SAWS). After the passing of Aminah, the Prophet's (SAWS) mother, Umm Ayman (RA) took on the role of his primary caregiver, until our prophet married Sayyidah Khadijah bint Khuwaylid (RA).

Umm Ayman (RA) embraced Islam early in Makkah and endured the persecution faced by the first Muslims. She later migrated to Al-Madinah alongside other believers.

Her first husband was Ubayd bin Zayd (RA) of the Bani Khazraj tribe, a notable group in the Hijaz. Historical records, including those of Ibn Kathir in *Al-Bidayah wa An-Nihayah*, describe Ubayd (RA) as Black or Al-Habashi, despite his Arab lineage. Together, they had a son, Ayman (RA), who was also Black. Both Ubayd (RA) and Ayman (RA) were martyred—Ubayd (RA) at the Battle of Khaybar and Ayman (RA) at the Battle of Hunayn. Umm Ayman (RA) herself participated in key battles, including Uhud and Khaybar.

After Ubayd's (RA) death, the Prophet (SAWS) is reported to have encouraged his companions by saying, "If anyone wishes to marry a woman from the People of Paradise, let him marry Umm Ayman." Zayd bin Harithah (RA), whom the Prophet (SAWS) had freed and treated like a son, married her.

There are differing accounts regarding the time and circumstances of Umm Ayman's (RA) own passing, but her legacy remains a source of inspiration.

Ms. Mariam  
Assistant Principal ECLC  
Extension 400 or 401





## Curriculum Corner:



### ISLAMIC STUDIES:

- The students will learn to recite Surah Al-Masad.
- The students will learn the following names of Allah SWT (Al- wahab - الوهاب Arrazaq الرزاق Al- Fattah - الفتح and Al- Aleem - العليم)
- The students will learn the following Duaa: I seek refuge in the Perfect Words of Allah from the evil of what He has created. أَعُوذُ بِكَلِمَاتِ اللَّهِ التَّامَّاتِ مِنْ شَرِّ مَا خَلَقَ
- The students will learn about our beloved prophet (SAWS) and his prophethood.
- The students will learn the hadeeth of cleanliness: الطهور شطر الإيمان

ا ب ت ث ج  
ح خ د ذ ر ز  
س ش ص ض ط  
ظ ع غ ف ق ك  
ل م ن ه و ي

### ARABIC:



- The students will learn the following letters: ط Taah; ظ Tha; ع a'yn.
- The students will learn vocabulary words with the letters taught in class.
- The students will read and write the letters taught in class.
- The students will review all Arabic letters taught to date.

# Curriculum Corner:



## LANGUAGE ARTS:

- The students will be learning the following letters and sounds: Ww, Jj, Yy, Xx, Vv and Zz
- The students will practicing formation of the letters: Ww, Jj, Yy, Xx, Vv and Zz
- The students will learn to blend 2-3 sounds in reading short vowel words.
- The students will be exploring rhyming words; segmenting and sight words.
- The students will attend to listening and following directions to two steps.
- The students will develop a greater vocabulary bank of words through a variety of literacy experiences.

## MATH:



I will listen and follow directions.



- The students will learn the following numerals: 11, 12, 13 and 14
- The students will will properly form 11, 12, 13 and 14
- The students will learn to subitize numbers to 10
- The students will learn to distinguish between 2D and 3D shapes.
- The students will learn to identify different 3D shapes.

## Curriculum Corner:



### **SOCIAL STUDIES:**

- The students will identify familiar places in our community.
- The students will classify familiar places in our community.
- The students will describe traditions, cultures, and histories of diverse groups in the local community.
- The students will understand that we need treat group members with fairness can contribute to the well being of our community.



### **SCIENCE:**

- The students will discuss connections First Nations, Metis, or Inuit have with nature.
- The students will build connections with First Nations, Metis and Inuit ways of living which include: hunting, gathering, trapping and fishing.
- The students will

### **WELLNESS:**

- The students will understand and practice healthy hygiene practices supporting health and growth.
- The students will understand and practice healthy hygiene practices including dental care; handwashing; showering; protocols for sneezing and coughing and adequate rest and sleep.



## Final Sermon of Our Beloved Prophet

**On the day of his farewell sermon, emotions ran high as he said to his Ummah, those standing before him and those absorbing his wisdom through studying his life: "All mankind is from Adam and Eve. An Arab has no superiority over a non-Arab, nor does a non-Arab have any superiority over an Arab; a white has no superiority over a black, nor does a black have any superiority over a white except by piety and good action."**

**Research have shown that, children begin to understand racial stereotypes around ages 2-5 years**

**Racial prejudice can develop in the early school-age period (ages 5-8 years)**

**An ideal time to speak with children about prejudice is the school-age period (ages 5 -12 years)**

**We can start by teaching children two key concepts that build the foundation for anti-racism:**

- **"The Golden Rule": Treat others the way you want to be treated**
- **Fairness: Actions and consequences that are right and honorable; illustrates the difference between EQUAL and EQUITABLE**

**Continue using books that highlight diversity, equity, inclusion, and also address racism and discrimination. What types of experiences and examples do they provide in helping children navigate fairness and honor "The Golden Rule?" Support programming that builds their cultural knowledge.**