

Grade 1 | NEWSLETTER

FEBRUARY 2025



DATES:

Black History Month: *Throughout the month of February*

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

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

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

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

Pink Shirt Day: *Wednesday, February 26th*

Edmonton Islamic Academy

Principal: Mr. Ibbrahim Abougouche abraham.abougouche@islamicacademy.ca

Resident Imam at EIA: Imam Jamal Taleb imam.jamal@islamicacademy.ca

ECLC Assistant Principal: Ms. Mariam mariam.abougouche@islamicacademy.ca Ext. 401

ECLC Receptionist: Ms. Zaynab Rahime zaynab.rahime@islamicacademy.ca Ext. 400

Team of Educators:

Ms. Faizah Rehman; Ms. Yasmeen Aly; Ms. Hodan Omar; Ms. Beverly Macdonald;
Ms. Khadija Ali; Ms. Fatima Diriye

Ms. Nadia Alramahi; Ms. Boushra Korknawi

Ms. Salwa Hamdon; Ms. Anjum Shah; Ms. Ramia; Ms. Mahbouba Hoque; Ms. Tuba Naseem;

Ms. Tahseen Anwar; Ms. Lina Khazinahdar



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**

Message 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 Surat At-Teen Ayah 1 -8.
- The students will understand the importance of Surat At-Teen
- The students will learn up to 43 names of Allah (SWT)
- The students will learn to make proper wudoo
- The students will understand that wudoo makes them clean

سُورَةُ التَّيْنِ

Bismillaahir Rahmaanir Raheem

Wat teeni waz zaitoon
Wa toori sineen
Wa haazal balad-il ameen
Laqad khalaqnal insaana fee ahsani taqweem
Thumma ra dad naahu asfala saafileen
Ill-lal lazeena aamanoo wa 'amilus saalihaati;
falahum ajrun ghairu mamnoon
Fama yu kaz zibuka b'adu bid deen
Alai sal laahu bi-ahkamil haakimeen

ARABIC:

- The students will review Arabic letters ا - ض
- The students will learn the following letters: ع , ط , ظ
- The students will build their vocabulary bank with Arabic words with the ع , ط , ظ letters.
- The students will read and write words with the ع , ط , ظ letters.
- The students will form the letters ع , ط , ظ understanding the different shapes at the beginning, middle and end of words.



Curriculum Corner:

LANGUAGE ARTS:

- The students will be learning to read and write diphthongs words with “long vowel teams”. Examples include words with ai/ay/ee/ea/ey/oa/ow/oy/ie/igh combinations
- The students will be learning to read and write with fluency “vce” words.
- The students will read with an increasing fluency, vocabulary and comprehension.
- The students will read informational texts, identify the structure, main idea, and supporting details, practice sequencing, and engage in question-and-answer activities.
- The students will improve their fluency in reading sight words and heart words.
- The students will write texts with greater detail.



MATH:

- The students will investigate numbers up to 100.
- The students will work on mastering addition and subtraction facts within 20 with improved accuracy and fluency.
- The students will focus on solving word problems related to addition and subtraction within 20.
- The students will explore and understand the concept of part/part/whole.





Curriculum Corner:

SOCIAL STUDIES:

- The students will investigate roles and responsibilities.
- The students will differentiate between roles and responsibilities of group members in a variety of groups.
- The students will understand that being part of a group or community can contribute to a sense of identity and belonging.
- The students will pay attention to acts of kindness with each other, at home and in the community.
- The students will understand the concept and the importance of recycling.



SCIENCE:

- The students will understand and apply how instruction affects outcomes.
- The students will follow instructions with two and/or three steps given in different forms.

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.