

Grade 3 | NEWSLETTER

February 2025



DATES:

Black History Month: *Throughout the month of February*

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

100th Day of School: *February 11th (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

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

Division One Assistant Principal: Mr. Zahra walaid.zahra@islamicacademy.ca

Team of Educators:

Mr. Benjamin Gee; Ms. Farah Rizwan; Ms. Tasnim Nur; Ms. Marian Ali; Ms. Najet Jomha; Ms. Sumaya Farah
Ms. Areej Dalloul; Ms. Niveen Elkabach
Ms. Rola Qutab; Ms. Maimoona Bary; Ms. Tasnim Katina; Ms. Ramia Abougouche

FROM YOUR 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 luminous figure from the time of our Prophet (SAWS)–Barakah (RA), more commonly known as Umm Ayman. An Abyssinian woman, she 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) became his primary caregiver, remaining a steadfast presence in his life until his marriage to Sayyidah Khadijah bint Khuwaylid (RA).

One of the earliest converts to Islam in Makkah, Umm Ayman (RA) endured the hardships and persecution faced by the first Muslims. She later migrated to Al-Madinah alongside the believers, continuing her unwavering commitment to the faith.

Her first husband, Ubayd bin Zayd (RA) of the Bani Khazraj tribe, belonged to a prominent 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) became martyrs–Ubayd (RA) at the Battle of Khaybar and Ayman (RA) at the Battle of Hunayn. Umm Ayman (RA) herself played an active role in key battles, including Uhud and Khaybar.

After Ubayd's (RA) passing, the Prophet (SAWS) is reported to have said, **"Whoever wishes to marry a woman from the people of Paradise, let him marry Umm Ayman."** Inspired by this, Zayd bin Harithah (RA), whom the Prophet (SAWS) had freed and loved like a son, married her.

There are differing accounts regarding the time and circumstances of Umm Ayman's (RA) passing, but her remarkable legacy remains a testament to her faith, resilience, and deep connection to the Prophet (SAWS). She stands as an enduring source of inspiration, embodying strength, sacrifice, and devotion in the early days of Islam.

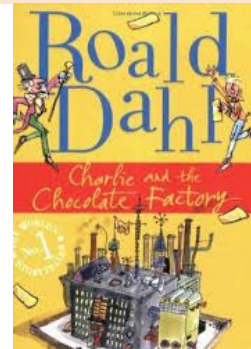
Mr. Walaid Zahra
Assistant Principal Grades 2 and 3



CURRICULUM CORNER:

LANGUAGE ARTS:

- The children will learn how to use the visualization strategy to enhance their understanding of various texts.
- The students will examine the form and structure of a variety of fiction and non-fiction texts.
- The students will apply strategies to read and write texts with a focus on key events, building suspense, and producing detailed conclusions.
- The students will enhance their reading fluency, expand their vocabulary, and develop comprehension skills through the novel *Charlie and the Chocolate Factory*.
- The students will revise their own written texts and provide feedback on their classmates' texts through peer editing.



MATH:

- The students will examine patterns in multiplication.
- The students will analyze and apply strategies for multiplication within 100.
- The students will understand and apply strategies such as skip counting, using the number line, grouping and repeated addition.
- The students will begin to understand that multiplication equations have related division equations.



CURRICULUM CORNER:

SOCIAL STUDIES:

- **The students will investigate decision making and government structures in Alberta.**
- **The students will understand that the provincial government is responsible for organizing and providing resources to Alberta.**
- **The students will understand that municipal government make decisions for local communities.**
- **The student will understand that provincial government make decisions for the province.**



MATH:

- **The students will analyze changes in the Earth's surface and explain how it's layers hold facts of its creations by Allah (SWT).**
- **The students will analyze and describe how plants and animals interact with each other and within the environments.**
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