

M U S L I M L E G A C Y S E R I E S

Grade 3 Islamic Studies

Worship and Practice

— Sample Packet —

*A preview of the textbook, student workbook, and teacher manual
for Unit 1, Chapter 1: Why We Pray*

Muslim Legacy Series LLC

Minneapolis, Minnesota
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About This Sample Packet

This sample packet provides a preview of how Muslim Legacy Series delivers structured, citation-based, and developmentally appropriate Islamic education.

Muslim Legacy Series is a complete K-12 Islamic education system designed for schools, institutions, and families. Each grade level includes a Student Textbook, Student Workbook, and Teacher Manual — all working together as an integrated learning system.

Inside this sample:

- A textbook chapter — the core lesson students read and learn from, featuring the Grandpa Siddiqui Classroom Dialogue format
- Student workbook activities — vocabulary, comprehension, reflection, du'a practice, role-play, and action steps
- Teacher guidance — chapter purpose, teaching sequence, discussion prompts, common questions, and classroom dialogue management

All content is extracted directly from the Grade 3 Islamic Studies Canon materials, published by Muslim Legacy Series LLC.

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TEXTBOOK SAMPLE

Unit 1: Prayer and Worship

Drawing close to Allah through Salah. Unit 1 explores the gift of prayer — why we pray, how we pray, when we pray, and the special joy of praying together. Every chapter asks: how does Salah bring us closer to Allah?

Chapter 1

Why We Pray

Key Terms: *Salah · Fard · Khushu*

Qur'anic Foundation

“Whoever guards his prayer will enter Paradise on the Day of Judgment.” (Qur’an 82:1-19)

Term	Meaning
Salah	The five daily prayers ordained by Allah for every Muslim. Our direct conversation with Allah.
Fard	An obligatory act that every Muslim must perform. Everything Allah requires has a wisdom and a gift inside it.
Khushu	Mindful focus and humility during prayer — being so present in prayer that you forget everything else.

Grandpa Siddiqui’s Story

Children, let me tell you about a morning I have never forgotten.

I was about eight years old — just a little younger than some of you. My grandfather — your great-great-grandfather — woke me up before the sun had risen. It was still completely dark outside. The whole neighborhood was asleep.

He said: ‘Come with me to Fajr.’

I was sleepy and a little grumpy, if I am being honest. I did not understand why we had to pray when it was still dark. I wanted to stay under my warm blanket.

But I got up, because when your grandfather calls you, you go.

We walked to the masjid together. Just a few minutes through the dark streets. And when we walked in, a handful of men were already there, standing quietly, making their preparations for prayer.

And then we prayed.

Children, I cannot fully describe what I felt. The world was dark and completely quiet. Everyone else was asleep. And we were awake — standing before Allah — while the rest of the world did not even know it was happening.

I felt something I had never felt before. A peace. A stillness. Like the world had paused and there was only this moment: me, my grandfather, and Allah.

On the way home, my grandfather said: ‘Salah is not a burden. It is an invitation. Allah invites you five times every day. The question is — will you come?’

I have been trying to answer yes to that invitation every day since.

What Did You Learn?

Grandpa Siddiqui: So — what did you take from that story? What did you learn?

Nadia: Grandpa, I sometimes feel distracted when I pray. Is that normal? I want to have Khushu but my mind keeps going to other things.

Hamza: I think focusing is hard but if we think about who we are actually talking to — the Creator of everything — it really helps. Would you be distracted talking to the most important person in the world?

Layla: Maybe praying helps us feel calmer even at school. Like a reset button in the middle of a busy day.

Grandpa Summarizes

Nadia asked the question that is in everyone’s mind: is it normal to feel distracted? Yes. Completely normal. The companions of the Prophet (SAW) struggled with this too. You are in good company.

But Hamza gave the answer. Think about who you are talking to. Not a teacher. Not a phone. The One who created the sky and the stars and your own heartbeat is waiting for you to speak to Him. When you remember that, distraction becomes harder.

Layla is right: prayer is a reset. Between school and homework and everything else in a Grade 3 day, Salah is the moment you stop and say: I belong to Allah. Everything else can wait five minutes.

Here is what I want you to carry: prayer is not a task to finish. It is a place to arrive. The next time you pray, instead of thinking ‘I need to get through this’ — think: ‘I am here. Allah is listening. This is the most important moment of my day.’

What We Learned

Salah is our direct conversation with Allah — five invitations a day that He is waiting for us to answer.

Fard means required — and everything Allah requires has a wisdom and a gift inside it.

Khushu is the goal: being so present in prayer that you forget everything else.
Prayer is not a task to finish. It is a place to arrive.

How Will You Use This?

Grandpa Siddiqui: This week — what will you do differently in your next prayer?
One small thing to try.

Nadia: I will slow down at the beginning and think about who I am talking to
before I say Allahu Akbar. Just take one breath first.

Hamza: I want to stop rushing through Al-Fatiha. I will say each line slowly and
think about what it means. (Qur'an 1:1-7)

Layla: I want to pray one prayer today where I turn off everything else. No sounds,
no distractions. Just me and Allah.

Grandpa Siddiqui: Nadia — one breath before Allahu Akbar. That is Khushu
beginning. Hamza — Al-Fatiha slowly, with meaning. You say it seventeen times a
day. Make it mean seventeen things. Layla — one distraction-free prayer today.
See what happens. All three of you just made your next prayer better. (Qur'an 1:1-
7)

Our Du'a

Allahumma a'inni 'ala dhikrika wa shukrika wa husni 'ibadatik

"O Allah, help me to remember You, to be grateful to You, and to worship You in the
best manner."

Action Step

This week, pray all five prayers and before each one take one breath and think: I am
about to speak to Allah.

WORKBOOK SAMPLE

Chapter 1: Why We Pray**Salah — The Invitation Prayer and Worship · صلاة****Part A — Key Terms**

Write what each Key Term means in your own words:

Term	Meaning
Salah	
Fard	
Khushu	

Part B — What Did You Learn?

1. What is the most important thing Grandpa Siddiqui taught in this chapter?

2. What is one thing that makes it hard for you to focus in prayer?

3. Circle the word that best describes this chapter:

Belief Worship Character Community

Part C — My Reflection

What is one thing from this lesson you want to remember?

One thing I will try differently in my next prayer:

Part D — Du'a Practice

Write the du'a from this chapter and say it out loud:

Allahumma a'inni 'ala dhikrika wa shukrika wa husni 'ibadatik

Write the transliteration from memory:

Part E — Action Step Check-In

Did you complete this week's action step? Yes Not yet

What happened when you tried?

Part F — Let's Act It Out!

Role-Play Scenario

Your friend says: 'I pray because I have to, but I never feel anything. Is something wrong with me?'

You remember what Grandpa said about Khushu. Act it out with a partner (same gender). What would you say?

What did you say to help your friend?

What is one thing that makes Khushu easier?

TEACHER MANUAL SAMPLE

Chapter 1: Why We Pray

Field	Details
Grade	Grade 3
Chapter	Chapter 1 — Why We Pray
Subject	Ibadah
Duration	40-45 min
Objectives	Students explain why Muslims pray Students connect Salah to their personal relationship with Allah
Key Terms	Salah, Fard, Khushu
Narrator	Grandpa Siddiqui
Student Voices	Nadia, Hamza, Layla
Format	Type 2 Classroom Dialogue

Chapter Purpose

Grade 3 students may already know how to pray but may not know why. This chapter answers that question with feeling.

The goal is that each student leaves thinking of Salah as an invitation, not a burden.

Key Teaching Points

- Salah is our direct conversation with Allah — five invitations every day.
- Fard means required — everything Allah requires has a wisdom and a gift inside it.
- Khushu is the goal: being so present that you forget everything else.
- Prayer is not a task to finish. It is a place to arrive.

Key Term Definitions (Plain English)

Term	Meaning
Salah	The five daily prayers ordained by Allah for every Muslim
Fard	An obligatory act that every Muslim must perform
Khushu	Mindful focus and humility during prayer — being fully present with Allah

Teaching Sequence

1. OPEN (5 min): Ask how students feel when they pray. Honor honest answers — bored, distracted, peaceful.

2. READ (10 min): Read Grandpa’s story. Ask: what did he feel at Fajr? Has anyone felt something like that?

3. KEY TERMS (10 min): Introduce Khushu: what does it mean to be fully present? What makes it hard at Grade 3?

4. DISCUSS (10 min): Why did Allah make prayer five times a day and not just once? When during the day do students most need that pause with Allah?

5. WRAP-UP (5-10 min): Du’a practice and action step. Role-play if time permits.

Discussion Prompts

- Grandpa felt something special at Fajr as a child. Has prayer ever made you feel something? When?
- Khushu means being fully present. What pulls your mind away from prayer?
- Allah made prayer Fard — required. Why five times a day and not just once?

Common Questions

Q: What if a student feels nothing when they pray?

A: That is honest and very common. Feeling follows attention. When we focus on who we are speaking to — the Creator of everything — the feeling can come. Khushu is practiced, not instantly felt.

Q: Why five prayers?

A: The night journey began with fifty; after the Prophet (SAW) asked for mercy, it was reduced to five, which count as fifty in reward. Five times keeps us connected through the whole day.

Running the Classroom Dialogue

The Story: Opens: “Children, let me tell you about a morning I have never forgotten.” Read slowly. Pause after the story ends before moving to discussion.

Three Student Responses — How to Manage:

Honest/off-track (Nadia): “I sometimes feel distracted when I pray. Is that normal?” — Honor the honesty. Never dismiss. Engage with it directly.

Strong (Hamza): “If we think about who we are actually talking to — the Creator of everything — it really helps.” — Affirm specifically. Name what was right.

Partial (Layla): “Maybe praying helps us feel calmer even at school.” — Affirm the right part first. Then build toward the fuller answer.

Classroom Activity

Students write: one word for how prayer makes them feel now, and one word for how they want prayer to make them feel. Discuss with a partner: what is the distance between those two words?

Chapter Takeaway

The student who arrives at prayer thinking ‘I am here to speak to Allah’ instead of ‘I need to finish this’ has understood this chapter.

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