



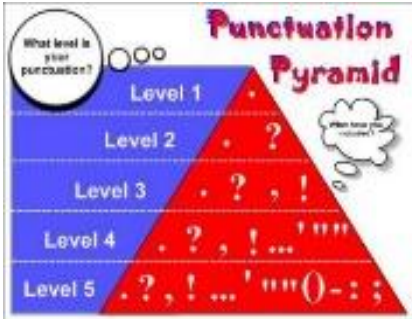
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Area of learning	Focus	Home activities/How can you help your child at home	Useful website
Literacy	<p><u>Spelling: Learning Objective</u></p> <ul style="list-style-type: none"> To spell words with the prefixes: in-, il-, ir- im- Use words with endings that sound like /ʒən/ To spell words ending with -tion, -ssion, -sion, -cian. <p><u>Grammar: Learning Objective</u></p> <ul style="list-style-type: none"> To organise ideas into paragraphs. To use conjunctions to show time and cause. <div data-bbox="324 975 784 1061" style="background-color: yellow; border: 1px solid black; padding: 5px;"> <p>Li: I can express time and cause using conjunctions</p> </div> <div data-bbox="286 1061 788 1340"> <p>Time conjunctions tell us when something is happening</p> <p>Before she plays netball, Kate always does a warm-up.</p> <p>Conjunctions such as 'because' and 'so' link something happening with the cause or reason.</p> <p>Because she doesn't want to get injured Kate always does a warm-up.</p> <p>Remember the commas.</p> </div>	<p>Discuss the use of prefix 'in' means 'not'. When you add into a root word, you do not change the spelling, Example correct = incorrect.</p> <p>Look for the rules including these prefixes and create a list of words beginning with them.</p> <p>Talk to your about the different ways to spell the words ending with the sounds like /ʒən/-tion, -sion, -ssion, -cian.</p> <p>Challenge them to create a list of words ending with sounds like /ʒən/.</p> <p>Discuss the meaning and encourage them to make sentence using the words.</p> <p>Tell the children that some conjunctions are useful for showing time (when something happened) or cause (the reason that it happened)</p> <p>Write the3 following sentence: Ben's mum took Ben to the mall for Ben's birthday.</p> <p>Ask children to identify and explain what is wrong in the sentence.</p>	<p>suffixes</p> <p>prefix</p> <p>Spelling</p> <p>Spelling 1</p> <p>Spelling 2</p> <p>paragraph hamburger</p> <p>Conjunction Wheel</p> <p>Conjunction Quiz</p>

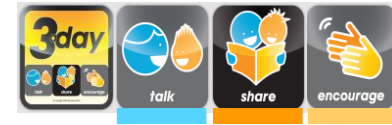


	<p><u>Punctuations: Learning Objective</u></p> <ul style="list-style-type: none"> To use basic punctuations to mark grammatical boundaries like commas and full stops. They are used to join and separate clauses and identify their effectiveness in writing. To explore the use of punctuations marks like commas, colons, semi-colons and exclamation marks in sentences. <p><u>Text Level: Learning Objectives</u></p> <p><u>Comprehension Skills Book</u></p> <ul style="list-style-type: none"> Unit 11: Fiction Page: 37: The Day the Helicopters came and REVIEW UNIT 2 Non- 	<p>Discuss the solution. Explain that we can use pronouns.</p> <p>Ask the children to recall what a conjunction is. Discuss the use of conjunctions using the given links and practice using it to write extended sentences.</p> <p>Talk to your child that inverted commas or speech marks go around direct speeches, including its punctuation.</p> <p>Remind them that if the speech ends with an exclamation mark or question mark, this also goes inside the inverted commas.</p> <p>Discuss the importance of using Punctuation marks and how it can be used in different ways. For example Comma can separate a list of actions eg. "He hit the ball, dropped the bat, and ran to first base." Encourage them to make a sentence using the words from spelling list using suitable punctuation marks.</p> <p>Read the texts from the Comprehension Skills Book:</p> <p>Ask "What is summarising?" Encourage your child to write down whatever comes to his / her mind to check their basic understanding.</p> <p>Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant</p>	<p>punctuations</p>  <p>interactivePunctuationsPunctuation Quiz</p>
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Fiction- Page46- Extreme Sports

- **Unit 13- Fiction** - Angry Arthur and My Hair as black as dirty coal -pages- 43-45

Students to read and infer from the texts mentioned.

- **Novel: The Owl Who was Afraid of the Dark.**

Writing Topics:

- Differentiated writing tasks based on the novel.
- **Summarising**
- **Interview writing/ Dialogue Writing**
- **Informal Letter Writing:**

Speaking: What inspiration did you draw from the life of Plop? What do the other characters in the novel teach us?

STEAM Based activity- Role Play/ creating fireworks- Based on the Novel- create posters

information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is read. Summarization strategies can be used in almost every content area.

1. Begin by reading or by having students listen to the text selection to be summarized.

2. Ask students the following framework questions:

- What are the main ideas?
- What are the crucial details necessary for supporting the main ideas?
- What information is irrelevant or unnecessary?

3. Have them use keywords or phrases to identify main points from the text.

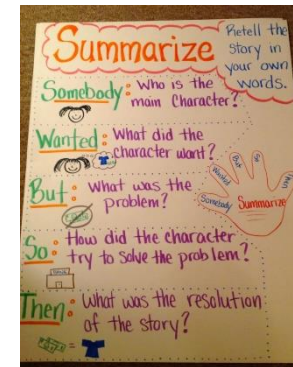
Explore chapters from the novel: ' The Owl Who Was Afraid of the Dark'. Discuss how the story and plot progresses in these chapters.

My Mini Answer Cheat

Punctuation

There are a variety of punctuation marks. Good writers know the role of each mark and uses them appropriately in their writing.

PERIODS Periods tell the reader when to stop. They go at the end of the sentence.	COMMAS Commas tell the reader when to pause. They go in the middle of some sentences.	QUOTATION MARKS Quotation marks tell the reader when someone is speaking. They go in the middle of sentences.
EXCLAMATION MARKS Exclamation marks tell the reader when there is a strong emotion. They go at the end of sentences.	QUESTION MARKS Question marks tell the reader when there is a question. They go at the end of the sentence.	ELLIPSES Ellipses can be used to tell the reader when there is a continued thought or a thought that went off.





Listening Comprehension- Making inferences and determining the purpose.

Spellings The Owl Who Was Afraid Of The dark

The Owl Who was Afraid of the Dark

These are the characters in the book:

- Mummy
- Daddy
- boy
- girl
- old lady
- astronomer

Pop scared like characters and dark was...

- baby
- barn owl
- fun
- kind
- necessary
- wonderful
- exciting
- beautiful
- super

Try to start your sentences with these words:

- Suddenly
- Then
- Before
- Next
- After
- Finally

Other words you can use:

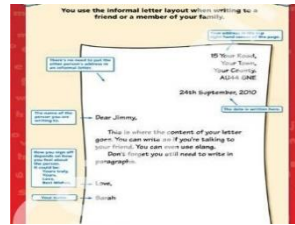
- tree
- thump
- hunting
- dark
- flew
- Father
- Christmas

Link to Moral Education:

Character and Morality

Teaching Ethical values: Fairness, Caring, Honesty, Tolerance & Respect.

Discuss the key elements and structure of informal letter.



<https://www.readingrockets.org/article/introduction-letter-writing>

Talk about the character development in the novel.

Discuss the way the author has presented these character and presented the change in the plot.

Encourage the students to summarise the events in order applying their skills of retention and summarizing.

Discuss the importance of ethical values with children and their importance.

Read information on animals and deforestation. Discuss about the different endangered and extinct animals. The effect of pollution and global warming on the environment.

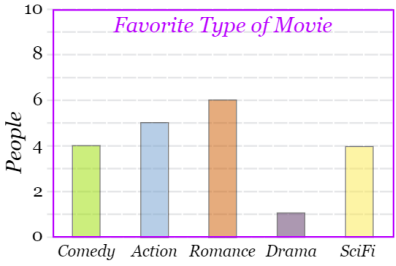
Ask how we can apply the lessons learnt in Real Life.

<https://www.youtube.com/watch?v=BbJpsUB6IUU&t=8s>

<https://www.readingrockets.org/strategies/summarizing>

<https://prezi.com/p/yvsgyt4fst/r/the-owl-who-was-afraid-of-the-dark-chapters-summaries/>



<p>Numeracy</p>	<p>Bar chart: -</p> <p>To interpret and present data using bar charts.</p>  <table border="1"> <caption>Favorite Type of Movie</caption> <thead> <tr> <th>Movie Type</th> <th>Number of People</th> </tr> </thead> <tbody> <tr> <td>Comedy</td> <td>4</td> </tr> <tr> <td>Action</td> <td>5</td> </tr> <tr> <td>Romance</td> <td>6</td> </tr> <tr> <td>Drama</td> <td>1</td> </tr> <tr> <td>SciFi</td> <td>4</td> </tr> </tbody> </table> <p>Pictograph: -</p> <p>To collect, organize and interpret selected information to pictographs</p>	Movie Type	Number of People	Comedy	4	Action	5	Romance	6	Drama	1	SciFi	4	<p>Talk: -A Bar Graph (also called Bar Chart) is a graphical display of data using bars of different heights It is a really good way to show relative sizes: We can see which types of movie are most liked, and which are least liked, at a glance.</p> <p>Share: -We can use bar graphs to show the relative sizes of many things, such as what type of car people have, how many customers a shop has on different days and so on.</p> <p>Example: Nicest Fruit : A survey of 145 people asked them "Which is the nicest fruit?":</p> <table border="1"> <thead> <tr> <th>Fruit</th> <th>Apple</th> <th>Orange</th> <th>Banana</th> <th>Kiwifruit</th> <th>Blueberry</th> <th>Grapes</th> </tr> </thead> <tbody> <tr> <td>People:</td> <td>35</td> <td>30</td> <td>10</td> <td>25</td> <td>40</td> <td>5</td> </tr> </tbody> </table> <p>Pictograph</p> <p>Talk: -Pictographs are charts that are used to represent data using icons and images relevant to the data. A key is often</p>	Fruit	Apple	Orange	Banana	Kiwifruit	Blueberry	Grapes	People:	35	30	10	25	40	5	<p>Bar Chart</p> <p>Bar chart Games</p> <p>Pictograph</p>
Movie Type	Number of People																												
Comedy	4																												
Action	5																												
Romance	6																												
Drama	1																												
SciFi	4																												
Fruit	Apple	Orange	Banana	Kiwifruit	Blueberry	Grapes																							
People:	35	30	10	25	40	5																							



Flavor	Number of children
Cheese	
Pepperoni	
Margherita	
BBQ Chicken	
Key: Represents 4 children	

Multiplication and Division

To know 2, 3, 4, 5 and 10 times table and multiplication/division facts related to the 2, 3, 4, 5- and 10-times tables.

To know and use factor pairs in mental calculations.

To solve multiplication and division two-step problems in contexts,

included in a pictograph that indicates what each icon or image represents. Let us understand the concept of pictographs using example.

Share: -A survey was conducted for 40 children by a fast food junction to understand the demand for different flavors of pizza available in their outlet. The results were as follows:

Have rapid-fire rounds on times table to motivate children to know 2, 3, 4, 5 and 10 times table.

Share how a division fact is related to the times table e.g. - $3 \times 2 = 6$ or $6/2 = 3$. **Share** the knowledge of multiples with children asking simple questions such as - What are the first five multiples of 2? (2, 4, 6, 8, 10) next five multiples of 2? (12, 14, 16, 18, 20)

What patterns do you notice? (all of the units digits are even; repeating units digit pattern of 0, 2, 4, 6, 8)

Encourage your child to create a memory game. Face down the multiplication cards (4x5, 2x7, 8x6) and number cards (20, 14, 48). How many pairs can you find?

Talk to the children about factors and multiples.

Share an interesting poster making activity with them.

[Games](#)

[Multiplication and Division](#)

(Click on Times Table and Division facts)

[Canoe Penguins Multiplication | Math Playground](#)

[Factor pairs](#)

(Click play games and then click factors)

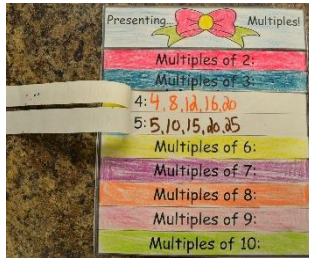


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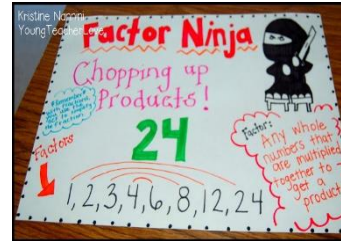
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estimate and use inverse operations to check answers to a calculation.



They can make a Ninja to recall the factors colour code different multiples.



poster and

[Factors](#)

[Word problems](#)

[I-Pad applications](#)

[Multiplication and division](#)

Encourage your child to use the factors and multiples while doing mental calculation.

Talk and share with children a strategic plan (RUCSAC) to work with word problems. **Encourage** children to retell a word problem in their own words. Underline the key words. Identify the key vocabulary for addition, subtraction, multiplication, or division.



Challenge:

A group of students went on a field trip. They took 5 vans and 2 buses. There were 45 students in each van and 75 students in each bus. How many students went on the field trip?

Alison is thinking of a number. Her number is a multiple of 4, 5 and 6. **What could her number be?**






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<p>Science</p>	<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways based on their characteristics. To explore different types of food chains/webs in the local environment as well as different habitats. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognize that environments can change and that this can sometimes pose dangers to living things 	<p>Share</p> <p>Give a list of animals and help them to identify mammals, amphibians, birds, reptiles etc. on basis of their characteristics. Give a list of animals and help them to identify Producer, consumer, herbivores, carnivores and predators.</p> <p>Ask the children to create an example of food chain.</p> <p>Explain how keys (refer to the site to see how keys are used) are useful in classifying living organisms. Identify the possible threats that a specie can be endangered. Discuss with the children what it means to be endangered and what causes a species to become Endangered.</p> <p>Encourage</p> <p>Guide the children to research on the internet about the diet of different animals. Choose an animal and find out if it's a herbivore or carnivore, what does it eat, what is it eaten by, is it a predator or a prey. Based on the information created draw a simple chain beginning with a green plant, which is eaten by an herbivore which in turn in are eaten by a carnivore/predator. Also find out what happens to plants and animals after they die. Your child can research by using the websites provided. Stimulate children's critical thinking as to how they can help stop species becoming extinct.</p>	<p>Classification</p> <p>classification of living things, Search.myway.com</p> <p>Classifying Living Things: Lesson for Kids - Video & Lesson Transcript Study.com</p> <p>Food chains and webs</p> <p>Fabulous Food Chains: Crash Course Kids #7.1 - YouTube</p> <p>BrainPOP UK - Food Chains - YouTube</p> <p>Keys:</p> <p>Classification of Living Things - YouTube</p> <p>Endangered species:</p> <p>https://www.dkfindout.com/us/more-find-out/special-events/endangered-animals/</p> <p>https://kids.britannica.com/kids/article/endangered-species/353099</p>
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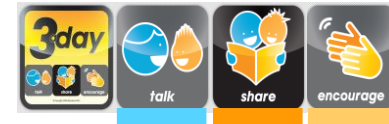



<p>Humanities</p> <p>Geography-</p> <p>Exploring Europe</p>	<p>Comparing Climates</p> <hr/> <p>Key Vocabulary: Latitude, Arctic Circle, climate</p>	<p>Talk to your child about how latitude effects the climate of an area.</p> <p>Share with your child the similarities and differences between climate and weather.</p> <p>Encourage your child to research the climate of different places in Europe.</p>	<p>https://kids.britannica.com/kids/article/Europe/353110</p> 
<p>UAE Social Studies</p>	<p>1. Natural, Capital and Human Resources</p> <p>2. Reduce, Reuse and Recycle!</p> <p>3. Resources and Trade</p> <p>4. The UAE Economy</p>	<p>Encourage your child to research natural, human and capital resources and good and services.</p> <p>Share with your child the importance of conserving resources.</p> <p>Talk with your child about the different ways to overcome scarcity of resources through trade.</p> <p>Encourage your child to research the goods and services produced and consumed in the UAE in the past, present and future.</p>	<p>https://www.youtube.com/watch?v=b8uJQPo8yq0</p> <p>Vocabulary: natural resources, human resources, capital resources, goods, services.</p> <p>https://www.youtube.com/watch?v=abuouxwRe4</p> <p>Vocabulary: reduce, reuse, recycle, pollution.</p> <p>https://www.youtube.com/watch?v=b8uJQPo8yq0</p> <p>Vocabulary: trade, scarcity, interdependent, needs.</p>



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			<p>https://www.youtube.com/watch?v=yajJKGmvuGk</p> <p>Vocabulary: business, economy, produce and consume.</p>
<p>Microsoft Sway</p> <p>Moral Education</p>	<p>To create Scratch programs with movements, colourful patterns using pen instruction, adding decision blocks.</p> <p>Thoughtfulness, co-operation</p>	<p>Creativity, coding skill and reasoning ability. Encourage your child to make maze and spider game/mole game/clicker game. Create a dinosaur story in Scratch using decision blocks</p> <p>Talk with your child to show a greater understanding of how their actions affect the feelings of others around them.</p> <p>Share with your child to understand why co-operative working is important and how group activities should be conducted.</p>	<p>https://scratch.mit.edu/</p> <p>https://www.youtube.com/watch?v=JcOcxKWgnps</p> 
<p>Music Year 4 (Mr.Kiko)</p>	<p>Improving children's confidence and musicality through singing actions songs and chanting rhymes.</p> <p>Improving on listening skills and recalling.</p>	<ul style="list-style-type: none">• Encourage the child sing action songs at home.• Ask the child to perform the songs we learned in school.• Help the child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions.• <u>Encourage your child to practice recorder at home</u>	<p>https://www.timeout.com/new-york-kids/music/best-kids-songs</p> <p>https://www.youtube.com/watch?v=EXyS9qVrVQ4</p>





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<p>Music Year 4 (Mr.Sunil)</p> <p>Music Year 4 (Mr.Joyson)</p>	<p>Playing with a recorder</p> <p>Learning how to play the song “Happy birthday” on recorder</p> <p>Improving child’s confidence and musicality through music rhythm reading.</p> <p>We take a deeper look at the half note and how it relates to the quarter and eight notes</p>	<p>Let the child practice at home, even though there will be squeaking.</p> <p>Be an audience. But better also check if the child is holding the recorder properly.</p> <p>Let the child understand the music note value and clap with the notes.</p> <p>Ask the child to perform it with any percussion instrument like maracas, tambourine</p> <p>Throughout these videos, steady beat is represented by the boxes, and rhythms are represented as the notes inside the boxes. Counting the number of boxes each note uses is a great way to remember how many beats the note is worth</p>	<p>(22) Introduction to Rhythm Reading: Stage Two - YouTube</p>
<p>Physical Education</p> <p>WEEK 1 & Activity -1</p>	<p><u>Cricket/Forward Drive: week 1</u></p> <p>Students will be to accurately replicate the basic batting grip and forward drive technique.</p>	<p><u>Talk and Encourage the children to do the following:</u></p>	<p><u>Useful sites:</u></p> <p>https://www.youtube.com/watch?v=Fpjp2o2arVs</p>





<p>WEEK 2 & Activity -2</p>	 <p><u>Cricket/Bowling:</u> <u>week 2</u></p> <p>Students will be able to accurately replicate basic bowling technique.</p>	 <p><u>Encouraging Children to take part in cricket Games, Focusing on Grip stance footwork head position will help to improve, and regular Drop and drive drill will help the child to become master in the skill to develop his/her Game.</u></p> <p><u>Talk and Encourage the children to do the following:</u></p> <p><u>Encouraging Children to take part in Cricket Games, practicing below drills will become master in that game skill</u></p> <ul style="list-style-type: none">•<u>Stand & Bowl</u>•<u>Jump to stand/land and Bowl</u>•<u>Short Run-up and Bowl</u>•<u>Follow through Bowling</u>•<u>Spot Bowling</u>	<p>https://www.youtube.com/watch?v=YLS1GoBdtvk</p> <p>https://www.youtube.com/watch?v=kVo-nyX2gDw</p> <p>https://www.icc-cricket.com/video/310838</p> <p>https://www.youtube.com/watch?v=VHTzqkFuljs</p> <p>https://www.youtube.com/watch?v=tTagZt8ANGg</p>
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<p>WEEK 3 & Activity -3</p>	<p><u>Cricket/Both hand pick-up and throw: Week-3</u></p> <p>Students will be able to use both hand pick and through depending upon competitive situation. To begin to stop the opponent from scoring with the effective use of fielding in the game like situations.</p>	 <p>Cricket Bowling Tips and ...</p> <p><u>Encouraging Children to take part in Cricket Games, practicing more time with "Throwing & Catching"</u></p> <ul style="list-style-type: none">•<u>Throw, Head, Catch</u>•<u>Under-arm throw</u>•<u>Over-arm throw</u> 	<p>https://www.youtube.com/watch?v=qnbwn3FaGJ8</p> <p>https://www.youtube.com/watch?v=IrXJ-6so8AU</p> <p>https://www.youtube.com/watch?v=VsLuzCLbVIs</p>
<p>WEEK 4 & Activity -4</p>	<p><u>Cricket/Long barrier Fielding: Week-4</u></p>		<p>https://www.youtube.com/watch?v=1hxVw1YCJn0</p>



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	<p>Students will learn how to accurately replicate the long barrier fielding technique.</p>	 <p><u>Encouraging Children to take part in Cricket Games, Fielding/Long Barrier-Discovering and keep eye on the ball, in line with ball knee and head position, Hand eye coordination, pickup.</u></p>	<p>https://www.youtube.com/watch?v=B4ee2svy5Lk</p> <p>https://www.youtube.com/watch?v=aFCK89IWQ00</p>
<p>Arabic for Arabs</p>	<p>ياسمين وزهرة دوار الشمس أن يقرأ التلميذ النص قراءة سليمة . أن يحدد التلميذ الفكرة الرئيسة والأفكار الفرعية في النص. أن يميز التلميذ الحوار الداخلي والحوار الخارجي بالقصة .</p>	<p>قراءة إحدى القصص وتحديد عناصرها . مساعدته في جمع شواهد عن الجملة الفعلية . استخدام بعض الألعاب التعليمية المساعدة في فهم الجملة الفعلية . مساعدته في كيفية الإلقاء . مساعدته في التمييز بين النصوص الأدبية .</p>	<p>منصة عصافير للقراءة</p> <p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>



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	<p>أن يصيغ التلميذ نهاية جديدة للقصة .</p> <p>الجملة الفعلية :</p> <p>أن يميز التلميذ بين الجملة الاسمية والفعلية .</p> <p>أن يحدد التلميذ أركان الجملة الفعلية .</p> <p>أن يوظف التلاميذ الأفعال الثلاثة في كتابة جمل فعلية .</p> <p>ألف الوصل وهمزة القطع في الاسماء :</p> <p>أن يميز التلميذ ألف الوصل وهمزة القطع في الاسماء .</p> <p>أن يصيغ التلميذ فقرة مستخدمًا ألف الوصل وهمزة القطع .</p>	<p>حثه على استخدام التعبيرات المجازية في حديثه.</p> <p>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	
<p>Arabic for Non-Arabs</p>	<p>Jobs and Careers</p> <p>To distinguish between the jobs and careers.</p> <p>To describe the jobs and careers using the new vocabulary.</p> <p>To compare between the different jobs and careers.</p> <p>To create a paragraph about the jobs and careers.</p>	<p>In every lesson, we provide the students with new words with their meanings to help your child memorize and use in sentences of his/her own.</p> <p>Ask your child to speak about his favorite job.</p> <p>Go through the links on the Arabic YouTube channel so that you can help your child learn more at home about the topic.</p> <p>Go through the links on the Arabic YouTube channel so that you can help your child learn more at home about the topic.</p>	<p>Asafeer reading platform</p> <p>Arabic and Islamic YouTube Channel</p>



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	To express his opinion about the jobs and careers.		
Islamic for Arabs	<p>سورة الغاشية</p> <p>أن يستنتج التلميذ ما ترشد إليه الآيات .</p> <p>أن يوضح التلميذ المعنى الإجمالي للسورة .</p> <p>أخلاق المتقين</p> <p>أن يدلل التلميذ على أخلاق المتقين</p> <p>أن يستنتج التلميذ معنى التقوى</p> <p>حمد الله على نعمه</p> <p>أن يستنتج التلميذ فضل حمد الله وشكره.</p> <p>أن يعدد التلميذ نعم الله على المسلم.</p>	<p>يساعد ولي الأمر التلميذ في</p> <p>تعلم أحكام التجويد .</p> <p>حث التلميذ على التحلي بالأخلاق الحسنة.</p> <p>حثه على شكر الله في كل الأحوال.</p> <p>تسجيل فيديو لتلاوته سورة الغاشية .</p> <p>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p> <p>الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	<p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>
Islamic	<p>Congregational prayer (Salatul-Jama'ah)</p> <p>To differentiate between Salatul-jamaaha, and Salatul-Fard.</p>	<p>Share with your child the Hadith of prophet Mohamed (P-B-U-H) about the importance of Salatul-Jama'ah.</p>	



The Winchester School

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<p>For Non-Arabs</p>	<p>To explain the importance of praying in Jama'ah.</p> <p>Migration to Abyssinia.</p> <p>To explain the causes of the Muslims' migration to Abyssinia.</p> <p>To know the good treatment between Muslims and non-Muslims.</p> <p>To infer the beauty of Islam in conversation of Jar'far ibn Abi Tal</p> <p>Surat Al-A'la</p> <p>To recite the verses correctly and properly.</p> <p>To explain the vocabulary of the verses.</p> <p>To explain the general meaning of the verses .</p>	<p>Please talk with your child about the importance of going to the mosque to perform Salat-ul-Jama'ah and its benefits.</p> <p>Share the given link and conclude the causes of the Muslims' migration to Abyssinia.</p> <p>Conclude the beauty of Islam in conversation of Jar'far ibn Abi Talip used with the king of Abyssinia.</p> <p>Recite with your child the verses correctly and properly using the given link.</p> <p>Share with your child the general meaning of the verses.</p> <p>Encourage your child to color monthly prayer chart and answers in book ISLAM MY WAY OF LIVING as Encourage your child to apply obligatory element of Salah.</p> <p>Go through the links on the Arabic and Islamic YouTube channel so that you can help your child learn more at home about the topic</p>	<p>Arabic and Islamic YouTube Channel</p>
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