

*We begin every journey
with Bismillah*

Welcome to
Sakinah Kindergarten
Zainab Basheer

GRACE MARTIN SCHOOL
September 8, 2022 / Safar 4, 1444

TREATY 6 ACKNOWLEDGEMENT

We acknowledge that we are on Treaty 6 territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries.



SAKINAH CIRCLE



An Alternative Program teaching
the Alberta Program of Studies
through a Qur'anic Worldview.

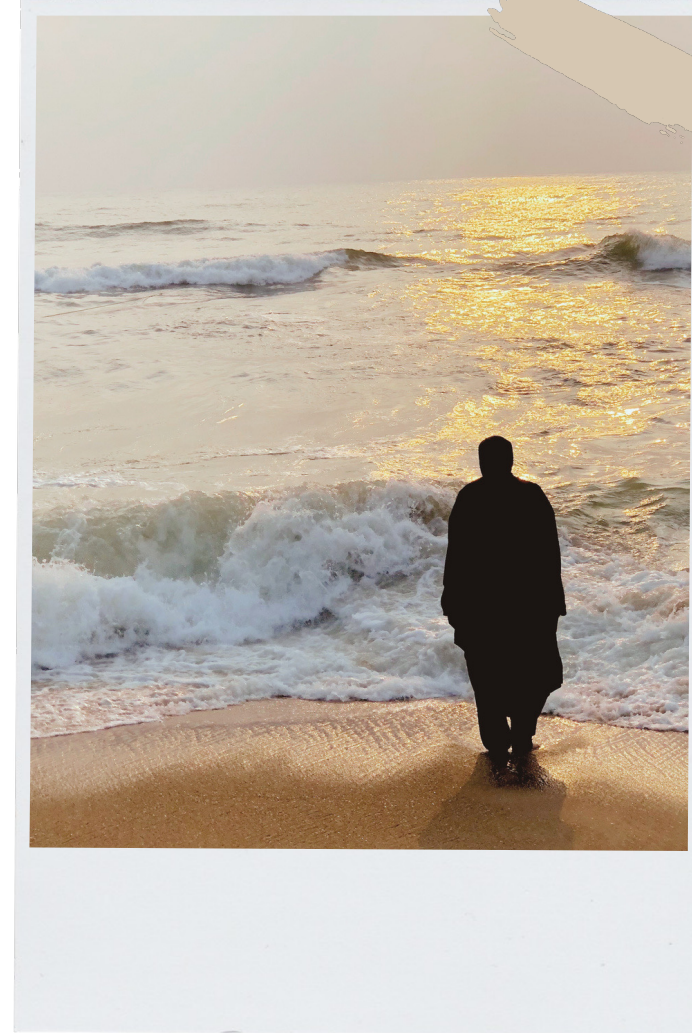


About me:
Zainab Basheer

Education: B.A., B.Ed., M.Ed.
York University, Toronto

Experience: 19 years, 5th year in
Kindergarten

Languages: Tamil, Malayalam, English,
Urdu/ Hindi, Arabic



A Day with us...

...begins with Qur'an.



A Day in Kindergarten...



Morning Circle

Table work



Daily reading



A Day in Kindergarten...



Qur'an

Arabic



Recess

A Day in Kindergarten ...



Kindergarten Program of Study

Literacy

Numeracy

Science

Social Studies

Physical Education

Health

<https://www.learnalberta.ca/content/mychildslearning/>

<https://curriculum.learnalberta.ca/curriculum/en/> / <<-- New curriculum

KINDERGARTEN AT A GLANCE



Kindergarten is a wonderful way for your child to discover what school is like and to have fun while learning new things. In this exciting new community, children's natural curiosity and eagerness to learn are structured through organized activities and purposeful play. Your child will interact, imagine, experiment and explore to add to their knowledge, learn new skills and practise what they've learned.



EARLY LITERACY

A is for apple. Your child will begin to understand that letters have sounds and that together those sounds form words and carry meaning. They will have fun sharing their ideas and experiences, forming letters, printing their names and playing with the new words they learn.



MATHEMATICS

Learning numbers and solving problems with patterns. Your child will represent and describe quantities of things up to 10. They will understand and create repeating patterns and compare objects based on their attributes. They will solve problems involving numbers, patterns and objects, and connect numbers to their everyday life.



CITIZENSHIP AND IDENTITY

I am unique and I belong! Your child will develop a strong sense of identity, self-esteem and belonging by exploring their environment and sharing stories. They will see themselves as unique and discover the connections they have with others.



ENVIRONMENT AND COMMUNITY AWARENESS

What do I see, smell and hear in my community? How do I shape the environment? Kindergarten children explore materials, build structures and use technology to explore, investigate and describe their world. They see similarities and differences and become aware of how one action can cause something else.



PERSONAL AND SOCIAL RESPONSIBILITY

I know how to act and how to work and play with others. Kindergarten children develop ways to express their feelings positively and to show respect and care for others. Trying new things and taking risks give them confidence in their ability to learn so they take responsibility for completing activities.



PHYSICAL SKILLS AND WELL-BEING

A healthy body is part of a healthy life. Your child will begin to develop a love for physical activity through movement, games and activities. They will use a variety of equipment and see that they have the power to make healthy food choices and play safely.



CREATIVE EXPRESSION

Beauty is in the eye of the beholder! Drama, art, music and dance give your child ways to express their ideas and feelings, to bring their imagination to life and to see their creativity in a variety of forms. Your child will respond to objects and art, explore music and dance, and develop confidence through drama.

HOW DO WE TEACH WITH THE QUR'ANIC WORLDVIEW?

Yearly themes

Project based learning

Cross-curricular

Historically rooted, nature-focused, community-service oriented.

A Deeper Look at Qur'anic Worldview in KG

Theme: Nurturing with Sakinah

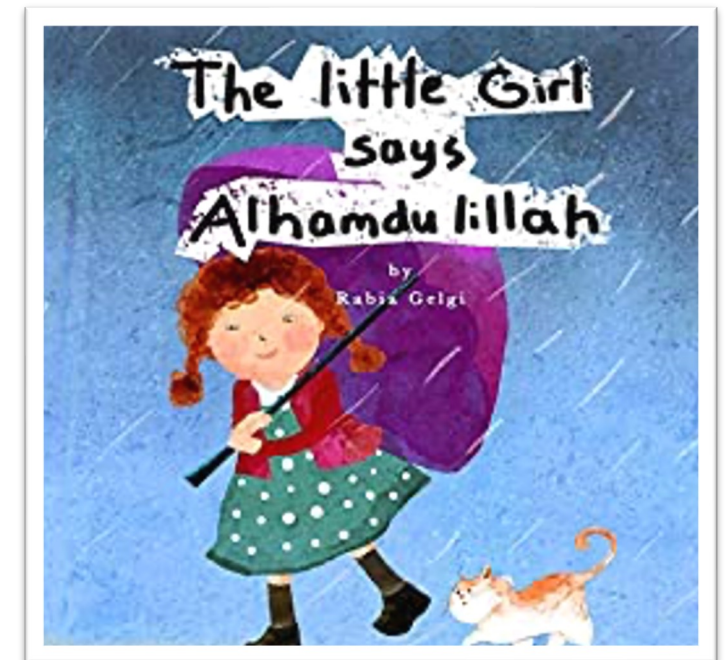
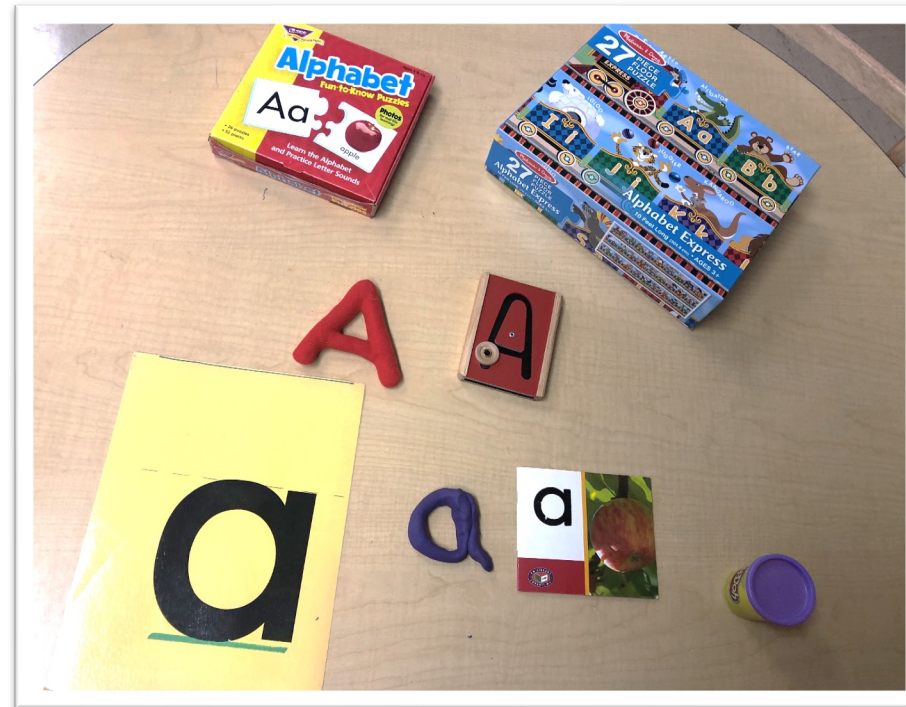
Guiding Question: How we do nurture our body, mind, and heart?

Cross-curricular Project: "My Nurturing ABC"



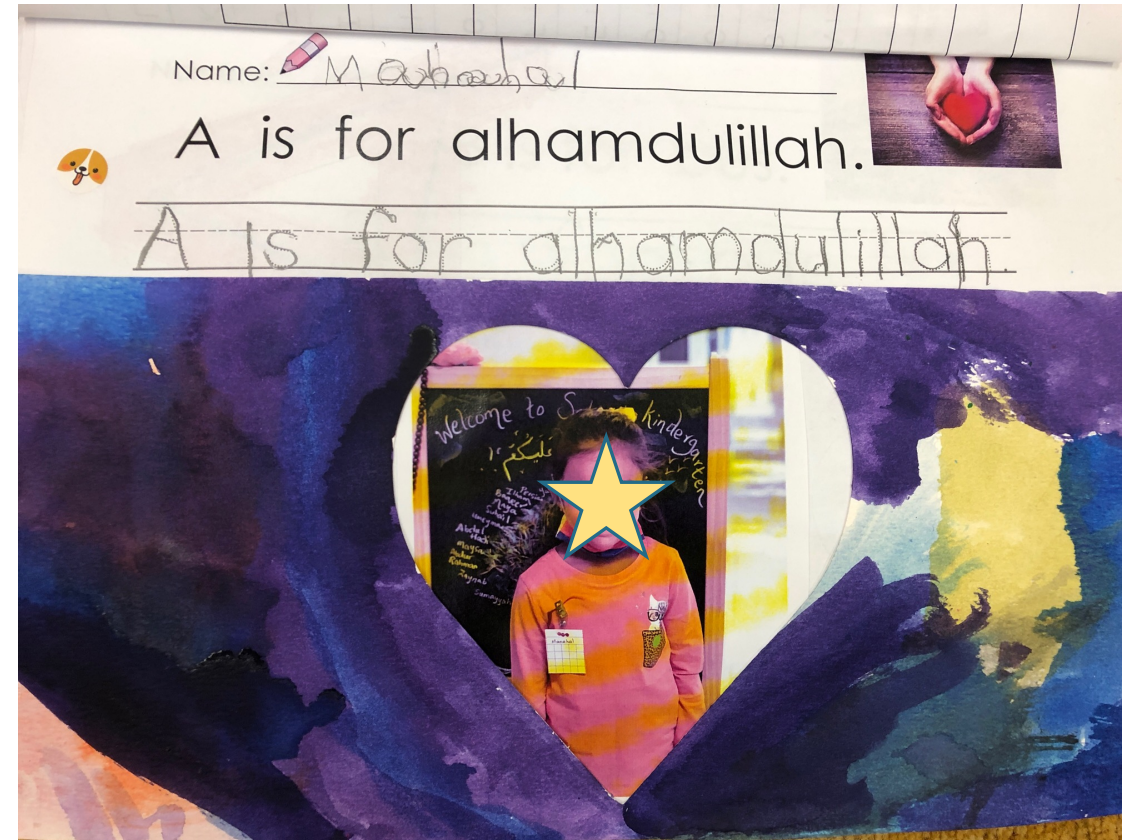
A Deeper Look at Qur'anic Worldview in KG

A is for Alhamdulillah.



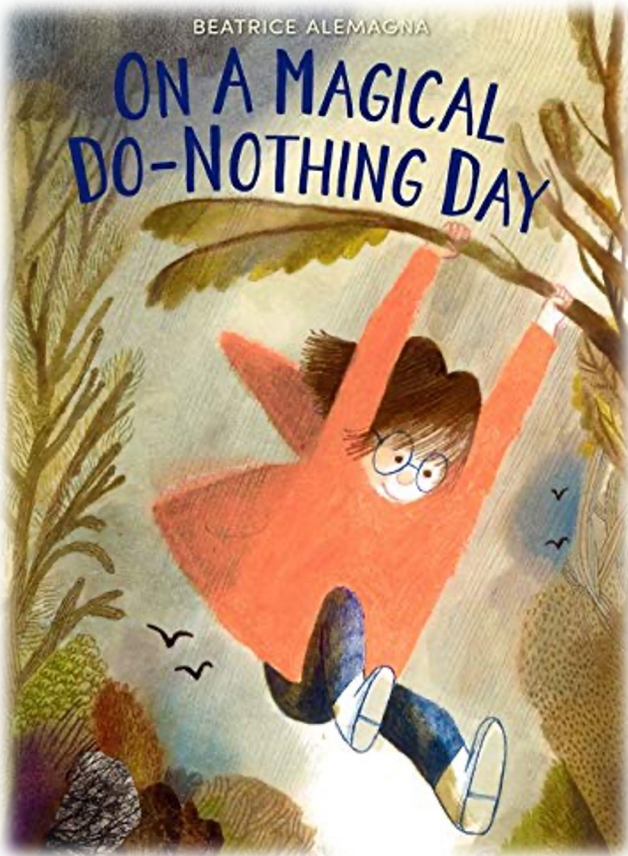
A Deeper Look at Qur'anic Worldview in KG

A is for Alhamdulillah.



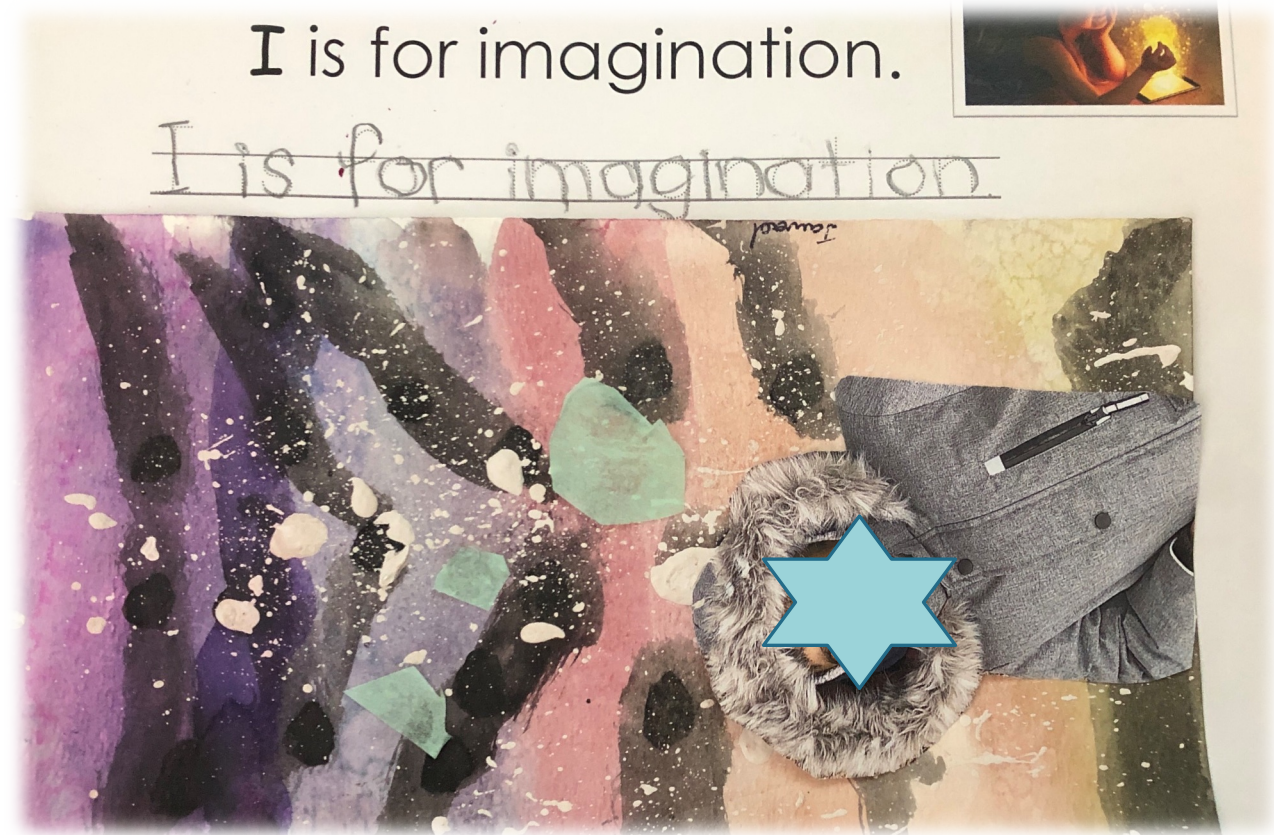
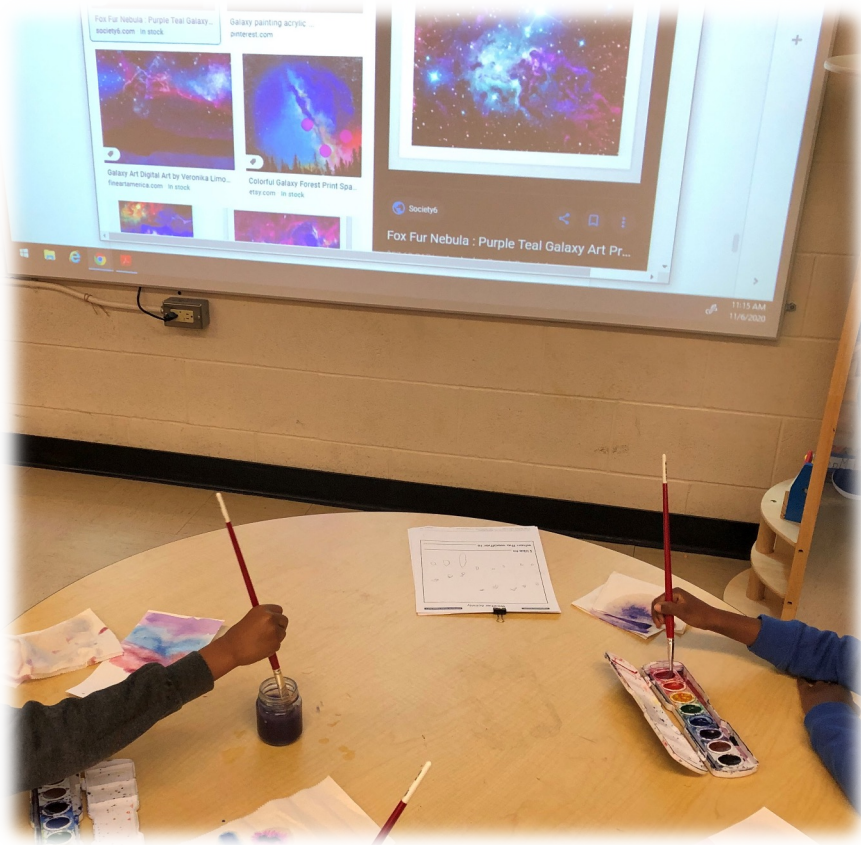
A Deeper Look at Qur'anic Worldview in KG

I is for imagination.



A Deeper Look at Qur'anic Worldview in KG

I is for imagination.



A Deeper Look at Qur'anic Worldview in KG

“My Nurturing ABC” Book



A Deeper Look at Qur'anic Worldview in KG

“My Nurturing ABC” Book



A Deeper Look at Qur'anic Worldview in KG

Last Year's Theme: The Traveler



A Deeper Look at Qur'anic Worldview in KG

This Year's Theme: Longing to Belong

The Qur'anic worldview:

- ❖ Surely to Allah we belong and to Him we will return.
- ❖ We have been created diversely: colours, languages, families, communities.
- ❖ No one has superiority over another except by piety and good deeds.
- ❖ The earth is our dwelling for a while- a temporary home.
- ❖ Our intentions, good deeds, and taqwa are essentials for our return.



Adab (Spiritual Etiquette)

Seek Adab before you seek knowledge.

- ❖ Our expectations are that students will be Intentional, Respectful, Responsible, Real, and Reflective. This begins at home.
- ❖ Children are expected to have good adab and be ready to listen and learn. **Learning cannot take place without respect and adab.**
- ❖ 3 reminders → removed from activity, name tag off.
- ❖ If we are concerned about behavior, parents will be contacted.



Rules and Routines

Seek Adab before you seek knowledge.

- ❖ Learning cannot take place without respect and adab.
- ❖ September is time to enforce rules and routines.
- ❖ We expect students to become independent and efficient in following routines, and becoming independent.
- ❖ In October, November we will be contacting parents for those children who are experiencing difficulties to discuss how we can help them.
- ❖ When students have conflicts at play, we remind them, the best thing you can do is : STOP, WALK AWAY, and TELL AN ADULT.














Sample School

Your child's classroom teacher has recently completed the Early Years Evaluation-Teacher Assessment (EYE-TA). The EYE-TA enables teachers to determine each child's progress and provide meaningful instruction to meet their needs. The EYE-TA assesses five areas of early learning closely associated with children's success at school.

The results for your child are presented below.





Name: _____

Date of Birth: _____

Description of the developmental areas:	Child's results
 <p>Awareness of Self and Environment - a child's understanding of the world and his or her ability to make connections with home and community experiences. - for example, a child's ability to: • identify commonly used signs such as stop and exit • understand positional concepts such as front and back • recognize body parts such as their chin and shoulder</p>	
 <p>Social Skills and Approaches to Learning - a child's attentiveness during classroom activities and his or her ability to interact with peers while respecting the classroom rules. - for example, a child's ability to: • finish one activity before starting another • take turns in small groups • play well with others</p>	
 <p>Cognitive Skills - a child's basic math and pre-reading skills and his or her ability to solve problems. - for example, a child's ability to: • name letters and sounds • count numbers and form sets of objects</p>	
 <p>Language and Communication - a child's understanding of spoken language and his or her ability to express thoughts and feelings. - for example, a child's ability to: • listen to and understand instructions, discussions and stories • use full sentences (5 to 7 words) that others can easily understand • verbalize how they are feeling</p>	
 <p>Physical Development Fine motor: a child's ability to perform small movements that require hand-eye coordination. - for example, a child's ability to: • use crayons, pencils, and scissors Gross motor: a child's ability to perform large movements that involve arms, legs, and body. - for example, a child's ability to: • balance, jump and skip</p>	Fine Motor Gross Motor  

-The language of this report may be different from the language that was used to assess your child.

Explanation of Results

-  This child can achieve the tasks in this developmental area.
-  This child is **experiencing some difficulty** in achieving the tasks in this developmental area.
-  This child is **experiencing significant difficulty** in achieving the tasks in this developmental area.
-  This child did **not complete** enough tasks in this developmental area to provide a result.

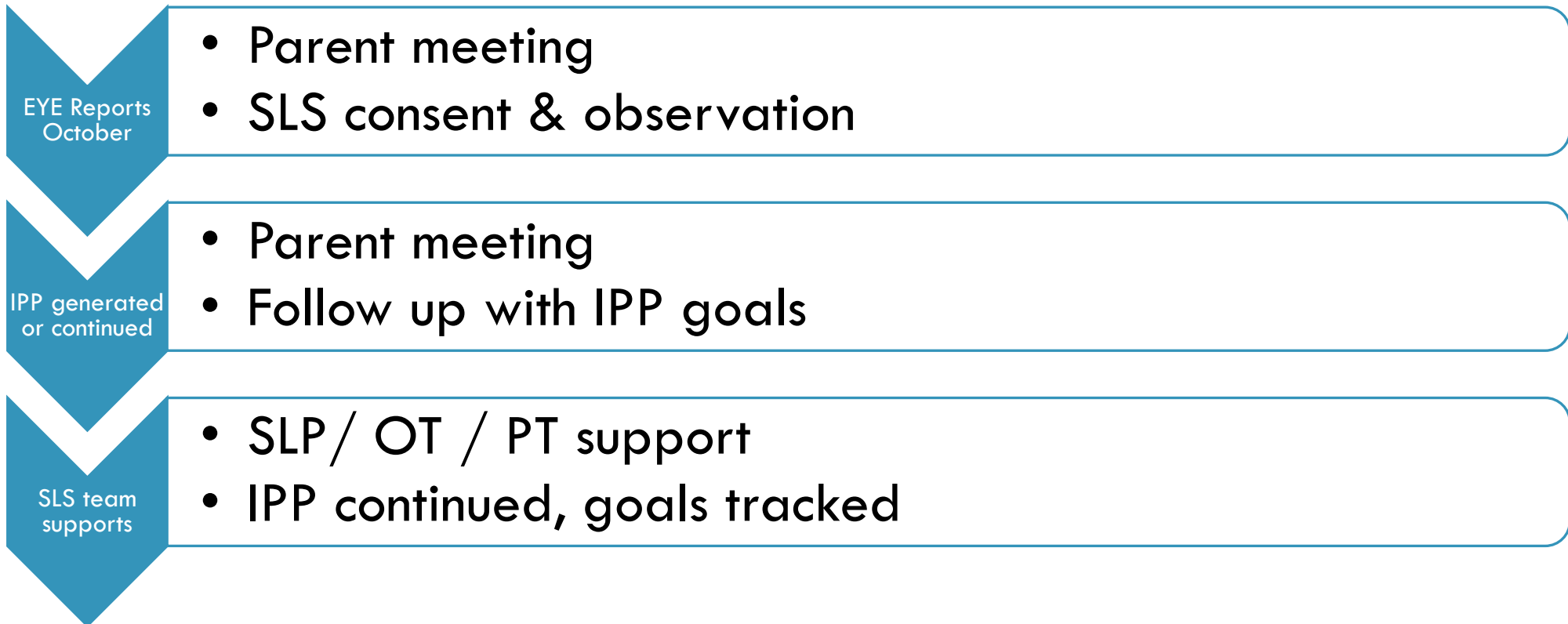
If you would like more information about this assessment, or suggestions for helping your child, we invite you to contact the classroom teacher.

Assessments & Progress Reports

- 4 Terms: November, February, April, June.
- How do we assess? Samples, observations, conversations.
- EYE reports in November.
- Levels and comments for other terms. No grades in KG.
- Parent teacher conferences will be scheduled in November.

What happens if my child needs more support?

Program unit funding (PUF) is provided by Alberta Education for children with a diagnosis of a severe disability or delay. This funding is used for specialized supports and services such as Speech Language Pathologist, Occupational Therapist, Physical Therapist, Psychologist, Behaviour Consultant.



How can you help at home?

- ❖ Establish routines and independence.
- ❖ Read daily → library, RAZ-Kids online reading program that starts in November.
- ❖ Recite Qur'an daily → Qur'an for KG note sent home.
- ❖ Write daily → journal, printing books.
- ❖ Practice letters, sounds, numbers, sight words using resources sent home or posted on Google Classroom.
- ❖ Spend quality time with your child outdoors.



WHY NOT MORE HOMEWORK?

- **EQUITY FOR ALL STUDENTS:** Home situations, resources, and parent time are not equal. Not all kids get the same level of support at home.
- **STRESS AND FAMILY FIGHTING:** Homework is a known source of stress and fighting for families. Homework adds to it.
- **SMALL ACADEMIC BENEFITS:** Research shows the level of academic benefit to be negligible. It's not a good investment time.
- **CHEATING:** Students can copy assignments. Some parents do homework for their kids.
- **DIFFICULT TO DIFFERENTIATE:** Students have different interests levels and abilities. One may need extra practice that another doesn't.
- **REDUCES LOVE OF LEARNING:** Motivation is key. Students are either curious and want to learn or they're reluctant and forced to do it.

The journey continues,
insha Allah...



Questions?

I wonder

How many owls are there in Canada?
-Liyana

How do they fly?
-Maha Cat

What do owls eat?
-Sarah

How high do they fly?
-Mishal

How do owls catch mice?
-Masha

Where do owls live?
-Sarah

How many feathers do owls have?
-Basma

How do owls go to sleep?
-Zainab



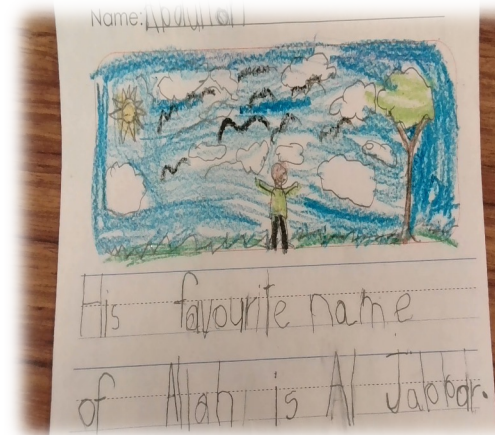
The Prophet (saws) said:

‘Among the Muslims the most perfect, as regards his faith, is the one whose character is excellent.’”



Thank you
JazakumuLlahu khayr

Baraka Box Projects



The Sunflower Project



God is Beautiful
& loves Beauty...

~ Sahih Muslim 91

