

A little discovery, every day.

Naba is a colourful Quran introduction for children aged 6-9, built around shared reading, everyday stories and creative play.



The concept

A child opens a surah like a book, explores a short selected meaning, then thinks about it through conversation, a clearly labelled fictional story or a hands-on activity. The aim is a warm first relationship with learning: room to ask, notice, imagine and return.

A world to return to

The prototype brings all 114 surahs into one illustrated bookshelf. It combines short teaching chapters, a complete Arabic reader, listening and original everyday stories. Drawing, colouring, picture books and family activities let the experience continue beyond reading a screen. Families can choose one small experience rather than completing everything.

Who this guide is for

This guide introduces the concept to a friend, collaborator or prospective reviewer. It explains what the prototype does, why its pieces belong together and what still needs validation. It is not evidence of learning outcomes or a claim of scholarly approval. The project is an evolving educational prototype.

One clear promise

Make a small amount of learning feel approachable and memorable. A worthwhile visit can be one page, one thoughtful question or one picture made together. Familiar characters and a consistent visual world help a child return with confidence. A grown-up remains part of the experience, offering context and listening to questions.

Working prototype | 13 October 2026 | Qualified scholarly review is pending.

Small readers. Big questions.

Design for an early reader and the grown-up beside them, with enough choice for children to feel involved.



Ages 6-9 as the starting point

Reading confidence varies widely within this age range. Naba uses short sections, concrete situations, recurring characters and visible choices. A grown-up can read aloud, explain unfamiliar words and connect an idea to an ordinary moment at home or school. Some children will need more support than others.

Shared attention before speed

A child might notice a small detail, ask an unexpected question or repeat a favourite page. Progress records keep a place and recognise explicit actions. They should never be interpreted as a measure of faith, character, pronunciation or understanding. The intended pace is patient, with permission to pause or stop.

Inviting and easy to navigate

Blue anchors the identity, with peach, yellow, green and lilac adding warmth. Nature, books, paths and everyday objects create an organic storybook atmosphere. The bookshelf remains beneath the welcome, before activities. Reading, stories and making are grouped so a family can choose a direction without learning every feature first.

A realistic family moment

Imagine five or ten minutes after school: choose a surah, read one lesson, ask a question, then stop or make something. A shorter visit is equally valid. Bedtime stories and printable activities offer other rhythms. Families should decide what fits their child rather than following a rigid session length.

Design intention: confidence, curiosity and conversation. These benefits still need testing with families.

Read. Imagine. Talk. Try.

Four connected moves make an idea approachable while keeping Quran teaching and fictional examples clearly separate.



Read a selected meaning

Begin with an introductory teaching chapter and its source reference. The English is an original simplified explanation, not a word-for-word translation. Longer surahs have selected themes rather than complete verse-by-verse coverage. The complete Arabic reader offers a separate experience; a short summary never replaces the original text.

Imagine an everyday situation

Noor and Sami are fictional siblings. Their stories use familiar settings, decisions and objects to offer something concrete to discuss. Their conversations are authored fiction. They are not Quranic events or an additional source of religious authority. This boundary must remain clear in the story, the interface and any exported material.

Talk before testing

Open questions invite children to explain what they noticed and what they might do. A parent can accept different thoughtful answers, ask a follow-up or return to the source. Word matching and ordering games practise attention to a story. A correct answer alone does not prove deeper understanding.

Try something beyond the screen

An activity might involve observing, drawing, making or helping with an everyday task. Children explicitly mark the steps they have tried. Opening a page does not mean a real-world activity happened. The next visit can revisit the same idea through another mode, with conversation connecting the experiences.

The boundary stays visible: Quran introduction, fictional example and family reflection are different kinds of content.

Every surah has a place.

Breadth gives the library a clear structure. Short chapters and saved places make that breadth manageable.



What is currently included

All 114 surahs have illustrated covers and selected introductory chapters: 790 teaching chapters in total. A separate Arabic reader contains 6,236 ayahs using the project's Quran.com Uthmani source and numbering. Source links accompany the introductions. These counts describe coverage, not completeness of tafsir or validated educational quality.

Finding a starting point

Search by surah name or number, choose short surahs, or filter for started and finished teaching journeys. Al-Fatiha is the first suggested entry. Each overview brings its chapters together and links to the complete Arabic text, keeping the distinction between selected explanation and full text clear.

Returning without getting lost

My saved places keeps recent reading locations and up to twelve pinned ribbons per profile. A ribbon returns to an exact chapter, story page, discovery page, listening ayah or Arabic ayah. Story favourites and the read-next list remain separate ways to organise future reading. Opening a page never marks it completed.

Listening with clear expectations

The listening corner streams Mishary Rashid Alafasy recordings from EveryAyah after a play action. Repetition and pauses support shared practice; playback needs internet. A heard recording is not a memorisation assessment. Naba does not record a child's voice or assess pronunciation, and adults should not infer either from saved progress.

Selected teaching summaries require qualified review. Sources are available inside the app.

Begin with Al-Fatiha.

One small journey shows how a family can use Naba without needing to explore every feature at once.



1. Open the first book

Choose Begin with Al-Fatiha from the welcome. The overview introduces the surah and shows seven little lessons. A grown-up can explain that these are introductory explanations and that the full Arabic text is available separately. Start with one chapter, giving the child time to look at its illustration.

2. Read and pause

Read the visible explanation together, then use its question or activity. Let the child answer in their own words before selecting anything. The source link lets the adult check the relevant text and tafsir reference. If a question goes beyond the explanation, note it for a knowledgeable teacher rather than guessing.

3. Choose another mode

If the child wants more, open an everyday story, listen to an ayah or choose a creative activity. Reading, looking and conversation provide different ways to engage. Families do not need to complete every mode in one sitting. The fictional story offers a discussion example; it is not the source of the teaching.

4. Leave a place to return to

Save a ribbon on a useful chapter or ayah. Keep a drawing or make a short picture book, then download a copy if desired. Finish by asking what the child would like to revisit. This creates a small, complete family experience without adding a time-pressure goal or a mandatory daily streak.

This walkthrough explains the product journey. It does not add a new interpretation of Al-Fatiha.

A world with room to wonder.

Recurring characters and thoughtful interactions help children engage with a story instead of simply tapping through it.



Original everyday stories

The library has 114 fictional Noor and Sami stories, each told across three illustrated scenes: 342 scenes in total. Their settings are contemporary everyday life. The app labels them as fiction and keeps the source-linked teaching context separate. The characters' actions invite discussion; they do not represent Quranic accounts.

Notice, remember and explain

Story ordering asks children to reconstruct what happened. Word pairs focus on detail and language. Everyday-choice questions provide feedback to discuss with a grown-up. Picture hunts encourage closer looking, while retelling activities invite children to explain a sequence themselves. Different activities should serve distinct purposes rather than repeat the same tap.

Different routes through the world

Four story-world places contain eight branching stories with different endings. Children choose a response and see how the fictional situation develops. Six thematic story trails connect small groups of stories. A family can explore one idea through several situations instead of moving randomly through a large collection.

What the pictures contribute

Illustrations provide setting, character continuity and concrete objects to talk about. They also supply material for hunts, puzzles and creative reuse. Nature, everyday objects and fictional characters are illustrated. The artwork does not depict Allah or prophets or reconstruct Quranic events. Visual variety should support the story's actual action.

Family-testing question: does the child explain the choice, or only search for the next button?

Made by me. Kept by me.

Creation gives children a personal response to a story and a different pace from questions and games.



A picture book of their own

The story studio lets children choose existing scenes, arrange a short book and add a title and captions. It supports one to six pages, saved drafts, alternate versions and printable downloads. These books are child-authored fiction, not published Quran explanations. Reordering scenes can become a conversation about how stories are constructed.

Drawing and colouring

The drawing journal holds pictures and reflections. The colouring corner offers eight adapted vector pictures with closed regions, crayons, an eraser and undo/redo. Pictures can be saved locally and downloaded. There is no required colour scheme: a purple leaf can be a deliberate creative choice. Shape selection provides an alternative to tapping the illustration.

Look closely, then rebuild

Picture puzzles use the 342 story scenes in four- or six-piece arrangements. They encourage noticing edges, shapes and colours. An unfinished board can be resumed, and explicit keep actions record finished pictures. Puzzle completion is play progress, not a score for religious learning or a claim that a lesson was understood.

Preserve the child's work

Drawings, colouring and picture-book drafts belong to the local profile. Resetting learning progress preserves these creations. Families should download favourite pieces because browser storage can be cleared or lost. Naba does not upload children's writing or art, and story-studio writing is excluded from device narration and reviewer exports.

Completing an authored activity and making an original creation are different achievements, each worth noticing.

Let learning leave the screen.

Shared activities and printable materials make Naba useful at a table, beside a window or in a quiet family moment.



Printable family story packs

Choose one to three stories and an optional blank colouring sheet. Each story contributes illustrated reading, retelling and drawing, plus a separate reflection and activity page. The app prepares a standalone printable HTML download with illustrations embedded. It exports authored material, not private profile records or children's saved creations.

Use a printout flexibly

Print a whole pack or selected pages through the browser's print controls. Read aloud, let a child retell the events and use the drawing space without a timer. Printing and Save as PDF depend on the device and browser. Downloaded packs provide an option when the family wants less screen time or internet is inconvenient.

Small routines, several moods

Adventure cards offer compact activities to try together. Sixteen Wonder walks provide observation or making activities at a window, at a table or outdoors with an adult. Bedtime mode supports a quieter story moment. Family circles and discussion prompts help include more than one voice without making the visit a competition.

The grown-up's role

An adult provides context, watches for confusion and decides when to stop. The learning view shows a profile's saved activity and prompts for conversation. It is a record of app interactions, not a report card. Avoid comparing siblings or interpreting a collection count as evidence of belief, character or understanding.

A simple routine: choose one story, ask one open question, make or notice one thing, then put the screen away.

A family space on this device.

The public link introduces the application. Children's saved work stays in their own browser.



Local profiles, not accounts

Family profiles separate nicknames, progress, saved places and creations in one browser. There are no child accounts, Naba analytics or cloud uploads of those records. Opening the public site on a friend's device does not expose the owner's local profiles or drawings. A shared device still needs sensible family supervision.

The storage trade-off

Local storage keeps setup simple but does not synchronise across devices or browsers. Private browsing, browser clearing, storage limits or a device change may remove or hide saved work. Downloads provide personal copies of supported creations. The public link shares the app, not a family's data; local storage is not a cloud backup.

Audio and offline boundaries

English read-aloud uses browser or device voices; some providers require internet. Arabic recitation streams from EveryAyah and requires internet. Opened reading pages and illustrations can be cached where supported, but every recording or unseen image is not guaranteed offline. A readable fallback matters when a recording or voice cannot load.

Access for different readers

The interface provides keyboard-operable controls, visible labels, narration controls and reduced-motion support. Colouring has a shape-selection alternative. Mobile and desktop journeys are checked during development. Broader assistive-technology and child usability testing are still needed; the prototype should not be described as universally accessible or formally accessibility-certified.

Privacy promise: no child account required. Honest limitation: saved work belongs to this browser and device.

Try it together. Learn what matters.

Improve trust, coherence and family usefulness through observation, rather than adding features for their own sake.



A five-minute introduction

Start with Al-Fatiha and one lesson, then open an everyday story and notice its fiction label. Try colouring or a puzzle. Save a reading ribbon, leave the page and return through My saved places. Finish with the grown-ups note and a preview of a printable family pack.

Questions after the demo

Was it obvious where to begin? Could the child distinguish a Quran explanation from a made-up story? Which picture or question prompted conversation? Was returning to a saved place easy? Which page felt crowded or needed adult help? Specific observations are more useful than simply asking whether the app looked nice.

Before stronger claims

A qualified reviewer should assess simplified teaching, vocabulary, source alignment and age suitability. Families should test reading level, comprehension and navigation. Further checks should cover accessibility, unreliable networks, storage limits and printing on real devices. Review is pending; neither scholarly approval nor proven learning outcomes should be implied.

The direction to protect

Keep the illustrated bookshelf central, make every activity earn its place and preserve creations through updates. Add depth where families find value, then simplify what confuses them. Sources used by the prototype include Quran.com, EveryAyah and the Quranic Arabic Corpus, linked in its grown-ups panel. Naba's identity should come from one coherent shared experience.

One little discovery at a time. Read together. Wonder together.