



CLASS 4
AGE 7 YRS

QU'RAN
READING
MANUAL



أَوَّلُ آيَاتِكَ

Name of Student: _____

HAYDARI MADRASAH [NAIROBI – KENYA]



HAYDARI MADRASAH (NAIROBI)

QUR'AN READING

CLASS FOUR - AGE 7 YRS

Imam Zainul Abideen (AS) in his
book of duas said:

"O Allah! Make the Qur'an a ladder by which
I may climb to the place of safety"

Foreword

Over the years, Qur'an reading has been part of the syllabus of the Haydari Madrasah. During the process of imparting this integral part of our religion to the students, it was realized that every child's reading capacity was not at the same level. Further studies revealed some interesting facts.

- 1.) The time delegated to Qur'an reading at the madrasah was not enough to cater for and individually give attention to each student.
- 2.) All the students did not have Maalims coming home to tutor them.
- 3.) Parents who wanted to assist the students did not know where to start from.
- 4.) A manual, guide or an easy-to-follow book was required, that would cater for the student, parents and the teachers, so that the task of imparting reading of the Holy Qur'an would become a stress-free, enjoyable experience, where enough practice was given to the child in each area, before they progress to the next step.

We have therefore embarked upon this project to prepare manuals and guidelines, which will create a stepping stone, towards a community with children who are very well versed with the recitation of the Holy Qur'an.

Together with this humble presentation, we request parents to spend a little time each day to listen and guide the child in recognizing and reading the manual. A few pages each day will reap fluent recitation in the future.

The aim is not about reciting quickly but reciting correctly. Encourage the student recite audibly from the beginning so that the recitation is done at a correct pace.

With our mutual co-operation, we will achieve the aim of instilling, the love of the Holy Qur'an and the Ahlul Bayt in the hearts of our children.

QURAN READING DEPARTMENT

HAYDARI MADRASAH (NAIROBI)

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September, 2020

These manuals on Qur'an reading, have been prepared to especially assist parents, teachers and students, who wish to teach and/or learn to recite the Holy Qur'an.

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ARABIC NUMBERS (0 - 25)


The child should be taught the numbers and practice writing them. Repetitions should be done in class.

Teachers should encourage the child to use the Arabic numerals instead of English numbers.

Parent/Teacher Note: Arabic language is read from right to left but the Arabic numbers are read from left to right (just like English numbers). **Make the student aware of this difference.**

EXAMPLE: Initially introduce only 0 - 10, and make sure this is grasped properly. Ask them to fill in the blanks by writing only English numbers in a row, then only Arabic letters in a row, and so on.

Arabic numbers are written just like English numbers, from left to right, see the below sample.



| | |
|-----------|---------------------|
| 52 = ٥٢ | NOT 25 (It is 52) |
| 152 = ١٥٢ | NOT 251 (It is 152) |

ARABIC NUMBERS (0 - 25)

| | |
|-----------------------|------------------------|
| 0 ٠ SUFRI | |
| 1 ١ WAAHID | 2 ٢ EETH'NAYN |
| 3 ٣ THALAATHA | 4 ٤ ARBA'A |
| 5 ٥ KHAMSA | 6 ٦ SITTA |
| 7 ٧ SAB'A | 8 ٨ THAMAANEYA |
| 9 ٩ TIS'A | 10 ١٠ 'ASHARA |

ARABIC NUMBERS (1 - 25)

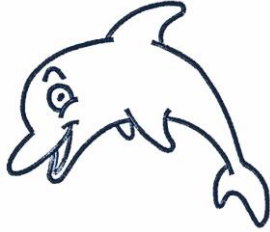

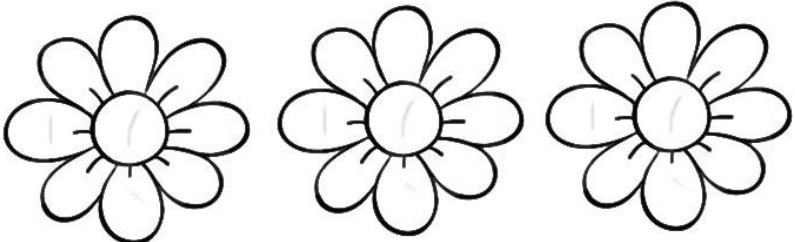
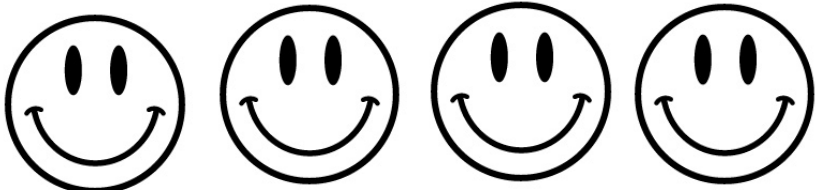
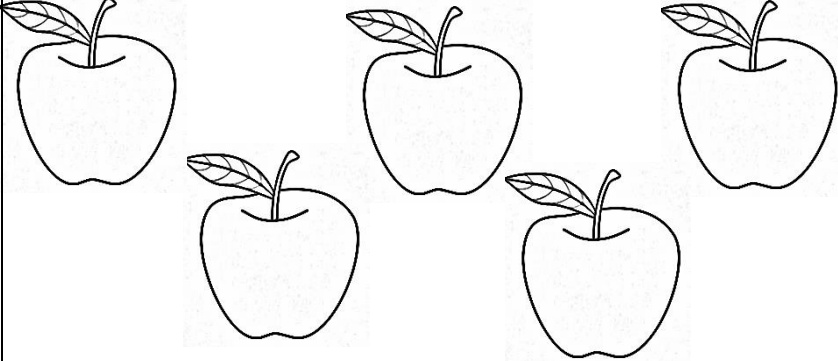
| ENGLISH | ARABIC | ARABIC PRONOUNCIATION |
|---------|--------|-----------------------|
| 1 | ١ | WA <u>H</u> ID |
| 2 | ٢ | ITH'NAIN |
| 3 | ٣ | THALATHA |
| 4 | ٤ | ARBA' <u>A</u> |
| 5 | ٥ | KHAMSA |
| 6 | ٦ | SITTA |
| 7 | ٧ | SAB'A |
| 8 | ٨ | THAMANIA |
| 9 | ٩ | TIS'A |
| 10 | ١٠ | 'A <u>S</u> HARA |
| 11 | ١١ | IH'DA ASHARA |
| 12 | ١٢ | ITH'NA ASHARA |
| 13 | ١٣ | THALATHA TA ASHARA |
| 14 | ١٤ | ARBA TA ASHARA |
| 15 | ١٥ | KHAMSA TA ASHAR |

| ENGLISH | ARABIC | ARABIC PRONOUNCIATION |
|---------|--------|-----------------------|
| 16 | ١٦ | SITTA TA ASHARA |
| 17 | ١٧ | SAB'A TA ASHARA |
| 18 | ١٨ | THAMANIA TA ASHARA |
| 19 | ١٩ | TIS'A TA ASHARA |
| 20 | ٢٠ | ISH'RUUN |
| 21 | ٢١ | WAHID WA ISH'RUN |
| 22 | ٢٢ | ITH'NANI WA ISH'RUN |
| 23 | ٢٣ | THALATHA WA ISH'RUN |
| 24 | ٢٤ | ARB'AH WA ISH'RUN |
| 25 | ٢٥ | KHAMSA WA ISH'RUN |


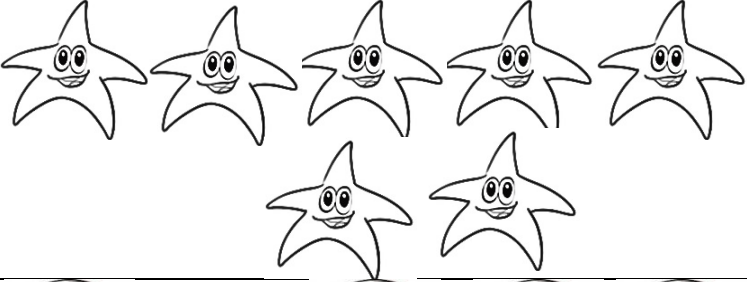

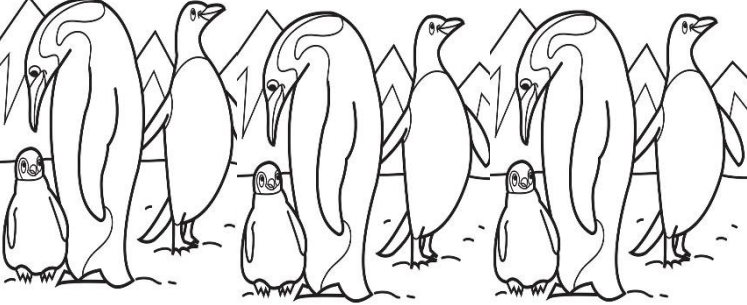

Parents / Teachers Note: For the student to be able to grasp the above numbers, you can write them on a paper or on the board in random numbers and ask them to identify the same. Also show the difference between the numbers 2 & 6, 7 & 8 (٢ and ٦, ٧ and ٨).

You can also prepare a join-the-numbers activity and draw a tree or an apple, etc. This is especially useful for the younger children.

EXERCISE 1: NUMBERS RECOGNITION PRACTICE**READING AND COLOURING NUMBERS 1 - 5 / ١ - ٥**

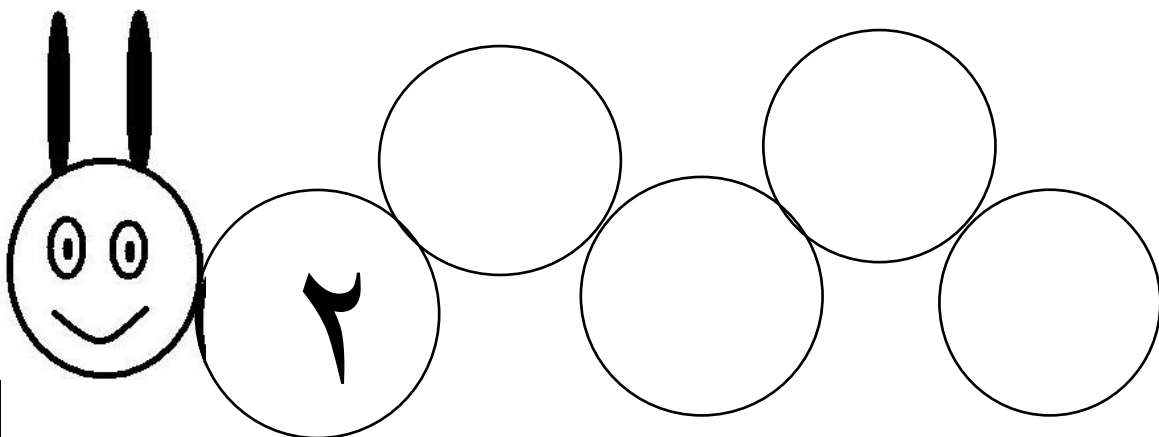
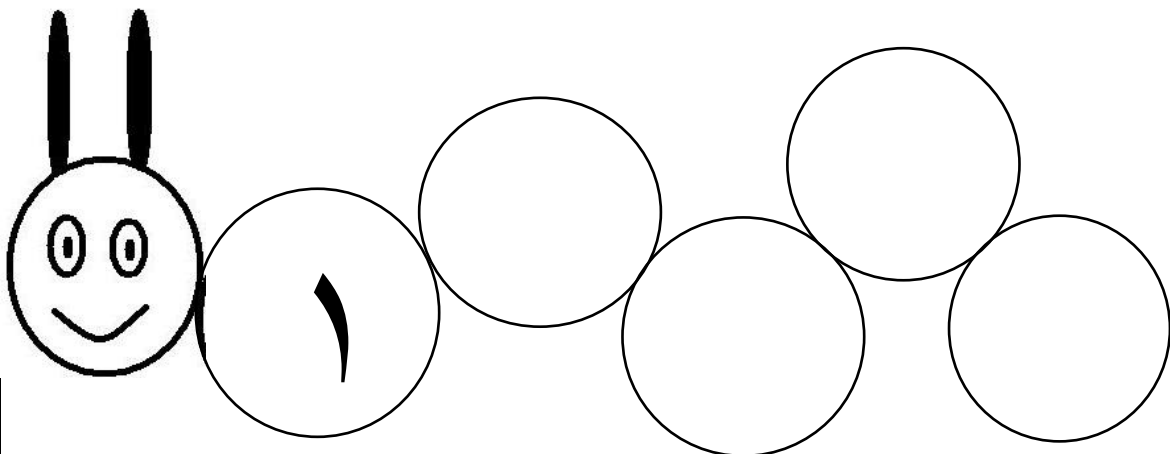
| | | |
|---|--|---|
| 1 |  | ١ |
| 2 |  | ٢ |
| 3 |  | ٣ |
| 4 |  | ٤ |
| 5 |  | ٥ |

EXERCISE 2: NUMBERS RECOGNITION PRACTICE**READING AND COLOURING NUMBERS 6 - 10 / ٦ - ١٠**

| | | |
|----|--|----|
| 6 |  | ٦ |
| 7 |  | ٧ |
| 8 |  | ٨ |
| 9 |  | ٩ |
| 10 |  | ١٠ |

EXERCISE 3: NUMBERS RECOGNITION PRACTICE**SPEAK IN ARABIC AND WRITE THE NUMBER**WAAHID

EETH'NAYN

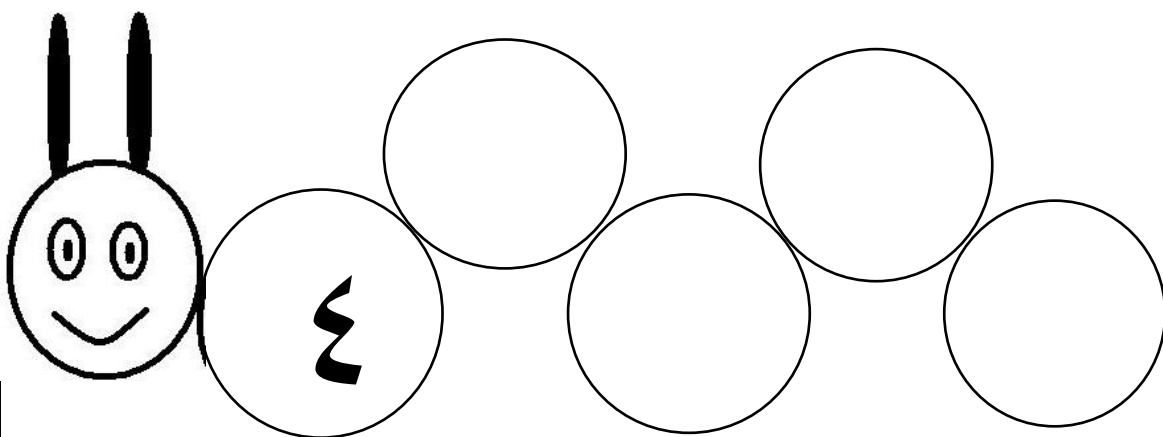
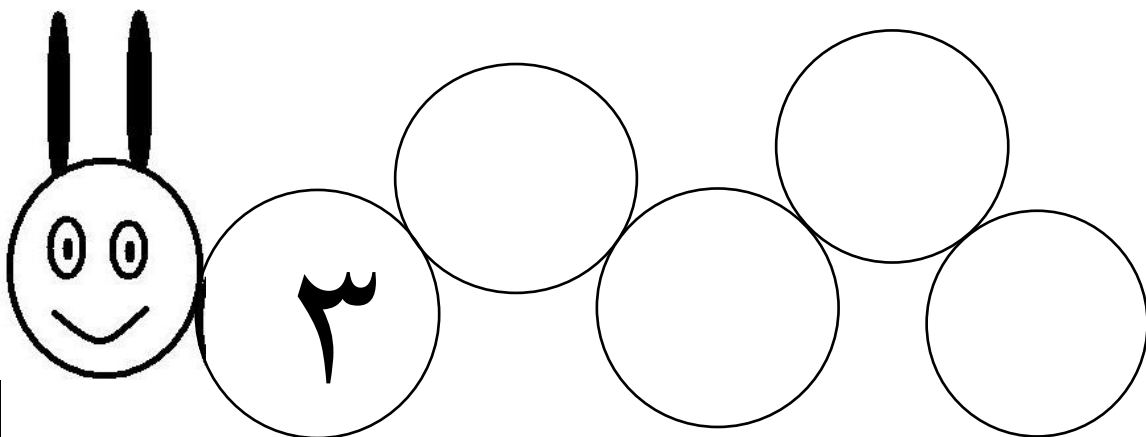


EXERCISE 4: NUMBERS RECOGNITION PRACTICE**SPEAK IN ARABIC AND WRITE THE NUMBER**

THALAATHA



ARBA'A

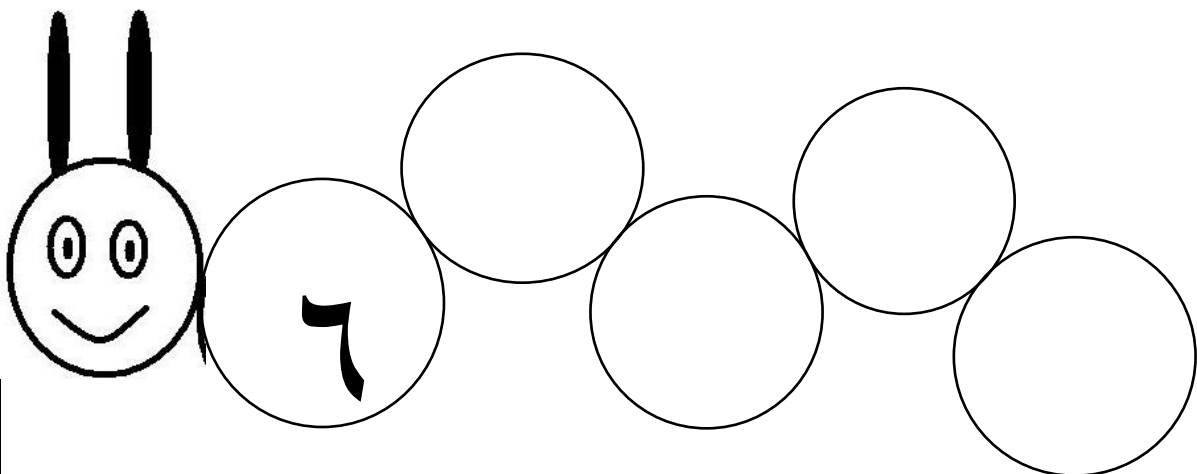
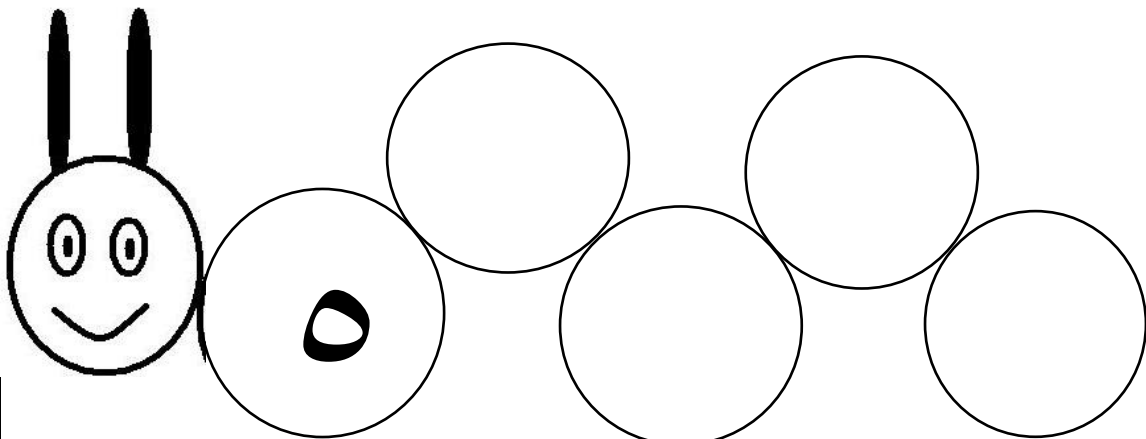


EXERCISE 5: NUMBERS RECOGNITION PRACTICE**SPEAK IN ARABIC AND WRITE THE NUMBER**

KHAMSA



SITTA

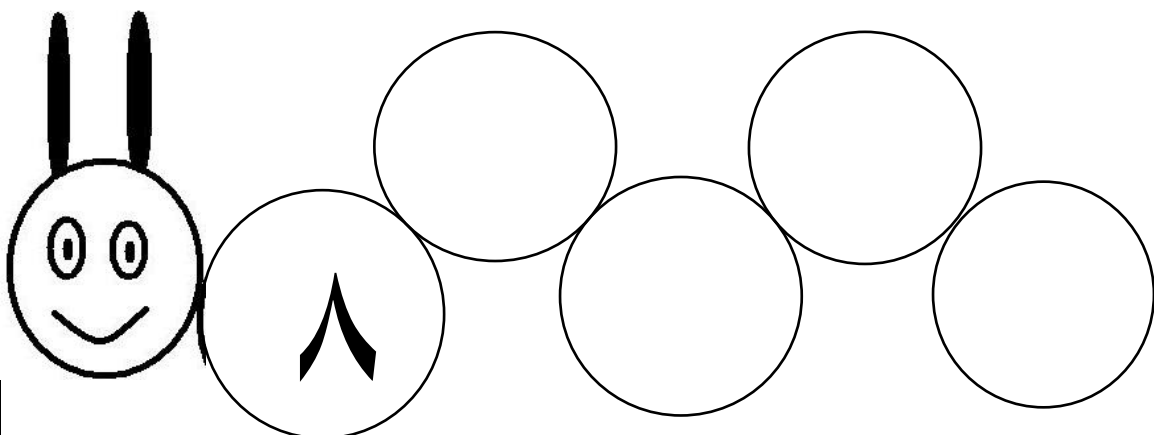
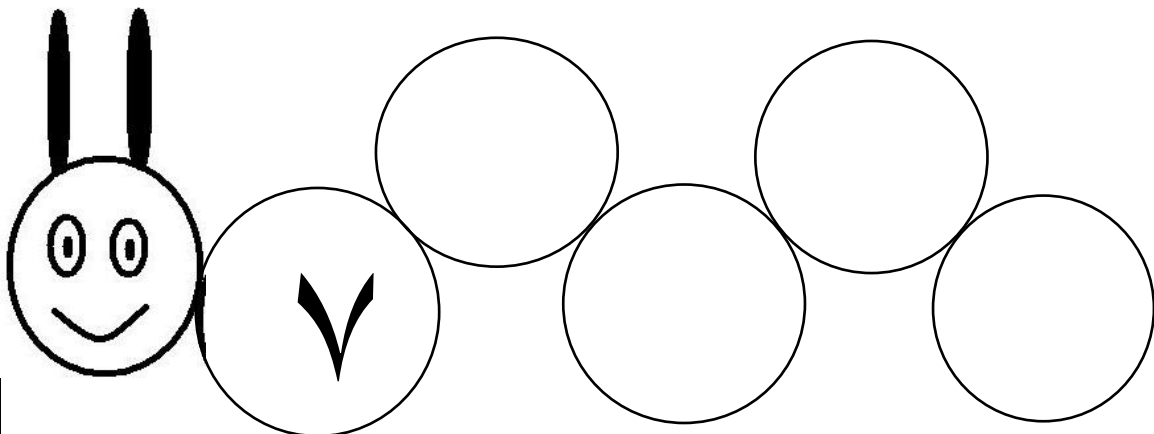


EXERCISE 6: NUMBERS RECOGNITION PRACTICE**SPEAK IN ARABIC AND WRITE THE NUMBER**

SAB'A



THAMAANEYA

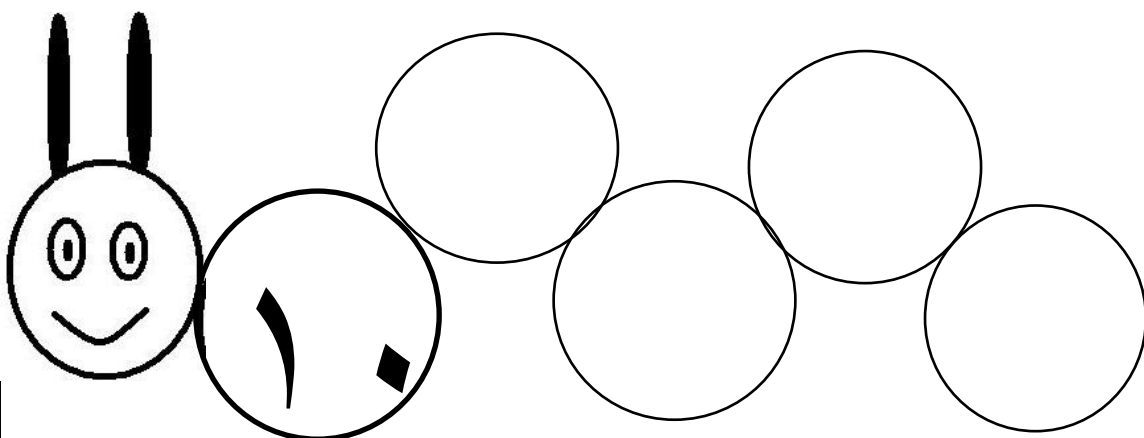
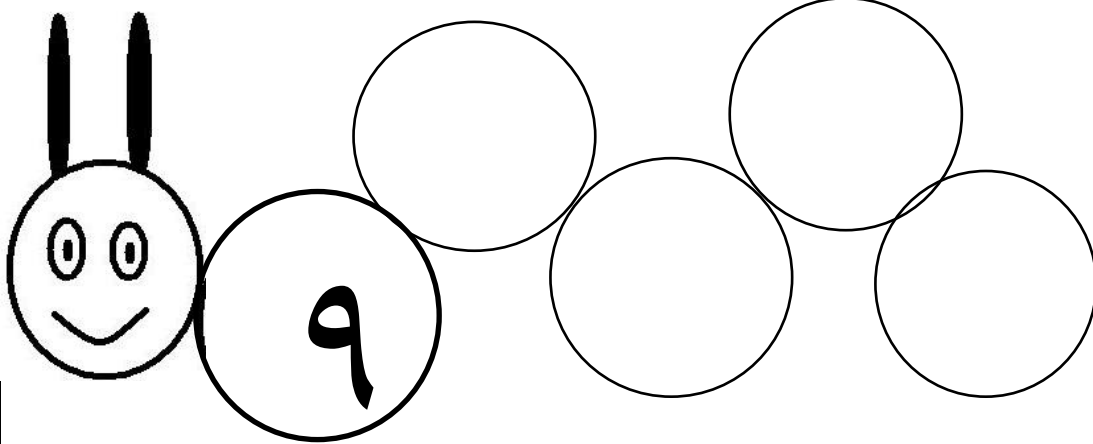


EXERCISE 7: NUMBERS RECOGNITION PRACTICE**SPEAK IN ARABIC AND WRITE THE NUMBER**

TIS'A



'ASHARA



EXERCISE 8: NUMBERS RECOGNITION AND WRITING

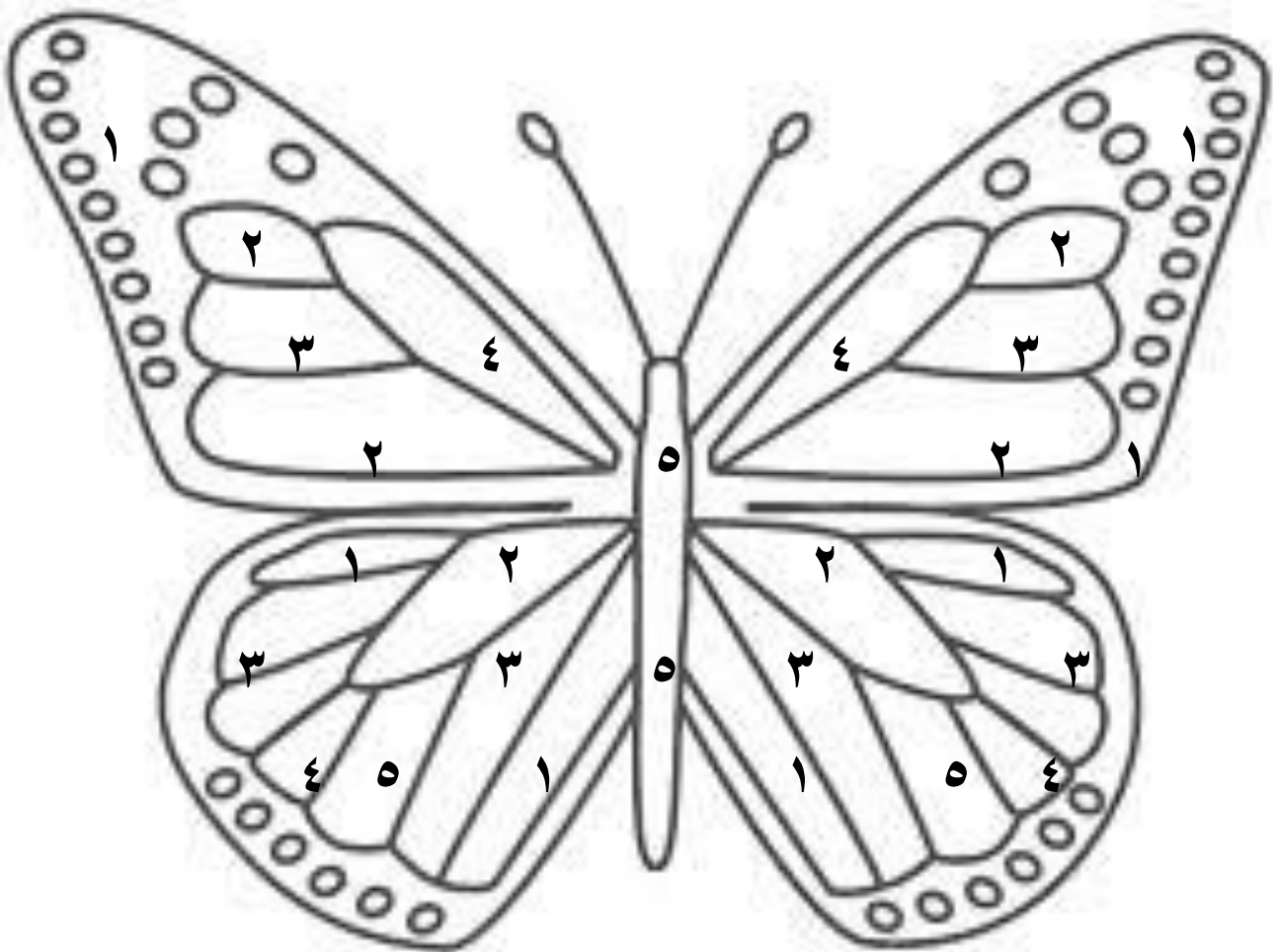
Connect the Arabic number with the matching English number

| | |
|---|---|
| 1 | ٤ |
| 2 | ٥ |
| 3 | ٢ |
| 4 | ١ |
| 5 | ٣ |

EXERCISE 9: COLOURING EXERCISE**NUMBERS RECOGNITION PRACTICE**

Colour the Butterfly below, according to the number.

| | | | | |
|-----|--------|-------|------|--------|
| ١ | ٢ | ٣ | ٤ | ٥ |
| Red | Yellow | Green | Blue | Orange |



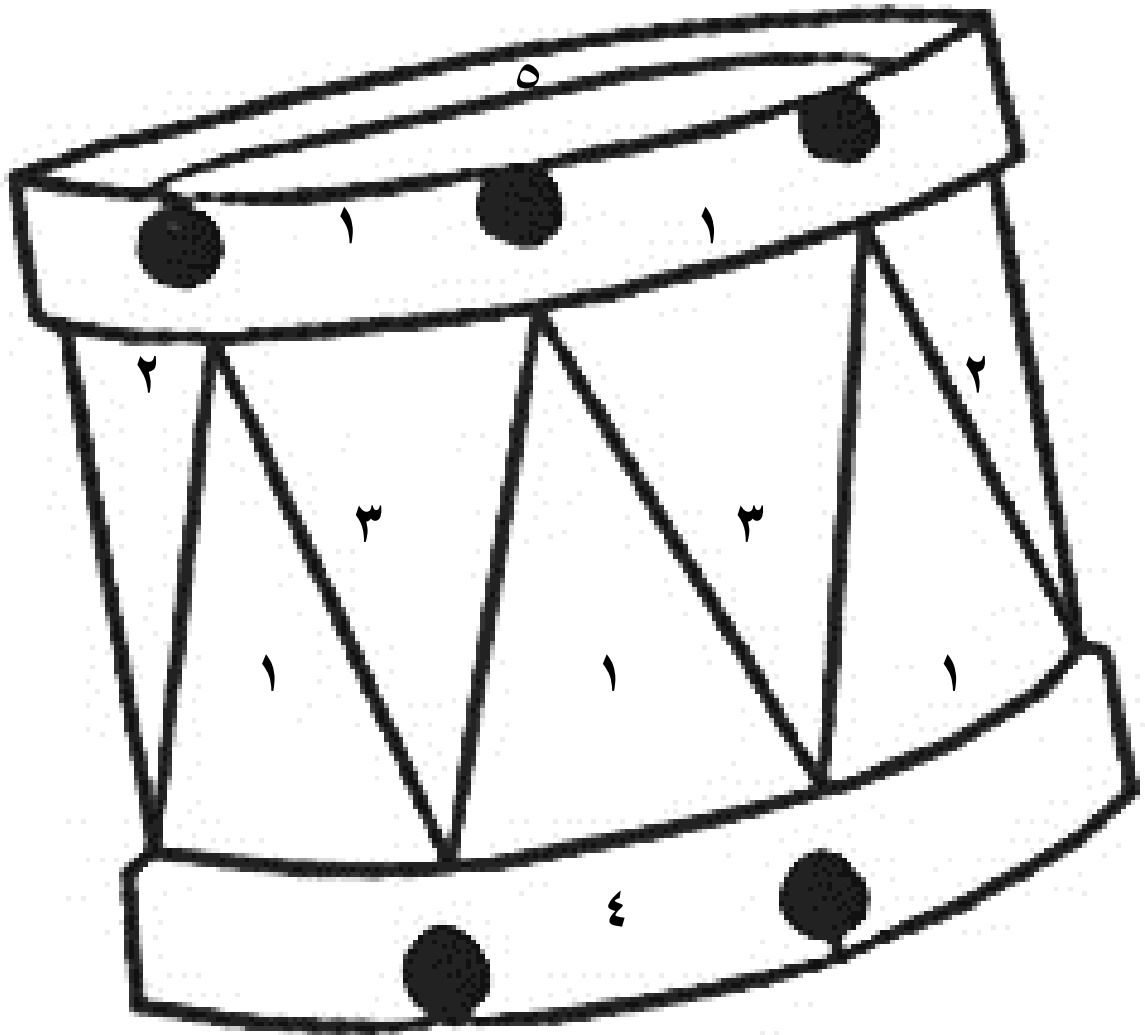
EXERCISE 10: NUMBERS RECOGNITION & WRITING

Connect the Arabic number with the matching English number

| | |
|----|----|
| 6 | ٦ |
| 7 | ٧ |
| 8 | ٨ |
| 9 | ٩ |
| 10 | ١٠ |

EXERCISE 11: COLOURING ACCORDING TO THE NUMBER

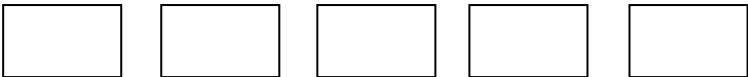
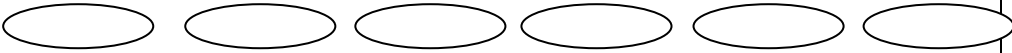
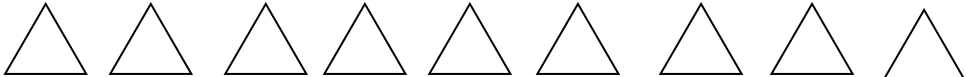
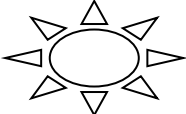
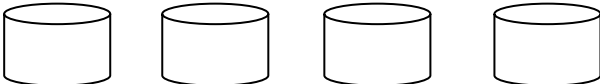
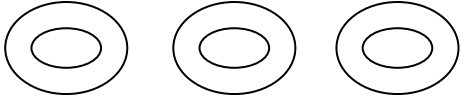
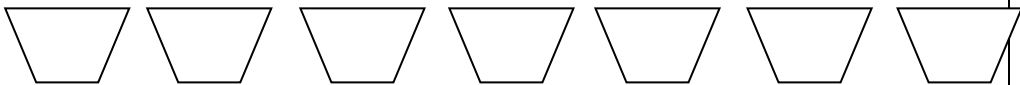

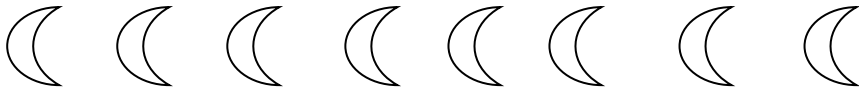
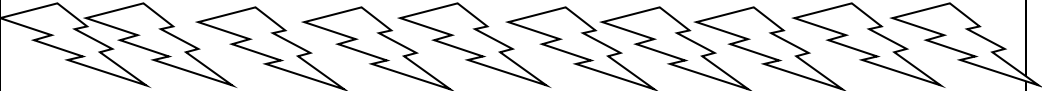
| | | | | |
|-----|--------|-------|------|--------|
| ١=1 | ٢=2 | ٣=3 | ٤=4 | ٥=5 |
| Red | Yellow | Green | Blue | Orange |



Parents / Teachers Note: For the student to be able to grasp the numbers, you can write them on a paper or on the board in random numbers and ask them to identify the same.

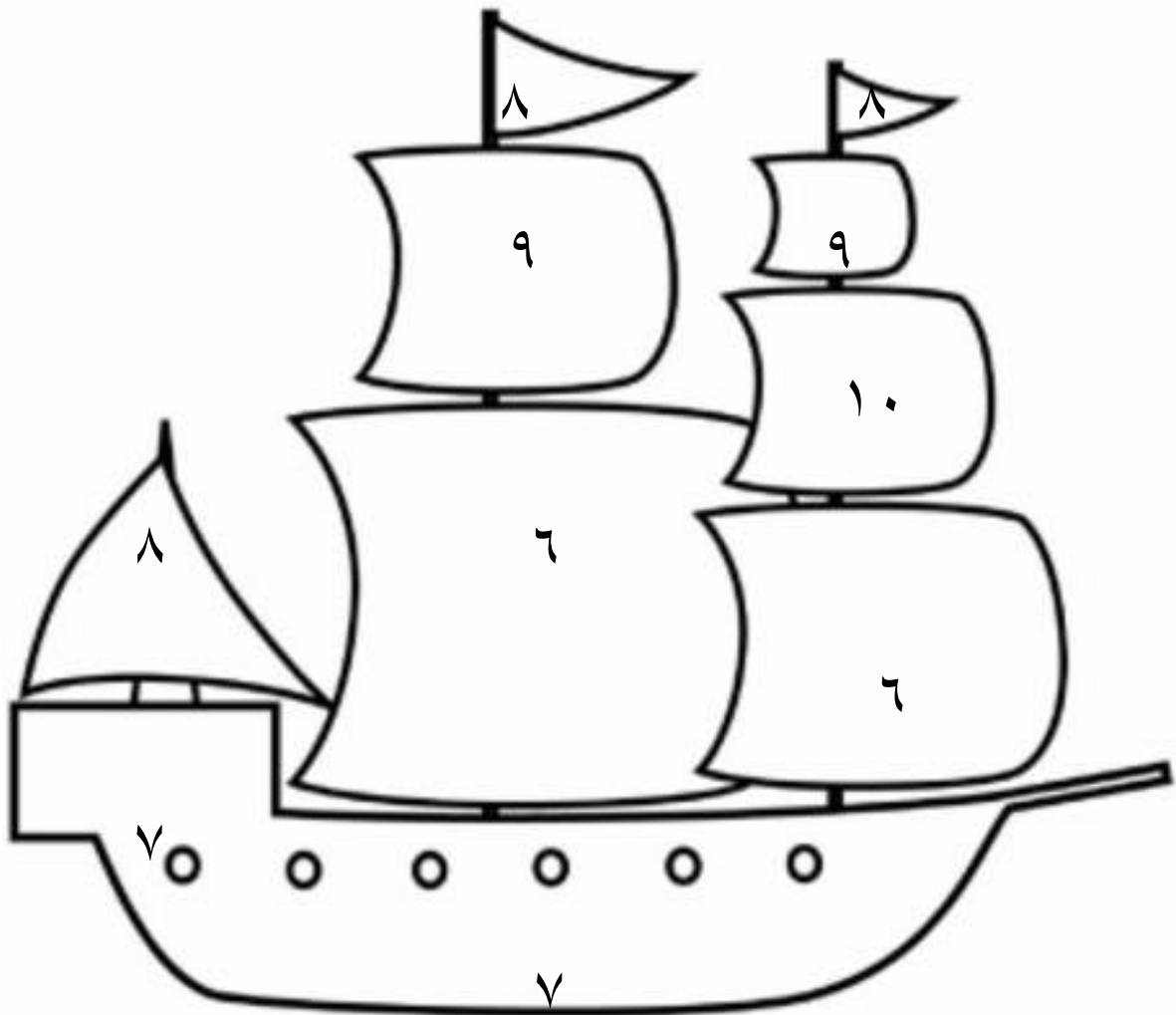
EXERCISE 12: WRITING EXERCISE**NUMBERS RECOGNITION PRACTICE (1 - 10 / ١ - ١٠)**

Count the shapes below and write the Arabic numbers.

| <u>SHAPES</u> | <u>HOW MANY</u> |
|--|----------------------------|
|  | |
|  | |
|  | |
|  | |
|  | |
|  | |
|  | |
|  | |
|  | |
|  | |

EXERCISE 13: COLOURING ACCORDING TO THE NUMBER

| | | | | |
|--------|-------|--------|-----|-------|
| ٦=6 | ٧=7 | ٨=8 | ٩=9 | ١٠=10 |
| Yellow | Green | Purple | Red | Blue |



Parents / Teachers Note: Some numbers look very similar and this often confuses the student. Explain to them the difference between the following numbers.

2 and 6 (٢ and ٦)

7 and 8 (٧ and ٨)

EXERCISE 14: WRITING EXERCISE**NUMBERS RECOGNITION PRACTICE (1 - 25 / ١ - ٢٥)**

Join the Arabic and matching English number with a line

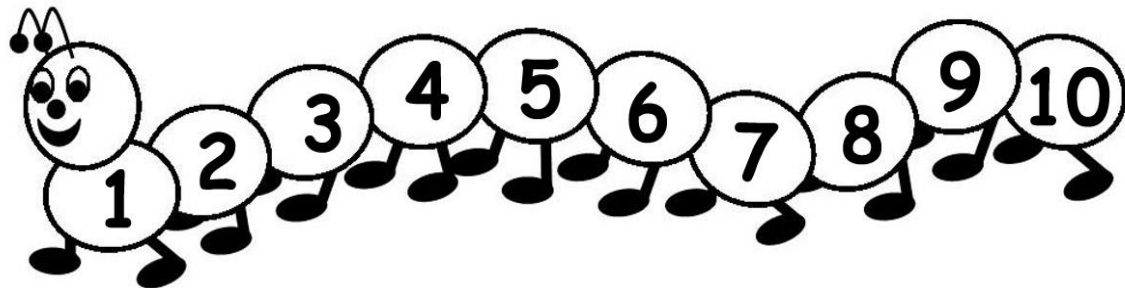
| 1 | ٤ | 7 | ٨ |
|----|----|----|----|
| 2 | ٥ | 8 | ١٠ |
| 3 | ٢ | 9 | ٧ |
| 4 | ١ | 10 | ١١ |
| 5 | ٦ | 11 | ١٢ |
| 6 | ٣ | 12 | ٩ |
| | | | |
| 13 | ١٥ | 19 | ٢٢ |
| 14 | ١٦ | 20 | ٢٣ |
| 15 | ١٧ | 21 | ٢٤ |
| 16 | ١٣ | 22 | ٢٥ |
| 17 | ١٨ | 23 | ٢١ |
| 18 | ١٤ | 24 | ٢٠ |
| | | 25 | ١٩ |
| | | | |

EXERCISE 15: COLOURING & NUMBER EXERCISE

NUMBERS RECOGNITION PRACTICE


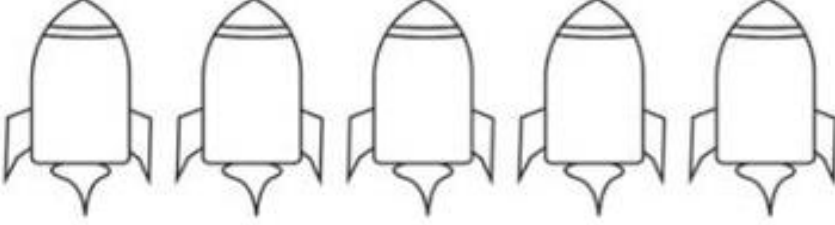





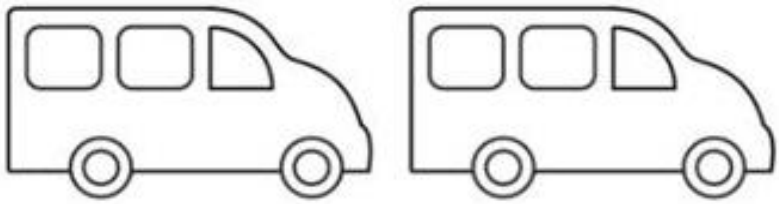


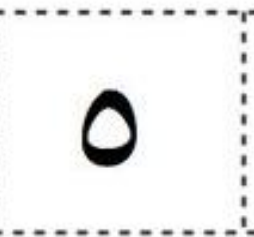




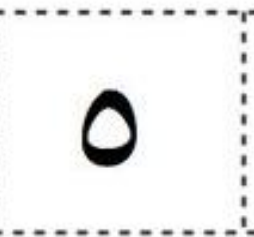




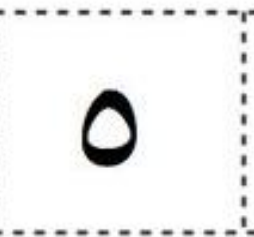


The Caterpillar has numbers from 1 - 10.

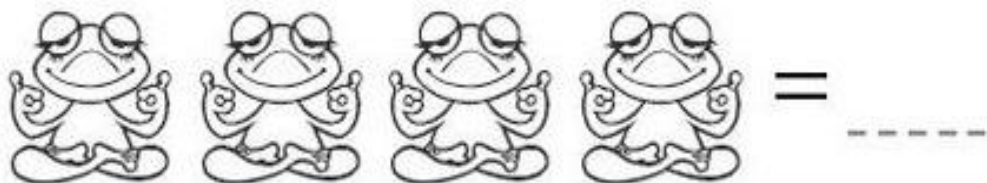
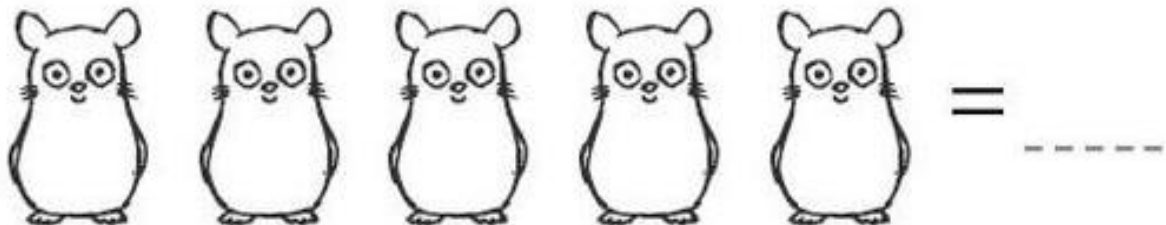
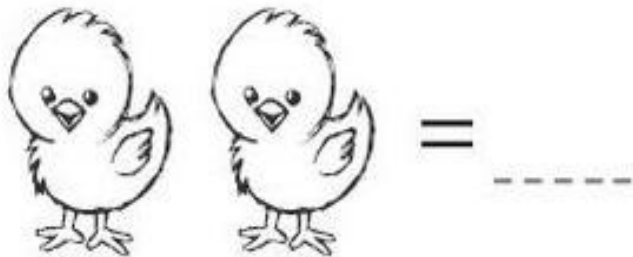
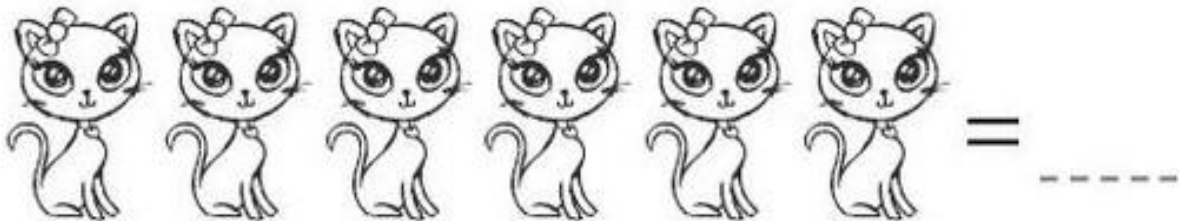
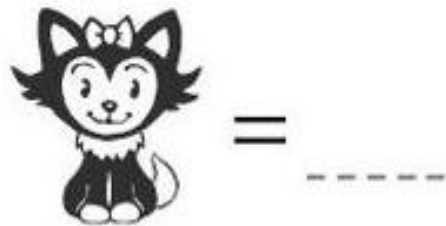
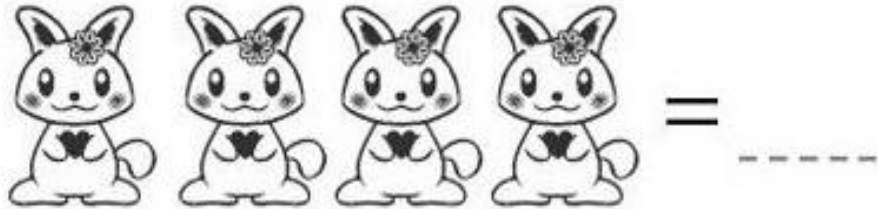
Copy the numbers from ١ – ١٠ in the table below. You can colour the caterpillar if you wish.

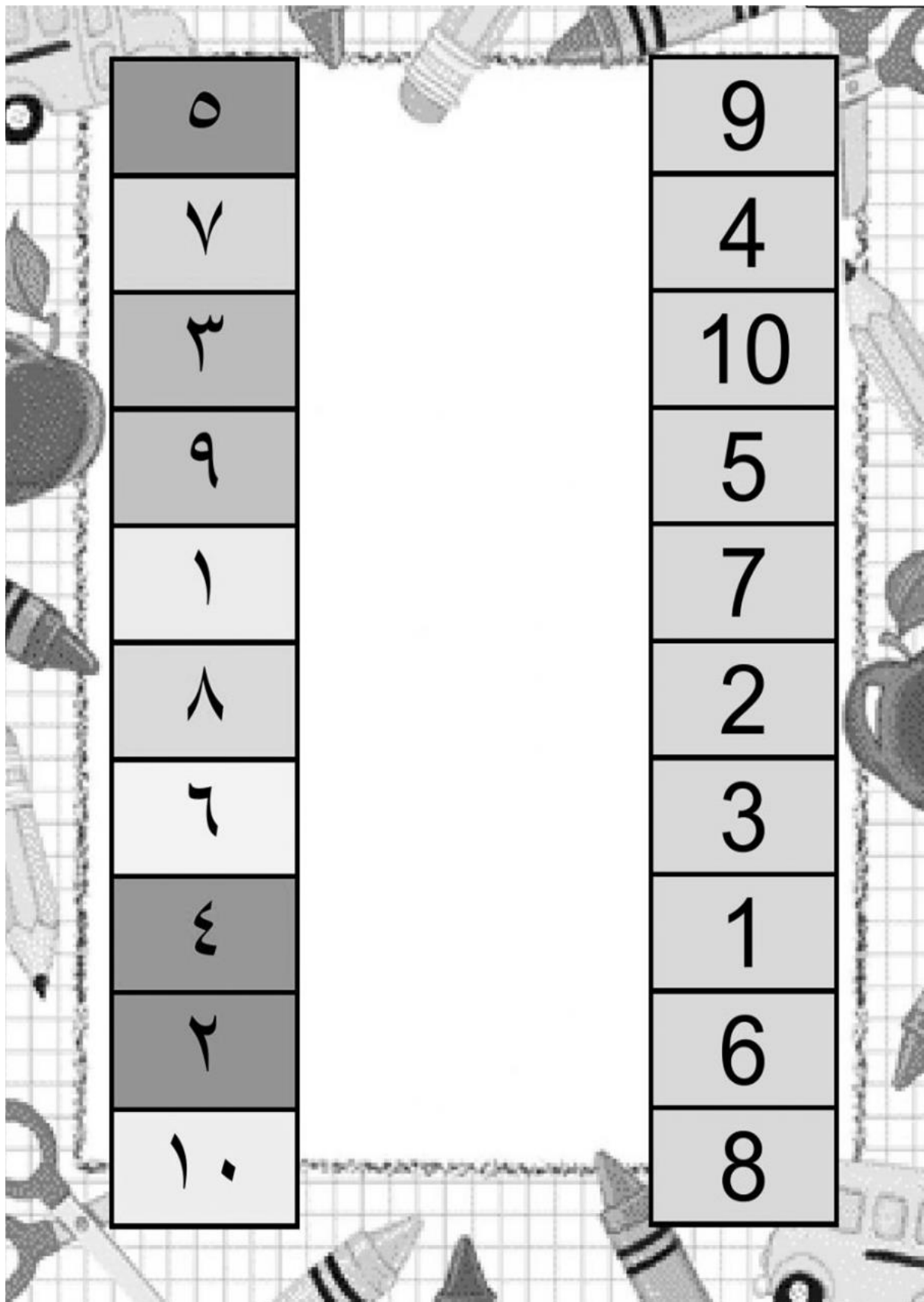


| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| ١ | ٢ | ٣ | ٤ | ٥ | ٦ | ٧ | ٨ | ٩ | ١٠ |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

EXERCISE 16: COLOURING & NUMBER EXERCISE**WRITE THE CORRECT NUMBER IN THE BOX**

| | | | | | | |
|---|--|--|---|---|---|---|
|  |  | | | | | |
|  |  | | | | | |
|  |  | | | | | |
|  |  | | | | | |
| <table border="1"><tbody><tr><td></td><td></td><td></td><td></td><td></td></tr></tbody></table> | |  |  |  |  |  |
|  |  |  |  |  | | |

EXERCISE 17: COLOURING & NUMBER EXERCISE**WRITE THE CORRECT NUMBER ON THE DOTTED LINE**

EXERCISE 18: COLOURING & NUMBER EXERCISE

EXERCISE 19: COLOURING & NUMBER EXERCISE**CIRCLE THE CORRECT NUMBER**

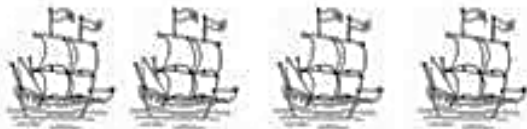
(٣ - ٢ - ١)



(٤ - ٢ - ٣)



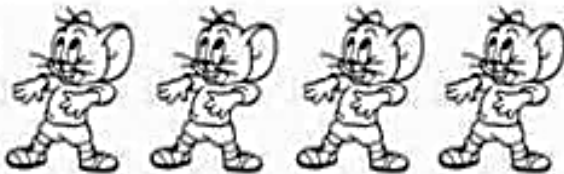
(٥ - ٤ - ٣)



(٥ - ٣ - ٤)

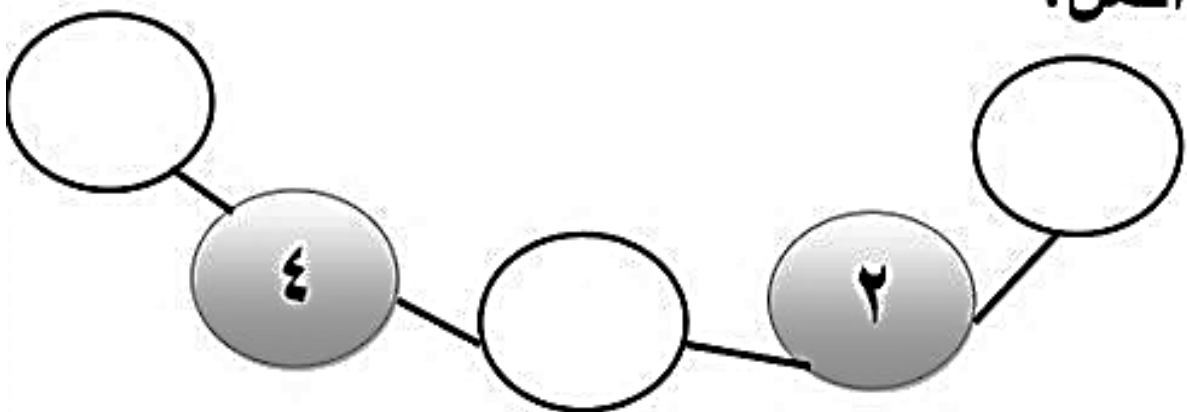


(٥ - ٣ - ١)



(٣ - ٤ - ٢)

أكمل :-



SURAHS MEMORISATION - from KG to Class 12

The Holy Prophet (SAW) has said:

"The number of levels (stages) in Heaven is (equivalent to) the number of verses in the Qur'an (6236). Thus, when a reciter of the Qur'an enters into Heaven, it will be said to him: 'Go up one level for every verse that you can recite.' Thus, none will be in a higher level than the one who has memorized the entire Qur'an."

[Biharul Anwar, Volume 92 Page 22]

The table below classifies how the student will be tested for Surah Memorisation every year, by the Holy Madrasah. It will be to the child's advantage if parents prepare them ahead of time.

The chart from KG to Class 12 has been designed to cover the whole of the 30th Sipara (Juz Amma).

Some surahs have been repeated for testing purposes. Surahs which are required in our day to day lives, like Surah Jumuah and Surah Mulk have been added.

Parents are advised to train their child(ren) to memorise by reading from the Qur'an rather than only learning the Surah by heart.

When the child reads then memorizes, they learn the formation of the text, and they learn where the extra pull is required. It also ingrains the Surah well into their minds.

EFFECTIVE METHODS OF MEMORISATION

- 1) Teach an Ayah a day. This is a tried and tested method, where even when the student is ready to learn more, we restrain and teach only that one ayah (with meaning if one prefers). The next day a second ayah and so on. In a week the student has learnt 7 ayaat. This is stress free and an easy method.
- 2) Get help from Youtube. Type in the Surah Name and numerous options will come up. You can select your preferable reciter (we recommend Mishary Al Afasy) and the student can listen, read and learn at the same time. This will help build in the right makharij as well.
- 3) Download the App called Memorize. This is preferred by the older students for self-study.

SURAHS MEMORISATION - from KG to CLASS 12

| <u>QUR'AN & MORAL CLASS</u> | <u>MID - YEAR</u> | <u>END - YEAR</u> | <u>BONUS</u> |
|--|---|---|-----------------------|
| KG | Surat Al-Fatihah (1) Surat Al-Ikhlâs (112) | Surat Al-Kawthar (108) Surat Al-Asr (103) | |
| 1 | Surat Al-Nas (114) Surat Al-Falaq (113) | Surat Al-Fil (105) Surat Al-Nasr (110) | |
| 2 | Surat Al-Qadr (97) | Surat Al-Masad (111) - also known as Surat Al-Lahab Surat Al-Quraysh (106) | |
| 3 | Surat Al-Tin (95) | Surat Al-Kafirun (109) | |
| 4 | Surat Al-Ma'un (107) Surat Al-Sharh (94) - also known as Surat Al-Inshirah | Surat Al-Takathur (102) Surat Al-Qadr (97) | |
| 5 | Surat Al-Humazah (104) Surat Al-Zalzalah (99) - also known as Surat Al-Zilzaal | Surat Al-Qari'ah (101) Surat Al-Tin (95) | |
| 6 | Surat Al-Duha (93) Surat Al-Shams (91) | Surat Al-Adiyat (100) Surat Al-Nasr (110) | |
| 7 | Surat Al-Tariq (86) | Surat Al-A'la (87) | Surat Al-Infitar (82) |
| 8 | Surat Al-Layl (92) | Surat Al-Bayyinah (98) | Surat Al-Alaq (96) |
| 9 | Surat Al-Ghashiyah (88) | Surat Al-Buruj (85) | Surat Al-Balad (90) |
| 10 | Surat Al-Inshiqaq (84) | Surat Al-Fajr (89) | Surat Al-Takwir (81) |
| 11 | Surat Al-Naba (78) | Surat Al-Mutaffifin (83) | Surat Al-Mulk (67) |
| 12 | Surat Al-Abasa (80) | Surat Al-Nazi'at (79) | Surat Al-Jumu'ah (62) |

DUAS FOR CLASS FOUR

DUA BEFORE STARTING ANYTHING

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ "Bismillahir Rahmanir Raheem"

I Start in the name of Allah (SWT), the most Beneficent, the most Merciful

DUA IN APPRECIATION OF OTHER'S KINDNESS

جَزَاكَ اللَّهُ خَيْرًا "Jazaakallahu Khairaa"

May Allah (SWT) return your kindness

DUA FOR KNOWLEDGE

رَبِّ زِدْنِي عِلْمًا "Rabbi Zid-Nee 'iL-Maan"

My Lord, increase me in Knowledge

DUA BEFORE SLEEPING

اللَّهُمَّ بِاسْمِكَ أَمُوتُ وَأَحْيَا "Allahumma Bismika amuutu wa ahyaa"

O Allah (SWT) with your name I die and I live

ABOUT THE HOLY QUR'AN

FOODS MENTIONED IN THE QUR'AN

Milk is the best drink

Honey is the best food

LONGEST AND SHORTEST SURAHS

Surah Kawthar is the
Shortest Surah

Surah Baqarah is the
Longest Surah

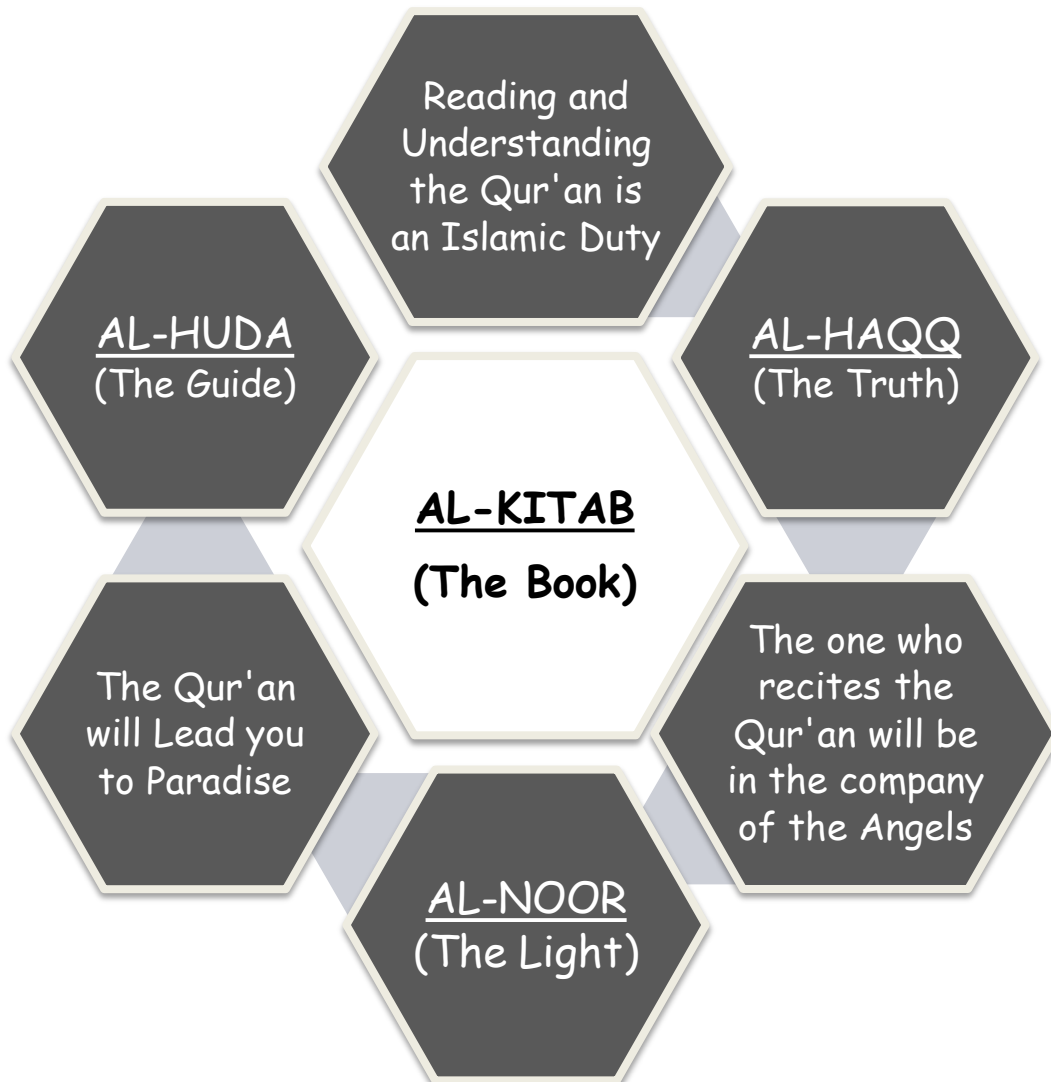
BISMILLAHIR RAHMAANIR RAHIM

All Surahs begin with Bismillah
except Surah Tawba


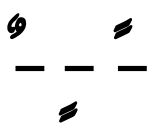

Bismillah means "I begin in The
Name of Allah, The Most Kind,
The Most Merciful



TITLES AND BENEFITS OF RECITING QUR'AN



G L O S S A R Y**EXPLANATIONS OF THE VARIOUS TERMS USED**

| <u>TRANSLITERATION</u> | <u>ENGLISH MEANING</u> |
|---|---|
| HARF (plural - Huruf) | A letter (plural - The Arabic letters) |
| HARAKA (plural - Harakaat) | Short vowel signs Fat-ha, Kasra & Dhamma  |
| MUTAHARRIK | Letter bearing a haraka |
| FAT-HA | Short vowel marked by a small line written above the letter pronounced "a" (symbol: َ) |
| KASRA | A short diagonal stroke written below a letter. It represents a short vowel "i" (symbol: ِ) |
| DHAMMA | A small apostrophe-like shape written above a letter. It represents a short vowel "o" (like the 'u' sound in 'who' but only stretched for 1 count) (symbol: ُ) |
| MAKHRAJ (plural - Makharij) | Place of origin where the sound of the letters comes from |
| TANWEEN (NUNATION)  | Adding the sound of Nun, occurs at the end of a word; it is represented by double Haraka signs. Fat-hateen, Kasrateen and Dhammateen |
| JAZM (SUKUN)  (—) | A small semi circle or circle above the letter, which tells us that the letter is without a vowel. A letter bearing a Jazm becomes Sakin |
| SAAKINAH | A letter bearing a Sukun is known as a Sakin letter |
| SHADDAH (TASHDEED) | A small 'w' (symbol: ّ) written above a letter. This doubles the sound of the letter so that it is stressed. |
| MUSHADDAD | A letter bearing a Shaddah is a Mushaddad letter |

G L O S S A R Y - continued**EXPLANATIONS OF THE VARIOUS TERMS USED**

| <u>TRANSLITERATION</u> | <u>ENGLISH MEANING</u> |
|--|--|
| MADDAH | Elongation or stretching of a syllable (ّ ّ) |
| AYA (plural - Ayaat) | One verse of the Qur'an |
| SURAH (plural - Suwer) | One chapter of the 114 chapters of the Qur'an |
| JUZ (plural - Ajzaa) - Rub $\frac{1}{4}$ part of a Juz - Nisf $\frac{1}{2}$ part of a Juz - Thalatha $\frac{3}{4}$ part of a Juz | The Qur'an is divided into 30 equal parts. Each of these parts is called a Juz. A person who wishes to recite the Holy Qur'an in one month may do so by reciting one Juz every day |
| RUKU (Plural - Ruku'at or Arkaan) | These are like paragraphs or sections, containing 7 - 12 ayaat. One Paragraph is called a Ruku |
| MANZIL (Plural - Manaazil) | The Qur'an has been divided into 7 Manaazil for ease of recitation. A person wishing to recite the entire Qur'an in one week, may do so by reciting one Manzil per day |
| HAMZATUL QAT'AA | The Normal / Cutting or Dividing Hamza |
| HAMZATUL WASL | Also known as Aliful Wasl - The Connective Hamza |
| NUN QUTNI | Small Nun |
| Al-Huroof Al Qamariyyah | The Moon (Lunar) Letters |
| Al-Huroof Al Shamsiyyah | The Sun (Solar) Letters |
| HUROOFUL ISMAT | Silent letters |
| MUQATTA'AAT LETTERS | Separate letters in the beginning of a few Surah |
| WAQF (plural - Wuqoof) | To pause or to make a stop by breaking off the breath at the end of the word |
| MUS-HAF | The Arabic volume of the Holy Qur'an |
| Tajweed (Root word: Jawada) | To improve or make better or beautify something. To give every letter it's right with description and origination |

ARABIC ALPHABETS CHART (HURUFUL HIJAI)

LETTER NAMES & SOUNDS

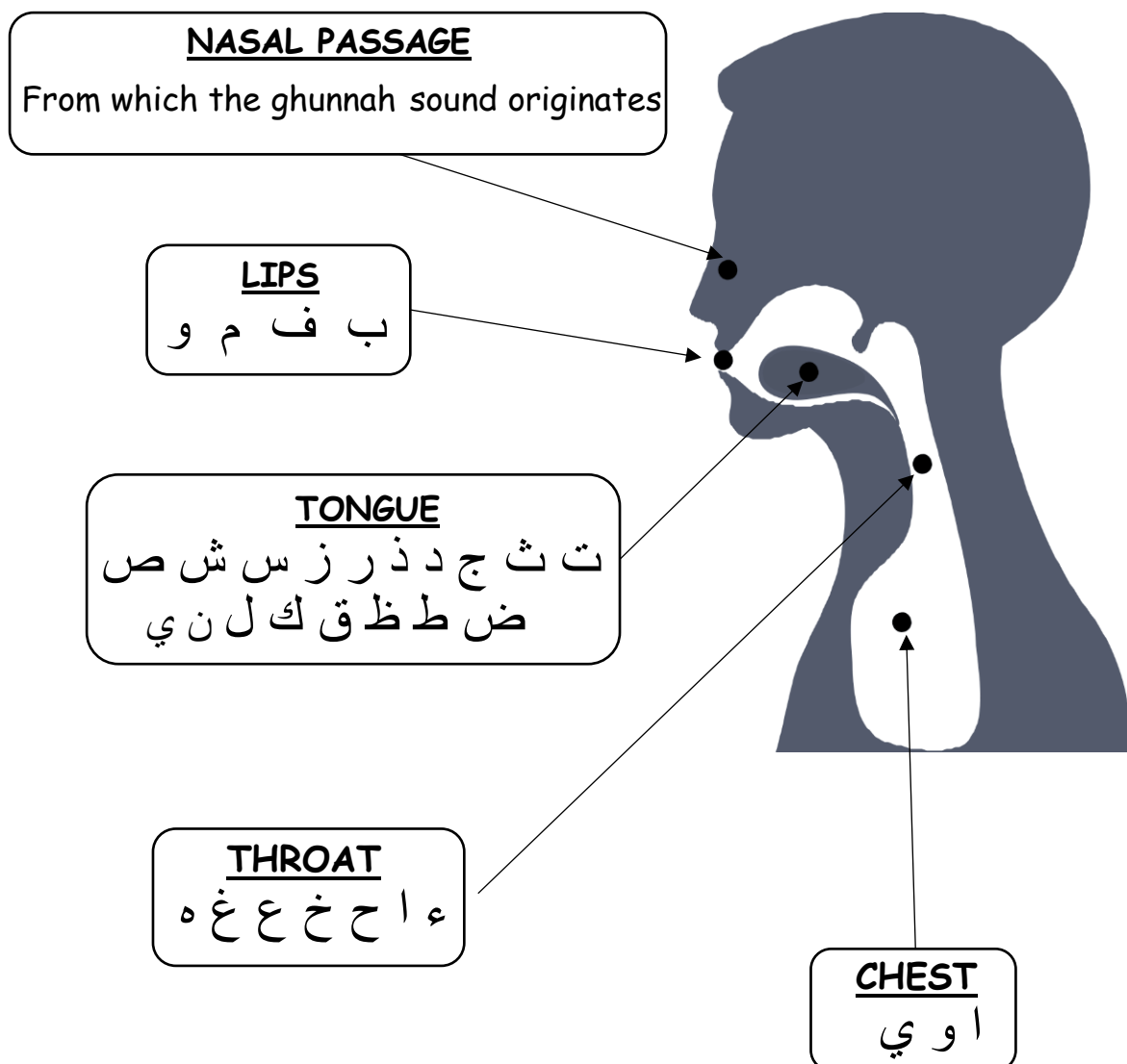
| | | | | |
|----------------------------|-------------|----------------|-----------|----------------|
| ج | ث | ت | ب | ا |
| Jim (ja) | The (th) | Te (ta) | Be (ba) | Alif (a-Light) |
| ر | ذ | د | خ | ح |
| Re (ra) | Dhal (dh) | Dal (da) | Khai (kh) | Hai (ha-Light) |
| ض | ص | ش | س | ز |
| Dhaad (dha) | Saad (ssa) | Shin (sh) | Sin (sa) | Ze (za) |
| ف | غ | ع | ظ | ط |
| Fe (fa) | Ghayn (gha) | Ayn (a-heavy) | Zhe (zha) | Tta (tta) |
| ن | م | ل | ك | ق |
| Nun (na) | Mim (ma) | Lam (La) | Kaf (ka) | Qaf (Qa) |
| لا = ا + ل | ي | ه ه ه | و | |
| (Laa) LamAlif = Alif + Lam | Ye (ya) | Hai (ha-heavy) | Waw (wa) | |

MAKHARIJ AL HUROOF - Brief introduction

Makharij Al Huroof is the place where the sound of the letter comes from. All letters of the Arabic alphabet are read from 5 places.

It is very important to say a letter properly with its Makhraj otherwise the meaning of the words change.

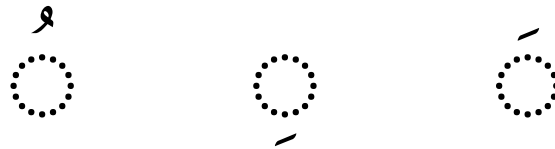
The diagram below shows the 5 areas of Makharij and the letters that originate from them.



THE VOWELS IN ARABIC (IRAAB)

FAT-HA, KASRA & DHAMMA (short vowels)

VOWELS THAT GIVE THE SOUND TO THE LETTERS



Parent/Teacher's note: Explain to the student about the English vowels, a,e,i,o,u, and how they change the words to sound different, as in bat, sit, put, etc.




Whereas in Arabic the vowels are NOT from the letters, but are in the form of signs, like **Fat-ha**, **Kasra** & **Dhamma**, and by putting them above or below a letter, the sound of the letter changes.

When a child understands the difference between the English and the Arabic, he/she will then have a better understanding of the difference between the two languages.

The 3 major short vowels in Arabic of **Fat-ha**, **Kasra** and **Dhamma** are also known as **IRAAB or HARAKA**. These are the vowels that give the sound to the letters.

When a child has mastered the simple letters, he should be made aware of the vowels (signs, Iraab or Haraka). Explain that, a small line above a letter is called Fat-ha, a similar line below a letter is called Kasra and one with a round turned head (similar to a comma in English) above a letter is called Dhamma.

VOWELS THAT GIVE THE SOUND TO THE LETTERS

| FAT-HA | KASRA | DHAMMA |
|---|---|---|
|  |  |  |
| BA | BI | BU |

Write the Iraab (sign) of Fat-ha, Kasra and Dhamma on the board and show the child the signs, explain to them how the sound of the letter changes, when the position of the sign is changed. Allow enough practice of how to pronounce the letters which bear signs.

Fat-ha: While uttering a letter bearing a Fat-ha, the mouth should be opened upwards.

Kasra: While uttering a letter bearing Kasra, the voice should come out of the mouth straight and the lower jaw should incline a little downwards.

Dhamma: As regards to a letter bearing the Dhamma sign, it should be uttered by protruding the lips a little and keeping them in a round shape.

Note that these IRAAB, are original sounds in Arabic, that assist you to read and pronounce the letter properly.

The teacher should pronounce every letter of the alphabet herself and then make the students repeat them.

| | |
|---|----|
| ب | ba |
| ت | ti |
| ج | ju |


In other words instead of resorting to spellings, the letters bearing the vowels should be read out in a running manner.

This is a basic introduction. In the next section, we individually introduce each Iraab in detail, followed by some practical reading and writing exercises. These will help in consolidating what the child has learnt.

It is better to introduce the Iraab one at a time so that the student becomes fully conversant with each, THEN move forward to the next one. This will build his/her confidence and you can encourage them by saying that they are now able to join and read words in Arabic.


THE SHORT VOWEL FAT-HA



(a) FAT-HA  is a small slanting line placed above the letter and it gives that letter the sound of 'a' while reading.


THE SHORT VOWEL KASRA

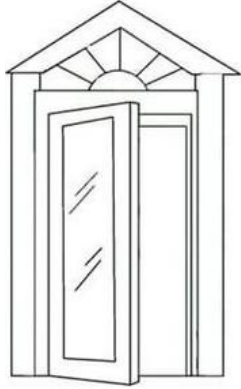


(b) KASRA  is a small slanting line below the letter, and it gives that letter, the sound of 'i' while reading.

THE SHORT VOWEL DHAMMA



(c) DHAMMA  is a small comma above the letter and it gives that letter, the sound of 'u' while reading. Remember this is a short vowel whose sound is 'u' as in full, pull. DO NOT elongate it as in fool, pool.

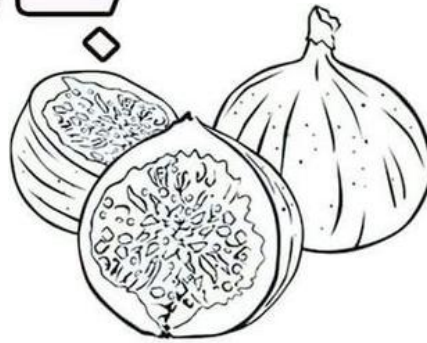
EXERCISE 20: COLOUR AND READ MIXED VOWELS

بَ بَ بَ

بَاب

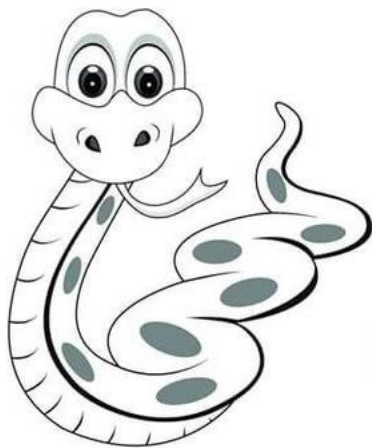


أَ اَ اَ
أَسَد



تَ تَ تَ

تَيْن



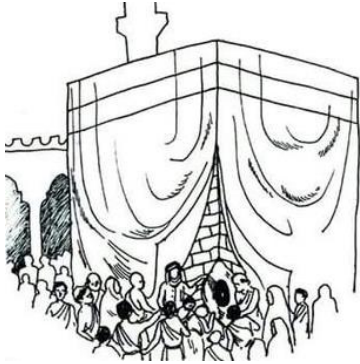
ثَ ثَ ثَ

ثُعْبَان



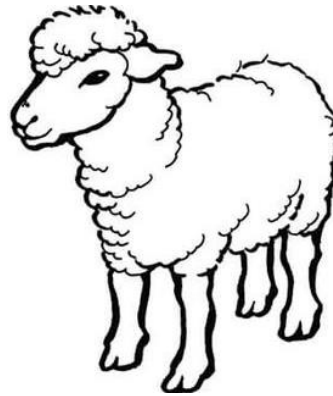
جَ جَ جَ

جَمَل

EXERCISE 21: COLOUR AND READ MIXED VOWELS

ح ح ح

حج



خ خ خ

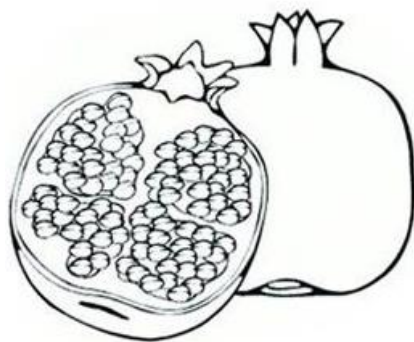
خروف



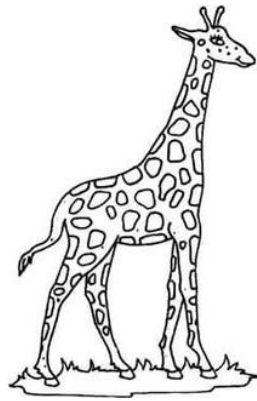
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دعاء



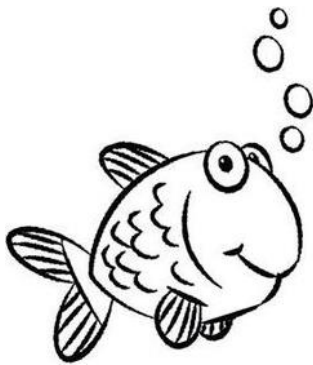
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ر ر ر
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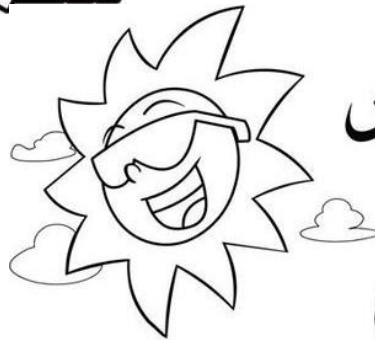
EXERCISE 22: COLOUR AND READ MIXED VOWELS

ز ز ز
زرافه



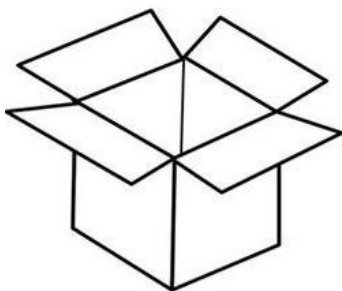
س س س

سمكه



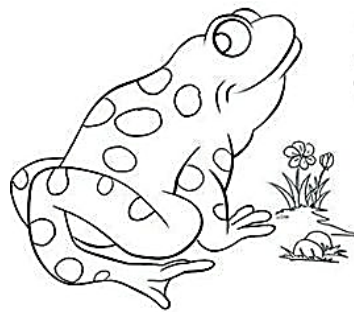
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شمس



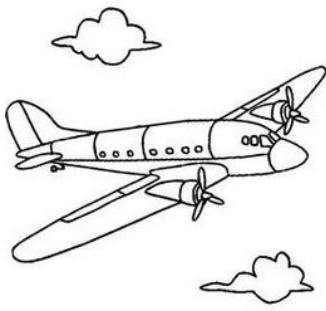
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صندوق



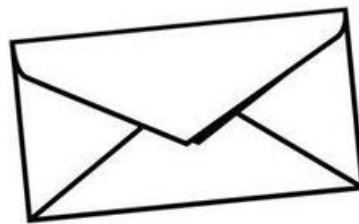
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ضفدع

EXERCISE 23: COLOUR AND READ MIXED VOWELS

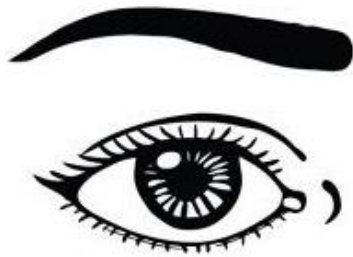
ط ط ط

طَائِرَة



ظ ظ ظ

ظَرْف



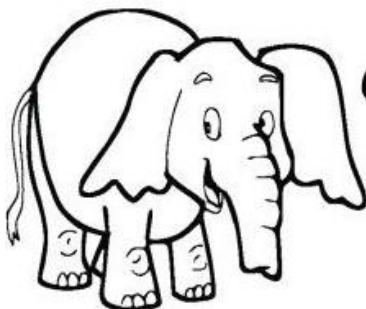
ع ع ع

عَيْن



غ غ غ

غَزَال

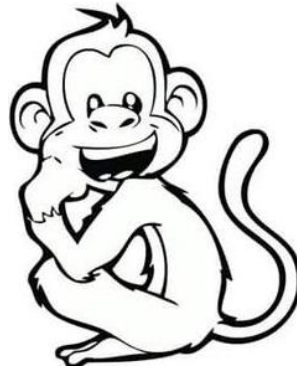


ف ف ف

فِيل

EXERCISE 24: COLOUR AND READ MIXED VOWELS

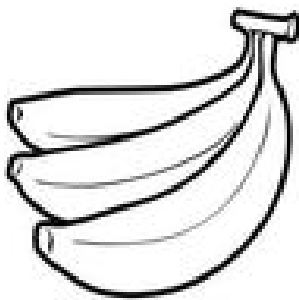
ك ك ك
كِتَاب



ق ق ق
قُرْد



ل ل ل
لِسَان



م م م
هَوْز



ن ن ن
نَار

EXERCISE 25 (a): COLOUR AND READ MIXED VOWELS

و و و
وَرْدَةٌ



ه ه ه
هَدَاهُ



ي ي ي
يَدٌ

| | | | |
|--------------------------------|----------------|---------------|----------------|
| Arabic letter with Short Vowel | ج | ج | ج |
| Short Vowel Name | Kasrah | Fathah | Dammah |
| Short Vowel placement | Bottom | Top | Top |
| Short Vowel Sound | i | a | u |
| Similar English Sound | The "i" in sit | The "a" in ba | The "u" in put |

EXERCISE 25 (b)

PRACTICE READING VOWEL FAT-HA

| | |
|----------|----------|
| جَ مَ عَ | بَ لَ غَ |
| ذَ كَ رَ | حَ سَ دَ |
| ظَ لَ مَ | صَ دَ قَ |
| كَ سَ بَ | وَ جَ دَ |
| ثَ مَ نَ | أَ مَ رَ |
| زَ عَ مَ | رَ فَ عَ |
| ضَ رَ بَ | سَ رَ قَ |
| قَ مَ رَ | عَ دَ لَ |
| طَ يَ رَ | شَ جَ رَ |

EXERCISE 25 (c)**PRACTICE READING VOWEL KASRA**

| | |
|----------|----------|
| أَ ذِ نَ | بَ قِ يَ |
| حَ مِ دَ | خَ شِ يَ |
| سَ خَ رَ | شَ رِ بَ |
| عَ جِ بَ | غَ ضِ بَ |
| كَ زِ بَ | فَ لِ مَ |
| أَ بَ تَ | بَ لِ دَ |
| مَ لِ كِ | حَ طَ بَ |
| أَ بَ لِ | كَ بَ رَ |
| عَ لِ مَ | هَ رَ مَ |

EXERCISE 25 (d)**PRACTICE READING VOWEL DHAMMA**

| | |
|-------|-------|
| خ ل ق | ج ع ل |
| ظ ل م | ذ ك ر |
| ه د ي | م ن ع |
| س ق ط | و ج د |
| ح ش ر | ع ف ي |
| ص ح ف | ح ب ك |
| ر ب ع | أ ذ ن |
| ت ز ر | أ ع ظ |
| ي ع د | ي ر ث |

EXERCISE 25 (e): PRACTICE READING MIXED VOWELS

| | | | | | |
|-----------|----------|----------|-----|-----|-----|
| هُوَ | لَكَ | هِيَ | تَر | لِن | مَع |
| وَقَب | كَسَب | حَسَد | | | |
| صَدَقَ | شَرَحَ | وَلَدَ | | | |
| نُفِخَ | خُلِقَ | غُفِرَ | | | |
| وُعِدَ | نَسِيَ | رَضِيَ | | | |
| ضُرِبَ | سَمِعَ | بَخِلَ | | | |
| لَقِيَ | عُقِدَ | كُتِبَ | | | |
| رُسُلُ | لَبِثَ | تَبِعَ | | | |
| بَيِّدَكَ | أَخَرَا | أَفْكَ | | | |
| وَجَدَكَ | عَدَلَكَ | خَلَقَكَ | | | |

JOINING LETTERS

- 1.) In Arabic letters we don't have big and small letters but we have big form and short form letters. We use short forms in joining letters.
- 2.) The letters may be joined in three sections, in the beginning, the middle and the end. The same letter looks different and its shape changes, when positioned in the beginning, the middle or the end of a word. The child should be able to recognise the letters from the beginning, at the middle and at the end of the word.
- 3.) Explain how the letter is cut in half to form the joining letter, or how the letter loses its tail when joining and where the nukta (dot) is then put, so that there is no confusion.

This chart shows us the different forms a letter takes, depending on its position in a word.

IMPORTANT PARENTS / TEACHERS NOTE:

The value of this topic is only realized much later when the child is reciting the Holy Qur'an and cannot connect the letters, simply because they are joint letters. This affects their confidence and their fluency.

We cannot emphasize enough about the importance of this topic and therefore have provided extra activities and writing so as to help ingrain the change in the letters when they join.

We request a little extra effort to be incorporated when imparting this lesson to the student.

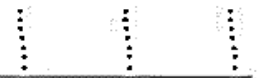
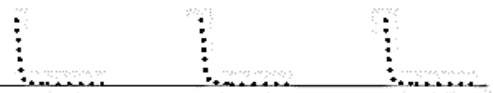
HOW A LETTER CHANGES WHEN JOINED

| When a word ends with this letter | When the letter is in the middle of a word | When a word begins with this letter | The Arabic letter |
|-----------------------------------|--|-------------------------------------|-------------------|
| ل | ل | ا | ا |
| ب | ب | ب | ب |
| ت | ت | ت | ت |
| ث | ث | ث | ث |
| ج | ج | ج | ج |
| ح | ح | ح | ح |
| خ | خ | خ | خ |
| د | د | د | د |
| ذ | ذ | ذ | ذ |

| When a word ends with this letter | When the letter is in the middle of a word | When a word begins with this letter | The Arabic letter |
|-----------------------------------|--|-------------------------------------|-------------------|
| ر | ر | ر | ر |
| ز | ز | ز | ز |
| س | س | س | س |
| ش | ش | ش | ش |
| ص | ص | ص | ص |
| ض | ض | ض | ض |
| ط | ط | ط | ط |
| ظ | ظ | ظ | ظ |
| ع | ع | ع | ع |
| غ | غ | غ | غ |

| When a word ends with this letter | When the letter is in the middle of a word | When a word begins with this letter | The Arabic letter |
|-----------------------------------|--|-------------------------------------|-------------------|
| ف | ف | ف | ف |
| ق | ق | ق | ق |
| ك | ك | ك | ك |
| ل | ل | ل | ل |
| م | م | م | م |
| ن | ن | ن | ن |
| و | و | و | و |
| ه | ه | ه | ه |
| ي | ي | ي | ي |

EXERCISE 26: JOINT LETTER WRITINGMake the Alphabet by joining the dots




EXERCISE 27: JOINT LETTER WRITING

Make the Alphabet by joining the dots

ب ب ب ب

ب ب ب

ب ب ب

ب ب ب

ب ب

EXERCISE 28: JOINT LETTER WRITING

Make the Alphabet by joining the dots

ت ت ت

ت ت ت

ت ت ت

ت ت ت

ت ت ت

EXERCISE 29: JOINT LETTER WRITING

Make the Alphabet by joining the dots

ث ث ث ث

ث ث ث

ث ث ث

ث ث ث

ث ث ث

EXERCISE 30: UNDERSTANDING THE JOINT LETTERS

The two letters on the sides are joined together to make the word in the middle. We have provided the middle word for you. Write the two side letters that make up the middle word

د سد س

جثا

مبا

صخ

هع

فن

صش

EXERCISE 31: COPY AND WRITE THE JOINT LETTERS

| At the end of a word | In the middle of a word | At the start of a word | The letter |
|----------------------|-------------------------|------------------------|------------|
| ل | ل | ا | ا |
| | | | |
| | | | |
| ب | ب | ب | ب |
| | | | |
| | | | |
| ت | ت | ت | ت |
| | | | |
| | | | |
| ث | ث | ث | ث |
| | | | |
| | | | |
| ج | ج | ج | ج |
| | | | |
| | | | |

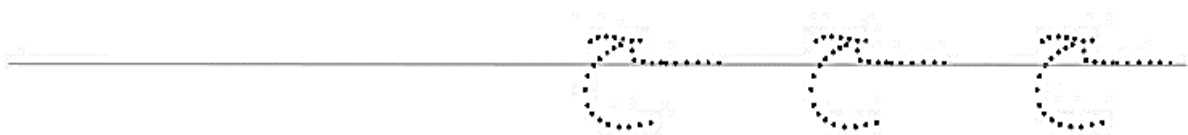
EXERCISE 32: JOINT LETTER WRITING

Make the Alphabet by joining the dots



EXERCISE 33: JOINT LETTER WRITING

Make the Alphabet by joining the dots



EXERCISE 34: JOINT LETTER WRITING

Make the Alphabet by joining the dots

خ خ خ خ

خ خ خ

خ خ خ

خ خ خ

خ خ خ خ خ خ

EXERCISE 35: JOINT LETTER WRITING

Make the Alphabet by joining the dots

د د

د د د

د د د

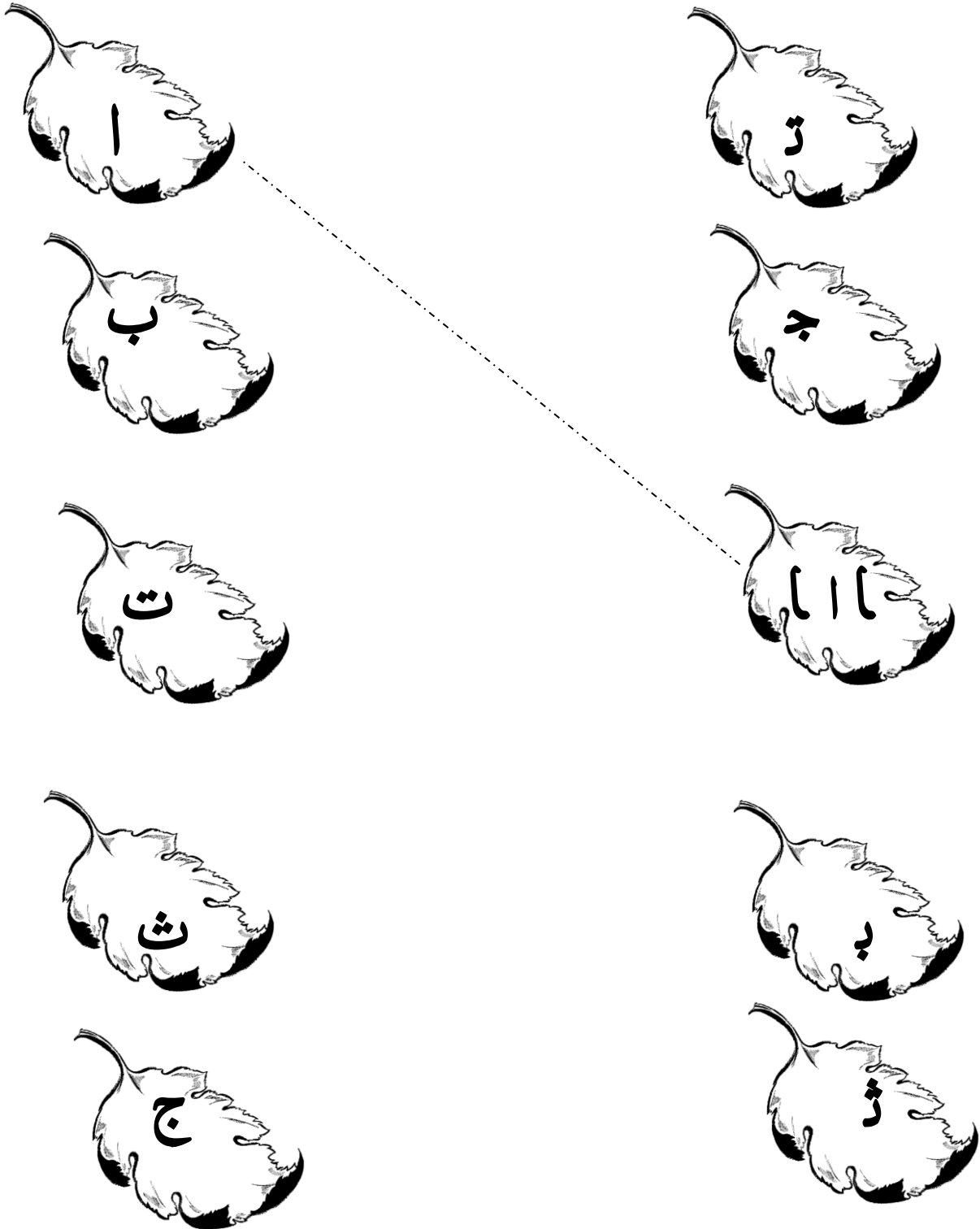
د د د د د د

د د د د د د

د د د د د د

EXERCISE 36: WRITE THE JOINT LETTERS

Join the leaves which have matching letters and fill in all the joint letters



EXERCISE 37: COPY AND WRITE THE JOINT LETTERS

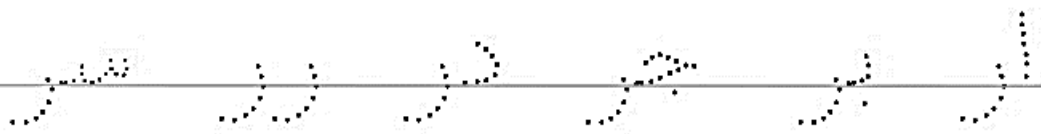
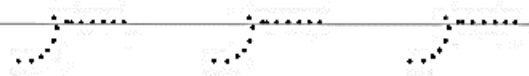
| At the end of a word | In the middle of a word | At the start of a word | The letter |
|----------------------|-------------------------|------------------------|------------|
| ح | ح | ح | ح |
| | | | |
| | | | |
| خ | خ | خ | خ |
| | | | |
| | | | |
| د | د | د | د |
| | | | |
| | | | |
| ذ | ذ | ذ | ذ |
| | | | |
| | | | |
| ر | ر | ر | ر |
| | | | |
| | | | |

Make the Alphabet by joining the dots

ي و ه ذ ز

EXERCISE 39: JOINT LETTER WRITING

Make the Alphabet by joining the dots



EXERCISE 40: JOINT LETTER WRITING

Make the Alphabet by joining the dots

ز ز

ز ز ز

ز ز ز

از بز جز دز رز سز

صز طز عز فز قز كز

لز مز نو هز و ز يز

EXERCISE 41: JOINT LETTER WRITING

Make the Alphabet by joining the dots

س س س س س س س س

.....

.....

.....

.....

.....

EXERCISE 42: CONNECT THE MATCHING LETTERS

ثد

شل

قظ

بم

فن

مص

كل

فه

كل

بم

ثد

فن

شل

فه

مص

قظ

EXERCISE 43: COPY AND WRITE THE JOINT LETTERS

| At the end of a word | In the middle of a word | At the start of a word | The letter |
|----------------------|-------------------------|------------------------|------------|
| ز | ز | ز | ز |
| | | | |
| | | | |
| س | س | س | س |
| | | | |
| | | | |
| ش | ش | ش | ش |
| | | | |
| | | | |
| ص | ص | ص | ص |
| | | | |
| | | | |
| ض | ض | ض | ض |
| | | | |
| | | | |

EXERCISE 44: JOINT LETTER WRITING

Make the Alphabet by joining the dots

ش ش ش ش

ش ش ش

ش ش ش

ش ش ش

ش ش ش ش ش ش ش ش

EXERCISE 45: JOINT LETTER WRITING

Make the Alphabet by joining the dots

ص ص ص ص

ص ص ص

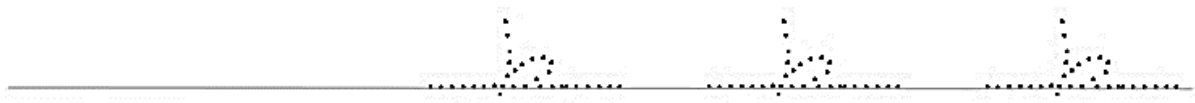
ص ص ص

ص ص ص

ص ص ص

EXERCISE 47: JOINT LETTER WRITING

Make the Alphabet by joining the dots



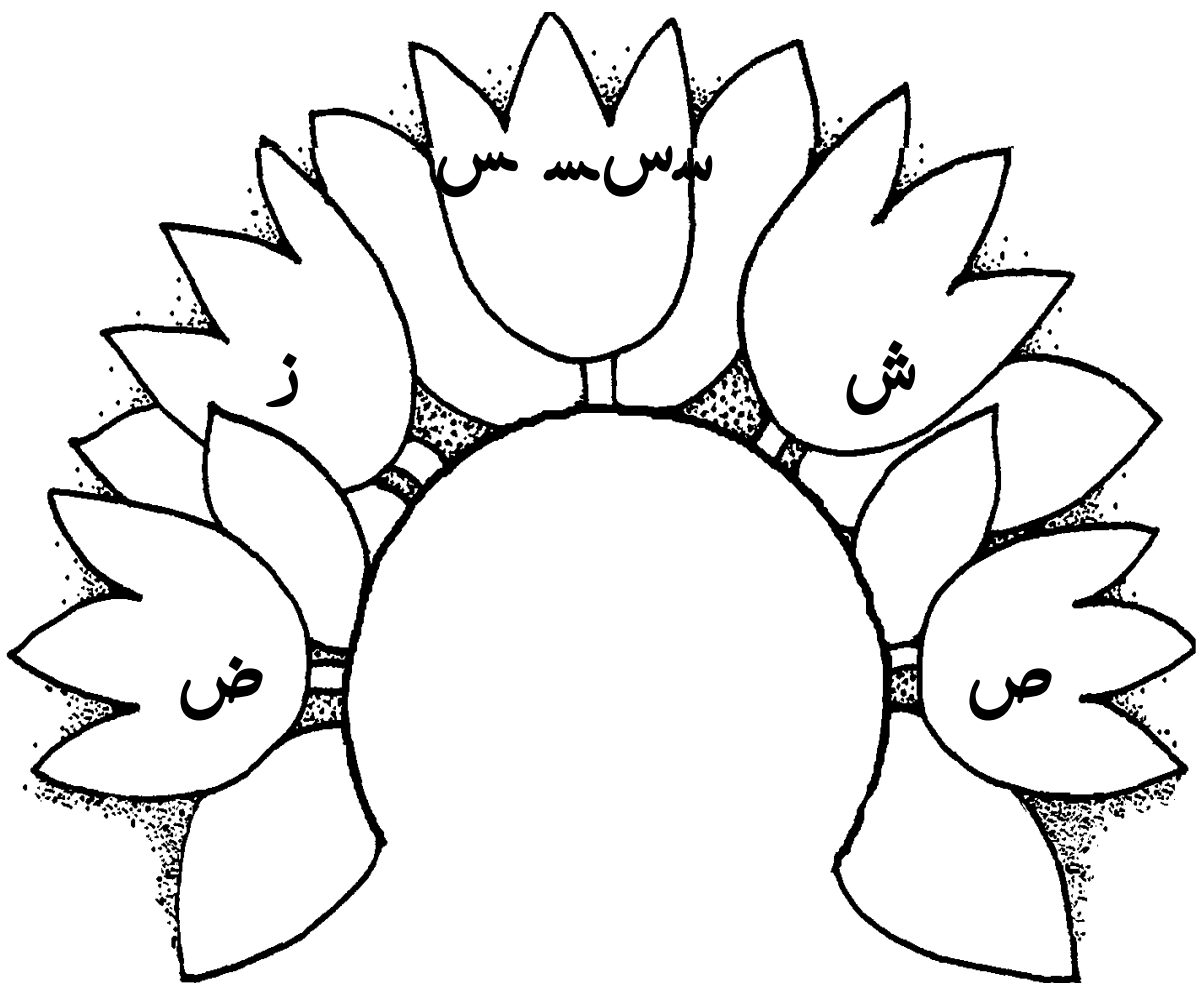
EXERCISE 48: WRITE THE JOINT LETTERS

Fill in the blanks with the matching joint letters

| | | | | |
|---|---|---|---|-------|
| ر | ذ | د | خ | ح |
| | | | | ح > > |

EXERCISE 49: WRITE THE JOINT LETTERS

Fill in the blanks with the matching joint letters



EXERCISE 50: COPY AND WRITE THE JOINT LETTERS

| At the end of a word | In the middle of a word | At the start of a word | The letter |
|----------------------|-------------------------|------------------------|------------|
| ط | ط | ط | ط |
| | | | |
| | | | |
| ظ | ظ | ظ | ظ |
| | | | |
| | | | |
| ع | ع | ع | ع |
| | | | |
| | | | |
| غ | غ | غ | غ |
| | | | |
| | | | |
| ف | ف | ف | ف |
| | | | |
| | | | |

EXERCISE 51: JOINT LETTER WRITING

Make the Alphabet by joining the dots

ظ ظ ظ ظ

ظ ظ ظ

ظ ظ ظ

ظ ظ ظ

ظ ظ ظ ظ ظ ظ ظ

EXERCISE 52: JOINT LETTER WRITINGMake the Alphabet by joining the dots

ع ع ع ع

ع ع ع

ع ع ع

ع ع ع

ع ع ع ع ع ع ع

EXERCISE 53: JOINT LETTER WRITING

Make the Alphabet by joining the dots

غ غ غ غ غ غ غ

غ غ غ

غ غ غ

غ غ غ

غ غ غ غ غ غ غ

EXERCISE 54: JOINT LETTER WRITING

Make the Alphabet by joining the dots

ف ف ف ف

ف ف ف

ف ف ف

ف ف ف

ف ف ف ف

EXERCISE 55: TRACE THE JOINT LETTERS

| | | | | |
|-------|-------|-------|-------|---|
| شمس | شمس | شمس | شمس |  |
| دلو | دلو | دلو | دلو |  |
| قصر | قصر | قصر | قصر |  |
| مظلة | مظلة | مظلة | مظلة |  |
| صدف | صدف | صدف | صدف |  |
| نظارة | نظارة | نظارة | نظارة |  |
| قبعة | قبعة | قبعة | قبعة |  |
| منشفة | منشفة | منشفة | منشفة |  |

EXERCISE 56: COPY AND WRITE THE JOINT LETTERS

| At the end of a word | In the middle of a word | At the start of a word | The letter |
|----------------------|-------------------------|------------------------|------------|
| ق | ق | ق | ق |
| | | | |
| | | | |
| ك | ك | ك | ك |
| | | | |
| | | | |
| ل | ل | ل | ل |
| | | | |
| | | | |
| م | م | م | م |
| | | | |
| | | | |

EXERCISE 57: JOINT LETTER WRITING

Make the Alphabet by joining the dots

ق ق ق ق

ق ق ق

ق ق ق

ق ق ق

قق قق قق

EXERCISE 58: JOINT LETTER WRITING

Make the Alphabet by joining the dots

ك ك ك ك

ك ك ك

ك ك ك

ك ك ك

ك ك ك

EXERCISE 59: JOINT LETTER WRITING

Make the Alphabet by joining the dots

ل ل ل ل

ل ل ل

ل ل ل

ل ل ل

ل ل ل

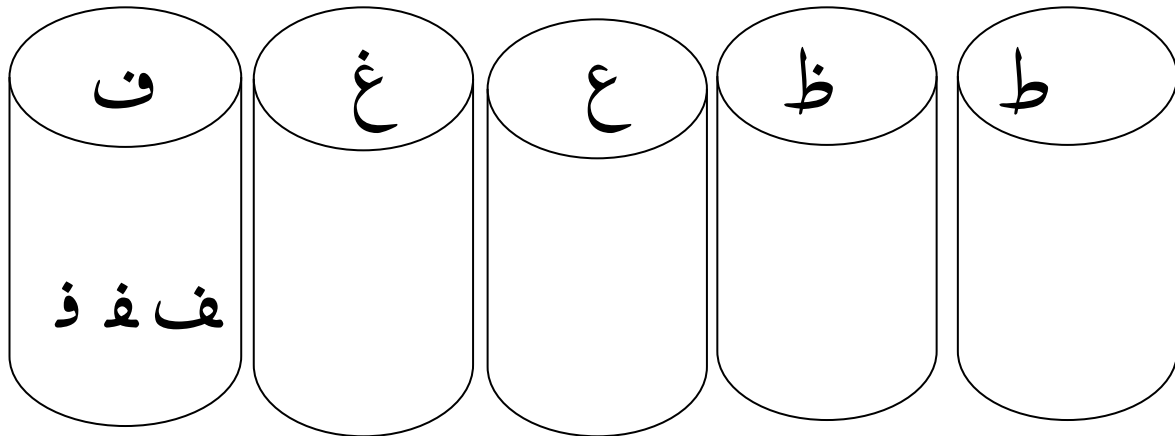
EXERCISE 60: JOINT LETTER WRITING

Make the Alphabet by joining the dots

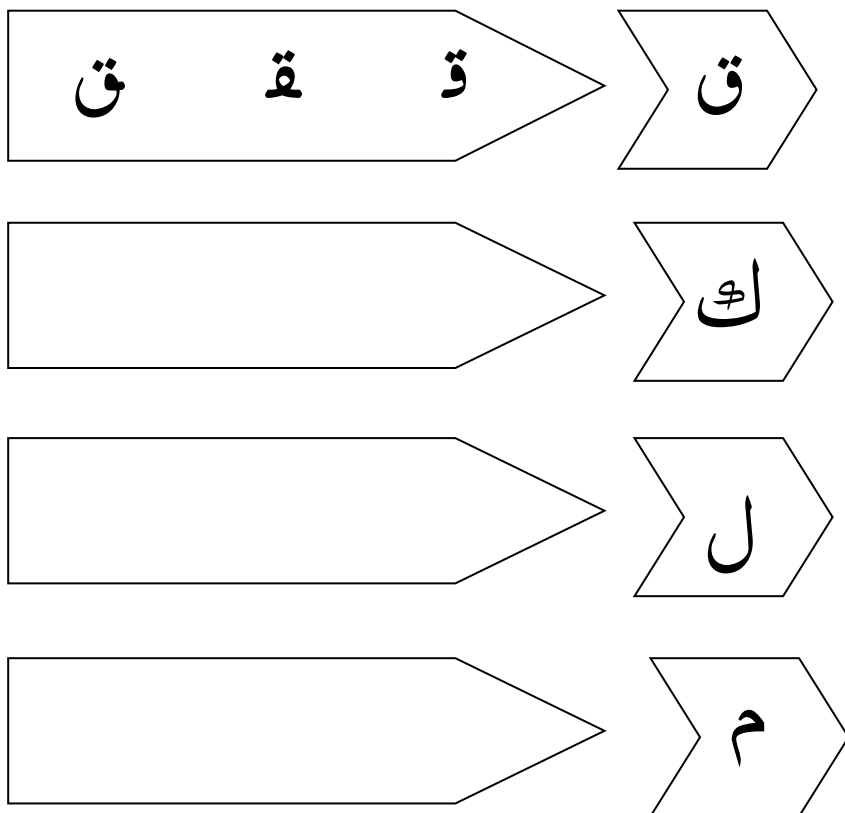


EXERCISE 61: WRITE THE JOINT LETTERS

Fill in the tins with the matching joint letters

**EXERCISE 62: WRITE THE JOINT LETTERS**

Fill in the pentagon with the matching joint letters



EXERCISE 63: COPY AND WRITE THE JOINT LETTERS

| At the end of a word | In the middle of a word | At the start of a word | The letter |
|----------------------|-------------------------|------------------------|------------|
| ن | ذ | ز | ن |
| | | | |
| | | | |
| و | و | و | و |
| | | | |
| | | | |
| ه | ف | ه | ه |
| | | | |
| | | | |
| ي | ي | ي | ي |
| | | | |
| | | | |

EXERCISE 64: JOINT LETTER WRITING

Make the Alphabet by joining the dots

ن ن ن ن

ن ن ن

ن ن ن

ن ن ن

ن ن ن

EXERCISE 65: JOINT LETTER WRITING

Make the Alphabet by joining the dots

د ف ا د ف ا

د ف ا

د ف ا

د ف ا

د ف ا د ف ا

EXERCISE 66: JOINT LETTER WRITINGMake the Alphabet by joining the dots

و و

و و و

و و و

او بو جو دو رو سو

صو طو عو فو قو كو

لو مو نو هو و و يو

EXERCISE 67: JOINT LETTER WRITINGMake the Alphabet by joining the dots

ي ي ي

ي ي ي

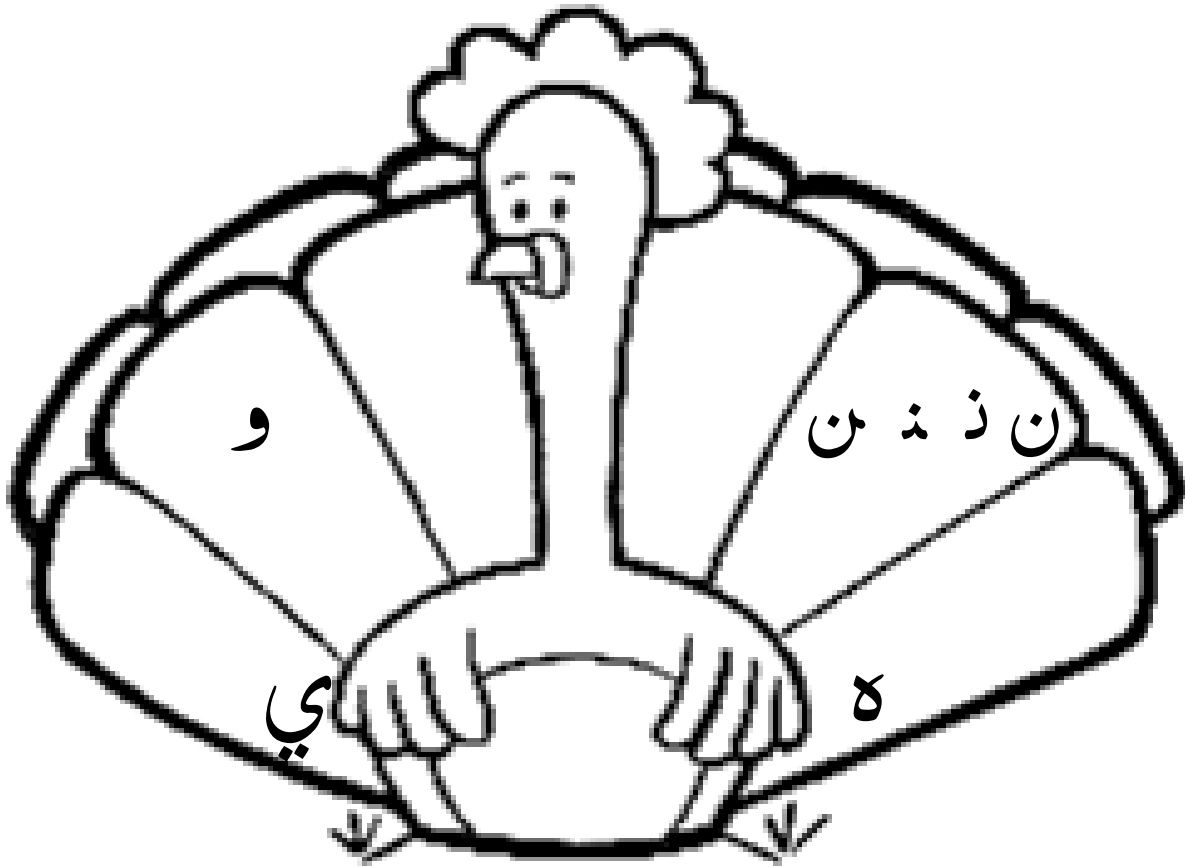
ي ي ي

ي ي ي

ي ي ي

EXERCISE 68: WRITE THE JOINT LETTERS

Fill in the peacock with the matching joint letters

**EXERCISE 69: READ THE JOINT LETTERS**

| |
|---------------------|
| ب ت ث ج خ س ص ع ف ك |
| ل ن ئ ي ت خ ح ش ض غ |
| ق ل ه ن ه غ ر ز د ذ |
| ب ت ه خ ض ع ق ش ف غ |

EXERCISE 70: JOINING LETTERS - READ AND IDENTIFY

| |
|-----------------------------|
| ب س ت ر ت م ج ل ح ج خ ط |
| س د ش ر ع ذ ص ب ض د غ م |
| ف ذ ق ل ك ن ل م ه ل ي ر ئ ذ |
| ج ج ج ج ج ج ج ج ج ج |
| ج ل ج س ج ش ج ص ج ض ج ط |
| ح ح ح ح ح ح ح ح ح ح |
| خ ز خ خ خ ب خ ت خ ل خ س |
| س س س س س ب س ن س ص س ط س ش |
| ش ش ش ش ش ط ش ت ش ص ش ب ش ا |
| ص ص ص ص ص ب ص ل ص و ص ق |
| ض ض ض ض ض ب ض ل ض و ض ا ض م |

EXERCISE 71: UNDERSTANDING THE JOINT LETTERS

Join the matching letters

| | | |
|----|--|----|
| ل | | هـ |
| هـ | | ن |
| ا | | ث |
| ج | | ب |
| ك | | و |
| ي | | ت |
| ث | | ف |
| ب | | ط |
| د | | ن |
| ف | | ق |

IDENTIFYING SINGLE & DOUBLE JOINING LETTERS**EXERCISE 72: READ AND IDENTIFY**

| | | | | | | |
|---|----|----|----|----|----|----|
| ع | عو | عر | عز | عد | عز | عل |
| غ | غ | غث | غص | غق | غي | غا |
| ف | ف | فق | فز | فك | فر | فو |
| ق | ق | قو | قر | قظ | قع | قط |

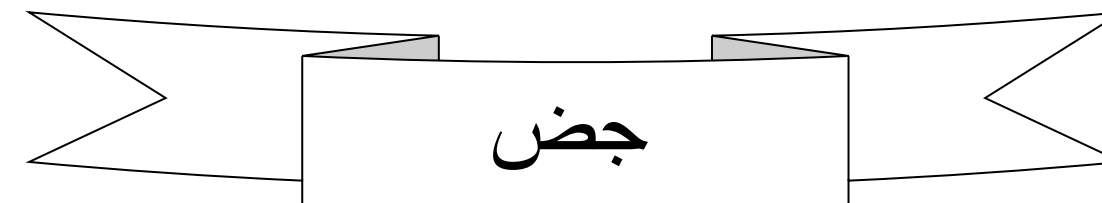
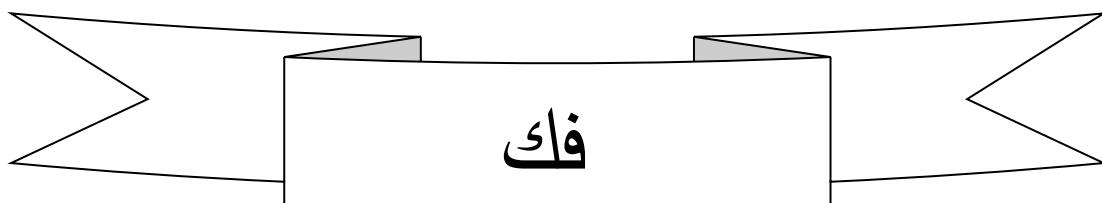
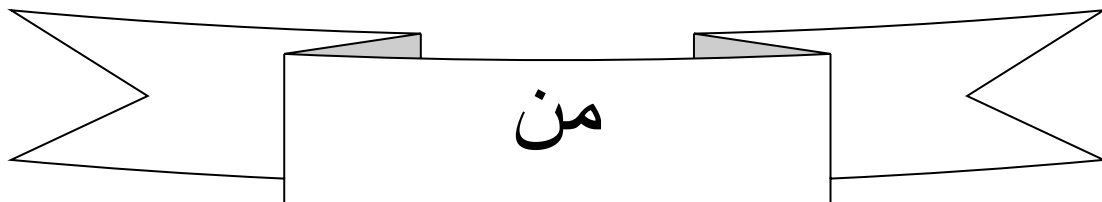
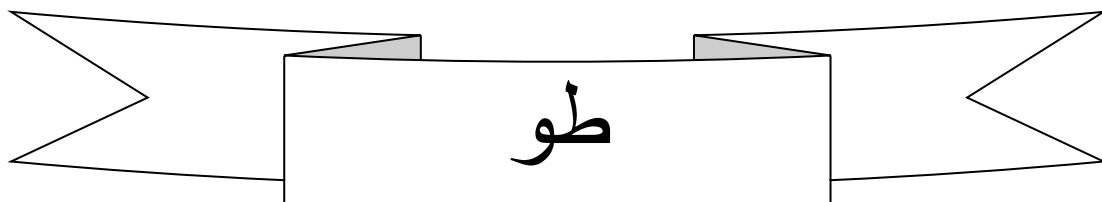
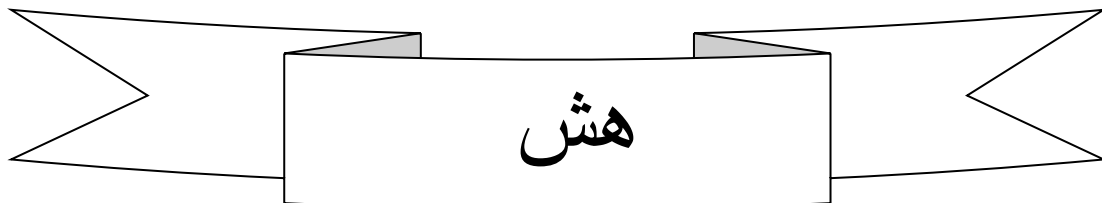
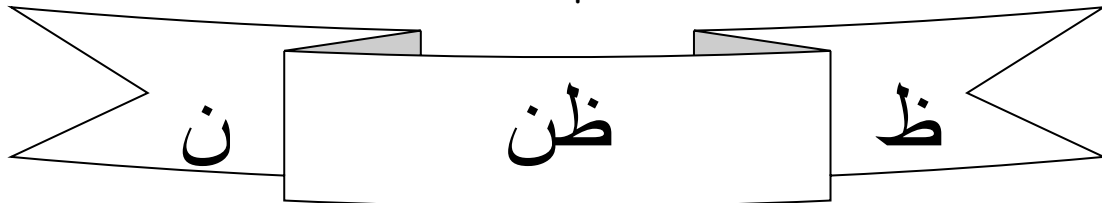
IDENTIFYING SINGLE & DOUBLE LETTERS FOR JOINING**EXERCISE 73: READ AND IDENTIFY**

| | | | | | | | |
|---|---|----|----|----|----|----|----|
| ط | ط | طن | طل | طو | طر | طف | طق |
| ظ | ظ | ظز | ظو | ظن | ظر | ظا | ظل |
| م | م | من | مك | مر | مز | مل | مي |
| ن | ن | نل | نك | نف | ني | نش | نض |
| ه | ه | ها | هل | هب | هش | هج | هع |

EXERCISE 74: UNDERSTANDING THE JOINT LETTERS

The two letters on the sides are joined together to make the word in the middle. We have provided the middle word for you.

Write the two letters that make up the middle word



IDENTIFYING ONE, TWO & THREE LETTERS FOR JOINING
EXERCISE 75: READ AND IDENTIFY

| | | | | | | | | |
|---|---|----|-----|-----|-----|-----|----|----|
| ي | ي | يا | يل | يي | يو | يس | يخ | يه |
| ل | ل | لب | لك | لم | لض | لا | لش | لو |
| د | د | دف | دت | تد | در | رد | طد | دط |
| ذ | ذ | عذ | شد | ذش | ذا | اذ | ذل | لذ |
| ك | ك | كم | كا | كس | كر | لا | ته | ته |
| ه | ه | مه | فه | له | لل | كل | كا | لد |
| ع | ع | لر | متي | قثي | تبي | فلا | | |
| ق | ق | عف | نعم | عف | فق | غف | | |
| ب | ب | هز | لبر | جلب | حعا | عجه | | |
| غ | غ | حس | ثغد | حكغ | ستع | خفت | | |

EXERCISE 76: UNDERSTANDING THE JOINT LETTERS

Join the matching letters

| | | |
|-------|--|-------|
| عق | | بم |
| لا | | نف |
| ش ذ | | ن ت ي |
| ب م | | ي خ |
| م ج | | ل ا |
| خ ف ت | | شد |
| ق ع ف | | ع ق |
| يخ | | خفت |
| تي | | مج |
| ن ف | | قعف |

EXERCISE 77: IDENTIFYING THREE LETTERS FOR JOINING

| | | | | |
|-----|-----|-----|-----|------|
| فخذ | قشل | شقت | ثصح | ضثخ |
| طسج | ابل | ئكة | هئن | بهاك |
| يضط | للو | لبض | نتي | ارم |
| ظيم | رسل | عمر | حمد | منق |

EXERCISE 78: CONTINUOUS MIXED JOINT LETTERS

| |
|---------------------------|
| بـنـبـثـنـيـثـيـثـبـز |
| فـئـثـيـثـفـغـفـعـغـب |
| تـفـثـفـيـئـعـغـفـثـكـنـف |
| مـيـكـهـاـئـماـهـكـسـصـط |

EXERCISE 79: UNDERSTANDING THE JOINT LETTERS

Write in the letters used to make the joint word.

| | | | |
|------|-----|-----|-----|
| هـ ك | ح س | ت ت | ب ل |
| | | ت ت | ب ل |
| ي ي | ط د | لا | ق ت |
| | | | |
| ح ش | ل ض | ح ع | س ن |
| | | | |
| ح ج | ا ذ | غ ح | ي و |
| | | | |
| ش ا | س ش | ل ك | غ ي |
| | | | |

EXERCISE 80: UNDERSTANDING THE JOINT LETTERS

Join the matching letters

| | |
|----|----|
| ثد | كل |
| شل | بم |
| قظ | ثد |
| بم | فن |
| فن | شل |
| مص | فه |
| كل | مص |
| فه | قظ |

MORE ABOUT JOINED LETTERS

ء (Hamza) does not change its form but cannot appear on its own in the beginning or the middle of the word. It must be carried by **ي و ا** in the middle and by **ا** in the beginning. When an **ا** follows a **ل** there are 2 ways of writing it: **لا لا** (LAM ALIF)

Observe how the following letters shrink when they are joined.

| Shrinks when joined | Full letter | Shrinks when joined | Full letter | Shrinks when joined | Full letter |
|---------------------|-------------|---------------------|-------------|---------------------|-------------|
| فـ | ف | تـ | ت | بـ | ب |
| يـ | ي | ثـ | ث | نـ | ن |

Observe how the following letters lose their tail when joining.

| Lose tail when joined | Full letter | Lose tail when joined | Full letter |
|-----------------------|-------------|-----------------------|-------------|
| ظـ | ظ | شـ | ش |
| ضـ | ض | صـ | ص |
| سـ | س | لـ | ل |
| حـ | ح | خـ | خ |
| قـ | ق | جـ | ج |

Only ع and غ will assume the following shape if they come in the middle:

| | | | | |
|---|---|--|---|---|
| ا | ع | | ا | ع |
|---|---|--|---|---|

IDENTIFYING SINGLE LETTERS FOR JOINING

The table below shows the letter and its smaller equivalent

This is a good practice for the child to grasp the joining letters.

EXERCISE 81: READ AND IDENTIFY JOINT LETTERS

| | | | | | |
|---|---|---|---|----|---|
| ا | ب | ج | د | هـ | و |
| ا | ب | ج | د | هـ | و |
| ا | ب | ج | د | هـ | و |
| ا | ب | ج | د | هـ | و |

DIFFERENT FORMS IN JOINT LETTERS

When certain letters are joined together, they can appear in different forms and this can confuse the student.

Introduce the following to the students and show them how when two letters are joined together, they are the same letters, but look different.

| JOINT | JOINT | SINGLE | | JOINT | JOINT | SINGLE |
|---|-------|--------|--|-------|-------|--------|
| بخ | بخ | ب خ | | تج | تج | ت ج |
| سع | سع | س ع | | صح | صح | ص ح |
| REMEMBER: Same letters, but look different. | | | | بغ | بغ | ب غ |

When there are two nuqtas on the ه (Haa), it is read as ؤ Taa.

| With Taa | With Haa | | With Taa | With Haa | | With Taa | With Haa |
|----------|----------|--|----------|----------|--|----------|----------|
| قه | قه | | نه | نه | | به | به |
| جه | جه | | مه | مه | | سه | سه |

DIFFERENT FORMS IN JOINT LETTERS - Continued

When the same letters are used to make a word and their position is interchanged, then they look different.

NOTICE THIS EXAMPLE:

| | | | | | |
|----|----|----|----|----|----|
| فك | كف | قف | فق | صف | فص |
| قل | لق | فج | جف | فل | لف |
| رق | قر | قس | سق | دق | قد |
| فو | وف | لذ | ذل | جا | اج |

IMPORTANT: Explain to the student how a letter can be the same letter, yet it looks different because of its change in position. Some individual letters are written in more than one form as shown below.

| | | | | | | | |
|---|---|---|---|---|----|----|---|
| ر | ر | د | د | ل | ل | ك | ك |
| ه | ه | ه | ي | ي | لا | لا | |

Students often get confused with the letters ع and ح at the end of a word. Point out that the difference is that ج ح خ are joined in the middle, whilst ع غ are closed at the top.

The letter ع at the beginning of a word is often confused with ء Tell the student that ء is never joined.

An easy way to differentiate between the boat family and ف ق is to tell the student that ف ق have a 'loop'

Students also get confused with ل and ا point out that ا cannot be joined to a following letter and that ل has a tail when it is joined to a letter before it.




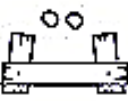

















EXAMPLE:

| Fe and Alif | Fe and Lam | | Alif and Waw | Lam and Waw |
|-------------|------------|--|--------------|-------------|
| فا | فل | | او | لو |












Make the student aware of how different both Alif and Lam look at the beginning of a word and at the end.

Also bring to their attention how the Alif does not join anything when it is at the beginning of a word.







EXERCISE 82: WRITING JOINT LETTERS

| | | | | | |
|---|---|---|--|---|---|
| ا | ا | ا | ا |  | ا |
| ب | ب | ب |  |  | ب |
| ت | ت | ت |  |  | ت |
| ث | ث | ث |  |  | ث |
| ج | ج | ج |  |  | ج |
| ح | ح | ح |  |  | ح |
| خ | خ | خ |  |  | خ |
| د | د | د |  |  | د |
| ذ | ذ | ذ |  |  | ذ |
| ر | ر | ر |  |  | ر |
| ز | ز | ز |  |  | ز |

EXERCISE 83: WRITING JOINT LETTERS

| | | | | | |
|---|---|---|---|---|---|
| س | س | س | س |  | س |
| ش | ش | ش | ش |  | ش |
| ص | ص | ص | ص |  | ص |
| ض | ض | ض | ض |  | ض |
| ط | ط | ط | ط |  | ط |
| ظ | ظ | ظ | ظ |  | ظ |
| ع | ع | ع | ع |  | ع |
| غ | غ | غ | غ |  | غ |
| ف | ف | ف | ف |  | ف |
| ق | ق | ق | ق |  | ق |
| ك | ك | ك | ك |  | ك |

EXERCISE 84: WRITING JOINT LETTERS

| | | | | | |
|---|---|---|---|---|---|
| ل | ل | ل | ل |  | ل |
| م | م | م | م |  | م |
| ن | ن | ن | ن |  | ن |
| ه | ه | ه | ه |  | ه |
| و | و | و | و |  | و |
| ي | ي | ي | ي |  | ي |

| | | | | | | |
|---|---|---|---|---|---|---|
| خ | | | ث | | | أ |
| | | س | | | ن | |
| | ف | | | ظ | | |
| ي | | | ن | | | ك |

EXERCISE 85: READING JOINT FAT-HA LETTERS

| | |
|--------|----------|
| كَتَبَ | كَ تَ بَ |
| جَلَسَ | جَ لَ سَ |
| خَرَجَ | خَ رَ جَ |
| فَتَحَ | فَ تَ حَ |
| رَسَمَ | رَ سَ مَ |
| بَرَقَ | بَ رَ قَ |

EXERCISE 86: READING JOINT FAT-HA & KASRA LETTERS

| | |
|--------|----------|
| صَحَبَ | صَ ح بَ |
| تَعِبَ | تَ ع بَ |
| سَلِمَ | سَ لِ مَ |
| شَهِدَ | شَ هِ دَ |
| عَلِمَ | عَ لِ مَ |
| مَلَحَ | مَ لِ حَ |

EXERCISE 87: READING JOINT LETTERS

| | |
|---------|----------|
| مُدُنٌ | مُ دُنْ |
| رُسُلٌ | رُ سُلْ |
| كُتُبٌ | كُ تُبْ |
| صُحُفٌ | صُ حُ فُ |
| جُدُرٌ | جُ دُرْ |
| مُلُوقٌ | مُ لُ قُ |

EXERCISE 88: WRITING JOINT FAT-HA LETTERS

| | |
|--------------|---------|
| يَ + رَ + سَ | يَرَسَ |
| | أَذَنَ |
| | بَلَغَ |
| | شَطَّتَ |
| | قَلَمَ |
| | جَبَرَ |

FAT-HA PRACTICE - THREE LETTERS**EXERCISE 89: READ AND IDENTIFY**

| | | | |
|--------|--------|---------|--------|
| سَلَمَ | رَزَقَ | وَرَدَ | جَرَبَ |
| salama | razaqa | warada | jaraba |
| عَمَلَ | أَدَبَ | وَدَعَ | مَرَضَ |
| رَدَا | وَزَنَ | عَلَّمَ | فَتَحَ |
| أَمَرَ | بَلَغَ | ثَمَرَ | جَمَعَ |
| حَسَدَ | ذَكَرَ | رَفَعَ | زَعَمَ |
| سَرَقَ | صَدَقَ | ضَرَبَ | ظَلَمَ |
| عَدَلَ | قَمَرَ | كَسَبَ | وَجَدَ |
| خَرَجَ | فَحَمَ | مَكَّتَ | حَمَةَ |
| مَلَأَ | سَبَأَ | نَظَرَ | صَلَحَ |
| | | | حَطَبَ |

KASRA WRITING PRACTICE**EXERCISE 90: IDENTIFY AND WRITE THE ANSWER**

ك + ل + ل = كِلَل

ص ح ل = صَحْل

س ا ل = سَال

خ ل ق = خَلَق

و ج د = وَجَد

ب س م = بَسَم

FAT-HA AND KASRA PRACTICE - THREE LETTERS MIXED**EXERCISE 91: READ AND IDENTIFY**

| | | | |
|--------|--------|----------|--------|
| إِبِلِ | سِرِفِ | شِخْرِ | جِرِفِ |
| ibili | sirifi | shikhiri | jirifi |
| سِترِ | بِتْثِ | صِرِفِ | عِمِلِ |
| بِهَقِ | لِبرِ | ظِتمِ | قِشِلِ |
| أَذِنَ | بَقِيَ | حَمَدَ | خَشِيَ |
| شَرِبَ | عَجَبَ | غَضِبَ | كَذِبَ |
| بَخِلَ | فَلِمَ | يَيْسَ | أَبَتِ |
| مَلِكِ | حَطَبِ | أَدَبِ | ضَرَبَ |
| نَحِنِ | إِذِنِ | بِخِلِ | وَذِفِ |
| | | | تَجِرِ |

DHAMMA WRITING PRACTICE**EXERCISE 92: IDENTIFY AND WRITE THE ANSWER**

ثُ + لُ + ثُ ثُلُثُ

 أُذُنُ

 بُلُغُ

 شَطَطُ

 قُلُمُ

 جُدُرُ

DHAMMA PRACTICE - THREE LETTERS**EXERCISE 93: READ AND IDENTIFY**

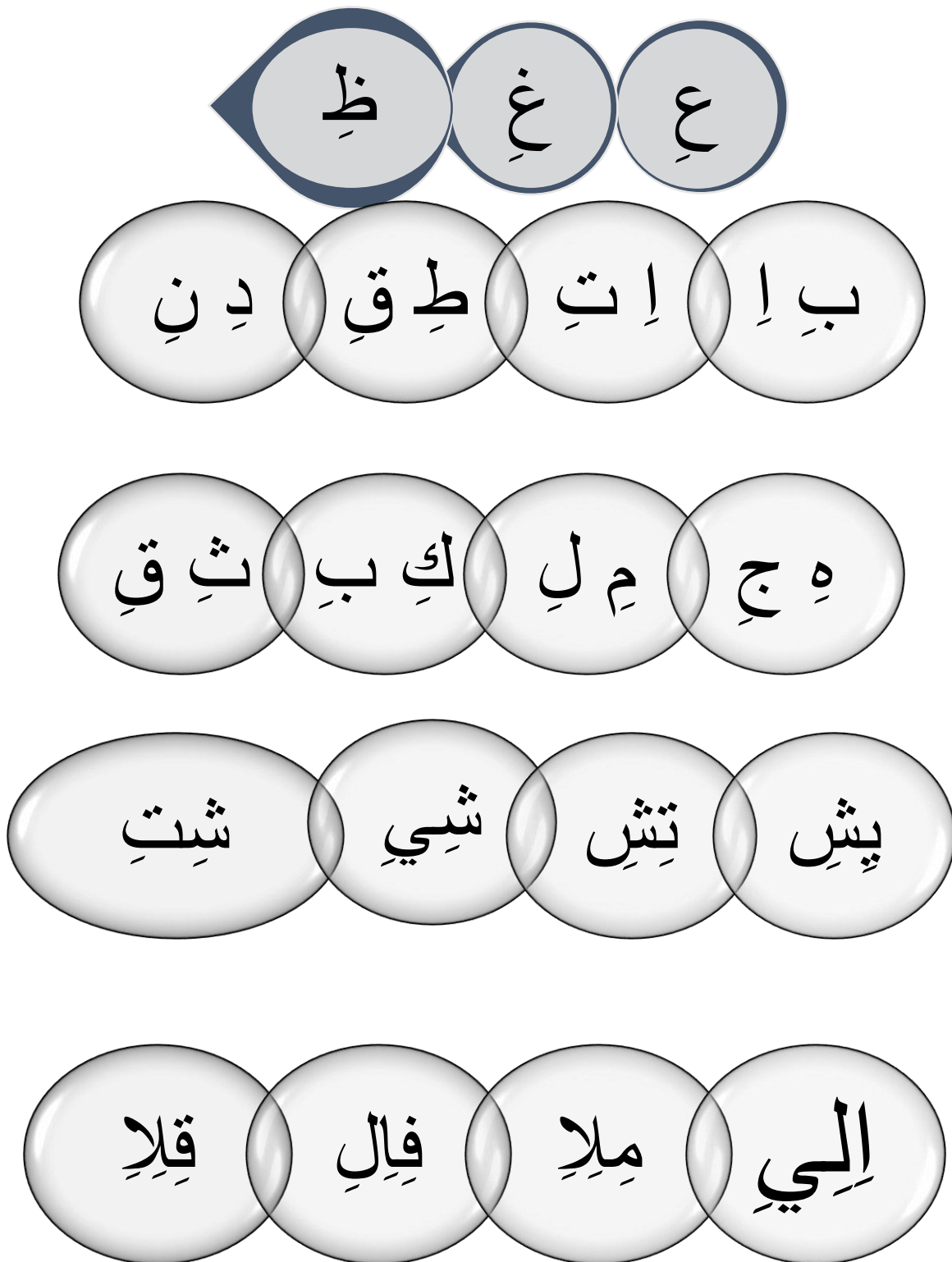
| | | | |
|--------|----------|--------|--------|
| مُرُضُ | شُخْدُ | جُرْفُ | طُرْفُ |
| muruzu | shukhudu | jurufu | turufu |
| صُحْفُ | مُرْدُ | سُرْفُ | أُبْلُ |
| أُذُنُ | قُشْلُ | رُبْعُ | لُبْرُ |

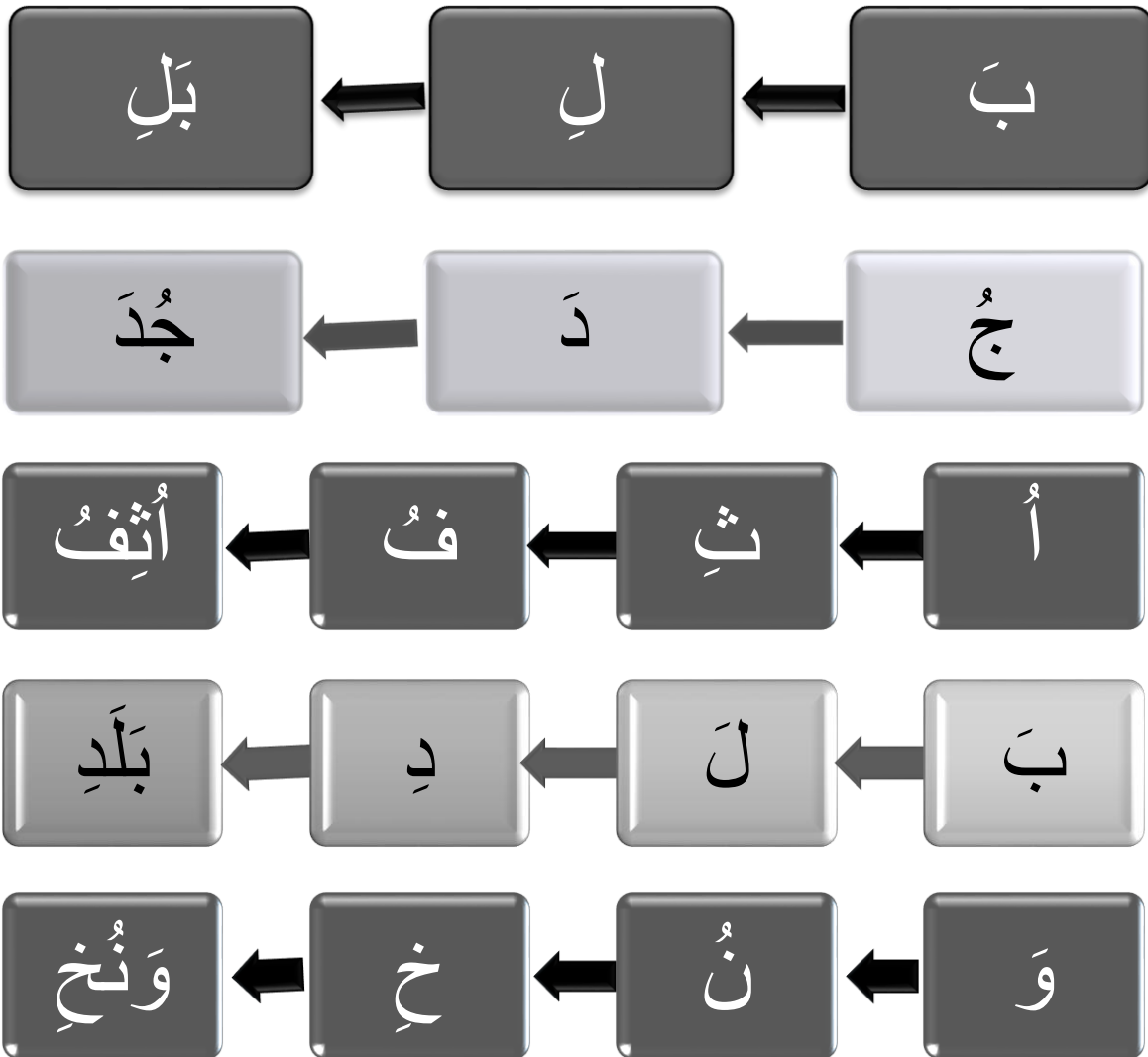
RECOGNITION OF ALL THE SIGNS & JOINED LETTERS**EXERCISE 94: MIXED THREE VOWEL SIGNS**

| | | | | |
|--------|--------|---------|--------|--------|
| جُعِلَ | خُلِقَ | ذُكِرَ | سُئِلَ | ظَلِمَ |
| مُنِعَ | لُعِنَ | هُدِيَ | وُجِدَ | سُقِطَ |
| عُفِيَ | حُشِرَ | حُبِّكِ | سُحِفَ | أُذِنَ |
| رُبِعُ | حَصَرُ | شَجَرُ | قَرِبُ | يَجَزُ |

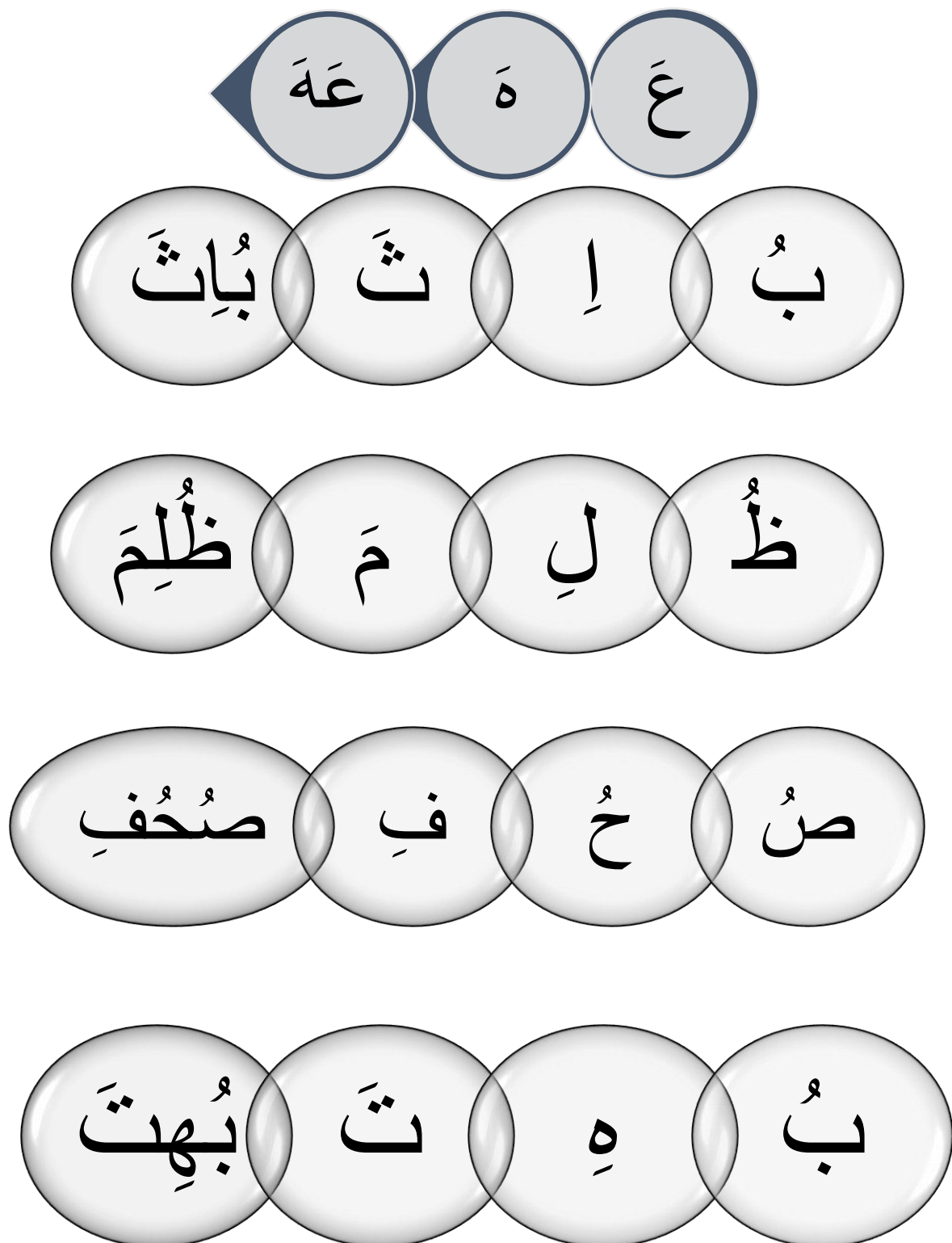
EXERCISE 95: Reading Fat-ha letters

| | | |
|------------|-----------|----------|
| نَ بَ | عَ مَ | بَ خَ |
| هَ سَ | تَ لَ | حَ كَ |
| جَ دَ | شَ رَ قَ | وَ دَ |
| يَ رَ | فَ نَ | ذَ ثَ |
| سَ زَ | طَ أَ | صَ مَ |
| جَثَ | لَنَ | فَأَ |
| كَلَّ | شَرَّ | خَضَ |
| بَلَغَ | أَذَنَ | بَسَرَ |
| فَقَشَ | فَهَدَ | عَدَلَ |
| أَضَنَّاكَ | هَبَّكَهَ | كَسَبَهُ |

EXERCISE 96: Reading Kasra letters

EXERCISE 97: READING MIXED VOWELS

| | | |
|--------|--------|--------|
| سُطْهَ | صَهْدُ | لَحَبُ |
| غُشِي | رُسُلُ | بَرِقَ |
| أُفْقِ | هُدِي | رَضِي |

EXERCISE 98: READING MIXED VOWELS

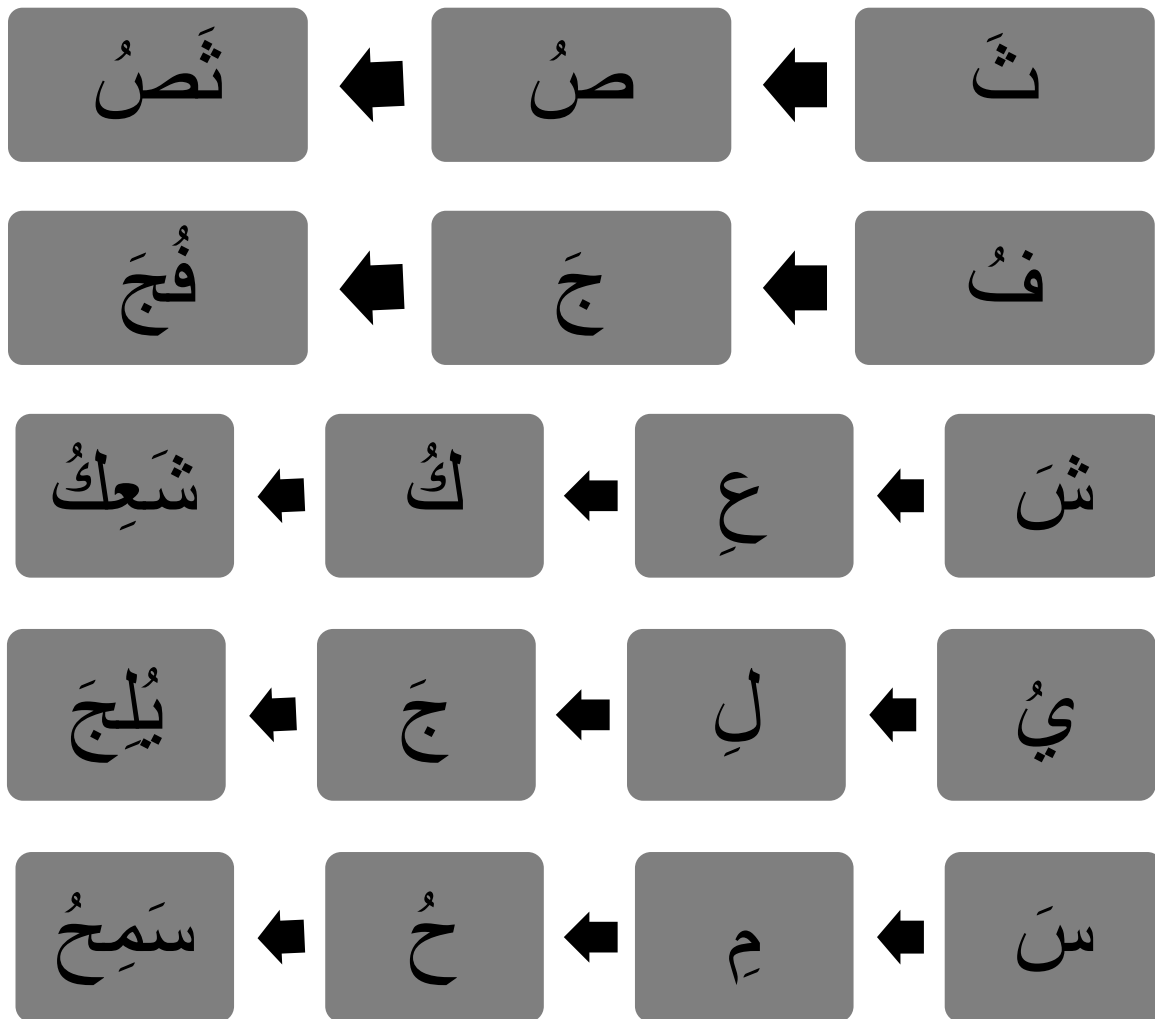
EXERCISE 99: READING MIXED VOWELS

EXERCISE 100: READING MIXED VOWELS

| | | |
|----------------------|----------------------|----------------------|
| بَيْدِكَ | بَهَ | هَشَّ |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
| كُتِبَ | خَبِثَ | مَدِنَ |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
| يَدِي | نَسِيَ | خَلَقَاكَ |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
| عُقِدَ | تَلِ | رَفِ |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
| هُلِقُ | شُرِبَ | كَرِبُ |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
| أَخَ | بُنِنَ | بَدِّلَكَ |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |

EXERCISE 101: READING MIXED VOWELS

| | | |
|--------|--------|--------|
| أَمَرَ | نَفَعَ | هُدِيَ |
| صَفَعَ | طَمَعَ | سَهَلَ |
| شَغَلَ | فَرَدَ | فُرِجَ |
| أَنَسَ | فَقِدَ | تَسِمُ |
| سُعِدَ | أَفِكَ | عُفِيَ |
| شَطَرَ | دُبِغَ | أَصْلَ |
| عَظُمَ | مَشِيَ | حَسُنَ |

EXERCISE 102: READING MIXED VOWELS

| | | |
|--------|--------|--------|
| عُقِدْ | قُضِيَ | خُلِقَ |
| صَدَقَ | كُتِبَ | شَرِبَ |
| إِبِلَ | عَجِبَ | هَمَوَ |

EXERCISE 103: READING MIXED VOWELS

| | | |
|-----------|-----------|-----------|
| عَشْرَةٌ | فَهْلَاكَ | يَذْرَاكَ |
| لِنُرِيكَ | جَعَلَكَ | حَسَنَةً |
| كَمَثَلِ | سَحَرَةٌ | أَتَذُرُّ |

| | | |
|----------|----------|-----------|
| فَخَشِيَ | سَأَلَكَ | أَفَامِنَ |
| لَقُضِيَ | لَتَجِدُ | ءَلَكْتُ |
| بَصَرُكَ | فَطْبِعَ | قِرْدَةً |

THE NON-JOINING LETTERS (6 NAUGHTY LETTERS)

ا د ذ ر ز و

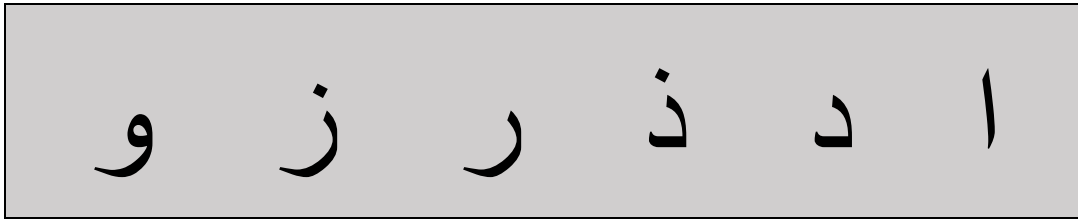
These are letters that do not join anywhere and they are 6 in number. These letters can also be called one-way letters as they allow connection only from the right and not from the left. Write them down and explain how they cannot join. They can be joined from the right side only, otherwise they cannot be joined. Naughty letters are also known as stubborn letters.

Eg. If alif is joined at the beginning, it will become a lam. Every few lessons, teach this again, so the memory stays fresh. ا + ب = لب (wrong)

Extra training should be done to put in more effort in reading and writing.

EXERCISE 104 (a): READ AND IDENTIFY

| END | LETTER | HOW THE LETTER CHANGES WHEN JOINED |
|-----|--------|------------------------------------|
| ا | ا | با غا حا شا لش اش سلم |
| ء | ء | ئه ئم ئت هئف ئكة |
| د | د | ضدب فد طد عد |
| ذ | ذ | طذق شذ قذ غذ |
| ر | ر | هرل جر ضر مر |
| ز | ز | حسز لز طز قز |
| و | و | يوظ كو فو غو |

(NON JOINING NAUGHTY LETTERS)

- 1.) When these naughty letters are with each other, they appear alone and do not join with each other, especially at the beginning of a word.

When these naughty letters are together, they appear alone.



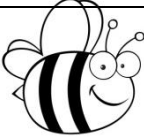



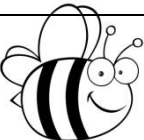

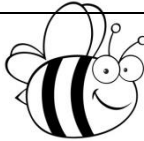
- 2.) When these naughty letters are with other letters, they also remain alone and do not join the other letters. These letters do not join with any letter which appears after them. They only join with the letters that appear before them.



EXERCISE 104 (b): NON JOINING LETTERS

Circle and colour the six naughty letters

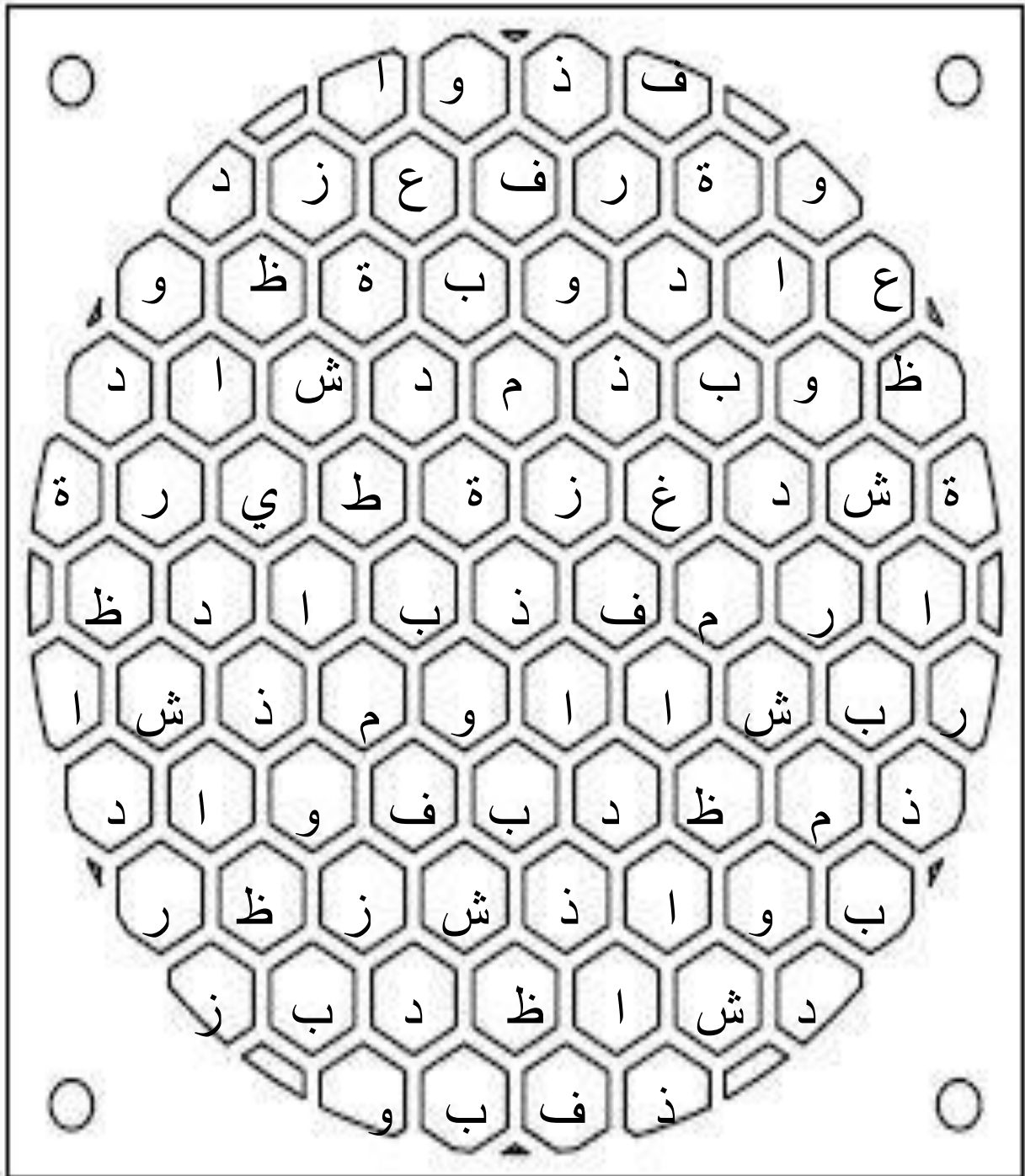
ا د ذ ر ز و

| | | | | |
|---|--|---|---|---|
| ط | ا | غ |  | ف |
|  | ق | ر | ش | د |
| غ | ب |  | ا | م |
| ش | ر | د | ف |  |
|  | ف | ز |  | ق |
| ر | ا | غ | ز | ذ |
| ق |  | ذ | و | ش |
| و | د | ف |  | ا |
|  | ش | ز | و | ق |

EXERCISE 105: NON JOINING LETTERS

Colour in the six naughty letters

ا د ذ ر ز و



EXERCISE 106: NON JOINING LETTER

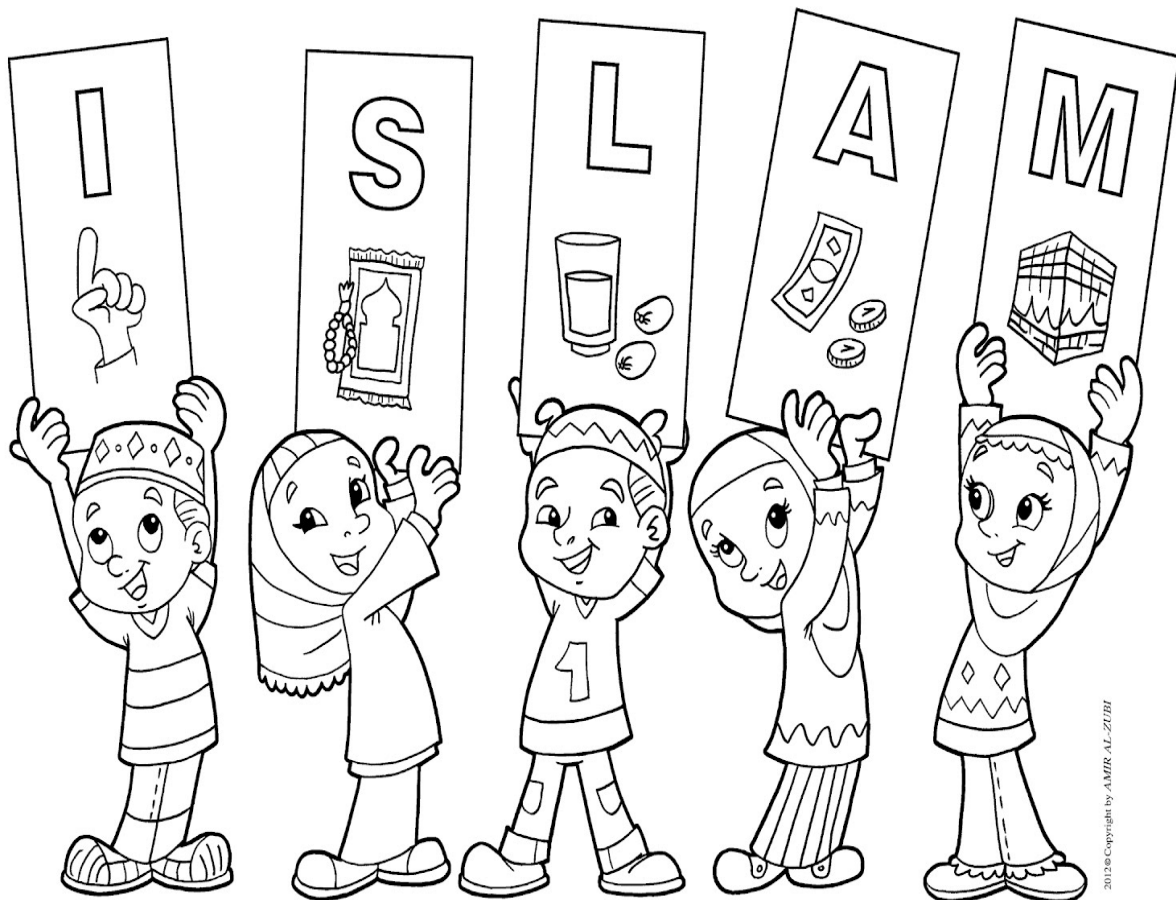
| Example | Connected form | The letter |
|------------|----------------|------------|
| أَخَذَ | أ | أ |
| فَأَخَذَ | أ | |
| وَهُوَ | و | و |
| فَوَهَبَ | و | |
| دَخَلَ | د | د |
| صَدَقَ | د | |
| أَذِنَ | ذ | ذ |
| كَذَبَ | ذ | |
| وَرَثَ | ر | ر |
| عَرَضَهُمْ | ر | |
| زُبُرٍ | ز | ز |
| فَفَزَعَ | ز | |

WHAT WE HAVE LEARNT IN CLASS FOUR

PRACTICE OF FAT-HA, KASRA and DHAMMA.

All the sounds and rules covered so far have been put together into the next exercise. Make sure all the sounds are pronounced correctly. Repeat these exercises as many times as necessary to improve understanding, fluency and confidence of the student.

Teacher/ Parent Note: Exercise 106 brings us to the end of the Syllabus for Class Four. Try the Exercises 107 - 112 below and test the student to see if they have grasped all that has been taught so far. Congratulate the student on this big achievement and encourage them to aim higher. Please ensure that the child is completely sure and can recognize all the letters, before proceeding to Class Five.



FAT-HA, KASRA and DHAMMA SIGNS

EXERCISE 107: READING TWO JOINT LETTERS

| | | | | |
|--------|------|------|-------|------|
| هُوَ | لَكَ | تَر | لِمَا | مَعَ |
| بُهُ | فَرُ | خَةُ | خِي | مَهُ |
| جَا | جَلْ | لِذُ | كِي | سُبُ |
| جُبُجْ | دَذْ | رَو | شُمُ | قَطُ |
| عِخُ | لَخُ | أَهْ | كِي | يَكُ |
| بِي | هَهْ | لَهُ | لَهُ | قِضُ |
| لَا | لَا | ضَكَ | صِقُ | سَبْ |
| لِمَ | مَعَ | أَهْ | أَيَ | ئِزْ |
| | | | | مَدُ |

EXERCISE 108: VOWELS

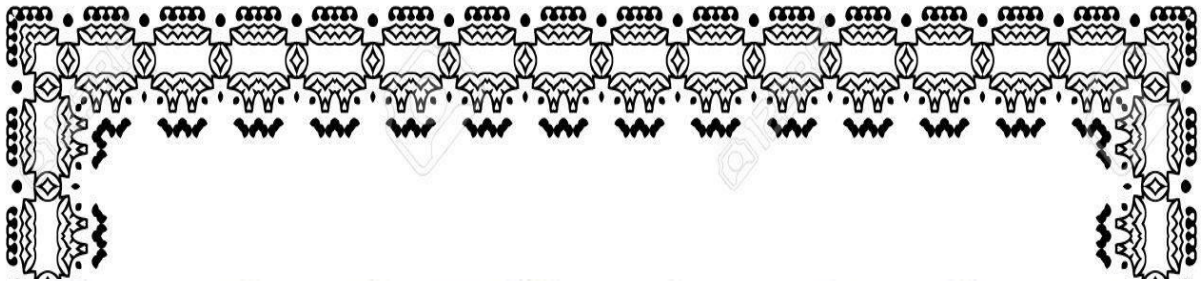
PRACTICE OF ALL THE SIGNS



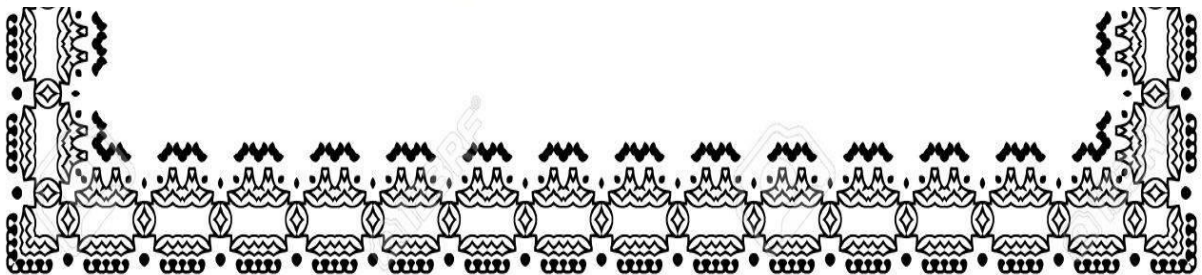
| | | |
|----------|----------|----------|
| قَدَرَ | كَسَبَ | خَلَقَ |
| بَلَدَ | مَنْذِرَ | إِبِلَ |
| قُضِيَ | كُتِبَ | صُحِفَ |
| رُسِلَ | فُعِلَ | نُفِخَ |
| وَقَبَ | ضُرِبَ | أُفِقَ |
| سَمِعَ | خُلِقَ | غُفِرَ |
| قِرَدَةَ | جَعَلَكَ | أَتَذَرُ |
| لَقُضِيَ | كَمَثَلِ | هُدِيَ |
| حَسَدَ | بَلَزَ | سَلِمَ |
| فَعِلَ | أَمْرُ | قُدِرَ |
| رَضِيَ | | |

EXERCISE 109: PRACTICE OF ALL THE SIGNS JOINED THREE AND FOUR LETTERS

| | | | |
|-----------|-------------|-----------|----------|
| لِي | تَأْتِي | هُوَ | كُضِي |
| عَشْرَةَ | بِيَدِكَ | لَتَجِدُ | |
| عَذَابِكَ | وَجَدَاكَ | حَسَنَةً | |
| بِيَدِكَ | سَحَرَهُ | خَلَقَاكَ | |
| أَفَامِنَ | لِنُزِيرِكَ | فَخَشِيَ | |
| فَطُبِعَ | فَهَلَكَ | فَتُبِعَ | سَأَلَكَ |
| يَزْرَكَ | بَصْرُكَ | فَسَرِقَ | |
| بَقَرَةً | أَجَلَكَ | فَرِهَنُ | |

REVISION OF READING MIXED VOWELS**EXERCISE 110: FAT-HA, KASRA and DHAMMA**

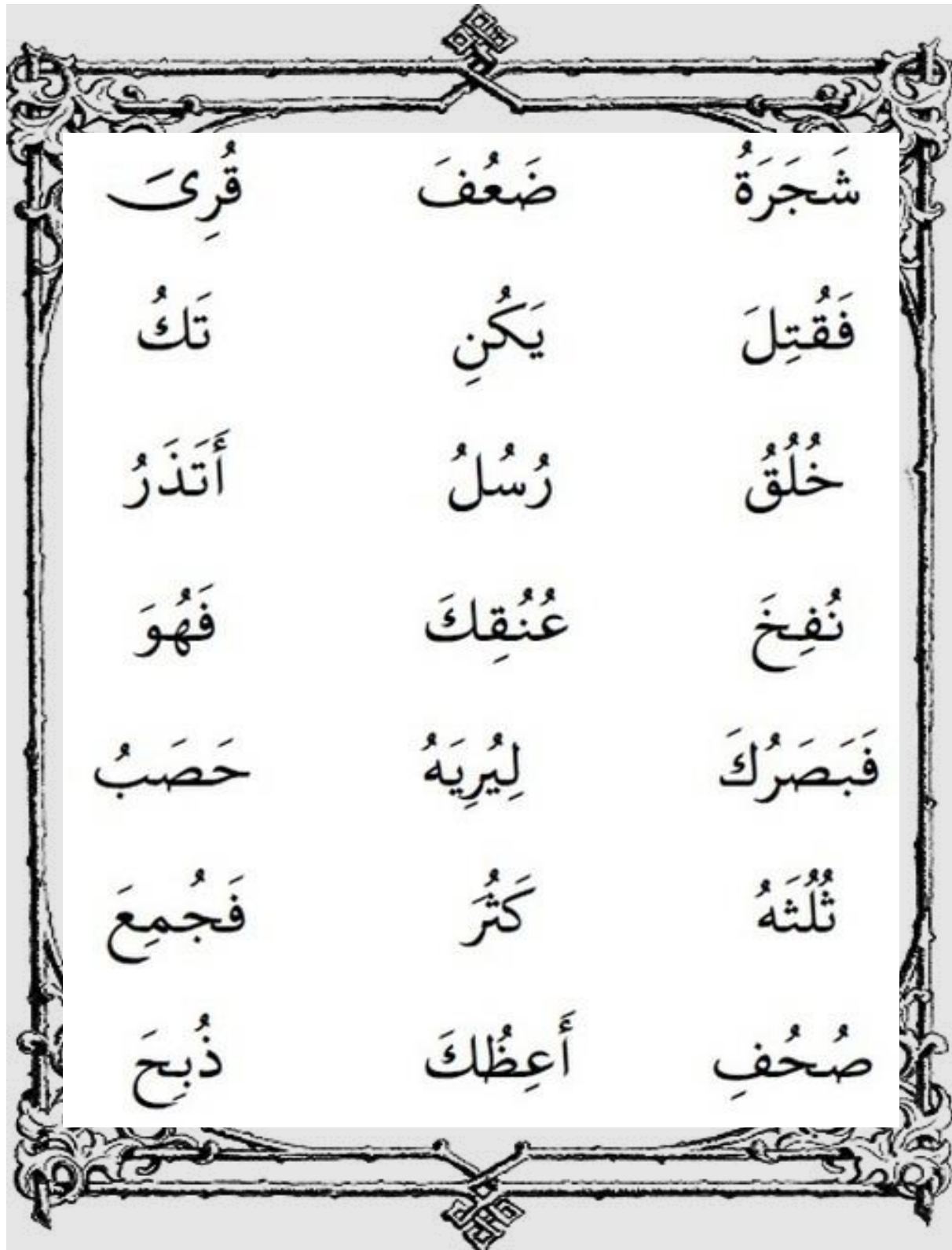
جُعِلَ خُلُقٌ ذِكْرٌ سُئِلَ
 ظَلِمَ مُنِعَ لُعِنَ هُدِيَ
 وَجِدَ سَقِطَ عَفِيَ حَشِرَ
 حُبِّكَ صَحِفَ أُذِنَ رُبِعَ
 أَعِظْ تَزِرُ يَرِثُ يَعِدُ



REVISION OF READING MIXED VOWELSEXERCISE 111: FAT-HA, KASRA and DHAMMA

قُدِرَ هُدًى نَفَخَ خُلِقَ غَفِرَ
ضَرَبَ وَعِدَ كُتِبَ يَضَعُ قُضِيَ
رَضِيَ سَمِعَ نَسِيَ بَخِلَ غَشِيَ
لَبِثَ وَلِيَ لَقِيَ يَدِي تَبِعَ
لَهُوَ أَخْرَعَ عَقَدَ أَفُقَ رُسُلُ
وَجَدَكَ عَدَلَ خَلَقَكَ بِيدِكَ



REVISION OF READING MIXED VOWELS**EXERCISE 112: FAT-HA, KASRA and DHAMMA**

NOTES

This image shows a full page of primary-ruled paper. It features multiple sets of horizontal lines across the entire page. Each set consists of three lines: a solid black line at the top, a dashed black line in the middle, and another solid black line at the bottom. These sets are repeated vertically down the page, providing a template for handwriting practice. The background is white, and there are no other markings or text present.