

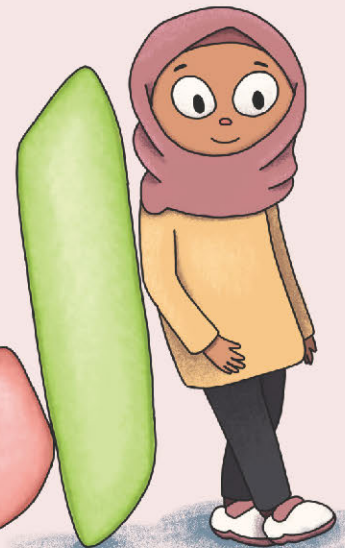
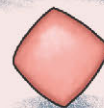
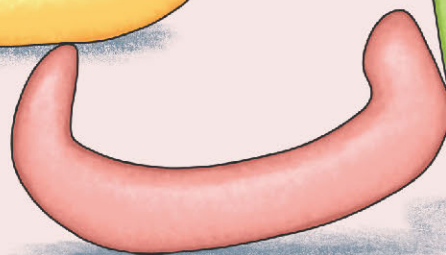
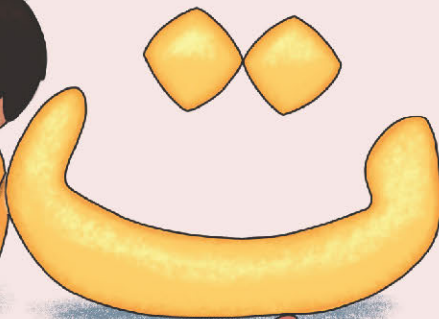
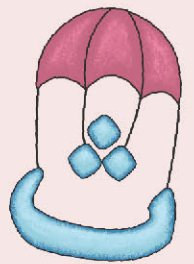


# TARBIYAH QUR'AN



# CURRICULUM

LEVEL 2



Teacher & Student Manual



TARBIYAH QUR'AN CURRICULUM



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THE WORLD  
FEDERATION  
OF KHOJA SHIA ITHNA-ASHERI MUSLIM COMMUNITIES

# TARBIYAH QUR'AN CURRICULUM

Teacher & Student Manual

SAMPLE CURRICULUM



To all our Qur'an teachers,  
past and present.



SAMPLE CURRICULUM

# CONTENTS

Transliteration .....	6
Learning and Teaching the Qur'an .....	7
Guidance on using the Tarbiyah Qur'an Curriculum .....	8
Placement Assessment Guidance .....	9
Group Allocation .....	9
Recitation Level Assessment .....	10
General Teaching Tips .....	14
Lesson 1: Short Vowels: <i>Fathah</i> .....	15
<b>Lessons 2 - 13: Joining Letters</b>	
Lessons 2 - 3: Joining with ج ح خ .....	16
Lesson 4: Joining with س ش ص ض ط ظ .....	20
Lesson 5: Joining with ع غ .....	22
Lesson 6: Joining with ع غ .....	23
Lesson 7: Joining with ف ق ل م .....	24
Lesson 8: Joining with ك .....	26
Lesson 9: Joining with ه .....	27
Lesson 10: Joining of ا ء ذ ر ز و with other Letters .....	29
Lesson 11: Joining of other Letters with ا ء ذ ر ز و .....	32
Lessons 12 - 13: Joining of Float Letters .....	35
Lessons 14 - 15: <i>Fathah</i> (practice) .....	41
Lessons 16 - 18: Short Vowels: <i>Kasrah</i> .....	43
Lessons 19 - 21: Short Vowels: <i>Dammah</i> .....	48
Homework Diary .....	53

# TRANSLITERATION

Arabic terms which do not have standard spellings in English have been transliterated according to the system set out on this page.

ء	a, i, or u (initial form)	ع	'
آ	' (medial or final form)	غ	gh
ا	a	ف	f
ب	b	ق	q
ت	t	ك	k
ث	th	ل	l
ج	j	م	m
ح	h	ن	n
خ	kh	ه	h
د	d	و	w
ذ	dh	ي	y
ر	r	ة	t
ز	z	الـ	al-
س	s	ـا / ـآ / ـى	ā
ش	sh	ـي	ī
ص	ṣ	ـو	ū
ض	ḍ	ـي	ay
ط	ṭ	ـو	aw
ظ	ẓ		

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

## LEARNING AND TEACHING THE QUR'AN

قَالَ رَسُولُ اللَّهِ (صَلَّى اللَّهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ):  
مُعَلِّمُ الْقُرْآنِ يَنْغُورُ لَهُ كُلُّ شَيْءٍ حَتَّى الْحُوتَ فِي الْبَحْرِ

Rasūlullāh (s) has said:

'Everything in existence prays for the forgiveness of the person who teaches the Qur'an - even the fish in the sea.'

*Uṣūl al-Kāfi*, Volume 3, Page 301

قَالَ رَسُولُ اللَّهِ (صَلَّى اللَّهُ عَلَيْهِ وَآلِهِ وَسَلَّمَ):  
خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ إِلَى غَيْرِهِ

Rasūlullāh (s) has said:

'The best of you is the one who learns the Qur'an and then teaches it to others.'

*Al-Amālī* of Shaykh Ṭūsī, Volume 1, Page 5

# GUIDANCE ON USING THE TARBIYAH QUR'AN CURRICULUM

The Tarbiyah Qur'an curriculum has:

- Recitation manuals (for use by the students, teachers and parents)
- A bespoke teacher training programme
- Bite-sized teacher and parent training videos for each new concept (These are accessible by clicking on or scanning the QR codes in the manuals)
- Resources and activity ideas

The curriculum includes the following manuals:

- Level 1 (Alphabets)
- Level 2 (Joining and *ḥarakah*)
- Level 3 (*Sukūn* upto *shaddah*)
- Level 4 (*Shaddah* onwards)
- Level 5 Beginners (Reciting from the *muṣḥaf*)
- Level 5 Intermediate (Reciting from the *muṣḥaf*)
- Level 5 Advanced (Reciting from the *muṣḥaf*)
- Learning to recite from Uthman Taha *muṣḥaf*

## PLACEMENT ASSESSMENT GUIDANCE

When the students begin the academic year at *madrasah* or join midway through the year they should be tested and placed in groups according to their Qur'an recitation ability.

A sample test is available in this manual. This is divided into sections according to the major concepts covered in the manuals

- Each student should be tested individually
- The teacher conducting the test should be familiar with the Tarbiyah Qur'an manuals and the different stages within them
- The student should be made very comfortable when doing the test.



They should not know they are being tested as this might scare them. The teacher should lovingly recite Qur'an with them as per usual practice in the *madrasah*. It should be a relaxed and playful process for them. If a student is very shy or upset, they should not be forced to recite. Their assessment should be postponed to another time when they are more willing to engage

Using the sample test, start with the letters of the alphabet, and ask the student to recite a few letters from each line. Please mark them on the recognition of letters rather than *makhraj*. The *makhraj* is something that will improve with practice, particularly when they progress to concepts like *sukūn*.

If the student knows the letters of the alphabet, move on to the next section (joining). Ask the student to recite a handful of words (5-6) from that section. Keep moving to the next section and doing the same thing until the student is struggling, or does not know the concept at all. Place the student in the level that begins with the concept that he/she is unfamiliar with.

Sometimes, a student may have forgotten the concept in one section (for example, *ḥarakah*), but remembers the section after that (for example, *sukūn*). Hence, it is useful to check one more section after the one they struggle with.

## GROUP ALLOCATION

We recommend that once the students are tested, they are grouped according to their ability, i.e. the level they are reciting at from the manual/*muṣḥaf*.

Ideally there should be 5-7 students per teacher. The groups can work parallel to each other within one class.


For example, a group of 5-7 students that are ready to begin learning *ḥarakah* can be put together, a group of 5-7 students that are ready to begin learning *sukūn* can be put together, etc.

## RECITATION LEVEL ASSESSMENT

Level	Topic	Words	✓
Level 1	Letters	<p>ي ج ز ط ء ع ح ث ش ه</p> <p>ب م ص ت ق ف و ر ن ا</p> <p>د غ خ ك ض ذ ظ ل س</p>	
Level 1	Joining of the letters	<p>كتب جمع صبر سجد عبد بلغ</p> <p>سكن عبس نص صلب فعل</p> <p>أمر صغر قدر فتح مكر نبأ</p>	
Level 2	Short Vowel	<p>بَرِقَ لُعِنَ عَبَسَ بُغِيَ مَلَأُ تَذَفَ</p> <p>ذُبِحَ خُلِقَ رَحِمَ رَضِيَ كَتَبَ هَدِيَ</p> <p>خَشِيَ سَأَلَ أَخَذَ جُعِلَ نَظَرَ بَطَلَ</p>	
Level 3	Sukūn	<p>مِثْلُ تَدْعُ طِبْتُمْ أَحْسَنَ</p> <p>أَلْحَمْدُ سَمِعِهِمْ فَأَخْرَجَ عَلِمْتُمْ</p>	

Level	Topic	Words	✓
Level 3	Long Vowels	مَغْضُوبٍ إِلَيْكَ سَمِعْنَا فِرْعَوْنَ كُفْرَانٍ كَيْدُهُمْ سُبْحَانَكَ تُرْزِقْنَاهُ الْوَانَهُ هَذَا صَالِحُونَ رَازِقِينَ	
Level 3	Tanwīn	قَدَرًا أَسْفًا أذُنٌ كَذِبًا شَطَطًا كُتِبَ سَنَةً رُسُلُ غَضِبَ لَهَبٍ رَجُلٌ عَمَدٍ	
Level 3	Maddah	وَابْتِغَاءَ يَا أَهْلَ الْكِتَابِ جَزَاؤُهُمْ وَضَعْتُمَا	
Level 3	Silent Letters	وَالْأَسْبَابِ مِنَ الْعِلْمِ فِي الْآخِرَةِ كَفَرُوا وَالْفُؤَادِ فَاَنْفَجَرْتُ فَقُولُوا اشْهَدُوا بَلَى إِلَى يَوْمِ الْقِيَمَةِ	

Level	Topic	Words	✓
Level 4	Tashdīd	يَتَخَبَّطُهُ لِيَمَجِّصَ قَدَّرَ فَلَنُوَلِّيَنَّكَ فَسَيَسِّرُهُ صَدَّقَ كَذَّبَتْ يَتَخَيَّرُونَ	
Level 4	Double Joining	عَلَّمْنَا وَسَخَّرَ الشَّمْسَ مَسَّتْهُمْ صَرَّفْنَا	
Level 4	Tanwīn followed by shaddah	أَذَى لَهُمْ وَسَطَّالِ كُؤُومًا رَأَوْفٌ رَّحِيمٌ غَفُورٌ رَّحِيمٌ طَلَعُ نَضِيدٌ شَيْءٌ نُكْرٌ	
Level 4	Sukūn followed by shaddah	عَبَدتَّ قُلْ رَبِّ أَمَّنْ لَا وَإِنْ مَسَّهُ الشَّيْءُ مِنْ رَبِّهِمْ عَجَّلْ لَنَا بَلْ لِلَّهِ مِنْ مَدَّ كِرٍ يُبَيِّنْ لَنَا مَنْ يَتَّبِعُ يُوجِّهُهُ وَمَهَّدتُّ	
Level 4	Hurūf al-Muqatta'āt	ق طه يس الم كهيعص	

Level	Topic	Words	✓
Holy Qur'an	Sūrat al-A'rāf, verses 61-64	<p>أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ</p> <p>بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ</p> 	

Please find below a rough guide for allocating students to different levels once they are reciting from the *muṣḥaf*.

Holy Qur'an	If student can:	<ul style="list-style-type: none"> <li>Recognise and pronounce letters correctly</li> <li>Spell words correctly (recognise short &amp; long vowels)</li> <li>Apply <i>sukūn</i> and <i>shaddah</i> correctly</li> </ul>	<p>move to</p> <p>↓</p> <p><b>Beginners</b></p>	
		<ul style="list-style-type: none"> <li>Apply <i>ghunnah</i> on <i>nūn</i> and <i>mīm shaddah</i></li> <li>Pronounce <i>isti'lā'</i> letters correctly</li> <li>Apply rules of the majestic word Allah correctly</li> </ul>	<p>move to</p> <p>↓</p> <p><b>Intermediate</b></p>	
		<ul style="list-style-type: none"> <li>Recite fluently</li> <li>Apply <i>qalqalah</i> correctly</li> <li>Apply rules of stopping correctly</li> </ul>	<p>move to</p> <p>↓</p> <p><b>Advanced</b></p>	

## GENERAL TEACHING TIPS

- It is important to have smaller group sizes for younger students. MCE recommends 5-7 per group, otherwise it can be detrimental for students. It is possible you may need to merge year groups for Qur'an and then divide them according to ability
- Begin each lesson with a recap of the previous lesson and give each student an opportunity to recite
- When introducing a new concept, first use the whiteboard to teach and then move onto reciting examples from the manual
- Use the resource ideas provided with each lesson to help students learn through fun and play. This can be done in the last 15 minutes of the class. It is important that the main teaching component be at least 20-25 minutes in duration to ensure students grasp the concept and get enough recitation practice. This should be done in an interactive manner, as demonstrated in the training programme
- Incentivise the students with praise, stickers, etc. Choose whatever is suitable for that age group/student!
- Communicate with parents to recite Qur'an daily so that the students progress well. Young children only need to recite for 5-7 minutes per day on a consistent basis to improve

## SHORT VOWELS

There are 3 short vowels in Arabic, which are called "ḥarakah". They are:

Fathah فَتْحَة

( َ )

Kasrah كَسْرَة

( ِ )

Dammah ضَمَّة

( ُ )

## FATHAH



- The *fathah* is a small slanting stroke above a letter. The sound stays the same when a letter has the *fathah* on it. it is JUST THE SOUND
- Use your finger or hand to tap in order to indicate it is just the sound



Click or Scan me



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

## JOINING LETTERS

Click or Scan me



This section is about joining the Arabic letters. This teaching has been broken down into lessons, but you are free to alter the lessons according to the ability of your students, time available in lesson, etc.



---

### LESSONS 2 AND 3

---

## INTRODUCTION TO JOINING

Joining with ج خ

To make a word in Arabic, the letters have to join on to each other (like cursive writing).

The letter that wants to join, has to stretch its hand to hold on to another letter.

For example if ج wants to join ب, ج has to stretch its hand and hold on to ب.

SAMPLE CURRICULUM



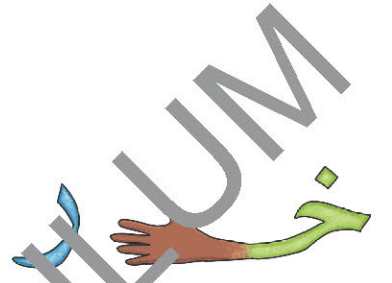
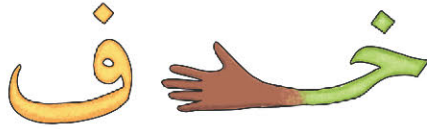
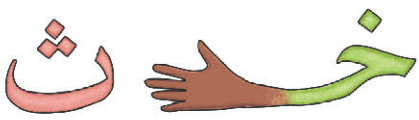
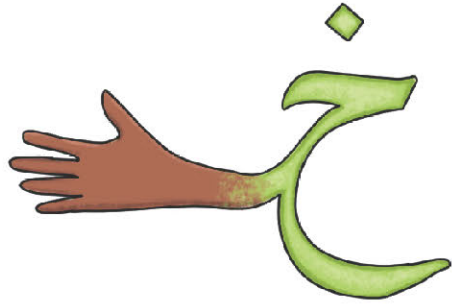


ج ج

ج ج ج ج ج ج ج ج ج ج

ج	ج	ج	ج
ج	ج	ج	ج
ج	ج	ج	ج
ج	ج	ج	ج





خ	خ	خ	خ	خ
خ	خ	خ	خ	خ
خ	خ	خ	خ	خ
خ	خ	خ	خ	خ

LESSON 4

س ش ص ض ط ظ

سَسَ	سَدَّ	سَلَّ	سَنَ
سَصَّرَ	سَطَّ	سَفَّ	سَتَّ

4

شَشَ	شَدَّ	شَلَّ	شَنَ
شَصَّرَ	شَطَّ	شَفَّ	شَتَّ

5

صَصَّ	صَدَّ	صَلَّ	صَنَ
صَصَّمَ	صَشَّ	صَوَّ	صَبَّ

6



ضَ ضِ ضَدَّ ضَكَ ضَوَّ	ض 7
ضَبَّ ضَجَّ ضَلَّ ضَطَّ	

طَ طِ طَطَّ طَوَّ	ط 8
طَثَّ طَوَّنَ طَرَّ	

ظَ ظِ ظَطَّ ظَنَّنَ ظَلَسَ	ظ 9
ظَبَّ ظَجَّ ظَلَّ ظَمَّ	

Joining with ع غ (they are at the beginning)



ع	ع	ع	ع
عَصَى	عَزَّ	عَبَّ	عَرَّ
10			

ع	ع	ع	ع
عَفَى	عَفَى	عَفَى	عَفَى
عَفَى	عَفَى	عَفَى	عَفَى
عَفَى	عَفَى	عَفَى	عَفَى
11			

Joining with غ ع (they are at the end i.e. they are wearing a hat)


When other letters come and join hands with ع and غ, they wear a hat!

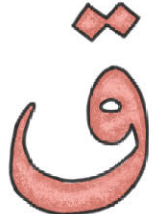
ح, ج, and خ don't like to wear a hat! They look the same.

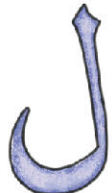
ضَعَّ	طَعَّ	ع =		+ ع
خَفَّ	سَفَّ	غ =		+ غ

طَخَّ	جَخَّ	رَجَّ	عَفَّ
بَخَّ	سَجَّ	زَجَّ	صَجَّ
غَفَّ	ضَغَّ	شَخَّ	ضَحَّ

Joining with ف ق ل م

فَا	فَ	فَرَ	فَوَ		12
فَاتَ	فَاتِ	فَاتِ	فَاطَ		

قَا	قَ	قَرَ	قَوَ		13
قَاتَ	قَاتِ	قَاتِ	قَاقَ		

لَا	لَ	لَرَ	لَوَ		14
لَاتَ	لَاتِ	لَاتِ	لَاقَ		





م	م	م	م
مَرَّ	مَرَزَ	مَطَّ	مَوَّ
مَرَّ	مَرَزَ	مَطَّ	مَوَّ
مَرَّ	مَرَزَ	مَطَّ	مَوَّ

15

مَلَّ	مَلَّ	مَلَّ	مَلَّ
مَلَّ	مَلَّ	مَلَّ	مَلَّ
مَلَّ	مَلَّ	مَلَّ	مَلَّ
مَلَّ	مَلَّ	مَلَّ	مَلَّ
مَلَّ	مَلَّ	مَلَّ	مَلَّ
مَلَّ	مَلَّ	مَلَّ	مَلَّ
مَلَّ	مَلَّ	مَلَّ	مَلَّ
مَلَّ	مَلَّ	مَلَّ	مَلَّ
مَلَّ	مَلَّ	مَلَّ	مَلَّ
مَلَّ	مَلَّ	مَلَّ	مَلَّ

## Joining with ك

The letter ك has a baby ك in its pouch.

This baby ك is used for joining.



Click or Scan me



كَو	كَ	كُ	ك
كَد	كَت	كُر	
سَك	لَك	كَذ	
كَن	لَل	شَك	
		كَم	16

Joining with ه

The letter ه can look very different when it stretches. At the beginning of a word, it wears sunglasses.

هَزَزَ	هَ =		+ هَ	
هَتَّ	هَشَّ	هَوَّ	هَدَّ	

17

At the end of a word, the letter ه looks like this:

مَهَ	قَهَ	هَ =	هَ
لَهَ	صَهَ	شَهَ	هَهَ

At the end of a word, the letter ه looks like this:

هَتَّ	قَهَ	هَ =	هَ
ضَهَ	حَهَ	شَهَ	سَهَ



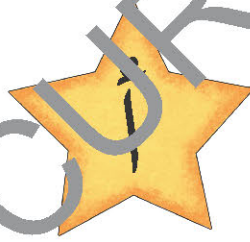
ظَهَ	لَهَ	صَهَ	بَهَ
هَبَجَ	كَحَعَ	صَرَ	هَظَا
قَفَا	كَتَفَا	هَظَا	هَسَسَ
طَهَ	بَتَبَا	كَصَرَ	خَفَا

Joining of أ د ز و with other letters

Click or Scan me





THE SUPER 6 LETTERS:  
THEY JOIN OTHER LETTERS




عَدَّ	طَدَّ	دَدَّ	دَدَّ	د
ضَدَّ	مَدَّ	غَدَّ	ظَدَّ	





ذَ	ذَ	ذَ	ذَ	
مَذَ	شَذَ	قَذَ	لَذَ	


رَ	رَ	رَ	رَ	
مَرَّ	فَرَّ	بَرَّ	ظَرَّ	

زَ	زَ	زَ	زَ	
بَزَّ	فَزَّ	لَزَّ	مَزَّ	



وَ	وَ	شَوَّ	صَوَّ
اَكُوْ	فَوَّ	سَوَّ	جَوَّ
			
5			

اَ	اَ	فَاَ	لَاَ
فَاَ	لَاَ	شَاَ	فَاَ
			
6			

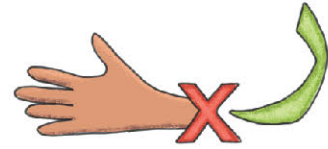
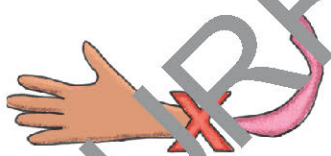
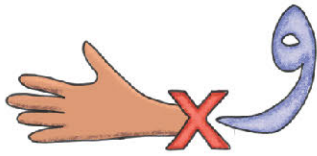
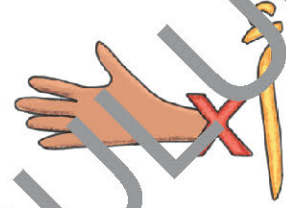
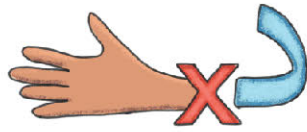
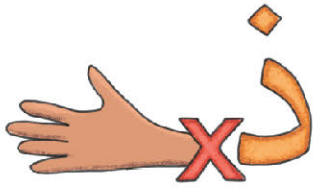
اَكْرَبَا	اَنْخَذَا	سَجَدَا
نَبَا	ظَهَرَا	صَبَرَا
		
7		

When the letter ه is in the middle, it turns into a butterfly ه – the glasses become wonky!

Joining of other letters with أ د ذ ز و

THE SUPER 6 LETTERS

DO NOT LET OTHER LETTERS JOIN THEM




The super six letters do not let other letters join them.

They only stand next to another letter! No holding hands!

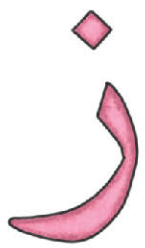
دَ	دَفَ	دَطَ	دَعَ
دَبَ	دَشَ	دَظَ	دَمَ





ذَّ	ذَشَّ	ذَقَّ	ذَغَّ
ذَسَّ	ذَحَّ	ذَلَّ	ذَطَّ
			
2			

رَّ	رَّوَّفَ	رَلَّ	رَفَّ
رَجَّ	رَمَّ	رَهَّ	
			
3			

زَّ	زَلَّ	زَطَّ	زَقَّ
زَعَّ	زَفَّ	زَخَّ	زَسَّ
			
4			



وَ	وَلَ	وَكَ	وَفَ
وَعَ	وَعِ	وَعِ	وَعِ

5

أَشَّ	أَغَّ	أَجَّ	أَحَّ
أَفَّ	أَصَّ	أَمَّ	أَحَّ

6

تَرَكَ	نَدَرَ	قَدَرَ
أَمَرَ	وَهَبَ	زَهَقَ

7

Joining of boat letters

Click or Scan me



با	←	با	←	ب
تا	←	تا	←	ت
شا	←	شا	←	ش
نا	←	نا	←	ن
یا	←	یا	←	ی

SAMPLE CURRICULUM



نَوَ	بَوَ	نَدَ	بَدَ	بَدَ
فَدَ	مَدَ	نَزَ	سَرَ	كَلَمًا
نَزَ	فَوَ	بِرَ	بَابَ	
		بِمَ		

1

يَدَ	تَدَ	بِرَ	تَدَ
قَدَ	فَوَ	خَدَ	بِرَ
سَرَ	شَرَ	مَوَ	تَدَ
مَاءَ	كَلَمًا	تَوَ	تَوَ

2



نَزَرَ	زَنَّ	رَبَّ	يَدًا
ذَرَ	عَاءًا	يَزِرَ	رَوَّ
3			

تَزَرَ	أَلَ	فَاءًا	بَرَّ
لَرَ	أَنَّ	دَرَ	زَدَ
4			

تَدَّ	ثَتَّ	تَبَّ	شَوَّ
شَرَّ	تَكَ	تَنَّ	شَتَّ
سَيَّ	جَيَّ	ظَيَّ	شَيَّ
5			



طَسَ	ظَكَ	طَشَ
كَفَ	كَنَّ	كَرَّ
كَرَّ	كَرَّ	كَرَّ

6

لَ and أ sometimes appear together as لَأ

لَأَ	ضَاءَ	هَاءَ	لَخَ	لَدَ
كَأَ	لَأَ	كَأَ	جَشَ	لَأَ
لَأَ	نَاءَ	هَاءَ	سَاءَ	فَاءَ
شَلَّ	ظَاءَ	مَلَّ	فَاءَ	كَلَّ

7



كَبَّ

مَيَّ

غَكَ

فَيَّ

لَّةَ

لَكَ

نَعَمَ

نَعَمَ

سَنَ

فَتَ

غَزَ

لَذَ

فَظَّ

لَبَّ

مَسَّ

كَدَّ

*Fathah* is just the sound. If your child finds it tricky to recite the 3 letter words, make a window cut out as shown below, which you can move across the letters as they are reciting. Only one letter should be visible through the window.

Click or Scan me



صَغْرًا فَقَهُ ظَلَمَ وَقَفَ

نَفَخَ  طَلَعَ

ثَبَّتَ عَبَّرَ نَذَرَ جَمَعَ

نَبَأَ صَبَرَ

خَسَفَ وَجَدَ حَسَنَ صَلَبَ

وَثَبَ  وَهَبَ نَصَرَ





مَكْرَ زَهَقَ قَتَلَ عَرَضَ

سَجَدَ فَعَلَ وَزَرَ



أَخَذَ كَسَبَ أَمَرَ عَزَمَ

كَتَمَ كَذَبَ عَبَدَ

ذَهَبَ تَرَكَ قَدَرَ

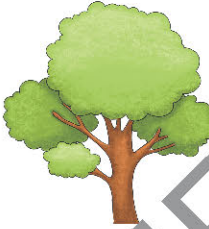
فَتَحَ عَبَسَ سَكَنَ



فَقَدَّرَ وَقَذَفَ فَعَدَلَكَ

فَوَفَعَهُ خَلَقَكَ فَنَظَرَ

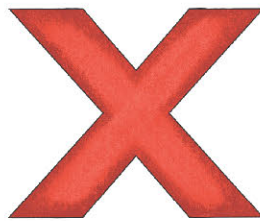
فَأَخَذَ شَجَرَةً



وَجَعَلَ فَمَكَثَ فَحَشَرَ

وَبَطَلَ فَبَدَأَ فَصَدَّقَ

مَنَعَكَ وَعَبَدَ



## SHORT VOWELS: KASRAH

*Kasrah* is a slanted line under the letter, just like a slide. When you see this sign under a letter, you make an 'ii' sound. It is like when you go down a slide and say 'wii'. Remind the child as they are reciting a *kasrah* sound that they are sliding and smiling so they make an 'ii' sound.



إِبِلِ ِ بَدِئِ ِ رِجَلِ ِ رَحِمِ ِ

قَدِمِ ِ حَلِمِ ِ عَوَجِ ِ

مَلِكِ ِ لَبِسِ ِ حَزِنِ ِ سَخِطِ ِ



حَفِظَ لَعِبَ شَهِدَ رَضِيَ

نَسِيَ عَمِلَ

وَجِيَ لَقِيَ يَسَّ

لَفِظَ عَطِشَ حَبِطَ

أَذِنَ تَجَدَّ نَشِطَ سَبَّ

دَجَلَ لَبَسَ فَرِحَ



عَهْدَ حَمْدَ سَخِرَ سَجَدَ

عَصِمَ ضَحِكَ حَسِبَ

بَرَقَ مَعِيَ بَدَرَ

جَزَرَ  ضَرَبَ خَسِرَ

وَسِعَ رَجِمَ شَفِقَ صَحِبَ

شَعَلَ بَخَلَ وَرَثَ



شَرِبَ حَزِنَ عَلِمَ غَرِقَ

طَفَلَ فَهَمَ كَلِمَ

نَحِشِيَ نَقِيلَ نَجِلَ

ضَمِنَ غَرِمَ يَقِي

فَعَلَ سَمِعَ فَطِنَ

بَجَزَنَ فَحِي سَفِحَ



عَلِمْتَ

لَعَلِمَ

بُورَقِ

فَصَعِقَ

فَلَبِثَ

كُتَابِ

بِيَدِكَ



قِرْدَةَ

تَبَعَكَ

لِيَذَرَ

قَبْلَكَ

وَعَسَلَ

فَعَلِمَ

بَلَغْتَ

وَقَعْتَ

عَشْرَةَ 10

## SHORT VOWELS: ḌAMMAH

*Ḍammah* is the round sign, like a comma, on top of a letter. When you see this sign on top of a letter, you make an 'oo' sound. Tell the child to act like they are blowing out a candle!



أُذُنُ      رُؤْسُ      صُحُفُ  
 بُشَيْرُ      نُصْبُ      ثُلُثُ  
 نُذْرُ      سُحْرُ      رُضِي      شُهُدُ





يَجِبُ عَقَدُ سَمْرَ يَصِلُ

فَهُوَ

يَجِبُ جَمَعَ



تَزِرُ

ذُبِحَ

وُردَ

ظَلِمَ

طُمِسَ

نَظَّفَ

يُبدَى

يُخَلِقَ

صَلَحَ

يَصِفُ

كُشِفَ

تَصِلُ

سِنَّةُ



خَبِثَ كَسَلُ سُرِرِ جُعِلَ

نُبِدَ

سُئِلَ

?

صَلَحَ

نَعِدُ

كُتِبَ

يَضَعُ

حَسُنَ

وُجِدَ

أُخِذَ

هُدِيَ

تُقَلَّ

مَعَكَ

عُنِفَ

ضَعُفَ

صَمَدُ



وَأَثَقَ يَهَبُ كَمَلَ عَثَرَ

وُلِدَ



سُبُلَ

كُنِبَتِ عُبِدَ ذُكِرَ جُلِبَ

صَغُرَ فُقِهَ فُرَجَ

سُطِحَ لُكِمَ سُكِبَتِ يَطِبَ

أُمِرَ سُعِدَ وَصِفَ



فَطَبِعَ      أَعِظُكَ      فَجُمِعَ

أَنْذِرُ      عَقَبَةٌ      لَأَجِدُ

فَبَصَرَكَ      قَضَيْتِ

فُتِحَتْ      كَلِمَةٌ      هُمَزَةٌ

لُمَزَةٌ      فُقِّتِلَ      عُنُقُكَ

رُسُلِكَ      سَنَسِمُ















SAMPLE CURRICULUM



THE WORLD  
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OF KHOJA SHIA ITHNA-ASHERI MUSLIM COMMUNITIES



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COUNCIL OF ALL KSI JAMAATS



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