

TARBIYAH QUR'AN CURRICULUM

LEVEL 5

ADVANCED

وَمَا تَنْتَظِرُونَ



Teacher & Student Manual



TARBIYAH QUR'AN CURRICULUM

MCE
Madrasah Centre of Excellence

BRITISH LIBRARY CATALOGUING IN PUBLICATION DATA

A catalogue record for this book is available from the British Library

ISBN: 978-1-78991-228-9

First Edition: 2024

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PUBLISHED BY

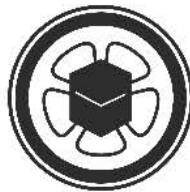
The World Federation of Khoja Shia Ithna-Asheri Muslim Communities
Registered Charity in the UK No. 282303

The World Federation is an NGO in Special Consultative Status with the Economic and Social Council (ECOSOC) of the United Nations

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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

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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 وَ عَلَّمَهُ 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.

For students that are reciting from the *muṣḥaf*, they should be tested to see if they are best suited to use the level 5 beginner, intermediate or advanced level manual

- Once the student has recited the excerpt provided, the guidance underneath should be followed to allocate them to a suitable level
- 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. It should be a relaxed 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

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 *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 from the Level 5 beginners manual can be put together, a group of 5-7 students that are ready to begin learning from the Level 5 intermediate manual can be put together, etc.

RECITATION LEVEL ASSESSMENT

Level	Topic	Verses	✓
Holy Qur'an	Sūrat al-A'raf, verses 61-64	<p style="font-size: 1.2em;">أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ ﴿٦١﴾</p> <p style="font-size: 1.2em;">بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿٦٢﴾</p> <p style="font-size: 1.2em;">قَالَ يَقَوْمِ آيِسُ بِي ضَلَلْتُمْ وَلَكِنِّي رَسُولٌ مِّن رَّبِّ الْعَالَمِينَ ﴿٦٣﴾ أُبَلِّغُكُمْ رِسَالَاتِ رَبِّي وَأَنْصَحُ لَكُمْ وَأَعْلَمُ مِنَ اللَّهِ مَا لَا تَعْلَمُونَ ﴿٦٤﴾ أَوْعَجِبْتُمْ أَنْ جَاءَكُمْ ذِكْرٌ مِّن رَّبِّكُمْ عَلَى رَجُلٍ مِّنكُمْ لِيُنذِرَكُمْ وَلِتَتَّقُوا وَلَعَلَّكُمْ تُرْحَمُونَ ﴿٦٥﴾ فَكَذَّبُوهُ فَأَنْجَيْنَاهُ وَالَّذِينَ مَعَهُ فِي الْفُلِكِ وَأَغْرَقْنَا الَّذِينَ كَذَّبُوا بِآيَاتِنَا إِنَّهُمْ كَانُوا قَوْمًا عَمِينَ ﴿٦٦﴾</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"> Recognise and pronounce letters correctly Spell words correctly (recognise short & long vowels) Apply <i>sukūn</i> and <i>shaddah</i> correctly 	<p style="font-size: 0.8em; color: purple;">move to</p> <p style="font-size: 1.5em;">↓</p> <p style="color: purple; font-weight: bold;">Beginners</p>
		<ul style="list-style-type: none"> Apply <i>ghunnah</i> on <i>nūn</i> and <i>mīm shaddah</i> Pronounce <i>isti'la'</i> letters correctly Apply rules of the majestic word Allah correctly 	<p style="font-size: 0.8em; color: purple;">move to</p> <p style="font-size: 1.5em;">↓</p> <p style="color: purple; font-weight: bold;">Intermediate</p>
		<ul style="list-style-type: none"> Recite fluently Apply <i>qalqalah</i> correctly Apply rules of stopping correctly 	<p style="font-size: 0.8em; color: purple;">move to</p> <p style="font-size: 1.5em;">↓</p> <p style="color: purple; font-weight: bold;">Advanced</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

**To access teacher/ parent training videos,
please click/ scan the QR codes in this manual**



RECITING FROM THE *MUŞĤAF*

Once your students finish the level 4 manual, they are ready to start reciting from the *muşĥaf*. The *muşĥaf* is the Arabic name for the compiled, written pages of the Qur'an.



Click on the image



This manual has a compilation of different *āyāt* from the *muşĥaf*, with detailed instructions on how to guide the students at this crucial point in their Qur'an recitation journey.

Before you begin this manual, congratulate the students on their achievement of finishing level 4! It is certainly a great milestone to be able to start reciting the words of Allah from His great book.

Share the etiquette of reciting from the *muşĥaf* with the students. Remind them of the following points:

1. Perform *wuḍū'*
2. Face *qiblah* (if possible)
3. Do not talk to others whilst reciting or whilst listening to others recite
4. Handle the *muşĥaf* with respect
5. Start with *a'ūdhu billāh and bismillāh*

When you listen to the students recite and engage with them in class, assume the role of a 'helper' rather than a 'tester'. This will enable them to foster a positive relationship with the Qur'an.



TEACHER RESOURCES

- Level 5 teacher's manual
- A white board
- A list of students with space to mark their weekly progress and any areas they are finding challenging (see sample below)

Date	Student's Name	Fluency /5	Makhraj	Accuracy / Mistakes	Comments
05/12/24	Zahra	3	غ ق	3	

- Stickers or any other form of reward to encourage them. For example, you can award three stickers or points per lesson. You can have your own system, for example, the person with the most points at the end of the month gets a prize. Points may be awarded for:
 - Completing homework
 - Bringing all their stationery and class material
 - Class participation

STUDENT RESOURCES

- Level 5 student's manual
- Pencil and coloured pencils

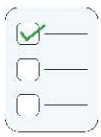


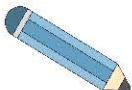





LEVEL 5: ADVANCED

- The content in this manual has been divided into lessons. Some lessons take more than one teaching week to complete.
- You may wish to alter the time you take to teach the lessons according to the ability of your students, the length of each lesson, etc.
- Each lesson includes learning objectives, explanations of rules, *āyāt* from the *muṣḥaf* for the students to practice reciting and homework.

ICONS KEY

- The following icons are used in this manual.


Icon	Meaning	Icon	Meaning
	Lesson Objectives		Reading Activity
	Time		Student Activity
	Teacher Explanation		Homework
	Listening		



TIPS FOR LISTENING

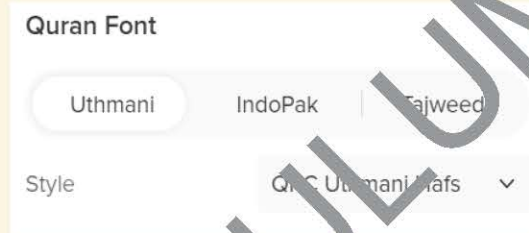
Go to this website: <https://quran.com/111>

In the menu at the top, click on the settings icon, and set the font to Uthmani and the style to 'QPC Uthmani Hafs'.

Click on play audio (which is a green icon just above the first *āyah*). 

The *sūrah* will start playing and a menu will pop up at the bottom of the page.

Click on the 3 dots in the menu, then click reciter. Select the option for 'Mahmoud Khalil Al-Husary-Muallim'. The passage will play whilst highlighting the exact word being recited.



SAMPLE CURRICULUM



عَمَّ يَتَسَاءَلُونَ ﴿١﴾ (78:1)

وَفُتِحَتِ السَّمَاءُ ﴿١٩﴾ فَكَانَتْ أَبْوَابًا (78:19)

حَدَائِقَ وَأَعْنَابًا ﴿٣٢﴾ (88:32)

جَزَاءً مِّن رَّبِّكَ عَطَاءً حِسَابًا ﴿٣٦﴾ (78:36)

ذَٰلِكَ الْيَوْمُ الْحَقُّ ^{صَلِّ} فَمَنْ شَاءَ انْخِذْ
إِلَىٰ رَبِّهِ مَعَابًا ﴿٣٩﴾ (78:39)



Listen to *Sūrah al-Qadr* (<https://quran.com/97>).

Pay attention to the consistency and stretching of the *madd muttaṣil* and *madd munfaṣil*.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿١﴾ إِنَّا أَنْزَلْنَاهُ
فِي لَيْلَةِ الْقَدْرِ ﴿٢﴾ وَمَا أَدْرَاكَ مَا لَيْلَةُ
الْقَدْرِ ﴿٣﴾ لَيْلَةُ الْقَدْرِ خَيْرٌ مِّنْ أَلْفِ
شَهْرٍ ﴿٤﴾ تَنَزَّلُ الْمَلَائِكَةُ وَالرُّوحُ فِيهَا
بِإِذْنِ رَبِّهِمْ مِّنْ كُلِّ أَمْرٍ ﴿٥﴾ سَلَامٌ هِيَ
حَتَّىٰ مَطْلَعِ الْفَجْرِ ﴿٥﴾ (97:1-5)



Activity: Use different colours to identify *madd muttasil* and *madd munfasil* in the Qur'anic passage below. Practice reciting it.



Once you decide on the number of counts to pull a particular type of *madd* for, you should remain consistent with that for recitation of the whole page.

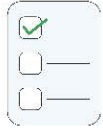
E.g., if you decide to stretch *madd munfasil* for 3 counts (since it is anything between 2 and 5), then you should stretch all those *madd* on the page for 3 counts. Consistency is key!

اتَّبِعُوا مَا أَنْزَلَ إِلَيْكُم مِّن رَّبِّكُمْ
وَلَا تَتَّبِعُوا مِن دُونِهِ أَوْلِيَاءَ قَلِيلًا مَّا
تَذَكَّرُونَ ﴿٣﴾ وَكَمْ مِّن قَرْيَةٍ أَهْلَكْنَاهَا
فَجَاءَهَا بَأْسُنَا بَيِّنًا أَوْ هُمْ قَائِلِينَ ﴿٤﴾
فَمَا كَانَ دَعْوَاهُمْ إِذْ جَاءَهُمْ بَأْسُنَا إِلَّا
أَن قَالُوا إِنَّا كُنَّا ظَالِمِينَ ﴿٥﴾ (7:3-5)



LESSON 2

أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ ﴿٧﴾ بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿٧﴾



- Additional *madd* followed by *sukūn/shaddah*

Click or Scan me



Last week, we learnt about the 2 *madd* that are followed by *hamzah*. Today we will look at additional *madd* that are followed by *sukūn/shaddah*. There are 3 types:

3. MADD LĀZIM: COMPULSORY MADD

- The letters of *madd* are followed by a letter accompanied by *sukūn/shaddah* which is a part of the word itself
- The letter of *madd* is pulled for 5 counts

صَافَتْ	وَحَاجَّهُو
صَاااااَفَتْ	وَحَاااااَجَّهُو

وَوَجَدَكَ ضَالًّا فَهَدَى ﴿٧﴾ (93:7)



إِنَّهُمْ أَلْفَوْا آبَاءَهُمْ ضَالِّينَ ﴿٦٩﴾ (37:69)

وَوَجَدَكَ ضَالًّا فَهَدَىٰ ﴿٧﴾ (93:7)

...وَلَا تَتَّبِعَانِ سَبِيلَ الَّذِينَ لَا

يَعْلَمُونَ ﴿٨٩﴾ (10:89)

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنفِرُوا سَابِغَةً ...

(9:122)

مُدَّهَا مَتَانِ ﴿٦٤﴾ (55:64)



4. MADD 'ĀRIḌĪ: EXPOSED TO SUKŪN MADD

- When you choose to stop at a word, the final letter becomes *sukūn* and the *madd* letter before it (*alif*, *wāw*, or *ya*) needs to be elongated
- The letter of *madd* is pulled for 2-6 counts

الْمِهَادُ ١٢	إِذْ يَخْتَصِمُونَ ٤٤
الْمِهَادُ ١٢	إِذْ يَخْتَصِمُونَ ٤٤

فَإِنْ تَوَلَّوْا فَقُلْ حَسْبِيَ اللَّهُ لَا إِلَهَ إِلَّا هُوَ عَلَيْهِ تَوَكَّلْتُ وَهُوَ رَبُّ الْعَرْشِ

الْعَظِيمِ ١٢٩ (9:129)

كِتَابٌ أَنْزَلْنَاهُ إِلَيْكَ مُبَارَكٌ لِيَدَّبَّرُوا



عَايَتِهِ وَلِيَتَذَكَّرَ أُولُو الْأَلْبَابِ ﴿٢٩﴾

(38:29)

تِلْكَ أُمَّةٌ قَدْ خَلَتْ لَهَا مَا كَسَبَتْ
وَلَكُمْ مِمَّا كَسَبْتُمْ وَلَا تُسْأَلُونَ عَمَّا

كَانُوا يَعْمَلُونَ ﴿١٣٤﴾ (2:143)

إِذْ قَالَ يُوسُفُ لِأَبِيهِ يَا أَبَتِ إِنَّي رَأَيْتُ

أَحَدَ عَشَرَ كَوْكَبًا وَالشَّمْسَ وَالْقَمَرَ

رَأَيْتُهُمْ لِي سَاجِدِينَ ﴿٤﴾ (12:4)



5. MADD LĪN – MADD OF SOFTNESS

- The conditions for *madd līn* to occur are as follows:
 - A *fathah* before the *madd* letters of *wāw sākin* or *ya sākin*
 - The reciter must stop after the word containing the *madd*, otherwise the *madd* is void
- The letter of *madd* is pulled for 2, 4 or 6 counts

وَشَفَتَيْنِ ﴿٩﴾	...الْقَوْلِ ج
وَشَفَتَيَيْنِ ﴿٩﴾	...الْقَوُورِ ج

...الْمَوْتِ ج (2:19)

...وَلَا نَوْمٍ ج (2:255)

...عَيْنَيْنِ ﴿٨﴾ (90:8)



وَهَدَيْنَاهُ النَّجْدَيْنِ ﴿١٠﴾ (90:10)

لَا يَلْفُفُ قُرَيْشٍ ﴿١﴾ (106:1)

إِلَّا لَفِيفٌ رِحْلَةَ الشِّتَاءِ وَالصَّيْفِ ﴿٢﴾ (106:2)

فَلْيَعْبُدُوا رَبَّ هَذَا الْبَيْتِ ﴿٣﴾ (106:3)

الَّذِي أَطْعَمَهُمْ مِّنْ جُوعٍ وَعَاَمَنَهُمْ مِّنْ

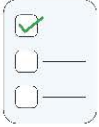
خَوْفٍ ﴿٤﴾ (106:4)



LESSON 3 - WEEK 1 OF 2

أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ ﴿١﴾ بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿٢﴾

Click or Scan me



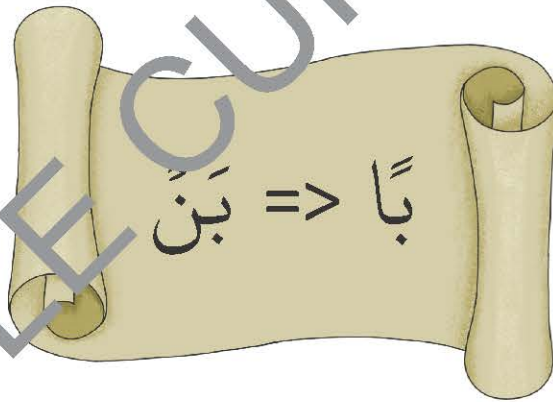
- Rules of *nūn sākin* and *tanwīn*: *lzhār*

RULES OF *NŪN SĀKIN* AND *TANWĪN*



Nūn sākin and *tanwīn* are pronounced in different ways, depending on what letter comes after it.

Begin by explaining that *tanwīn* has a *nūn sākin* in it. Show them on the board or PowerPoint.



There are four rules for *nūn sākin* and *tanwīn*:

- A. *lzhār* (clear)
- B. *lghām* (merge)
- C. *lqlāb* (change)
- D. *lkhfā'* (hide)

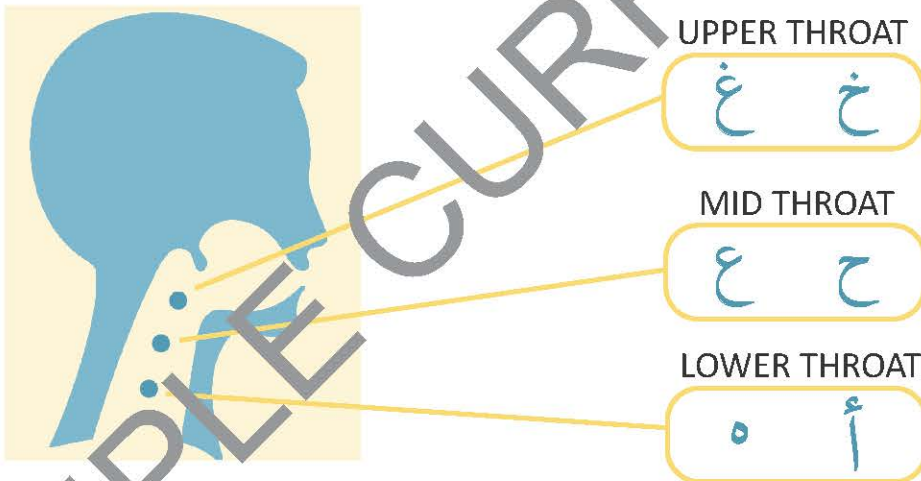
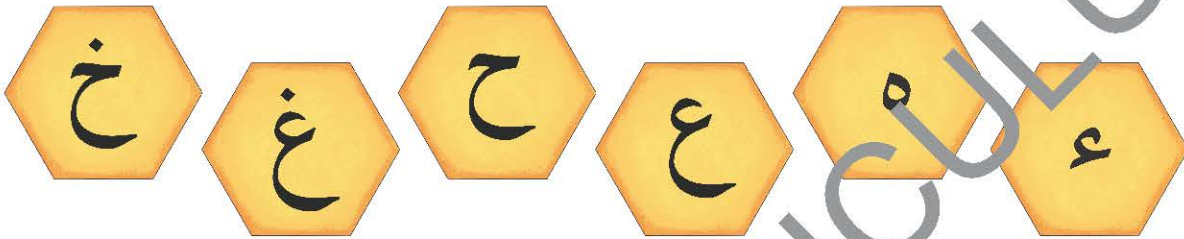


IZHĀR (CLEAR)



Show all the Arabic letters on the board or PowerPoint. Circle or highlight the six letters for *izhār*.

These are the throat letters. Show them the image below of the articulation points of these letters and ask them to pronounce them one by one so they realise that they are all from the throat.



When *nūn sākin* or *tanwīn* comes before the *izhār* letters, the 'na' sound doesn't change. It is pronounced clearly and remains the same.

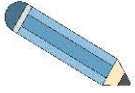
In the *musḥaf*, the *nūn sākin* and *tanwīn* will appear as shown in the table below:

	<i>Tanwīn</i>	<i>Nūn sākin</i>
<i>Izhār</i>	<u>ـَ</u> <u>ـِ</u> <u>ـِ</u>	نْ



Show some examples and pronounce them clearly so the students understand the rule.

أَحَدًا أَبَدًا	وَيَنْتَوْن	أ
وَنُوحًا هَدَيْنَا	تَنْهَرُ	ه
شَاكِرًا عَلِيمًا	أَنْعَمْتَ	ع
نَارًا حَامِيَةً	يَنْجِتُونَا	ح
قَوْلًا غَيْرَ	فَسَيَنْغِضُونَ	غ
ثِيَابًا خَضْرَاءَ	وَالْمُنْخِنِقَةَ	خ



Look for examples of *izhār* in the passage below by firstly looking for *nūn sākin* or *tanwīn*. If you spot either one, check if the letter after it is one of the six throat letters. If yes, then it is an *izhār* letter, and you can circle it. If not, you can leave it for now. Recite the *āyāt* with the examples you find.

لَقَدْ أَرْسَلْنَا نُوحًا إِلَىٰ قَوْمِهِ فَقَالَ

يَقَوْمِ اعْبُدُوا اللَّهَ مَا لَكُمْ مِنْ إِلَهٍ

غَيْرُهُ وَإِنِّي أَخَافُ عَلَيْكُمْ عَذَابَ يَوْمٍ

عَظِيمٍ ﴿٥٩﴾ (7:59)

فَكَذَّبُوهُ فَأَنْجَيْنَاهُ وَالَّذِينَ مَعَهُ فِي

الْفُلِكِ وَأَغْرَقْنَا الَّذِينَ كَذَّبُوا بِآيَاتِنَا



إِنَّهُمْ كَانُوا قَوْمًا عَمِينَ ﴿٦٤﴾ * وَإِلَىٰ

عَادٍ أَخَاهُمْ هُودًا^ج قَالَ يَتَقَوْمِ اعْبُدُوا

اللَّهِ مَا لَكُمْ مِّنْ إِلَهِ غَيْرُهُ^ج أَفَلَا

تَتَّقُونَ ﴿٦٥﴾ (7:64-65)

أَبْلِغُكُمْ رِسَالَتِ رَبِّي وَأَنَا لَكُمْ

نَاصِحٌ أَمِينٌ ﴿٦٨﴾ (7:68)

وَإِلَىٰ ثَمُودَ أَخَاهُمْ صَالِحًا^ج قَالَ يَتَقَوْمِ



أَعْبُدُوا اللَّهَ مَا لَكُمْ مِنْ إِلَهٍ غَيْرُهُ ^ص

فَدَجَاءَتْكُمْ بَيْنَهُ ^ص مِنْ رَبِّكُمْ هَذِهِ

نَاقَةٌ لِلَّهِ لَكُمْ آيَةٌ ^ص فَذَرُوهَا تَأْكُلْ

فِي أَرْضِ اللَّهِ وَلَا تَمَسُّوهَا بِسُوءٍ

فِيأْخُذْكُمْ عَذَابٌ أَلِيمٌ ^ص (7:73) ٧٣



Practice reciting the verses from today's lesson each day this week. To achieve the best results, the parents should be partners on the student's Qur'an recitation journey.



LESSON 3 - WEEK 2 OF 2



Practice recitation of the following passage, paying attention to all the rules you have learnt so far. These include:

- *Nūn ghunnah*
- *Mīm ghunnah*
- Rule of majestic word Allah
- *Isti'lā'* letters (Triangle letters)
- *Qalqalah*
- *Izhār*

وَمِنْ أَهْلِ الْكِتَابِ مَنْ إِنْ تَأْمَنَّهُ
بِقِنطَارٍ يُؤَدِّهِ إِلَيْكَ وَمِنْهُمْ مَنْ إِنْ
تَأْمَنَّهُ بِيَدِينَارٍ لَا يُؤَدِّهِ إِلَيْكَ إِلَّا مَا
دُمَّتْ عَلَيْهِ قَائِمًا ذَلِكَ بِأَنَّهُمْ قَالُوا
لَيْسَ عَلَيْنَا فِي الْأُمِّيَّنَ سَبِيلٌ وَيَقُولُونَ



عَلَى اللَّهِ الْكَذِبَ وَهُمْ يَعْلَمُونَ ﴿٧٥﴾ بَلَىٰ
مَنْ أَوْفَىٰ بِعَهْدِهِ وَأَتَىٰ فَإِنَّ اللَّهَ يُحِبُّ
الْمُتَّقِينَ ﴿٧٦﴾ إِنَّ الَّذِينَ يَشْتَرُونَ بِعَهْدِ
اللَّهِ وَأَيْمَانِهِمْ ثَمَنًا قَلِيلًا أُولَٰئِكَ لَا
خَلَقَ لَهُمْ فِي الْأٰخِرَةِ وَلَا يُكَلِّمُهُم
اللَّهُ وَلَا يَنْظُرُ إِلَيْهِمْ يَوْمَ الْفِتْمَةِ وَلَا
يُزَكِّيهِمْ وَلَهُمْ عَذَابٌ أَلِيمٌ ﴿٧٧﴾ وَإِنَّ مِنْهُمْ
لَفَرِيقًا يَلُودُونَ أَلْسِنَتَهُم بِالْكِتَابِ



لِتَحْسَبُوهُ مِنْ الْكِتَابِ وَمَا هُوَ مِنْ
الْكِتَابِ وَيَقُولُونَ هُوَ مِنْ عِنْدِ اللَّهِ
وَمَا هُوَ مِنْ عِنْدِ اللَّهِ ^{صَلِّ} وَيَقُولُونَ عَلَى
اللَّهِ الْكُذِبَ وَهُمْ يَعْلَمُونَ ﴿٧٨﴾ (3:75-78)

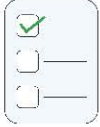


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LESSON 4 - WEEK 1 OF 3

أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ ﴿١﴾ بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿٢﴾



- Rules of *nūn sākin* and *tanwīn*: *Idghām* without *ghunnah*

Click or Scan me



IDGHĀM (MERGE)



Show the alphabet on the board or PowerPoint – circle or highlight the 6 *idghām* letters.

يَرْمَلُونَ

They are the *yarmalūn* letters. When *nūn sākin* or *tanwīn* come before the *yarmalūn* letters, the ‘na’ sound is merged with the next letter.

Two of the letters (in pink) ر and ل, merge **completely**. This is called *idghām kāmil* or *idghām* without *ghunnah*.

There is no ‘na’ sound at all. This means there is no *ghunnah* or nasal sound.

In the *muṣḥaf*, the *nūn sākin* and *tanwīn* before *idghām* letters will appear as per the image below.

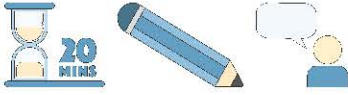
	<i>Tanwīn</i>	<i>Nūn sākin</i>
<i>Idghām</i>	ـَـ ِـ ِـ	ن



In the *muṣḥaf*, the ر and ل appear with a *shaddah* on it. For example:

مِنْ لَّدُنكَ	هُوَ خَيْرًا لَّهُمْ	ل
مِنْ رَبِّكُمْ	زَبَدًا رَّابِيًا	ر

وَأَنَّهُ لَدَّحِقٌ مِّن رَّبِّكَ
إِنَّ فِي ذَلِكَ لَآيَةً لَّكُمْ
إِنَّ اللَّهَ غَفُورٌ رَّحِيمٌ
قَالُوا ادْعُ لَنَا رَبَّكَ يُبَيِّنْ لَنَا مَا نَدْعُو



Look for examples of *idghām* without *ghunnah* in the passage below by firstly looking for *nūn sākin* or *tanwīn*. If you spot either one, check if the letter after it is one of the 2 letters of *idghām* without *ghunnah* (ر or ل). If yes, then circle it. If not, you can leave it for now. Recite the *āyāt* with the examples you find.

فَتَوَلَّى عَنْهُمْ وَقَالَ يَاقَوْمِ لَقَدْ أَبْلَغْتُكُمْ

رِسَالَةَ رَبِّي وَنَصَحْتُ لَكُمْ وَلَكِنْ لَا

تُحِبُّونَ النَّصِيحِينَ ﴿٧٩﴾ (7:79)

وَإِلَى مَدْيَنَ أَخَاهُمْ شُعَيْبًا قَالَ يَاقَوْمِ

اعْبُدُوا اللَّهَ مَا لَكُمْ مِنْ إِلَهٍ غَيْرُهُ ^{صَلِّ}

قَدْ جَاءَتْكُمْ بَيِّنَةٌ مِنْ رَبِّكُمْ فَأَوْفُوا ^{صَلِّ}



الْكَيْلَ وَالْمِيزَانَ وَلَا تَبْخَسُوا النَّاسَ
أَشْيَاءَهُمْ وَلَا تُفْسِدُوا فِي الْأَرْضِ بَعْدَ
إِصْلَاحِهَا ذَلِكُمْ خَيْرٌ لَكُمْ إِنْ كُنْتُمْ
مُؤْمِنِينَ ﴿٨٥﴾ (7:85)

وَإِنْ كَانَ طَآئِفَةٌ مِّنكُمْ سَأَلُوا بِالَّذِي
أُرْسِلْتُمْ بِهِ وَطَآئِفَةٌ لَّمْ يُؤْمِنُوا
فَأَصْبِرُوا حَتَّىٰ يَحْكُمَ اللَّهُ بَيْنَنَا وَهُوَ



خَيْرُ الْحَكِيمِينَ ﴿٨٧﴾ (7:87)

وَقَالَ الْمَلَأُ الَّذِينَ كَفَرُوا مِنْ

قَوْمِهِ لَئِنِ اتَّبَعْتُمْ شُعَيْبًا إِنَّكُمْ إِذَا

لَأَخْسِرُونَ ﴿٩٠﴾ (7:90)

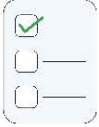


Practice reciting the verses from today's lesson each day this week. To achieve the best results, the parents should be partners on the student's Qur'an recitation journey.



LESSON 4 - WEEK 2 OF 3

أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ ﴿١﴾ بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ ﴿٢﴾



- Rules of *nūn sākin* and *tanwīn*: *Idghām* with *ghunnah*



The other four *idghām* letters (in green) (*yanmū*) only merge **partially** with the *nūn sākin* or *tanwīn*. This is called *idghām nāqış* or incomplete *idghām*. When doing so, a *ghunnah* or nasal sound is pronounced for 2 counts. In the *muṣḥaf*, a *shaddah* will not be visible on the letters ی and و. For example:

أَمَّنْ يُجِيبُ	يَوْمًا يَجْعَلُ	ي
لَنْ نُدْخُلَهَا أَبَدًا	عَذَابًا نُكْرًا	ن
مِنْ مَالِ اللَّهِ	كِتَابًا مُّوَجَّلًا	م
مِنْ وَاقٍ	طَيِّبًا وَأَشْكُرُوا	و



وَلَوْ شَاءَ اللَّهُ لَجَعَلَكُمْ أُمَّةً وَاحِدَةً وَلَكِن

وَمِنَ النَّاسِ مَن يَقُولُ

وَإِن مِّنْ أَهْلِ الْكِتَابِ

مَا جَعَلَ اللَّهُ مِنْ بَحِيرَةٍ وَلَا سَائِبَةٍ وَلَا

وَصِيلَةٍ وَلَا حَامٍ وَلَكِنَّ



Look for examples of *idghām* with *ghunnah* in the passage below by firstly looking for *nūn sākin* or *tanwīn*. If you spot either one, check if the letter after it is one of the 4 letters of *idghām* with *ghunnah* (ي, ن, م or و). If yes, then circle it. If not, you can leave it for now. Recite the *āyāt* with the examples you find.

وَمَا أَرْسَلْنَا فِي قَرْيَةٍ مِّنْ نَّبِيٍّ إِلَّا أَخَذْنَا

أَهْلَهَا بِالْبَأْسَاءِ وَالضَّرَّاءِ لَعَلَّهُمْ



يَضْرَعُونَ ﴿٩٤﴾ ثُمَّ بَدَّلْنَا مَكَانَ السَّيِّئَةِ

الْحَسَنَةَ حَتَّىٰ عَفَوْا وَقَالُوا قَدْ مَسَّ

ءَابَاءَنَا الضَّرَّاءُ وَالسَّرَّاءُ فَأَخَذْنَاهُمْ

بَغْتَةً وَهُمْ لَا يَشْعُرُونَ ﴿٩٥﴾ وَلَوْ أَنَّ أَهْلَ

الْقُرَىٰ ءَامَنُوا وَاتَّقَوْا لَفَتَحْنَا عَلَيْهِم

بَرَكَاتٍ مِّنَ السَّمَاءِ وَالْأَرْضِ وَلَٰكِن

كَذَّبُوا فَأَخَذْنَاهُمْ بِمَا كَانُوا يَكْسِبُونَ

﴿٩٦﴾ أَفَأَمِنَ أَهْلُ الْقُرَىٰ أَنْ يَأْتِيَهُمْ



بِأَسْنَا بَيْتًا وَهُمْ نَائِمُونَ ﴿٩٧﴾ وَأَمِنَ

أَهْلُ الْقُرَىٰ أَن يَأْتِيَهُمْ بَأْسُنَا ضُحَىٰ

وَهُمْ يَلْعَبُونَ ﴿٩٨﴾ أَفَأَمِنُوا مَكْرَ اللَّهِ فَلَا

يَأْمَنُ مَكْرَ اللَّهِ إِلَّا الْقَوْمُ الْخَاسِرُونَ

﴿٩٩﴾ أَوَلَمْ يَهْدِ لِلَّذِينَ يَرِثُونَ الْأَرْضَ

مِن بَعْدِ أَهْلِهَا أَن لَّوْ نَشَاءُ لَنُصَبِّنَهُمْ

بِذُنُوبِهِمْ وَنَطْبَعُ عَلَي قُلُوبِهِمْ فَهُمْ لَا

يَسْمَعُونَ ﴿١٠٠﴾ (7:94-100)



Practice reciting the verses from today's lesson each day this week. To achieve the best results, the parents should be partners on the student's Qur'an recitation journey.

SAMPLE CURRICULUM



LESSON 4 - WEEK 3 OF 3



Practice recitation of the following passage, paying attention to all the rules you have learnt so far. These include:

- *Nūn ghunnah*
- *Mīm ghunnah*
- Rule of majestic word Allah
- *Isti'lā'* letters (Triangle letters)
- *Qalqalah*
- *Izhār*
- *Idghām*

هُوَ الَّذِي أَنْزَلَ عَلَيْكَ الْكِتَابَ مِنْهُ
آيَاتٌ مُحْكَمَاتٌ هُنَّ أُمُّ الْكِتَابِ وَأُخْرُ
مُتَشَبِهَاتٌ ^{صَلِّ}فَأَمَّا الَّذِينَ فِي قُلُوبِهِمْ زَيْغٌ
فَيَتَّبِعُونَ مَا تَشَبَهَ مِنْهُ ابْتِغَاءَ الْبِشَىةِ
وَأَبْتِغَاءَ تَأْوِيلِهِ ^{صَلِّ}وَمَا يَعْلَمُ تَأْوِيلَهُ إِلَّا



اللَّهُ وَالرَّاسِخُونَ فِي الْعِلْمِ يَقُولُونَ ءَامَنَّا
بِهِ كُلٌّ مِّنْ عِنْدِ رَبِّنَا وَمَا يَذَّكَّرُ إِلَّا
أُولُو الْأَلْبَابِ ﴿٧﴾ رَبَّنَا لَا تُزِغْ قُلُوبَنَا
بَعْدَ إِذْ هَدَيْتَنَا وَهَبْ لَنَا مِن لَّدُنكَ
رَحْمَةً إِنَّكَ أَنْتَ الْوَهَّابُ ﴿٨﴾ رَبَّنَا إِنَّكَ
جَامِعُ النَّاسِ لِيَوْمٍ لَا رَيْبَ فِيهِ إِنَّ اللَّهَ
لَا يُخْلِفُ الْمِيعَادَ ﴿٩﴾ إِنَّ الَّذِينَ كَفَرُوا
لَنْ تُغْنِيَ عَنْهُمْ أَمْوَالُهُمْ وَلَا أَوْلَادُهُمْ



مِّنَ اللَّهِ شَيْئًا وَأُولَٰئِكَ هُمُ وَقُودُ النَّارِ
كَذَّابٍ ءَالٍ فِرْعَوْنَ وَالَّذِينَ مِنْ
قَبْلِهِمْ كَذَّبُوا بِآيَاتِنَا فَآخَذَهُمُ اللَّهُ
بِذُنُوبِهِمْ ^{قُل} وَاللَّهُ شَدِيدُ الْعِقَابِ ﴿١١﴾ قُلْ
لِلَّذِينَ كَفَرُوا سَتُغْلَبُونَ وَتُحْشَرُونَ
إِلَىٰ جَهَنَّمَ ^{صَلِّ} وَبِئْسَ الْمِهَادُ ﴿١٢﴾ تَدَّ كَانَتْ
لَكُمْ ءَايَةٌ فِي فِئَتَيْنِ اللَّتَقَتَا فِئَةٌ نَّزَّلْنَا
فِي سَبِيلِ اللَّهِ وَأُخْرَىٰ كَافِرَةٌ يَرَوْنَهُمْ



مِثْلِيهِمْ رَأَى الْعَيْنُ وَاللَّهُ يُؤَيِّدُ بِنَصَرِهِ

مَنْ يَشَاءُ إِنَّ فِي ذَلِكَ لَعِبْرَةً لِّأُولِي

الْأَبْصَارِ ﴿١٣﴾ زَيْنَ لِلنَّاسِ حُبُّ الشَّهَوَاتِ

مِنَ النِّسَاءِ وَالْبَنِينَ وَالْقَنَاطِيرِ

الْمُقَنْطَرَةِ مِنَ الذَّهَبِ وَالْفِضَّةِ وَالْخَيْلِ

الْمُسَوَّمَةِ وَالْأَنْعَامِ وَالْخُرْتِ ذَٰلِكَ

مَتَاعُ الْحَيَاةِ الدُّنْيَا وَاللَّهُ عِنْدَهُ

حُسْنُ الْمَعَابِ ﴿١٤﴾ (3:7-14)



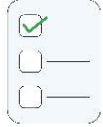
Practice reciting the verses from today's lesson each day this week. To achieve the best results, the parents should be partners on the student's Qur'an recitation journey.

SAMPLE CURRICULUM



LESSON 5

أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ ﴿١﴾ بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿٢﴾



- Rules of *nūn sākin* and *tanwīn*: *lqlāb*

Click or Scan me



IQLĀB (CHANGE)



The students have covered this rule in level 1 of the manual, where it was referred to as the 'floating *mīm*'.

- When a *nūn sākin* or *tanwīn*, is followed by the letter ب, the ن sound will be pronounced as a م with a *ghunnah* or *nasal sound* for 2 counts
- To indicate this, a small floating م is written between the ن and the ب. Effectively, the ن sound is changed to a م

مِنْ بَعْدِ

مِمْبَعْدِ

خَيْرٌ مِّمَّ بَصِيرٌ

خَيْرٌ مِّمَّ بَصِيرٌ



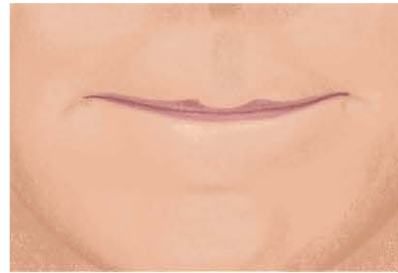
Whenever you see a floating *mīm*, you join it to the letter before it and pronounce it as a *mīm sākin*.

مِنْ بَيْتِكَ	مَشَاءٍ بِنَمِيمٍ	ب
وَاللَّهُ خَيْرٌ بِمَا تَعْمَلُونَ		
عَنْكُمْ مِّنْ بَعْدِ ذَلِكَ		

The *mīm sākin* sound should be pronounced with the lips like this:



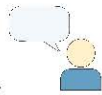
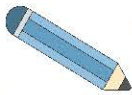
The lips should not be like this:





The table below shows how the *iqlāb* rule appears in the *mushaf*. There will be a small floating *mīm* instead of one of the *tanwīn* signs, and it will also appear instead of the *sākin* on top of the *nūn*:

	<i>Tanwīn</i>	<i>Nūn sākin</i>
<i>Iqlāb</i>	مَ مِ مٍ	نْ



Look for examples of *iqlāb* in the passage below by firstly looking for *nūn sākin* or *tanwīn*. If you spot either one, check if the letter after it is ب. If yes, then circle it. If not, you can leave it for now. Recite the *āyāt* with the examples you find.

إِنَّ الدِّينَ عِنْدَ اللَّهِ الْإِسْلَامُ وَمَا اخْتَلَفَ
الَّذِينَ أُوتُوا الْكِتَابَ إِلَّا مِنْ بَعْدِ
مَا جَاءَهُمُ الْعِلْمُ بَغْيًا بَيْنَهُمْ وَمَنْ
يَكْفُرْ بِآيَاتِ اللَّهِ فَإِنَّ اللَّهَ سَرِيعُ

الْحِسَابِ ﴿١٩﴾ (3:19)



يَوْمَ تَجِدُ كُلُّ نَفْسٍ مَّا عَمِلَتْ مِنْ خَيْرٍ

مُحْتَصِرًا وَمَا عَمِلَتْ مِنْ سُوءٍ تَوَدُّ لَوْ أَنَّ

بَيْنَهَا وَبَيْنَهُمْ أَمَدًا ^{قَلِيلًا} بَعِيدًا وَيُحَذِّرُكُمُ

اللَّهُ نَفْسَهُ ^{قَلِيلًا} وَاللَّهُ رَءُوفٌ بِالْعِبَادِ ﴿٣٠﴾

(3:30)

ذُرِّيَّةً ^{بَعْضُهَا مِنْ بَعْضٍ} ^{قَلِيلًا} وَاللَّهُ سَمِيعٌ

عَلِيمٌ ﴿٣٤﴾ (3:34)



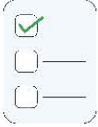
Practice reciting the verses from today's lesson each day this week. To achieve the best results, the parents should be partners on the student's Qur'an recitation journey.



LESSON 6 - WEEK 1 OF 2

أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ ﴿١﴾ بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿٢﴾

Click or Scan me



- Rules of *nūn sākin* and *tanwīn*: *ikhfā'*

IKHFĀ' (HIDE)



The remaining 15 letters are the *ikhfā'* letters. Show the letters on the board or PowerPoint, and circle or highlight the *ikhfā'* letters.

The best way to remember the *ikhfā'* letters is by process of elimination. Take away the throat letters, *yarmalūn* letters and the letter ب. The remainder are *ikhfā'* letters.

When *nūn sākin* (or *tanwīn*) come before the *ikhfā'* letters, the *nūn sākin* sound is hidden in the nose and pronounced with *ghunnah* for 2 counts, and the mouth is shaped in the form of the next letter. Please demonstrate this to the students using the examples on the following page.

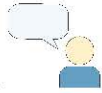
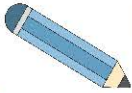
Remind the students what the *nūn sākin* and *tanwīn* before *ikhfā'* letters will look like in the *muṣḥaf*.

	<i>Tanwīn</i>	<i>Nūn sākin</i>
<i>Ikhfā'</i>		



أَلْحِنْتِ	ث
أَنْكَالًا	ك
فَأَنْجَهُ	ج
أَنْزَلَ	ز
فَمَنْ فَرَضَ	ف
ءَامَنْتُ	ت
مَنْضُودٍ	ص
يَسْطُرُونَ	ظ

نُنَشِرُهَا	ش
يَنْقَلِبَ	ن
مَنْ سَفِهَ	س
سُنْدُوسٍ	د
الْمُقَنْطَرَةَ	ط
مَنْصُورًا	ص
وَمِنْ ذُرِّيَّتِي	ذ



Look for examples of *ikhfā'* in the passage below by firstly looking for *nūn sākin* or *tanwīn*. If you spot either one, check if the letter after it is one of the *ikhfā'* letters. If yes, then circle it. If not, you can leave it for now. Recite the *āyāt* with the examples you find.

تِلْكَ الْقُرَىٰ نَقُصُّ عَلَيْكَ مِنْ أَنْبَاءِهَا^ج

وَلَقَدْ جَاءَتْهُمْ رُسُلُهُم بِالْبَيِّنَاتِ فَمَا

كَانُوا لِيُؤْمِنُوا بِمَا كَذَّبُوا مِنْ قَبْلُ^ج

كَذَلِكَ يَطْبَعُ اللَّهُ عَلَىٰ قُلُوبِ الْكَافِرِينَ

﴿١٠١﴾ وَمَا وَجَدْنَا لِأَكْثَرِهِمْ مِنْ عَهْدٍ^{صل}

وَإِنْ وَجَدْنَا أَكْثَرَهُمْ لَفَاسِقِينَ ﴿١٠٢﴾ ثُمَّ

بَعَثْنَا مِنْ بَعْدِهِم مُّوسَىٰ بِآيَاتِنَا إِلَىٰ



فِرْعَوْنَ وَمَلَئِيهِ فَظَلَمُوا بِهَا ^{صَلِّ} فَأَنْظِرْ

كَيْفَ كَانَ عَقِبَةُ الْمُفْسِدِينَ ﴿١٠٣﴾ وَقَالَ

مُوسَىٰ يَفِرْعَوْنَ إِنِّي رَسُولٌ مِّن رَّبِّ

الْعَالَمِينَ ﴿١٠٤﴾ خِصِّ عَلَىٰ أَنْ لَا أَقُولَ

عَلَى اللَّهِ إِلَّا الْحَقُّ قَدْ حَسَّبْتُمْ بَيْنَتِي

مِّن رَّبِّكُمْ فَأَرْسِلْ مَعِيَ بَنِي إِسْرَائِيلَ

﴿١٠٥﴾ قَالَ إِنْ كُنْتَ جِئْتَ بِآيَةٍ مِّن

بِهَا إِنْ كُنْتَ مِنَ الصَّادِقِينَ ﴿١٠٦﴾ فَأَلْقَىٰ



عَصَاهُ فَإِذَا هِيَ ثُعْبَانٌ مُّبِينٌ ﴿١٠٧﴾ وَنَزَعَ

يَدَهُ فَإِذَا هِيَ بَيْضَاءُ لِلنَّاظِرِينَ ﴿١٠٨﴾

قَالَ الْمَلَأُ مِنْ قَوْمِ فِرْعَوْنَ إِنَّ هَذَا

لَسَجْرٌ عَلِيمٌ ﴿١٠٩﴾ يُرِيدُ أَنْ يُخْرِجَكُمْ

مِّنْ أَرْضِكُمْ ^{صَلَّى} فَمَاذَا تَأْمُرُونَ ﴿١١٠﴾

قَالُوا أَرْجِهْ وَأَخَاهُ وَأَرْسِلْ فِي الْمَدَائِنِ

حَٰشِرِينَ ﴿١١١﴾ يَا تُوكَّ بِكُلِّ سَجْرٍ عَلِيمٍ

﴿١١٢﴾ وَجَاءَ السَّحَرَةُ فِرْعَوْنَ قَالُوا إِنَّ لَنَا



لَأَجْرًا إِن كُنَّا نَحْنُ الْغَالِبِينَ ﴿١١٣﴾ قَالَ

لَعْنُمْ وَإِنَّكُمْ لَمِنَ الْمُقَرَّبِينَ ﴿١١٤﴾ قَالُوا

يَمْوَسَّىٰ إِمَّا أَنْ تُلْقَىٰ وَإِمَّا أَنْ نَكُونَ

نَحْنُ الْمُلْقِينَ ﴿١١٥﴾ (7:101-115)



Practice reciting the verses from today's lesson each day this week. To achieve the best results, the parents should be partners on the student's Qur'an recitation journey.



LESSON 6 - WEEK 2 OF 2



Practice recitation of the following passage, paying attention to all the rules you have learnt so far. These include:

- *Nūn ghunnah*
- *Mīm ghunnah*
- Rule of majestic word Allah
- *Isti'lā'* letters (Triangle letters)
- Qalqalah
- *Izhār*
- *Idghām*
- *Iqlāb*
- *Ikhfā'*

إِذْ قَالَتْ أَمْرًا تُعِزُّنِي رَبِّ إِنِّي نَذَرْتُ
لَكَ مَا فِي بَطْنِي مُحَرَّرًا فَتَقَبَّلْ مِنِّي إِنَّكَ
أَنْتَ السَّمِيعُ الْعَلِيمُ ﴿٣٥﴾ فَلَمَّا وَضَعَتْهَا
قَالَتْ رَبِّ إِنِّي وَضَعْتُهَا أُنْثَىٰ وَاللَّهُ أَعْلَمُ



بِمَا وَضَعْتَ وَلَيْسَ الذَّكَرُ كَالْأُنثَى ^{صَلِّ}
وَإِنِّي سَمَّيْتُهَا مَرْيَمَ وَإِنِّي أُعِيدُهَا بِكَ
وَذُرِّيَّتَهَا مِنَ الشَّيْطَانِ الرَّجِيمِ ﴿٣٦﴾
فَتَقَبَّلَهَا رَبُّهَا بِقَبُولٍ حَسَنٍ وَأَنْبَتَهَا
نَبَاتًا حَسَنًا وَكَفَّلَهَا زَكَرِيَّا ^{صَلِّ} كَلَّمَا دَخَلَ
عَلَيْهَا زَكَرِيَّا الْمِحْرَابَ وَجَدَ عِنْدَهَا
رِزْقًا قَالَ يَمْرُؤُا أَنَّى لَكَ هَذَا قَالَتْ هُوَ ^{صَلِّ}
مِنْ عِنْدِ اللَّهِ إِنَّ اللَّهَ يَرْزُقُ مَنْ يَشَاءُ



بِغَيْرِ حِسَابٍ ﴿٣٧﴾ هُنَالِكَ دَعَا زَكَرِيَّا

رَبَّهُ ^{صلى} قَالَ رَبِّ هَبْ لِي مِنْ لَدُنْكَ ذُرِّيَّةً

طَيِّبَةً إِنَّكَ سَمِيعُ الدُّعَاءِ ﴿٣٨﴾ فَنَادَتْهُ

الْمَلَائِكَةُ وَهُوَ عَلَيْهِمْ سَلِيمٌ يُصَلِّي فِي الْمِحْرَابِ

أَنَّ اللَّهَ يُبَشِّرُكَ بِيحْيَى مُصَدِّقًا بِكَلِمَةٍ

مِّنَ اللَّهِ وَسَيِّدًا وَحَصُورًا وَنَبِيًّا مِّنَ

الصَّالِحِينَ ﴿٣٩﴾ قَالَ رَبِّ أَنَّى يَكُونُ لِي

عُلْمٌ وَقَدْ بَلَغَنِيَ الْكِبَرُ وَأَمْرَاتِي عَاقِرٌ ^{صلى}



قَالَ كَذَلِكَ اللَّهُ يَفْعَلُ مَا يَشَاءُ ﴿٤٠﴾

قَالَ رَبِّ اجْعَلْ لِي آيَةً ۖ قَالَ آيَاتُكَ

أَلَّا تُكَلِّمَ النَّاسَ ثَلَاثَةَ أَيَّامٍ إِلَّا رَمَزًا

وَأَذْكَرَ رَبَّكَ تَبِيرًا ۚ وَسَبِّحْ بِالْعِشِيِّ

وَالْإِبْكَرِ ﴿٤١﴾ (3:35-41)



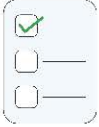
Practice reciting the verses from today's lesson each day this week. To achieve the best results, the parents should be partners on the student's Qur'an recitation journey.



LESSON 7 - WEEK 1 OF 2

أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ ﴿١﴾ بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ ﴿٢﴾

Click or Scan me



- Rules of *mīm sākin*: *Idghām shafawī* and *ikhfā' shafawī*



Mīm sākin is pronounced differently depending on which letter comes after it.

In some books, you might see the word '*shafawī*' i.e. 'from the lips' written after the words above. This is because the letter م is pronounced with the two lips.

م	<i>Idghām Shafawī</i>
ب	<i>Ikhfā' Shafawī</i>
The rest of the letters	<i>Izhār Shafawī</i>



A. IDGHĀM SHAFAWĪ

If the letter م comes after *mīm sākin* (a *mīm sākin* is at the end of a word and a *mīm shaddah* is at the beginning of the next word) the two م merge together and are pronounced with *ghunnah* or nasal sound for 2 counts.

In the *muṣḥaf*, the *sākin* will not be visible on top of the letter م when it is followed by *ikhfā'* and *idghām* letters (i.e ن and ب).

وَلَهُمْ مَا يَشْتَهُونَ

بِأُتَيْنَكُم مِّنِّي

Remind the students that we also recite *mīm shaddah* with *ghunnah* for 2 counts when it appears in the Qur'an in single words (this was taught at beginner level).





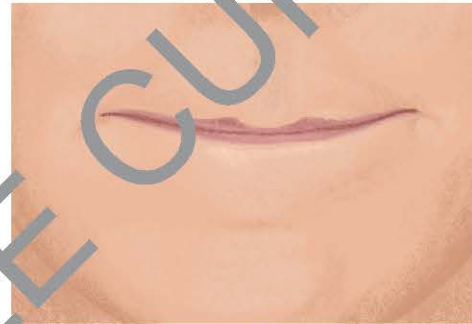
B. IKHFĀ' SHAFAWĪ

In the *muṣḥaf*, the *sākin* will not be visible on top of the letter م when it is followed by *ikhfā'* and *idghām* letters (i.e ن and ب).

If the letter ب comes after *mīm sākin* (the م at the end of a word and the ب at the beginning of the next word) the letter م is pronounced with *ghunnah* or nasal sound for 2 counts. The lips should be closed but not pressed together, like this:

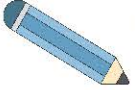


The lips should **not** be like this:



يَعْتَصِمُ بِاللَّهِ

ءَاتَيْنَاكُمْ بِقُوَّةٍ



Look for examples of *idghām shafawī* and *ikhfā' shafawī* in the passage below. First look for the letter م that appears without a *sukūn*. If you spot one, check if the letter after it is either a م or ب. If yes, then circle it. If not, you can leave it for now.

Recite the passage below, paying special attention to the pronunciation of *idghām shafawī* and *ikhfā' shafawī*.

إِنَّ الَّذِينَ كَفَرُوا لَنْ تُغْنِيَ عَنْهُمْ

أَمْوَالُهُمْ وَلَا أَوْلَادُهُمْ مِّنَ اللَّهِ شَيْئًا

وَأُولَئِكَ هُمُ وَقُودُ النَّارِ ﴿١٠﴾ (3:10)

قَدْ كَانَ لَكُمْ آيَةٌ فِي فِئَتِيںِ الَّتِي تَقَاتَا

فِئَةٌ تَقَاتَلَتْ فِي سَبِيلِ اللَّهِ وَأُخْرَى دَافِرَةٌ

يَرَوْنَهُمْ مِّثْلَيْهِمْ رَأَى الْعَيْنِ وَاللَّهُ يُؤَيِّدُ



بِنَصْرِهِ مَنْ يَشَاءُ إِنَّ فِي ذَلِكَ لَعِبْرَةً

لِلَّذِينَ لَا يُبْصِرُونَ ﴿١٣﴾ (3:13)

إِنَّ الَّذِينَ يَكْفُرُونَ بِآيَاتِ اللَّهِ

وَيَقْتُلُونَ النَّبِيَّاتِ بِغَيْرِ حَقٍّ وَيَقْتُلُونَ

الَّذِينَ يَأْمُرُونَ بِالْقِسْطِ مِنَ النَّاسِ

فَبَشِّرْهُمْ بِعَذَابٍ أَلِيمٍ ﴿٢١﴾ أُولَٰئِكَ الَّذِينَ

حَبِطَتْ أَعْمَالُهُمْ فِي الدُّنْيَا وَالْآخِرَةِ وَمَا



لَهُمْ مِّنْ نَّصِيرِينَ ﴿٢٢﴾ أَلَمْ تَرَ إِلَى الَّذِينَ

أَرْسَلْنَا نُصِيْبًا مِّنَ الْكِتَابِ يُدْعَوْنَ إِلَىٰ

كِتَابِ اللَّهِ لِيَحْكُمَ بَيْنَهُمْ ثُمَّ يَتَوَلَّىٰ

فَرِيقٌ مِّنْهُمْ وَهُمْ مُّعْرِضُونَ ﴿٢٣﴾ ذَلِكَ

بِأَنَّهُمْ قَالُوا لَنْ نَمَسَّنَا النَّارَ إِلَّا أَيَّامًا

مَّعْدُودَاتٍ ^{صَلِّ} وَغَرَّهُمْ فِي دِينِهِمْ مَا كَانُوا

يَفْتَرُونَ ﴿٢٤﴾ (3:21-24)

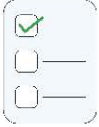


Practice reciting the verses from today's lesson each day this week. To achieve the best results, the parents should be partners on the student's Qur'an recitation journey.



LESSON 7 - WEEK 2 OF 2

أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ ﴿١﴾ بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ ﴿٢﴾



- Rules of *mīm sākin*: *Izhār shafawī*

C. IZHĀR SHAFAWĪ



If any of the other letters of the Arabic alphabet (except م and ب) come after a *mīm sākin*, they are pronounced with *izhār* (clearly).

In the *muṣḥaf*, the *sākin* will be visible on top of the letter م when it is followed by *izhār* letters.

وَإِذَا قِيلَ لَهُمْ مِمَّنْ أُمَّ

سَيَدْخُلُهُمْ جَنَّتٍ

وَوَظَنْتُمْ ظَنَّ السَّوْءِ

جَعَلَكُمْ خُلَفَاءَ



رَمَزَا فَهَمْ غَفِلُونَ

أَمْ أَنْتُمْ صَمِتُونَ

وَقَوْلِهِمْ قُلُوبُنَا

Students often make these **common mistakes** when reciting words with *mīm sākin*. It is important to be aware of them and guide the students accordingly.

- They extend the *mīm sākin* sound needlessly, especially when *izhār* letters come after it (i.e. all letters except ن and ب)

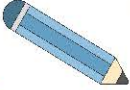
صِرَاطَ الَّذِينَ أَنْعَمْتَ عَلَيْهِمْ

- They apply *qālah* (echo) to *mīm sākin*

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ

- They apply *ghunnah* to letters that should be pronounced clearly (*izhār*) after *mīm sākin*. This is especially common with the letters و and ف

هُمْ فِيهَا خَالِدُونَ



Look for examples of *izhār shafawī* in the passage below. Look for the letter *mīm sākin* that is followed by any letter except a م or ب. Circle it.

Recite the passage below, paying special attention to the pronunciation of *izhār shafawī*.

إِنَّ اللَّهَ رَبِّي وَرَبُّكُمْ فَأَعْبُدُوهُ هَذَا

صِرَاطٌ مُسْتَقِيمٌ ﴿٥١﴾ (3:51)

إِذْ قَالَ اللَّهُ يَاعِبَادِي أَنِّي مَتَّوَفِيكَ

وَرَأَفِعُكَ إِلَيَّ وَمُطَهِّرُكَ مِنَ الَّذِينَ

كَفَرُوا وَجَاعِلُ الَّذِينَ اتَّبَعُوكَ فَوْقَ

الَّذِينَ كَفَرُوا إِلَى يَوْمِ الْقِيَامَةِ ثُمَّ إِلَيَّ



مَرَجِعُكُمْ فَأَحْكُمُ بَيْنَكُمْ فِيمَا

كُنْتُمْ فِيهِ تَخْتَلِفُونَ ﴿٥٥﴾ (3:55)

الْحَقُّ مِنْ رَبِّكَ فَلَا تَكُنْ مِنْ

الْمُمْتَرِينَ ﴿٦٠﴾ (3:60)

قُلْ يَا أَهْلَ الْكِتَابِ تَعَالَوْا إِلَى كَلِمَةٍ

سَوَاءٍ بَيْنَنَا وَبَيْنَكُمْ أَلَّا نَعْبُدَ إِلَّا اللَّهَ

وَلَا نُشْرِكَ بِهِ شَيْئًا وَلَا يَتَّخِذَ بَعْضُنَا



بَعْضًا أَرْبَابًا مِّن دُونِ اللَّهِ فَإِن تَوَلَّوْا

فَقُولُوا أَشْهَدُوا بِأَنَّا مُسْلِمُونَ ﴿٦٤﴾ (3:64)

هَآأَنْتُمْ هَآءِهِمْ حَآجَجْتُمْ فِيمَا لَكُمْ

بِهِ عِلْمٌ فَلِمَ لِيَا جُؤُونَ فِيمَا لَيْسَ

لَكُمْ بِهِ عِلْمٌ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا

تَعْلَمُونَ ﴿٦٦﴾ (3:66)

وَدَّتْ طَآئِفَةٌ مِّنْ أَهْلِ الْكِتَابِ لَوَّ



يُضِلُّونَكُمْ وَمَا يُضِلُّونَ إِلَّا أَنفُسَهُمْ

وَمَا يَشْعُرُونَ ﴿٦٩﴾ يَا أَهْلَ الْكِتَابِ لِمَ

تَكْفُرُونَ بِآيَاتِ اللَّهِ وَأَنْتُمْ تَشْهَدُونَ

﴿٧٠﴾ يَا أَهْلَ الْكِتَابِ لِمَ تَلْبِسُونَ الْحَقَّ

بِالْبَاطِلِ وَتَكْتُمُونَ الْحَقَّ وَأَنْتُمْ

تَعْلَمُونَ ﴿٧١﴾ (3:69-71)

وَلَا تُؤْمِنُوا إِلَّا لِمَنْ تَبِعَ دِينَكُمْ قُلْ إِنْ



الْهُدَىٰ هُدَىٰ اللَّهِ أَنْ يُؤْتَىٰ أَحَدٌ مِّثْلَ مَا

أُوْتِيْتُمْ أَوْ يُجَاجُوكُمْ عِنْدَ رَبِّكُمْ قُلْ

إِنَّ الْفَضْلَ بِيَدِ اللَّهِ يُؤْتِيهِ مَنْ يَشَاءُ

وَاللَّهُ وَاسِعٌ عَلِيمٌ ﴿٧٣﴾ (3:73)

وَمِنْ أَهْلِ الْكِتَابِ مَنْ إِنْ تَأْمَنَهُ بِقِنطَارٍ

يُؤَدِّهِ إِلَيْكَ وَمِنْهُمْ مَنْ إِنْ تَأْمَنَهُ

بِدِينَارٍ لَا يُؤَدِّهِ إِلَيْكَ إِلَّا مَا دُمْتَ



عَلَيْهِ قَائِمًا قَلَّ ذَٰلِكَ بِأَنَّهُمْ قَالُوا لَيْسَ

ظَلِيمًا فِي الْأُمِّيِّينَ سَبِيلٌ وَيَقُولُونَ عَلَى

اللَّهِ الْكُذِبَ وَهُمْ يَعْلَمُونَ ﴿٧٥﴾ (3:75)

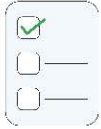


Practice reciting the verses from today's surah on each day this week. To achieve the best results, the parents should be partners on the student's Qur'an recitation journey.



LESSON 8 - WEEK 1 OF 2

أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ ﴿١﴾ بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿٢﴾



- Rules of the letter ر

Click or Scan me



The letter ر is pronounced differently depending on its characteristics in a word or phrase. It can either be pronounced as:

- **Light** ر – the mouth is empty and the lips make a slight smile
- **Heavy** ر – the mouth is full and the tongue is raised

SAMPLE CURRICULUM



A. ḤARAKAH ON THE LETTER ر

When ر has a *kasrah* on it, it is pronounced as a **light** ر

كِرِيمٌ

رِزْقٌ

زِكْرٌ

أَمْرٌ

أَجْرٌ

أَبْرٌ

When ر has a *fathah* or *dammah* on it, it is pronounced as a **heavy** ر

كَفَرُوا

صِرَاطٌ

وَسُؤْلُهُ

أَبْرَاهِيمَ

يَفِرُّ

رَبِّهِمْ

رَمَضَانَ

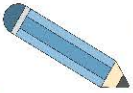
رَبِّكَ

رَبِّكُمْ

أَكْثَرُ

حَرَمٌ

أَكْثَرَهُمْ



Look for examples of heavy () and light () in the passage below. Circle them in a different colour and then recite the passage, paying attention to the correct pronunciation.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿١﴾ أَقْتَرَبَتْ

السَّاعَةُ وَأَنْشَقَّ الْقَمَرُ ﴿٢﴾ وَإِنْ يَرَوْا

آيَةً يُعْرِضُوا وَيَقُولُوا سِحْرٌ مُّسْتَمِرٌّ

﴿٣﴾ وَكَذَّبُوا وَاتَّبَعُوا أَهْوَاءَهُمْ وَكُلُّ أُمَّرٍ

مُّسْتَقِرٌّ ﴿٤﴾ وَلَقَدْ جَاءَهُمْ مِنَ الْأَنْبَاءِ

مَا فِيهِ مِزْجٌ جَرُّ ﴿٥﴾ حِكْمَةٌ بَالِغَةٌ

فَمَا تُغْنِ النَّذْرُ ﴿٦﴾ فَتَوَلَّ عَنْهُمْ يَوْمَ



يَدْعُ الدَّاعِ إِلَى شَيْءٍ نُّكْرٍ ﴿٦﴾ خُشَعًا

أَبْجَرُهُمْ يَخْرُجُونَ مِنَ الْأَجْدَاثِ

كَأَنَّهُمْ جَرَادٌ مُنْتَشِرٌ ﴿٧﴾ مَهْطِعِينَ إِلَى

الدَّاعِ صَلَّى يَقُولُ الْكَاذِبُونَ هَذَا يَوْمٌ عَسِرٌ

﴿٨﴾ * كَذَّبَتْ قَبْلَهُمْ تَوْمَ نُوحٍ فَكَذَّبُوا

عَبْدَنَا وَقَالُوا مُجْنُونَ وَازدُجِرَ ﴿٩﴾ فَدَعَا

رَبَّهُ أَنِّي مَغْلُوبٌ فَأَنْتَصِرُ ﴿١٠﴾ فَفَتَحْنَا

أَبْوَابَ السَّمَاءِ بِمَاءٍ مُنْهَمِرٍ ﴿١١﴾ وَفَجَّرْنَا



الْأَرْضِ عُيُونًا فَالْتَقَى الْمَاءُ عَلَى أَمْرٍ

قَدِيرٍ ﴿١٢﴾ وَحَمَلْنَاهُ عَلَى ذَاتِ أَلْوَجٍ

وَدُسْرٍ ﴿١٣﴾ تَجْرِي بِأَعْيُنِنَا جَزَاءً لِمَنْ

كَانَ كُفِرَ ﴿١٤﴾ وَلَقَدْ تَرَكْنَاهَا آيَةً

فَهَلْ مِنْ مُدْكِرٍ ﴿١٥﴾ فَكَيْفَ كَانَ عَذَابِي

وَنُذْرٍ ﴿١٦﴾ وَلَقَدْ يَسَّرْنَا الْقُرْءَانَ لِلذِّكْرِ

فَهَلْ مِنْ مُدْكِرٍ ﴿١٧﴾ كَذَّبَتْ عَادٌ فَكَيْفَ

كَانَ عَذَابِي وَنُذْرٍ ﴿١٨﴾ إِنَّا أَرْسَلْنَا عَلَيْهِمْ



رِيحًا صَرْصَرًا فِي يَوْمٍ نَحْسٍ مُّسْتَمِرٍّ

تَنْزِعُ النَّاسَ كَأَنَّهُمْ أُعْجَازُ نَخْلٍ ﴿٢٩﴾

مُنْقَعِرٍ ﴿٣٠﴾ فَكَيْفَ كَانَ عَذَابِي وَنُذْرٍ

﴿٣١﴾ وَلَقَدْ يَسَّرْنَا الْقُرْءَانَ لِلذِّكْرِ فَهَلْ

مِنْ مُّدَكِرٍ ﴿٣٢﴾ كَذَّبَتْ ثَمُودُ بِالنُّذْرِ

﴿٣٣﴾ فَقَالُوا أَبَشَرًا مِنَّا وَاحِدًا نَتَّبِعُهُ

إِنَّا إِذَا لَفِيَ ضَلَالٍ وَسُعْرٍ ﴿٣٤﴾ أَعْمَى

الذِّكْرُ عَلَيْهِ مِنْ بَيْنِنَا بَلْ هُوَ كَذَّابٌ



أَشْرُ ٢٥ سَيَعْلَمُونَ غَدًا مِّنَ الْكَذَّابِ

الْأَشْرُ ٢٦ إِنَّا مُرْسِلُوا النَّاقَةِ فِتْنَةً لَهُمْ

فَأَرْتَقِبْهُمْ وَأَصْطَبِرْ ٢٧ وَنَبِّئْهُمْ أَنَّ

الْمَاءَ قِسْمَةٌ بَيْنَهُمْ كُلٌّ شَرِبَ مِمَّا حَتَّضَرُّ

٢٨ فَنَادَوْا صَاحِبَهُمْ فَتَعَاطَى فَعَقَرَ

٢٩ فَكَيْفَ كَانَ عَذَابِي وَنَذِيرِي ٣٠ إِنَّا

أَرْسَلْنَا عَلَيْهِمْ صَيْحَةً وَاحِدَةً فَكَانُوا

كَهَشِيمٍ الْمُحْتَظِرِ ٣١ وَلَقَدْ يَسَّرْنَا



الْقُرَّاءَانَ لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ ﴿٣٢﴾

كُنْتُ قَوْمٌ لُوطٍ بِالنُّذْرِ ﴿٣٣﴾ إِنَّا أَرْسَلْنَا

عَلَيْهِمْ حَامِبًا إِلَّا عَالَ لُوطٍ نُجَيْنَاهُمْ

بِسِحْرِ ﴿٣٤﴾ نِعْمَةٌ مِّنْ عِنْدِنَا كَذَلِكَ

نَجْزِي مَنْ شَكَرَ ﴿٣٥﴾ وَلَقَدْ أَنْذَرَهُمْ

بَطْشَتَنَا فَتَمَارَوْا بِالنُّذْرِ ﴿٣٦﴾ وَلَقَدْ

رَأَوْدُوهُ عَنِ ضَيْفِهِ فَطَمَسْنَا أَعْيُنَهُمْ

فَذُوقُوا عَذَابِي وَنُذِرِ ﴿٣٧﴾ وَلَقَدْ صَبَّحَهُمْ



بُكْرَةً عَذَابٌ مُسْتَقِرٌّ ﴿٣٨﴾ فَذُوقُوا

عَذَابِي وَنُذِرٍ ﴿٣٩﴾ وَلَقَدْ يَسَّرْنَا الْقُرْءَانَ

لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ ﴿٤٠﴾ وَلَقَدْ جَاءَ

ءَالَ فِرْعَوْنَ النُّذُرُ ﴿٤١﴾ كَذَّبُوا بِآيَاتِنَا

كُلِّهَا فَأَخَذْنَاهُمْ أَخْذَ عَزِيزٍ مُقْتَدِرٍ ﴿٤٢﴾

أَكْفَارُكُمْ خَيْرٌ مِّنْ أَوْلَادِكُمْ أُمَّ

لَكُمْ بَرَاءَةٌ فِي الزُّبُرِ ﴿٤٣﴾ أَمْ يَقُولُونَ

نَحْنُ جَمِيعٌ مُنْتَصِرُونَ ﴿٤٤﴾ سَيُهْزَمُ الْجَمْعُ



وَيُولُونَ الدُّبُرَ ﴿٤٥﴾ بَلِ السَّاعَةُ مَوْعِدُهُمْ
وَالسَّاعَةُ أَدْهَىٰ وَأَمَرٌ ﴿٤٦﴾ إِنَّ الْمُجْرِمِينَ
فِي ضَلَالٍ وَسُعُرٍ ﴿٤٧﴾ يَوْمَ يُسْحَبُونَ فِي
النَّارِ عَلَىٰ وُجُوهِهِمْ ذُقُوا مَسَّ سَقَرٍ
﴿٤٨﴾ إِنَّا كُلَّ شَيْءٍ خَلَقْنَاهُ بِقَدَرٍ ﴿٤٩﴾ وَمَا
أَمَرْنَا إِلَّا وَاحِدَةً كَلِمِجٍ بِالبَصَرِ ﴿٥٠﴾ وَلَقَدْ
أَهْلَكْنَا أَشْيَاعَكُمْ فَهَلْ مِنْ مَدَّكِرٍ ﴿٥١﴾
وَكُلُّ شَيْءٍ فَعَلُوهُ فِي الزُّبُرِ ﴿٥٢﴾ وَكُلُّ صَغِيرٍ



وَكَبِيرٍ مُّسْتَظَرٍّ ﴿٥٣﴾ إِنَّ الْمُتَّقِينَ فِي جَنَّاتٍ

وَأَنْهَارٍ ﴿٥٤﴾ فِي مَقْعَدٍ صِدْقٍ عِنْدَ مَلِكٍ

مُقْتَدِرٍ ﴿٥٥﴾ (54:1-55)



Practice reciting the verses from today's lesson each day this week. To achieve the best results, the parents should be partners on the student's Qur'an recitation journey.

SAMPLE CURRICULUM



LESSON 8 - WEEK 2 OF 2



Practice recitation of the following passage, paying attention to all the rules you have learnt so far.

B. SĀKIN ON THE LETTER ر

- When the letter ر has a *sākin* on it, the letter before it should be looked at to determine whether it should be pronounced as a heavy or light ر

If the letter before ر *sākin* has a *kasrah* on it, the ر *sākin* is pronounced as a **light** ر

وَأَصْبِرْ

فِرْعَوْنَ

وَأَصْطَبِرْ

If the letter before ر *sākin* has a *fathah* or *dammah* on it, the ر *sākin* is pronounced as a **heavy** ر

الْقُرَّاءَانِ

أَرْسَلْنَا

الْعَرْشِ

مَرِيَمَ

كُرْسِيِّهٖ

أَكْبَرُ



- Exceptions to this rule are:

- When the ر *sākin* is followed by an *isti'ālā'* or heavy letter

مِرْصَادًا

- When the ر *sākin* has a *hamzat al-waṣl* before it

مَنْ أَرْتَضَى

C. SĀKIN ON THE LETTER ر DUE TO STOPPING

- If the letter ر has a *sākin* due to stopping, and the letter before it is originally *sukūn* too, then the *ḥarakah* letter before that is checked to determine whether the ر should be pronounced as heavy or light.

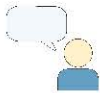
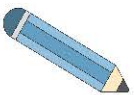
If ر has a *sākin* and the letter before it is *sukūn*, and the letter before them has *kasrah* on it, then the ر *sākin* is pronounced as a **light** ر

جِجْرُ

If ر has a *sākin* and the letter before it is *sukūn*, and the letter before them has *fathah* or *ḍammah* on it, then the ر *sākin* is pronounced as a **heavy** ر

خُسْرُ

وَالْعَصْرُ

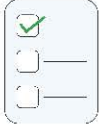


Go back to *Sūrah al-Qamar* from the previous lesson and look for examples of heavy ر and light ر based on the 2 rules of ر learnt in this lesson.



LESSON 9

أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ ﴿١﴾ بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿٢﴾



- Rule of *al-Hams*

Click or Scan me



When the following 10 letters appear with *sukūn*, a weak or slight continuation of breath must be applied in their pronunciation. It should sound like a slight whisper or expulsion of air.

ف ح ث ه ن خ ص س ك ت

For example:

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿١﴾ إِذَا جَاءَ

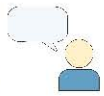
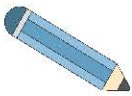
نَصْرُ اللَّهِ وَالْفَتْحُ ﴿٢﴾ وَرَأَيْتَ النَّاسَ

يَدْخُلُونَ فِي دِينِ اللَّهِ أَفْوَاجًا ﴿٣﴾



فَسَبِّحْ بِحَمْدِ رَبِّكَ وَأَسْتَغْفِرْهُ إِنَّهُ كَانَ

تَوَّابًا ﴿٣﴾ (54:1-55)



Play the audio recitation of *Surah al-Inshirāh*. Use your pencil to circle all the *al-hams* letters in the passage below. Then recite the same passage, paying special attention to the pronunciation of those letters.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿١﴾ أَلَمْ نَشْرَحْ

لَكَ صَدْرَكَ ﴿٢﴾ وَوَضَعْنَا عَنكَ وِزْرَكَ

﴿٣﴾ الَّذِي أَنْقَضَ ظَهْرَكَ ﴿٤﴾ وَرَفَعْنَا لَكَ

ذِكْرَكَ ﴿٥﴾ فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾ فَإِذَا فَرَغْتَ فَانصَبْ



﴿٧﴾ وَإِلَىٰ رَبِّكَ فَارْغَب ﴿٨﴾ (94:1-8)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿١﴾ لِيَلْفِ

قُرَيْشٍ ﴿٢﴾ لِيَلْفِيهِمْ رِحْلَةَ الشِّتَاءِ

وَالصَّيْفِ ﴿٣﴾ فَلْيَعْبُدُوا رَبَّ هَذَا الْبَيْتِ

﴿٤﴾ الَّذِي أَطْعَمَهُم مِّن جُوعٍ وَعَاَمَنَهُم

مِّنْ خَوْفٍ ﴿٥﴾ (106:1-4)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿١﴾ إِذَا الشَّمْسُ



كُورَتْ ① وَإِذَا النُّجُومُ أَنْكَدَرَتْ ②

وَإِذَا الْجِبَالُ سُيِّرَتْ ③ وَإِذَا الْعِشَارُ

عُطِّلَتْ ④ وَإِذَا الْوُحُوشُ حُشِرَتْ ⑤

وَإِذَا الْبِحَارُ سُجِّرَتْ ⑥ وَإِذَا النُّفُوسُ

زُوجَتْ ⑦ وَإِذَا الْمَوْءِدَةُ سُيِّتَتْ ⑧

بِأَيِّ ذَنْبٍ قُتِلَتْ ⑨ وَإِذَا الصُّحُفُ

نُشِرَتْ ⑩ وَإِذَا السَّمَاءُ كُشِطَتْ ⑪

وَإِذَا الْجَحِيمُ سُعِّرَتْ ⑫ وَإِذَا الْجَنَّةُ



أَزْلِفَتْ ﴿١٣﴾ عَلِمَتْ نَفْسٌ مَّا أَحْضَرَتْ

﴿١٤﴾ فَلَا أُقْسِمُ بِالْخُنَّسِ ﴿١٥﴾ الْجَوَارِ

الْكُنَّسِ ﴿١٦﴾ وَاللَّيْلِ إِذَا عَسْعَسَ ﴿١٧﴾

وَالصُّبْحِ إِذَا تَنَفَّسَ ﴿١٨﴾ (81:1-18)



Practice reciting the verses from today's lesson each day this week. To achieve the best results, the parents should be partners on the student's Qur'an recitation journey.



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ISBN 978-1-78991-228-9



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