

Madrasa Tajweedul Quran

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Reception Class Workbook

Part 2

Compiled By:

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This belongs to:

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Note: This booklet is part of a series of 6 booklets.
Updated: 01/08/12 – 2nd Edition

Madrassa Tajweedul Quran
Introduction & Guidelines

حامداً ومصلياً

Assalamualaykum,

Dear parents and teachers,

In order to maximise the benefit, it is important you understand the purpose of this book. These are as follows:

- This workbook is a continuation from Part 1, where the alphabet (large and small letters) was covered.
- Before starting this booklet, it is important pupils are pronouncing all letters of the alphabet correctly. There must also be on-going emphasis on this.
- This booklet (Part 2) covers the remainder of our Reception Class Syllabus, which is the following three concepts:

	Arabic Term		Persian Term
Concept 1	فَتْحَة	Fatha	Zabar
Concept 2	كَسْرَة	Kasra	Zayr
Concept 3	ضَمَّة	Dhamma	Paysh

Note: We will only be using the Arabic terms.

- The aim of this workbook is to:
 - a) Provide a variety of examples for the above three concepts.
 - b) Ensure there is revision taking place at every stage.
 - c) Help new and inexperienced teachers by providing all the relevant examples, tips, areas to focus upon etc.
 - d) Ensure teachers are able to give parents clear guidelines on what their child is to learn at home. This can be done by simply noting down the page number in the Madrasa diary.

Traditional books such as “Ahsanul Qawaid” can be used alongside this workbook, however as such books do not contain a variety of examples or revision; many children very quickly learn entire pages in parrot fashion, especially if the same page is “taught” for several days.

Teaching guidelines and methods:

- It is important there is lots of “visual” learning, for this the whiteboard is essential.
- To achieve effective teaching and learning, it is your teaching style and teaching methods that matter and the lessons in this booklet are to be used simply as a guide to the order of teaching. Thus effective delivery that is age appropriate is very important. Teachers should seek help from more experienced teachers in terms of how to deliver the lesson (and observe these teachers several times over the course of a few months).
- Parents! If your child misses a few days or an entire lesson, do not expect your child to “catch up” within one lesson or one day. If your child has been absent, you need to ensure there is “structured” learning taking place over a number of days (where not only your child catches up on missed letters, the current Sabaq must also be learnt as well).
- The teacher is to note the Sabaq in the child’s diary using the relevant page number. This will ensure parents have something tangible to focus on at home.
- Only give “homework” of something that has been covered in the classroom. Children must not be expected to learn anything new (even with parental support).
- The aim is to understand the actual concept(s), and not just recite a few words from a particular book or worksheet. This is how we assess your child via the periodical assessments, ensuring there is “understanding” rather than parrot fashion learning.
- There must be “revision” of “everything everyday”. Thus, the alphabet, small letters, right up to what you have covered must be revisited each day. This ensures there is no parrot fashion learning and that new concepts are differentiated from previous ones already covered. You incorporate this daily revision very easily within a period of just 10 to 15 minutes, using a few words for a multi-purpose revision.

The “think” strategy:

Encourage the “think” strategy! If the child recites a letter, word or concept incorrectly, do not just correct! Rather, get the child to “work it out”. This will foster a sense of “thinking” and “problem solving”.

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Simply correcting the error will not be productive for the child in terms of progressing, as he or she will simply repeat the “correct version” without thinking or contemplating why this is correct.

We will be adopting the “think” strategy in class.

Pronunciation:

- There needs to be great emphasis on clear and correct pronunciation. Thus, the teacher needs to make a lot of effort in the initial stages; hopefully this will then build a good foundation for future lessons.

Note: Sometimes greater focus and / or emphasis on the concept leads to the standard of pronunciation dropping or even disregarded. This is very poor practice. The standard of pronunciation must always be maintained.

- Although the “Makhraj” (where the actual letter originates from) of each letter is not going to be taught formally, teachers and parents must be fully aware of the respective Makhraj of each letter. This is very important, as it will ensure you pronounce the letters correctly (and even confidently), resulting in pupils picking up the correct pronunciation.
- All children must be encouraged to recite clearly, loudly and slowly. Our aim is not to have children reading at great speed.

Parents!

1. This is the most important phase of your child’s Madrasa education, thus you need to be fully involved in your child’s Madrasa education. Thus do not under estimate the importance of this initial foundation stage.
2. Do not rush your child by making him learn ahead.
3. Use online resources to learn how to pronounce letters correctly. This will ensure you can help your child more constructively.

I hope you will find the above information useful, please do not hesitate to email any feedback / suggestions etc. We pray to Allah for guidance, wisdom and steadfastness and may he accept our efforts. Ameen.

Moulana Mohammed Farook Kazi

Founder & Chair of Al-Ansaar Welfare & Education
December 2011 / Muharram 1433

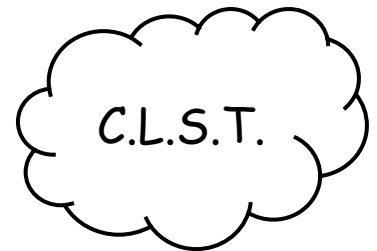
Important!

C.L.S.T.

- The aim is to recite **C**learly.
- The aim is to recite **L**oudly.
- The aim is to recite **S**lowly.
- The aim is to recite with **T**ajweed.

=

C.L.S.T.



Explain and emphasise this throughout this booklet.

Fatha – changes the sound of the letter

After revising the alphabet, explain:

- That certain “things” change the sound of a letter.
- One of those “things” is a Fatha.
- Highlight the position and shape of the Fatha.
- After acknowledgement from pupils that a Fatha changes the sound of the letter, practice the following examples by repeating number 1 several times and then number two.
- Discuss the “new” sound. Highlight the difference between a ب and بَ. This is today’s “gentle” introduction that needs to be **followed up for a few days** as you cover the next few lessons of single letters containing a Fatha.

Note: Use the above strategy for the next few lessons.

2	1
بَ	ب

Now practice the following as described above:

2	1
نَ	ن

2	1
دَ	د

Fatha on single letters

Notes:

1. We will be covering this concept using random letters from the alphabet.
2. It is important you first emphasise the letter that does not contain a Fatha, and thereafter you emphasise the letter with a Fatha.
3. Emphasise the “change in the sound” due to the Fatha.
4. Point out the position of the Fatha (on top of the letter).

Second	First	
جَ	ج	1
فَ	ف	2
سَ	س	3
تَ	ت	4
شَ	ش	5
لَ	ل	6
يَ	ي	7
لَ	ل	8

Exercise:

6	5	4	3	2	1
جَ	دَ	فَ	ف	سَ	س

Fatha on single letters

Notes:

1. We will be covering this concept using random letters from the alphabet.
2. It is important you first emphasise the letter that does not contain a Fatha, and thereafter you emphasise the letter with a Fatha.
3. Emphasise the “change in the sound” due to the Fatha.
4. Point out the position of the Fatha (on top of the letter).

Second	First	
أ	ا	1
ث	ث	2
ح	ح	3
ذ	ذ	4
ز	ز	5
خ	خ	6
ر	ر	7
ع	ع	8

Think!

Fatha on full mouth letters

Notes:

1. A special focus just on the full mouth letters.
2. Ensure the full mouth letters are being pronounced correctly before introducing these letters with a Fatha.
3. If necessary, spend an entire lesson on just the pronunciation of the full mouth letters.
4. The full mouth letters are being covered separately, as they are at times challenging for young children. Create your own further lessons to recap this.
5. At this stage emphasise these letters as “full mouth” letters, and place a poster in the class with these seven letters displayed, so you can constantly refer to them.

Second	First	
خ	خ	1
ص	ص	2
ض	ض	3
غ	غ	4
ط	ط	5
ق	ق	6
ظ	ظ	7

IMPORTANT: When reciting the four shaded letters, most of the tongue will rise towards the palate (roof of the mouth). Children generally struggle reciting these four letters when it contains a Fatha or other concepts.

Fatha on throat letters

Notes:

1. A special focus on just the throat letters.
2. Ensure the throat letters are being pronounced correctly before introducing these letters with a Fatha. If necessary; spend an entire lesson on just the pronunciation of the throat letters.
3. The throat letters are being covered separately, as they are at times challenging for young children.
4. At this stage emphasise these letters as “throat” letters, and place a poster in the class with these letters displayed in the shape of a throat, so you can constantly refer to them.

Children need to learn the throat letters in this order:

6	5	4	3	2	1
خ	غ	ح	ع	هـ	ء
Top of the throat		Middle of the throat		Bottom of the throat	

Second	First	
ء	ء	1
هـ	هـ	2
ع	ع	3
ح	ح	4
غ	غ	5
خ	خ	6

Note: Emphasise that the sound of ء and ا is the same.

Fatha on similar letters

Notes:

1. A special focus on letters that look or sound similar.
2. Ensure these letters are being pronounced correctly before introducing these letters with a Fatha.
3. If necessary, spend an entire lesson on just the pronunciation of these letters.
4. These letters are being covered separately, so that there is a clear emphasis.

Second	First	
هَ	حَ	1
ذَ	ظَ	2
شَ	سَ	3
لَ	قَ	4
خَ	غَ	5
ضَ	صَ	6
ثَ	فَ	7

Emphasize the correct pronunciation of the following (revisit for several days):

3	2	1
غَ	خَ	قَ

Fatha on small letters

Notes:

1. A special focus on small (non-capital) letters.
2. Ensure pupils are first able to recognise these letters before introducing these letters with a Fatha. There needs to be ongoing revision of these small letters.
3. If necessary, spend an entire lesson on just the recognition and pronunciation of these letters.
4. These letters are being covered separately, so that there is a clear emphasis.

Part 1 homework:

C	B	A	
بَ	بِ	بُ	1
خَ	خِ	خُ	2
قَ	قِ	قُ	3

Part 2 homework:

C	B	A	
ذَ	ذِ	ذُ	4
سَ	سِ	سُ	5
حَ	حِ	حُ	6

Fatha on small letters

Notes:

1. A special focus on small (non-capital) letters.
2. Ensure pupils are first able to recognise these letters before introducing these letters with a Fatha.
3. If necessary, spend an entire lesson on just the recognition and pronunciation of these letters.
4. These letters are being covered separately, so that there is a clear emphasis.

Part 1 homework:

C	B	A	
جَ	ج	ج	1
غَ	غ	غ	2
حَ	ح	ح	3

Part 2 homework:

C	B	A	
شَ	ش	ش	4
ضَ	ض	ض	5
ثَ	ث	ث	6

Fatha Revision – Single Letters

Notes:

After completing this lesson your child must be able to confidently recognise and pronounce all letters of the alphabet, both when they contain a Fatha and when not.

Part 1 homework:

5	4	3	2	1
ث	ن	ذ	ل	ح

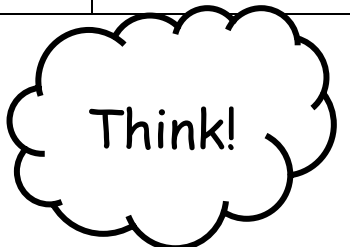
10	9	8	7	6
ط	ت	ش	و	هـ

15	14	13	12	11
ر	ف	ق	س	د

Part 2 homework:

20	19	18	17	16
ع	ع	ض	ض	ز

25	24	23	22	21
ظ	ي	ي	غ	غ



Fatha on two letter words

Notes: The aim is to be able to recite two letter words containing a Fatha.

Second	First	
بَنَ	بن	1
أَسَ	اس	2
لَمَ	لم	3
تَقَ	تق	4
فَلَ	فل	5
حَشَ	حش	6
سَوَ	سو	7
قَذَ	قذ	8

Homework:

5	4	3	2	1
ط	سَ	زَ	لَ	ل
10	9	8	7	6
لَقَ	هَ	ءَ	ظَ	تَ

Fatha on two letter words

Notes: The aim is to be able to recite two letter words containing a Fatha. Most examples contain a throat or full mouth letter (this needs to be highlighted and emphasised).

Part 1 homework:

Second	First	
قَبْ	قَب	1
خَنْ	خَنْ	2
صَدَّ	صَد	3
ضَوَّ	ضَو	4
قَحَّ	قَح	5

Part 2 homework:

تَكَ	تَكَ	6
حَنْ	حَنْ	7
هَجَّ	هَج	8
عَبَّ	عَب	9
ئَعَّ	ئَع	10

Fatha on three letter words

Notes:

Part 1 homework (emphasise all full mouth and throat letters):

Second	First	
نَصَرَ	نصر	1
صَدَقَ	صدق	2
صَبَرَ	صبر	3
فَجَرَ	فجر	4
حَسَدَ	حسد	5

Part 2 homework:

سَجَدَ	سجد	6
شَكَرَ	شكر	7
يَسَرَ	يسر	8
وَلَدَ	ولد	9
وَعَدَ	وعد	10

Fatha on three letter words

Note: Emphasise all full mouth and throat letters.

Second	First	
وَجَدَ	وجد	1
بَسَمَ	بسم	2
حَلَقَ	حلق	3
حَفَرَ	حفر	4
وَفَرَ	وفر	5
خَتَمَ	ختم	6
جَلَسَ	جلس	7

Four letter words:

نَصَرَكَ	نصرَكَ	8
خَلَقَكَ	خلقَكَ	9
وَجَدَكَ	وجدَكَ	10

Important: Ensure the following two letters are pronounced correctly when in a word (especially at the end of a word).

ك	ق
---	---

Consolidation exercise

Notes: This exercise contains a mixture of single letters, small letters, and letters containing a Fatha.

Part 1 homework:

5	4	3	2	1
عَقَلَ	عَلَ	عَلْ	عَ	ع

10	9	8	7	6
سَخَرَ	سَبَ	سَبْ	سَ	س

15	14	13	12	11
نَهَرَ	نَهَ	نَهْ	هَ	ه

Part 2 homework:

20	19	18	17	16
نَصَرَ	نَصَ	نَصْ	نَ	ن

25	24	23	22	21
شَتَمَ	شَتَ	شَتْ	شَ	ش

Note: Use the above format to cover other letters.

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Consolidation exercise

Notes: This exercise contains a mixture of single letters, small letters, and letters containing a Fatha.

Part 1 homework:

5	4	3	2	1
سَفَرَ	سَلَّ	سَدَّ	سَدَّ	س

10	9	8	7	6
طَبَعَ	طَبَّ	طَبَّ	طَبَّ	ط

15	14	13	12	11
مَضَغَ	مَلَّ	مَلَّ	مَلَّ	م

Part 2 homework:

20	19	18	17	16
تَيَّوْ	تَيَّيْ	تَيَّيْ	تَيَّيْ	ت

25	24	23	22	21
مَرَضَ	مَرَّ	مَرَّ	مَرَّ	ر

Note: Use the above format to cover other letters.

Assessment

Notes:

Before starting the next concept, give a test using this sheet. Are full mouth and throat letters being pronounced correctly and clearly?

5	4	3	2	1
ق	ذ	ب	ج	ج

10	9	8	7	6
فَجَرَ	حَدَ	شَكَرَ	صَح	بَلَّ

15	14	13	12	11
سَأَلَ	أَ	ضَنَّ	طَ	خَفَ

20	19	18	17	16
ءَ	حَفَرَ	هَسَ	عَقَلَ	أَعَّ

25	24	23	22	21
ذَكَّى	تَمَرَ	ثَ	عَجَّ	هَنَأَ

Mark achieved out of 25 =

Introduction to Kasra

Explain the following to your pupils:

- Just as Fatha changed the sound of a letter, so does a “Kasra”.
- Highlight the position and shape of the Kasra.
- Highlight the difference in position of the Fatha and Kasra on a letter.
- Explain that the sound of a Kasra is different to the sound of a Fatha.
- After acknowledgement from pupils that a Kasra’s sound is different, practice the following examples by repeating number 1 several times and then number two.
- Discuss the “new” sound. Highlight the difference between a ب and ب. This is today’s “gentle” introduction that needs to be followed up for a few days as you cover the next few lessons of single letters containing a Fatha.
- IMPORTANT:** Ensure that letters containing a Kasra are not overstretched and recited as بى.

2	1
ب	ب

Now practice the following as described above:

2	1
ن	ن

2	1
د	د

Kasra on single letters

Notes:

1. We will be covering this concept using random letters from the alphabet.
2. It is important you first emphasise the letter that does not contain a Kasra, and thereafter you emphasise the letter with a Kasra.
3. Emphasise the “change in the sound” due to the Kasra.
4. Point out the position of the Kasra (on bottom of the letter).

Second	First	
جِ	ج	1
فِ	ف	2
سِ	س	3
تِ	ت	4
شِ	ش	5
لِ	ل	6
يِ	ي	7
لِ	ل	8

Note: Parallel to this lesson, re-visit Fatha on single letters as revision (even though this will be covered formally in this workbook). You can structure this revision in a manner where there is differentiation between Fatha and Kasra.

Kasra on single letters

Notes:

1. We will be covering this concept using random letters from the alphabet.
2. It is important you first emphasise the letter that does not contain a Kasra, and thereafter you emphasise the letter with a Kasra.
3. Emphasise the “change in the sound” due to the Kasra.
4. Point out the position of the Kasra (on bottom of the letter).

Second	First	
اِ	ا	1
ثِ	ث	2
حِ	ح	3
ذِ	ذ	4
زِ	ز	5
خِ	خ	6
رِ	ر	7
عِ	ع	8

Note: Parallel to this lesson, re-visit Fatha on single letters as revision. You can structure this revision in a manner where there is differentiation between Fatha and Kasra.

Differentiating between Fatha & Kasra

Notes:

1. The purpose of this exercise is to clearly differentiate between the two concepts.
2. Encourage the child to “think” of what Harakah is on the letter and then answer.

3	2	1
نِ	نَ	ن

سِ	سَ	س

فِ	فَ	ف

دِ	دَ	د

وِ	وَ	و

Think!

Differentiating between Fatha & Kasra

Notes:

1. The purpose of this exercise is to clearly differentiate between the two concepts.
2. Encourage the child to “think” of what Harakah is on the letter and then answer.
3. Use this lesson as an example to create further examples on the whiteboard.

3	2	1
تِ	تَ	ت

جِ	جَ	ج

لِ	لَ	ل

مِ	مَ	م

يِ	يَ	ي

Think!

Kasra & Fatha on full mouth letters

Notes:

1. A special focus just on the full mouth letters.
2. Revise the full mouth letters first and emphasise them.
3. The full mouth letters are being covered separately, as they are at times challenging for young children.

C	B	A	
خ	خ	خ	1
ص	ص	ص	2
ض	ض	ض	3
غ	غ	غ	4
ط	ط	ط	5
ق	ق	ق	6
ظ	ظ	ظ	7

Exercise:

8	7	6	5	4	3	2	1
ق	ص	ض	ض	ص	ظ	غ	ط

IMPORTANT: When reciting the four shaded letters, most of the tongue will rise towards the palate (roof of the mouth). Children generally struggle reciting these four letters when it contains a Fatha or other concepts. Only the back part of the tongue will rise towards the palate for the other three letters.

Kasra & Fatha on throat letters

Notes:

1. A special focus on just the throat letters.
2. Ensure the throat letters are being pronounced correctly before introducing these letters with a Fatha. If necessary; spend an entire lesson on just the pronunciation of the throat letters.
3. Children must be able to recite the throat letters in order from memory.
4. The throat letters are being covered separately, as they are at times challenging for young children.
5. At this stage emphasise these letters as “throat” letters, and place a poster in the class with these letters displayed in the shape of a throat, so you can constantly refer to them.

C	B	A	
ع	ع	ع	1
ه	ه	ه	2
ع	ع	ع	3
ح	ح	ح	4
غ	غ	غ	5
خ	خ	خ	6

Note: Emphasise that the sound of the following is the same:

4	3		2	1
ع	ا		ع	ا

Kasra on small letters

Notes:

1. A special focus on small (non-capital) letters.
2. Ensure pupils are first able to recognise these letters before introducing these letters with a Kasra.
3. These letters are being covered separately, so that there is a clear emphasis.

C	B	A	
جِ	ج	ج	1
غِ	غ	غ	2
مِ	م	م	3
شِ	ش	ش	4
ضِ	ض	ض	5
ثِ	ث	ث	6

Exercise (throat and full mouth letters):

8	7	6	5	4	3	2	1
قِ	عِ	اِ	أِ	عِ	غِ	حِ	خِ

16	15	14	13	12	11	10	9
صِ	ضِ	صِ	ضِ	ظِ	طِ	غِ	قِ

Consolidation – Fatha & Kasra on single letters

Notes:

The aim of this lesson is to be able to correctly differentiate between:

- a) Letters containing a Fatha.
- b) Letters containing a Kasra.
- c) Letters with no Harakah.

Part 1 homework:

5	4	3	2	1
فِ	سِ	زِ	دِ	بِ

10	9	8	7	6
غِ	ذِ	رِ	تِ	شِ

15	14	13	12	11
عِ	ظِ	ثِ	لِ	قِ

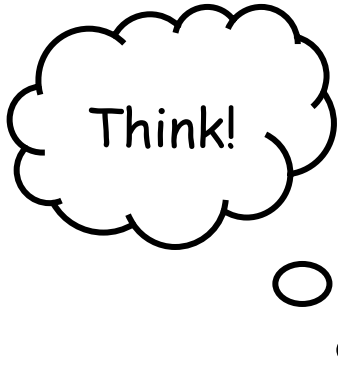
Part 2 homework:

20	19	18	17	16
طِ	جِ	مِ	ضِ	لِ

25	24	23	22	21
أِ	نِ	هِ	وِ	صِ

Kasra on two letter words

Notes: The aim is to be able to recite two letter words containing a Kasra. Revise Fatha at the same time, and as the lesson progresses, give words containing both Fatha and Kasra.



Second	First	
بِنِ	بن	1
اِسِ	اس	2
لِمِ	لم	3
تِقِ	تق	4
فِلِ	فل	5
حِشِ	حش	6
سِوِ	سو	7
قِذِ	قد	8

Ensure (where applicable) the second letter is pronounced correctly (full mouth):

5	4	3	2	1
حَلِكِ	حَقِ	حَقِ	بَلِكِ	مِقِ
10	9	8	7	6
مَأِ	مَعِ	رِاقِ	دَقِ	دَلِكِ

Consolidation – Fatha & Kasra on two letter words

Notes: There are several aims from this exercise, from being able to recognise and pronounce letters to differentiating between Fatha and Kasra.

Part 1 homework:

5 th	4 th	3 rd	2 nd	1 st	
قِبَ	قَبَ	قَب	ب	ق	1
خَنَ	خِنَ	خَن	ن	خ	2
صَدَ	صِدَ	صَد	د	ص	3
ضَوَ	ضِوَ	ضَو	و	ض	4
حَنَ	حِنَ	حَن	ن	ح	5

Part 2 homework:

تَكَ	تِكِ	تَكَ	كَ	ء	6
هَجَ	هِكِ	هَج	ج	ه	7
عَبَ	عِكِ	عَب	ب	ع	8
غَلَ	غِكِ	غَلَ	ل	غ	9
طَمَ	طِمِ	طَم	م	ط	10

Kasra on three letter words

Notes:

1. The aim is to be able to recite three letter words containing a Kasra.
2. Use the whiteboard.
3. Revise Fatha at the same time, and as the lesson progresses, give words containing both Fatha and Kasra.

Second	First	
وَجِدِ	وجد	1
بِسْمِ	بسم	2
حَلِقِ	حلق	3
حَفِرِ	حفر	4
وَفِرِ	وفر	5
خَتِمِ	ختم	6
جَلِسِ	جلس	7
إِبِلِ	ابل	8

Homework:

5	4	3	2	1
فَجَرِ	سَرِقَ	أَبَتِ	جَرَسِ	تَعَسَ
10	9	8	7	6
بَلَكَ	سَخَرَ	خَسِرَ	لَكَ	بَدِمَ

Kasra on three letter words

Notes:

1. The aim is to be able to recite three letter words containing a Kasra.
2. Use the whiteboard.
3. Revise Fatha at the same time, and as the lesson progresses, give words containing both Fatha and Kasra.

Second	First	
نَصِرِ	نصر	1
صَدِيقِ	صدق	2
صَبِرِ	صبر	3
فَجِرِ	فجر	4
حَسِدِ	حسد	5
سَجِدِ	سجد	6

Homework (point out similar sounding letters and ensure there is differentiation):

5	4	3	2	1
تَعَبِ	شَكِرِ	شَكَرَ	يَسِرِ	وَلَدَ
10	9	8	7	6
يَيْسَسِ	سَلِ	وَا	وَعِ	تَبِ

Fatha & Kasra on three letter words

Notes:

Use this sheet over 2 or 3 lessons, so that the objectives of being able to recognise and pronounce all types of letters and differentiating between Fatha and Kasra are fully met.

5 th	4 th	3 rd	2 nd	1 st	
سَجَدَ	سَجَدَ	سَجِدِ	سَجَدَ	سجد	1
غَفَرَ	غَفَرَ	غَفِرِ	غَفَرَ	غفر	2
جَعَلَ	جَعَلَ	جَعِلِ	جَعَلَ	جعل	3
ظَلَمَ	ظَلَمَ	ظَلِمِ	ظَلَمَ	ظلم	4
خَشِيَ	خَشِيَ	خَشِي	خَشِيَ	خشى	5

Part 2:

رَاضِي	رَاضِي	رَاضِي	رَاضِي	راضي	6
أَكَلَ	أَكَلَ	أَكِلِ	أَكَلَ	اكل	7
فَلَحَ	فَلَحَ	فَلِحِ	فَلَحَ	فلح	8
أَخَذَ	أَخَذَ	أَخِذِ	أَخَذَ	اخذ	9
كَفَرَ	كَفَرَ	كَفِرِ	كَفَرَ	كفر	10

Fatha & Kasra on three letter words

Notes:

Use this sheet over 2 or 3 lessons, so that the objectives of being able to recognise and pronounce all types of letters and differentiating between Fatha and Kasra are fully met.

5 th	4 th	3 rd	2 nd	1 st	
بَلِغِ	بَلِغَ	بِلِغِ	بَلِغَ	بلغ	1
طَحَنِ	طَحِنَ	طِحَنِ	طَحِنَ	طحن	2
بَعِدِ	بَعِدَ	بِعِدِ	بَعِدَ	بعد	3
كَسَبِ	كَسِبَ	كِسَبِ	كَسِبَ	كسب	4
نَحَرِ	نَحَرَ	نِحَرِ	نَحَرَ	نحر	5

Part 2:

تَلِدِ	تَلِدَ	تِلِدِ	تَلِدَ	تلد	6
يَسِرِ	يَسِرَ	يِسِرِ	يَسِرَ	يسر	7
وَهَنِ	وَهَنَ	وِهَنِ	وَهَنَ	وهن	8
ذَبَحِ	ذَبَحَ	ذِبَحِ	ذَبَحَ	ذبح	9
لَبِسِ	لَبَسَ	لِبِسِ	لَبَسَ	لبس	10

Consolidation – Fatha & Kasra

Notes:

The aim of this lesson is to be able to correctly differentiate between:

1. Letters / words containing a Fatha.
2. Letters / words containing a Kasra.
3. Letters / words with no Harakah.

Part 1 homework:

5	4	3	2	1
بِكَ	سَجَدَ	سَمِعَ	لَكَ	لَكَ

10	9	8	7	6
ضَحِكَ	وَقَعَ	رَكِبَ	بِكَ	غَلَبَ

15	14	13	12	11
وَفَعَ	سَحَقَ	وَجَلَ	وَهَبَ	وَجَعَ

Part 2 homework:

20	19	18	17	16
وَصَلَ	جَهَلَ	ثَقَلَ	رَكِبَ	عَطَشَ

25	24	23	22	21
عَلِمَ	قَدِمَ	قَدِمَ	قَدِمَ	عَلِمَ

Consolidation – Fatha & Kasra

Notes:

The aim of this lesson is to be able to correctly differentiate between:

1. Letters / words containing a Fatha.
2. Letters / words containing a Kasra.
3. Letters / words with no Harakah.

Part 1 homework:

5	4	3	2	1
بَقِيَّ	كَذِبِ	خَفِيَّ	خَلَعَ	نَسِيَّ

10	9	8	7	6
قَلَعَ	كَذَبِ	لَبَنِ	لَقِيَّ	بَصَرِ

15	14	13	12	11
غَسَلَ	شَهَدَ	شَهَدَ	حَمَلَ	حَمَلَ

Part 2 homework:

20	19	18	17	16
نَسَلَ	سَلَ	نِ	نَ	نَ

25	24	23	22	21
عَلَقَةَ	عَلَقَةَ	دَمَ	حَلَقِ	هَلَكَ

Consolidation

Notes:

The aim of this lesson is to be able to correctly differentiate between the following two letters:

ل	ق
---	---

These two letters need to be emphasised on each word, and the word must be recited correctly. Special emphasis is given in this lesson, as this is quite often overlooked.

Note: This needs to be maintained in all future lessons.

Second	First	
بِكَ	عَلَقَ	1
وَجَدَكَ	لَعِقَ	2
سَمِعَكَ	حَلَقَ	3
بِكَ	حَلَقَ	4
نَذَرَكَ	خَلَقَ	5
نَهَكَ	خَرِقَ	6
نَهَكَ	فَسَقَ	7

Conclusion

At this stage your child must be able to:

1. Recognise and correctly pronounce all the letters of the alphabet.
2. Awareness and correct pronunciation of full mouth letters.
3. Awareness and correct pronunciation of throat letters.
4. Understand how a Fatha changes the sound of a letter, and the position of a Fatha.
5. Understand how a Kasra changes the sound of a letter, and the position of a Kasra.
6. Correctly read random three letter words containing Fatha, Kasra or a combination of these two concepts.

At this stage, if your child has fallen behind for whatever reason, you need to take immediate action to assist your child.

Teachers:

- a) As you move ahead, ensure previous concepts are revised daily.
- b) The aim of this resource is to avoid rote learning. Ensure your teaching methods also take this into consideration.
- c) Do not simply rely on the exercises in this book. At times you may need to create your own examples to emphasise a particular concept or pronunciation.
- d) Always point out and highlight similar sounding letters. This is very important.

Madrasa Tajweedul Quran
Introduction to Dhamma

Explain the following to your pupils:

- a) Just as a Fatha and Kasra change the sound of a letter, so does a “Dhamma”.
- b) Highlight the position and shape of the Dhamma.
- c) Highlight the difference in position of the Kasra and Dhamma on a letter.
- d) Explain that the sound of a Dhamma is different to the sound of a Fatha and Kasra and that your lips “form a little circle” when pronouncing a letter containing a Dhamma.
- e) After acknowledgement from pupils that a Dhamma’s sound is different, practice the following examples by repeating number 1 several times and then number two.
- f) Discuss the “new” sound. Highlight the difference between the previous two concepts. This is today’s “gentle” introduction that needs to be followed up for a few days.
- g) **IMPORTANT:** Ensure that letters containing a Dhamma are not overstretched and recited as بُو.

2	1
بُ	ب

Now practice the following as described above:

2	1
تُ	ت

2	1
مُ	م

Dhamma on single letters

Notes:

1. We will be covering this concept using random letters from the alphabet.
2. It is important you first emphasise the letter that does not contain a Dhamma, and thereafter you emphasise the letter with a Dhamma.
3. Emphasise the “change in the sound” due to the Dhamma.
4. Point out the position of the Dhamma (on bottom of the letter).

Second	First	
جُ	ج	1
فُ	ف	2
سُ	س	3
تُ	ت	4
شُ	ش	5
لُ	ل	6
يُ	ي	7
لُ	ل	8

Exercise:

8	7	6	5	4	3	2	1
ج	خ	ث	د	د	ن	ن	ن
16	15	14	13	12	11	10	9
ث	غ	ش	س	س	و	ر	ح

Dhamma on single letters

Notes:

1. We will be covering this concept using random letters from the alphabet.
2. It is important you first emphasise the letter that does not contain a Dhamma, and thereafter you emphasise the letter with a Dhamma .
3. Emphasise the “change in the sound” due to the Dhamma.
4. Point out the position of the Dhamma (on bottom of the letter).

Second	First	
اُ	ا	1
ثُ	ث	2
حُ	ح	3
دُ	ذ	4
زُ	ز	5
خُ	خ	6
رُ	ر	7
عُ	ع	8

Exercise:

8	7	6	5	4	3	2	1
ثُ	ثُ	عُ	عُ	جُ	جُ	حُ	حُ
16	15	14	13	12	11	10	9
نُ	سُ	شُ	لُ	أُ	زُ	إُ	أُ

Differentiating between Fatha, Kasra & Dhamma

Notes:

1. The purpose of this exercise is to clearly differentiate between the three concepts.
2. Encourage the child to “think” of what Harakah is on the letter and then answer.

3	2	1	
نُ	نِ	نَ	ن
سُ	سِ	سَ	س
فُ	فِ	فَ	ف
دُ	دِ	دَ	د
وُ	وِ	وَ	و

Homework:

3	2	1	
جُ	جِ	جَ	ج
ثُ	ثِ	ثَ	ث
بُ	بِ	بَ	ب
زُ	زِ	زَ	ز

Differentiating between Fatha, Kasra & Dhamma

Notes:

1. The purpose of this exercise is to clearly differentiate between the two concepts.
2. Encourage the child to “think” of what Harakah is on the letter and then answer.

3	2	1	
ثُ	تِ	تَ	ت
جُ	جِ	جَ	ج
لُ	لِ	لَ	ل
مُ	مِ	مَ	م
يُ	يِ	يَ	ي

Homework:

3	2	1	
زُ	زِ	زَ	ز
نِ	ن	مَ	م
لُ	لَ	سِ	سُ

Dhamma on full mouth letters

Notes:

1. A special focus just on the full mouth letters.
2. Revise the full mouth letters first and emphasise them.
3. The full mouth letters are being covered separately, as they are at times challenging for young children.
4. As further revision, use the whiteboard and cover random letters with all 3 concepts.

D	C	B	A	
خُ	خِ	خَ	خ	1
صُ	صِ	صَ	ص	2
ضُ	ضِ	ضَ	ض	3
عُ	عِ	عَ	ع	4
طُ	طِ	طَ	ط	5
قُ	قِ	قَ	ق	6
ظُ	ظِ	ظَ	ظ	7

IMPORTANT: When reciting the four shaded letters, most of the tongue will rise towards the palate (roof of the mouth). Children generally struggle reciting these four letters when it contains a Fatha or other concepts.

Only the back part of the tongue will rise towards the palate for the other three letters.

Dhamma on throat letters

Notes:

1. A special focus on just the throat letters.
2. Ensure the throat letters are being pronounced correctly before introducing these letters with a Dhamma. If necessary; spend an entire lesson on just the pronunciation of the throat letters.
3. Children must be able to recite the throat letters in order from memory.
4. The throat letters are being covered separately, as they are at times challenging for young children.
5. At this stage emphasise these letters as “throat” letters, and place a poster in the class with these letters displayed in the shape of a throat, so you can constantly refer to them.
6. As further revision, use the whiteboard and cover random letters with all 3 concepts.

D	C	B	A	
ء	ع	ب	أ	1
هـ	هـ	هـ	هـ	2
ع	ع	ع	ع	3
ح	ح	ح	ح	4
غ	غ	غ	غ	5
خ	خ	خ	خ	6

Note: Emphasise that the sound of the following is the same:

4	3		2	1
ع	ح		ب	أ

Consolidation

Fatha, Kasra & Dhamma on single letters

Notes:

The aim of this lesson is to be able to correctly differentiate between:

1. Letters containing a Fatha.
2. Letters containing a Kasra.
3. Letters containing a Dhamma.

Part 1 homework:

5	4	3	2	1
فِ	سُ	زِ	دُ	بِ

10	9	8	7	6
غِ	ذِ	رِ	تِ	شِ

15	14	13	12	11
عِ	ظِ	ثِ	لِ	قِ

Part 2 homework:

20	19	18	17	16
طِ	جِ	مِ	ضِ	كِ

25	24	23	22	21
أِ	نِ	هِ	وِ	صِ

Dhamma on two letter words

Notes: The aim is to be able to recite two letter words containing a Kasra.

Second	First	
بُنْ	بَنِ	1
أُسْ	أَسِ	2
لُمْ	لِمَ	3
تُقْ	تَقِ	4
فُلْ	فَلِ	5

Part 2:

حُشْ	حَشْ	حش	6
سُوْ	سَوَ	سو	7
قُدْ	قَدَ	قد	8
جُبْ	جِبْ	جب	9
شِعْ	شُعْ	شع	10

Think!

Dhamma on three letter words

Notes:

1. The aim is to be able to recite three letter words containing a Dhamma.
2. Use the whiteboard.
3. Revise Fatha and Kasra at the same time, and as the lesson progresses, give words containing both Fatha and Kasra.

Second	First recognise the letters	
وُجِدَ	وجد	1
بَسَّمَ	بسم	2
حُلِقَ	حلق	3
حُفِرَ	حفر	4
وَفِرَ	وفر	5

Part 2:

6	5	4	3	2	1
عُرِفَ	عَرَفَ	عُدِلَ	عَدَلَ	كُشِفَ	كَشَفَ

12	11	10	9	8	7
وُهِبَ	يَهَبُ	يَلِدُ	يَقَعُ	بُصِرَ	بَصَرَ

Consolidation exercise - Various words

Homework 1:

6	5	4	3	2	1
هُدِي	رُسِلَ	قُرِبَ	نُكِرَ	بَرِءَ	كَتَمَ

12	11	10	9	8	7
قُطِفَ	أَحْدُ	أُذِنَ	أُذِنَ	أَمِنَ	عَيِيَ

Homework 2 (get pupils to point out the throat letter and emphasise it):

6	5	4	3	2	1
بَرِحَ	عَلِمَ	فُتِحَ	رَجَعَ	عَلِمَ	رَحِمَ

12	11	10	9	8	7
حَسَنَ	نَعَمَ	هَلِكَ	شَرَعَ	عُمِدَ	ضَجَعَ

Homework 3 (get pupils to point out the full mouth letter and emphasise it):

6	5	4	3	2	1
صَدَقَ	حَرَضَ	حَفِظَ	فَرَطَ	فَرَقَ	فُقِدَ

12	11	10	9	8	7
غَنِمَ	قُبِلَ	قُبِضَ	لَحِقَ	فَطَرَ	غُفِرَ

Follow the above principle in all future lessons.

Consolidation exercise - Various words

Notes:

Use this sheet over 2 or 3 lessons, so that the objectives of being able to recognise and pronounce all types of letters and differentiating between Fatha, Kasra and Dhamma are fully met.

Part 1 homework:

5	4	3	2	1
شَجَرٍ	شَجَرُ	عَرَفِ	عَرُفَ	عُرِفَ

10	9	8	7	6
رُفِعَ	رَفَعَ	وَعُدَ	وُعِدَ	وَعَدَ

15	14	13	12	11
حَفَظَهُ	حَفِظَ	وَجَدَ	أَجِدُ	يَجِدُ

Special focus on words ending or containing a ق (emphasise on every word the difference with ك). Follow this up in all future lessons.

20	19	18	17	16
بُسِقَ	صَدَقَ	فَلَقَ	لَعِقَ	عُنِقَ

25	24	23	22	21
سُرِقَ	سُرِقَ	قُتِلَ	سَكَّتَ	سَقَطَ

Consolidation exercise - Various words

Notes:

Use this sheet over 2 or 3 lessons, so that the objectives of being able to recognise and pronounce all types of letters and differentiating between Fatha, Kasra and Dhamma are fully met.

Part 1 homework:

5	4	3	2	1
كَسَبِ	كُسِبَ	نُفِخَ	نَفَخَ	نُفِخَ

10	9	8	7	6
مَنَعَ	مَنْعَ	كَبِرَ	كَبَرَ	كَبِرَ

15	14	13	12	11
خَجَلَ	خَجِلَ	وَلَدَ	وَلِدَ	وُلِدَ

Part 2 homework:

5	4	3	2	1
جَعَلَ	جُعِلَ	خُلِقَ	خَلِقَ	خَلَقَ

10	9	8	7	6
حَرَمَ	حُرِمَ	سَجَدَ	سُجِدَ	سُجِدَ

15	14	13	12	11
كَثَرَ	عُقِلَ	نَعِمَ	لُعِنَ	تَقَعَّ

Consolidation exercise - Various words

Notes:

Use this sheet over 2 or 3 lessons, so that the objectives of being able to recognise and pronounce all types of letters and differentiating between Fatha, Kasra and Dhamma are fully met.

Part 1 homework:

5	4	3	2	1
هُوَ	أَمَةٍ	وَلَدَ	وَلَدِ	وُلِدَ

10	9	8	7	6
كَثَرَ	كَثُرَ	وَلَمْ	وَلَمَ	وَلِمَ

Part 2 homework:

15	14	13	12	11
بَعْدِ	بَعْدَ	عُجِبَ	عُجِبَ	عَجِبَ

20	19	18	17	16
كُتِبَ	كُتِبَ	شُرِبَ	شَرِبَ	شَرِبَ

Note:

1. The following pages contain various “items of focus”.
2. The aim is to ensure similar looking letters and / or letters with similar pronunciation are clearly differentiated.
3. Whilst doing these lessons, ensure there is constant revision of random words from the last few lessons.

Focus

Note: The aim is to be able to clearly differentiate between similar sounding letters.

This worksheet must be used in order and not randomly.

ع	ا
Differentiate between these two letters and ensure they are pronounced correctly.	

D	C	B	A	
ا	ا	ا	ا	1
ع	ع	ع	ع	2

Exercise:

ا	ا	ع	ا
ا	ع	ع	ع

4	3	2	1
أَنْ	عَنْ	أَنْ	عَنْ
8	7	6	5
أَبْ	عُبْ	أَدْ	عَدْ

Focus

Note: The aim is to be able to clearly differentiate between similar sounding letters.

This worksheet must be used in order and not randomly.

ح	ه
Differentiate between these two letters and ensure they are pronounced correctly.	

D	C	B	A	
ه	ه	ه	ه	1
ح	ح	ح	ح	2

Exercise:

ه	ه	ه	ح
ح	ح	ه	ح

5	4	3	2	1
حَب	هَب	حَب	هَب	حَبَس

10	9	8	7	6
حَرَج	هَرَج	حَسِب	هَلَك	هَلِك

Focus

Note: The aim is to be able to clearly differentiate between similar sounding letters. This worksheet must be used in order and not randomly.

ط	ت
Differentiate between these two letters and ensure they are pronounced correctly.	

D	C	B	A	
ث	ت	ت	ت	1
ط	ط	ط	ط	2

Exercise:

ت	ث	ط	ت
ط	ت	ط	ط

6	5	4	3	2	1
تِن	طِن	تُب	طُب	تَف	طَف

12	11	10	9	8	7
بُسِط	سُطِح	رَبَط	قَنَط	تَعَس	طَلَب

Keep this book safe.

It will be needed in Level 1 for
revision.

Use this in the holidays to revise a
few random words everyday.