



My Qur'an Manual

Infants Class 2



Name:

My Teacher is:

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

The Holy Prophet (saw) said:

خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ

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

Al-Amali of Shaykh Tusi, Vol 1 page 5

Class 2

For over a decade, students were allocated in Qur'an classes based on their ability in Qur'an, bearing in mind both the ability and age. Needless to say, parent support to their child was effective; however, there was no specific parental role laid in assisting their children in Qur'an. Ability allocation was started in the hope to be able to help students and cater for them according to their individual ability. This was efficient so long as we were small in number. As the workshop started growing rapidly, the system seemed not very efficient for the workshop. Some of the issues we faced were:

i) There were various different ability groups and due to the scarcity in the number of Qur'an teachers we were unable to cater for all the students.

The ability allocation meant a 10 year old and a 6 year old child were at the same ability. Placing them together in one class wasn't feasible due to the age gap, and necessitated a new ability group be formed. How was this possible with lack of teachers?

ii) Having 11 years of studies in the Workshop and only 8 ability groups in Qur'an, meant a child at some point during his/her time at the Workshop was supposed to stay in one Qur'an ability group for more than a year. Not only were the more able students bored of doing the same lessons again for more than a year/s, but the parents were also concerned with this and wanted their children be promoted with each passing year which wasn't possible for the reasons explained above.

iii) At the start of each academic year, the newly enrolled students needed to be tested so that they could be placed in a class with their ability. This meant a good few weeks were needed to do this and with the lack of staff this was proving difficult.

Hence, we have decided to move onto class based system from the year 2020. This means, there will be no separate Qur'an ability groups, and a child will be in the same Qur'an class as his/her normal Workshop class. We are aware of the fact that we shall be unable to eradicate all problems; however, having assessed the class based system we are of the opinion that the benefits of it will outweigh the benefits of ability wise allocation.

In taking on the class based system and making it work, we will have to work as a trio. SHSW at one, parents at the other, and students at the third end. So long as we

all play our roles, we should see it work. We must be aware that with class based system, we will be having same aged students together, but they might differ in ability. The workshop will do all it can in helping the students. Students will be expected to attend the workshop each week and co-operate with the teachers. Parents of students who are struggling or are below the expected level will be required to attend the Qur'an lesson to come and help their children as long as it may be necessary. Qur'an teachers will notify the SHSW management of which students need additional support. Their parents will then be notified by the SHSW Management of when they need to attend to provide extra support to their children. Besides, parent support outside the workshop will be essential, either through personally teaching their children at home or arranging external support from Qur'an extra classes.

The Qur'an syllabus has been amended immensely. The old syllabus had the theory section only and the hifdh booklets. The 2020 syllabus consists of 4 sections, 2 of which are compulsory to teach and the rest as additional resource to be used as and when necessary.

Section 1: Theory + Worksheets (COMPULSORY)

Section 2: Hifdh of Surahs (COMPULSORY)

Section 3: Tafseer / short stories from the Qur'an to make children more familiar with the content of the Holy Qur'an.

Section 4: Qur'anic Dictionary (a selection of simple words from the Holy Qur'an, which will add up as the students move up the class. This is aimed at assisting students understand the meaning of Qur'an when they read it)

Lesson plan guidance: 60 minutes lesson

10 mins – Recap of the previous lesson. Student involvement is essential.

20 mins – Main part of delivering lesson/Syllabus

15 mins – Worksheets/Activities for class and giving of homework

15 mins – Quran recitation / Memorisation

Teachers:

- Will have to plan in a way that works best for their class and cover all the aspects that need covering
- To please ensure children now recite the Qur'an and memorise their surahs in the proper manner.
- Are encouraged to give homework, however, please **DO NOT** over load the students with homework. This could be as simple as ONE sentence or a line to re-iterate the points covered in class. At times, there could be tailored homework to suit personal needs.
- To please remember to complete the lesson trackers together with individual child progress for each lesson delivered.

Parents:

- In order to progress, we urge parents to please support their children at home with their work, check the diaries for any note/homework and assist them whenever possible, for reliance on the Workshop alone is not sufficient. We at SHSW can only enhance our students learning.
- Please contact your child's teacher for a follow up on the progress or for any concerns you might have.

Students:

- Please cooperate with your teachers and pay attention in class to derive maximum benefit and ask as and when necessary. Also ensure all work is done on time to allow the rest of the lessons to flow smoothly.

TOPICS FOR QURAN

Main topics to be covered for each class during the year are highlighted, however a recap of the previous year will prove helpful.

CLASS P

THEORY	<ol style="list-style-type: none"> 1) General rules / manners of reciting the Holy Qur'an 2) Correct pronunciation of Audhubillahi Minash Shaitaanir Rajeem 3) Correct pronunciation of Bismillahir Rahmanir Raheem 4) Arabic Alphabets / Phonetics (Sounds) 5) Explain how dots play an important part in Arabic. Students must be able to comprehend how the location of dots makes letters different.
HIFDH SURAHS	Refer to the table in the pages to follow
TAFSEER / SHORT STORIES FROM QUR'AN	<ol style="list-style-type: none"> 1) The baby in the box 2) The baby speaks 3) Zamzam
QUR'ANIC DICTIONARY	3 words

CLASS 1

THEORY	<ol style="list-style-type: none"> 1) Haraka /Short vowels <ol style="list-style-type: none"> a) Fatha b) Kasrah c) Dhammah 2) Sukoon
HIFDH SURAHS	Refer to the table in the pages to follow
TAFSEER / SHORT STORIES FROM QUR'AN	<ol style="list-style-type: none"> 1) Azazeel 2) Prophet Adam (pbuh) 3) Prophet Nuh (pbuh) and the big ark
QUR'ANIC DICTIONARY	5 words

CLASS 2

THEORY	1) Long Vowels a) Long way b) Short way 2) Tashdeed
HIFDH SURAHS	Refer to the table in the pages to follow
TAFSEER / SHORT STORIES FROM QUR'AN	1) Prophet Ibrahim (as) 2) Prophet Salih (as) 3) Anger
QUR'ANIC DICTIONARY	Family in Qur'an

CLASS 3

THEORY	1) Tanween 2) Letters in various forms (Beginning, Middle, End)
HIFDH SURAHS	Refer to the table in the pages to follow
TAFSEER / SHORT STORIES FROM QUR'AN	1) Duties towards parents 2) Suratul Kawthar 3) Amul Feel – The year of the elephant (Suratul Feel)
QUR'ANIC DICTIONARY	Animals in Qur'an - 1

CLASS 4

THEORY	1) Silent Letters 2) Sujood in Qur'an 3) Ghunna – Stress and Stretch (Nun and Meem Shadda)
HIFDH SURAHS	Refer to the table in the pages to follow
TAFSEER / SHORT STORIES FROM QUR'AN	1) Prophet Musa (pbuh) and the Thu'baan 2) Suratul Lahab 3) The sons of Prophet Adam (pbuh)
QUR'ANIC DICTIONARY	Animals in Qur'an - 2

CLASS 5

THEORY	1) Arabic Numbers 2) Division in Qur'an 3) Rule of Laam Shaddah
HIFDH SURAHS	Refer to the table in the pages to follow
TAFSEER / SHORT STORIES FROM QUR'AN	1) Dua 2) Prophet Sulayman (pbuh) and the Hudhud
QUR'ANIC DICTIONARY	Human being in Qur'an - 1

CLASS 6

THEORY	1) Punctuation a) Signs/Letters of stopping and continuing b) Rules of stopping 2) Qalqalah
HIFDH SURAHS	Refer to the table in the pages to follow
TAFSEER / SHORT STORIES FROM QUR'AN	1) Prophet Nuh (pbuh) 2) Prophet Salih (pbuh)
QUR'ANIC DICTIONARY	Human being in Qur'an - 2

CLASS 7

THEORY	1) Rules of Tanween and Nun Sakin a) Idgham b) Idhar c) Iqlaab d) Ikhfaa 2) Nun Al-Qutni
HIFDH SURAHS	Refer to the table in the pages to follow
TAFSEER / SHORT STORIES FROM QUR'AN	1) Prophet Ibrahim (pbuh) 2) Prophet Ayyub (pbuh)
QUR'ANIC DICTIONARY	Prophets in Qur'an

CLASS 8

THEORY	1) Madd 2) Rules of Hamzah 3) Sakta
HIFDH SURAHS	Hamd, Ikhlaas, Naas, Falaq, Kafiroon, Jumuah
TAFSEER / SHORT STORIES FROM QUR'AN	Jumuah
QUR'ANIC DICTIONARY	Surahs in Qur'an - 1

CLASS 9

THEORY	1) Alif Jazm 2) Tafkheem and Tarqeeq – Rules of Letter RAA
HIFDH SURAHS	Hamd, Ikhlaas, Naas, Falaq, Kafiroon, Fajr
TAFSEER / SHORT STORIES FROM QUR'AN	Fajr
QUR'ANIC DICTIONARY	Surahs in Qur'an - 2

CLASS 10

THEORY	Revision of topics covered in the years P to 9. Apply the rules when reading the Holy Qur'an
HIFDH SURAHS	Hamd, Ikhlaas, Naas, Falaq, Kafiroon, Yaseen (1 to 40)
TAFSEER / SHORT STORIES FROM QUR'AN	Yaseen
QUR'ANIC DICTIONARY	Surahs in Qur'an - 3

CLASS 11

THEORY	Revision of topics covered in the years P to 9. Apply the rules when reading the Holy Qur'an
HIFDH SURAHS	Hamd, Ikhlaas, Naas, Falaq, Kafiroon, Yaseen (41 to 83)
TAFSEER / SHORT STORIES FROM QUR'AN	Yaseen
QUR'ANIC DICTIONARY	Surahs in Qur'an - 4

Qur'an Surahs to be memorised this year

CLASS P	CLASS 1	CLASS 2	CLASS 3	CLASS 4	CLASS 5	CLASS 6	CLASS 7
Hamd	Hamd	Hamd	Hamd	Hamd	Hamd	Hamd	Hamd
Ikhlaas	Ikhlaas	Ikhlaas	Ikhlaas	Ikhlaas	Ikhlaas	Ikhlaas	Ikhlaas
Naas	Naas	Naas	Naas	Naas	Naas	Naas	Naas
Kawthar	Kawthar	Kawthar	Kawthar	Kawthar	Kawthar	Kawthar	Kawthar
	Falaq	Falaq	Falaq	Falaq	Falaq	Falaq	Falaq
	Kaafirun	Kaafirun	Kaafirun	Kaafirun	Kaafirun	Kaafirun	Kaafirun
		Nasr	Nasr	Nasr	Nasr	Nasr	Nasr
		Asr	Asr	Asr	Asr	Asr	Asr
			Lahab	Lahab	Lahab	Lahab	Lahab
			Maun	Maun	Maun	Maun	Maun
			Feel	Feel	Feel	Feel	Feel
				Qadr	Qadr	Qadr	Qadr
				Quraysh	Quraysh	Quraysh	Quraysh
					Qaria	Qaria	Qaria
					Aadiyat	Aadiyat	Aadiyat
						Takathur	Takathur
							Ayatul Kursi
							Humazah
							Inshirah

Qur'an Surahs to be memorised this year

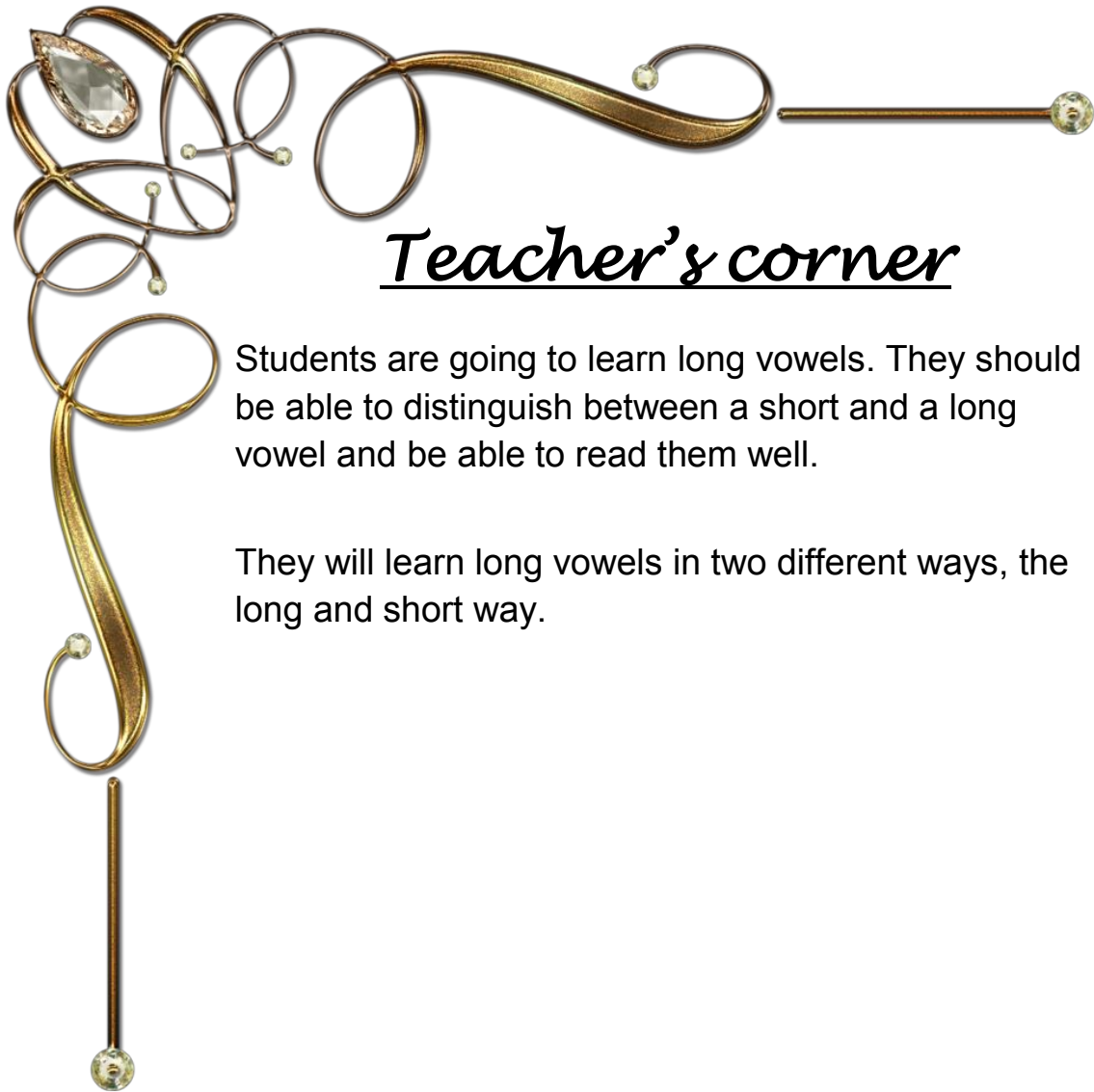
CLASS 8	CLASS 9
Hamd	Hamd
Ikhaas	Ikhaas
Naas	Naas
Falaq	Falaq
Kafiroon	Kafiroon
Jumuah	Fajr

CLASS 10	CLASS 11
Hamd	Hamd
Ikhaas	Ikhaas
Naas	Naas
Falaq	Falaq
Kafiroon	Kafiroon
Yaseen (Ayah 1- 40)	Yaseen (Ayah 41 – 83)





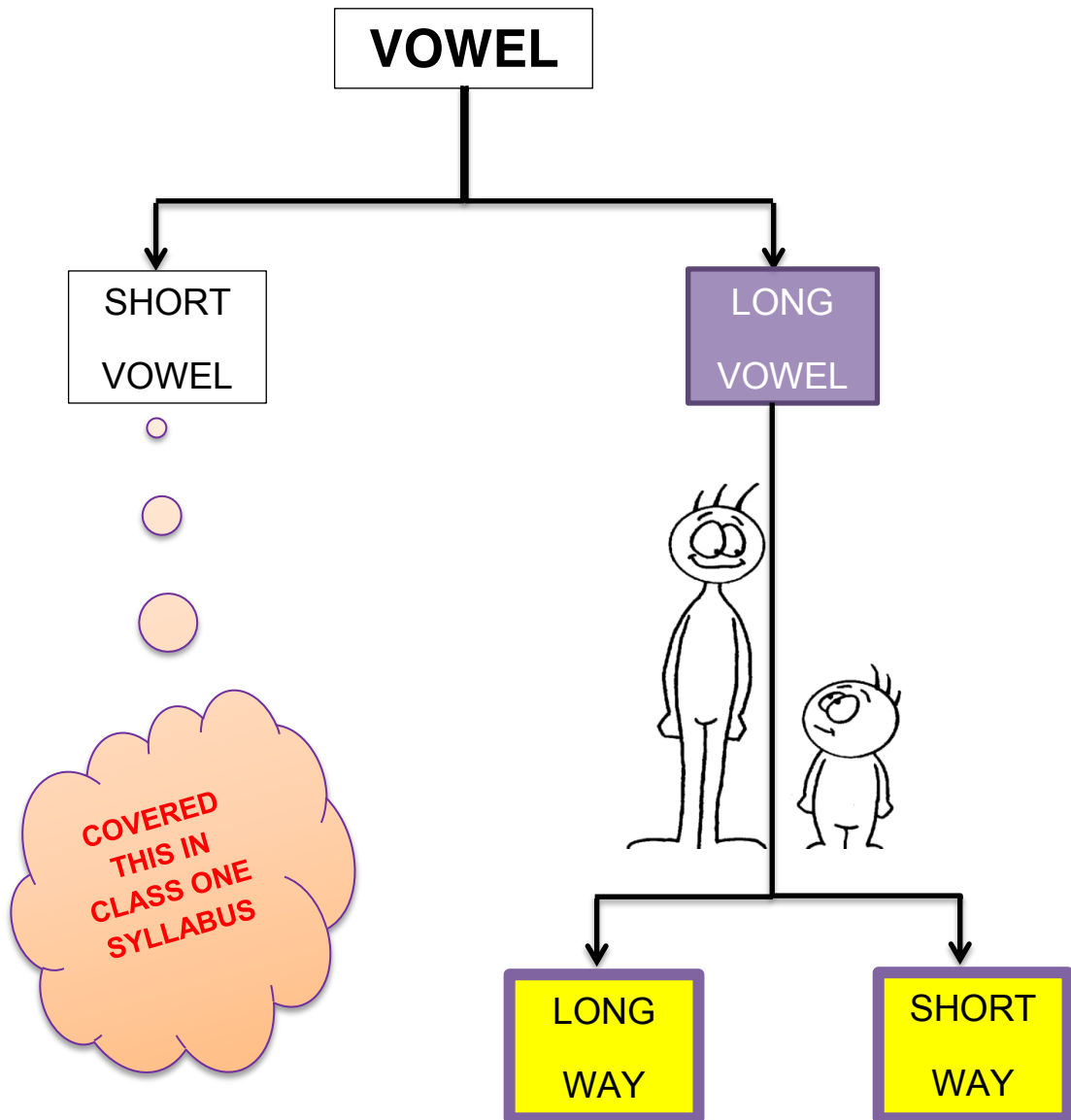
Long Vowels
(Long way & Short way)



Teacher's corner

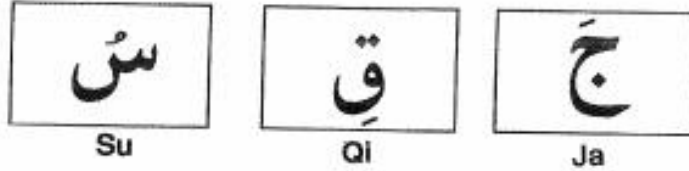
Students are going to learn long vowels. They should be able to distinguish between a short and a long vowel and be able to read them well.

They will learn long vowels in two different ways, the long and short way.



LONG VOWEL – Long way

If there is a letter with a sign of **Fatha**, **Dhamma** or **Kasra** then let us call the sound



These sounds are called **Short Vowel Sounds**.

Now, if we want to have a long vowel sound from a **Fatha** letter, we add - **Alif**:

For example:

**LONG VOWEL = ALIF + LETTER WITH FATHA
(Short Vowel)**

سَا = ا + سُ		
SAA	ا	SA
Long vowel	Alif	Short vowel

جَا = ا + جَ		
JAA	ا	JA
Long vowel	Alif	Short vowel

Therefore, to have a long vowel sound from a **Fatha** letter, we add **Alif**.

But what happens when the letter has a **Kasra**?

To have a long vowel sound from **Kasra** letter, we add **Ya Sukun** يٰ :

For example:

LONG VOWEL = YA SUKUN + LETTER WITH KASRA
(Short vowel)

سِ = يٰ سِ		
SI		SI
Long vowel	Ya sukun	Short vowel

جِ = يٰ جِ		
JII		JI
Long vowel	Ya sukun	Short vowel

And when there is a **Dhamma** letter, we need to add **Waw sukun** (وِ) to make it into a long vowel sound:

LONG VOWEL = WAW SUKUN + LETTER WITH DHAMMA
(Short vowel)

سُو = وِ سُو		
SUU		SU
Long Vowel	waw sukun	Short vowel

جُو = وِ جُو		
JUU		JU
Long vowel	waw sukun	Short vowel
















Exercise

In the empty boxes put the missing letters. An example has been given,

<div style="border: 1px solid black; padding: 5px; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;"> مَا </div> <div style="border: 1px solid black; padding: 2px; text-align: center; font-size: 0.8em;">MAA</div>	=	<div style="border: 1px solid black; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;"> ا </div>	+	<div style="border: 1px solid black; padding: 5px; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;"> م </div> <div style="border: 1px solid black; padding: 2px; text-align: center; font-size: 0.8em;">MA</div>
<div style="border: 1px solid black; padding: 5px; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;"> جَا </div> <div style="border: 1px solid black; padding: 2px; text-align: center; font-size: 0.8em;">JAA</div>	=	<div style="border: 1px solid black; width: 100px; height: 100px;"></div>	+	<div style="border: 1px solid black; padding: 5px; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;"> ج </div> <div style="border: 1px solid black; padding: 2px; text-align: center; font-size: 0.8em;">JA</div>
<div style="border: 1px solid black; padding: 5px; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;"> قَا </div> <div style="border: 1px solid black; padding: 2px; text-align: center; font-size: 0.8em;">QAA</div>	=	<div style="border: 1px solid black; width: 100px; height: 100px;"></div>	+	<div style="border: 1px solid black; padding: 5px; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;"> ق </div> <div style="border: 1px solid black; padding: 2px; text-align: center; font-size: 0.8em;">QA</div>
<div style="border: 1px solid black; padding: 5px; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;"> سَا </div> <div style="border: 1px solid black; padding: 2px; text-align: center; font-size: 0.8em;">SAA</div>	=	<div style="border: 1px solid black; width: 100px; height: 100px;"></div>	+	<div style="border: 1px solid black; padding: 5px; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;"> س </div> <div style="border: 1px solid black; padding: 2px; text-align: center; font-size: 0.8em;">SA</div>
<div style="border: 1px solid black; padding: 5px; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;"> عَا </div> <div style="border: 1px solid black; padding: 2px; text-align: center; font-size: 0.8em;">AA'</div>	=	<div style="border: 1px solid black; width: 100px; height: 100px;"></div>	+	<div style="border: 1px solid black; padding: 5px; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;"> ع </div> <div style="border: 1px solid black; padding: 2px; text-align: center; font-size: 0.8em;">A'</div>

Exercise

In the boxes put the missing letters. An example has been given,

 LII	=		+	 LI
 FII	=		+	 FI
 NII	=		+	 NI
 GHII	=		+	 GHI
 THII	=		+	 THI

Exercise

In the boxes put the missing letters. An example has been given,

<div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px; margin: 0 auto;"> <p style="text-align: center; font-size: 2em;">سُو</p> <p style="text-align: center; font-size: 0.8em;">SUU</p> </div>	=	<div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px; margin: 0 auto;"> <p style="text-align: center; font-size: 2em;">و</p> </div>	+	<div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px; margin: 0 auto;"> <p style="text-align: center; font-size: 2em;">س</p> <p style="text-align: center; font-size: 0.8em;">SU</p> </div>
<div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px; margin: 0 auto;"> <p style="text-align: center; font-size: 2em;">جُو</p> <p style="text-align: center; font-size: 0.8em;">JUJ</p> </div>	=	<div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px; margin: 0 auto;"> </div>	+	<div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px; margin: 0 auto;"> <p style="text-align: center; font-size: 2em;">ج</p> <p style="text-align: center; font-size: 0.8em;">JU</p> </div>
<div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px; margin: 0 auto;"> </div> <p style="text-align: center; font-size: 0.8em;">MUU</p>	=	<div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px; margin: 0 auto;"> </div>	+	<div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px; margin: 0 auto;"> <p style="text-align: center; font-size: 2em;">م</p> <p style="text-align: center; font-size: 0.8em;">MU</p> </div>
<div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px; margin: 0 auto;"> </div> <p style="text-align: center; font-size: 0.8em;">ZUU</p>	=	<div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px; margin: 0 auto;"> </div>	+	<div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px; margin: 0 auto;"> <p style="text-align: center; font-size: 2em;">ظ</p> <p style="text-align: center; font-size: 0.8em;">ZU</p> </div>
<div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px; margin: 0 auto;"> </div> <p style="text-align: center; font-size: 0.8em;">QUU</p>	=	<div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px; margin: 0 auto;"> </div>	+	<div style="border: 1px solid black; padding: 5px; width: 150px; height: 80px; margin: 0 auto;"> <p style="text-align: center; font-size: 2em;">ق</p> <p style="text-align: center; font-size: 0.8em;">QU</p> </div>

Exercise

Link the arabic letter in order to make the sound long. An example has been done for you,

بَا	ي	سِي
فِي	ا	فِيَا
لَا	و	بَاو
سُو	ا	سَا
جُو	و	جَاو

Exercise

Colour the shapes which have got a long vowel sound.

تِي

عَا

هِي

قَا

هَوُو

مَا

قَلَان

جُو

بِي

نِي

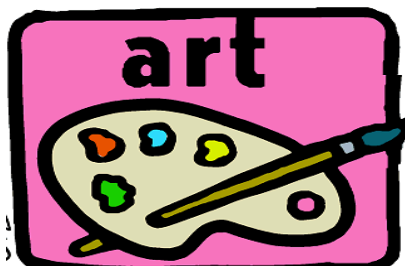
دَا

فِي

لَا

حُو

قُو



Exercise

Read the following words and underline the long vowel. Then change the underlined letters to short vowels. An example has been done for you.

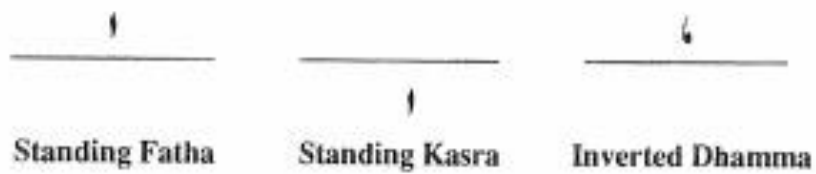
CHANGE THE UNDERLINED LETTER TO A SHORT VOWEL		UNDERLINE THE LONG VOWEL
يُسْفَ	←	يُ <u>و</u> سْفَ <small>e.g.</small>
	←	دُونَ
	←	قَدِيرٌ
	←	غَفُورٌ
	←	بِمَا
	←	أُولِي

LONG VOWEL – Short way

There is another way of writing a long vowel. In the last chapter, we saw that a long vowel is produced by the addition of Waw Sukun, Ya Sukun and Alif.

The other way of writing a long vowel is to use the standing Fatha, standing Kasra and inverted (upside down) Dhamma:

We will call these signs:



For example:

LONG VOWEL SHORT WAY		LONG VOWEL LONG WAY					
ب	=	بَا	=	ا	+	ب	
ج	=	جِي	=	ي	+	ج	
س	=	سُو	=	و	+	س	

By now you should be thoroughly confident in the recognition of long vowels, i.e.:

- With Fatha letter - ا is added
- With Kasra letter - ي is added
- With Dhamma letter - و is added

Another example which usually causes confusion is the joining of a Fatha letter with an Alif which has a sign. The difference here is that the Alif has a sign. In this case then, the Alif is no longer silent, and has to be pronounced. For example:

طَا
Ta'a

قَا
Qa'a

لَا
La'a

سَا
Sa'a

بَا
Ba'a

Exercise

Reading exercise.

Standing Fatha

5	4	3	2	1
ا ق	ا م	ا ي	ا ن	ا ب

10	9	8	7	6
ا ج	ا ح	ا س	ا ظ	ا ع

15	14	13	12	11
ا ظ	ا ش	ا ذ	ا ا	ا ز

Exercise

Reading exercise.

Standing Kasra

5	4	3	2	1
ق ا	م ا	ي ا	ن ا	ب ا

10	9	8	7	6
ج ا	ك ا	س ا	ف ا	ع ا

15	14	13	12	11
ظ ا	ث ا	ذ ا	ا ا	ز ا

Exercise

Reading exercise

Standing Dhammah

5	4	3	2	1
ق	م	ي	ل	ب

10	9	8	7	6
ج	ح	س	ف	ك


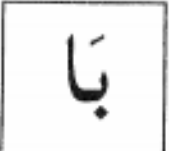
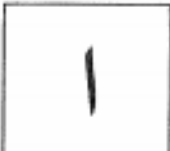


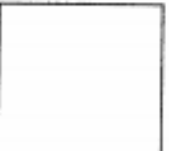
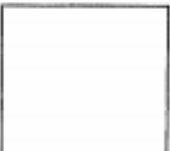
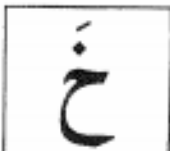



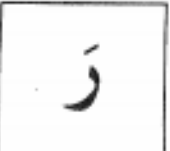
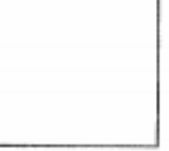
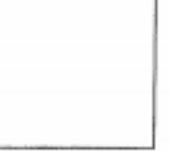


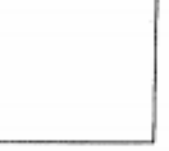
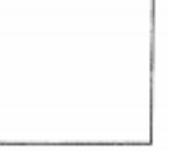
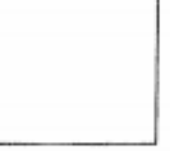
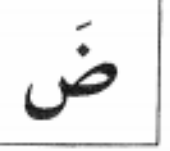
15	14	13	12	11
ظ	ش	ز	أ	ت

20	19	18	17	16
ص	ع	د	ر	ف

25	24	23	22	21
ز	ح	ط	ظ	ز

Exercise

Make these short sound vowel letters into two ways of long sound vowel letters. An example has been given,

SHORT WAY OF WRITING THE LONG SOUND	LONG SOUND	SHORT SOUND
 =	 =	 + 
 =	 =	 + 
 =	 =	 + 
 =	 =	 + 
 =	 =	 + 

Exercise

Make these short sound vowel letters into two ways of long sound vowel letters. An example has been given,

SHORT WAY OF WRITING THE LONG SOUND	LONG SOUND	SHORT SOUND
جِ =	جِي =	يِ + جِ
□ =	□ =	□ + مِ
□ =	□ =	□ + نِ
□ =	□ =	□ + فِ
□ =	□ =	□ + شِ

Exercise

Make these short sound vowel letters into two ways of long sound vowel letters. An example has been given,

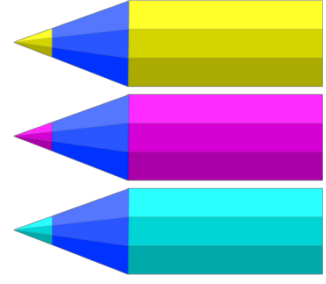
SHORT WAY OF WRITING THE LONG SOUND	LONG SOUND	SHORT SOUND
ق =	قُو =	و + ق
=	=	+ ع
=	=	+ ث
=	=	+ ض
=	=	+ ن

Exercise

Put the missing vowels in the following words. An example has been done for you:-

بِه BIHI	ذَلِكْ ZHAALIKA	هَذَا ^{e.g.} HAAZHAA
اِلَه ILAAHUU	لَكَذِبُونَ LAKAAZHIBUUNA	تُتْلَى TUTLAA
نَصْرَى NASAARAA	أَمْرُه AMRUHUU	يُخْدَعُونَ YUKHAADIUNA
اَيْتِه AAYAATHIH	اٰمِنُوْا AAMINUU	كِتَابُ KITAABU
قَبْلِه QABLIHI	سَمَوَاتِ SAMAAWAATI	اَنْهَرُ ANHAARU

Exercise



Look for long vowels. Color :

- LONG VOWELS LONG WAY in **RED** and
- LONG VOWELS SHORT WAY in **GREEN**

عَسْ

جَا

دَا

سَ

كُتِبَ

قَا

إِلَى

لِي

جِي

أَجْرَةٌ

فِي

بَرَكَ

سَا

بَرَكَ

سُو

عُفِلُ

Exercise

Change the letters shown with an arrow into **LONG VOWEL LONG WAY** in the following words

رَبِّكَ
↑

أَحْسَنَ
↑

أَحَدَ
↑

وَالشَّمْسِ
↑

عِشَاءً
↑

وَيَعْلَمُكَ
↑

غَالِبٌ
↑

بِمَا
↑

قَمِيصُهُ
↑

أَكْثَرَ
↑

Exercise

Change the following letters shown with an arrow into **LONG VOWEL**

SHORT WAY

مِنَ
↑

إِنَّكَ
↑

كُنْتَ
↑

وَالشَّمْسِ
↑

عِشَاءً
↑

وَيَعْلَمُكَ
↑

غَالِبٌ
↑

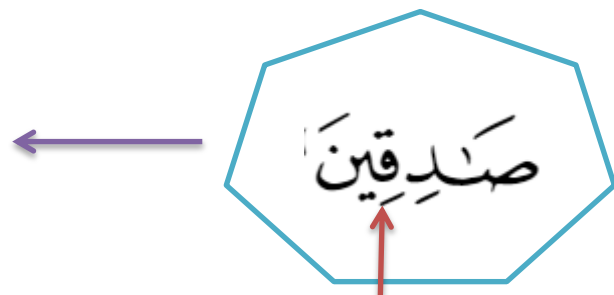
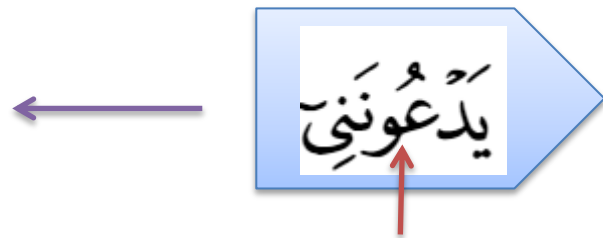
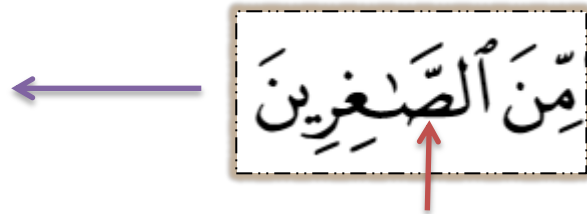
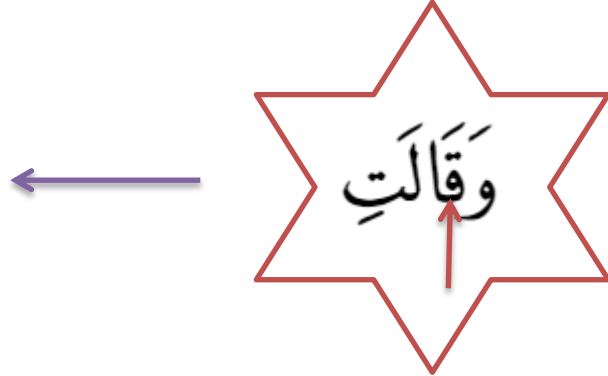
بِمَا
↑

قَمِيصُهُ
↑

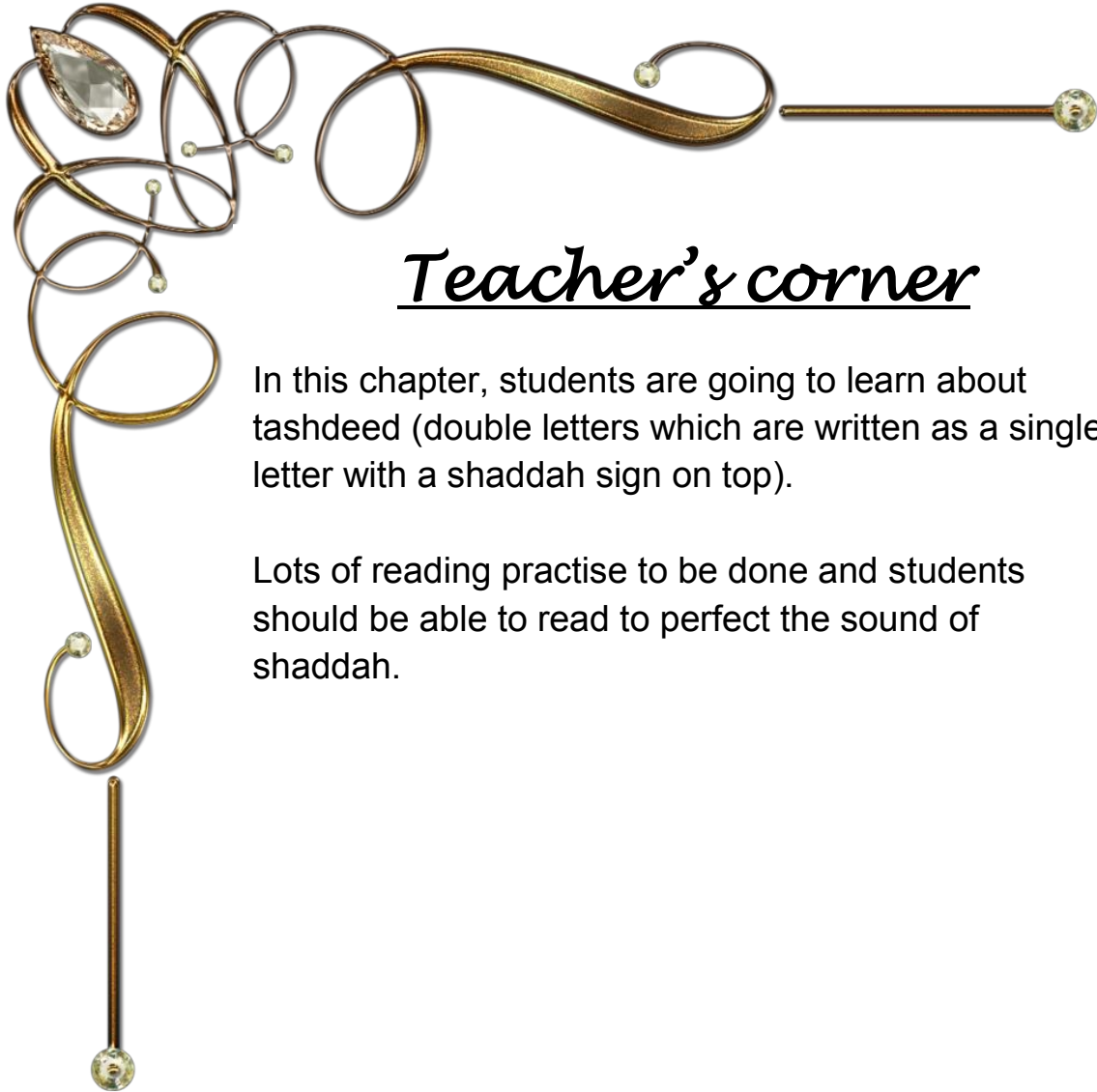
بَشَرًا
↑

Exercise

Change the LONG VOWELS shown with an arrow into SHORT VOWELS



Tashdeed/Shadda

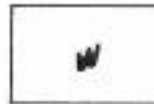


Teacher's corner

In this chapter, students are going to learn about tashdeed (double letters which are written as a single letter with a shaddah sign on top).

Lots of reading practise to be done and students should be able to read to perfect the sound of shaddah.

SHADDA SIGN



This is a Shadda Sign

A **Shadda** sign is used to add an emphasis sound to a word. In English, an emphasis sound is made by using a double letter, e.g. butter, innocent. In Arabic, we do not use double letters; instead we use the Shadda sign.

In full form, the following sounds are produced by the letters:

INNA

-

إِنَّنْ

KULLU

-

كُلُّلُ

THUMMA

-

ثُمَّمَّ

In the above words, the double letters are:

ن



is the double letter in



إِنَّنْ

ل



is the double letter in



كُلُّلُ

م

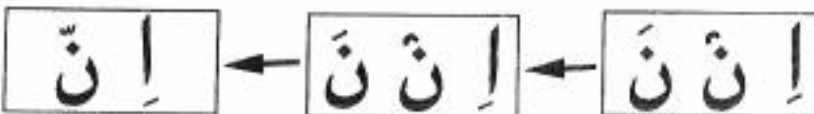


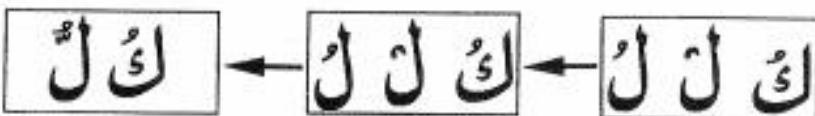
is the double letter in

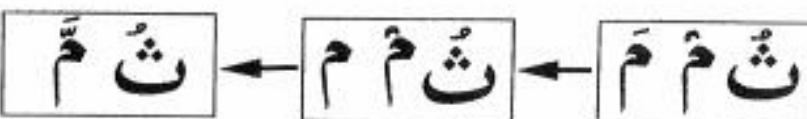


ثُمَّمَّ

Now, instead of writing these double letters we cancel the middle one, but instead put a **SHADDA** sign on the previous letter.

INNA = 

KULLU = 

THUMMA = 

NOTE: More reading practise should be done to perfect the sound of **SHADDA**.

Explain that a Tashdeed represents two letters, thus two letters will be recited.

2 With Tashdeed	1 Without Tashdeed
عَدَّ	عَدَ
شَقَّ	شَقَ
حَبَّ	حَبَ
رَأَى	رَأَى

Exercise

In the empty box write the short way of writing the word by putting a shadda sign. For example,

<input type="text"/>	<input type="text"/>	<input type="text" value="رَبِّ"/>
<input type="text" value="ظَنَّ نَ"/>	<input type="text" value="بَوَّ"/>	<input type="text" value="رَبِّ ب"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text" value="حَقَّقَ"/>	<input type="text" value="هِنَّ"/>	<input type="text" value="أُمَّمِ"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text" value="جَنَّ"/>	<input type="text" value="تُنَّ"/>	<input type="text" value="قُدَّدَ"/>

Exercise

Read 2 letter words of Tashdeed / with Shadda

3	2	1
شَقَّ	مَنَّ	عَمَّ

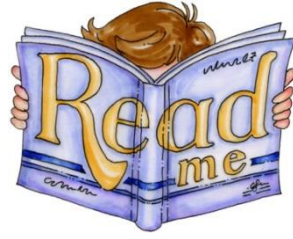
6	5	4
مَسَّ	عَدَّ	إَنَّ

9	8	7
أَنَّ	مَيَّ	رَبَّ

12	11	10
حَبَّ	صُمَّ	غَمَّ

15	14	13
أَمَّا	شَنَّ	إِلَّا

Exercise



3 letter words with Shadda

3	2	1
سَحَّرَ	قَدَّارَ	سَلَّمَ

6	5	4
عَدَّابَ	رَاعِبَ	خَرَجَ

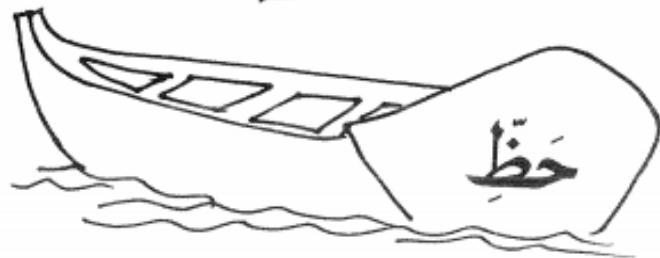
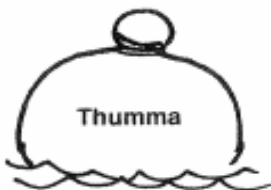
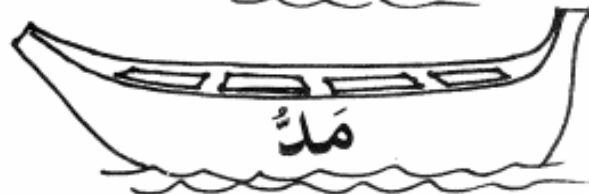
9	8	7
صَرَفَ	ظَهَرَ	ذَكَرَ

12	11	10
كَثَّرَ	بَدَّلَ	صَرَخَ

15	14	13
كَرَّمَ	قَسَمَ	حَرَّمَ

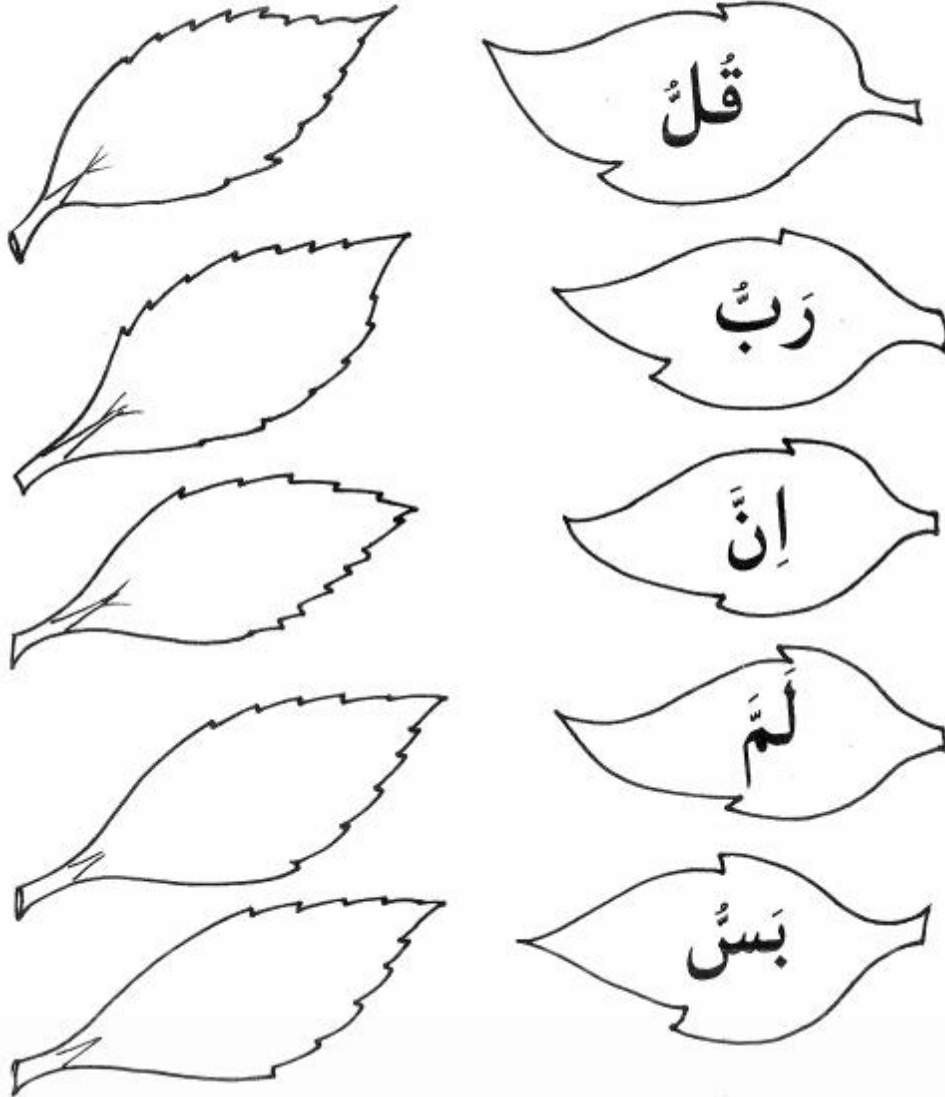
Exercise

Link the Arabic word with its sound.



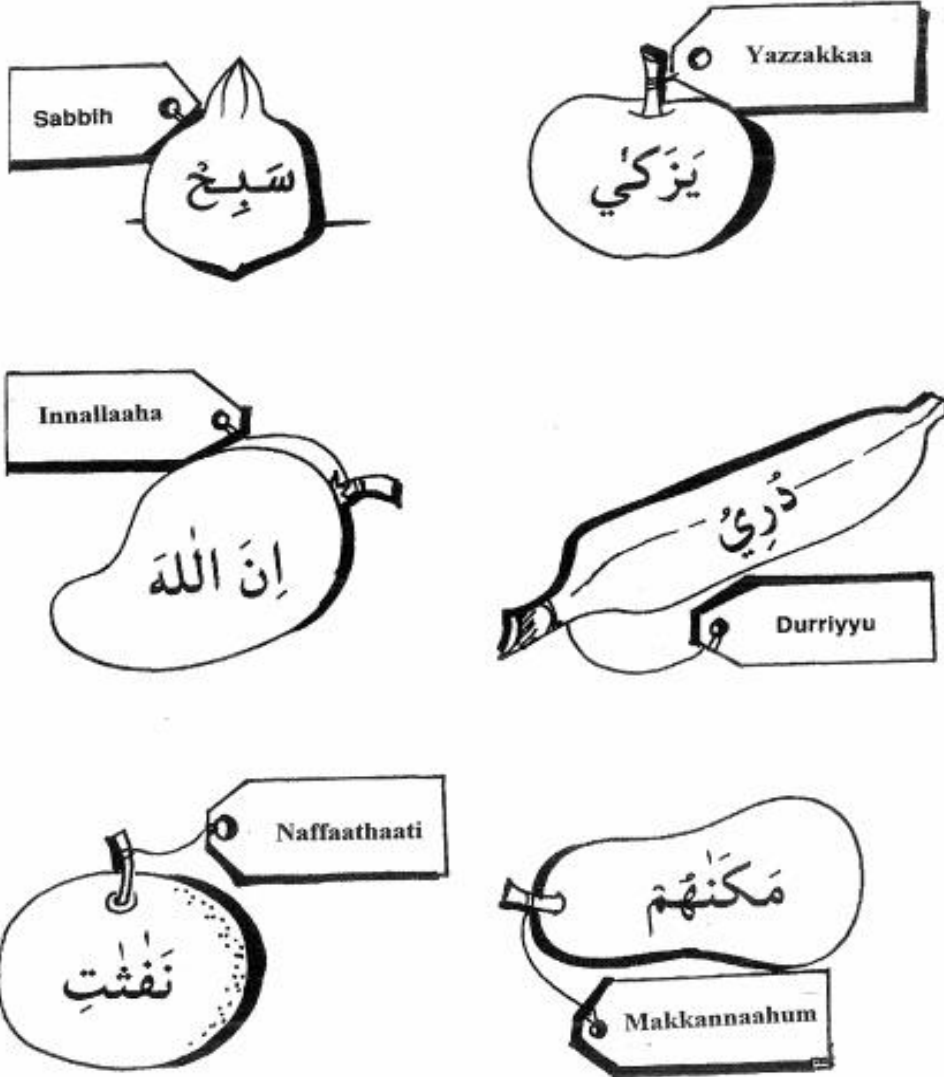
Exercise

Write the English words to their Arabic equivalent.



Exercise

Put the missing Shadda signs.



Exercise

Put the missing Shadda sign on the Arabic words below. An example has been done for you.

مُزْمِلٌ



MUZZAMMIL

أُمِّيْنٌ e.g.



UMMIYYINA

وَرَزَا



WARRAZZA

إِلَّا



ILLALLA

زَيْنَسَ



ZAYYANNASSA

مُدَثِّرٌ



MUDDATHHIR

سَبَحَ



SABBAHA

قُوَّةٌ



QUWWATUN

Exercise

Ensure each word is read separately, clearly and audibly. Only then let the child attempt the entire sentence.

Most sentences on this page contain words with **Tashdeed**, go over these carefully.

أَفَلَا تَذَكَّرُونَ	1
وَتَوَلَّ عَنْهُمْ حَتَّىٰ حِينٍ	2
هَلْ أَنْتُمْ مُطَّلِعُونَ	3
وَبَشَّرْنَاهُ بِإِسْحَاقَ نَبِيًّا	4
نَعْلَمُ مَا يُسِرُّونَ وَ مَا يُعْلِنُونَ	5
وَلَقَدْ أَضَلَّ مِنْكُمْ	6



Exercise

Short Quran Verses

- ❖ At this stage the student should be confident in applying the Tashdeed concept.
- ❖ Most sentences on this page contain two or more words with Tashdeed.

فَعَالٌ لِّمَا يُرِيدُ	1
وَ إِذَا مَرُّوا بِهِمْ	2
إِلَّا كُلُّ مُعْتَدٍ أَثِيمٍ	3
وَ أَذِنَتْ لِرَبِّهَا وَ حَقَّتْ	4
كَلَّا بَلْ تُكَذِّبُونَ	5

Exercise

Match the Arabic words with the correct English transliteration

3	2	1
تُوَكِّدَانِ	وَفَّرْنَا	تُوحِّدُ

WAFFARNA	TUAKKIDAANI	TUWAHHIDU
----------	-------------	-----------

6	5	4
خَفِّفْنَ	خَلَّى	سَلَّوْا

KHAFFIFNA	SALLAW	KHALLAA
-----------	--------	---------

12	11	10
أَسَّسَ	صَلَّى	يُسَمِّي

ASSASA	YUSAMMIY	SWALLAA
--------	----------	---------

Exercise

Reading exercise

3	2	1
طَيِّبَةً	لِيُثَبِّتَ	نَزَّلَهُ

6	5	4
صِدِّيقًا	عَرَبِيٍّ	جَبَّارًا

9	8	7
خَفِيًّا	سُجَّدًا	ذُرِّيَّةَ

12	11	10
تُحِسُّ	الَّتِي	نَبِيِّنَ

15	14	13
لَأُقَطِّعَنَّ	عَدُوَّ	ضِدًّا

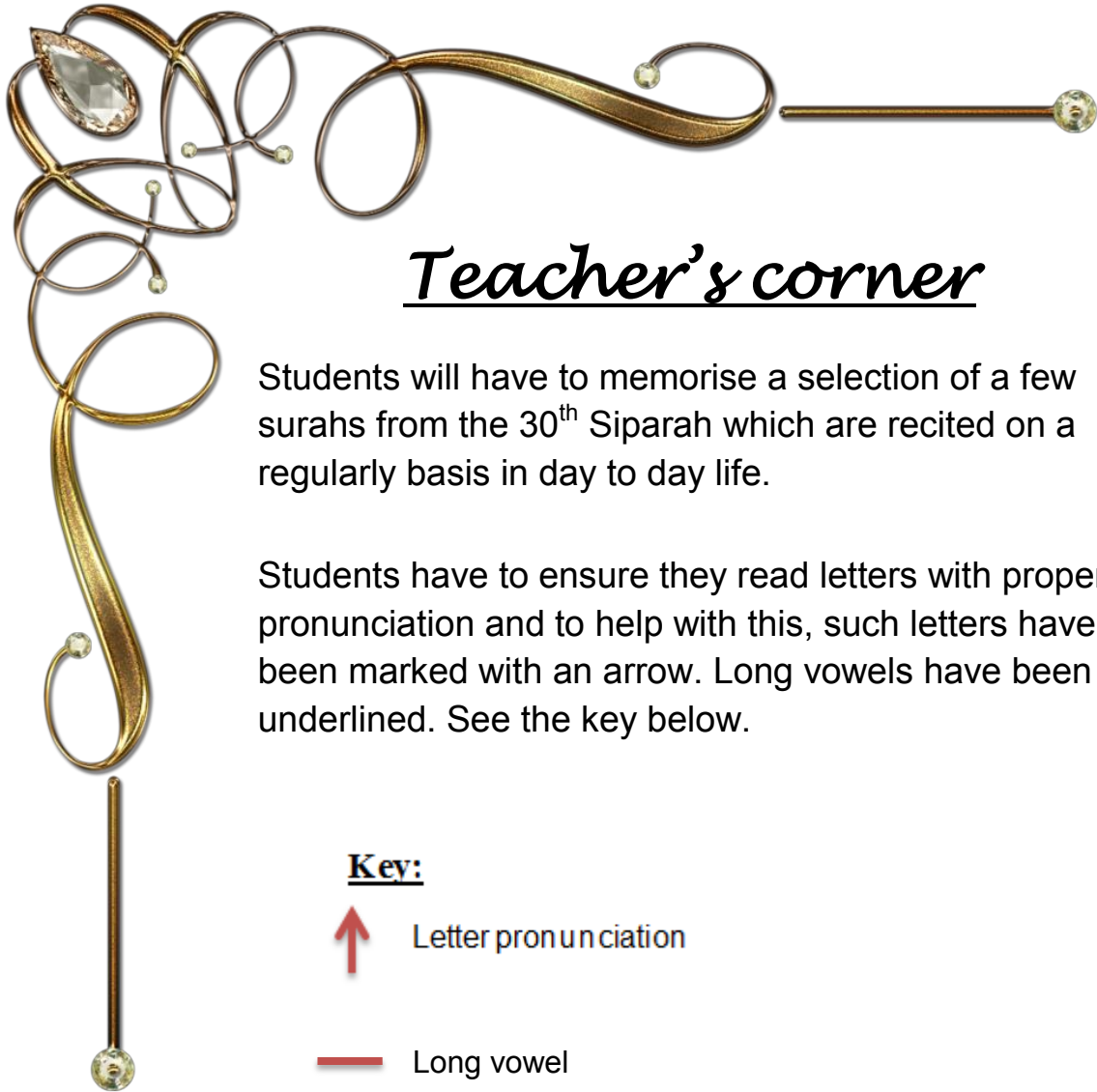
Exercise

More reading...

3	2	1
أَمَّا	رَبِّهِمْ	وَالَّذِينَ
6	5	4
أَعَدَّتْ	كَصِيبٍ	يَمُدُّهُمْ
9	8	7
بِكُلِّ	فَسَوْهُنَّ	يُضِلُّ
12	11	10
شَرِّ	نُقَدِّسُ	نُسَبِّحُ
15	14	13
بِالصَّبْرِ	تَبَّتْ	الْأَنْفُسِ



Surahs for Sifdh



Teacher's corner

Students will have to memorise a selection of a few surahs from the 30th Siparah which are recited on a regularly basis in day to day life.

Students have to ensure they read letters with proper pronunciation and to help with this, such letters have been marked with an arrow. Long vowels have been underlined. See the key below.

Key:



Letter pronunciation



Long vowel

Suratul Fatihah - سُورَةُ الْفَاتِحَةِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ { ١ }

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ ٢

الرَّحْمَنِ الرَّحِيمِ ٣

مَلِكِ يَوْمِ الدِّينِ ٤

إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَعِينُ ٥

اهْدِنَا الصِّرَاطَ الْمُسْتَقِيمَ ٦

صِرَاطَ الَّذِينَ أَنْعَمْتَ عَلَيْهِمْ

غَيْرِ الْمَغْضُوبِ عَلَيْهِمْ وَلَا الضَّالِّينَ

سُورَةُ الْإِخْلَاصِ - Suratul Ikhlāas

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قُلْ هُوَ اللَّهُ أَحَدٌ

اللَّهُ الصَّمَدُ

لَمْ يَلِدْ وَلَمْ يُولَدْ

وَلَمْ يَكُنْ لَهُ كُفُوًا أَحَدٌ

Suratun Naas - سُورَةُ النَّاسِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قُلْ أَعُوذُ بِرَبِّ النَّاسِ

مَلِكِ النَّاسِ

إِلَهِ النَّاسِ

مِنْ شَرِّ الْوَسْوَاسِ الْخَنَّاسِ

الَّذِي يُوسْوِسُ فِي صُدُورِ النَّاسِ

مِنَ الْجِنَّةِ وَالنَّاسِ

سُورَةُ الْكَوْثَرِ - Suratul Kawthar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

إِنَّا أَنْعَمْنَا عَلَيْكَ الْكَوْثَرَ ط

فَصَلِّ لِرَبِّكَ وَأَنْحَرْ ط

إِنَّ شَانِئَكَ هُوَ الْأَبْتَرُ ع

Suratul Falaq - سُورَةُ الْفَلَقِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قُلْ أَعُوذُ بِرَبِّ الْفَلَقِ ۝

مِنْ شَرِّ مَا خَلَقَ ۝

وَمِنْ شَرِّ غَاسِقٍ إِذَا وَقَبَ ۝

وَمِنْ شَرِّ النَّفَّاثَاتِ فِي الْعُقَدِ ۝

وَمِنْ شَرِّ حَاسِدٍ إِذَا حَسَدَ ۝

سُورَةُ الْكَافِرُونَ - Suratul Kafiroom

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قُلْ يَا أَيُّهَا الْكَافِرُونَ

لَا أَعْبُدُ مَا تَعْبُدُونَ

وَلَا أَنْتُمْ عَابِدُونَ مَا أَعْبُدُ

وَلَا أَنَا عَابِدٌ مَّا عَبَدْتُمْ

وَلَا أَنْتُمْ عَابِدُونَ مَا أَعْبُدُ

لَكُمْ دِينُكُمْ وَلِيَ دِينِ

Suratun Nasr - سُورَةُ النَّصْرِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

إِذَا جَاءَ نَصْرُ اللَّهِ وَالْفَتْحُ

وَرَأَيْتَ النَّاسَ يَدْخُلُونَ فِي

دِينِ اللَّهِ أَفْوَاجًا

فَسَبِّحْ بِحَمْدِ رَبِّكَ وَاسْتَغْفِرْهُ

إِنَّهُ كَانَ تَوَّابًا

Suratul Asr - سُورَةُ الْعَصْرِ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَالْعَصْرِ ۝

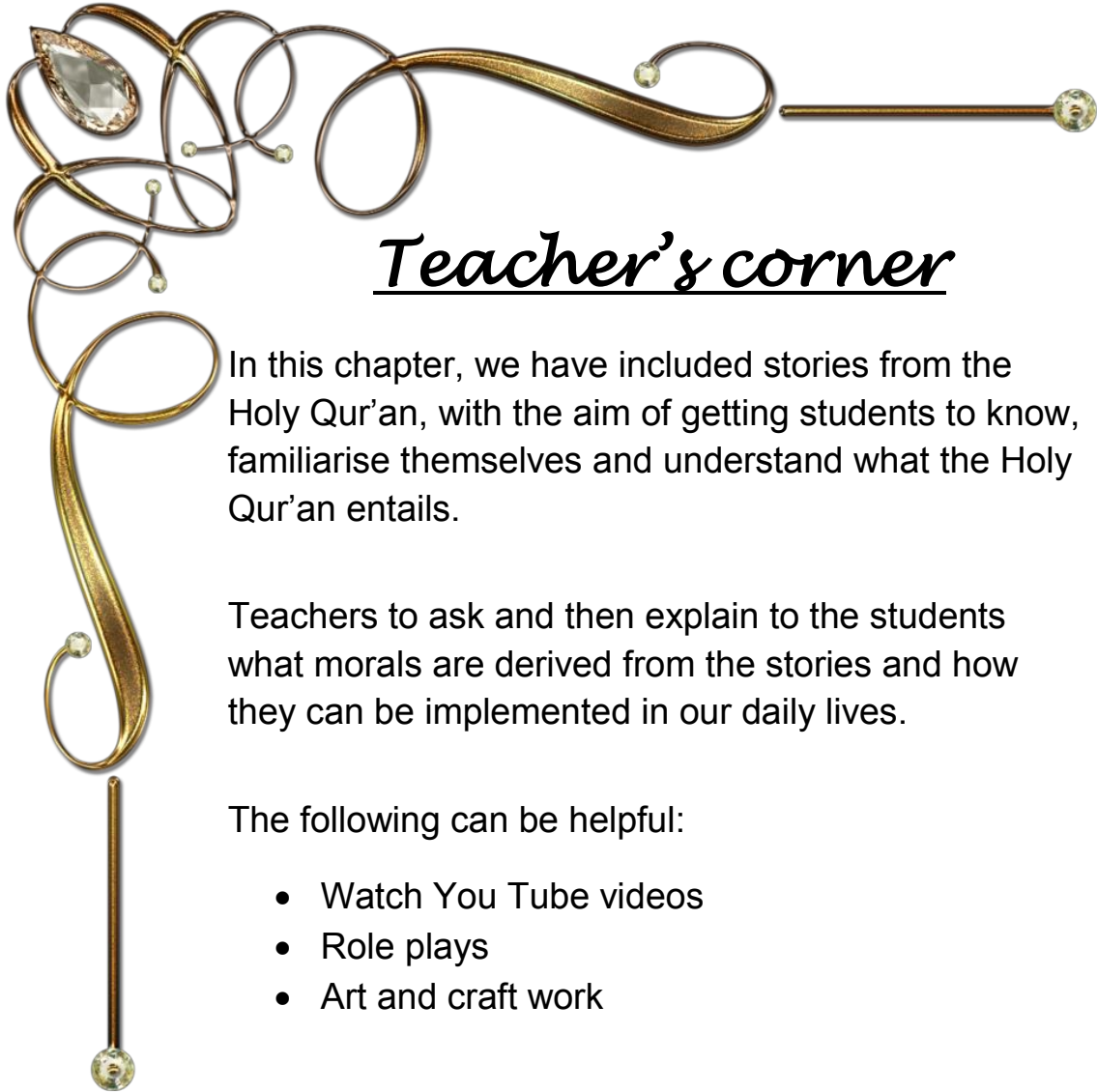
إِنَّ الْإِنْسَانَ لَفِي خُسْرٍ ۝

إِلَّا الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ

وَتَوَاصَوْا بِالْحَقِّ وَتَوَاصَوْا بِالصَّبْرِ ۝

Tafseer

(Short stories from the
Holy Qur'an)



Teacher's corner

In this chapter, we have included stories from the Holy Qur'an, with the aim of getting students to know, familiarise themselves and understand what the Holy Qur'an entails.

Teachers to ask and then explain to the students what morals are derived from the stories and how they can be implemented in our daily lives.

The following can be helpful:

- Watch You Tube videos
- Role plays
- Art and craft work

PROPHET IBRAHIM (PBUH)
“O fire! Be cold and a safety to Ibrahim”

The people of the town where Prophet Ibrahim (pbuh) lived worshipped statues, the sun, the moon and the stars.

Prophet Ibrahim (pbuh) always told them to worship only Allah, the one and only God.

لَا إِلَهَ إِلَّا اللَّهُ

There is no God except Allah

The people did not listen to him. One day when all the people had gone out of the town to celebrate a festival, Prophet Ibrahim (pbuh) went to the place where they kept all the statues. He broke all of them except the biggest one and tied the axe which he used around the neck of the biggest statue.

When the people of the town came back they were very angry and asked Prophet Ibrahim (pbuh) who had broken the other statues. He told them to ask the biggest statue which was not broken. Of course the statue could not answer their question. The people realised that their gods (statues) were useless because they could not even protect themselves; but they were very stubborn and still did not want to believe that there is no god except Allah.

They decided to kill Prophet Ibrahim (pbuh).

A big bonfire was built and Prophet Ibrahim (pbuh) was thrown into the fire. Allah told the fire:

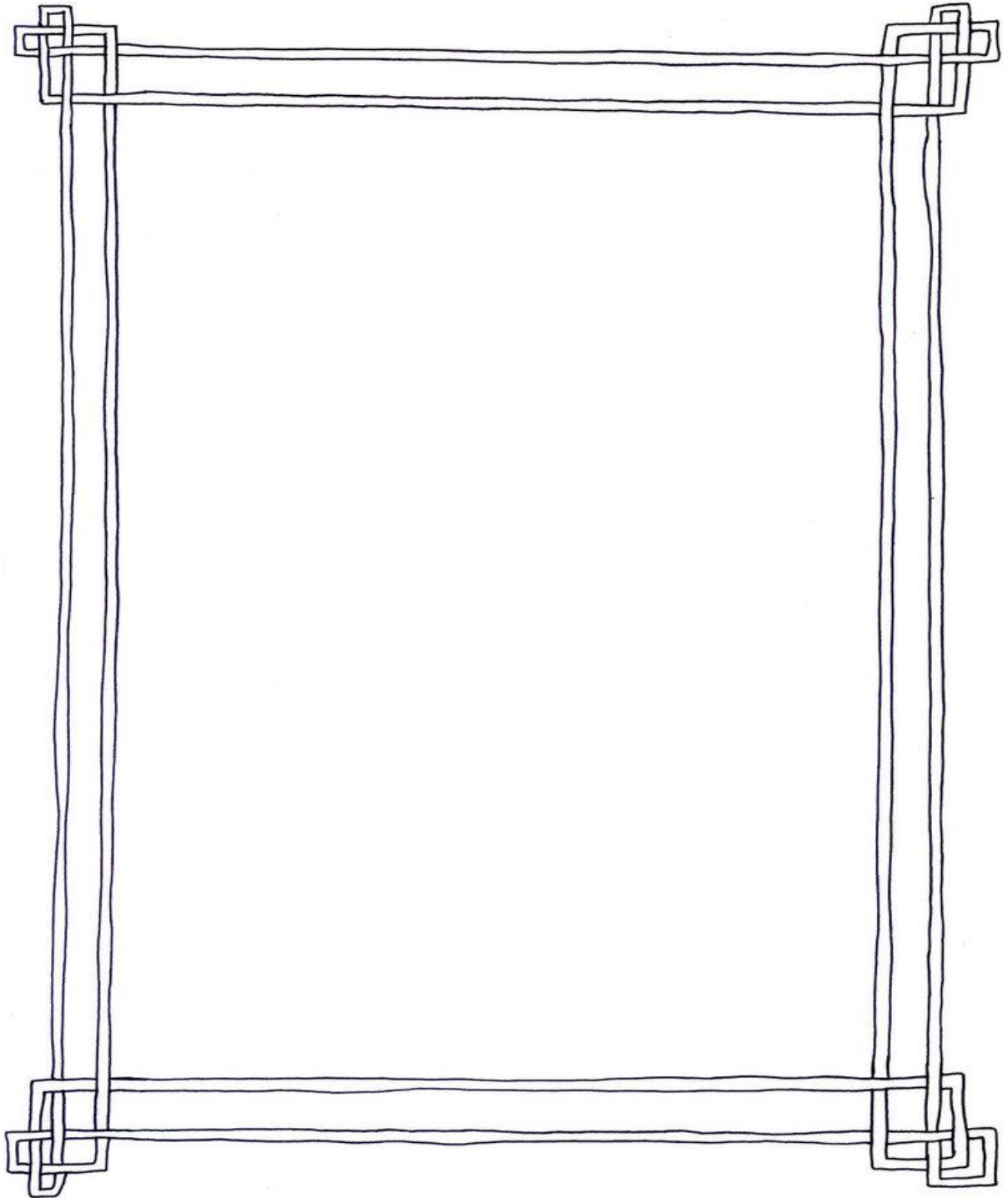
“...O fire! Be cold and safe for Ibrahim...” **Qur’an – Suratul Ambiya 21:69**

The ruler who was called Namrud saw from the top of his palace that the fire had become a garden for Prophet Ibrahim (pbuh) but he still did not want to believe in Allah.

Prophet Ibrahim (pbuh) left and went away to another country.



*Reflections from the story of Prophet Ibrahim (as) -
What do we learn?*



Prophet Salih (PBUH)

Prophet Salih (pbuh) was sent to the people of Thamood. The tribe of Thamood were well to do people who lived in the valley of Hijr between Madina and Syria. They used to carve their homes of huge rocks in the mountains. The tribe of Thamood is also known as the second Aad. Allah had favoured them with wealth and bounties but they forgot him and worshipped idols.

Prophet Salih (pbuh) preached to the people for a long time urging them to abandon their idols and to worship Allah. They used to annually worship a piece of the mountain offering sacrifices it. They called Prophet Salih (pbuh) to bring a sign from Allah to them if he was one of the truthful ones.

Allah sent as a sign to them a she-camel and it was commanded by Allah that the she-camel would drink all the water of the spring one day and the people of Thamood would drink from it one day.

Never had the people seen such a camel who drink all the water of the spring on alternate days but still would not abandon their idols. Prophet Salih (pbuh) had also warned them that if they harmed the she camel they would be punished by Allah.

Their pride and stubbornness however caused them to kill the she-camel. They then came to Prophet Salih (pbuh) and said "O Salih, bring us what you threatened us with if you are of the messengers" **Qur'an 7:77**.

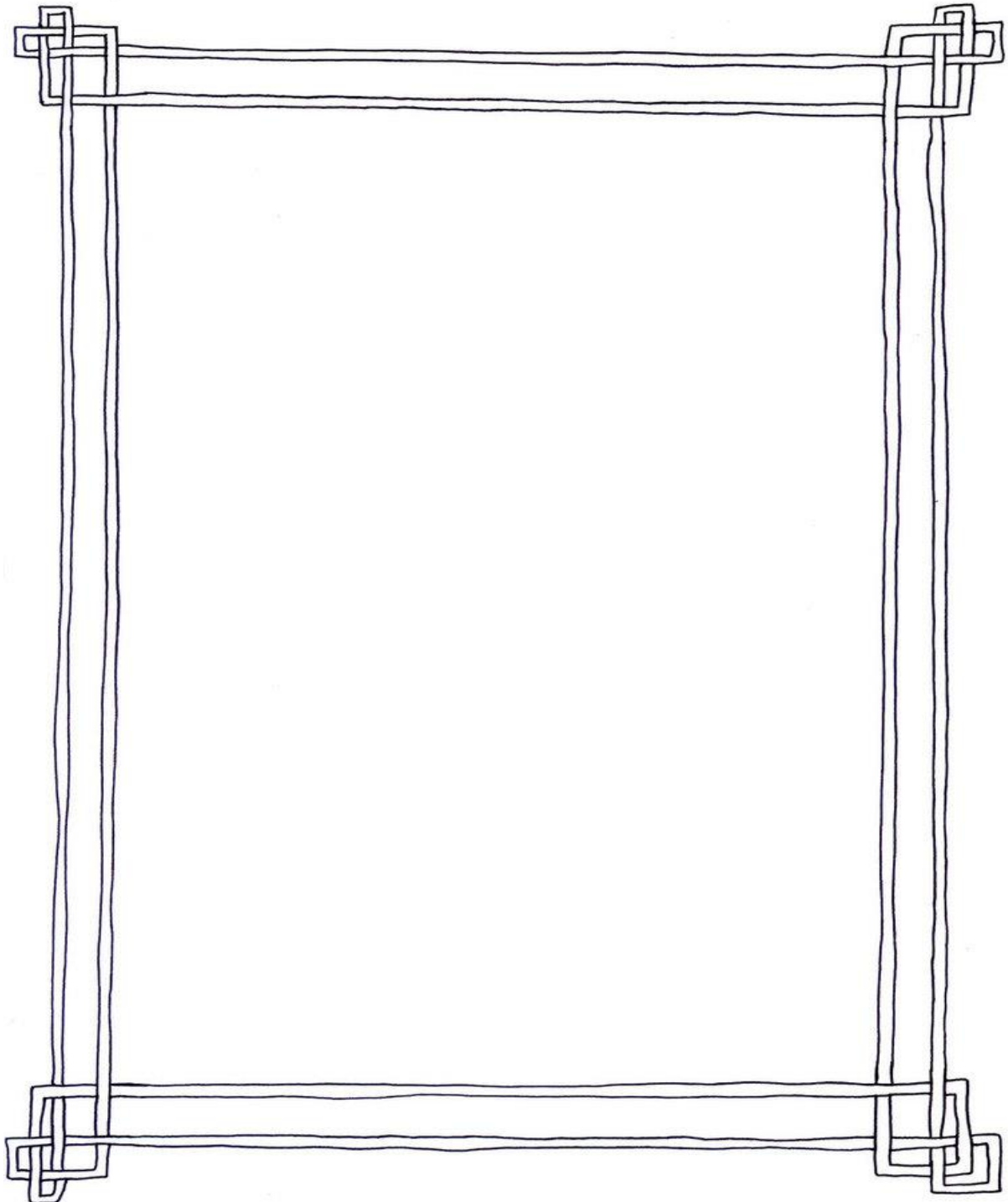
He asked them to repent (do tawbah) within three days but they only mocked him.

On the 4th day there was a thunder bolt from the sky and earthquake killing the people of Thamood. Prophet Salih (pbuh) and his few followers escaped.

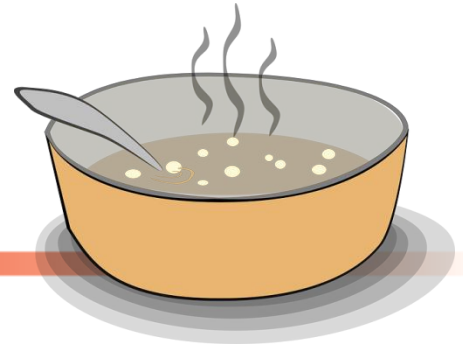
Prophet Salih (pbuh) was greatly moved to see the dead bodies of his tribe and he returned and addresses the dead saying "O my people, indeed I did deliver to you the message of my Lord and did warn you but you did not heed the warners". **Qur'an 7:79**



*Reflections from the story of Prophet Salih (as) -
What do we learn?*



Anger



In describing those who will go to Janna, Allah says in the Qur'an:

"And those who swallow their anger and forgive people; and Allah loves those who do well (to others)."
Suratu Ali Imran 3:134

When someone hurts our feelings without it being our fault it makes us angry and sometimes we say and do things which we regret later.

Imam Ali (pbuh) has said that when you get angry, you must first sit down if you are standing and lie down if you are sitting.

Take ten deep breaths and go and do Wudhoo, for the Prophet (pbuh) has said: 'Indeed anger is from Shaytan and Shaytan is made from fire. Fire is extinguished with water. So whenever you are angry do wudhoo.'

Think about what happened. If it is your fault then see the positive side and try to change yourself. If it is not your fault then have faith that the truth will always win and when the time comes you can explain. Imam Ali (pbuh) has said:
 "Anger begins in madness and ends in regret."

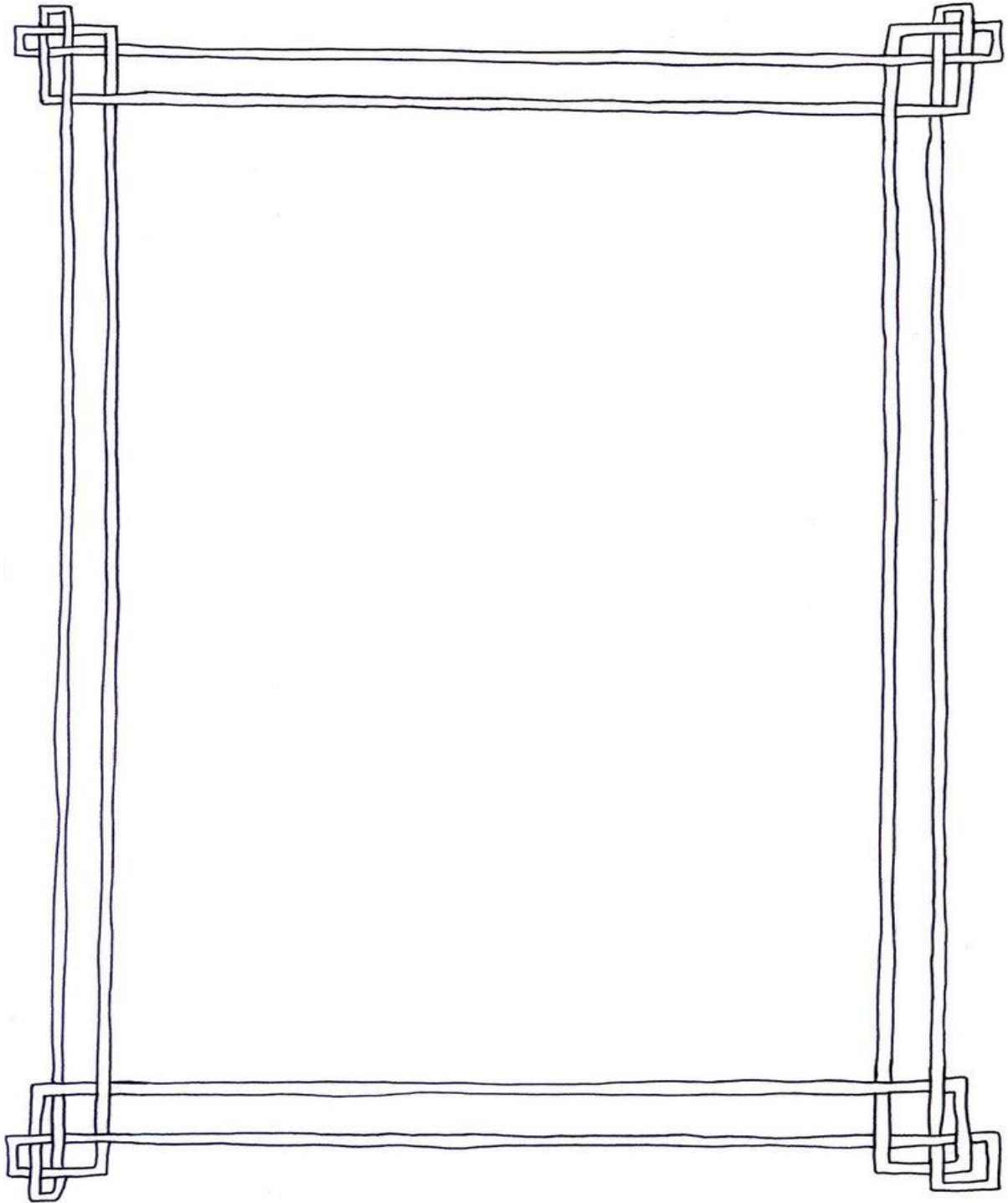
Imam Ali Zaynul Aabideen (pbuh) had a slave who once dropped a bowl of hot soup on him whilst she was serving food. She saw that Imam was in a lot of pain. She thought that Imam would get angry and started to recite the above aya of Qur'an.

When she recited.. and those who swallow their anger...Imam told her he was not angry with her.

When she recited ..and those who forgive people...Imam said he had forgiven her. Finally, when she recited ..and Allah loves those who do good (to others), Imam set her free.

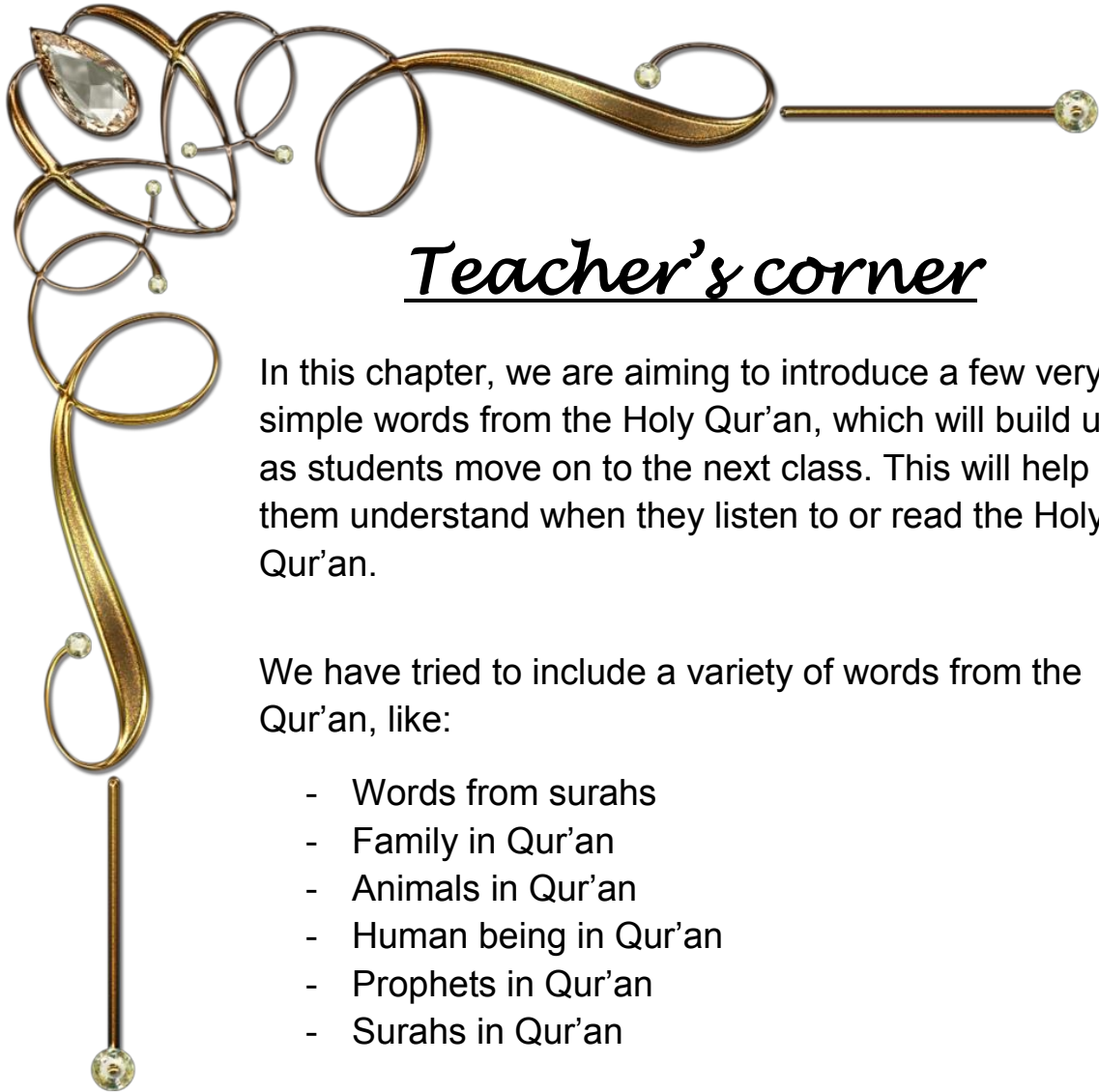
Imam not only swallowed his anger but also forgave the girl and set her free. As the followers of Imam the least we can do is to swallow our anger when a friend, relative or another Muslim says or does something which hurts us.

*Reflections on what Qur'an says about 'Anger' -
What do we learn?*





Qur'anic Dictionary



Teacher's corner

In this chapter, we are aiming to introduce a few very simple words from the Holy Qur'an, which will build up as students move on to the next class. This will help them understand when they listen to or read the Holy Qur'an.

We have tried to include a variety of words from the Qur'an, like:

- Words from surahs
- Family in Qur'an
- Animals in Qur'an
- Human being in Qur'an
- Prophets in Qur'an
- Surahs in Qur'an

You could consider using card activity to match the words which will aid learning

Family in the Qur'an



أَبٌ
أُمٌّ

Ab

Father

Umm

Mother



ابْنٌ

Ibn

Son



بِنْتٌ

Bint

Daughter



أَخٌ

Akh

Brother



أُخْتٌ

Ukht

Sister



بَيْتٌ

Bayt

Home

Family in the Qur'an

Draw your family members & label them with the correct words.



Family in the Qur'an

Fill in the missing letters.



— —
— — —



— — —



— — — —



— — —



— — — —



— — — —

Words covered in the previous year(s):

O!

يَا, يَا أَيُّهَا

Shaytan

شَيْطَان

Hell

جَهَنَّمَ

Light

نُور

Path

صِرَاط

Say



قُلْ

قُلْ هُوَ اللَّهُ أَحَدٌ

QUL

One



أَحَدٌ

AHAD

قُلْ هُوَ اللَّهُ أَحَدٌ ٢

Mother



أُمُّ

UMMUN



“Inspiring our students with a lifelong learning of Islam according to the teachings of the Ahlul Bayt (as), nurturing piety, and preparing them to strengthen our communities.”

**These manuals are heavily subsidised for the Thawab of
the Ruh of
Marhum Akberali Pyarali Merali
& Qul Marhumeen**

Al Fatiha



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