



تذکرہ  
حسین

QUR'AN

---

CLASS 3



# 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 3

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**

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

**CLASS 1**

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

**CLASS 2**

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

**CLASS 3**

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

**CLASS 4**

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



**CLASS 5**

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

**CLASS 6**

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

**CLASS 7**

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

**CLASS 8**

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

**CLASS 9**

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

**CLASS 10**

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

**CLASS 11**

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

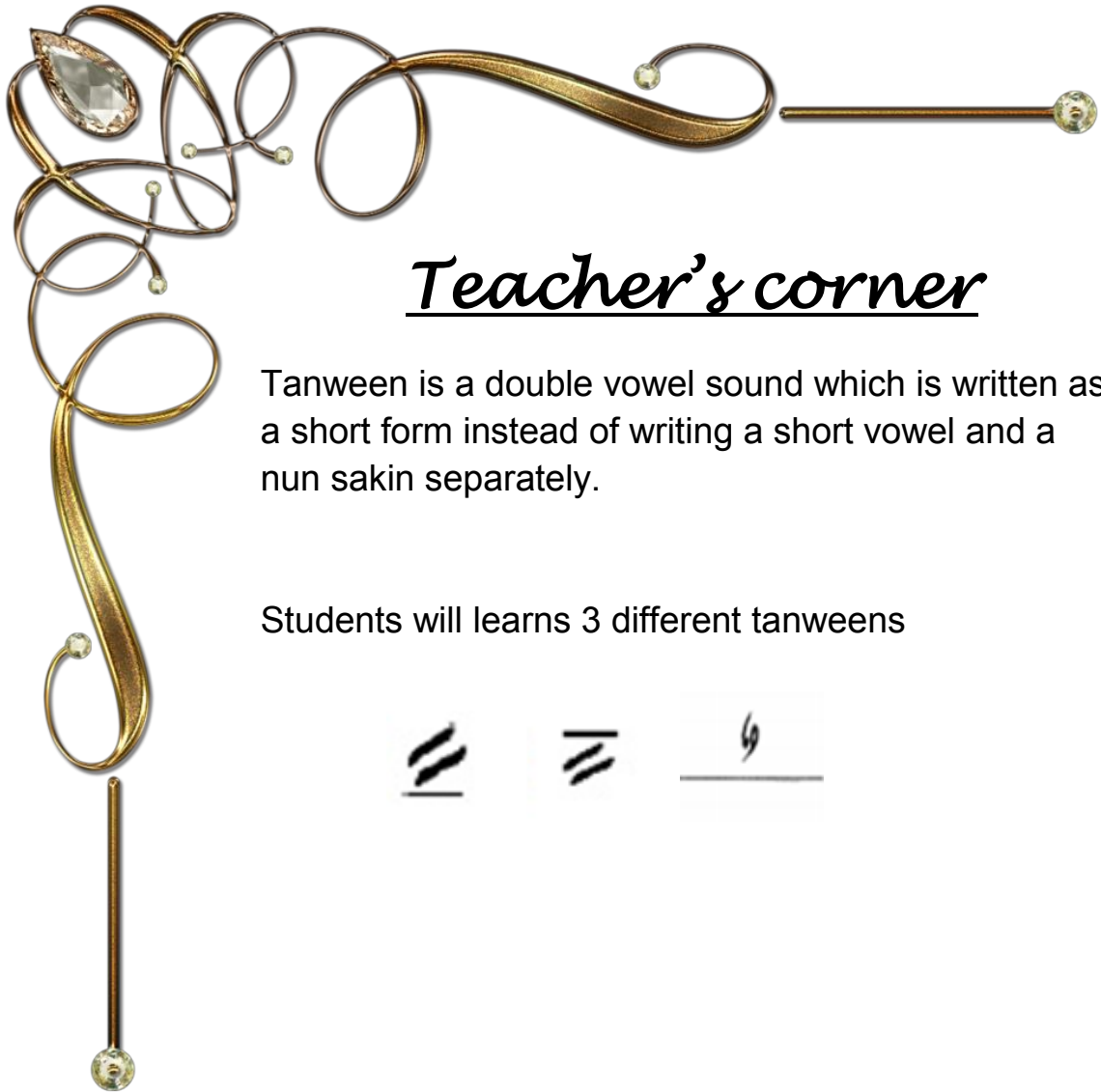
CLASS 8	CLASS 9
Hamd	Hamd
Ikhlāas	Ikhlāas
Naas	Naas
Falaq	Falaq
Kafiroon	Kafiroon
Jumuah	Fajr

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





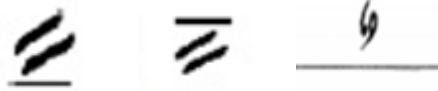
*Tanween*



## Teacher's corner

Tanween is a double vowel sound which is written as a short form instead of writing a short vowel and a nun sakin separately.

Students will learn 3 different tanweens





# Tanween



The Tanween is a term for a letter having a short vowel with a hidden Noon sakin.

Instead of writing short vowels and Nun sakin separately, the respective vowel sign is doubled as a shortcut.

Thus letter Noon sakin is sounded but written as a double vowel sign.

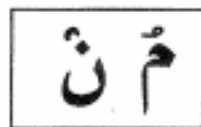
## SIGNS OF TANWEEN

The Tanween signs are as follows:

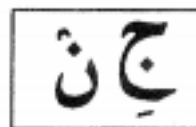


The **Tanween** sign is in fact a **double Fatha**, **double Kasra** or **double Dhamma**. The **Tanween** sign is also called a **nunation sign** because all the letters with Tanween will end with a **Nūn** sound.

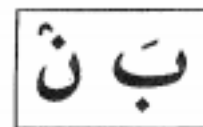
For example, the following words end with a **Nūn** sound:



Mun

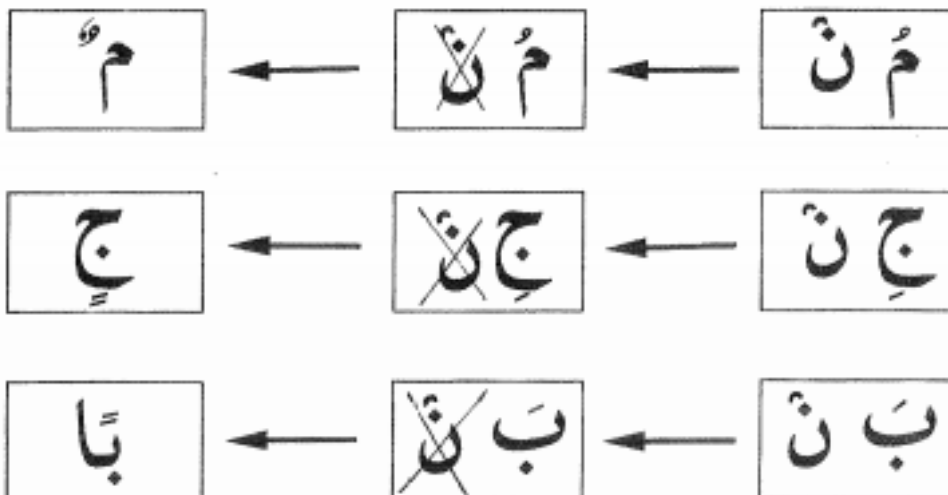



Jin



Ban

Now the above words can be written in a short form using the Tanween sign. Also, we cancel the ن letter, and use the Tanween sign.



To make the words in a short form we cancel the  and use the Tanween sign.

**Note:** Alif usually follows immediately after a letter carrying double Fatha i.e. Alif is added

مَا
Man

جَا
Jan

قَا
Qan

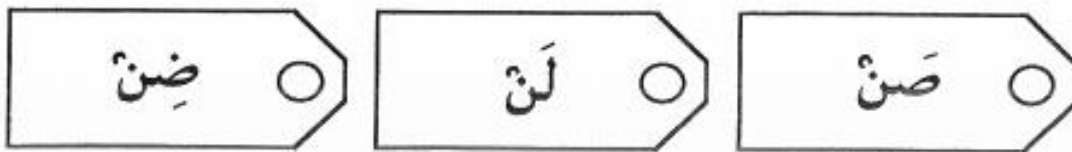
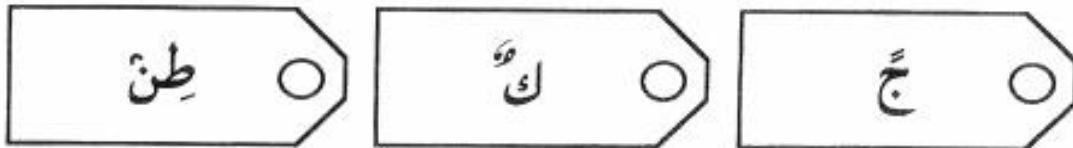
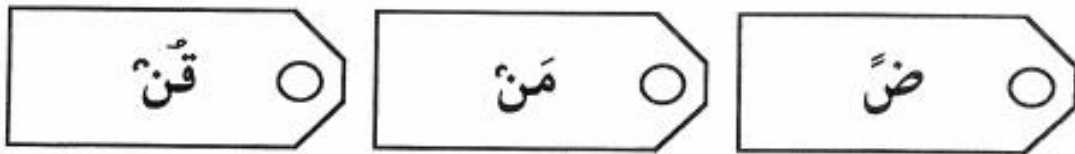
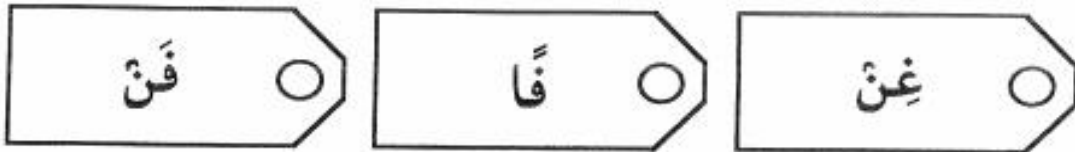
بَا
Ban

Except for Ta-marbutah ( ة )

هَ
Tan

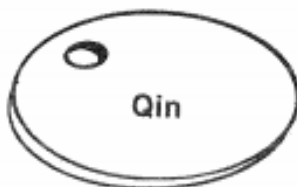
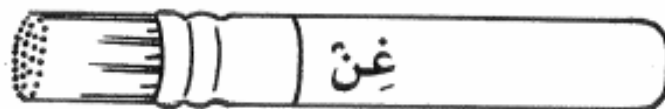
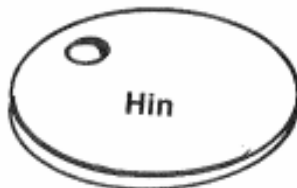
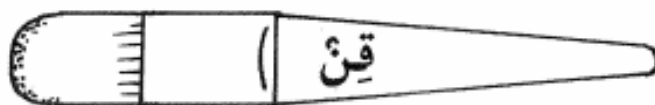
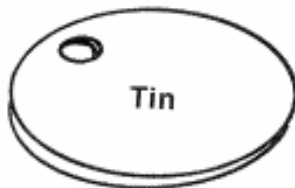
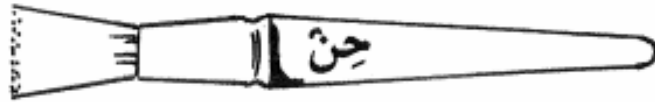
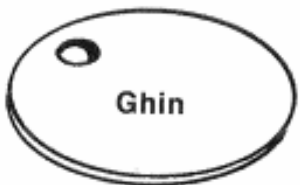
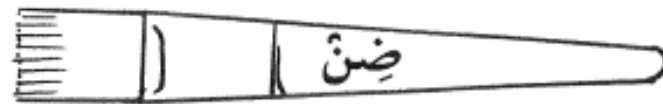
## Exercise

Colour the short way of writing Tanween in yellow.



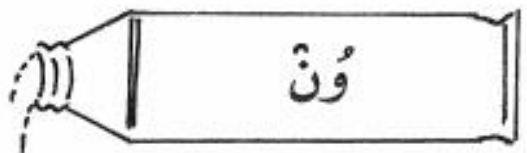
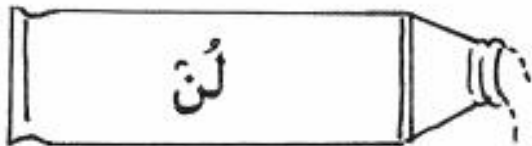
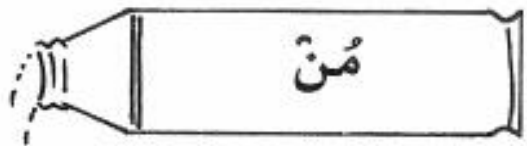
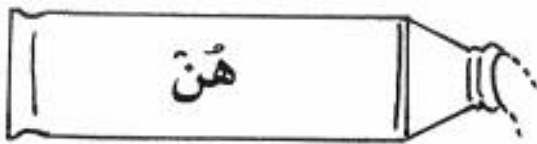
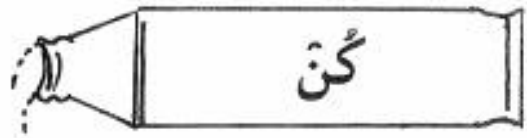
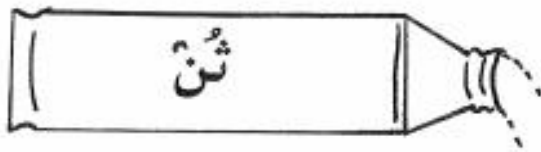
Exercise

Match the Arabic words with their English equivalent.



Exercise

Match the Arabic word with its English equivalent.



## Exercise



Match the key with its proper door.

جِ	جِنِ	جَنِ	
لِنِ	لَنِ	لُنِ	
فَنِ	فِنِ	فُنِ	
دَنِ	دُنِ	دِنِ	
سِنِ	سِنِ	سُنِ	

## Exercise

Write the words given below in a short way by putting the tanween sign. For example,

بَ	←	بِنَ
	←	سُنَ
	←	لِنَ
	←	جِنَ
	←	قَنَ
	←	إِنَ



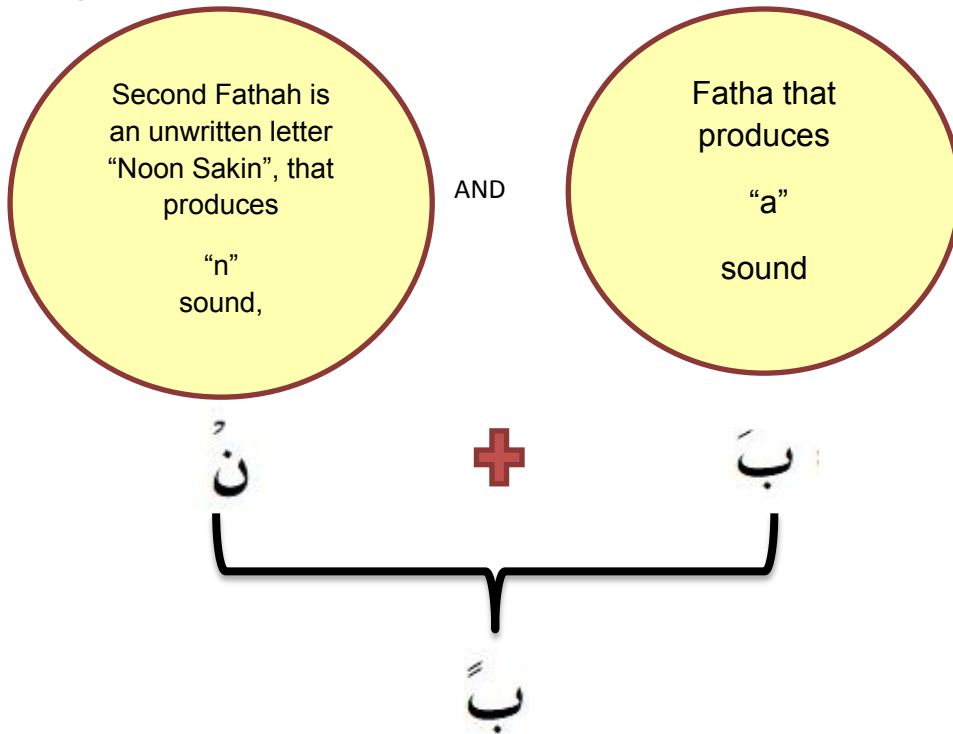
1)

**FATHATAIN**



DOUBLE FATHA

Fathatain sign consists of two components:



This will produce “an” sound.

Fathatain generally follows by long vowel letter Alif

## Exercise

Read the following:

اَ بَا تَا نَا جَا حَا خَا دَا  
 ذَا رَا زَا سَا شَا صَا ضَا طَا  
 ظَا عَا غَا فَا قَا كَا لَا مَا  
 نَا وَا هَا يَا

## Exercise

Read the following:

اَ	قَا	نَا	دَا
شَا	كَا	مَا	فَا
تَا	لَا	زَا	بَا
هَا	رَا	وَا	يَا
سَا	جَا	حَا	طَا
دِئَا	قِئَا	نِئَا	دِئَا
سِئَا	كِئَا	مِئَا	فِئَا

## Exercise

Fatha ?  
Fathatain ?

Fatha & Fathatayn

قَا	فَ	قَاً	قَ
سَا	سَ	نَ	نَا
لَا	لَ	ظَا	ظَ

BY NOW:

You should know the difference in  
SHAPE and SOUND

between a

**FATHA** and **FATHATAIN** (double  
fatha)

## Exercise

Long vowel and tanween

فَا فَا	حَا حَا	ذَا ذَا	شَا شَا	صَا صَا
---------	---------	---------	---------	---------

10	9	8	7	6
ظَا ظَا	ضَا ضَا	عَا عَا	قَا قَا	غَا غَا

15	14	13	12	11
كَا كَا	لَا لَا	نَا نَا	وَا وَا	هَا هَا

20	19	18	17	16
ئَا ئَا	يَا يَا	بَا بَا	خَا خَا	تَا تَا

25	24	23	22	21
طَا طَا	ثَا ثَا	جَا جَا	دَا دَا	رَا رَا

**BRAIN ON?****Remember Long Vowels?****Now read them and the letters of tanween...****How are these two different?**

## Exercise

Reading words with tanween of fatha/fathatain/double fatha

3	2	1
سَفَمًا	دَرَجًا	بَلَدًا

6	5	4
جِبِلًا	زُهُورًا	مُلَقًا

9	8	7
حَسَدًا	ثَمَرًا	سَجِرًا

12	11	10
عِمْرًا	وَحَدًا	جَمِلًا

15	14	13
فَتَحًا	زَهْرًا	تَوْبًا

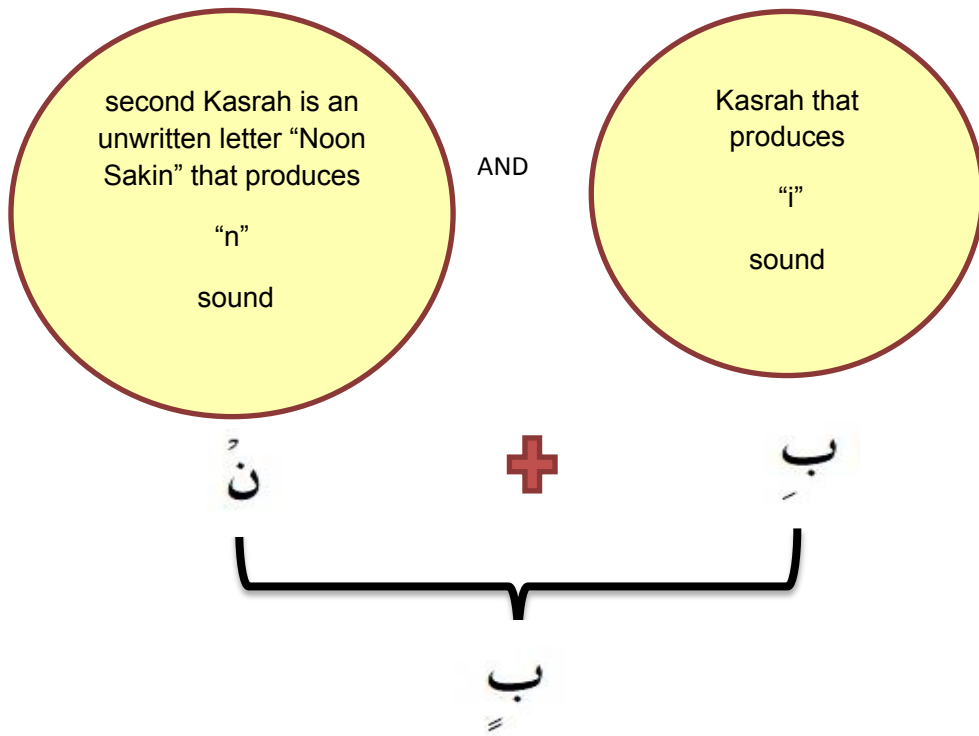
2)

**KASRATAIN**



DOUBLE KASRA

Kasratayn sign consists of two components:



This will produce "in" sound.

## Exercise

Read the following:

ا ب ت ث ج ح خ د  
 ط ز س ش ص ض ط  
 ظ م ن ف ق ك ل م  
 ج و ه ي مي



## Exercise

Read the letters having tanween of kasrah/kasratain/double kasrah

ي	ي	ي	ي
ن	ن	ن	ن
ظ	ظ	ظ	ظ
ق	ق	ق	ق
ه	ه	ه	ه
د	د	د	د
ذ	ذ	ذ	ذ
ر	ر	ر	ر

## Exercise

Colour the Kasra letters in **YELLOW** and the Kasratayn letters in **RED**

### Kasra & Kasratayn

6	5	4	3	2	1
مِ	صِي	فِي	لِي	جِي	بِي

12	11	10	9	8	7
تِي	نِي	رِي	نِي	سِي	يِي

18	17	16	15	14	13
ذِي	دِي	ثِي	وِي	شِي	حِي

24	23	22	21	20	19
وِي	لِي	طِي	اِي	زِي	عِي

30	29	28	27	26	25
مِي	بِي	ضِي	قِي	طِي	اِي



## Exercise

Find and read words with kasratāin/tanween of kasra/double kasra and then color the words in any color you like.

3	2	1
حَمَزٍ	حَسَنِ	فُرُشٍ

6	5	4
أَسْفِ	طَبَقِ	ثَمَرٍ

9	8	7
قُرُشٍ	سَمِنِ	لَهَبِ

12	11	10
دَجَجِ	بَقَرِ	أَكَلِ

15	14	13
وَرَقِ	طَبَقِ	سَفَرِ

## Exercise

Reading words with tanween of kasra/kasratayn/double kasra

5	4	3	2	1
لَيْسٍ	فَلَمٍ	شَرِبٍ	كَبَرٍ	إِبِلٍ

10	9	8	7	6
ظَلَمٍ	حَمِدٍ	غَضَبٍ	بَقِيٍّ	سَجَرٍ

15	14	13	12	11
حَسِدٍ	عَدُلٍ	أَمْرٍ	جَمَلٍ	قَمْرٍ

20	19	18	17	16
تَذِيرٍ	سُقُطٍ	عَجْبٍ	كَسْبٍ	فِطْرٍ

25	24	23	22	21
أُفْقٍ	عُفْرِ	ذِكْرِ	حُبْلٍ	رُبُو

## Exercise

Read these words having double fatha and double kasra.

Color the words of Fathatayn in **RED** and Kasratayn in **BLUE**

### Kasratayn & Fathatayn

5	4	3	2	1
أَصْبَا	وَحْرٍ	كُتِبِ	جَلَبَا	فَوْحًا

10	9	8	7	6
قُسْمًا	نَفْوٍ	جَعُلِ	مَطْرٍ	جُنْحًا

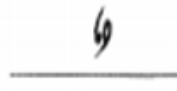
15	14	13	12	11
بَقْرًا	غَبَطًا	جُدَيْرٍ	مَرَضٍ	شَجْرًا

20	19	18	17	16
نَمْلٍ	وَسِيًّا	بِشْرًا	سُرْقٍ	وَلَدٍ

25	24	23	22	21
ضَوْغًا	حَفِظِ	زَفْجًا	صَوْمًا	رَوْحًا

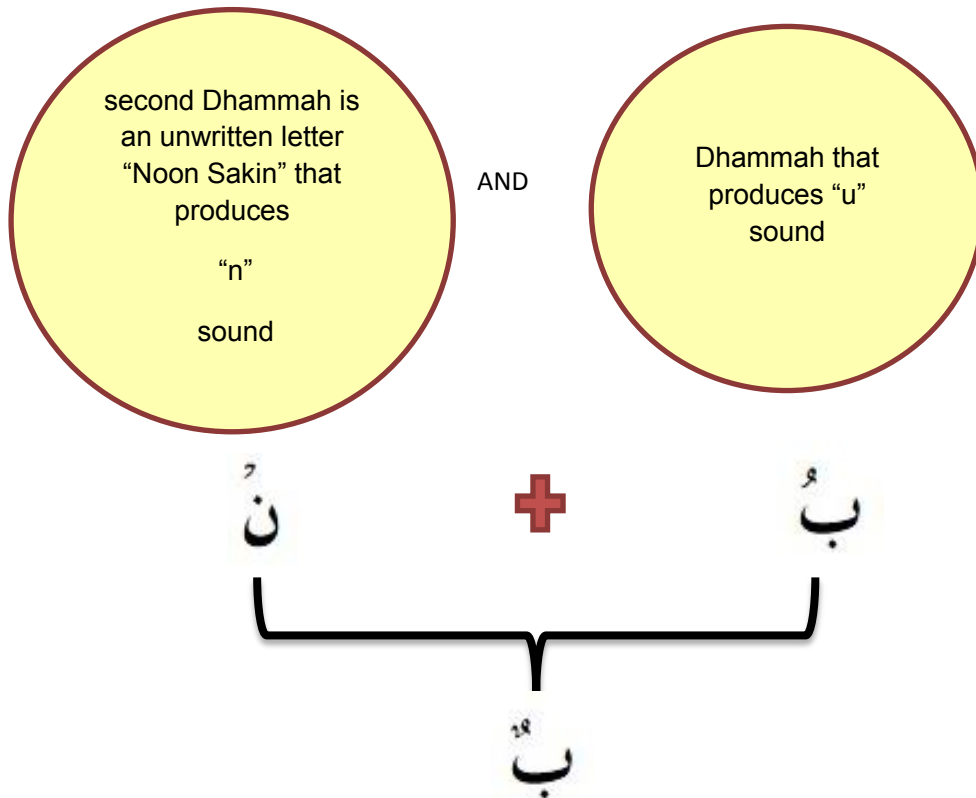
3)

**DHAMMATAIN**



DOUBLE DHAMMA

Dhammatain sign consists of two components :



This will produce “un / oon” sound.

## Exercise

Read these letters with tanween of dhamma/dhammatayn/double dhamma

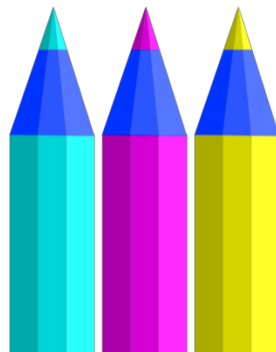
ط	ك	ل	ط
ل	ش	ق	ر
ز	ر	ز	ط
ل	ك	ا	م
د	و	ل	و
ي	ز	ز	ل
ط	ز	ر	ر

## Exercise

Colour the Dhamma letters in **PINK** and the Dhammatayn letters in **RED**

### Dhamma & Dhammatayn

وُ	وُ	ظُ	ظُ
شُ	شُ	قُ	قُ
أُ	أُ	تُ	تُ
نُ	نُ	جُ	جُ





## Exercise

Reading exercise for tanween of dhamma

3	2	1
شُمُسُ	صُحُفُ	أُبْتُ

6	5	4
بَرَكَ	حَمَسُ	لَبْنُ

9	8	7
تِفْحُ	كَسَبُ	عَرَفُ

12	11	10
جَمِلُ	لَعَبُ	أَفْقُ

15	14	13
حَسَنُ	شَجَرُ	حَرَمُ

(...continued)

4	3	2	1
حَلَمٌ	لَعِبٌ	قَتَرٌ	جُشِقٌ

8	7	6	5
خِلْدٌ	رَجُلٌ	خَرَجٌ	سُفْرٌ

12	11	10	9
شَجَرٌ	أُذُنٌ	مَرَضٌ	وَلَدٌ

16	15	14	13
صَوْبٌ	نَمِلٌ	وَخِرٌ	ثَبِتٌ

## Exercise

Mixed exercises

These words have all the three tanween signs that you have learnt so far. Read them all correctly and color them following the key given below.

- TANWEEN FATHA in Green
- TANWEEN KASRAH in Yellow
- TANWEEN DHAMMA in Red

3	2	1
عَفْوًا	نَبَلٌ	لَسْتُ

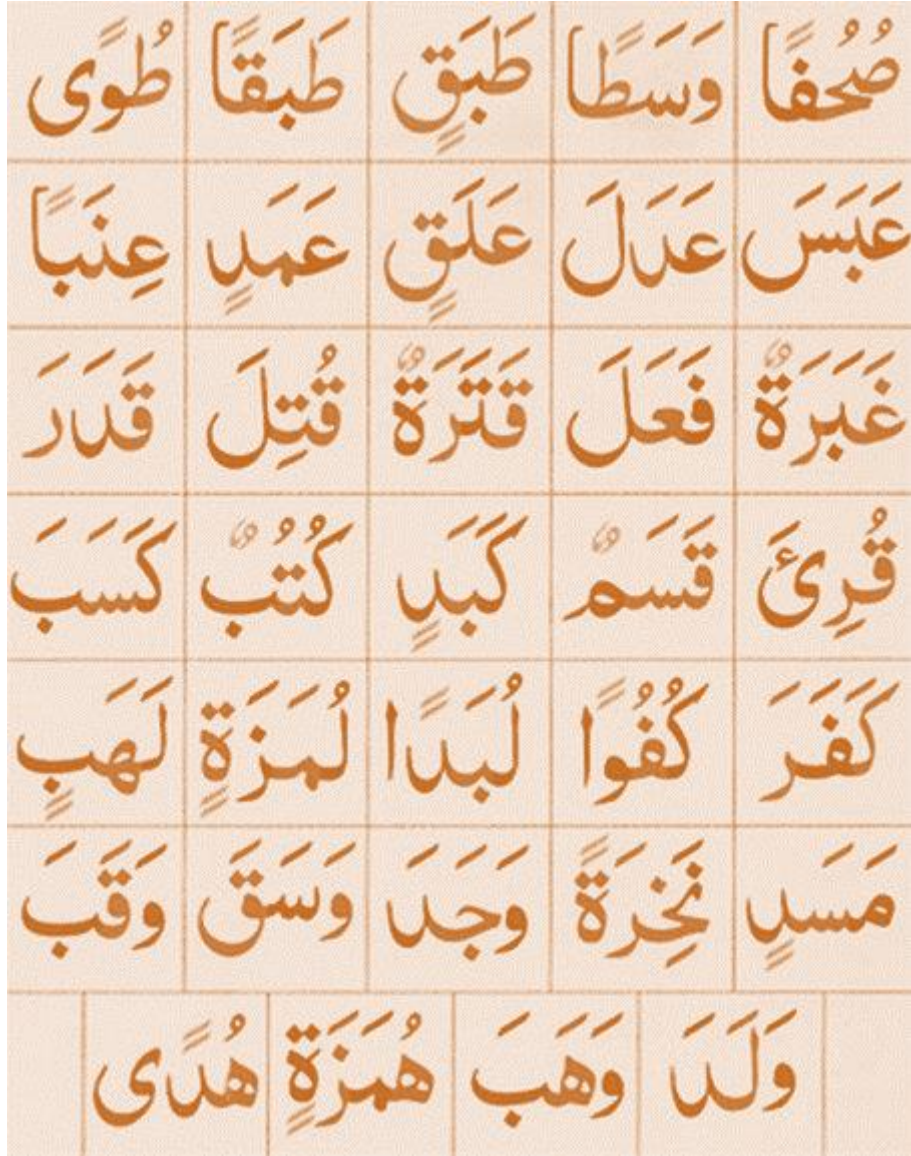
6	5	4
تَرَبٌ	رَافِعٍ	نَقَعَ

9	8	7
قَرَعٌ	عُفِ	عَنْبًا

12	11	10
حَدِيثٌ	يَحِظُ	عَدُنٍ

15	14	13
بَيْنَ	عُطِلًا	قَرِبٍ

and more reading...



and some more reading...

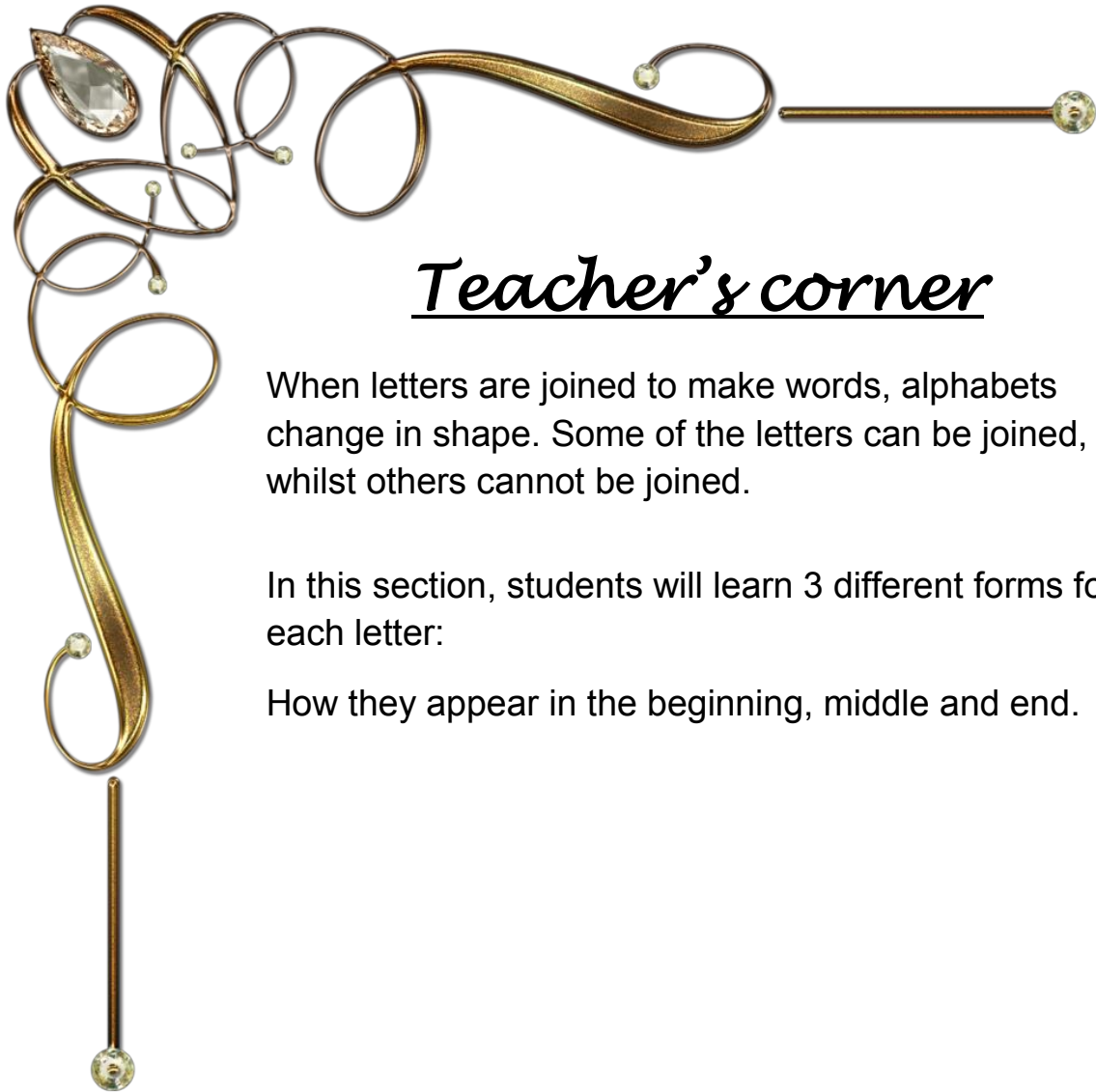
5	4	3	2	1
كَانٍ	كَابِدٌ	فَانٌ	رَاغَا	رَانٍ

10	9	8	7	6
حَارًا	خَافٍ	مَاشٌ	ذَاضٍ	زَالًا

15	14	13	12	11
صَوَابٍ	جَافِضٌ	طَائِرٌ	قَابٍ	سَاءٌ

20	19	18	17	16
زَيْدًا	غَافِلًا	تَاوَلٍ	لَاعِبٌ	أُذِنًا

*Letters in various forms -  
joining letters  
and  
non joining letters*



## Teacher's corner

When letters are joined to make words, alphabets change in shape. Some of the letters can be joined, whilst others cannot be joined.

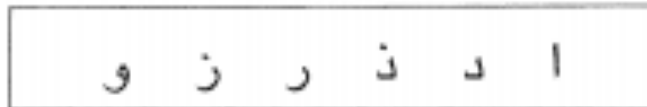
In this section, students will learn 3 different forms for each letter:

How they appear in the beginning, middle and end.

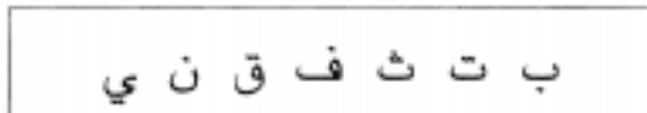
## Joining the Letters (Phrasing)

When joining letters together to form words, the shapes of the alphabet undergo some changes - some "shrink" while others are shortened by their "tail" being cut. However, there are six unique letters, which neither undergo any changes nor join to the next letter but previous letter can join them.

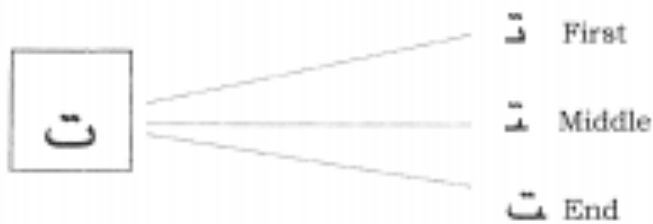
These are:



Those letters that shrink are:



e.g.





Those letters that are cut, we will term them "tail-less" letters' and they are:

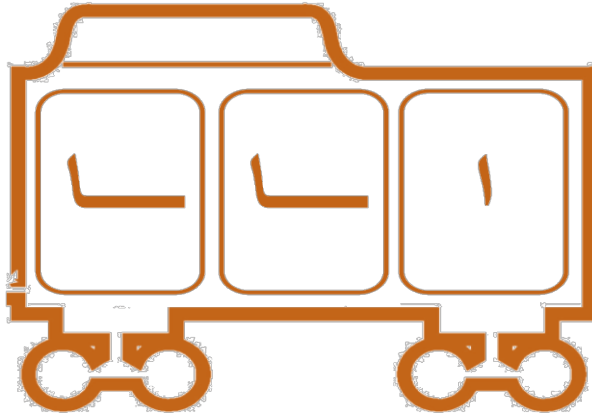
ج ح خ س ش ص ض ع غ

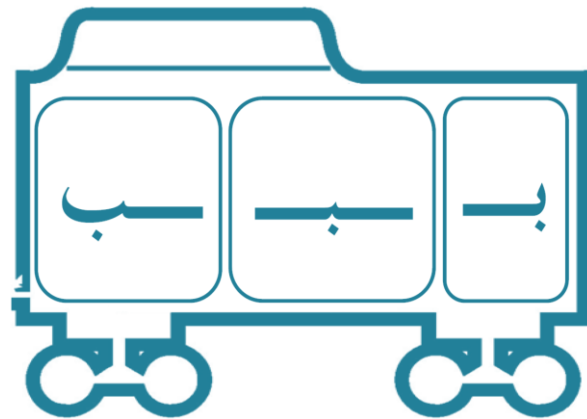
e.g

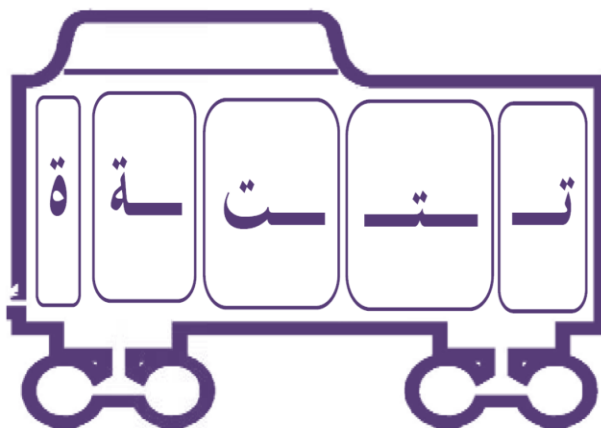


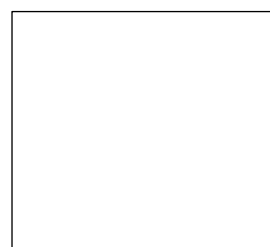
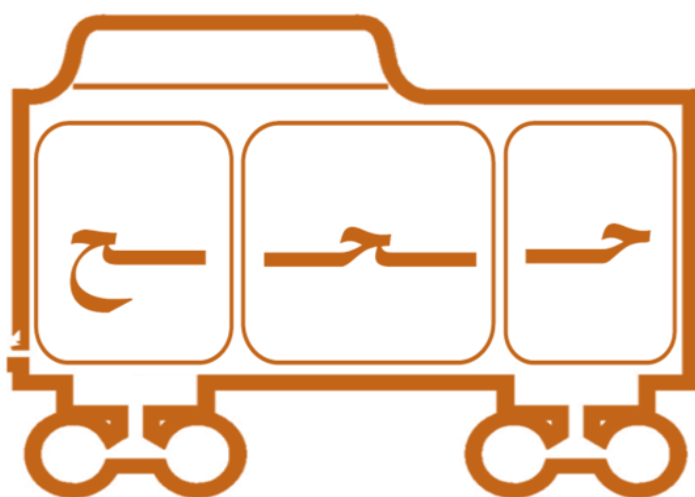
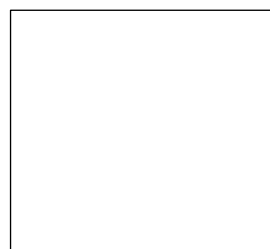
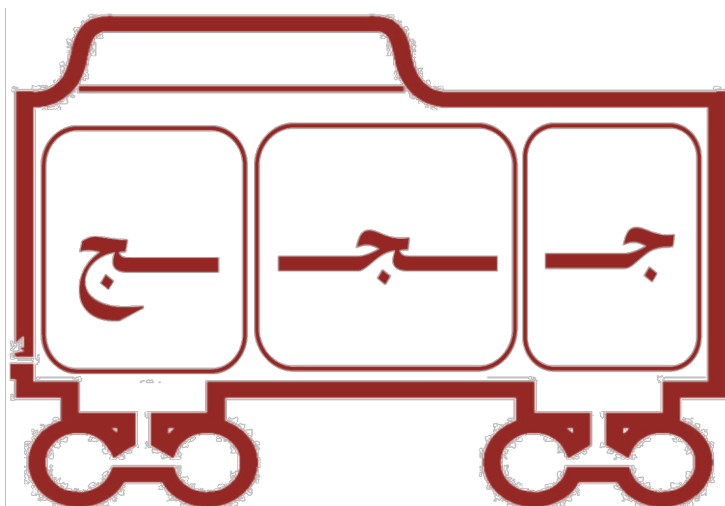
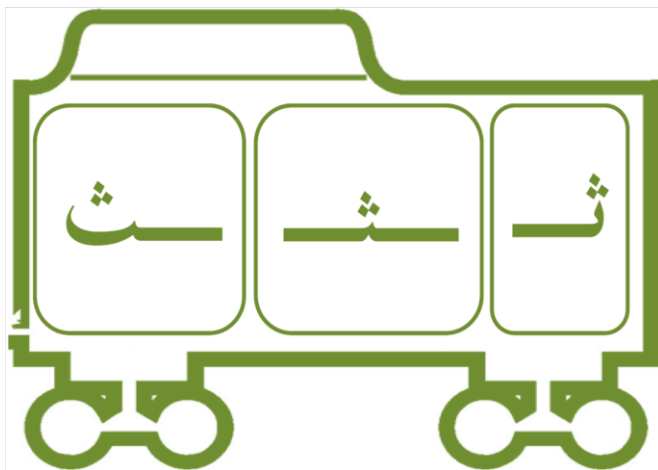
## Exercise

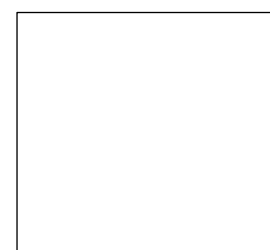
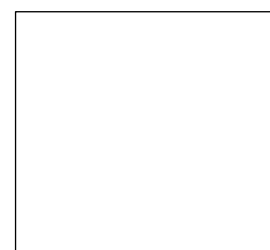
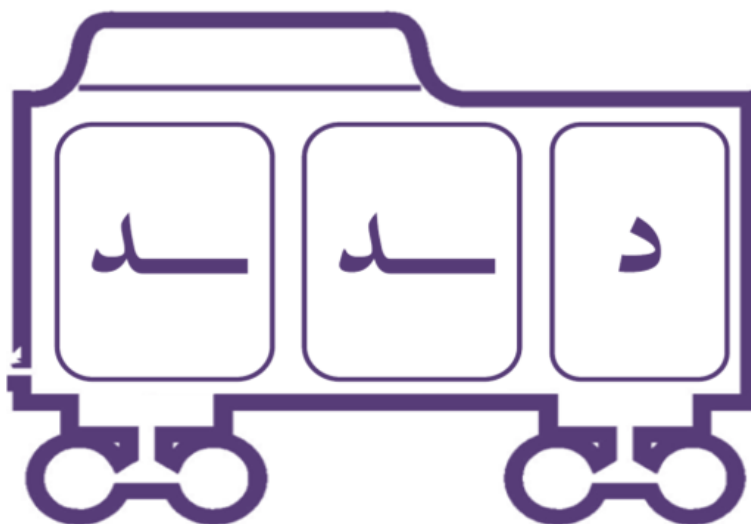
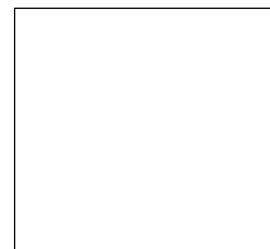
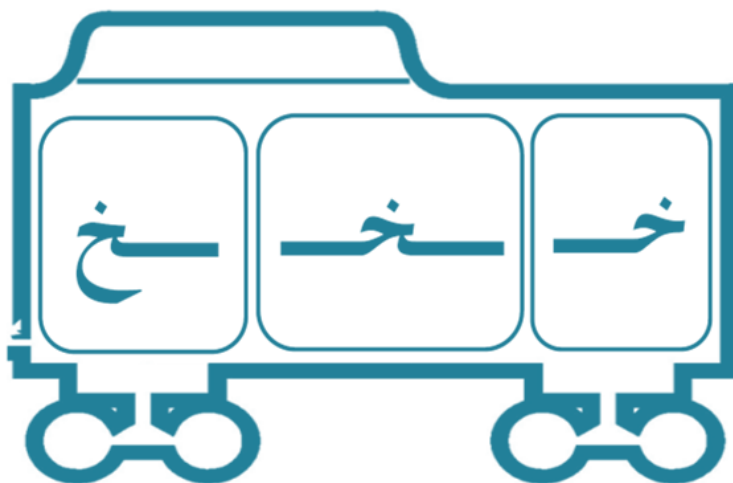
Study the alphabets in the trains below. Each train shows you how each letter would look like at the beginning, middle and end of a word.  
Write the complete correct LETTER next to each train.

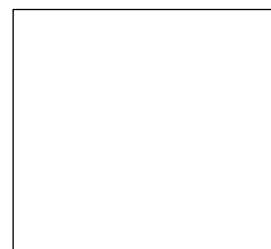
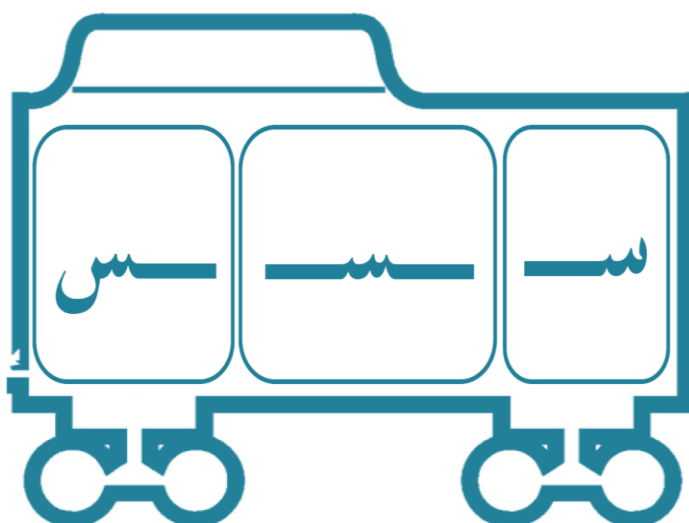
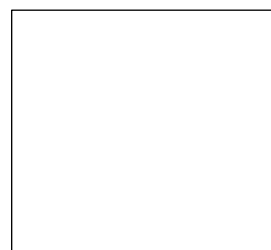
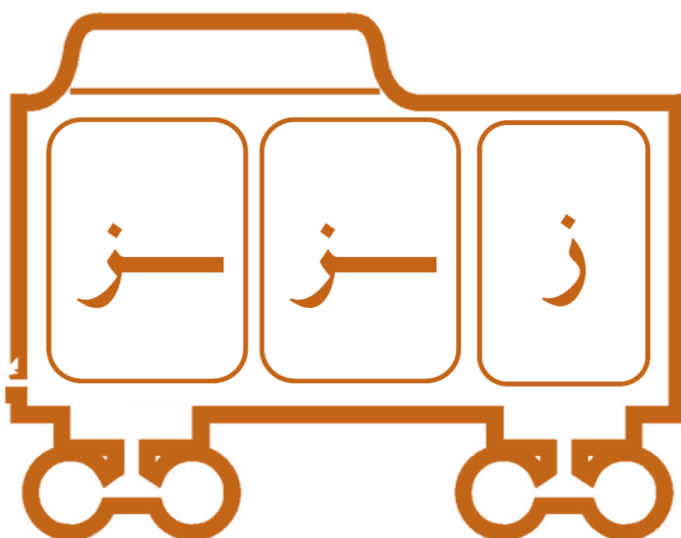
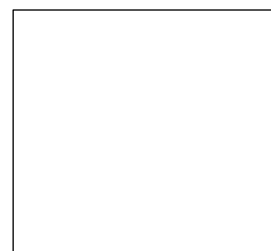
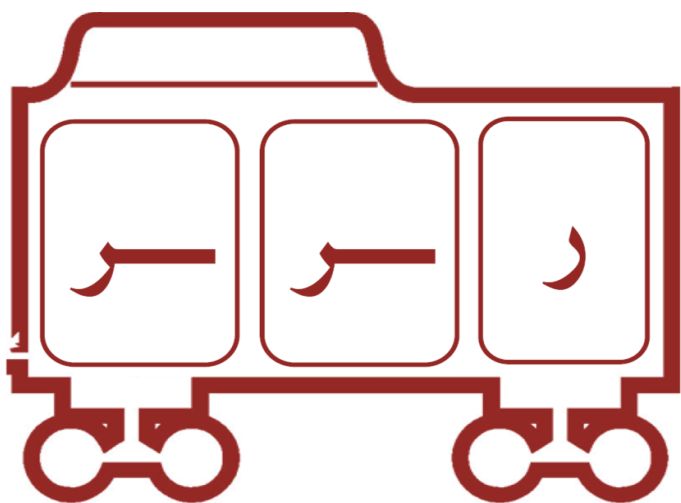


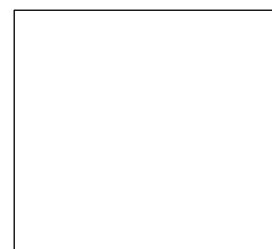
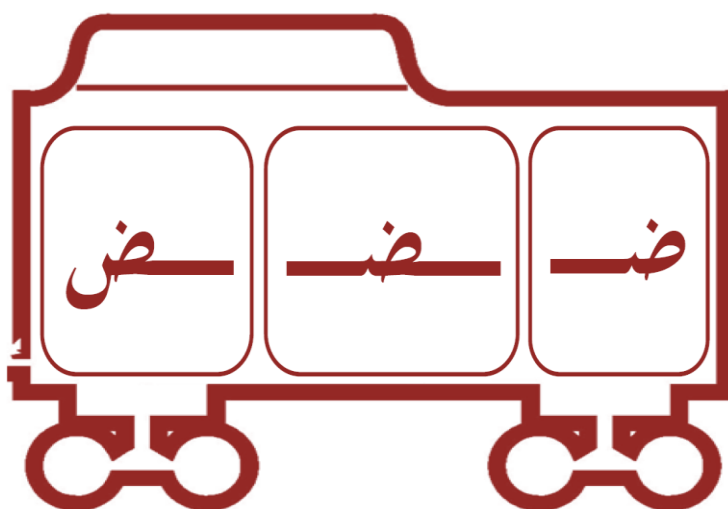
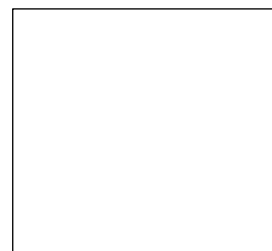
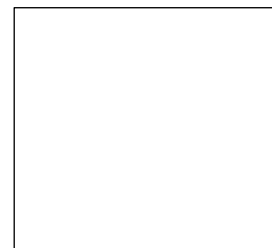
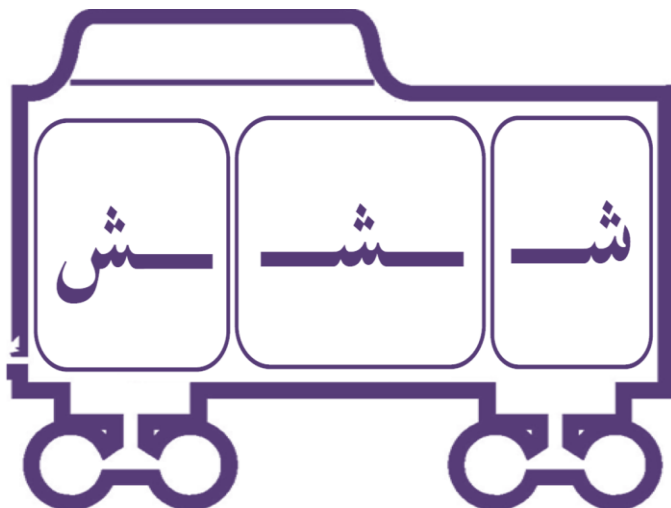


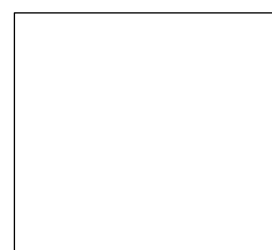
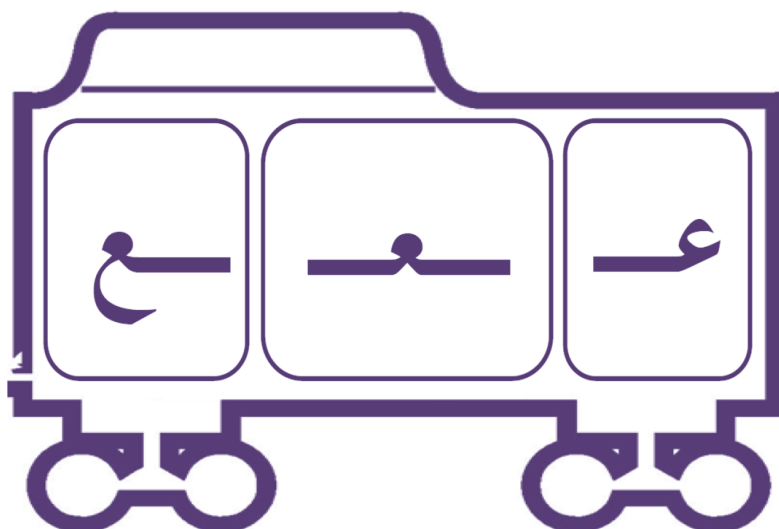
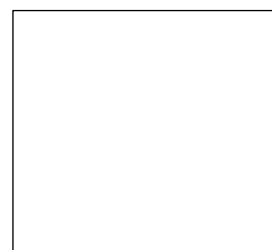
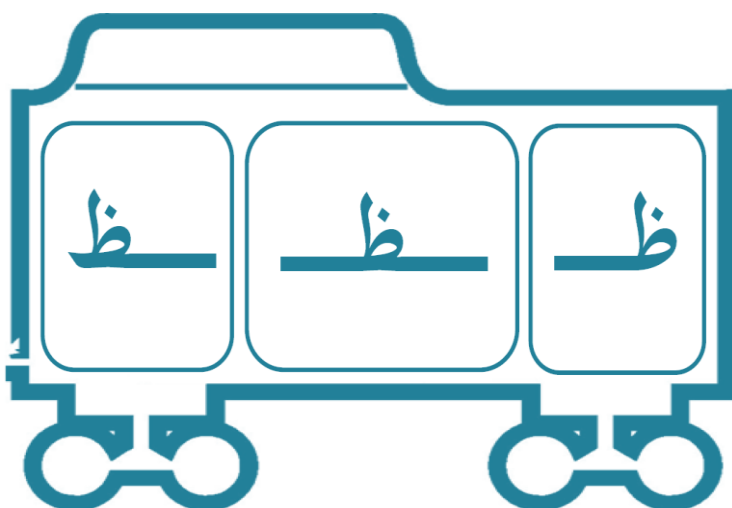
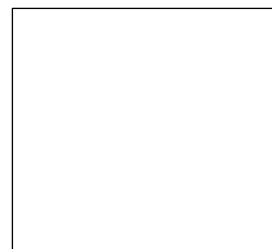
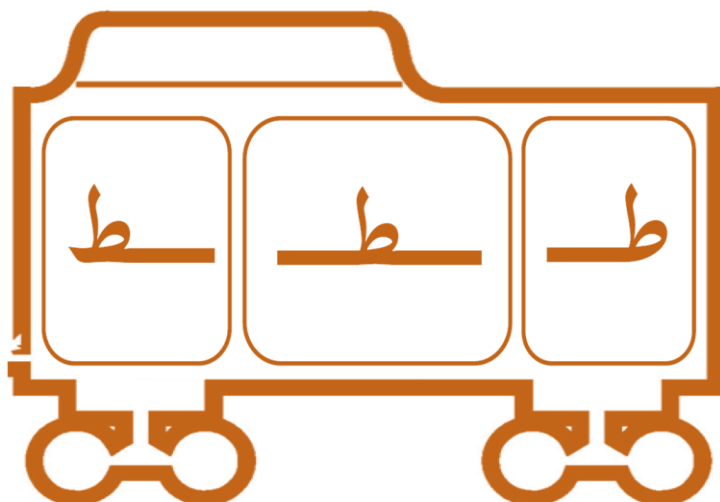


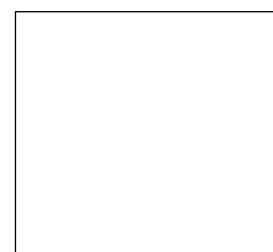
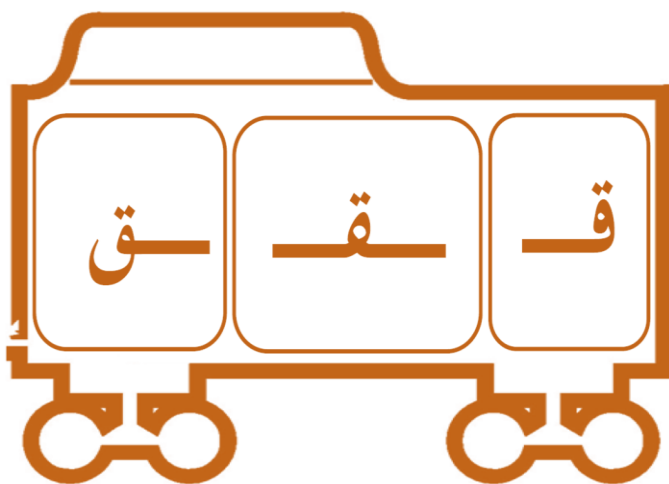
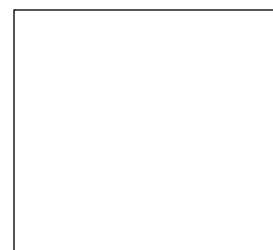
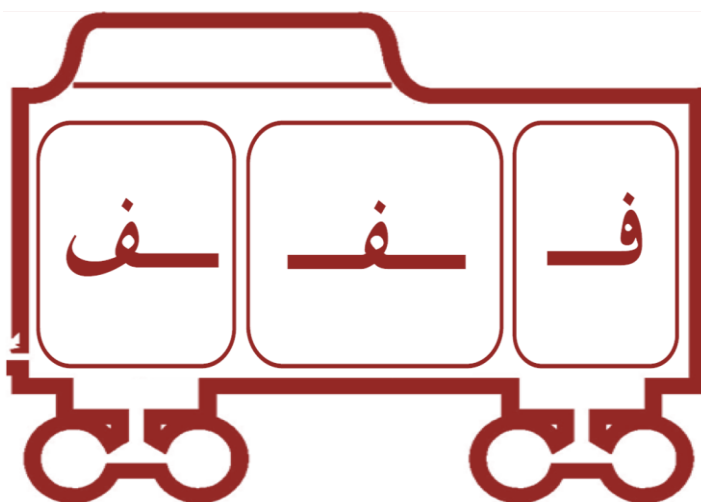
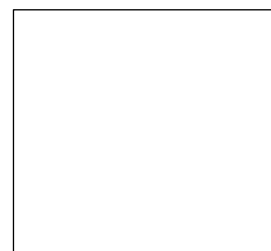




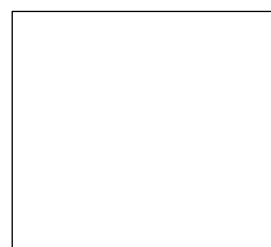
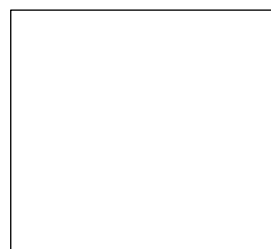
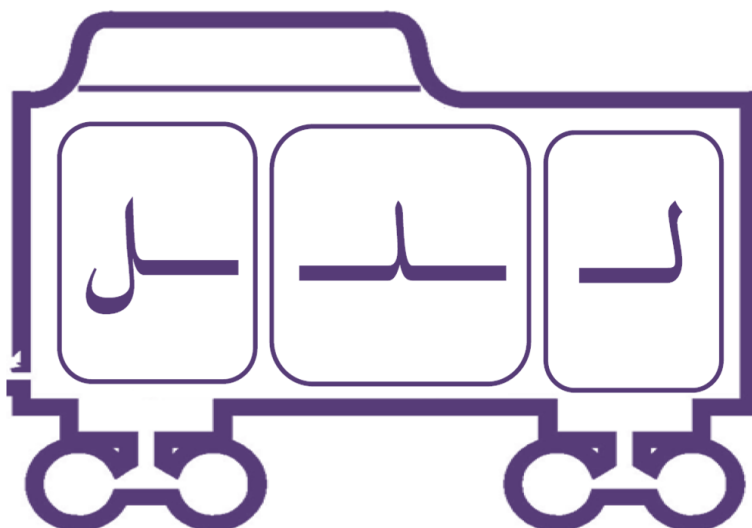
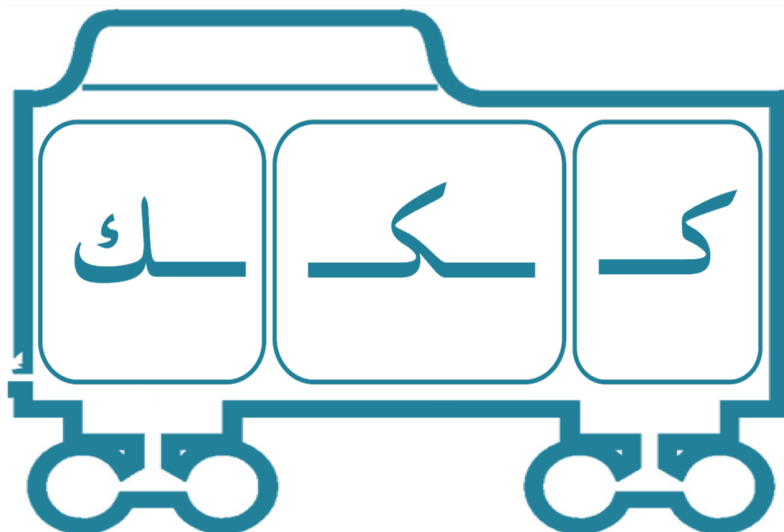


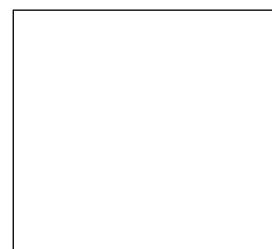
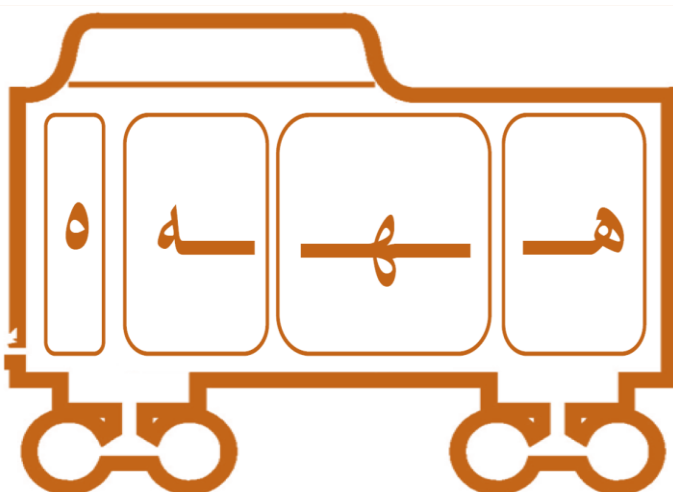
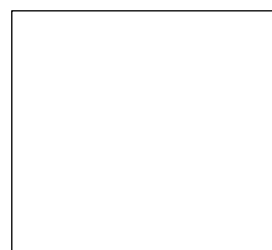
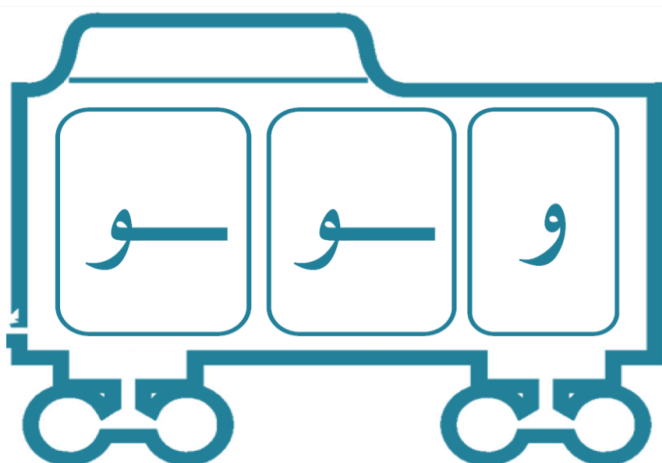
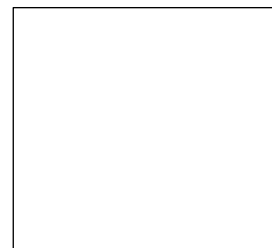
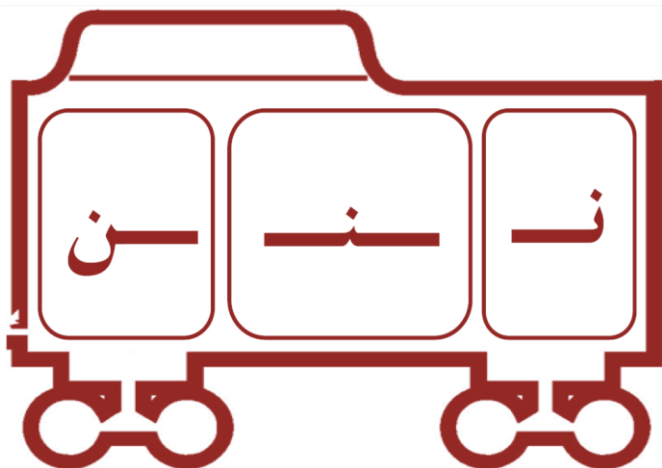


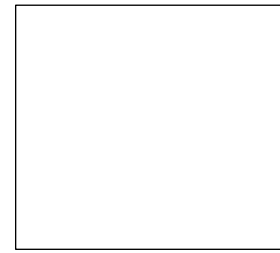
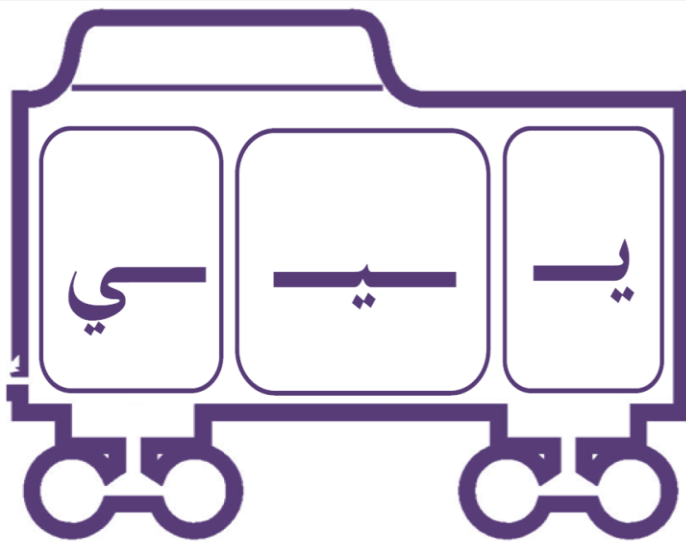












UNIQUE LETTERS or NON JOINING LETTERS

ا د ذ ر ز و

There are 6 letters known as 'Unique Letters OR Non Joining letters'. These letters do not join to other letters but allow other letters to join onto them – they only join at the end of the word eg نو ح

End	Letter	
أ	أ	بَأَ غَأَ حَأَ شَأَ لَشَ سَلَمَ
ء	ء	ئَهَ ثَمَ تَتَ هَفَفَ نَكَّةَ
د	د	فَدَ طَدَ عَدَ ضَدَبَ
ذ	ذ	شَذَ قَذَ غَذَ طَذَقَ
ر	ر	جَرَ ضَرَ مَرَ هَرَلَ
ز	ز	لَزَ طَزَ قَزَ حَسَزَ
و	و	كَوَ فَوَ غَوَ يَوَظَ

## Exercise

Circle the unique letters and colour them.

د خ ط ك

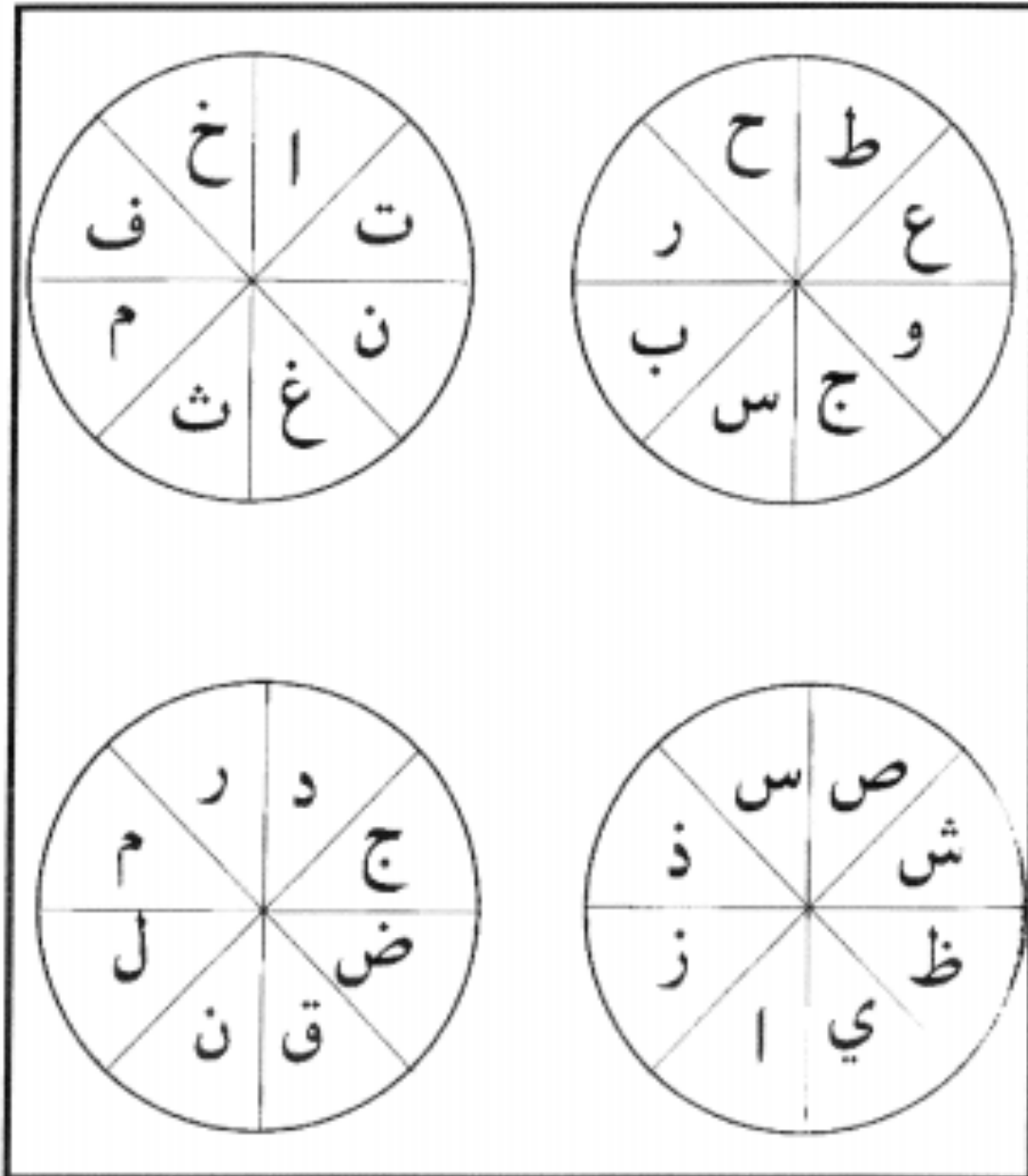
ا ن ص ث

ق ب ر ج

ز ي س و

Exercise

Color the Unique letters / Non Joining letters in RED



*Exercise*

Match the letters with its shortened form by drawing a line as shown

ا	ب	ج	د
ا	ب	ج	د

ا	ب	ج	د
ا	ب	ج	د

*(A line is drawn connecting the 'ا' in the top row to the 'ا' in the bottom row.)*

ا	ب	ج	د
ا	ب	ج	د

ا	ب	ج	د
ا	ب	ج	د

*Exercise*

Write in the boxes, the letters as they would appear in the beginning, middle and the end.

ب


ث


ن

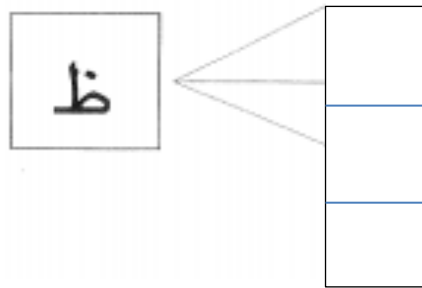
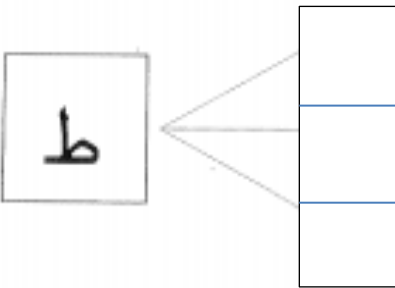
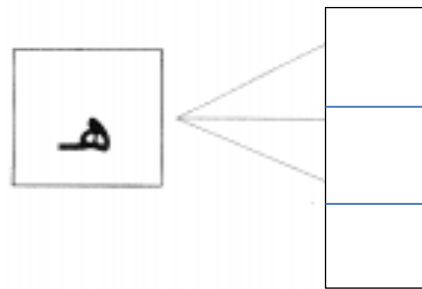
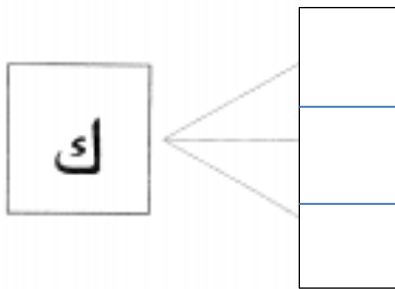
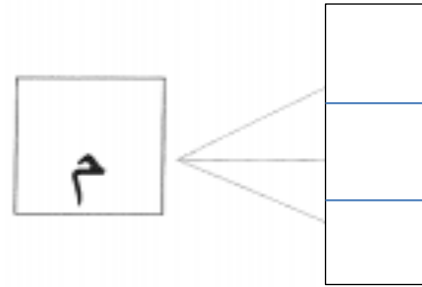
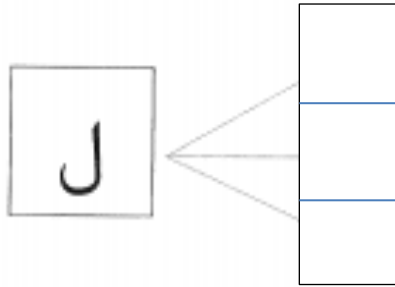

ذ


ف


ي




(...Continued)



## Exercise

Match the letters and draw a line from one column to the other to link them up.

ي	ا
ص	ن
ن	ا
ا	ب
ش	د
ج	د
ك	ا
غ	ق

## Exercise

Link the shapes with the same letters by drawing a line between them. An example has been done for you.

ه	ظ	س
ع	ه	ك
س	ع	ظ
ظ	ظ	ه
ك	س	ظ
خ	ك	

Detailed description: The exercise consists of three vertical columns of shapes. The first column has six rectangular boxes containing the Arabic letters ه, ع, س, ظ, ك, and خ from top to bottom. The second column has six circular boxes containing the Arabic letters ظ, ه, ع, ظ, س, and ك from top to bottom. The third column has six rectangular boxes containing the Arabic letters س, ك, ظ, ه, and ظ from top to bottom. Two dashed lines are drawn as examples: one connects the 'س' in the first column to the 'س' in the second column, and another connects the 'ظ' in the first column to the 'ظ' in the second column.

## Exercise

Match the letters and draw a line from one column to the other to link them up.

ثد  
شل  
قظ  
بم  
فن  
مص  
كل  
فه

كل  
بم  
ثد  
فن  
شل  
فه  
مص  
قظ

## Exercise

Fill in the missing letters

ك	=	<input type="text" value="م"/>	+	ك
جف	=	ف	+	<input type="text"/>
قا	=	<input type="text"/>	+	ق
هو	=	و	+	<input type="text"/>
با	=	ا	+	<input type="text"/>
حج	=	<input type="text"/>	+	ح

## Exercise

Separate these words into single (unjoined) letters. An example has been done for you.

فن	ره	بم	نو و ن
فو	خظ	جص	شغ
لا	كل	هه	قد
با	حج	كي	كا

## Exercise

Underline the middle letter and re-write it in its full form in the boxes on the right. An example has been done for you.

ع <u>م</u> ل	م
س <u>ه</u> ل	
م <u>ق</u> ن	
ص <u>ف</u> ر	
ض <u>غ</u> ر	
ج <u>ش</u> ن	
م <u>ث</u> ل	
ع <u>ك</u> ل	

Exercise

**LETTERS: Beginning**

Match the letter with its shortened form by drawing a line as shown



## Exercise

### **LETTERS: Beginning**

Draw a line to match the complete huruf with the way they look at the beginning of a word

ضد	ش
سد	ضن
ز	ث
شد	س
ژ	ن

## Exercise

### **LETTERS: Beginning**

Draw a line to match the complete Huruf with the way they look at the beginning of a word

ب	د
ت	ج
ن	ز
ي	ذ
ث	د

*Exercise*

**LETTERS: Middle**

Draw a line to match the complete Huruf with the way they look in the middle of a word

ب	ٲ
ت	ٲ
ن	ٲ
ي	ٲ
ٲ	ٲ

## Exercise

### LETTERS: Middle

Draw a line to match the complete Huruf with the way they look in the middle of a word

ح	ش
ض	ض
ث	ث
س	س
ن	ن

## Exercise

For each of the words below, re-write the words using unjoined/separate alphabets.



← يَنْطِقُ

← فَكَانَ

← شَيْبًا

← خَلَقْتَكِ

← فَخَرَجَ

← يَبْعَثُ

## Exercise

In this exercise, you have been given separate letters. You need to join and make a word.

← يَ خُ رُ جُ  
YAKHRUJU

← رَ سٌ وُلٌ  
RASUULU

← دَ رَ جٌ  
DARAJUN

← مَ فَّ تَ أَحٌ  
MIFTAAHUN

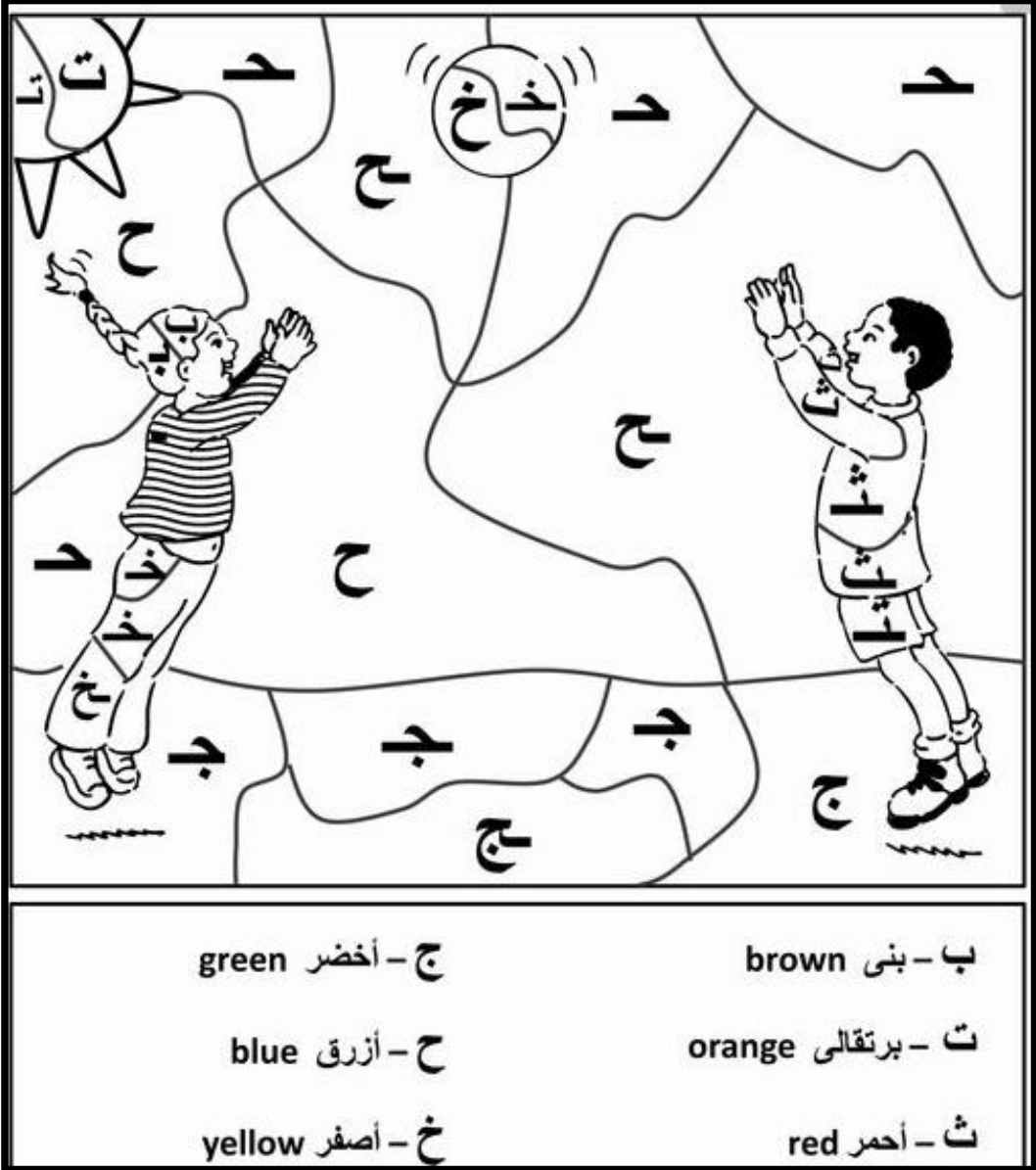
← رَ بُّ كِ  
RABBUKI

← لَ نَ جَ عَ لَ هُ  
LINAJ'ALAHU

← أُمُّوْتُ  
AMUUTU

## Exercise

Color the picture below, following the key given at the bottom.



## Exercise

Circle the letters that match the letter on the right

پ	ت	ن	تر	ب	ت
---	---	---	----	---	---

ت

ل	ا	ك	ل	ل	ا
---	---	---	---	---	---

ا

ح	س	ع	غ	ح	ص
---	---	---	---	---	---

ع

خ	ح	غ	ح	ح	د
---	---	---	---	---	---

ح

ف	ه	م	ه	و	م
---	---	---	---	---	---

م

ا	ك	ك	ل	ل	ا
---	---	---	---	---	---

ل

ت	ب	ب	پ	پ	ت
---	---	---	---	---	---

پ

و	ه	و	ق	ف	و
---	---	---	---	---	---

و

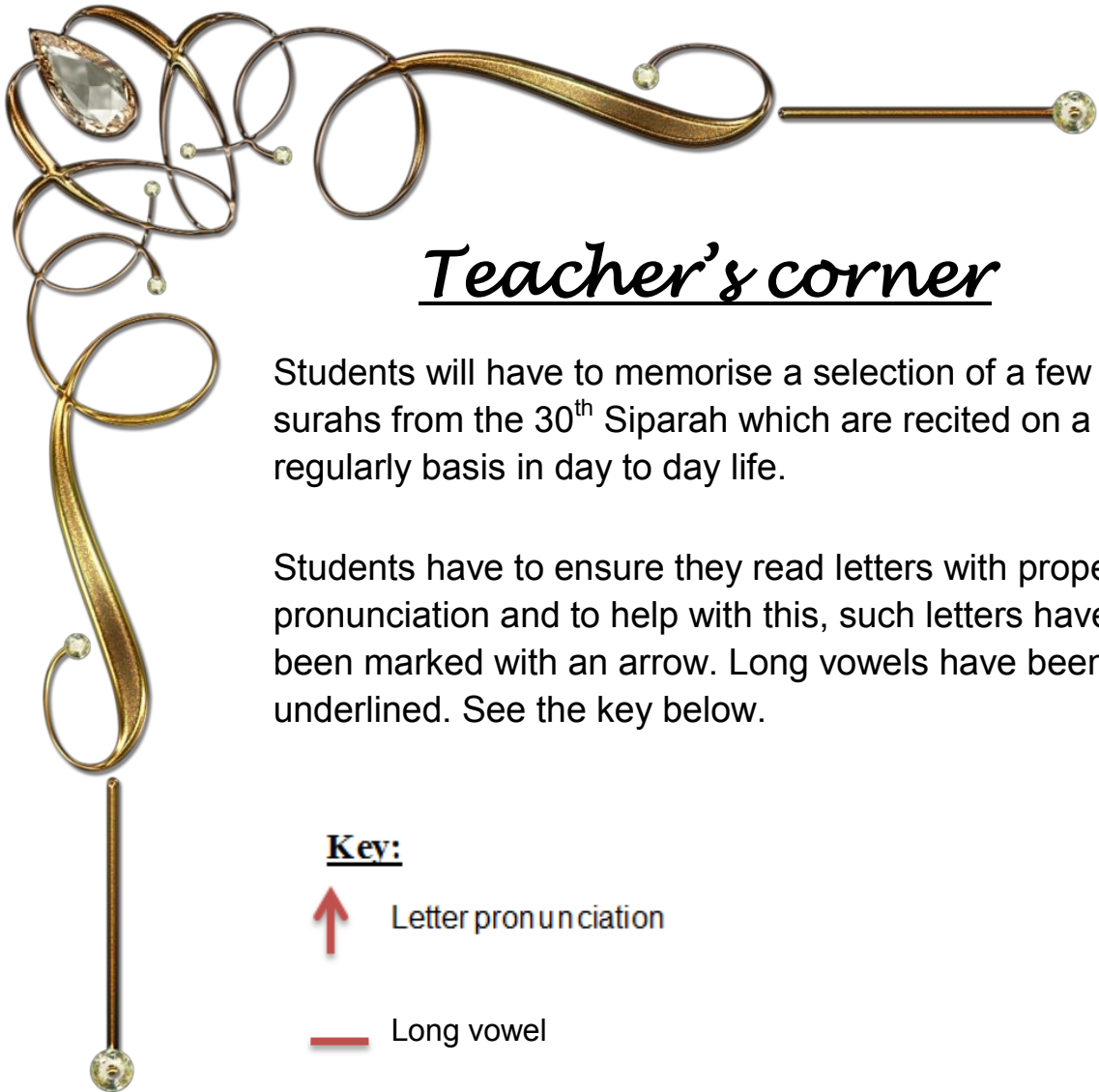
ه	ه	ه	ه	ه	ه
---	---	---	---	---	---

ه





# Surahs for Sifah



## Teacher's corner

Students will have to memorise a selection of a few surahs from the 30<sup>th</sup> 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

## Suratul Ikhlaas - سُورَةُ الْإِخْلَاصِ

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 ۝

## سُورَةُ النَّصْرِ - Suratun Nasr

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

إِذَا جَاءَ نَصْرُ اللَّهِ وَالْفَتْحُ

وَرَأَيْتَ النَّاسَ يَدْخُلُونَ فِي

دِينِ اللَّهِ أَفْوَاجًا

فَسَبِّحْ بِحَمْدِ رَبِّكَ وَاسْتَغْفِرْهُ

إِنَّهُ كَانَ تَوَّابًا

## سُورَةُ الْعَصْرِ - Suratul Asr

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَالْعَصْرِ  
لَا

إِنَّ الْإِنْسَانَ لَفِي خُسْرٍ  
لَا

إِلَّا الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ

وَتَوَاصَوْا بِالْحَقِّ وَتَوَاصَوْا بِالصَّبْرِ  
ع

## Suratul Lahab / Masad - سُورَةُ لَهَبٍ / الْمَسَد

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

تَبَّتْ يَدَا أَبِي لَهَبٍ وَتَبَّ ٥

مَا أَغْنَىٰ عَنْهُ مَالُهُ وَمَا كَسَبَ ٦

سَيَصْلَىٰ نَارًا إِذْ أَتَا لَهَبًا ٧

وَأَمْرَأَتُهُ حَمَّالَةَ الْحَطَبِ ٨

فِي جِيدِهَا حَبْلٌ مِّن مَّسَدٍ ٩

## سُورَةُ الْمَاعُونِ - Suratul Maaoun

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَرَأَيْتَ الَّذِي يُكَذِّبُ بِالْإِذْنِ ط

فَذَلِكَ الَّذِي يَدْعُ الْيَتِيمَ ل

وَلَا يَحْضُ عَلَى طَعَامِ الْمَسْكِينِ ط

فَوَيْلٌ لِلْمُصَلِّينَ ل

الَّذِينَ هُمْ عَنْ صَلَاتِهِمْ سَاهُونَ ٦

الَّذِينَ هُمْ يُرَاءُونَ ل وَيَمْنَعُونَ الْمَاعُونَ ع

## سُورَةُ الْفِيلِ - Suratul Feel

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَلَمْ تَرَ كَيْفَ فَعَلَ رَبُّكَ بِأَصْحَابِ الْفِيلِ ۝

أَلَمْ يَجْعَلْ كَيْدَهُمْ فِي تَضَلُّلٍ ۝

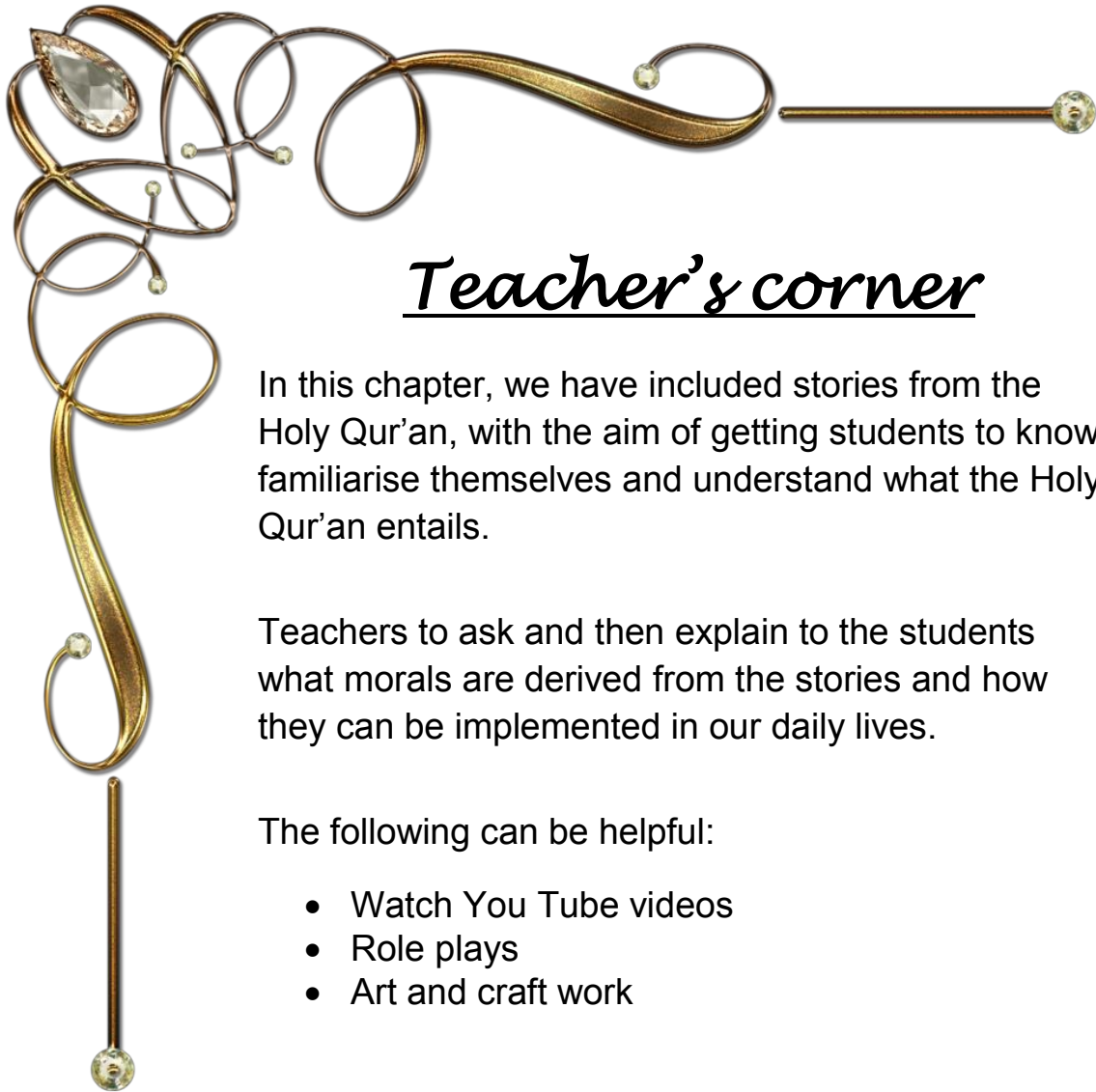
وَأَرْسَلَ عَلَيْهِمْ طَيْرًا أَبَابِيلَ ۝

تَرْمِيهِمْ بِحِجَارَةٍ مِّنْ سِجِّيلٍ ۝

فَجَعَلَهُمْ كَعَصْفٍ مَّا كُوِلَ ۝

# 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



## Duties Towards Parents

Prophet Muhammad (pbuh) has said:

"Sitting with your parents for one hour is better than going for jihad. Even if only a word is spoken with a view to pleasing the parents, Allah is pleased."

Respecting parent's means:

1. Never raise your voice while talking to them.
2. Do not sit when they are standing.
3. Do not walk in front of them unless they tell you to do so.
4. Do not talk when they are talking.
5. Never correct them in front of others.
6. Do not make them angry or displeased with you.
7. Never argue or shout at them.

Always pray for them:

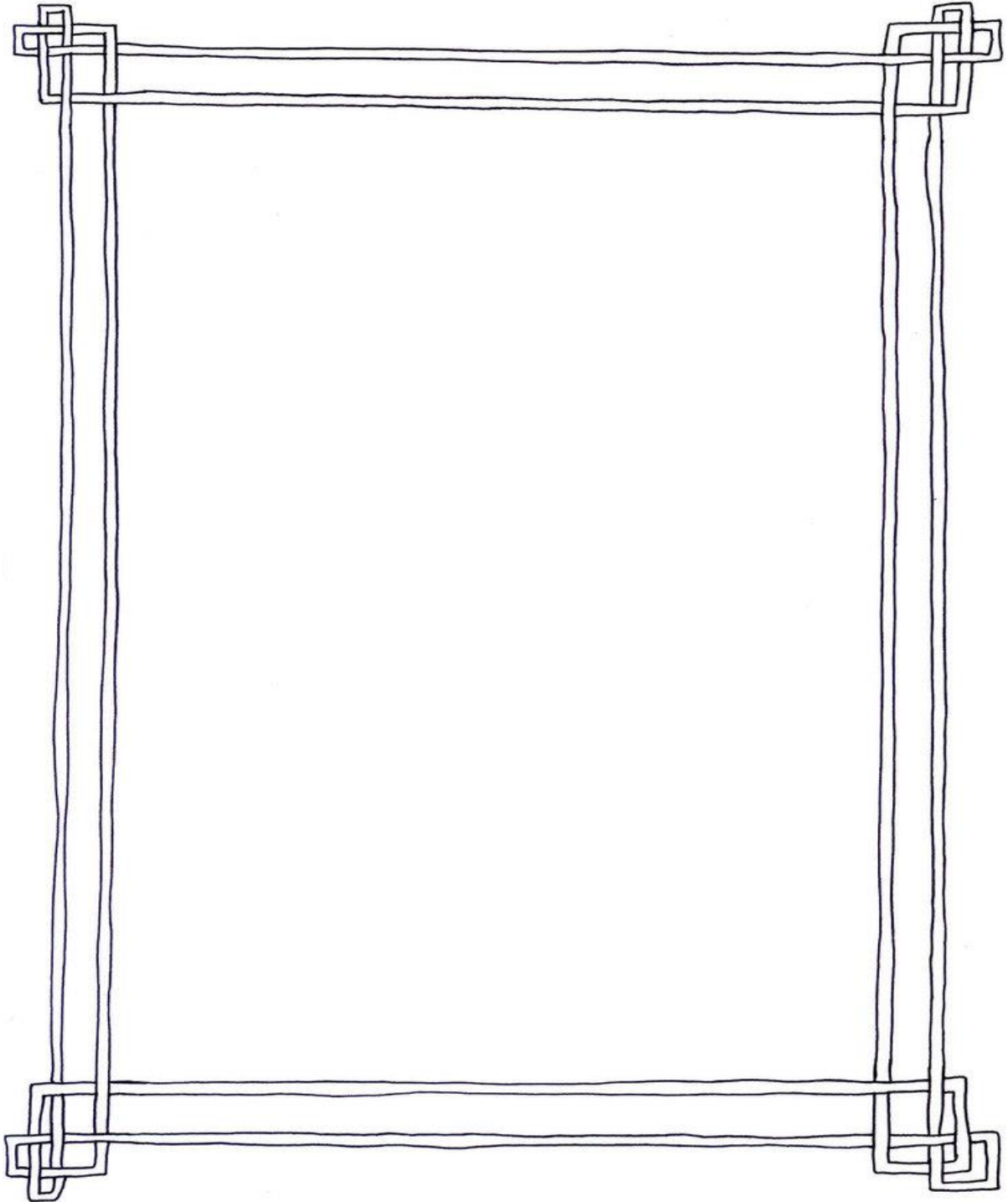
رَبِّ اَرْحَمُهُمَا كَمَا رَبَّيْتَنِي صَغِيرًا

"...Lord! Have mercy on them just as they had mercy on me when I was little..."

Suratu Bani Israil 17:24



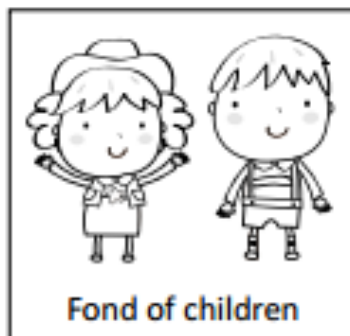
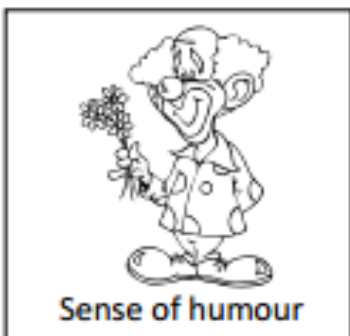
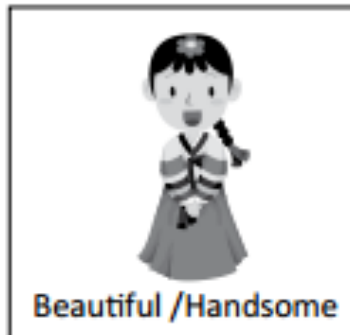
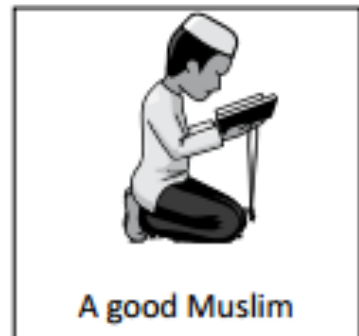
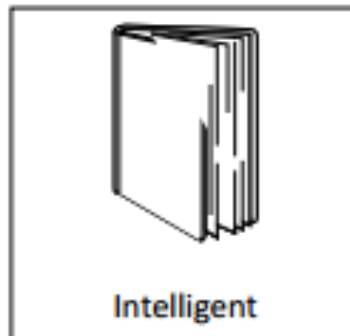
*Reflections from the the lesson - Duties towards  
parents. What do we learn?*



# Parents Dua

“...Lord have mercy on them (parents) as they had mercy on me when I was little...”

When you become a parent (inshallah) what qualities do You think are the most important for a parent. Put the qualities below in order of importance.



## Suratul Kawthar

The Prophet (pbuh) had a son called Tahir who died in infancy. When he died some people (Umar & Hakam bin Aas) taunted him calling him 'Abtar' which means an animal without a tail - one who had no succession.

This surah was revealed in reply to those who taunted the Prophet (pbuh)

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

In the name of Allah, the Most Kind, the Most Merciful.

اِنَّا اَعْطٰیكَ الْكَوْثَرَ

Indeed We have given you Kawthar - the heavenly fountain of plenty.

'Kawthar' comes from the word 'kathara' which means plenty. The traditional description of Kawthar is that of a spring in Jannah to which we all can have access to provided we stick to those who have been granted it.

'Kawthar' also means abundance of descendants. It is a fact that none can correctly count the descendants of the Prophet (Pbuh) whereas those who taunted the Prophet (Pbuh) are unknown.

'Kawthar' also implies the abundance of good given to the Prophet (Pbuh) in this world and in the hereafter.

فَصَلِّ لِرَبِّكَ وَاَنْحِرْ

Therefore pray to your Lord and make a sacrifice.

Although the verses are addressed to the Prophet (Pbuh) it is directed to us to follow.

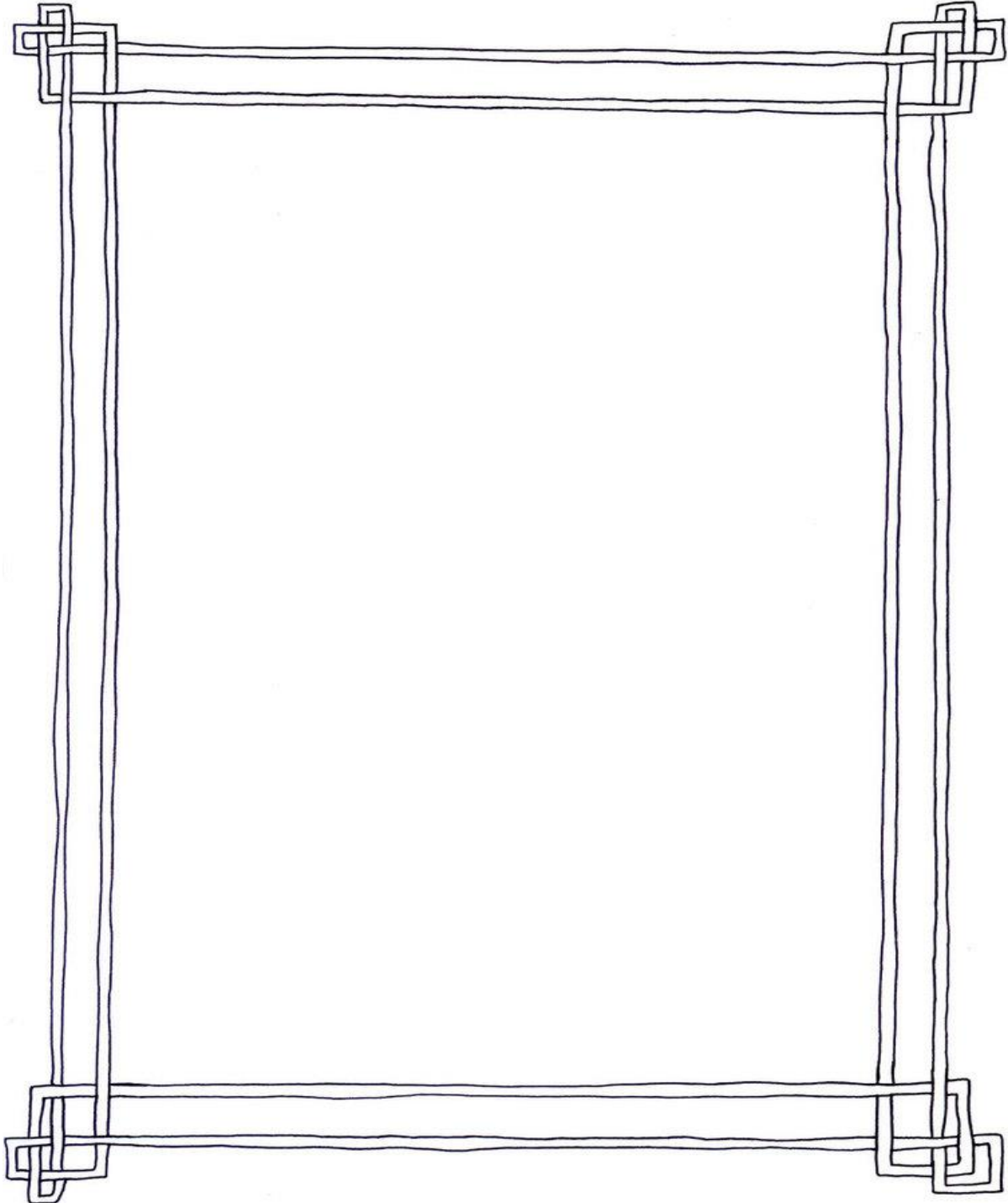
'Nahr' means sacrifice but means the raising of the hands to the (neck) when Takbeer is said - implying that God is greater than any/everything and we would sacrifice all for Him.

اِنَّ شَانِئَكَ هُوَ الْاَبْتَرُ

Certainly, your enemy shall be the one cut off.

This aya refers to those who taunted the Prophet (Pbuh) as 'Abtar'.

*Reflections from Suratul Kawthar.  
What do we learn?*



## Suratul Feel

### AAMUL FEEL - THE YEAR OF THE ELEPHANT

The king of Yemen built a beautiful place of worship. There were beautiful silk carpets hanging on the walls and it was decorated with the best of everything. He wanted people to come to pray in Yemen rather than go to visit the Ka'ba in Makka.

In spite of all his efforts people still went to Makka.

He decided that the only solution was to destroy the Ka'ba. He chose one of his strongest and bravest man called Abraha to take an army of elephants to destroy the Ka'ba.

On the way to Makka, the army of Abraha destroyed everything in their way and stole hundreds of camels. Amongst them were some camels that belonged to Abdul Muttalib who was Prophet Muhammad's (S.A.W.) grandfather.

Abdul Muttalib knew that Abraha was coming to destroy the Ka'ba. He ran to the Ka'ba and prayed to Allah.

*"O Allah! Save Your house and do not let them destroy it!"*

Then he went to Abraha.

*"Why do you wish to see me?"* said Abraha.

Abdul Muttalib said he wanted his camels returned.

Abraha was shocked!!

*"I have come to destroy the Ka'ba. You are the chief of Makka and the guardian of the Ka'ba and all you are worried about is your camels!"*

Abdul Muttalib replied :

*"The camels belong to me, and so I ask for their return. The Ka'ba belongs to Allah and He will look after it Himself".*

When Abraha heard this he returned the camels and marched forward to destroy the Ka'ba. Allah sent a flock of birds who flew over the army pelting them with small stones of baked clay which killed the elephants and the soldiers.

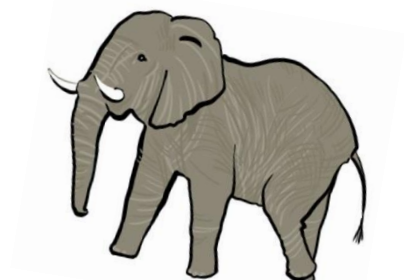
All except Abraha were destroyed and he rushed back to Yemen to tell the King what had happened.

He was followed by one of the birds.

*"What sort of amazing birds were these!"* asked the furious king.

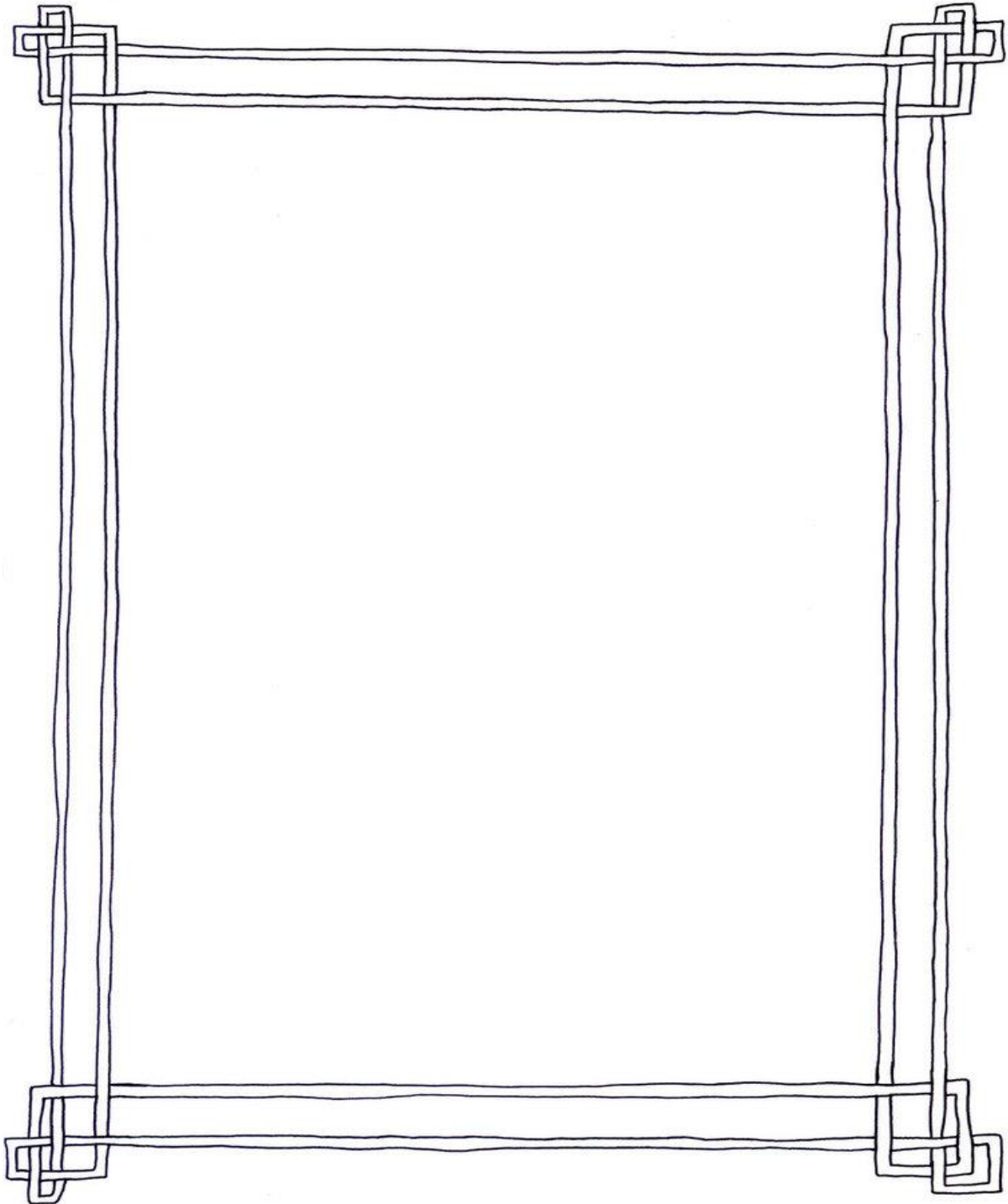
Abraha looked up and showed him. The bird threw a stone and Abraha died on the spot in front of the King.

It was in this year that Prophet Muhammad (pbuh) was born on the 17<sup>th</sup> of Rabi ul Awwal.



*Reflections from Suratul Feel.*

*What do we learn?*




# Suratul Feel

## The year of the Elephant

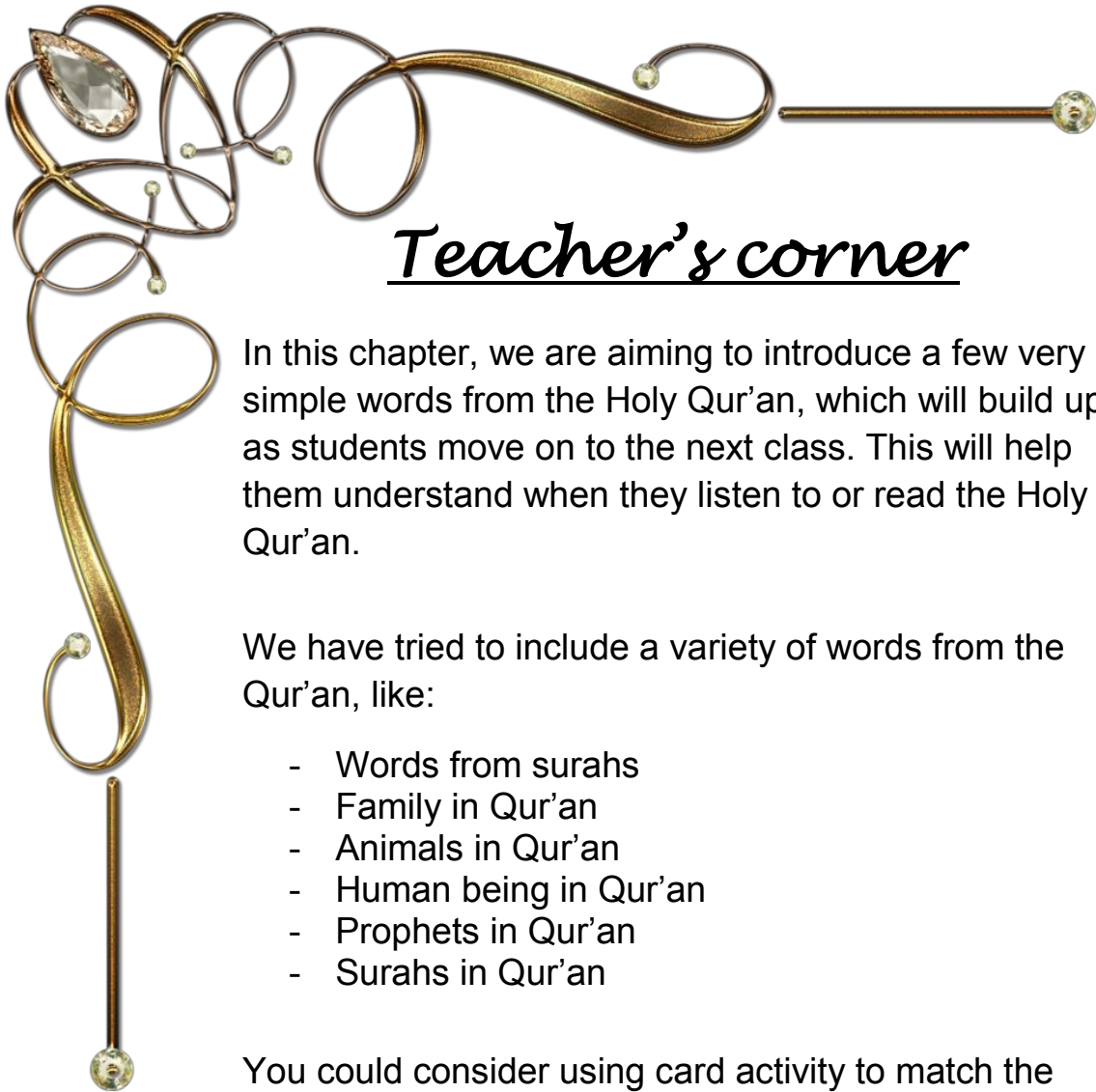
Colour the picture below







**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

## Animals in the Qur'an



فَيْلٌ

Feel

Elephant



جَمَلٌ

Jamal

Camel



بَقَرَةٌ

Baqara

Cow



خَرُوفٌ

Kharoof

Sheep

Words covered in the previous year(s):

## Family in the Qur'an



أَبٌ  
أُمٌّ

Ab

Father

Umm

Mother



إِبْنٌ

Ibn

Son



بِنْتٌ

Bint

Daughter



أَخٌ

Akh

Brother



أُخْتٌ

Ukht

Sister



بَيْتٌ

Bayt

Home

O!

يَا, يَا أَيُّهَا

Shaytan

شَيْطَان

Hell

جَهَنَّمَ

Light

نُور

Path

صِرَاط

Say



قُلْ

قُلْ هُوَ اللَّهُ أَحَدٌ

QUL

One



أَحَدٌ

قُلْ هُوَ اللَّهُ أَحَدٌ

AHAD

Mother



أُمُّ

UMMUN



**Sharikatul Hussain Saturday Workshop** is the Madrasah (religious education centre) of the **Khoja Shia Ithna'asheri Muslim Community of Leicester, UK**.

Sharikatul Hussain was founded in 1996 and caters for the religious foundation of our community children. Our mission statement:

*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.*

The classes are held every Saturday for a duration of four hours followed by sporting activities. Sharikatul Hussain has four main teaching aims:

- |                               |  |
|-------------------------------|--|
| 1. Morals, Ethics and History | Islamic Morals, Etiquettes and History             |
| 2. Beliefs and Actions        | Islamic Laws & Regulations                         |
| 3. Qur'an                     | Recitation as well as Appreciation & Understanding |
| 4. Salaah                     | Application and Understanding of Daily Prayers     |

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