

Madrasa Tajweedul Quran

Al-Ansaar Welfare & Education

140 - 142 Garstang Road Fulwood Preston Lancashire UK PR2 8NA

Tel/Fax: 01772 71 60 60

Email: al_ansaar@yahoo.co.uk

www.alansaar.org.uk

لِلْحَرْفِ مِيزَانٌ فَلَا تَكُ طَاغِيَا

فِيهِ وَلَا تَكُ مُخْسِرَ الْمِيزَانِ

A.Q. Workbook

Part 1 of 3

Compiled By:

The Teachers of Madrasa Tajweedul Quran

Introduction

حامدا ومصليا

Assalamualaykum, Dear parent,

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

- The aim of this workbook is to ensure your child has plenty of examples for the relevant concept. The examples given in the actual book of Ahsanul Qawaid are at times not sufficient and constant repetition of these same examples will only lead your child to memorise them.
- Following on from the last point, it is essential your child understands the concepts and there is no parrot fashion learning.
- Your child's class teacher will use this workbook in the classroom and homework will also be given from this workbook.
- At the very least your child should be focusing and meeting the following targets:
 - 1) Correct pronunciation of all letters.
 - 2) Reciting loudly and clearly.
 - 3) Ensuring the actual concept is understood and your child can confidently differentiate between different concepts.
 - 4) Able to recognise and pick out full mouth and throat letters.

Please also note:

This workbook has been compiled after over 7+ years of effort and input from our various Level 1 teachers. In the initial stages loose (mostly handwritten) worksheets would be given out to children, overtime these worksheets have been compiled into two workbooks.

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Almost every year this booklet is updated, and this year is no different (after editing various changes have been made, notably splitting these workbooks over 3 parts).

The following colleagues and teachers have greatly helped in compiling this booklet:

1. Mufti Javid Pathan (Management member and former L1 teacher).
2. Moulana Habibullah Munshi (Deputy headteacher and former L1 teacher).
3. Sister Summiyyah Kazi (Former Level 1 teacher).
4. Sister Fazila Patel (Level 1 teacher since 2007).
5. Ismail Patel (typesetting all worksheets).

It is evident that all those involved in making this booklet possible are former or current Level 1 teachers, thus I hope you will appreciate the relevance of this booklet as it has been compiled by those who are actually teaching this very subject. Our aim is to provide the best possible foundation for your child, thus a considerable amount of time and effort is expended in preparing resources such as this booklet.

I hope you will make the most of this booklet, and help your child as much as possible. **This class is the most important stepping stone towards learning to recite the Quran**, thus a little effort and involvement now will pay huge dividends later on. In this respect please note the following:

- *Your daily involvement in your child's Sabaq is without any question paramount. I cannot emphasise this enough.*
- Your child needs to revise / learn everyday, once after Madrasa and once early in the morning.
- The aim of learning at home is **not** to sit for "long" periods, rather to sit for 10 to 15 minutes at a time. **Sitting for longer periods is not productive due to the short attention span of young children.**
- You need to ensure you are checking the Madrasa diary everyday. The class teachers via this will inform you of exactly what is happening in the class.

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- Children of parents who fail to take an interest in their child's Sabaq slowly fall behind. They then become an enormous burden in the class, and it is for this reason there are periodical tests and other measures in place to address this.
- An absence of just a day has a great impact (especially if a new concept had started). ***An absence of say 4 to 5 days will require over a month's input to get your child back on track.*** This will overburden you as well. Thus, please avoid all absences in Level 1.

I hope you will find the above information useful, please do not hesitate to email any feedback / suggestions etc.

We pray to Allah for guidance, wisdom and steadfastness and may he accept our efforts. Ameen.

Moulana Farook Kazi

Founder & Chair of Al-Ansaar Welfare & Education
September 2011 / Shawwal 1432

والحمد لله لها ختام - ثم الصلوة و بعد السلام

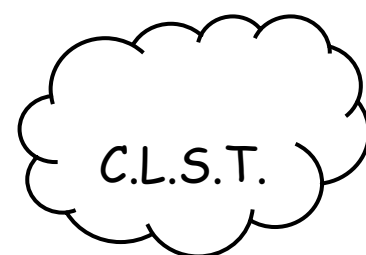
Important!

C.L.S.T.

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

=

C.L.S.T.



Explain and emphasise this throughout this booklet.

The Alphabet

Before starting on the first concept (Fatha), your child must confidently be able to recognise, pronounce and recite the following:

	<i>Definition</i>	<i>Arabic term</i>	<i>Example(s)</i>	<i>Notes</i>
1	The alphabet	حُرُوفُ الْهَبَاءِ	غ/ت/ق	The alphabet has 28 letters. The examples denote the isolated form of the letters.
2	Non-capital letters		غ/ت/ق	These are written differently at the beginning, middle and at the end of a word.
3	Recognising non- capital letters		غتنق/ بصل	As non-capital letters are written differently when in an actual word, recognition of this is important.

Note: Not all the words in this booklet may have an actual meaning in the Arabic language; we aim to address this in the next edition.

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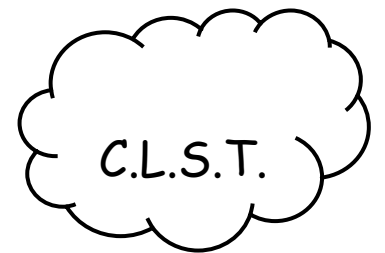
Fatha

2	1
جَمَلٌ	لَبَنٌ

4	3
رَشَدٌ	فَلَكٌ

6	5
سَلَمٌ	عَبَدٌ

8	7
أَحَدٌ	صَلَحٌ



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Fatha

3	2	1
حَمَدَ	نَشَرَ	ثَمَلَ

6	5	4
ظَوَّحَ	شَيَّطَ	تَبَّرَ

9	8	7
خَازَ	طَلَبَ	صَدَمَ

12	11	10
كَنَّسَ	نَيْشَ	حَيَّبَ

15	14	13
ثَبَّرَ	نَتَّدَ	هَلَزَ

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Fatha

3	2	1
مَعَزَ	بَسَقَ	رَاسَقَ

6	5	4
عَرَفَ	لَمَظَ	دَلَمَ

9	8	7
بَسَكَ	بَرَضَ	رَمَقَ

12	11	10
غَلَبَ	قَرَفَ	رَاجَوَ

Reminder: C.L.S.T.

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Fatha

3	2	1
شَتَّتَ	رَاغَمَ	لَوَسَّ

6	5	4
غَحَبَ	حَنَصَ	يَبَنَ

9	8	7
فَقَلَ	مَثَنَ	جَحَضَ

12	11	10
شَوَقَ	هُوَذَ	كَسَمَ

15	14	13
بَيْتَ	حَلَرَ	عَسَرَ

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Fatha

3	2	1
كِبْرٍ	طَبِيقٍ	إِبِلٍ

6	5	4
لِبْنٍ	حِلْمٍ	كِمْرٍ

9	8	7
ظِنِخٍ	مِلْمٍ	ذِبْرٍ

12	11	10
نِحْلٍ	جِلْحٍ	صِدْقٍ

15	14	13
تِسْنٍ	فِكْرٍ	فِمْنٍ

Throat Letters

- There are 6 throat letters.
- These letters need to be pronounced from the correct part of the throat.
- Your child needs to start practicing these letters from now.

The 6 throat letters are:

6	5	4	3	2	1
خ	ع	ح	ع	هـ	هـ
Top		Middle		Bottom	

Learn them in the above order.

Notes:

- Letters 2 and 4 need to be clearly differentiated.
- Letter 3 must be pronounced as clearly as possible from the middle of the throat.

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Kasra

2	1
إِفْتِ	تِمِكِ

4	3
طِهَقِ	نِسِدِ

6	5
سِجِدِ	كِسِدِ

8	7
حِلِبِ	ظِمِلِ



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Fatha & Kasra

3	2	1
نِ نَ	جِ جَ	بِ بَ

6	5	4
فِ فَ	لِ لَ	قِ قَ

9	8	7
ذِ ذَ	مِ مَ	يِ يَ

12	11	10
خِ خَ	ثِ ثَ	عِ عَ

15	14	13
هِ هَ	وَ وَ	ظِ ظَ

Activity: Ask your child to identify throat letters in the above words.

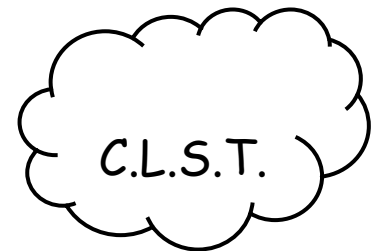
Fatha & Kasra

2	1
أَبِحِ	سَلِمَ

4	3
فَلِكِ	لِمَنْ

6	5
جَعِلِ	صَبِحَ

8	7
شَمَنِ	خَلِقَ



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Fatha & Kasra

3	2	1
قِ لَقِ	نِ هِ	تِ نَعِ

6	5	4
شِ لِ	مِ ضِ	اِ اِ

9	8	7
دِ طِ	جِ يِ	نِ يِ

12	11	10
اِ عِ	هِ حِ	خِ لِقِ

15	14	13
قِ خِ	ذِ شِ	ظِ زِ

Activity: Ask your child to identify throat letters in the above words.

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Fatha & Kasra

2	1
إِنَّمَا	سِطْحَ

4	3
طَبِيقِ	نَبِيَّ

6	5
سَطِيحَ	كَلَّمَ

8	7
حَبَلِ	ظَلِمِ

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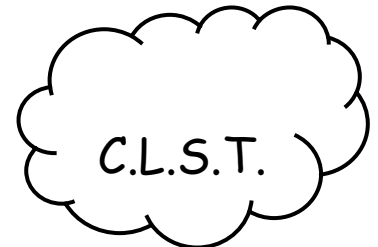
Fatha & Kasra

2	1
رَاخِسَ	نَدَا

4	3
بَرِشَ	يَقِي

6	5
جَبِعَ	رَامِحَ

8	7
بَلِدِ	خَشِي



Full mouth letters

- There are 7 full mouth letters.
- These 7 letters are always recited with a full mouth.
- It is important your child is able to recognise the full mouth letters.
- Learning the full mouth letters and pronouncing them correctly is the first step towards reciting with Tajweed.

The seven letters are:

7	6	5	4	3	2	1
ظ	ق	ط	غ	ض	ص	خ

Ensure these letters are practically implemented in every Sabaq.

Note: letters 1 and 4 are also part of throat letters.

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Fatha & Kasra

2	1
مَلِّعَ	مَرَّإِ

4	3
لِبَّعِ	رِبَّكَ

6	5
كَلَمِ	حَطِبِ

8	7
فَلَمَ	دَلِبَ

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Dhamma with Fatha / Kasra

3	2	1
شَخِصٍ	نَفٌ	تُلٌ

6	5	4
تَأْكُ	طِبٌ	غَمٌ

9	8	7
وِثٌ	يُمٌ	هُذٌ

12	11	10
مَبِجٌ	ثَرٌ	دُسٌ

15	14	13
أُعٌ	إِحٌ	سَكٌ

Activity: Ask your child to identify throat letters in the above words.

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Dhamma with Fatha / Kasra

3	2	1
رُكِّدِ	مُلِمَّ	لُعْبُجُ

6	5	4
عَفِيئُ	نَعِلَ	لُعِسَ

9	8	7
أُذُنَ	ظَلِمَ	حَبِكُ

12	11	10
يُرِثَ	مُنِعَ	خُلِقَ

15	14	13
حَشِرُ	يَعْدُ	رَابِعُ

Activity: Ask your child to identify throat letters in the above words.

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Dhamma with Fatha / Kasra

3	2	1
صَدِيقُ	فَلَمُ	نَبِغُ

6	5	4
سَبِخُ	مَلِكُ	أُذُنُ

9	8	7
صُبِخُ	تَزِرُ	دَرَسُ

12	11	10
جَمِلُ	صُحِفُ	حَبِلُ

15	14	13
يَعِدُ	عَئِشُ	عَسِمُ

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Dhamma with Fatha / Kasra

3	2	1
كُتِبَ	وَعُدِ	سَمِعِ

6	5	4
لَهُوَ	لَعْنِ	رُضِي

9	8	7
أُخِرَ	يَعِدُ	كَسِبُ

12	11	10
لَكَ	هُوَ	مَلِكُ

15	14	13
فَلِمُ	مَعَ	تَرِ

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Dhamma with Fatha / Kasra

3	2	1
بَخِلُّ	حَطِبُ	قَلَمُ

6	5	4
سَمِعُ	أَبُ	كَتُّ

9	8	7
صَبَحِ	ضُرِبُ	نَسِي

12	11	10
مَلِقِ	جَبَلُ	شَمْسُ

15	14	13
فُعِدَ	فَلَقُ	قُضِيَ

Conclusion (1)

At this stage your child should be able to confidently recognise the following 3 concepts:

	<i>Definition</i>	<i>Arabic term</i>	<i>Example(s)</i>	<i>Notes</i>
1	Fatha	فَتْحَة	بَ / قَ / مَ	Short vowel
2	Kasra	كَسْرَة	بِ / قِ / مِ	Short vowel
3	Dhamma	ضَمَّة	بُ / قُ / مُ	Short vowel

Note: If your child has fallen behind for whatever reason, then you need to take steps to address this and ensure your child grasps the above concepts. The next part is a link to the previous concepts, thus it is essential your child is confident in recognising the above concepts.

Fathatayn

أ	قَا	نَا	دَا
شَا	كَا	مَا	فَا
تَا	لَا	زَا	بَا
وَمَا	رَا	مَا	بَا
يَا	كَا	كَا	سَا
نَا	كَا	وَكَا	رَا
رَا	وَا	هَا	بَا

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Fatha & Fathatayn

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

In the following ensure you focus on the pronunciation of the throat letters.

عَا	عَ
حَا	حَ
خَا	خَ
حَا	حَ

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Fathatayn

3	2	1
سَفْمًا	دَرَجًا	بَلَدًا

6	5	4
جِبِلًا	زُهْرًا	مُلَقًا

9	8	7
حَسَدًا	ثَمَرًا	سَجِرًا

12	11	10
عِمْرًا	وَحَدًا	جَمِيلًا

15	14	13
فَتْحًا	زَهْرًا	ثَوْبًا

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Kasratayn

كسرة	كسرة	كسرة	كسرة
كسرة	كسرة	كسرة	كسرة
كسرة	كسرة	كسرة	كسرة
كسرة	كسرة	كسرة	كسرة
كسرة	كسرة	كسرة	كسرة
كسرة	كسرة	كسرة	كسرة
كسرة	كسرة	كسرة	كسرة
كسرة	كسرة	كسرة	كسرة

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Kasra & Kasratayn

6	5	4	3	2	1
هَ	هِي	فِي	لِي	جِي	بِي

12	11	10	9	8	7
رَئِي	رَئِي	رَئِي	رَئِي	رَئِي	رَئِي

18	17	16	15	14	13
رَئِي	رَئِي	رَئِي	رَئِي	رَئِي	رَئِي

24	23	22	21	20	19
رَئِي	رَئِي	رَئِي	رَئِي	رَئِي	رَئِي

30	29	28	27	26	25
رَئِي	رَئِي	رَئِي	رَئِي	رَئِي	رَئِي

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Kasratayn

3	2	1
حَمَزٍ	حَسَنِ	قُرْشٍ

6	5	4
أَسْفِ	طَبَقٍ	ثَمَرٍ

9	8	7
قُرْشٍ	سَمِينٍ	لَهَبٍ

12	11	10
دَجَجٍ	بَقَرٍ	أَكَلٍ

15	14	13
وَرَقٍ	طَبَقٍ	سَفَرٍ

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kasratayn

5	4	3	2	1
لَئِيسِ	فَلَمِ	شَرِبِ	كَبَرِ	اِبْلِ

10	9	8	7	6
ظَلَمِ	حَمِدِ	غَضِبِ	بَقِي	سَخِرِ

15	14	13	12	11
حَسِدِ	عَدَلِ	اَمَرِ	جَمَلِ	قَمَرِ

20	19	18	17	16
تَذِي	سُقَطِ	عَجَبِ	كَسِبِ	فِطْرِ

25	24	23	22	21
اُفْقِ	عُفْرِ	ذِكْرِ	حُبْلِ	رُبُو

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Kasratayn & Fathatayn

5	4	3	2	1
أَصْبَا	وَخَرٍ	كُتِبِ	جَلَبًا	فَوْحًا

10	9	8	7	6
قَسَمًا	نَفَوٍ	جَعَلِ	مَطْرٍ	جُنْحًا

15	14	13	12	11
بَقْرًا	غَبَطًا	جُدِي	مَرَضٍ	شَجْرًا

20	19	18	17	16
نَمْلٍ	وَسِيًّا	بِشْرًا	سُرْقٍ	وَلَدٍ

25	24	23	22	21
ضَوْعًا	حَفِظِ	زَفَجًا	صَوْمًا	رَاوْحًا

Dhammatayn

مِ	نِ	هَ	طِ
لِ	ثِ	وِ	رِ
زِ	رِ	تِ	طِ
لِ	كِ	اِ	هَ
دِ	حِ	نِ	جِ
يِ	زِ	نِ	جِ
هَ	بِ	رِ	رِ

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Dhamma & Dhammatayn

فُ	ف	ظ	ظ
شُ	ش	قُ	ق
أُ	أ	نُ	ن
نُ	ن	جُ	ج

Clearly differentiate between the letters below:

Group	4	3	2	1
Group 1	ظ	ظ	نُ	ن
Group 2	حُ	ح	ه	ه
Group 3	سُ	س	نُ	ن

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Dhammatayn

3	2	1
شُمُسُ	صُحُفُ	أُبْتُ

6	5	4
بَرَكَ	حَمَسُ	لَبِنُ

9	8	7
تِفَحُ	كَسَبُ	عَرَفُ

12	11	10
جَمِلُ	لَعَبُ	أَفَقُ

15	14	13
حَسَنُ	شَجَرُ	حَرَمُ

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Dhammatayn

4	3	2	1
حُلْمٌ	لَعِبٌ	قَتَرٌ	جُشِقٌ

8	7	6	5
خِلْدٌ	رَاجِلٌ	خَرَجٌ	سُفْرٌ

12	11	10	9
شَجَرٌ	أُذُنٌ	مَرَضٌ	وُلْدٌ

16	15	14	13
صُوبٌ	نَمِلٌ	وَخِرٌ	ثَبِتٌ

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All 6 concepts

3	2	1
عِفْوًا	نَبْلُ	لَسْتِ

6	5	4
تَرَبَّ	رَافِعِ	نَقَع

9	8	7
قَرَعُ	عُنْفِ	عِنْبًا

12	11	10
حَدِيثَ	يَحِظُ	عَدُنِ

15	14	13
بَيْنَ	عُطِلًا	قَرِبِ

Madrasa Tajweedul Quran

All 6 concepts

3	2	1
جَنِّيسٍ	حَصِصُ	هَمَّتِ

6	5	4
لُعِبَ	خَيْرًا	عَلِيًّا

9	8	7
قَرِخٍ	يَمْدٍ	كُرَّةٌ

12	11	10
قِيمًا	وَرَاءَ	عِبْدًا

15	14	13
أَمِنَ	كَتَبْتُ	حَرَمًا

Conclusion (2)

At this stage your child should be able to confidently recognise the following 3 concepts (in addition to the previous concepts in the first conclusion):

	<i>Definition</i>	<i>Arabic term</i>	<i>Example(s)</i>	<i>Notes</i>
1	Fathatayn	فَتْحَتَيْنِ	بَا / قَا / مَّا	Also known as Tanween
2	Kasratayn	كَسْرَتَيْنِ	بِ / قِ / مِ	Also known as Tanween
3	Dhammatayn	ضَمَّتَيْنِ	بُ / قُ / مُ	Also known as Tanween

Note: If your child has fallen behind for whatever reason, then you need to take steps to address this and ensure your child grasps the above concepts. Each new concept is linked to all the previous concepts, thus it is essential your child is confident in recognising all the concepts we have covered so far.

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Fatha & Alif

5	4	3	2	1
طَا	مَا	وَا	نَا	خَا

10	9	8	7	6
رَا	عَا	ظَا	ذَا	دَا

15	14	13	12	11
ثَا	سَا	فَا	غَا	بَا

20	19	18	17	16
صَا	گَا	جَا	شَا	قَا

25	24	23	22	21
تَا	فَا	هَا	ءَا	يَا

29	28	27	26
لَا	ضَا	زَا	حَا

Madrasa Tajweedul Quran

Fatha & Alif with Full Mouth Letters

Focus on the full mouth letters (also explain to your child how these letters would be read if they were pronounced empty mouth - this will make understanding easier).

5	4	3	2	1
ظَا	صَا	غَا	ظَا	خَا

7	6
قَا	ضَا

Focus on the following throat letters:

3	2	1	Area of the throat
هَّا	هَّا	هَّا	Bottom of the throat
كَّا	كَّا	كَّا	Middle of the throat
قَّا	قَّا	قَّا	Middle of the throat
قَّا	قَّا	قَّا	Top of the throat

Madrasa Tajweedul Quran

Fatha & Alif in a word

Empty mouth	Full mouth
تَابَ	طَابَ
سَاءَ	صَاءَ
كَابَ	قَابَ
دَاقَ	ضَاقَ

3	2	1
رَانَ	طَاءَ	قَامَ

6	5	4
صَامَ	قَالَ	طَابَ

Activity: Ask your child to identify full mouth letters in the above words.

Madrasa Tajweedul Quran

Excercise

5	4	3	2	1
صَا صَا	شَا شَا	ذَا ذَا	حَا حَا	فَا فَا

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

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

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

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

Activity: Ask your child to identify full mouth letters in the above words and circle them with a pencil.

Madrasa Tajweedul Quran

Excercise

3	2	1
جَا جَا	تَا تَا	بَا بَا

6	5	4
ثَا ثَا	زَا زَا	مَا مَا

9	8	7
حَا حَا	دَا دَا	نَا نَا

12	11	10
فَا فَا	طَا طَا	خَا خَا

15	14	13
سَا سَا	رَا رَا	شَا شَا

Activity: Ask your child to identify full mouth letters in the above words and circle them with a pencil.

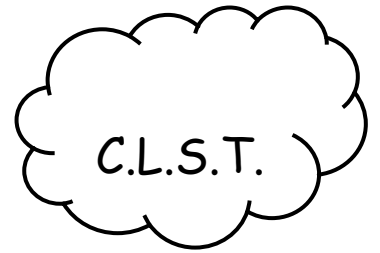
Exercise

5	4	3	2	1
كَانٍ	كَابِدٌ	فَانٌ	رَّاعَا	رَّانٍ

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	أُذُنًا



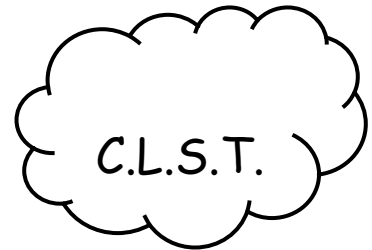
Madrasa Tajweedul Quran

Exercise

5	4	3	2	1
سَامِيٌّ	خَالِتٍ	رَأْسِلُ	تُبَّتِ	طَيْرًا

10	9	8	7	6
صَامٍ	صَافٍ	لَا حَا	مَاتًا	مَاءٌ

15	14	13	12	11
دَاقُ	سَارٍ	قَالَ	ضَافُ	زَاشٍ
15	14	13	12	11
زَاحًا	يَيْسٍ	يَيْسًا	أُذُنُ	هَانُ



Activity: Ask your child to identify full mouth letters in the above words.

Madrasa Tajweedul Quran

Excercise

3	2	1
ظَلِمَ	قَمِرَ	جُعِلَ

6	5	4
وَجِدُ	حُبِكِ	لَعِبُ

9	8	7
سُرِكُ	رَغِشًا	أَبَدًا

12	11	10
قُرُسُ	سَفَرًا	جَمَشِ

15	14	13
قَالَ	خَاشِ	فَاتَ

Standing Fatha

5	4	3	2	1
ا ف	ا م	ا ي	ا ل	ا ب

10	9	8	7	6
ا ل	ا ل	ا س	ا ظ	ا ع

15	14	13	12	11
ا ظ	ا ش	ا ذ	ا ا	ا ت

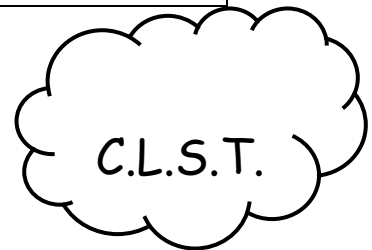
Activity: Ask your child to identify full mouth letters in the above words.

Standing Fatha (Cont.)

20	19	18	17	16
ص	س	ذ	ز	ف

25	24	23	22	21
ز	ع	ط	ض	ز

29	28	27	26
ي	و	ث	خ



Activity: Ask your child to identify full mouth letters in the above words.

Madrasa Tajweedul Quran

Exercise

3	2	1
صَدِيقٌ	ذَلِكَ	رَأَى

6	5	4
إِلَى	أَخِرَةٌ	هَذَا

9	8	7
غَفِلٌ	عَسَ	بِأَيِّ

12	11	10
ظَلُلٌ	صَوَابًا	بِرَكَ

15	14	13
كِتَبٌ	جَدَلٌ	عَمِلٌ

Activity: Ask your child to identify full mouth letters in the above words.

Madrasa Tajweedul Quran

Standing Kasra

5	4	3	2	1
فـ	مـ	يـ	وـ	بـ

10	9	8	7	6
وـ	وـ	سـ	ظـ	عـ

15	14	13	12	11
ظـ	ثـ	ذـ	اـ	تـ

Madrasa Tajweedul Quran

Standing Kasra (Cont.)

20	19	18	17	16
ط	ي	د	ل	ف

25	24	23	22	21
ز	ع	ط	ض	ز

29	28	27	26
ي	و	ث	ج

Madrasa Tajweedul Quran

Exercise

3	2	1
جِبَلٍ	عَرَفُ	عِبَادِهِ

6	5	4
عَرَاةٍ	حَلْمٌ	مَرَضٍ

9	8	7
لَعِبٍ	حَرَمٌ	أَذِنِ

12	11	10
فَقْرًا	سَلْمٌ	أَذِنِ

15	14	13
قَلَمٍ	وَجَدًا	سَمْنٍ

Madrasa Tajweedul Quran

Upside Down Dhamma

5	4	3	2	1
ف	م	ي	ن	ب

10	9	8	7	6
ج	ع	س	ظ	ع

15	14	13	12	11
ظ	ث	ذ	أ	ث

20	19	18	17	16
ح	س	ذ	ر	ف

25	24	23	22	21
ن	ع	ط	ظ	ز

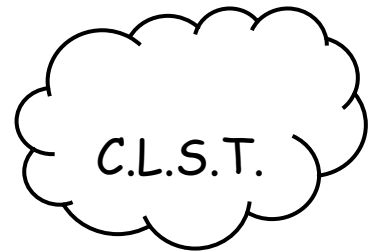
Exercise

3	2	1
هَيْبُ	جِرِيٌّ	يَرْدُ

6	5	4
لِدِنَ	مَا لِكُ	نَوْمَ

9	8	7
كِتَبَهُ	يَرَهُ	دَاوَدَ

12	11	10
رَأْسُهُ	غَاوِنَ	وَرِيَّ



Conclusion (3)

At this stage your child should be able to confidently recognise the following 3 concepts (in addition to all the others we have covered so far):

1	Letters with an Alif & Standing Fatha	الْفَتْحَةُ الْمَمْدُودَةُ	بَا / قَا	Long vowel
2	Standing Kasra	الْكَسْرَةُ الْمَقْلُوبَةُ	تَا	Long vowel This is also the same as
3	Upside down Dhamma	الْضَمَّةُ الْمَقْلُوبَةُ	بِ	Long vowel This is also the same as

- Before moving on, ensure your child understands all the concepts we have covered (refer to the pages that have conclusions).
- If your child is struggling, then you need to take steps to help them. Consult the headteacher.

End of part 1.

Keep this book safe. It will be needed in Level 2.