

خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ (الحديث)

The best amongst you is who learns the qura'an & teaches

نوراني قايده

Noorani Qaidah

How to learn and teach
QURAN-E-KAREEM

Compiled by

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بسم الله الرحمن الرحيم

In The name Of Allah

The Merciful , The Beneficent

Praising Allah Who Enabled Us To Translate The Titles, the Instruction , the illustrations With The Charts and the Method of Teaching " Al-Noorani Qaida" to The English Language.

This is our Contribution to facilitate the role of our Brothers, The Teachers and the Parents ,This is also to facilitate the Learning Process for our students and for every one who has relation with learning and Teaching.

We Hope from Every One Who Wants to benefit from "Noorani Qaidah": to Concentrate in the method Of Teaching. and read the Schedules of This "Qaidah" .

Allah Helps us

Dr. Saeed Ahmed Inayatullah.

The Author's Introduction

In the name of Allah, the compassionate, the merciful. Blessing of Allah and peace and prayers be upon our prophet Mohammed (P.B.U.H) (صلى الله عليه وسلم)

To proceed: Since a long time, I have got experience that if "**Noorani Qaidah**" was taught in the correct method, the children of six & seven years of age will be able to complete reading the Holy QURA'AN within Four or Five months.

The great advantage is that no heavy burden will be upon the children. Their abilities will improve as they enjoy reading. So those children would not need to be punished, by hitting or otherwise.

It is also necessary that the teacher should be open hearted, display good behaviour, be patient and merciful. Also they should understand the method well before teaching. So there will never be any need to hit while teaching. The weak & soft children will never ever get angry with them and it will be enough for them to be encouraged only for improvement.

The Method of the First "LOHE"

"The Vocabulary"

(**Brother teacher** ! These methods are to facilitate your job and to encourage your students).

Firstly, the child should read (بسم الله الرحمن الرحيم) eagerly and happily and making sure that he begins all his works with At - Tasmiyah (التسمية).

- Let him put his "Shahadah Finger" (the fore finger) on each letter, proceeding letter by letter. He can decrease the use of his finger as the lesson proceeds.
- Memorize the names of vocabulary like Alif-Ba-Ta-Tha-Jeem-Haa-Khaa الف با تا ثا جيم حا خا etc.
- The words that contain two letters are called "Massrudy" (مسرودي). They are read in Arabic and Persian with Alif(الف). In Urdu with yaa Majhoolah eg: (طه)Taha". In the holy QURAA'N it is read "Tahaa" (طاها) and in Urdu "Ty-Hy" (طے ہے).
- The words that contain three letters are called "Maktuby" (مکتوبي). If its name remained as it where reading it oppositely as "Meem Noon WAO" or it will be "Malfoozy" (ملفوظي).
- **Al Massrudy** : has two letters.
- **Al Maktuby** : has three letters and remains as it is while reading it backwards.
- **Al Malfoozy** : Has three letters but it is not the same if it is read backwards.

- **Notice** : there is no need to teach the children this division of letters. It is enough to memorize the names of the letters correctly.
- Ask the child to pronounce every letter from its correct place. So the difference will be completely clear between

(ث-س-ص) (ت-ط) (ذ-ز-ظ)

Most of the teachers don't pay attention to this from the beginning. So the students get used to the wrong pronunciation and it is difficult to correct it after that. So we must notice this matter from the beginning with great attention and awareness.

- On the first day, just teach four letters (ا-ب-ت-ث) memorizing the dots also
- Make the children understand well that (ب-ت-ث) Have the same shape and that they are able to differentiate between them using the dots (their number and their place).

- **For example** : if it is one dot underneath it is → ب

If there are two dots on top it is → ت

If there are three dots on top it is → ث

- Continue asking these questions to the students.

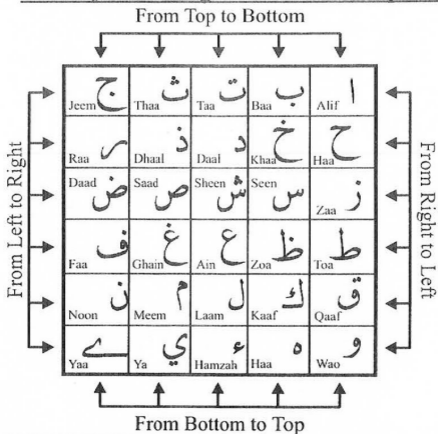
Q: If we remove one dot from (ث) what letter will we get?

Q: If we remove two dots from (ت) and write one dot under it, to what will it be changed?

- Make the children practise this style until they don't make any mistake. They must answer immediately, actively and attentively.
- Repeat this style daily (asking and answering) and for a long time. Don't move to the next lesson until they recognize completely these letters even if many days pass.

- In the second lesson, teach (ج - ح - خ) and make the children understand the placing of the dots as mentioned above. Make them understand that they are shaped the same and we differentiate between them by the dots.
- Conclude this "LOHE"(لوح) using this style to the end. In addition clarify the number of letters taught.
- The number of letters in the first lesson were four. The number of letters in the second lesson were three. Together they will be seven letters.
- Make the students say this "LOHE"(لوح) with the same style that has been taught from the beginning to the end, from the end to the beginning, from top to bottom and from bottom to top.

The way of teaching the students the alphabet



- There is a printed card for the individual letters with big clear script. Cut the alphabet letter by letter and it is now known as letter cards. Examine the students with the cards in order and out of order or mixed up. If they memorize them all, you may ask them about individual letters from the Holy Qura'an. If they don't know, don't be scared or angry, but show them the same letter from "Qaida"(قاعدة). If they don't recognize it even from "Qaida", show them the letters by yourself. Then ask, then teach until they recognize the letters. Even if they are asked about an individual letter from the holy Qura'an or from any other book they should immediately be able to answer without any hesitation.
- Do such exams daily and however you increase from this exam or making efforts in it, it is also a little.
- Consider this exam to be more important than the daily lesson. Even if you stopped the daily lesson, the exam must not stop on any day.
- Stick to this style in the following "LOHE"(لوح) and you must recognize well that this is the secret.



The First "LOHE"
The Vocabulary

الف	ب با	ت تا	ث ثا	ج جیم
ح حا	خ خا	د دال	ذ ذال	ر را
ز زا	س سین	ش شین	ص صا	ض ضا
ظ ظا	ع عین	غ غین	ف فا	
ق قاف	ک کاف	ل لام	م میم	ن نون
و واو	ه ها	ء ممزة	ی یا	ے یا

The Instructions of the "Second "LOHE"

"The Compounds"

- The shapes of most of the letters are different when some are compounded to others. All these shapes are shown in this "LOHE"(لوح) and it is arranged to look at these shapes.
- The shapes of the letters are shown in dots (با). In some examples, it is in the beginning (با), in others it is in the end (لا) and in others it is at the sides (لا). Thus for showing the letters location and shape.
- The shapes of Al-Alif (الألف) Al-Laam (اللام) and Al-Kaaf (الكاف) are introduced first as they are more similar. They are read like this:

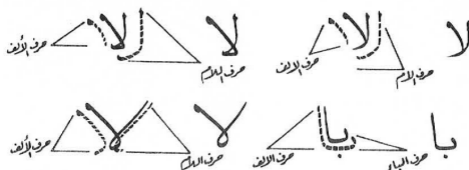
The Alif Shapes

The writing way	ا	لا	لا	با	لا
The reading way	ألف	لام ألف	لام ألف	با ألف	لام ألف

These are five shapes for Alif

- Take care when teaching these letters, that the children must recognize every letter separately. Most of the children know that (لا) is (ا - ل) but cannot show where LAAM (لام) is and where the Alif (الف) is, so we must teach the children well, the beginning and the end of the letter. The following is the way.

The way of knowing the letters beginning and end



In this way, teach the shapes of (اللام) and (الكاف).

Make the children practise them, knowing that they have a shape in the middle and another at the end.

A chart of Al-laam and Al-kaaf shapes

The writing way	ل	لا	لاج	لا	بلب
The reading way	لام	لام ألف	لام جيم	لام ألف	با لام با
The writing way	ك	ك	بكت	تكت	كا
The reading way	كاف	كاف	با كاف تا	تا كاف تا	كاف ألف

- Go on showing the shape, saying the name and asking about all the letters one by one. Memorize the "LOHE" from the beginning to the end, from the end to the beginning, from top to bottom and from bottom to top.
- If the children recognize these three letters well from the Qaida, test them from the Holy Qura'an. Do they know these three letters in every location without thinking, and immediately or not?
- Don't move to the second lesson till they are well trained.
- With these three mentioned letters (ب-ت-ث) there are also "Al-Noon" (ن) and "Al-Yaa" (ي) the construction. They must recognize every letter with its number of dots and if they are at top or the bottom of the letter.

For example:

- If it is one top dot, it is "Al-Noon" ن → نا
- If it is one bottom dot, it is "Al Ba" ب → با
- If there are two top dots, it is "Al Taa" ت → تا
- If there are at the bottom, it is "Al Yaa" ي → يا
- If there are three top dots, it is "Al Thaa" ث → ثا

and like that, you must know the other similar letters.

They are known as the five parable or similar Letters as there are lots of shapes with the different letters.

We mean by the five parable letters (ب-ت-ث-ن-ي).

- Everyone of the five parable letters has a shape with Al-Alif, Al-Lam and Al-Kaf. It also has a shape with Al-Jeem, Al-ha, Al-kha, Al-seen, Al-sad, Al-meem, Al-Ba and Al-yaa.

The parable or similar letters

Individual	ب	ن	ت	ي	ث
With Al-Alif	با	نا	تا	يا	ثا
With Al-Lam	بل	نل	تل	يل	ثل
With Al-Kaf	بك	نك	تك	يك	ثك
With Al-Jeem	بج	نج	تج	يج	ثج
With Al-Ha	بح	نح	تح	يح	ثح
With Al-Kha	بخ	نخ	تخ	يخ	ثخ
With Al-Seen	بس	نس	تس	يس	ثس
With Al-Sad	بص	نص	تص	يص	ثص
With Al-meem	بم	نم	تم	يم	ثم
With Al-Yaa	بي	ني	تي	يي	ثي
With Al-Ba	بب	نب	تب	يب	ثب

- When teaching (ب-ت-ث-ن-ي) with Al Alif, practise all the possible shapes which occur when the dots are

changed. Explain to the children that in (ب) changed.

For example that

this is (ب) the right letter and this is (ل) the left letter . Then ask how many dots are there in (ب)? Is it at the top or the bottom of the letter?

- If this dot is in the top what will it form?
- If these two dots are at the top, what will it be?
- If the three dots are at the top, what letter will it be?
- If the two dots are at the bottom, what letter will it be?

Do the same exercise from the Holy Qura'an too. The brother teachers who know how to use the board quite well, can also practise on it.

- Practise thoroughly with all these shapes. If you practise these five letters (ب، ت، ث، ن، ي) from the QAIDAH (قاعدة) and the Holy Qura'an, then you must know that you are doing well.
- Then identify the middle shapes of (ج-ح-خ-و-ع-غ) well and practise them in the same style.

The middle shapes of the letters (ج-ح-خ-و-ع-غ)

Individual	ج	ح	خ	و	ع	غ
The Righting Way	شجر	حجر	بخل	يوم	بعد	بغى
The Reading Way	ر ج ش	ر ح ج	ل خ ب	م و ي	د ع ب	ي غ ب

- So the Hamzah (ء) has four shapes:

The first: The main shape (ء) (the head of Al-Ain on the line)

The second: Al-Alif shape- When it is written on Al-Alif, we don't read it Alif but we read it Hamza.

The third: Al-WAO shape- When it is written on Al-WAO, we don't read it WAO but we read it Hamza.

The fourth: Al-Yaa shape- when Hamza is written above Al-yaa or under it, we read it Hamza.

Al Hamza shape schedule

	The main shape	Al Alif shape	Al WAO shape	Al Yaa shape
The writing way	ءامن	راى	مؤمن	جاء
The reading way	ءامن	رعى	مءمن	جاء

- Teach the children the way of looking at the letters during the teaching of this "LOHE"(لوح). For example, specify them a page or some lines from JUZ AMMA (جزء عم) and ask them to show all the separate letters that come together. If they don't know any letter from them, identify the same letter from the compound letter shapes using the QAIDAH (قاعدة). The standard of training in this "LOHE" remains – keep on until the children can identify the names of the letters without hesitating. When you ask them regarding anywhere in the Holy Qura'an

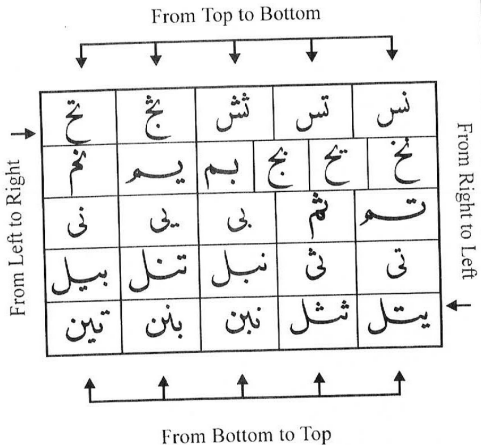
e.g. in (عم يتساءلون) the letters are identified like that. (عم يتساءلون). Don't move to the next lesson if they don't reach this level of training

otherwise refer to the urdu saying "Running ahead forgetting the behind".

- If you can not hardly teach properly, don't waste the students abilities and years. It is a greater sin than robbery. As it is

possible to regain lost money or luggage but it is impossible to regain age or spoiled abilities.

The way of teaching the students the compounds



The Second "LOHE"

The Compound

ا	لا	لا	با	لا
ل	لا	لج	لا	بلب
ك	ك	كب	كت	كا
كا	بكت	تكت	ب	ت
ث	ن	ی	با	تا
شا	نا	یا	بس	یس
نس	تس	تش	تج	تح
نخ	تح	بح	بم	یم
تم	ثم	بی	یی	نی
تی	ٹی	نبل	تل	بیل
یتل	ثل	نبن	بن	تین

يَتَن	ثَن	ج	ح	خ	حَث
خَب	جَت	تَحْت	يَجِب	بَحْت	
ة	ه	بَـ	يَـ	تَـ	نَـ
هـ	يَهَب	بِهَا	بِهِمْ	د	ذ
جَد	خَذ	ر	ز	جَر	خَز
ر	ز	يَر	تَر	س	ش
سَل	شَل	ص	ض	ط	ظ
صَب	طَب	ضَا	ظَا	ع	ع
ء	عَز	عَر	صَع	ضَع	بَعَد
تَقْذ	أ	وُ	ئ	ف	ق
و	فَو	فَو	فَقْل	قَقْل	يَف
م	م	حَم	لَم	تَم	تَمَت

The Instructions of the "THIRD LOHE"

"The Broken letters"

- These are letters that we read only their names, we can't make up words from them. The letters which are written with AL- Madd,(المدة) read them stresses (MAMDOODAH)(ممدودة) (6 movements).
- Read the stressed meem so that the stress is clear.
- Al-Noon, which is at the end of Al-seen letter from (طسم) Changes into meem when reading and it is integrated in Al-meem(الميم) and read (طاسيم)
- The aim of the letter which has written on it a small Alif from the Broken ones (مقطعات) is to read that letter with Al-Alif according to the arabic rules (two movements).
- If this "LOHE" was practised well, the students will be able to read and say this "LOHE" by themselves. Memorizing the cut letters gives blessing.

The THIRD "LOHE" "The broken letters"(حروف مقطعات)

آ	م	ص	ر	م
ك	ه	ي	ع	ص
س	ص	ح	م	ع
ن	ق			

The Instructions of the FOURTH "LOHE"

"Al Harakaat"(الحركات)

- This "LOHE"(لوح) is arranged in the following way:

The first six letters are halqiyah(حلقية) which come out of the throat. They are also called Al Izhar(الإظهار) letters. The last four letters are oral which come out of the lip and the rest are Wasatiyyah(وسطية).

- The letters are written arranged and numbered according to their pronunciation from the throat to the lip.
- The teachers must get the children to understand the letters pronunciation, making sure that every letter comes out from it's correct place.
- **Brother teachers-** After identifying Al Fatha(الفتحة), Al Kasrah(الكسرة) and Ad Dammah(الضمة) quite well, the children memorize that Al Harakah(الحركة) is Al Fathah, Al Kasrah and Ad Dammah. The letter which has Al Harakah is called al Mutaharrik(المتحرك). The one which has Al Fathah is called Al Maftouh.(مفتوح) The one which has Al Kasrah is called al Maksoor.(مكسور) and the one which has ad Damma is called Al Madmoom.(مضموم)
- If the little children know "Al Harakaat"(الحركات) very well, teach them this "LOHE" with spelling, as the following:

Hamza Fathah (أ) Hamza Kasra (إ) Hamza Dammah (ئ)

- I make them understand also that Al-Alif doesn't accept any Harakah(حركة) (whether Al Fathah, Al Kasrah or Ad Dammah). If Al-Alif has Fathah, Kasrah or Dammah so it is Hamza.
- Memorize this "LOHE" to the end using this way of spelling. After memorizing with spelling, read it without spelling and practise it well.

- Make them read the "LOHE" from top to bottom and from bottom to top, from left to right and from right to left. Ask them from the middle of the "LOHE" as well as at random.
- Put "Al Harakaat" on the letter cards, letter by letter. You will need three of each letter. Make them read them without spelling as the following example

بَبَثْ

ثْ

تْ

بْ

- **Benefit:** Read "Al-Ra Al-Maftouha" (الراء المفتوحة) and "Al-Madmomah (المضمومة) Mufakhamah" (مفخمة) and "Al Maksourah (المكسورة) muraqqaqah" (مرققة).
- **Attention:** You must know that Al-WAO and Al-Ya don't come in the holy Qura'an unless it is known except Maroofah (معروفة). At-Tajweed (التجويد) books include that Al-dammah is like half of Al-waao and Al-kasrah is like half of Al-ya. So we must read Ad-Dama and Al Kasrah in the way that if we extend the Dhammah and Kasrah we get the Wao and the Yaa
AL - MAROOFATAN (المعروفتان) not
AL - MAJHOLATAN (المجهولتان))



The Alphabet with al Fathah

أَ	هَ	عَ	حَ	عَ	حَ	قَ
كُ	جُ	شُ	يُ	ضُ	لُ	زُ
رُ	طُ	دُ	تُ	صُ	سُ	رُ
ظُ	ذُ	ثُ	فُ	وُ	بُ	مُ

The Alphabet with Al Kasrah

إِ	هِ	عِ	حِ	عِ	حِ	قِ
كِ	جِ	شِ	يِ	ضِ	لِ	زِ
رِ	طِ	دِ	تِ	صِ	سِ	رِ
ظِ	ذِ	ثِ	فِ	وِ	بِ	مِ

The Alphabet with Ad-Dammah

أ	هـ	ع	ح	ع
ح	ق	ك	ب	ش
ي	ض	ل	ن	ر
ط	د	ت	ص	س
ز	ظ	ذ	ث	ف
	و	ب	م	



The Fourth "LOHE""Al-Harakaat" (الحركات)

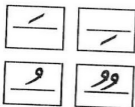
ع	عَ	هُ	هِ	هَ	أَ	إِ	أَ
خ	خَ	غَ	غَ	مُح	حَ	حَ	عَ
كُ	كُ	كُ	قُ	قُ	قُ	خُ	خُ
ي	يَ	شُ	شُ	شُ	جُ	جُ	جُ
نَ	نَ	لَ	لَ	ضُ	ضُ	ضُ	يُ
طُ	طُ	طُ	رُ	رُ	رُ	نُ	نُ
ص	صَ	تُ	تُ	تُ	دُ	دُ	دُ
ظُ	ظُ	زُ	زُ	سُ	سُ	سُ	صُ
ثُ	ثُ	ثُ	ذُ	ذُ	ذُ	ظُ	ظُ
ب	بَ	وُ	وُ	وُ	فُ	فُ	فُ
		مُ	مُ	مُ	بُ		

The Instructions of the FIFTH LOHE

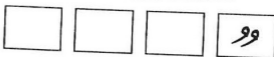
"At Tanween"

- "Al Fathatain" (الفتحتين), "Al Kasratain" (الكسرتين), "Ad-Dammatain" (الضمتين) are called "At-Tanween" (التنوين)
- The letters of this "LOHE" (لوح) are arranged according to (maakoasan) pronunciation (opposite). First, the oral then the middle then "Al Halqiyyah" (الحلقية).
- Stick to the correct pronunciation, read the whole "LOHE" (لوح) first by spelling then without spelling.
- Read Al Raa with tanween Al Fathatayn or Ad-dammatayn mofakhamah and which has tanween Al kasrah mouraqqaqah.
- For just reading regarding the letters which have Al Fathatayn with Alif written at the end (بأ) and sometimes ya also (دئ) you don't pronounce them with these letters (Al Alif and Al Yaa) when reading and they aren't mentioned when spelling.
- The "Monawwan" (منون) letter comes at the end of the word and it doesn't come at the beginning or in the middle. So when testing the students from the cards, the card of Al Monawwan should be at the end.

The letter cards



"Al-Tanween card at the end"



- There are two ways of teaching Al-Tanween "LOHE" (لوح التنوين) without spelling: one is Al Izhar (الإظهار) and the second is Al Ikhfa' (الإخفاء). The identification of Al Izhar and Al Ikhfa' place comes in the last "LOHE" (لوح).

The FIFTH LOHE
 " Al Tanween" (التنوين)

مَ	مِ	مُ	بَ	بِ	بُ	وَ	وِ	وُ
فَ	فِ	فُ	تَ	تِ	تُ	ثَ	ثِ	ثُ
ظَ	ظِ	ظُ	زَ	زِ	زُ	ذَ	ذِ	ذُ
سَ	سِ	سُ	صَ	صِ	صُ	هَ	هِ	هُ
دَ	دِ	دُ	طَ	طِ	طُ	رَ	رِ	رُ
نَ	نِ	نُ	يَ	يِ	يُ	شَ	شِ	شُ
جَ	جِ	جُ	كَ	كِ	كُ	قَ	قِ	قُ
حَ	حِ	حُ	عَ	عِ	عُ	هَ	هِ	هُ
هَ	هِ	هُ						

The Instructions of the SIXTH LOHE

"Al-Harakaat and Al-Tanween"

الحركات والتتوين

- **Brother teacher:** The students have learned the vocabulary and the compound letters. They memorize "Al-Harakaat" (الحركات) and "Al-Tanween" (التتوين) with spelling and without spelling and practised it through two cards and three cards. Now they can read the words of this "LOHE" (لوح) by themselves without spelling. Don't tell them but let them know it by themselves. If the students failed in reading this "LOHE", don't be angry but guide them calmly. The children have no guilt but the defect comes from the way of teaching.
- The words of this "LOHE" are taken from "Juz Amma" (جزء عم). Make the students memorize them well. Read them without spelling then ask the students to spell them, then ask them to read without spelling. Continue testing them through these words of "Juz Amma". If they don't recognize them from the Holy Qura'an, make them look at the Qaaidah (قاعدة).
- After reading this "LOHE", the children will gain the skill which enables them to read the words which are constructed from "Al-Harakat" and "Al-Tanween" only from the Holy Qura'an at any place.

Attention: Most of the children extend "Al-Harakaat" (الحركات) when they read them as if they are singing.

For example: أ إ ء they say أ إ ء With the Extend them of Al-HARAKATS.

The students must be forbidden from this style completely.

For reading: These words are separate so there is no need to show Al Izhaar (الإظهار) or Al Ikhfaa (الإخفاء) in this place.

The SIXTH LOHE practise of
"Al-Harakat" and "Al-Tanween"

أَبَدًا	أَحَدُ	أَخَذَ	أَذِنَ	أَمَرَ
أَنَا	بَخِلَ	بَرَزَ	جَعَلَ	جَمَعَ
حَسَدَ	حَشَرَ	خَشِيَ	خَلَقَ	خُلِقَ
ذَكَرَ	رَفَعَ	رَقَبَ	سُرِرَ	سَفَرَةَ
صُحِفًا	صَمَدُ	طَبِقَ	طَبَقًا	طَوَى
عَبَسَ	عَدَلَ	عَلِقَ	عَمَدَ	عِنَبًا
غَبَرَهُ	فَعَلَ	قَتَرَهُ	قَتَلَ	قَدَرَ
قُرِئَ	قَسَمَ	كَبَدَ	كُتِبَ	كَسَبَ
كَفَرَ	كَفُّوا	لَبَدَا	وَجَدَ	نَحَرَ
مَسَدَ	هَبَ	لُمَزَ	وَسَقَ	وَلَدَ
	وَهَبَ	هُمَزَ	هُدَى	

This lesson distinguishes the difference between Al-Madinah Al-Munawara Mushaf in writing the long "Harakat" and between Al-Qaaidah writing and some other Mushafs (Pak-Indian print)

Note: The long "Harakat" (حركات) is written in Al-Madinah Mushaf (مصنف) as a small Alif after Al-Fathah (الفتحة), a small "WAO" after Ad-Dummah (الضمة) and a small Yaa after Al-kasrah (الكسرة). In Al-Qaaida's origin and in some other mushafs, they are written in the shape of the standing fathah, **ا** the standing **ي** kasrah and the opposite dammah **و**.

- The small Alif is long after fathah like Al-Alif Al-mamdoodah (الألف الممدودة) and it is written like this (**ا**) and it is analysed (**ا**) fathah, small Alif (**ا**).

The small yaa is long after Al-kasrah as Al-Yaa Al-mamdoodah (الياء الممدودة) and it is written like this (**ي**) and it is analysed (**ي**) kasrah small ya (**ي**).

The small WAO is long after Adl-Dammah as Al-WAO Al-mamdoodah (الواو الممدودة) and it is written like this (**و**) and it is analysed (**و**) dummah small Wao (**و**).

- Take care of doing Al-Ghunnah (الغنة) in the long NOON and MEEM such as (**نا**) and (**ما**). We don't say (**نان**) or (**مان**).
- Compare this "LOHE" with the Al-Harakat and Al-Tanween lessons when teaching this "LOHE" as below:

(بَ) with Al-Fathah alone is analyzed فathah without madd.

(بِا) with Al-Fathah and the small Alif is analyzed فathah small Alif با with Al-madd.

(بَا) with two fathas and is analyzed فathatayn بن with Al-ghunnah.

(بِ) with Al-kasrah alone and is analyzed kasrah without madd.

(بِى) with Al-kasrah and the small Yaa is analyzed kasrah small ي with Al-madd.

(بِئ) with kasratayn and analyzed kasratayn بن with al-ghunnah.

(بُ) with Al-dumma alone and is analyzed dummah without madd.

(بُو) with Al-dummah and the small wao and is analyzed dummah, small wao بُو with al-madd.

(بُؤ) with Ad-dummatyn and is analyzed dummatayn بُؤ with Al-ghunnah.

- We must notice Al-wazan "weight" in Al-madd letters (حروف المد) and "Al-Leen" (حروف اللين) letters. We distinguish between Al-Harakats which has madd and that which has not. The student must memorize well so that he can read correctly and does not get confused.

A Chart for Al-Wazan Training on "Al-Harakat," Al madd and At-Tanween

The Balance between	Writing	Reading	Writing	Reading	Writing	Reading
Al-harakat	بَ	Without madd	بِ	Without madd	بُ	Without مَ Madd
Al-madd	بَّ	With al-madd	بِي	With al- madd	بُو	With Al-madd
At-Tanween	بًا	With al- Ghunnah	بِٓ	With al- Ghunnah	بُٓ	With Al- Ghunnah

- We must make a test for the students to notice Al-wazan (الوزن) in Al-madd, (المَد) Al-leen (اللين) letters and distinguishing between Al-harakat Al-mamdoodah (الحركات الممدودة) and others so the efforts of the teacher will be useful by God's will.
- The matter will be more clear if the teacher looks at the instructions of the seventh "LOHE"(لوح) which the author (God forgive him) has prepared.

**The "Long Harakat" according to Mushaf
Al-Madinah Al Munawara writing style**

بَ	بِ	بُ	يَ	يِ	يُ	رَ
رِ	رِ	رِ	مَ	مِ	مُ	لَ
لِ	لِ	لِ	وَ	وِ	وُ	نَ
نِ	نِ	نِ	هَ	هِ	هُ	عَ
عِ	عِ	عِ	غَ	غِ	غُ	حَ
حِ	حِ	حِ	خَ	خِ	خُ	تَ
تِ	تِ	تِ	ثَ	ثِ	ثُ	جَ
جِ	جِ	جِ	ذَ	ذِ	ذُ	زَ
زِ	زِ	زِ	سَ	سِ	سُ	شَ
شِ	شِ	شِ				


صَ	صِ	صُ	ضَ	ضِ	ضُ	طَ
طِ	طُ	ظَ	ظِ	ظُ	فَ	فِ
فُ	قَ	قِ	قُ	كَ	كِ	كُ
أَ	إَ	أُ	هَ	هِ	هُ	

Chart of Spelling

صَا	Saad Alif Fathah	صَا
صِي	Saad Ya Kashra	صِي
صُو	Saad Wao Dammah	صُو
عَا	Ayn Alif Fathah	عَا
عِي	Ayn Ya Kashra	عِي
عُو	Ayn Wao Dammah	عُو

The Instructions of the SEVENTH LOHE Al-Fathah Al-wakfah Al-kasrah Al-wakfah and the opposite dummah (The long Harakaat)

Notice: In some mushafs and in Norani Qaida.S (Pak-Indian print) the long harakaat which were previously mentioned in the last lesson are written in the shape of Al-Fathah Al-wakfah ب, Al-kasrah Al-wakfah ك and the opposite dummah د. They are long like Al-Alif, Al-Yaa and Al-wao Al-mamdoodaah.

- The first letter of this "LOHE"(لوح) is called Al-Ibdal letter (حرف الإبدال) or Al-Iqlaab letter (حرف الإقلاب) and it is (ب) then the six letters of YARMALUN (حروف يرملون) then Al-Izhaar, six letters (حروف الإظهار) and then the fifteen letters of Al-Ikhfaah (الإخفاء).
- Make the students memorize them and ask them the following questions:
- What are Al-Izhaar letters? What are the Al-Ikhfaa letters? What are the letters of Yarmalon? What is Al-Ibdal letter (or Al-Iqlaab)?
- Teach the children the spelling of this "LOHE" as follows:

يا Fathah wakifah ي با Fathah wakifah ب
ما Fathah wakifah م را Fathah wakifah ر

- Using this style teach the children the whole "LOHE" with Spelling
- Make them read without spelling and after that make them say the "LOHE"(لوح) from the end back to the beginning. From the top to bottom, and from bottom to top as happened in the vocabulary and the compounds "LOHE".
- Teach the children to spell Al-kasrah Al-Wakfah, Al-damma, Al-makoussa as you taught them Al-fathah Al-wakfah you must know that Al-fathah Al-wakfah, Al-kasrah Al-Wakfah and Ad-dumma Al-makoussa are the origin of the Al-madd "LOHE".

The SEVENTH LOHE:

Al-Fathah Al-Wakfah, Al-kasrah Al-Wakfah and ad-dumma Al-makoussah

(The long Harakaats or Al-Madd LOHE)

ب	ي	ر	م	ل	و	ن
ء	ه	ع	ح	غ	خ	ت
ث	ج	د	ذ	ز	س	ش
ض	ص	ظ	ظ	ف	ق	ك
ا	ه	و	ه	ء		

Al-Ibdal (الإبدال) or Al-iqlaab (الإقلاب) letter : **ب**

Al-Idghaam (الإدغام) letters: **ي ر م ل و ن**

Al-Izhar (الإظهار) letters: **أ ه ع ح غ خ**

Al-Ikhfaa (الإخفاء) letters: **ت ث ج د ذ ز س ش ص ض**

ط ظ ف ق ك

The Instructions of the EIGHTH LOHE:

"Al-madd and Al-leen"

Al-madd: (المد)

Al-alif (الألف) is always maddiyyah (مدية) (بَا تَا ثَا).

The consonant WAO (واو) is maddiyyah (مدية) if the letter which comes before is madmomah as (بُو).

The consonant ya (ياء) is maddiyyah (مدية) if the letter which comes before is maksoorah (بي).

Al-leen: (اللين)

If there is before the consonant WAO (واو) or the consonant Yaa (ياء) a maftoooha letter it is leen (قَو ، لَي).

- The first twelve letters in this "LOHE" are "masroodiyyah" (مسرودية) then the thirteenth is "Malfooziyyah" (ملفوظية) and the three letters are "maktoobiyyah" (مكتوبية)
- Make the children understand well before teaching this LOHE) (الالف) Al-alif (لوح) that the letter which comes after it Al-majzoom (المجزوم) is not read alone but it is read with Al-alif (الالف) or with "Al-Majzoom" (المجزوم) . two related letters.

- Don't read Al-alif (الألف) if there is a majzoom (المجزوم) letter coming after it, as example (بِأَيُّومٍ).
- Clarify the shape of Al-jazam (الجزم) and make the children understand that Al-jazam (الجزم) is called "As-soukoon" (السكون) and "Al-majzoom" (المجزوم) is called consonant (الساكن).
- Teach this LOHE (لوح) with spelling and without it. Make them say it from its end to its beginning, from top to bottom and from bottom to top as we showed before.
- Make them say two letters, two letters, three, three, related letters. Make the students understand well that the degree of Al-madd (المد) with which we lengthen Al-alif (الألف) is the same degree with Al-WAO (الواو) and Al-yaa (الياء) without decreasing or increasing.

Attention: Most of the people say Al-ghunnah (الغنة) at the end of this LOHE (لوح) (مي - مو - ما) and (ني - نو - نا); they read them (مي - مون - مان) and (ني - نون - نان) with Al-ghunnah (الغنة). It is wrong and we must avoid that.

Benefit: If Al-hamzah Al-mutaharrikah (الهمزة المتحركة) comes in its original shape (ء) after Al-madd (المد) letters, the black madd is written at Al-madd letter and this is its shape (ـ). This madd letter and Al-hamzah will be in one word and this is called Al-madd Al-muttasil. (المد المتصل)

- If The Al-hamzah AL- mutaharrikah with Al-alif shape, the red madd is written on it and its shape is (ـ). If Al-madd letter is in a word and Al-hamzah (الهمزة) as Al-alif (الألف) shape is in another word, this is called Al-madd Al-munfasil. (المد المنفصل). The mamdood (ممدود) letter is long by the degree of two alifs or two alifs and a half or four alifs.

- Al-leen LOHE (لوح اللين) comes (the eighth) after Al-madd LOHE. (لوح المد) There is a maftooh letter before the consonant WAO (واو) or Al-yaa. (ياء)
- The vocabulary of this LOHE (لوح) is arranged as the following: the first fourteen letters are shamisyyah. (شمسية) The second fourteen are qamariyyah. (قمرية)
- Teach them with spelling and without it. Make them practise and test them as mentioned before.
- Know that most people make mistakes in reading Al-leen LOHE (لوح اللين) and they recite it as Al-madd LOHE

(لوح المد) They lengthen (قَوُولِي) like Al-madd of (مِي وَسُو). They must not be long but they must be read quickly as the correct consonant letter. We read the letters of (قَوُولِي) with the same length of recitations as we read (قَفَّ وَلَجَّ).

An example of reading Al-leen letters

The two leen letters	Don't be long as	Read quickly as
مِي	قَوُ	قَفَّ
لِي	سُو	لَجَّ

The Eighth LOHE
Al-madd and Al-leen

بَا	بُوَا	بِي	تَا	تُوَا	تِي	ثَا
ثُوَا	ثِي	حَا	حُوَا	حِي	خَا	خُوَا
حِي	رَا	رُوَا	رِي	زَا	زُوَا	زِي
طَا	طُوَا	طِي	ظَا	ظُوَا	ظِي	فَا
فُوَا	فِي	هَا	هُوَا	هِي	يَا	يُوَا
يِي	أَا	أُوَا	إِي	جَا	جُوَا	جِي
دَا	دُوَا	دِي	ذَا	ذُوَا	ذِي	سَا
سُوَا	سِي	شَا	شُوَا	شِي	صَا	صُوَا
صِي	ضَا	ضُوَا	ضِي	عَا	عُوَا	عِي

غَا	غُوَا	غِي	قَا	قُوَا	قِي	كََا
كُوَا	كِ	لَا	لُوَا	لِي	مَا	مُوَا
مِي	نَا	نُوَا	نِي	وَا	وُوَا	وِي

Al - Leen

تَوَّ	تَيَّ	تَوَّ	ثَيَّ	دَوَّ	دَيَّ	ذَوَّ
ذَيَّ	رَوَّ	رَيَّ	زَوَّ	زَيَّ	سَوَّ	سَيَّ
شَوَّ	شَيَّ	صَوَّ	صَيَّ	ضَوَّ	ضَيَّ	طَوَّ
طَيَّ	ظَوَّ	ظَيَّ	لَوَّ	لَيَّ	نَوَّ	نَيَّ
أَوَّ	أَيَّ	بَوَّ	بَيَّ	جَوَّ	جَيَّ	حَوَّ
حَيَّ	خَوَّ	خَيَّ	عَوَّ	عَيَّ	غَوَّ	غَيَّ
فَوَّ	فَيَّ	قَوَّ	قَيَّ	كَوَّ	كَيَّ	مَوَّ
مَيَّ	وَوَّ	وَيَّ	هَوَّ	هَيَّ	يَوَّ	يَيَّ

The Instructions of the NINTH LOHE

“Practising the long Harakaat, Al-madd, Al-leen and At-tanween”

Dear teacher! This LOHE (لوح) is for practising the Seventh and the Eighth LOHES. (لوح) The children have read the LOHES of Al-harakaat, (الحركات) At-tanween, (التنوين) Al-madd (المد) and Al-leen (اللين) with spelling and without spelling. So ask the children to say these words by themselves, do not tell them yourself. If they could not, don't be angry, but make them understand them easily and happily. These words are from Juz Amma, (جزء عم) make the children memorize them without spelling. After they read without spelling, ask them to spell them. After they read with spelling, ask them to read without spelling.

- Continue testing the students on these words from Juz Amma (جزء عم) daily without stopping.
- The students will have the ability to read this LOHE (لوح) and read these words from any place in the Holy Qura'an without spelling.

Attention: Al-Ra (راء) is read mafakhama (مفخمة) (Full mouth) when it is madmoomah (مضمومة) or maftoohah (مفتوحة) and it is read murakakah (مرققة) (Empty mouth) when it is maksoorah (مكسورة).

A sample of spelling

ء ا م ن	Hamza Alif fatha (ءَا) Meem fatha (مَ) noon fathah (نَ) ءَا مَن
ء ا و ي	Hamzah Alif Fatha (ءَا) Wao Fatha (وَ) ءَا وِ ي
ء ا ن يّة	Hamza Alif Fatha (ءَا) Noon Kasrah (نِ) Ya Fatha (يَ) ءَا نِ يّة Taa kasrateen (تِ) ءَا نِ يّة

The NINTH "LOHE"

Practising the long Harakaat, Al-madd, Al-leen and At-tanween

ءَامَنَ	ءَاوَىٰ	ءَانِيَةً	لِلْأَلْفِ	أَيْنَ
بِهِ	جَاءَ	جَاءَءَ	جُوعَ	خَوْفَ
خَيْرُ	دَاوُدُ	ذَلِكَ	رِضْوًا	شَاءَ
مَلِكِ	شَيْءٍ	طَغَىٰ	طَغَوْا	طِيرًا
عَادِ	عَلَىٰ	عَيْنُ	فِيهِ	قَالَ
قَوْلُ	كَانَ	كَيْدًا	كَيْفَ	لَوْحَ
لَيْسَ	مَالًا	نَارًا	مَاءٍ	وَيْلُ
يَوْمٍ	يَرُهُ	حَاسِدٍ	حَافِظُ	دَافِقُ
شَاهِدٍ	عَابِدُ	عَابِلًا	غَاسِقُ	نَاصِرُ
وَالِدٍ	أَعُوذُ	أَكِيدُ	يَخَافُ	يَدَاهُ
يُقَالُ	تُرَبًّا	حِسَابًا	سُبَاتًا	سِرَاجًا

سَلَمٌ	شِدَادًا	شَرَابًا	صَوَابًا	طَعَامٍ
عَذَابٌ	عَطَاءٌ	غُثَاءٌ	كِتَابًا	كِرَامًا
لِبَاسًا	لِسَانًا	مَنَابًا	مَتَعًا	مُطَاعٍ
مَعَاشًا	مَفَازًا	مِهْدًا	نَبَاتًا	وَفَاقًا
ثُبُورًا	رَسُولٍ	شُهُودٌ	قُعُودٌ	وُجُوهٌ
أَتِيمٌ	أَلِيمٌ	بَصِيرًا	خَبِيرًا	رَحِيقٌ
شَهِيدٌ	عَظِيمٌ	قَرِيبًا	كَرِيمٌ	بِحَمْدٍ
مُحِيطٌ	نَعِيمٌ	يَتِيمًا	يَسِيرًا	رُويْدًا
قُرَيْشٌ	عَيْشَةٌ		الْمَوْعِدَةُ	
مَوْضُوعَةٌ	مَوَازِينُهُ		يَوْمِيذٍ	

The Spelling Sample

سَلَمٌ	Sen fathah سَ , Lam Alif Fathah لَأ , Meem مَ , Zammatain سَلَمٌ , مَمٌ
شِدَادًا	Shen Kasrah شِ , Dal Fathah دَ , Fathatain شِدَادًا , دَاءَ

The Instructions of the TENTH "LOHE" "As-Sokoon and it is Al-jazam"

(السكون)

- In this "LOHE" (لوح) the correct consonant letters or Al-majzoomah (المجزومة) are related to what comes before them.
- It must be clear in the students mind that the letter which comes before Al-majzoom (المجزوم) is related in reading with Al-majzoom and it is not read alone.
- We must pay attention also that Al-majzoom does not come at the beginning of a word. We never start with it.
- In this "LOHE", we will first join Al-hamzah (الهمزة) with all the letters (it never comes maksoorah (مكسورة) before the consonant WAO (واو) and it never comes madmoom before the consonant Yaa (ياء).
- In this "LOHE" we showed Al-hamzah (الهمزة) in connection with some of the letters only. The teachers must make the students practise combining Al-hamzah (الهمزة) with all the letters. Then combine all the letters together, letter by letter as mentioned.
- In this "LOHE", they must understand that there are five Qalqalah (قَلْقَلَة) letters and they are: ب - ج - د - ط - ق

If they occur majzoomah, we must separate its places of pronunciation after occurring during their performance. If they are left joined, they won't be (moqalqlah) (مَقْلَقْلَة) such as "أب" the lips are separated after joining in performing the consonant Ba (ب) If the lips don't be separated we can't say Al ba (الباء) and it is not Qalqalah (قَلْقَلَة) in spite of being the lips are their pronunciation place.

- If you don't understand this matter, you can ask the scholars as it is not so difficult.
- We must make note that the consonant Ra (را) is Mufakhamah (مَفْخَمَة) if what comes before it is maftoohah (مَفْتُوحَة) or

madmoomah(مضمومة) or there comes before it Al-kasra

Al- aradah such as أَمْ أَرْتَابُوا

Ar Ra(راء) will be **Murqqaqa(مرققة)** after the original Kasra(كسرة) such as فِرْعَوْنُ - مِرْيَة

Ar-Ra(راء) will be **Mufakhamah(مفخمة)** after Al-kasrah(كسرة) if an Isteala letter comes after it in the same word such as قِرْطَاسٌ - مِرْصَادٌ - فِرْقَة

Ar-Ra will be **Muraqqaqah (مرققة)** if it occurs after the original kasrah(كسرة) and a letter from the Al-moustaliah letters comes after it in another word such as لَا تُصَعِّرْ حَدَّكَ - فَاصْبِرْ صَبْرًا - أَنْذِرْ قَوْمَكَ

The consonant Ra(ر) will be Muraqqaqah when stopping if it comes after the consonant Yaa(ي) or Al-kasrah such as عُسْرٌ - خَيْرٌ - ذَكَرَ

And it is Mufakhamah in the rest of cases such as أَجْرٌ - خُسْرٌ - كُفْرٌ - نُورٌ - دُثْرٌ and others.

The spelling samples

أَبْ	Hamazah	ب	Fathah	أَبْ
إَبْ	Hamazah	ب	Kasrah	إَبْ
أُبْ	Hamazah	ب	Dammah	أُبْ
أَتْ	Hamazah	ت	Fathah	أَتْ
إَتْ	Hamazah	ت	Kasrah	إَتْ
أُتْ	Hamazah	ت	Dammah	أُتْ

The TENTH "LOHE"

As-sokoon or Al-jazam

أَبْ	إَبْ	أُبْ	أَتْ	إِتْ	أُتْ
أَثْ	إِثْ	أُثْ	أَجْ	إِجْ	أُجْ
أَحْ	إِحْ	أُحْ	أَخْ	إِخْ	أُخْ
أَدْ	إِذْ	أُذْ	أَذْ	إِذْ	أُذْ
أَرْ	إِرْ	أُرْ	أَزْ	إِزْ	أُزْ
أَسْ	إِسْ	أُسْ	أَشْ	إِشْ	أُشْ
أَصْ	إِصْ	أُصْ	أَضْ	إِضْ	أُضْ
أَطْ	إِطْ	أُطْ	أَظْ	إِظْ	أُظْ

The Instructions of the ELEVENTH "LOHE":

"As-sokoon practising" (الجزم – السكون)

- This is As-sokoon (السكون) practising, ask the students to say these words orally without instructions only if necessary and continue to test them from "Amma" part (جزء عم).
- We must explain Al Izhar (الإظهار) and Al Ekhfa (الإخفاء) rule in this "LOHE" (لوح). The consonant noon (نون) or Al tanween (التنوين) if a letter of Al Halqiyyah (حلقية) letters comes after them, this noon or Al-tanween are read with Al-Izhar. If a letter of Al- Ekhfa letters come after them, we read them with Ekhfa in the nose and Al Ghunnah Al- mamdoudah. (القنة الممدودة)

- Teach the spelling of the word (عَالَمَن) as the following:

hamza alif lam fatcha "ءَال" hamza alif fatchah "ءَا"

NOON fatha "نَ" (عَالَمَن).

Al moostaliyah (المستعالية) letters are read mufakhamah and they are خ ص ض ط ظ غ ق .

The spelling sample

أَنْتَ	أَنْتَ , تَ Ta Fatha أَنْ Hamza Noon Fathah
إِهْدِنَا	إِهْدِ , دِ Dal kasrah إِهْدِ Hamza Haa Kasrah
بَعْدُ	بَعْدُ , دُ Dal Dammah بَعْدُ Ba Ain Fatha
بَطْشَ	بَطْشَ , شَ Shen Fatha بَطْ Ba Ta Fatha
سَعَى	سَعَى , عَى Ain Alif Fatha سَ Seen Fatha
كُنْتُ	كُنْتُ , تَ Ta Zammah كُنْ Kaf Noon Zammah

The eleventh "LOHE"
"practising As-sukoon"

أَنْتَ	إِهْدِ	بَعْدُ	بَطْشَ	سَعَى
كُنْتُ	لَسْتُ	أَمِرٌ	بَرْدًا	جَمْعًا
جَبَلٌ	خُسِرَ	خَلَقًا	سَبَحًا	سَبَقًا
شَانُ	صُبْحًا	ضُبْحًا	عَبْدًا	عَدَنَ
عَشِيرَ	عَصْفٍ	غَرْقًا	عُلْبًا	فَصْلٌ
قَدَحًا	قَضْبًا	كَلَسًا	كَدَحًا	لَغْوًا
مِسْكٌ	نَحْلًا	نَشْطًا	نَفْسٍ	نَقْعًا
يُسْرًا	أَبْقَى	تَرْضَى	تَنْسَى	يَخْشَى
يَسْعَى	يَتْلُوا	يَدْعُوا	يَجْرَى	يَهْدَى
يُغْنَى	أَلْقَتْ	أَمْهَلُ	أَقْرَأُ	فَارْغَبُ
فَأَنْصَبُ	وَأَنْحَرُ	أَخْرَجُ	أَرْسَلُ	أَغْطِشُ

أَفْلَحَ	أَكْرَمَ	أَلْهَمَ	أَنْشَرَ	أَنْقَضَ
دَمَدَمَ	عَسَعَسَ	عَبَّدُ	نَعَبُدُ	يَخْرُجُ
يَحْسَبُ	يَشْرَبُ	يَشْهَدُ	تَرْهَقُ	تَعْرِفُ
أَقْسِمُ	يُبْدِي	يُنْفِخُ	يَنْقَلِبُ	يُوسِسُ
ثَقُلْتُ	حُشِرْتُ	سُطِحْتُ	كُشِطْتُ	نُشِرْتُ
نَصِبْتُ	أَثَرَنْ	وَسَطَنْ	فَرَعْتُ	تَأْتُونُ
يُسْقَوْنَ	يَفْعَلُونَ	يَعْمَلُونَ	يَعْلَمُونَ	يَضْحَكُونَ
يَكْسِبُونَ	يَدْخُلُونَ	يَنْظُرُونَ	تَعْبُدُونَ	أَنْعَمْتَ
أَنْذَرْنَا	أَنْزَلْنَا	خَلَفْنَا	وَضَعْنَا	رَفَعْنَا
نُطْفَةٍ	عِبْرَةٍ	زَجْرَةٍ	تَذِكْرَةٍ	مُسْفِرَةٍ
مُؤَصَّدَةٍ	مَسْغَبَةٍ	مَقْرَبَةٍ	مَتْرَبَةٍ	تَضْلِيلٍ
تَقْوِيمٍ	تَكْذِيبٍ	تَسْنِيمٍ	مِسْكِينًا	مَمْنُونٍ

مَحْفُوظٍ	مَخْتُومٍ	مَسْرُورًا	مَشْهُودٍ	أَبْوَابًا
مَصْفُوفَةٍ	أَزْوَاجًا	أَشْتَاتًا	إِطْعَمُ	أَعْنَبًا
أَفْوَاجًا	أَلْفَافًا	قُرَّانٍ	أَلْحَمْدُ	وَالْفَجْرُ
وَالْفَتْحُ	وَالْعَصْرُ	مِنَ الْمُعْصِرَاتِ		مَا الْقَارِعَةُ
مَعَ الْعُسْرِ	وَإِذَا الْمَوْءِدَةُ	يَنْظُرُ الْمَرْءُ		
كَالْفَرَاشِ الْمَبْثُوثِ		كَالْعِهْنِ الْمَنْفُوشِ		
لَيْلَةُ الْقَدْرِ		أَخْرَجَتِ الْأَرْضُ مِنْ أَهْلِ الْكِتَابِ		
عِنْدَ ذِي الْعَرْشِ		يَمْنَعُونَ الْمَاعُونَ		
وَهُوَ الْغَفُورُ الْودُودُ ذُو الْعَرْشِ الْمَجِيدُ				
لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيمٍ				
أَعْطَيْنَاكَ الْكَوْثَرَ		ءَاكُلَنِ		

The Instructions of the TWELTH "LOHE"

"Ash-Shaddah" (الشدة)

- **Brother teacher:** I will make the students understand the shape of "Ash-shaddah" (الشدة) and I will teach them that the letter which has "ash-shaddah" is called "Al-mushaddad" (المشدد) and it is read twice together. The first with al Jazam (الجزم) then with Al-Fathah (الفتحة) or Al-kasrah (الكسرة) or Ad-dummah (الضمة) which is written on it. This connected reciting is called Al-Idghaam (الإدغام).
 - I'll make the students understand that Al-mushaddad is related to what comes before like "Al-majzoom" (المجزوم). If a letter is related with the second "Mushaddad" (مشدد) Some examples are written as a summary. The students must practise the rest orally. Continue testing them joining each letter with the other letters, letter by letter.
 - Ar-ra Al-maftoohah (الراء المفتوحة) (Al-mushaddadah) (المشددة) or Al-madmomah (المضمومة) (Al-mushaddadah) in this "LOHE" (لوح) is read mofakhamah (مفخمة) and Al-maksoorah (المكسورة) is read muraacaqah (مرققة).
- Meem (ميم) and Noon (نون) Al-mushaddatyn are read with Al-ghunnah. (القنة)

The spelling examples

أَبَ	Hamza Ba Fathah	أَبْ	Ba Fathah	أَبَ = بَ
ءَابَ	Hamza Ba Kasra	إَبْ	Ba Kasra	ءَابَ = بِ
أُبْ	Hamza Ba Dammah	أُبْ	Ba Dammah	أُبْ = بُ
أَتَ	Hamza Ba Fathah	أَتْ	Ba Fathah	أَتَ = تَ
ءَاتَ	Hamza Ba Kasra	إَتْ	Ba Kasra	ءَاتَ = تِ
أُتْ	Hamza Ba Dammah	أُتْ	Ba Dammah	أُتْ = تُ

The Twelfth "LOHE" (ω)

Ash-Shaddah

أَبْ	أَبْ	أَبْ	أَبْ	أَبْ	أَبْ	أَبْ
أَبْ	أَبْ	أَبْ	أَبْ	أَبْ	أَبْ	أَبْ
إِبْ	إِبْ	إِبْ	إِبْ	إِبْ	إِبْ	إِبْ
إِبْ	إِبْ	إِبْ	إِبْ	إِبْ	إِبْ	إِبْ
أَبْ	أَبْ	أَبْ	أَبْ	أَبْ	أَبْ	أَبْ
أَبْ	أَبْ	أَبْ	أَبْ	أَبْ	أَبْ	أَبْ
أَبْ	أَبْ	أَبْ	أَبْ	أَبْ	أَبْ	أَبْ
أَبْ	أَبْ	أَبْ	أَبْ	أَبْ	أَبْ	أَبْ
أَبْ	أَبْ	أَبْ	أَبْ	أَبْ	أَبْ	أَبْ
أَبْ	أَبْ	أَبْ	أَبْ	أَبْ	أَبْ	أَبْ

The Instructions of the THIRTEENTH "LOHE" "practising Ash-Shaddah"

- **Brother teacher!** This is a practise of Ash-shaddah. (الشدة)
Ask the students to read these words orally.
- Ask them to spell the words after reading them. Then ask them to read without spelling after reading them spelling. Continue with the students testing them in these words form "Juz Amma" (جزء عم).
- If your way of teaching is correct, the students will be able to read the words by themselves.

The Thirteenth "LOHE" "practising Ash-Shaddah"

قَدَّرَ	عَدَدَ	صَدَّقَ	حَصَلَ	بُرِّرَ
جَنَّةٍ	يَحْضُ	يُظَنُّ	نَعَمَ	كَذَّبَ
قَدَّمتْ	سُعِرَتْ	كَرَّةٌ	قُوَّةٍ	ذَرَّةٌ
سُيِّرَتْ	فُجِرَتْ	سُجِرَتْ	زُوجَتْ	كَذَّبَتْ
نُيْسِرُهُم	تُحَدِّثُ	تُطْلِعُ	كُورَتْ	عُطِلَتْ

أَيَّانَ	مُذَكِّرٌ	عَشِيَّةٌ	قِيَمَةٌ	الْبَيِّنَةُ
تَزَكَّى	تَصَدَّى	تَحَلَّى	لِلَّهِ	إِيَّاكَ
فَعَالَ	غَسَّاقًا	ثَجَّاجًا	تَوَّابًا	تَوَلَّى
مُطَهَّرَةٌ	مُكْرَمَةٌ	مُمَدَّدَةٌ	وَهَّاجًا	كَذَّابًا
وَالنَّشِطَاتِ	وَالزَّرْعَاتِ	وَالْتَّرَائِبِ	وَالسَّمَاءِ	وَالسَّيِّحَاتِ
تُبْلَى السَّرَائِرُ	فَالْمُدْبِرَاتِ	فَالسَّيِّقَاتِ	فَالْمُدْبِرَاتِ	فَالسَّيِّقَاتِ
فَمَهْلُ الْكُفْرَيْنِ	بِالْخُسْرِ	أَلْجَوَارِ الْكُنُسِ	إِهْدِنَا الصِّرَاطَ الْمُسْتَقِيمَ	

The spelling samples

بُرْزُ	Ba ra dummah بُرْ Ra kasrah بِرْ Za Fathah زَ = بُرْزُ
مُحْمَلٌ	Ha sad dummah حُصْ Sad kasrah حِصْ Lam Fathah لَحْمٌ = مُحْمَلٌ
صَدَقَ	Sad dal Fathah صَدُ dal Fathah دَصْدَ kaf Fathah قَصَصَ = صَدَقَ
عَدَدٌ	Ayn dal Fathah عَدُ dal Fathah دَعَدَ dal Fathah دَعَدَ = عَدَدٌ



- In this "LOHE", (لوح) Al-majzoom (المجزوم) comes after the Al-mushaddadah (المشددة) letters. If you make the students understand a word or two from this "LOHE", they will understand it all, God willing.

The Fourteenth "LOHE"
practising Ash-shaddah with As-sukoon

مَرُّوْا	رَزَى	مُدَّتْ	حُقَّتْ	خَفَّتْ
تَبَّتْ	تَخَلَّتْ	قَدَمْتُ	وَالصُّبْحُ	وَالشَّمْسُ
وَالشَّفَعُ	بِالصَّبْرِ	وَالصَّيْفِ	وَالْيَلِ	
وَالْيَيْنِ	وَالزَّيْتُونِ	سَجِيْلٍ	سَجِيْنٍ	مُنْفَكِيْنِ
فَإِنَّ	الْجَنَّةَ	لِحُبِّ	الْخَيْرِ	إِذَا السَّمَاءُ انشَقَّتْ
	مَا الطَّارِقُ	النَّجْمُ	الثَّاقِبُ	
	مِنْ شَرِّ	الْوَسْوَاسِ	الْخَنَاسِ	

The instructions of the Fifteenth "LOHE"

"At-Tashdeed with At-Tashadeed"

- In this "LOHE" (لوح), Al-mushaddadah (المشددة) letters come together.

The Fifteenth "LOHE" "Ash-Shaddah with Ash-Shaddah"

يَزْكِي	يَذْكُرُ	الْمُذْتَرُّ	الْمُزْمِلُ	عَلَيْنِ
عَلِيُونَ	إِنَّ الَّذِينَ	إِلَّا الَّذِينَ	مِنْ شَرِّ النَّفَّاتِ	
		فَعَالٌ لِّمَآ يُرِيدُ		

The spelling samples

The word	The way of spelling it
يَزْكِي	Ya Za Fatha يَزْ, Za Kaf fatha زَكْ, Kaf Alif Fatha يَزْكِي, كي
يَذْكُرُ	Ya Zal Fatha يَذْ, Zal Kaf Fatha ذَكْ, Kaf Fatha يَذْكُرُ, Ra Dhamma يَذْكُرُ
مِنْ شَرِّ النَّفَّاتِ	Mem Noon Kasrah مِنْ, Shen Ra Fatha شَرْ, Ra Noon Kasrah مِنْ, Noon Fa Fatha نَفْ, Fa Alif Fatha نَفَّاتِ, Ta Kasrah تَا, Tha Alif Fatha تَا, مِنْ شَرِّ النَّفَّاتِ مِنْ شَرِّ النَّفَّاتِ

The Instructions of the Sixteenth "LOHE"

"Ash-Shaddah after Al-Madd letters"

- In this "LOHE", (لوح) Al-mushaddad (المشدد) letter comes after Al-madd letters.
- The black madd (◌◌◌) is written on Al-madd letter if Al-mushaddad letter comes after it because of two consonants together. This madd is called Al-laazim madd (المد اللازم) and it is of four alifs (6 degrees)
- The way of spelling it is as follows: ضالاً is daad alif lam Fathah is long as ضاد ألف lam fathatan "ضالاً - لا" etc. to the end of the "LOHE". Some spell it dad alif lam Fathah ضال lam fatehatyn "ضالاً - لا" without mentioning Al-madd (المد) so as to be easy for the children.
- Al-madd also appears when two consonants are together when stopping as نستعين - الدين And others. This madd is called Al-madd Al-aarad (المد العارض) and it is one alif or two alifs or three alifs (two, four or six degrees).

The Sixteenth "LOHE"

Ash-Shaddah after Al-Maddah letters

ضالاً	دَابَّةٌ	حَابَكْ	حَابُوكْ
لضالون	ولا الضالين	أَحْبَابُوكْ	أَحْبَابُوكْ
ولا تحضون	والصفت	جاءت الصلحة	
	فإذا جاءت الطامة الكبرى		

The Final Instructions for applying the rules

In this conclusion there are examples of the black madd (ٓ) and the red on (ٓ) and examples of Yarmaloon (يرملون) Al-Izhar, (الإظهار) Al-Ikhfaa (الإخفاء) and Al-Ibdal (الإبدال). Al- madd (المد) was mentioned before.

- If any letter of Yarmaloon comes after the consonant noon or At-Tanween Noon, it is read with Ash-shaddah (الشدة) on it whether it is written or not.
- The consonant noon or At-tanween (التنوين) is not read if a letter of Yarmaloon comes after them as in (من ربك) (أكلا لما)
- If a letter ن و م ي comes after them, Al Ghunnah (غنة) is said except in four words which are قَنَوَانٌ - صِنَوَانٌ - بُنْيَانٌ - دُنْيَا. There is no Idghaam (إدغام) but Noon Whith out Ghunnah. You know that Al-izhaar letters are six and they are Al-halqiyyah (الحلقية) letters.
- If a letter from Al-Izhaar letters comes after At-tanween (التنوين) or the consonant Noon, we read them fully Izhaar. As you know also, Ikhfaa letters are fifteen letters.
- If a letter from Al-Ikhfaa letters comes after At-tanween or the consonant Noon, we do not read them with Al-Izhar but in the nose and that means with Al-ghunnah and Al-madd is one alif long.
- The letter of Al-Ibdal (إبدال) or Al-Iqlaab (إقلاب) is only Al-ba and if it comes after At-tanween or the consonant Noon it becomes meem and it is read with Al-ikfaa and Al-ghunna.

Benefit: If a meem or ya comes after the consonant meem, we read al meem with Al-Ikfaa.

- If any letter comes after the consonant meem especially Al-WAO or Al-faa, the meem is read with full Izhar.
- If there is a shaddah on Al-meem or Al-noon we read them with Al-ghunna as was mentioned before.

- If an Al-mushaddad(المشدد) letter comes after an Al-majzoom(المجزوم) letter. We do not read the Al-majzoom letter.
- Every ta which is written in the shape of Al-haa,(ة) we read as the consonant haa when stopping.
- At the end, there is a list of the words which contain the extra alifs and the letters which are in the script of the Holy Qura'an but which are not pronounced.
- These locations must be known to the students so they would not fall into mistakes in the future.
- If you have a desire to know more about the rules, you must
- return to the At-tajweed(التجويد) and Al-qiraat(القراءة) books.

The spelling samples

لَضَالُّونَ	Lam Fatha لَ, Dhad Alif Lam Fatha ضَالُ, Lam Wao Dhamma لُ, لَضَالُّونَ, Noon Fatha نَ
وَلَا الضَّالِّينَ	Wao Fatha وَ, Lam Dhad Fatha لَا الضَّ, Dhad Alif lam Fatha ضَالُ, لَا الضَّالِّينَ, Lam Ya Kasra لِي, وَلَا الضَّالِّينَ, Noon Fatha نَ

The conclusion – The rules application

جَزَاءُ	الْمَلِكَةِ	إِنَّا عَطَيْنَكَ	إِلَيْنَا
إِيَّاهُمْ	خَيْرًا	شَرًّا	مِيقَاتًا
يَوْمَ	فَمَنْ	يَعْمَلْ	يَوْمَئِذٍ
يَصْدُرُ	النَّاسُ	مِنْ رَبِّكَ	رَسُولٌ
صُحُفًا	مُطَهَّرَةً	صَفًّا	لَا يَتَكَلَّمُونَ
قُلُوبُ	يَوْمَئِذٍ	وَأَجْفَةٌ	أَبْصَارُهَا
سِرَاجًا	وَهَاجًا	وَأَنْزَلْنَا	أَكْلَامًا
وَيُحِبُّونَ	الْمَالَ	حُبًّا	جَمًّا
مُعْتَدٍ	أَتَيْمٍ	إِذَا تَنَزَّلَ	نَارًا
عَيْنِ	ءَانِيَةٍ	مَنْ يَخْلُ	لِيُنْبِذَنَّ
مَنْ	بَيْنَ الصُّلْبِ	لَسَفَعًا	بِالنَّاصِيَةِ

بَذَبْنَاهُمْ مُطَهَّرَةً بِأَيْدِي سَفَرَةٍ كَرَامٍ بَرَرَةٍ

هُمْ فِيهَا لَكُمْ دِينُكُمْ وَلِيَ دِينِ

إِنَّ رَبَّهُم بِهِمْ تَرْمِيهِمْ بِجِجَارَةٍ

لَهُمْ مَا يَشَاءُونَ مِمَّا

تَمَّتْ بِالْخَيْرِ

The spelling samples

أَتَحَاجُّونِي

Hamza Fatha أَ, Ta Dhammah تُ, Ha Alif jem Fatha أَتُحَاجُّونِي
أَتَحَاجُّونَ, جُونُ, Jem Wao Noon Dhamma أَتَحَاجُّونَ, حَاجُ
Noon Ya Kasrah نِي, أَتَحَاجُّونِي

وَلَا تُحَاضُّونَ

وَلَا تُحَاضُّونَ, لَا, Wao Fatha وَ, Lam Alif Fatha لَا, Ta Fatha تُ, وَ لَا تُحَاضُّونَ
Dhad Wao, وَلَا تُحَاضُّونَ, حَاضُ, Ha Alif Dhad Fatha وَ لَا تُحَاضُّونَ, حَاضُ
Dhamma ضُونُ, وَلَا تُحَاضُّونَ, Noon Fatha نَ, وَلَا تُحَاضُّونَ

وَالصَّافَاتِ

وَالصَّافَاتِ, صَافُ, Wao Sad Fatha وَ, وَالصَّافَاتِ, صَافُ, Sad Alif Fa Fatha وَ, وَالصَّافَاتِ, صَافُ
Fa Alif Fatha فَ, وَالصَّافَاتِ, Ta kasra تِ, وَالصَّافَاتِ, صَافُ

A list of words that have a script in the Holy Qura'an but are pronounced in a different way

The way of writing	The way of reading	Its place in Al-mushaf
أَنَا	أَنْ	In every place in al Mushaf
يَبْصُطُ	يَبْصُطُ	Al-Baqara 245
أَقَابِنَ	أَقِينَ	Aali Imran 144
بَصْطَةً	بَسْطَةً	Al-Aaraaf 69
مَلَايِهِ	مَلَيْهِ	In every place in Al mushaf
ثَمُودَا	ثَمُودَ	In every place in Al mushaf
وَمَلَانِهِمْ	وَمَلَيْهِمْ	Yunus 83
لِتَتْلُوا	لِتَتْلُوا	Ar-Raad 30
لَنْ نَدْعُوا	لَنْ نَدْعُو	AL-kahf 14
لِشَايِءٍ	لِشَيْءٍ	Al-kahf 23
لَكِنَّا	لَكِنَّ	Al-kahf 38
لَا أَدْنَحَهُ	لَا أَذْنَحَهُ	An-Naml 21
لِيرَبُّوْا	لِيرَبُّوْا	Ar-Rum 39
لِيَسْلُوْا	لِيَسْلُوْا	Mohammad 4
سَلَسَلَا	سَلَسِلْ	Al-Insan 4
قَوَارِيرَا	قَوَارِيرَ	Al-Insan 15-16

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