

JAMIATUL ULAMA WELCOMES YOU



Workshop for Teaching Qur'an

*How To Teach Quraan



Class 1

Part 1

INTRODUCTION

*Development in a child.

- *1 Recognizes sound.
- *2 Recognizes Colour.
- *3 Recognizes through touch.

* In class 1 we use the same senses to teach a child how to learn to read.

* Sound - Phonic System (Same principle is used at school).

* Association - Sound with object that children are familiar.

* Colour - Use different colour for the letters - easy to distinguish.

* Touch - Use plasticine to form letters.

Considerations

- *Make the first experience of learning enjoyable / fun.
- *Eliminate fears
- *Planning your lesson will be of paramount importance.
- *Method - Board Work.
- *USE pictures / colour

* METHODOLOGY OF TEACHING TOWARDS READING THE QURAAN

1. Phonic - sound method
2. Drill method / Rote



**REPEAT
AFTER ME**

How to Introduce an Alphabet

- * Write the letter clearly, big and bold on the chalkboard.
- * Draw **or show** a picture beginning and matching to the sound of the letter being taught.
- * Ask the students to identify the picture on the board - MOUTH
- * Now ask the child what (sound) does the picture start with. E.g. **M**OUTH starts with 'ma'.
- * Thereafter drill the letter a few times.
- * Test individual students to check for pronunciation.



Consolidating an Alphabet

- *Ask the students to draw the letter in the air.
- *The teacher can also ask the children to sing the letter being taught.
- *Provide students with a worksheet - letter in dotted form
- *Thereafter drill the letter a few times.
- *Test individual students to check for pronunciation.

The Mu'allim/a should be vigilant that recognition takes place instead of memorisation.



Memorise



Teaching Resources (teaching-aids)

- *Using coloured chalk.
- *Using flash cards.
- *Making them write on a slate or board.
- *Using clay.
- *Using illustrations.
- *Using a sand pit. (for learners who have problems in recognising and understanding)

* The **RULE** is to always teach
from the known to the
unknown

Concepts must be taught
DEVELOPMENTALLY

Outcomes for Towards reading Quran part one

Phonic Sound Method

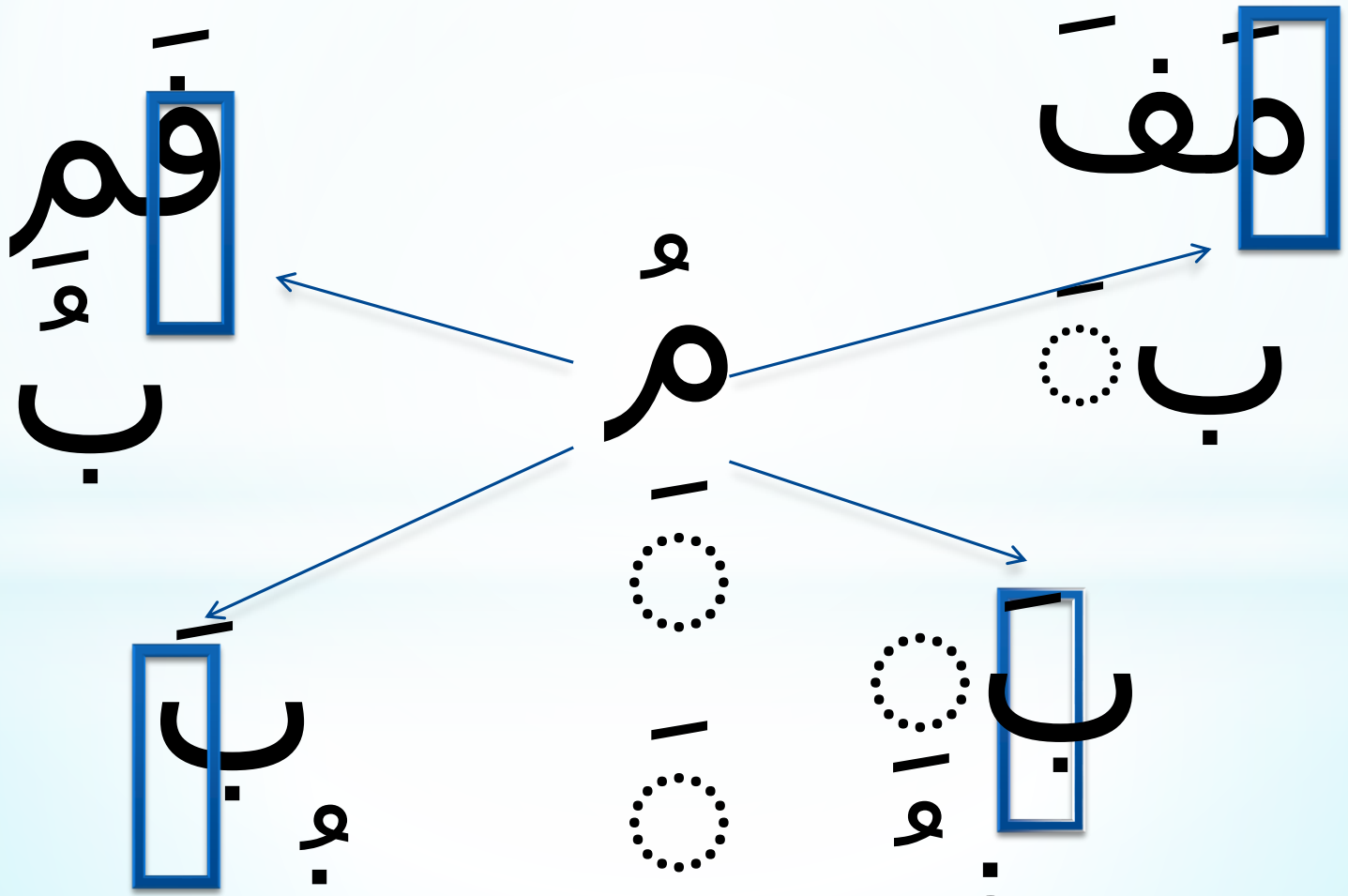
Introducing the Fatha, Kasra & Dhamma

Introducing the Sukoon

- * Learners should be introduced to single letters in the first few lessons, the method should be as below.
- * Ensure the pronunciation is correct.
- * “Dragging” should not be allowed
(i.e. closed letters are made open letters)

و و

Introduce the different **forms** of the **same letter**
(e.g. single, joined with other letters etc)



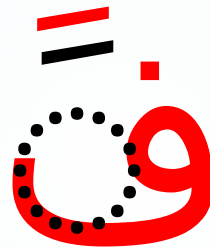


Introducing The *fat-ha*



- *The *fat-ha* should only be introduced and taught after a few lessons.
- *By then the pupils should have understood that the same line has been appearing on top of each letter thus far.

* The *fat-ha* should be differentiated by using
a different colour chalk



LESSON 2

INTRODUCE THE LETTERS ON THE
SAME DAY
DURATION OF LESSON: 2 WEEKS
(2 Days for Revision)

بَ ba	مَ ma	فَ fa	وَ wa
وَبَ	وَمَ	وَفَ	وَوَ
فَبَ	فَمَ	فَ	فَ
فَمَ	فَوَ	فَفَ	فَ
مَوَ	مَبَ	مَ	مَ
مَبَ	مَمَ	مَفَ	مَ
بَفَ	بَوَ	بَ	بَ

Introducing the FAT-HA

- * Explain to the children that this line that has been appearing everyday on all the letters, has its own name: It is called *fat-ha*.
- * Explain that a *fat-ha* always comes on top of the word.
- * Explain that a *fat-ha* gives an 'a' sound at the end of the letter. E.g. *Wa, Fa, Ma, Ba* and so on.
- * Explain to them how and from where does the 'a' sound come, by reading out every letter taught thus far and making them hear that sound.

1. Mu'allim will display an illustration of a picture of a worm.
2. Ask each student to identify the picture.
3. The response will be: "It's a worm!"
4. Then immediately write the Arabic letter و, and write it **LARGE** (in size.)
5. Ask the learners if they could give any other equivalent words with a similar sound.

*SAMPLE LESSON



*What is this?

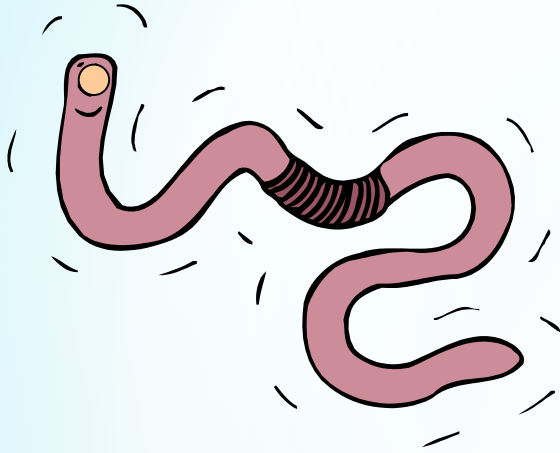
*A worm

*Worm - “**wa**” sound

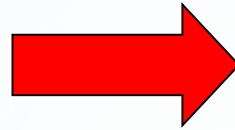
*Write the letter

و

*Ask for other examples



WORM

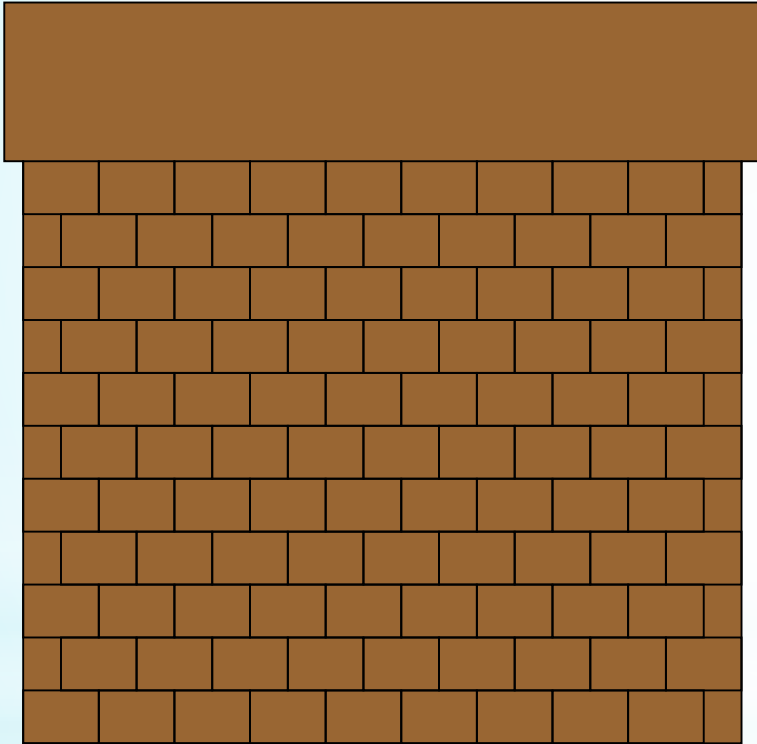


WA



و

*SAMPLE Lesson



*Identify picture - Wall

*Sound - wa

*Arabic - وَ

وَ وَ وَ



fa
= فَ

فَ فَ فَ فَ

*Furniture

وَ وَ وَ فَوْ

َ



= ma
مَ

* Mouth

مَ مَ مَ مَ مَ وَفَ

وَمَ مَو فَم وَفَم



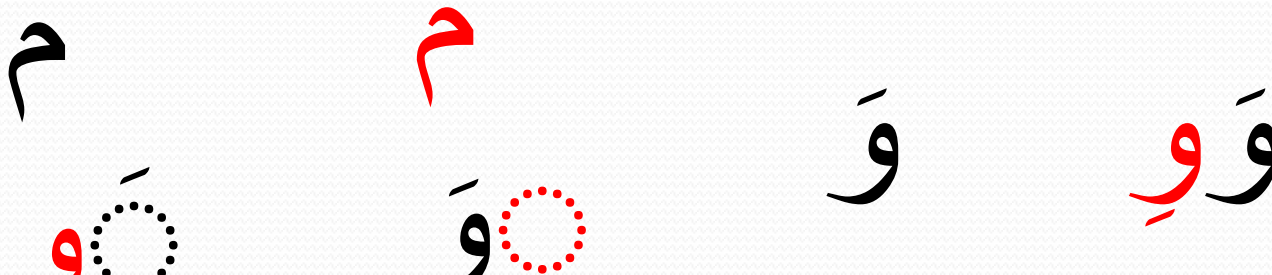
= $\frac{ba}{ب}$

*Biscuit

بَبَبَبَ وَفَمَ
بَوَبَفَ بَمَبَبَ وَفَمَبَ

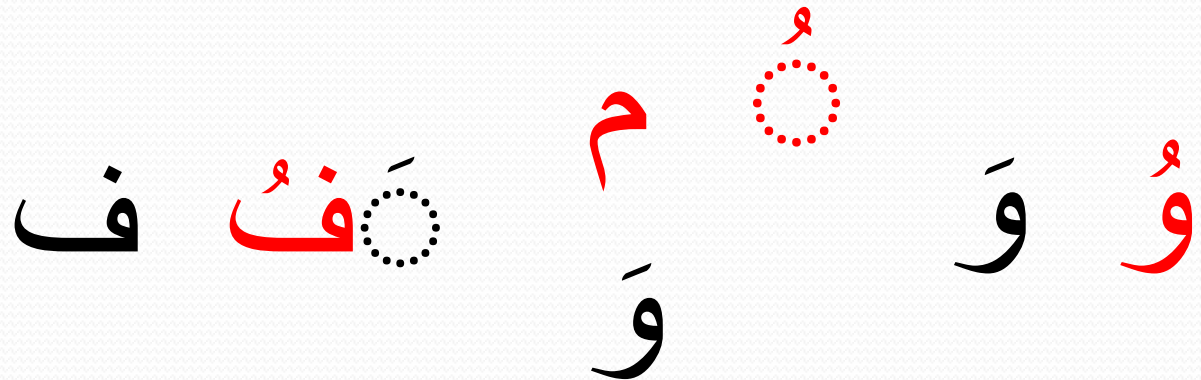
Introducing the Kasra

- How would you introduce the Kasra?
- Kasra – always at the bottom of the letter
- The sound the Kasra will have is “e”, as in **me**, **be** etc
- The child needs to understand what is the function of the kasra
- The different I’iraab (diacritical marks) must be highlighted in **different colours** on the board.
- Caution the children must not drag the letters (too long) by adding a “Yaa” to it
- The child must recognise the difference in sounds.



Introducing the Dhamma

- How would you introduce the Dhamma?
- The Dhamma will always be on the top of the letter
- The sound of the Dhamma is “oo” , “boo”
- The different I’iraab (diacritical marks) must be highlighted in different colours on the board.
- The child must recognise the difference in sounds
- The letters should not be dragged “OOO” by adding a “wow”



ن	نَ	م	مَ
ثا	ثَا	لِ	لَ
مَن	مَلَا	جِلَ	مِنَ
لَا	تَلَا	مَتَا	لَتَا
قَفَا	قَنَا	فَا	فَا
لَمِنَ	لَمِنَ	لِمَ	قَلَا
قَمِنَ	قَمِنَ	قَلِمَ	لَمِنَ

LESSON 27

DURATION: 5 Days

جِ	جَ	جِ	جِ
لِ	لَ	لِ	لِ
قِ	قَ	قِ	قِ
كُتْ	اُتْ	غُعْ	كُتْ
كُرْ	بُنْ	لَا	كُرْ
صُضْ	رُزْوْ	سُشْ	صُضْ
طُظْ	يُتْ	جُخْ	طُظْ

Introducing the Sukoon.

*How would you introduce the Sukoon?

La m	لَمْ	La ma	لَمْ
Na sh	نْ شْ	Na sha	نْ شْ

Important considerations

- *The **sukoon** is a new concept that is being introduced to the learner
- *The sukoon is the **joining** of letters without **adding** a harkat on the joined letter.
- *The learner must understand the concept and be able to apply the sound and the function of the sukoon.
- *Gradually introduce the three and four letter words.
- ***Board work** is very essential.

رَبُّكَ	مُصَلِّدِ	دَلِيلُ	إِنْهُمْ
نَ سُسْفَ	وَيَمْدُدُ	صُمَمُنْ	كَصِيْبِ
لَعَلَّكُمْ	مِنْثَثْ	مِمِمْنُ	أَعِدَدَتْ
وَبَشِيرِ	يُنْزِرِ	مَطَهَّرَ	يُضِلُّ
بِكُلِّلِ	نُسْبِيحُ	عَلِمَتْ	تَقَرُّونَ
تَيِّنَكُمْ	مُصَدِّقِنِ	فَضَضْتُ	مَتَّخِذُ
سُجَّجَدَنْ	حِطَّطُنْ	يُبَيِّطِلُ	شَقَّقُ
فَلْيُخْلِغْ	سَيِّئَتَوْ	حُسْنَوْ	وَقَفَفِ

*Remember!

Three QUESTIONS you should be asking:

Does the learner

Recognize

Is the learner pronouncing correctly the

Makhaarij

Is the learner reading

Fluently

* 12. Common Mistakes

* WHAT ARE THE ERROS?

1. Memorisation instead of Recognition
2. Pronunciation is incorrect
3. No Fluency but dragging
4. Closed letters are made open

* Are these correct?

* Can you give us some examples what happens in the class?

* How would you deal with it?

* What types of teaching aids do you use to enhance the understanding of the lesson?



خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ

*Verily the most superior amongst you (Muslims)
are those who learn the Quran & teach It.*





Towards reading the Quraan Part II

Concepts learners will be
introduced to

*Concepts covered in Book Two are 10

1. Tanween
2. Open Letters
3. Muqadarah
4. Tashdeed
5. Waqf
6. Silent letters
7. Qalb
8. Ghair Madd
9. Noon Qutni
10. Name of Allah

Tanween

◌◌◌
◌◌◌
◌◌◌

Open letters

ب با م ما

Name of Allah

الله

Muqadarah

ب ب ا ا

Tashdeed

◌◌◌
◌◌◌
◌◌◌

Waqf

◌◌◌

Silent letters

وَأَنْحَرُ

Madd

كَمَا - يَسْ

Qalb

رَجَعَ مَبْعِيدُ

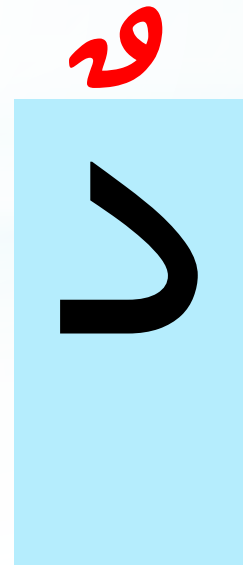
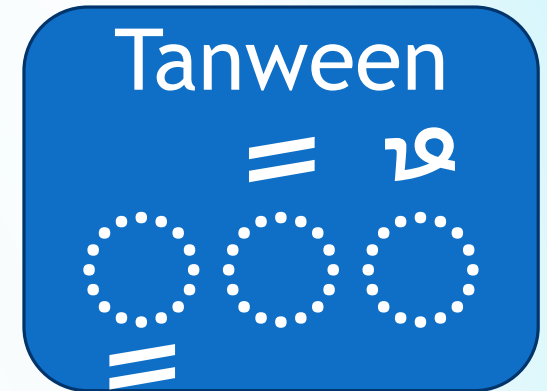
Noon Qutni

نُوحُ نِ ابْنَهُ

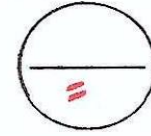
Ghair Maddah

*Introducing the Tanween

- *What is the Tanween?
- *It is 2 Fatha, 2 Dhamma, 2 Kasra
- *How will you introduce the Tanween?
- *The sound of the it is “In ; An; Un”

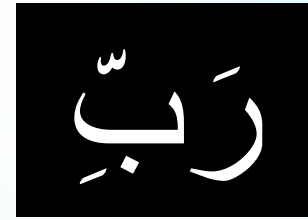


LESSON 2

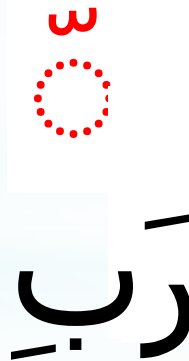
THE TANWEEN
(2 days)

بِ	بِنُ	بِ	بِنُ
رِ	رِنُ	رِ	رِنُ
فِرِ	رَةِ	سِ	سِنِ
بَعْضِ	نَفْسِ	شَيْءِ	لَهَبِ
ظُلِّلِ	نُسْكِ	نَقْصِ	قَوْمِ
مُسْمِعِ	زَوْجِ	يَوْمَيْنِ	دَيْنِ
بِهِ	نَبَاِ	وَسْطِ	أَنْفِ

*Tashdeed



- *What is the Tashdeed?
- *The function is to join two letters with the harkat
- *It shortens the joining of 2 letters An - Na to Anna, Rab-Bi becomes Rabbi
- *It is 2 of the same letters that are joined



LESSON 5

THE TASHDEED
(3 days)

رَبِّ	رَبِّبْ	رَبِّسْ	رَبِّبْسْ
إِنَّ	إِنَّنْ	إِنَّسْ	إِنَّنْسْ
تُمْ	تُمَمْ	تُمُسْ	تُمُمْسْ
كُلُّ	كُلُّلْ	كُلُّسْ	كُلُّلْسْ
قَدِّ	قَدِّدْ	قَدِّسْ	قَدِّدْسْ
خَفَّ	خَفَّفْ	خَفَّسْ	خَفَّفْسْ
يَرِّ	يَرِّرْ	يَرِّسْ	يَرِّرْسْ

LESSON 6

REVISION
(10 days)

فَسَبِّحْ	لِرَبِّكَ	يُكَذِّبُ	يَدْعُ
بِحُضْرٍ	لِكُلِّ	تَطْلِعُ	مُدَدَ
إِلَهُمَّ	وَبَشِّرْ	مُطَهَّرٌ	أَوَّلَ
فَضَلْتُ	نَجَّيْنَا	يُبَيِّنُ	تَسْرُ
تَشْفِقُ	يُخَفِّفُ	يُعَمِّرُ	يُنْزِلُ
يَخْتَصُّ	رُكَّعٍ	يَطَّوْفَ	وَبَتَّ
تَتَّبِعُ	تَأَخَّرَ	مَسْتَهْمُ	تَطَوَّعَ

*Important Lesson

- *Open Letters / Closed Letter
- *Why is it important?
- *How does it effect the meaning
- *Examples of adding a syllable; ben / been, bok / book
- *It changes the English language
- *Its implication of changing the meaning of the letters
- *Tip: Children who do not learn their work tend to drag the letters

ب ب م م

LESSON 7

THE OPEN LETTER ---- ALIF
(THE LONG VOWEL)
(7 days)

ا

يَا	يَاءُ	مَّا	مَاءُ
زَا	زَاءُ	نَّا	نَاءُ
سَا	سَاءُ	رَا	رَاءُ
بَا	بَاءُ	هَا	هَاءُ
شَا	شَاءُ	ذَا	ذَاءُ
ضَا	ضَاءُ	رَا	رَاءُ
قَا	قَاءُ	كَا	كَاءُ

LESSON 9

THE OPEN LETTER - YAA
(THE LONG VOWEL)
(10 days)

ي

يَرَى	نَرَى	يَرَى	يَرَى
يَثَى	يَثَى	يَثَى	يَثَى
يَلَى	يَلَى	يَلَى	يَلَى
يَدَى	يَدَى	يَدَى	يَدَى
يَدَى	يَدَى	يَدَى	يَدَى
يَدَى	يَدَى	يَدَى	يَدَى
يَدَى	يَدَى	يَدَى	يَدَى
يَدَى	يَدَى	يَدَى	يَدَى

LESSON 11

FAT-HA MUQADDARA (THE LONG FAT-HA)
(5 days) This is in place of a Fat-ha plus Alif



مَ	مَا	مَ	مَا
رَ	رَا	رَ	رَا
نَ	نَا	نَ	نَا
رَحْمَنٍ	رَحْمَانٍ	مِلْكٍ	مَالِكٍ
ذَلِكَ	ذَالِكَ	أَدْرَاكَ	أَدْرَاكَ
أَمِنُوا	إِلَهُ	وَأَمِنَ	هَذَا
عَبْدُونَ	كَفَرُونَ	لَا يَلْفِ	صَلِحَتِ

*Name of Allah



- *How would you introduce the name of Allah Taala?
- *The Harkat before the word 'Allah' will influence how the word 'Allah' is pronounced.
- *Eg. Dhamma and Fatha will give a full mouth
- *Kasra will give an empty mouth
- *Practise will correct the reading of the word 'Allah'

LESSON 12

THE NAME ALLAH
(2 days)

الله

وَاللهُ	اللهُ	أَلْ	أَلَّ
بِسْمِ اللهِ	نَارُ اللهِ	نَصْرُ اللهِ	يِلَهُ
أَرَادَ اللهُ	دُونِ اللهِ	إِنَّ اللهَ	ذَهَبَ اللهُ
خَشِيَ اللهُ	رِزْقِ اللهِ	دِينِ اللهِ	يَا اللهُ
فَتَحَ اللهُ	كَلِمَ اللهِ	مِنْ اللهِ	فَضْلُ اللهِ
إِلَّا اللهُ	عِنْدَ اللهِ	أَمَرَ اللهُ	عَهْدَ اللهِ
فَرَادَهُمُ اللهُ	يُخْلِ عَوْنَ اللهِ	فَلَعَنَهُ اللهُ	وَمَا اللهُ

*Kasra Muqaddarah

- * How would you introduce the kasra Muqaddarah?
- * Eg

بہی _____ می

4

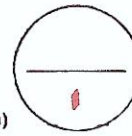
يَبْ تَوْرَه اِبْرَهَمْ بَعْدَه
فِيَه وَقِيلَه الْفَهَمْ تَرْزَقْنِه

يُيِّىَ يَسْتَسِي لَهْ اَمْرَهْ دَاوَدَ
تَلُوْنَ اَلْوَانَهْ اَنْزَلَهْ سُبْحَهْ

LESSON 13

KASRAH MUQADDARAH
(The long Kasrah)

This is in place of a Kasrah plus Yaa (with sukoon)



إِي	أِي	هِي	هِ (هـ)
إِيْلَفِ	أِلْفِ	هِيْمَ	هِمَ
إِلْفِهِمُ	أِلْفُهُمَ	بِهِ	مِثْلِهِ
رَبِّهِ	بَعْدَهُ	مِثْلَاقِهِ	أَيْتِهِ
عِبَادِهِ	وَرُسُلِهِ	وَزَوْجِهِ	بِرَحْمَتِهِ
بِأَمْرِهِ	بِمَرْحُوزِهِ	إِسْمِعِلْ	تِلَاوَتِهِ
يَسْتَحْيِ	حُبِّهِ	رَأْسِهِ	أُحْيِ

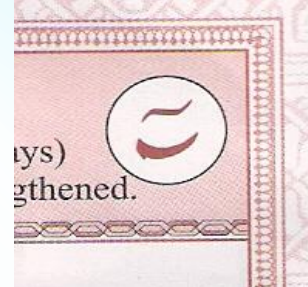
LESSON 16

SILENT LETTERS

A letter without a sign is not sounded. (8 days)

نَاالِصِّ	نَ صِّ	رَ الرَّحُّ	رَ رَحُّ
وَالْعَصْرِ	وَلْعَصْرِ	وَاللَّيْلِ	وَلَّيْلِ
بِالْحَقِّ	بِ لِحَقِّ	إِنَّ الْإِنْسَانَ	إِنَّ لُإِنْسَانَ
رِحْلَةَ الشِّتَاءِ	رِحْلَةَ شِتَاءِ	عَلَى الْأَفْ	عَلَّ لَاَفْ
ذَ الْبَيْتِ	ذَ لُبَيْتِ	وَالصَّيْفِ	وَصَّيْفِ
وَانْحَرُ	وَنَحَرُ	كَ الْكَوْثَرِ	كَ لُكَوْثَرِ
أَيْهَارُ	أَيْهَلُ	هُوَ الْآبُ	هُوَ لَابُ

Madd



- This time again the signs of Madd must be drawn and taught to the children
- When you see these 2 signs on top of any letter in the Qur'aan then it should be pulled.
- However, one is a short madd and 1 is a long madd.
- They can also be told that 1 is the small madd and 1 is the big madd. So the small 1 is pulled for a little while and big madd much longer.

LESSON 17

THE SHORT MADD and
THE LONG MADD (3 days)

when this sign appears
the sound of that letter must be lengthened.



يَايُهَا	إِنَّا	وَمَا	مَالَهُ
أُولَئِكَ	إِذَاجَاءَ	يُرَاءُونَ	شِتَاءٍ
يَايَلَيْسُ	مَااعْبُدُ	وَلَاأَنْتُمْ	لَااعْبُدُ
لُسُفَهَاءٍ	فَأَوَّا	سَوَاءٍ	بِمَاأُنْزِلَ
قَالُواإِنَّمَا	مِنَ السَّمَاءِ	لَاإِلَى	أَصْنَاءُتُ
بِنَاءٍ	فِي إِذَاذَنْرِمُ	وَلَوْشَاءٍ	كَمَاأَمَنَ
يَسْتَحْيَ	شُهَدَاءَ	هَآنَتْكُمْ	مَاءٍ

Muqatta'aat letters

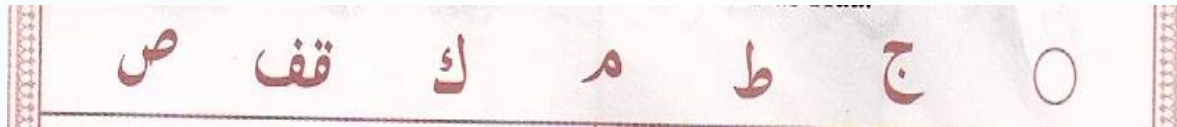
LESSON 19

MUQATTI-AAT LETTER (5 days)

When reading these, the name of the Letter should be pronounced and the sound lengthened according to the sign of the letter

قَ	كَ
حَمَ	نَ
طَسَ	يَسَ
الرَّ	عَسَقَ
الْمَ	طَسَمَ
كَهَيَّعَصَ	طَهَ
الْمَصَ	الْمَزَ

Waqf (Stopping)



LESSON 20

WAQF - STOPPING
(5 days)

- * If there is a Harakat or Kasratain or Dammatain on the last letter of a word before a stop , then that last letter is read Saakin,
- * and if the last letter has Fat-hatain on it then it must be pronounced an Alif.
- * If the last letter is a round Taa then it will be read as Haa.

○ ج ط م ك قف ص

الَّرَّحِيمُ ○	الَّرَّحِيمُ	قَرِيشُ ○	قَرِيشُ
الْيَتِيمَ ○	الْيَتِيمَ	الْكُوثَرَ ○	الْكُوثَرَ
الْأَبْتَرُ	الْأَبْتَرُ	أَحَدُ ○	أَحَدُ
تَوَابًا	تَوَابًا	أَفْوَاجًا ○	أَفْوَاجًا
يُنْفِقُونَ	يُنْفِقُونَ	وَعَدَّةُ ○	وَعَدَّةُ
وَبَصِلَهَا	وَبَصِلَهَا	مُؤَصَّدَةٌ ○	مُؤَصَّدَةٌ

Qalb

LESSON 22

If after Noon Saakin or Tanween, there is the latter Baa,
then the Noon Saakin or Tanween will be changed to the letter Meem.

رَجَعُ بَعِيدُ = رَجَعُمُ بَعِيدُ

خَيْرًا أَبْصِيرًا = خَيْرُمُ أَبْصِيرًا

يَتَّبِعُونَا = يَتَّبِعُونَهُ

نَفْسٍ بِنَا = نَفْسُهُمُ بِنَا

أَنْبَاءُ الْغَيْبِ لَطِيفُ عِبَادِهِ

مِنْ بَعْدِهِمْ نَفْسٌ بِنَا

رَجَعُ بَعِيدُ مِنْ سَبِيلِ بَنِي

NOON QUTNI

LESSON 23

When a Waqf (Stop) is not desired on a letter ending with a Tanween and the next letter begins with a Alif then the Noon sound of Tanween will not be pronounced and the Noon Qutni (Small Noon) is pronounced with a Kasra and the Alif becomes a silent letter.

شَيْبَا ١٢ ۝ السَّمَاءُ

خَيْرًا ۝ ١٣ ۝ الْوَصِيَّةُ

نُوحٍ ۝ ابْنَهُ

مُبِينٍ ٨ ۝ اقْتُلُوا

مُرِيبٍ ۝ ٩ ۝ الَّذِي

خَيْرًا ٥٨ ۝ الَّذِي

عَرَضًا ١٠ ۝ الَّذِينَ

شَيْئًا اتَّخَذَ

يَوْمَئِذٍ السَّاقُطِ ٣٠ ۝

لُنُزَّةٍ ١ ۝ الَّذِي

عَلَقَ ۝ اقْرَأْ

أَحَدٌ ١ ۝ اللَّهُ

شَيْبَا ١٢ ۝ السَّمَاءُ

أَوْ لَهُمْ أَوْ أَنْفُسُهُمْ

Ghair Maddah (close letters)



- *Revision and re-cap on a daily basis & its method
- *Teaching aids that should and could be used
- *Completing the syllabus for the year

*The final message

- * Lastly, we would like to take this opportunity of thanking one and all for their attention and dedication and may Allah accept every one of our efforts and make the task of every teacher in this Ummat of Nabi Muhammed (S.A.W) easy and rewarding.
- * These were just a few tried and tested guidelines and we haven't fulfilled and covered everything, thus we ask one and all to forgive us for any shortcomings on our behalf and to please remember us in your humble duaas.