

﴿ إِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَإِنَّا لَهُ لَحَافِظُونَ ﴾

(خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ)

اللقاءة السنوية

تأليف

فضيلة الشيخ نور محمد حقايف رحمه الله عليه

١٢٧٢ هـ - ١٣٤٣ هـ

عُني بتحقيقه وطباعته
مخادم القرآن الكريم

المهندس محمد طارق الراعي

English Version
Hanaa rabea za'frany

Introduction



Assalamu alaykum wa rahmat Allah wa barakatuh,

To the students, teachers of Quran and everyone who seeks the blessings of Allah through Quran study...

Uthman bin Affan reported: The Prophet, peace and blessings be upon him, said, **“The best of you are those who learn the Quran and teach it.”**

Source: Şaḥīḥ al-Bukhārī 4739

Grade: **Sahih** (authentic) according to Al-Bukhari

From this hadith, we know how precious and blessing the study of Quran is, that is why as students and teachers we should acquire the ways to improve our knowledge about Tajweed and embellish our Tilawah, and of course after the trip of learning and mastering this knowledge, comes the joy of teaching and guiding students to reach the best levels in this honorable science

• **What is Qaidah al Nooraniah?**

• It is the absolute best way to teach kids arabic , if you are wondering how to teach kids reading arabic texts , al nooraniah is designed specifically for that purpose. The unique part about it is teaching Arabic alphabet and tajweed of the Quran at the same time.

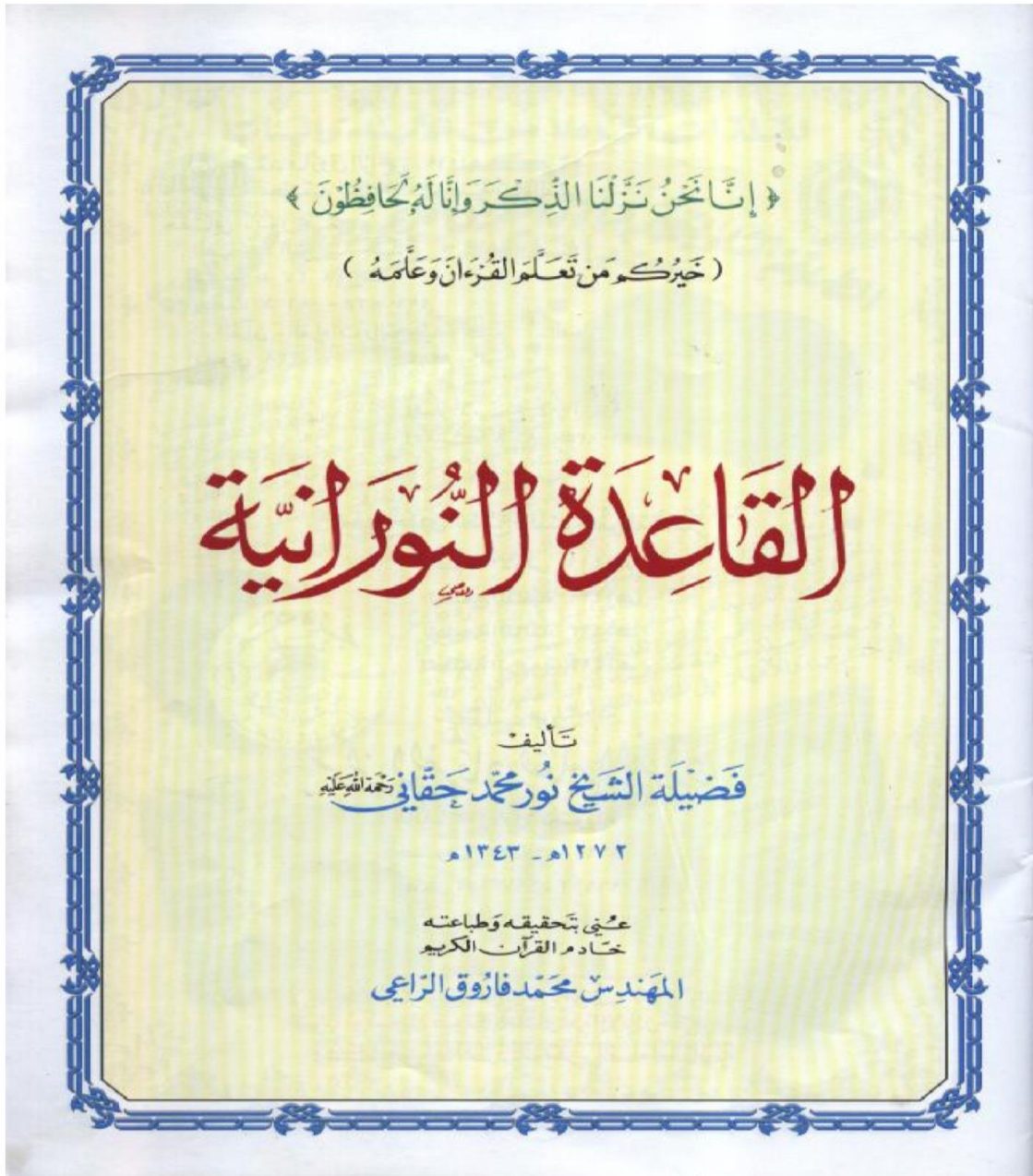
• This method was created by sheikh Noor Mohammad Haqani, born in Punjab, India on the year of 1841, later his work got translated to Arabic by sheikh Mohammad Farouq alRae.

• THIS method is widely welcomed by kids, and found to be a fun way to learn arabic reading, still, it is also useful for adults as well, covering 95% of Tajweed rules and correcting the articulation points of the letters.

A word for the teacher

- The original idea of this teaching method is that the teacher reads and the students repeat after him, throughout the book, until perfect pronunciation has been reached.
- If one cannot find a teacher , the book is recorded and can be found as mp3 or even on Youtube along with lesson pictures.
- **REPETITION MAKES PERFECTION !** The teacher has to insist on repetition until the students can read the lesson without mistakes, and recognize the multiple writings of individual and compounded letters.

Al Qaidah al Nooraniah



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Lesson 1: الدَّرْسُ الْأَوَّلُ

INDIVIDUAL ALPHABET LETTERS: حُرُوفُ الْهَجَاءِ الْمَفْرَدَةِ

N.B: teachers make sure the students start with Basmalah (more instructions on the next page)



Instructions for lesson 1

- **First of all**, read the Basmalah (only in the first lesson) then read the title of the lesson in Arabic and translate it.
- Make sure you keep the same tone throughout the lessons
- **What to watch for during reading :**
- The **basmalah** should be read correctly, knowing that its always said during prayers and Tilawah
- **Lesson 1** is the basic one and most important, when teaching/learning Arabic letters, the teacher should explain the characteristics of each one, which ones are heavy, which ones are light, remind the students not to end the letters with the sound 'هـ' or 'ء' and lengthen the letter only two vowel counts such as 'با تا حا'
- **Frequent mistakes in alphabet pronunciation :**
- **With 'الف':** fulfill the kassrah in 'لـ'
- **With 'با تا ثا':** be careful not to end these letters with the sound of hamzah, these are the sounds of the letters, it's the name of the letter that ends with hamzah. They are stretched 2 vowel counts **only**.
- **With 'ثا'** use the tip of the tongue with the edges of the two top incisors like the sound in the word (thing).
- **With 'جيم':** no breath runs with it, just like the sound in the word (jacket)

- With 'حـا':** this letter comes from the middle of the throat by making friction in the spot, it should come clear, not to be confused with (ها)
- **With 'خـا':** this is a heavy letter, the reader should fill the mouth with the echo of (خـا)
 - **With 'ذال – دال':** both are light letters, and ذال has the same sound as th in (the), by touching the edges of the two top incisors with the tip of the tongue
 - **With 'را':** in this case its is heavy
 - **With 'زا':** this is of course the sound of the letter ز but the name of it is pronounced زاي. And it is also a light letter
 - **With 'شين / سين':** two light letters ,pronounced as "seen'//" sheen"
 - **With 'ضاد/صاد':** these are two heavy letters, the sound of these letters should fill the mouth , not to be pronounced light like this (داد/ساد), the teacher has to make sure the student makes **قلقلة** on the end, for beginners who have not yet studied rules of tajweed they will only need to imitate their teacher.

- **With 'ظا / ظا':** heavy letters as well, (ظا) here comes by touching the edges of the two top incisors with the tips of the tongue with elevating the tongue towards the roof of the mouth

With 'عين' : light letter ,comes from the middle of the throat, not to be confused with the sound 'A', it's(ع) **not A** , and give ن at the end its moderate time

- **With 'غين'** : it's a heavy letter, the deepest part of the tongue is elevated
- **With 'فا'** : it is a light letter
- **With 'قاف'**: heavy letter, not to be confused with the sound of 'kaf', it comes from the deepest part of the tongue with the **soft palate** of the roof of the mouth
- with 'كاف'** : light letter ,it comes from the deepest part of the tongue with the **hard palate** of the roof of the mouth.
- With 'لام'**: light letter, the tongue should be in a straight and flat position

• **with** "ميم" light letter, when stopping on the end of meem, give it its moderate time, do not bounce or shake it

with "واو"; light letter, do not make it heavy like the word "wow" in english

with "ها" : light letter, comes from the the deepest part of the throat, make sure not to end it with hamzah or with running breath after stretching it two vowel counts

with "ء": not to be confused with alif "ا" it is read "hamzah",

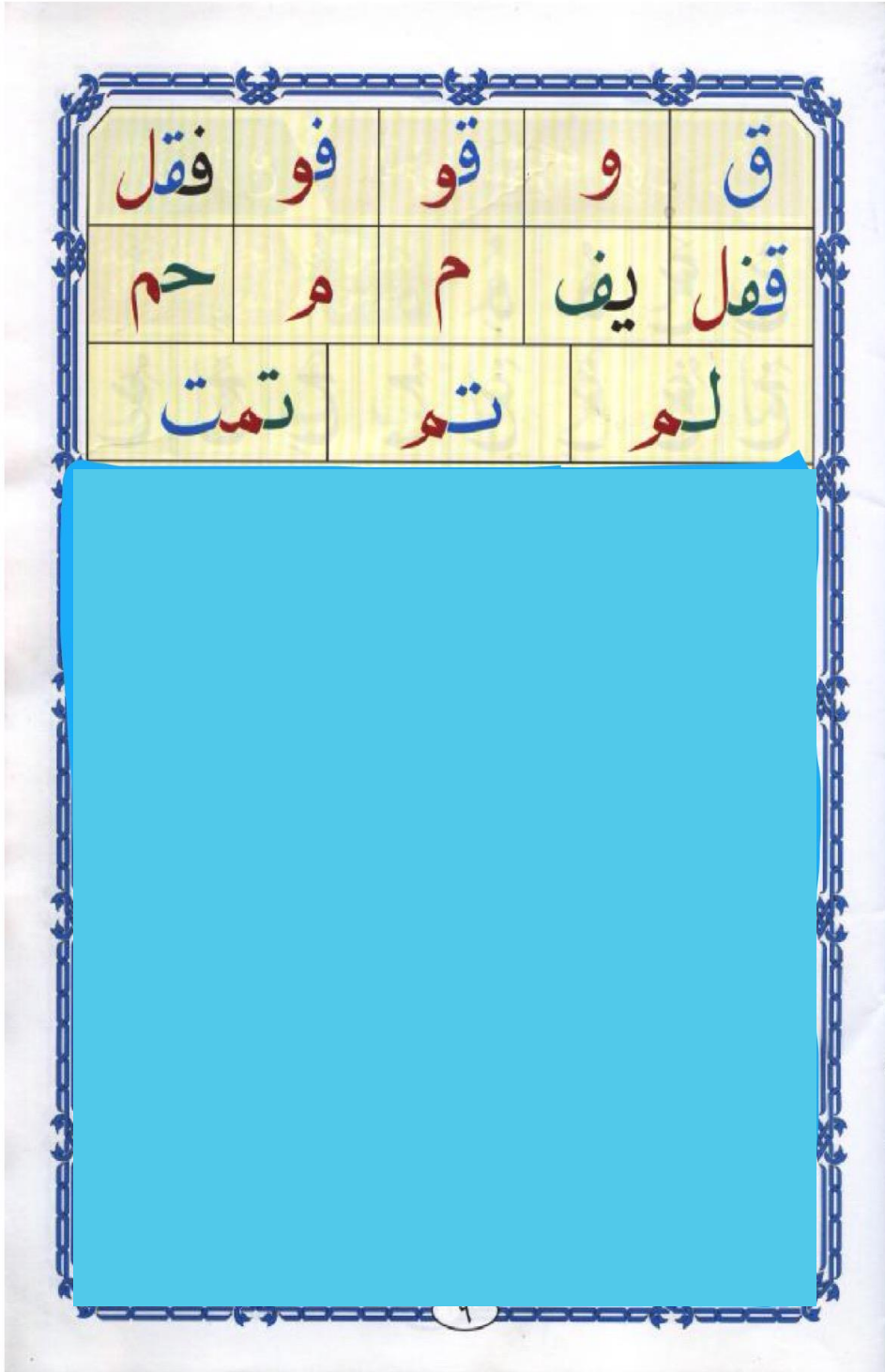
with "يا" : light letter, do not end it with running breath, stretched two counts, it has two different writings in the Quran as shown in the image

حُرُوفُ الْهَجَاءِ الْمُرَكَّبَةِ

الدَّرْسُ الثَّانِي

ا	لا	لا	با	لا	ل
لا	مح	لا	بلب	ك	ك
كب	كب	كا	كا	بكت	تكت
ب	ت	ث	ن	ى	با
نا	تا	يا	ثا	بس	يس
نس	تس	ثس	ثج	تح	نخ
ميج	مج	يم	بم	نم	تم
ثم	بي	بي	ني	تي	ثي
نبل	نبل	بيل	يتل	ثتل	نبن

بن	تين	يتن	ثن	ج	ح
خ	حث	خب	جت	تحت	يجب
نحت	ة*	ه	بة	يه	تم
نتر	هر	يهب	بها	بهم	د
ذ	جد	خذ	ر	ز	جر
نر	ر	نر	ير	تر	س
ش	سل	شل	ص	ض	ط
ظ	صب	طب	ضا	ظا	ع
غ	ء	عز	غر	صع	ضع
بود	تغذ	أ	ؤ*	ئ*	ف*



أشكال الحروف بأول الكلمة ووسطها وآخرها

أ - أ - آ	ب - ب - ب	ت - ت - ة
ث - ث - ث	ج - ج - ج	ح - ح - ح
خ - خ - خ	د - د - د	ذ - ذ - ذ
ر - ر - ر	ز - ز - ز	س - س - س
ش - ش - ش	ص - ص - ص	ض - ض - ض
ط - ط - ط	ظ - ظ - ظ	ع - ع - ع
غ - غ - غ	ف - ف - ف	ق - ق - ق
ك - ك - ك	ل - ل - ل	م - م - م
ن - ن - ن	ه - ه - ه	و - و - و
ي - ي - ي		

للمعلم :- * يُعرّف المتعلم أن كل مستطيل به ثلاثة أحرف أو أربعة لها صوت واحد لكنها تختلف في الشكل.

Lesson 2:the combined alphabet letters (حروف الهجاء المركبة)

First read the lesson title in Arabic then translate it

then start reading the lesson as the previous one with the same tone

the student will learn how to connect letters and read them the student will discover all different shapes and writings one letter can have in Quran ,also find out how the letter changes (at the beginning ,middle and end of the word),, #the teacher should give the students a homework, depending on how much he/she taught, EX:the students write the first three lines ten times ,listen to the recordings and practice how to read what they wrote.

As seen in the lesson's picture ,the letter(ا) is written in black and letter(اِ) is in red color, to differentiate between both when combined.

When reading (أ) we say "lam alif" with a clear Hamzah not "lamalif"

note: (أ) has five different writings in the entire Quran

note: Alif does not connect with the letter following it

When written in the middle of the word, only part of the letter is (head of the letter) for

example: (أ) at the beginning of the word instead of (ح) also (أ) at the beginning of the word (أ) In the middle and (أ) in the end, etc..that should be mentioned to the students throughout the lesson.

* THE TEACHER SHOULD MENTION THE DIFFERENCE BETWEEN (ة) THAT COMES IN THAT SHAPE WHEN IT IS IN THE END OF THE WORD AND NOT CONNECTED WITH ANOTHER LETTER AFTER IT AND (ة) IN THIS SHAPE WHEN IT'S CONNECTED WITH A LETTER BEFORE IT AND IN THE END OF THE WORD

***These are the letters that do not connect with the letters after :**

ة / و / ز / ر / ذ / د / ا

* letter (هـ) has five different shapes in the Quran as shown in the lesson .

* a copy of the different shapes of the Arabic alphabet is included with lesson2

* letter (د) also changes when it is in the middle of the word

* letters (ر) and (ز) are in this shape when alone or in the end

* letters (ش / س) when in the beginning or middle of the word ,only the head is written, same thing for (ف / ق) and (ظ / ط / ض / ص)

* when reading لم (ادغام), here we are reading without Tajweed rules, read it lam meem

* some students could confuse (ن) with (ب), one has a dot on top, the other in the bottom, also (ش) with (ي). (ش) has three teeth while (ث) has one tooth. (ي) has dots in the bottom and (ت) on top

الْحُرُوفُ الْمُقَطَّعَةُ

الدَّرْسُ الثَّالِثُ

الْمَرَّ	الرَّ	الْمَصَّ	الْمَ
طَسَمَ	طَه	كَهَيْعَصَ	
حَمَّ	صَّ	يَسَّ	طَسَّ
نَ	وَتَ	حَمَّ	عَسَقَ

بَعْدَ الْإِنْتِهَاءِ مِنَ الدَّرْسِ الثَّانِيِ وَالثَّالِثِ (الْحُرُوفُ الْمُكْرَبَةُ وَالْمُقَطَّعَةُ) يَجِبُ أَنْ تَكُونَ لَدَى الطَّالِبِ الْقُدْرَةُ فِي مَعْرِفَةِ وَتَمْيِيزِ أَيِّ حَرْفٍ مِنْ حُرُوفِ الْقُرْآنِ مِنْ غَيْرِ تَرَدُّدٍ فَمَثَلًا قَوْلُهُ تَعَالَى: ﴿عَمَّ يَتَسَاءَلُونَ﴾ يَقْرَأُهُ الطَّالِبُ بِالصُّورَةِ التَّالِيَةِ بِلا تَرَدُّدٍ: غ م ي ت س ا ء ل و ن.

Lesson 3: the separated letters : الحروف المقطعة

* Read the title in arabic then translate it keeping the same tone

The scholars arranged All the separated letters in this phrase : نص حكيم قاطع له سر

* let the students know that these letters are at the beginning of some surats in the Quran, surat al Baqarah as an example, and these letters are read one by one not as one word E.G : alif lam meem for (الم) not alam.

* The separated letters are divided into 4 groups:

A: ا , with no madd

B: ع , two ways allowed, four or six vowel counts

C: the letters in the phrase (حي ظهر) which are stretched only two vowel counts and have no sign above them, named مد طبيعي حرفي

D: the letters in the phrase (سنقص لكم) these are stretched 6 vowel counts, they have a sign above them, ^^ For beginners, they can adjust the time of madd by counting with their fingers 6 counts ^^

** When joining (ل) with (م), and (ع) with (ص) also (س) with (م) and (س) with (ق) the reader should give time to letter (about two counts) .N.B: the time between (ل) and (م) is longer.

The time mentioned above is for Ghunnah.

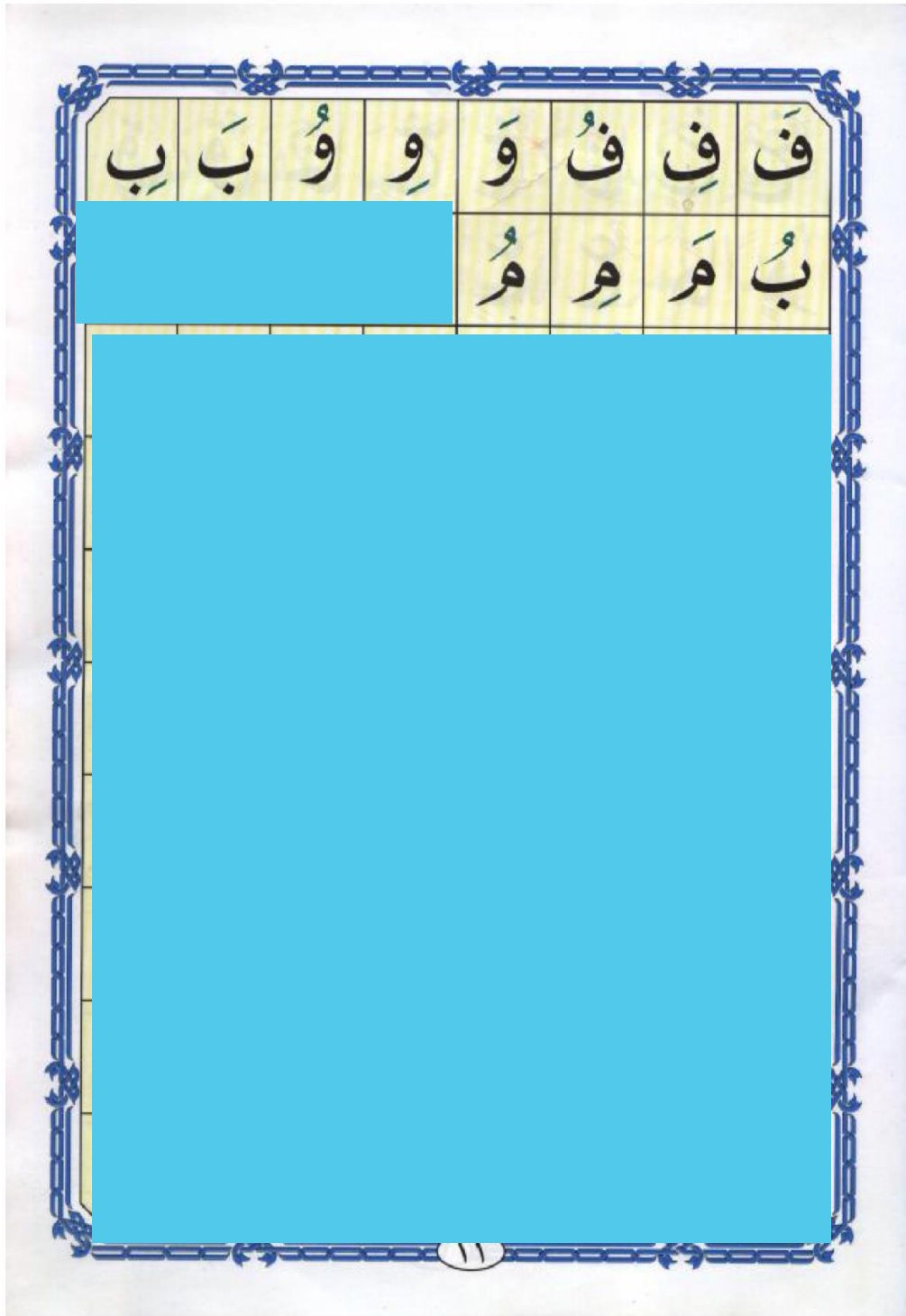
*** the students should be given homework, one to two lines, six times writing and listening to the reciter 25 times to reach the best level of reading

After finishing each lesson the teacher should test the students by making them read the letters studied in different order

الْحُرُوفُ الْمُتَحَرِّكَةُ (الحركات)

الدَّرْسُ الرَّابِعُ

ع	عَ	هَ	هِ	هْ	أَ	إِ	أُ
ع	عُ	غَ	غِ	غْ	حَ	حِ	حْ
ع	عُ	خَ	خِ	خْ	قَ	قِ	قْ
ع	عُ	كَ	كِ	كْ	جَ	جِ	جْ
ع	عُ	لَ	لِ	لْ	ضَ	ضِ	ضْ
ع	عُ	نَ	نِ	نْ	رَ	رِ	رْ
ع	عُ	طَ	طِ	طْ	دَ	دِ	دْ
ع	عُ	ظَ	ظِ	ظْ	سَ	سِ	سْ
ع	عُ	ثَ	ثِ	ثْ	ذَ	ذِ	ذْ



Lesson 4 : the voweled letters الحروف المتحركة

Vowels

الحركات

(fat'hah َ , dammah ُ kassrahِ)

** Now, we will learn the sound of each letter with all the vowels

* As usual, the teacher/students read the title in English then translate it

* When reading كسرة, letter(ر) is heavy, When reading ضمة, letter (ض) is heavy, but (م) is light

** When reading a letter with fat'hah, the reader has to complete opening the mouth vertically

** When reading a letter with dammah the reader has to complete circling the two lips, and when reading a letter with kassrah the reader has to complete it by lowering the jaw

*** At this level, train the student to read one line with spelling (هجاء) then repeat it without it, how does it work ? Here are the steps:

@) read the name of the letter then read the name of the vowel then say the sound of the letter with its vowel, (example: the name of the letter with fat'hah then the sound then the name of the letter with kassrah then the sound then both sounds with fat'hah and kassrah then the name of the letter with dammah then the sound then the three sounds combined) . After the spelling way, the student reads directly the sounds with the three vowels without spelling.

* When the letters **ق / غ / خ** are voweled with a kassrah, they get partial heaviness (تفخيم نسبي)

* When the letter (**ر**) has kassrah it becomes light, and it stays heavy with fat'hah and dammah



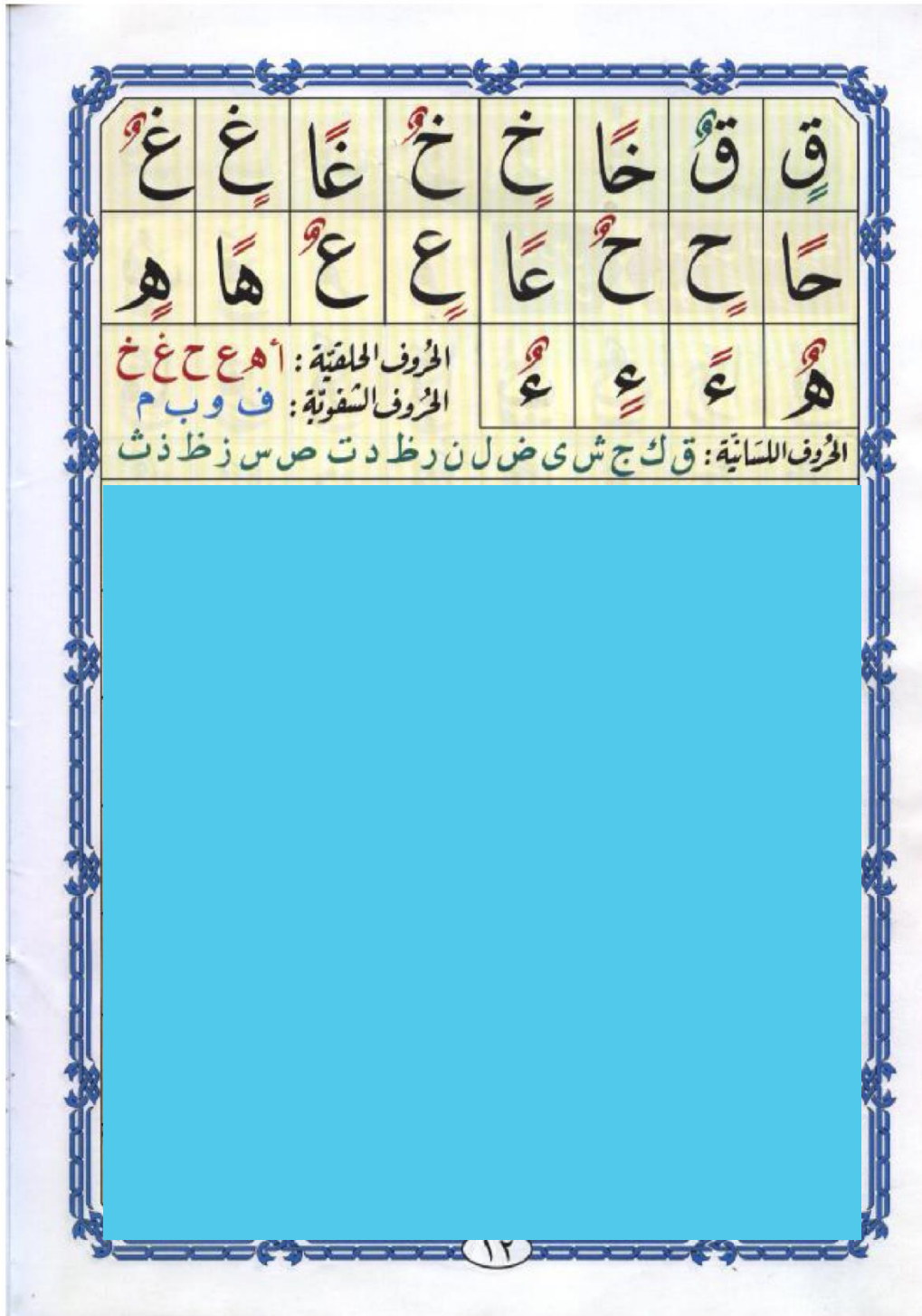
* When reading **ص / ض** the reader should keep **القلقلة** at the end when moving from fat'hah to kassrah and from kassrah to dammah



* **Observation** in this lesson, the order of the alphabet is set by the order of the articulation points , from the letters of the throat, then the deepest part of the tongue to the middle then two edges of the tongue after that the tip of the tongue then the top of the tip then the lips.

الدَّرْسُ
الخَامِسُ
الْحُرُوفُ الْمُنَوَّنَةُ
السُّبُونُ

مَا	مِ	مَر	بَا	بِ	بُ	وَ	وِ
وُ	فَا	فِي	فَا	ثَا	ثِي	ذِي	ذِي
ذِي	ذَا	ظَا	ظَا	زَا	زِي	زِي	زِي
سَا	سِي	سِي	صَا	صِي	صِي	هَاتِي	هَاتِي
هَاتِي*	دِي	دِي	دَا	طَا	طَا	رَا	رَا
رِي	رِي	نَا	نَا	نَا	لَا	لَا	لَا
ضَا	ضِي	ضِي	يَا	يَا	يَا	شَا	شَا
شَا	جَا	جِي	جَا	كَا	كَا	كَا	قَا



المنونة

Nonation : **التنوين** ّ ِ ُ double fat'hah, double kassrah ,double dammah

* First read the title in Arabic then translate it

* **advice to new students**: listen to the reciter(recorded audios) in order to memorize the title and the name of the vowels

* With Tanween here, the sound of the letter has somehow changed compared to letters with a single vowel ex : م with double fat'hah is pronounced as "مَنْ"
With double kassrah : "مِنْ" and with double dammah "مُئْ"

NOTE : when pronouncing tanween , do not exaggerate in ghunnah, give it its moderate time only and make it light not heavy with the heavy letters

* First say the name of the letter then the double Fathah then the sound of the letter , same thing with Dammah(**circulating the lips only on letter meem then go back to sukoon position for tanween**) then we say both together, then say it with Kassrah then say all three together

* In case of tanween with fathah, an alif is added to the letter (alif comes in this shape ا and this shape as in the Quran ي)

* For (ة) even with double fat'hah, no alif is added to it because it does not attach with any letter after it

* For homework: ask the students to write the line(s) studied 10 times and listen to recordings 25 times

المُروف الحلقية: أ ه ع ح غ خ

المُروف السفوية: ف و ب م

المُروف اللسانية: ق ك ج ش ي ض ل ن ر ظ د ت ص س ز ط ذ ث

تدريبات على الحركات والتشوين

الدرس السادس

أَبَدًا	أَحَدٌ	أَخَذَ	أُذِنَ	أَمَرَ	أَنَا*
بِخَلٍ	بِرَّةٍ	جَعَلَ	جَمَعَ	حَسَدَ	حَشَرَ
خَشِيَ	خَلَقَ	خَلَقَ	ذَكَرَ	رَفَعَ	رَقِبَةً
سُرٌّ	سَفَرَةٍ	صُحُفًا	وَسَطًا	طَبِقَ	طَبَقًا
طُوي*	عَبَسَ	عَدَلَ	عَلِقَ	عَمَدٍ	عِنْبًا
عَبْرَةٌ	فَعَلَ	قَتَرَةً	قَتَلَ	قَدَرَ	قَرِيٌّ*

Lesson 6 : الدرس السادس

exercices on vowels and nonation:

والتنوين تدريبات على الحركات

** In this lesson inshallah, we will learn how to read actual words from the Quran !

** as usual, keep the same tone!!

** read the name of first letter then its vowel then the sound with the vowel, then the name of the next letter then its vowel then the sound with the vowel then join both sounds together then the next letter same way then read the entire word .

** For the word (**أنا**) the alif has a rectangular zero which means the alif is dropped during reading, no madd with it.

** For the words **هدى** and **طوى** the letter in the end is called ألف مقصورة it is not "ya"

Remember these are the chairs of hamzah : (**أ و ئ) we read the hamzah not the chair

** In the word "كفوا" the alif is not read

** Take care of the heaviness and lightness of the letters according to the vowel each one has

** after reading a whole line with spelling, re-read it without spelling

** In the end of this lesson, below the grid, just mention to the students

** As shown on the picture at the beginning of the lesson, just mention the letters of the throat, the letters of the lips and the letters of the tongue.

الألف الصغيرة والياء الصغيرة
والواو الصغيرة .

الدَّرْسُ السَّابِعُ

بَاب	مَي	رَ	مَ	لَ	وَ	نَ
ءَ	هَ	عَ	حَ	غَ	خَ	تَ
ثَ	جَ	دَ	ذَ	زَ	سَ	شَ
صَ	ضَ	طَ	ظَ	فَ	قَ	كَ
يَ	هَ	وُ	هَ	ءَ	ٖ	ٖ

حرف الإدغام : ب ٖ حروف الإدغام : ي ز م ل و ن ٖ حروف الإدغام : ء ه ع ح غ خ
حروف الإخفاء : ت ث ج د ذ ز س ش ص ض ط ظ ف ق ك

الدرس السابع: lesson 7:

The small alif and the small ya'a and the small waw

الألف الصغيرة و الياء الصغيرة و الواو الصغيرة

** Read the title in Arabic then translate it in English

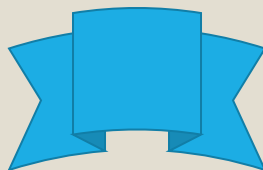
** The small alif looks like a small stick above the letter, the small ya'a and small waw go besides the letter to the left

** Whenever the student reads one of the lines with small alif, the teacher requires that they also read the last line because it is the only one with small (يا) and small (واو)

** All three , small أَلِف , small (يا) and small (واو) are stretched two vowel counts no more no less , as they are also madd letters just in a different shape

** Always keep the tone of the reciter !!!

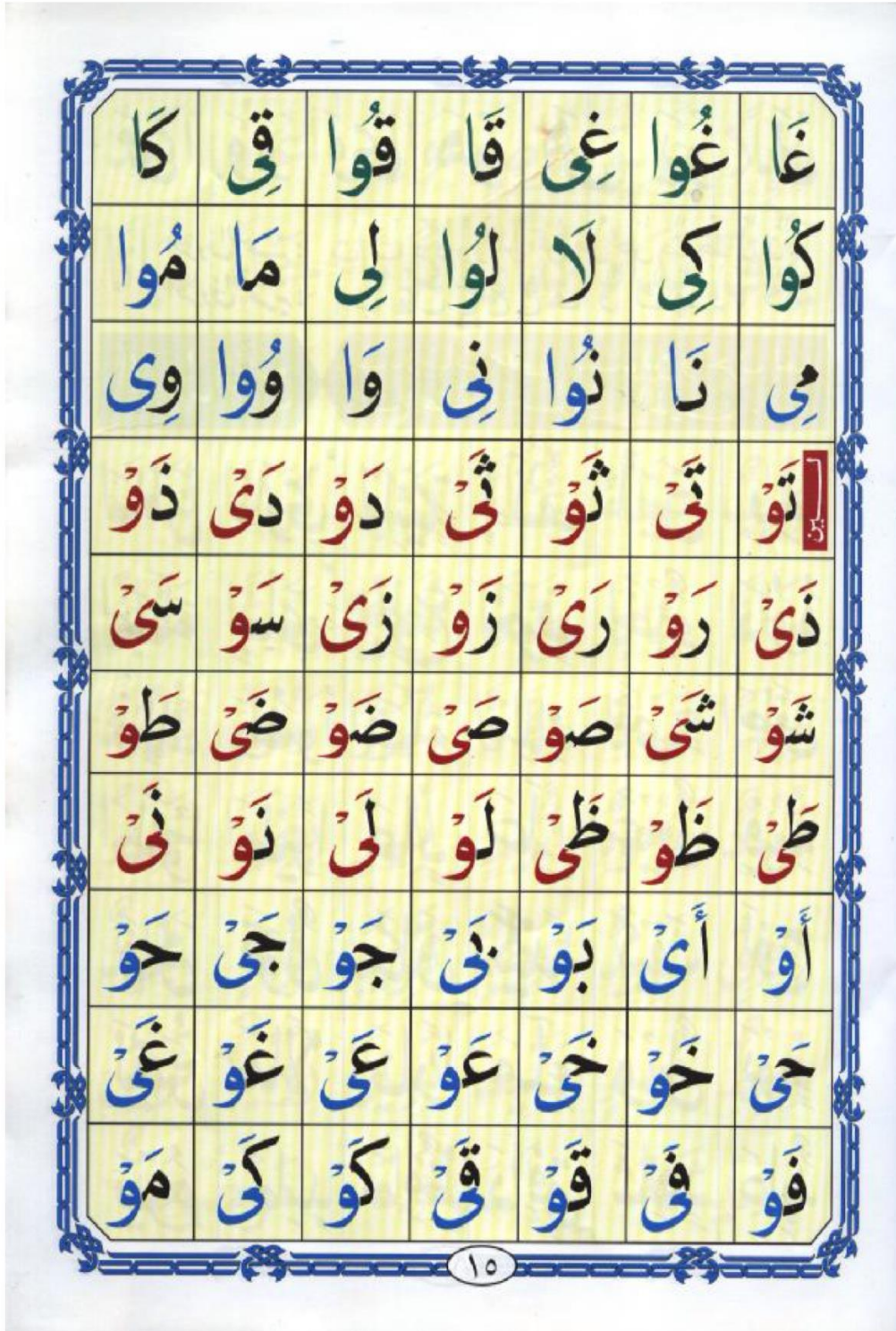
** Some students get confused in the last line, the teacher should make sure they are reading correctly And make sure they don't confuse hamzah with the rest of the letters.

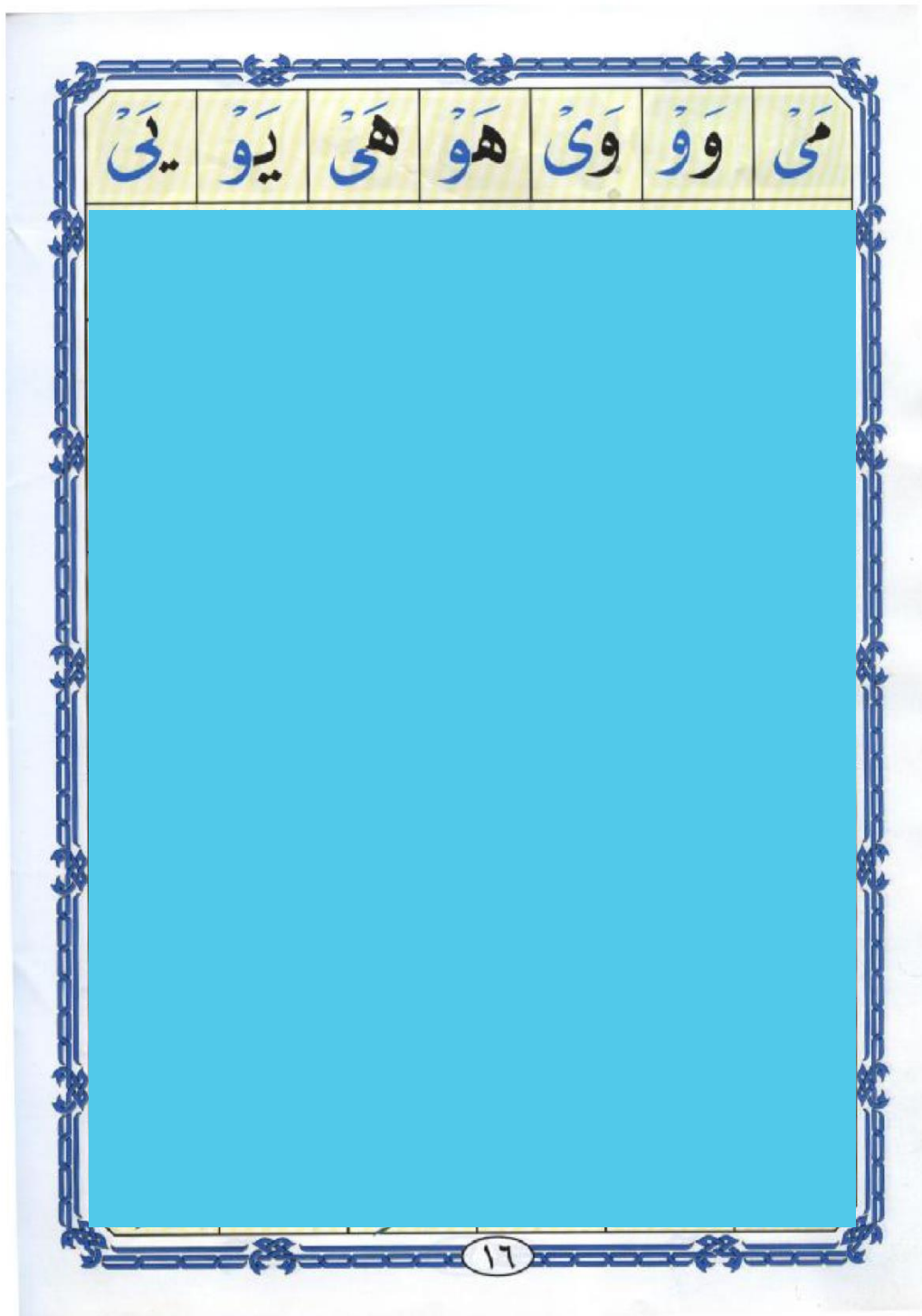


حُرُوفُ الْمَدِّ وَاللَّيْنِ

الدَّرْسُ الثَّامِنُ

أَبَا	بُؤَا	بِي	تَا	تُوا	تِي	ثَا
ثُوا	ثِي	حَا	حُوا	حِي	خَا	خُوا
حِي	رَا	رُوا	رِي	زَا	زُوا	زِي
طَا	طُوا	طِي	ظَا	ظُوا	ظِي	فَا
فُوا	فِي	هَا	هُوا	هِي	يَا	يُوا
يِي	ءَا	أُوا	إِي	جَا	جُوا	جِي
دَا	دُوا	دِي	ذَا	ذُوا	ذِي	سَا
سُوا	سِي	شَا	شُوا	شِي	صَا	صُوا
صِي	ضَا	ضُوا	ضِي	عَا	عُوا	عِي





Lesson 8: letters of madd and leen (letters of lengthening and softness)

حُرُوفُ الْمَدِّ وَاللَّيْنِ : الدرسُ الثامن

* Read the title in arabic then translate it, when reading **الدرس** make sure **ر** is heavy and is light (د), in the word **الثامن** letter (ث) has shaddah. Also read the word highlighted in red "الْمَدَّ"

** Explain to the students what are letters of **مد** **ألف** saakinah preceded by fat'hah, **واو** saakinah preceded by dammah and **ياء** saakinah preceded by kassrah. And what are letters of **لين** :
واو saakinah preceded by fathah and **ياء** saakinah preceded by fat'hah also.

** The **مد** letters here are stretched two vowel counts only

** First read the name of the letter then the vowel then the letter of madd with sukoon then say the sound of the letter with madd. **Ex:** ba fathah alif sukoon ba(stretch two vowel counts)

** in case of madd with waw, it is followed by an alif which is cancelled in reading(it is a symbol for the plural) **Ex:** **بُوا** // **أُوا**

** after spelling the first letter with madd (alif) following the steps explained above, do the same with the next madd letter (waw) then join both the first and second sounds then same thing with the third mad letter (ya) then join all three sounds together

** when it comes to heavy letters, the teacher/student should remember that the level of heaviness changes according to the vowel the letter has, **EX** : خَا / خُو are heavier than خِي

** Leen letters



** First read the word highlighted in red "اللين"

** Here we can see the letters and are preceded by a fathah so the sound is different than the sound of madd letters. **EX** : تَ فَتْحَةَ وَآوِ سُكُونِ تَوِّ (taw), then we read the same letter with the other leen letter تَا: فَتْحَةَ يَا سُكُونِ تَيِّ (tay) then we join both تَوِّ تَيِّ (taw tay).

** When the letter is followed by madd or leen, or by small (alif, waw, ya) **we can not spell the letter by itself but we spell both at the same time**, that is why it is recommended that the reader watches for the letters they are about to spell before starting, so they know the correct way

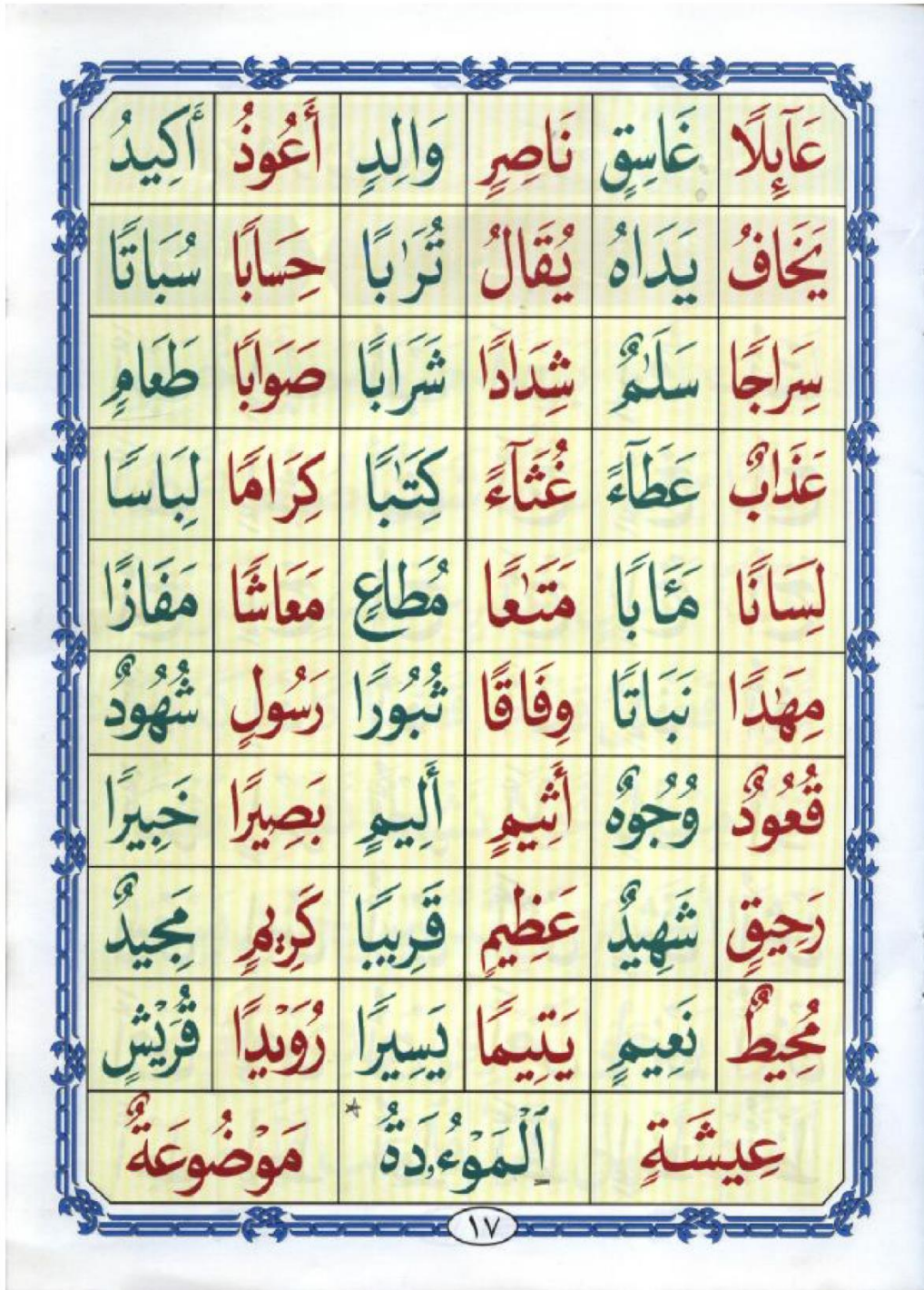
** **observation** : when spelling the letters عَيْنَ / عَيْنِ avoid turning the sukoon in the end into a kassrah " do not say عَيْنِ fat'hah but say (عَيْنَ) fat'hah

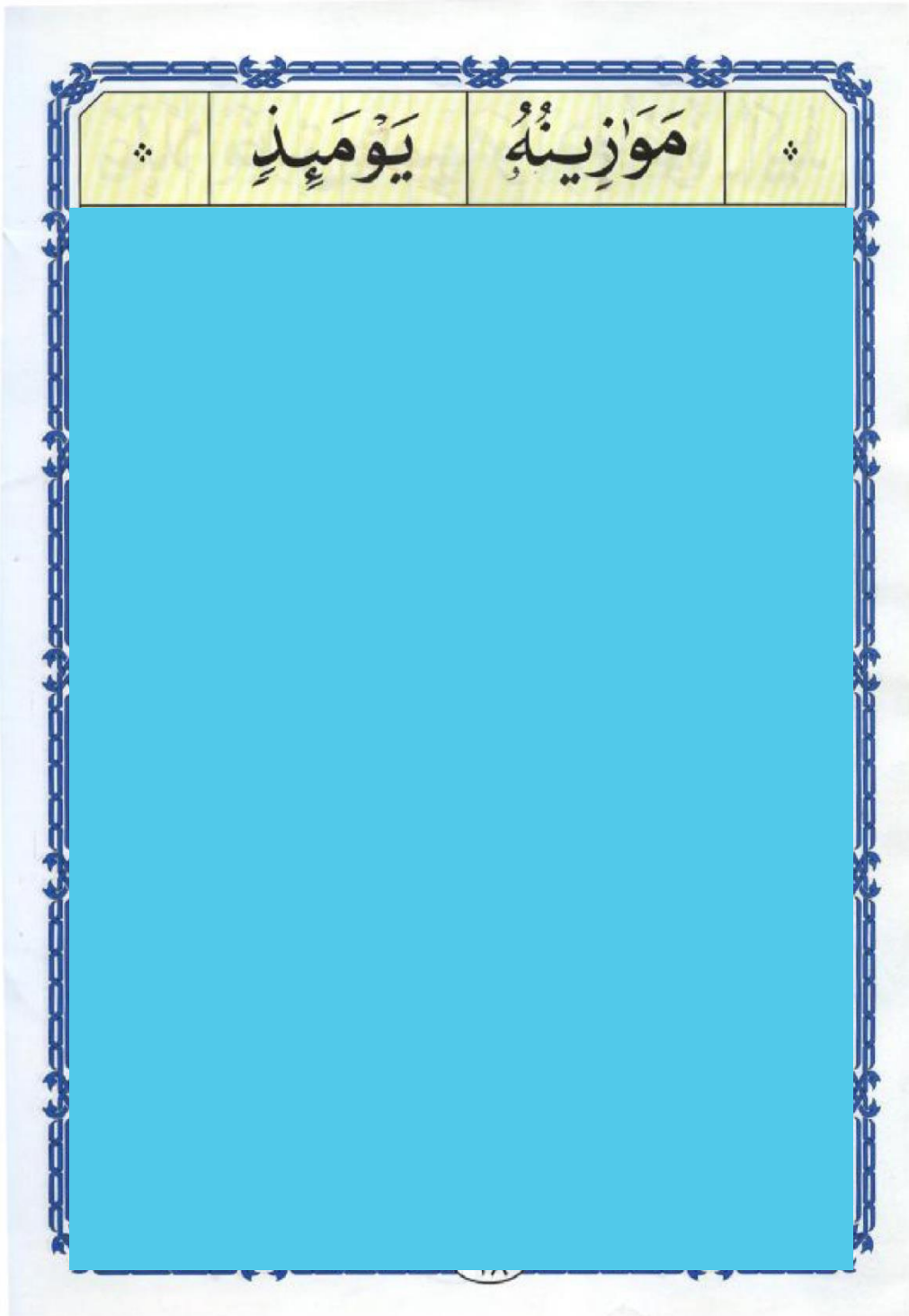
** After reading with spelling, the reader should also read directly without spelling keeping the same tone

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

الدرس التاسع
 تدريبات على التنوين وأحرف المد
 الثلاثة وحرقي اللين

ءَامَنَ	ءَاوَىٰ	ءَانِيَةً	ءِءْلَفِ	ءَيْنَ	بِهِ،
جَاءَ	جِءِئِيءً	جُوءِءٍ	خُوءِفِ	خَيْرُ	دَاوُدُ
ذَءِكَ	رِءْضُوءً	شَاءَ	مَءَلِكِ	شَيْءٍ	طَفَىٰ
طَفُوءًا	طَيْرًا	عَادِ	عَءْلَىٰ	عَيْنُ	فِيهِ
قَالَ	قَوُوءٌ	كَانَ	كَيْدًا	كَيْفَ	لُوءِءٍ
لَيْسَ	مَءَالًا	نَارًا	مَءَاءِ	وَيْلُ	يُوءِمِ
يَرَهُ	حَءَسِءِدِ	حَءَءِءِظًا	دَءَءِءِ	شَءَءِءِدِ	عَءَبِءِدُ





Lesson 9 : الدَّرْسُ التَّاسِعُ

Excercises on the tanween and the three madd letters and leen letters

** First read the lesson title then translate it


** Once the student reached this level in learning Nooraniah, the teacher should test them from lesson 1 to lesson 8 all at once or by two parts , so they can be able to review all the steps they learned throughout the first half of Nooraniah

** When one is about to spell a letter, they should watch the next letter to avoid mistakes,

** Read the first letter with its vowel(watch if the next letter is **مد** or **لين** in this case they should be joined) then move to the next letter and spell it with its vowel then join both sounds(watch for short { letters with fathah only } and long vowels {letters with fat'hah followed by **مد** letter} then spell the next and join all three sounds together)

** When ya has a small alif on top, we only read the small alif , ya in this case in only a chair

** In the words (جَاءَ) and (جَاءِ) letter جيم is followed by an أَلْف (madd letter) followed by hamzah, which means that we should stretch it 4 or 5 vowel counts, (when spelling only جيم and madd letter without hamzah we only stretch it two counts)

** when spelling this word, we say : جَاءِ fathah | madd جيم ,
ءَ fathah ءَ 

** Here, in the word (جَاءِ) we transfer from letter جيم to "ya because alif has a rectangular zero so it is dropped, "and we say ya madd not ya sukoon,

** for madd letters that we spell with sukoon (ex: جُوعِ), they don't have any sign on top

** for leen letters they have sukoon on top (ex: خَوْفِ)

** for letters of madd that we spell with " (alif madd/waw madd/ya madd) they have a sign on top (like a wave) (ex: جَاءِ)

** In the word الْمَوْءِدَةُ, the teacher should explain what is همزة الوصل in a simple way without too much details, and say that when we begin with it in nouns we vowel it with fathah.

** When spelling the words in the last two lines of this lesson, we watch for the last letter of the word, we spell it (silently) before beginning the word to adjust its tone of the word.

السَّكُونُ ()						الدَّرْسُ العَاشِرُ
أَب	إِب	أَب	أَب	أَب	أَب	أَب
أَث	إِث	أَث	أَث	أَث	أَث	أَث
أَح	إِح	أَح	أَح	أَح	أَح	أَح
أَد	إِد	أَد	أَد	أَد	أَد	أَد
أَز	إِز	أَز	أَز	أَز	أَز	أَز
أَس	إِس	أَس	أَس	أَس	أَس	أَس
أَص	إِص	أَص	أَص	أَص	أَص	أَص
أَط	إِط	أَط	أَط	أَط	أَط	أَط

Lesson 10 : الدَّرْسُ العَاشِرُ : The sukoon : (ْ) السَّكُونُ

** For letter (ب) and (ط) : with sukoon the reader should show the qalqala without engaging the jaw or the two lips and fulfill the kassrah in hamzah, knowing that (ط) is heavy

** For letter (ت) and (ك) : with sukoon the reader should show the running of the breath without exaggerating . After the letter with dammah , the lips should go back to the neutral position and bring the letter with sukoon after spelling hamzah with dammah

** For letter (ث) : with sukoon the reader should show the running of the breath and the running of the sound , the lips should go back to the neutral position and bring the letter with sukoon after spelling hamzah with dammah

** For letter (ج) : with sukoon the reader should show the qalqala without engaging the jaw or the two lips and **avoid** running of the sound

** For letter (ح) : with sukoon the reader should show the running of the breath and give the letter its time for softness رخاوة

** For the letter (خ) : Here the reader should watch for the change in the level of heaviness depending on the precedent vowel

NOTE : THE TEACHER SHOULD WATCH FOR ANY MISTAKE WHEN THE READER NAMES THE LETTER

** For the letter (د) dal : with sukoon the reader should show the qalqala without engaging the jaw or the two lips and fulfill the kassrah in hamzah

** For the letter (ذ) thal : with sukoon the reader should show the running of the sound and give the letter its time of softness رخاوة

** For the letter (ر) ra : When preceded by dammah or fathah it is heavy, but when preceded by kassrah it is light, and the reader should avoid trilling(repetition of the sound of ra) and give it its moderate time

** Of course, we read with and without spelling

** For the letter seen and (ص) : with sukoon the reader should show the running of the breath and the running of the sound , the lips should go back to the neutral position and bring the letter with sukoon after spelling hamzah with dammah, knowing that (ص) is heavy

أَنْتِ إِهْدِي بَعْدُ بَطْشَ سَعْيِ كُنْتُ

لَسْتَ أَمْرٍ بَرْدًا جَمْعًا حَبْلُ خُسْرِ

خَلْقًا سَبْحًا سَبْقًا شَأْنُ صُبْحًا ضَبْحًا

عَبْدًا عَدْنِ عَشْرِ عَصْفِ غَرْقًا

عُلْبًا فَصْلٌ قَدْحًا قَضْبًا كَأْسًا كَدْحًا

لَفْوًا مِسْكٌ نَخْلًا نَشْطًا نَفْسِ نَقْعًا

يُسْرًا أَبْقَى تَرْضَى تَنْسَى يَخْشَى يَسْعَى

يَتْلُوا يَدْعُوا تَجْرِي يَهْدِي يُغْنِي

أَلْقَتْ أَمْهَلٌ إِقْرَأُ فَاذْعَبُ فَاَنْصَبُ*

وَأَنْحَرَ أَخْرَجَ أَرْسَلَ أَغَطَشَ أَفْلَحَ

أَكْرَمَ أَلْهَمَ أَنْشَرَ أَنْقَضَ دَمَدَمَ

عَسَعَسَ أَعْبَدُ نَعْبُدُ يَخْرُجُ يَحْسَبُ

يَشْرَبُ يَشْهَدُ تَرَهَّقُ تَعْرِفُ أَقْسِمُ

يُبْدِي يُنْفِخُ يَنْقَلِبُ يُوسِسُ ثَقَلَتْ

حُشِرَتْ سَطِحتْ كَشِطَتْ نُشِرَتْ

نُصِبَتْ أَثْرَنَ وَسَطَنَ فَرَعْتَ تَأْتُونَ

يُسْقُونَ يَفْعَلُونَ يَعْمَلُونَ يَعْلَمُونَ

يَضْحَكُونَ يَكْسِبُونَ يَدْخُلُونَ يَنْظُرُونَ

تَعْبُدُونَ أَنْعَمْتَ أَنْذَرْنَا أَنْزَلْنَا خَلَقْنَا

رَفَعْنَا وَضَعْنَا نُطْفَةَ عِبْرَةٍ زَجْرَةٌ

تَذِكْرَةٌ مُسْفِرَةٌ مُؤَصَّدَةٌ مَسْغَبَةٌ

مَقْرَبَةٌ مَثْرَبَةٌ تَضْلِيلٌ تَقْوِيلٌ تَكْذِيبٌ

تَسْنِيمٌ مَسْكِينًا مَمْنُونٌ مَحْفُوظٌ

مَخْتُومٌ مَسْرُورًا مَشْهُودٌ أَبْوَابًا

مَصْفُوفَةٌ أَزْوَاجًا أَشْنَاتًا إِطْعَمُ أَعْنَابًا

أَفْوَاجًا أَلْفَا فَا قُرْءَانُ الْحَمْدُ وَالْفَجْرُ

وَالْفَتْحُ وَالْعَصْرُ مِنَ الْمُعْصِرَاتِ

مَعَ الْعُسْرِ مَا الْقَارِعَةُ وَإِذَا الْمَوْءِدَةُ

يَنْظُرُ الْمَرْءُ كَالْفَرَاشِ الْمَبْثُوثِ

كَالْعِهْنِ الْمَنْفُوشِ لَيْلَةُ الْقَدْرِ

أَخْرَجَتِ الْأَرْضُ مِنْ أَهْلِ الْكِتَابِ

عِنْدَ ذِي الْعَرْشِ الْمَعْنُونَ

وَهُوَ الْغَفُورُ الْوَدُودُ ذُو الْعَرْشِ الْمَجِيدُ

لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيمٍ

أَعْطَيْنَاكَ الْكَوْثَرَ ءَأَلْتَنَ

Lesson 11 : الدرس الحادي عشر

Excercises on sukoon: تَدْرِيبَاتٌ عَلَى السُّكُونِ

** This lesson is very important as with sukoon, all the characteristics of the letters appear in a clear way

** read the title in arabic then translate it, correcting any mistakes that might occur

** When spelling the first letter, the reader should watch for the next one, if it has sukoon it should be joined to the first one while spelling

** when spelling noon saakinah it is pronounced clearly, we only hide it with ghunnah "two counts" when joined with one of the letters of إخفاء

NOTE: IT IS WELL KNOWN THAT GHUNNAH IS NEVER COUNTED BY COUNTS, WE ONLY SAY IT FOR THE BEGINNER STUDENTS TO MAKE IT EASY TO APPLY, ONCE THEY ADVANCE IN THEIR LEARNING, THE TEACHER SHOULD CLARIFY THE RULE OF GHUNNAH LATER ON.

★ **WITH** خ / غ / ح / ع / هـ / ء, noon is pronounced clear

without extra ghunnah

★ **WITH** one of the letters of the word ينمو, noon is

merged with ghunnah, and merged completely without ghunna with ر // ل

★ WITH letter ب, noon is changed into a (ـ) hidden with ghunnah "two counts"

★ WITH THE REST OF THE LETTERS, noon is hidden

with "ghunnah two counts". While doing إخفاء the reader should make the ghunnah light if noon is followed by a light letter like : أَنْتَ , and make the ghunnah heavy when followed by a heavy letter like : يَنْظُرُ . The tip of the tongue should be near the articulation point of the letter following noon
"الحرف المخفي عنده"

** when stopping on a letter with a vowel, the reader should give it only one count, NOT STRETCH IT TWO COUNTS

** As we mentioned in lesson 10, the reader should show the characteristics of the letters with sukoon, as for running of the sound or/and breath , and time moderation for the letters in between.

Examples

: letter (س) : with sukoon, we should show the lightness, running of the breath ,give it enough time for the running of the sound and the whistle as well,

: letter (ر) : with sukoon, when preceded by fa'thah or dammah, it is heavy, the reader should avoid trilling "تكرار"
And give it its moderate time, if preceded by a light letter like (ب)" be careful not to make it heavy too.

** With hamzah , the reader should be careful not to bounce it with sukoon

** the teacher should read all the words of this lesson with spelling

** Remind the student about letters of qalqala : "قطب جد"

** With letter (ص) with sukoon, the reader should show, the heaviness تفخيم, the whistle الصفير, the softness رخاوة and the adhesion الإطباق

** With letter (ل) with sukoon, especially when preceded by a heavy letter, or followed by one, the reader should be careful not to make it sound heavy too

** with letter (ض) besides being a heavy letter, the reader should give it time for the running of the sound and not BOUNCE IT

** In the words فأنصب // فأرغب as an example ,the همزة (connecting hamzah), is dropped when continuing reading and also when spelling, which means that the reader transfers from (ف) fat'hah to (ر) sukoon in the word فأرغب

** To make a heavy ghunnah in the word فأنصب for example, the reader should raise the deepest part of the tongue !

** AT this level, the teacher can start explaining the levels of ghunnah : most complete, complete, incomplete and most incomplete ghunnah

** Again, remind the students about the chairs of hamzah like in the word يُبْدِي

** In the word " الْحَمْدُ " , we spell it hamza fatha lam sukoon أَكْ , because همزة الوصل here is at the beginning and not joined with any letter before, letters (ل and م) with sukoon, both have the same timing as both are letters of بينية (in between).

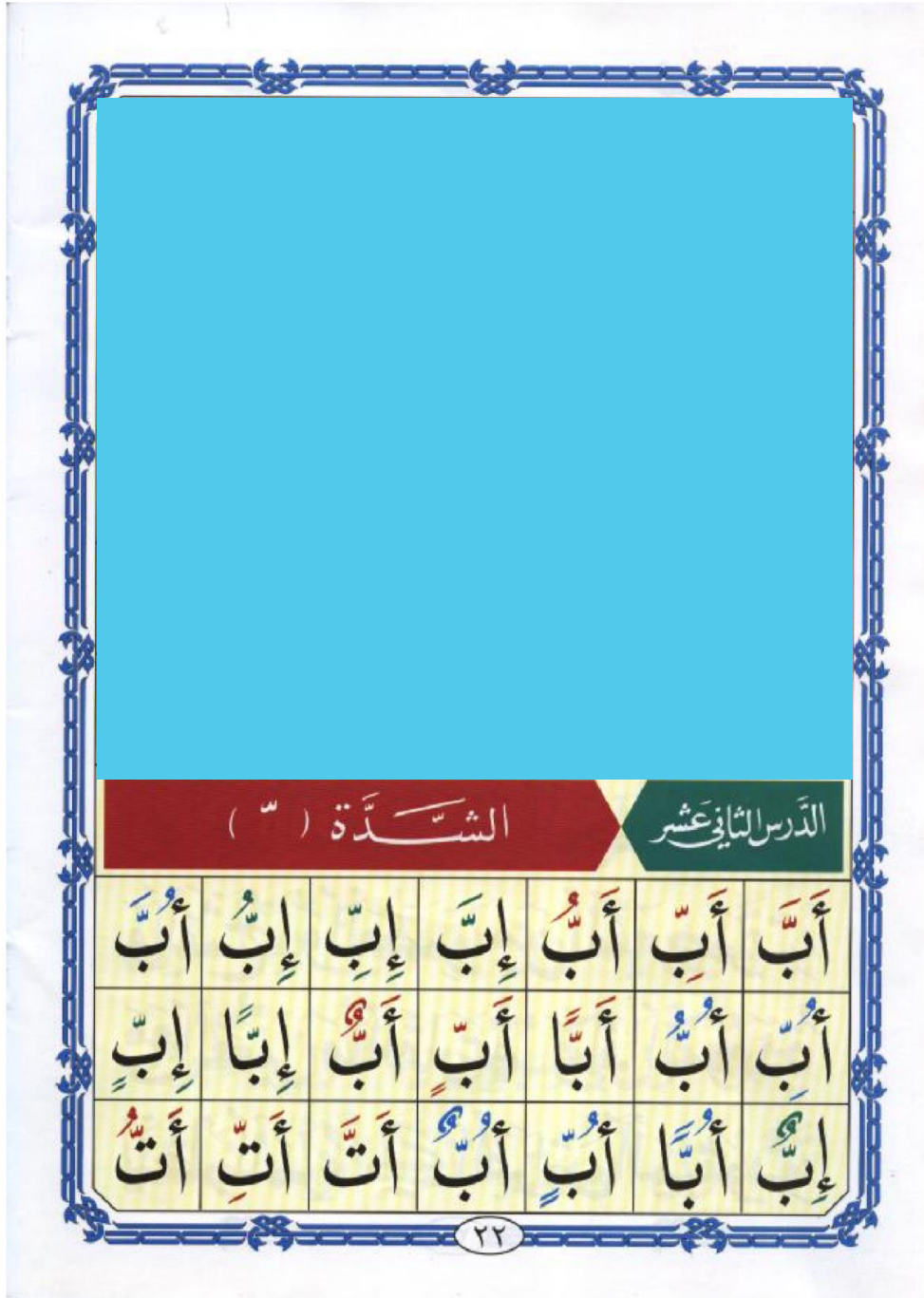
** When spelling two words together, and the second word has همزة الوصل, the reader transfers from the last letter of the first word to lam saakinah without spelling همزة الوصل, like :

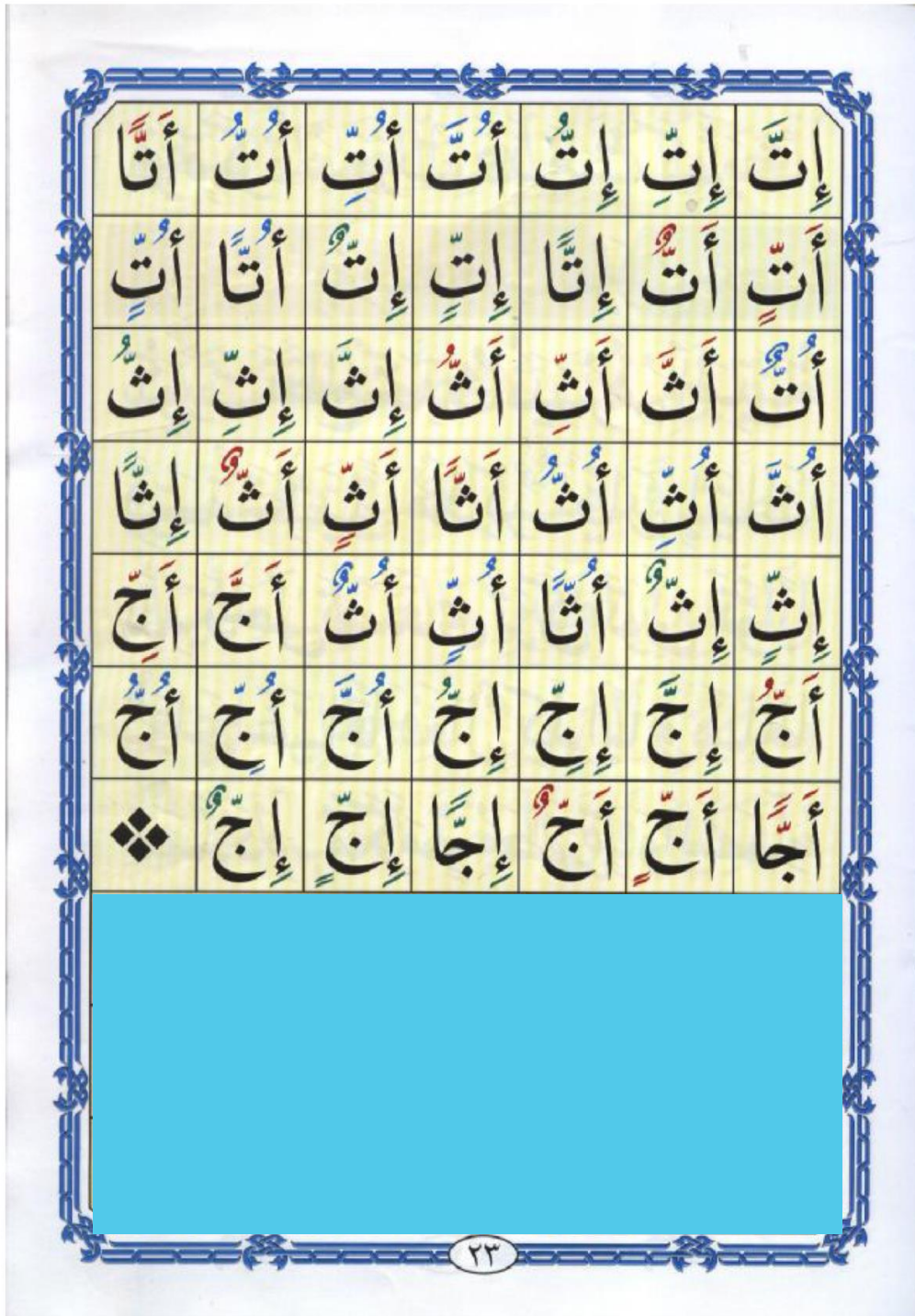
مِنَ الْمُعْصِرَاتِ
مَعَ الْعُسْرِ
مَا الْقَارِعَةُ

** In the word مَا الْقَارِعَةُ, alif sukoon in مَا is dropped, because one of the arabic language rules says that it is not allowed to combine two letters with sukoon following each other, same thing for ذُو الْعَرْشِ ،، ذِي الْعَرْشِ : letters (ي and و) before همزة الوصل are dropped

** When reading " ءَالتَّنِّ " , the letter of madd is followed by a letter with sukoon, the madd is stretched six vowel counts, it is called مد لازم

↔ When spelling this word we join hamza fat'ha alif madd lam sukoon and stretch madd six vowel counts





Lesson 12 : الدرس الثاني عشر : The shaddah : الشدَّة

** read the title of the lesson in Arabic then translate it in English

** shaddah is a shape like a small W , when it is on top of a letter, it means that is it double letter. Example :
شش = ش

** We give the letter the time it needs depending on the characteristic it has : بينية // رخاوة // شدة :

** In this lesson , all the letters are preceded by a hamzah

** The reader has to join the sound of the letter that has shaddah with the first letter when spelling ,it can not be spelled alone !

** NOTE : when spelling hamza fatha ba shaddah (أَبّ) cut the sound and do not apply qalqalah

➤ Some of the characteristics are not applied when spelling, but رخاوة is applied

** the reader should complete and fulfill the vowels fat'hah, dammah and kassrah

** when spelling letter ta with shaddah, do not apply الهمس, do not push air with it, just cut the sound at the end and emphasis the shaddah

** The reader should keep in mind that the letter with shaddah is a combination of double letter so it need more time to pronounce

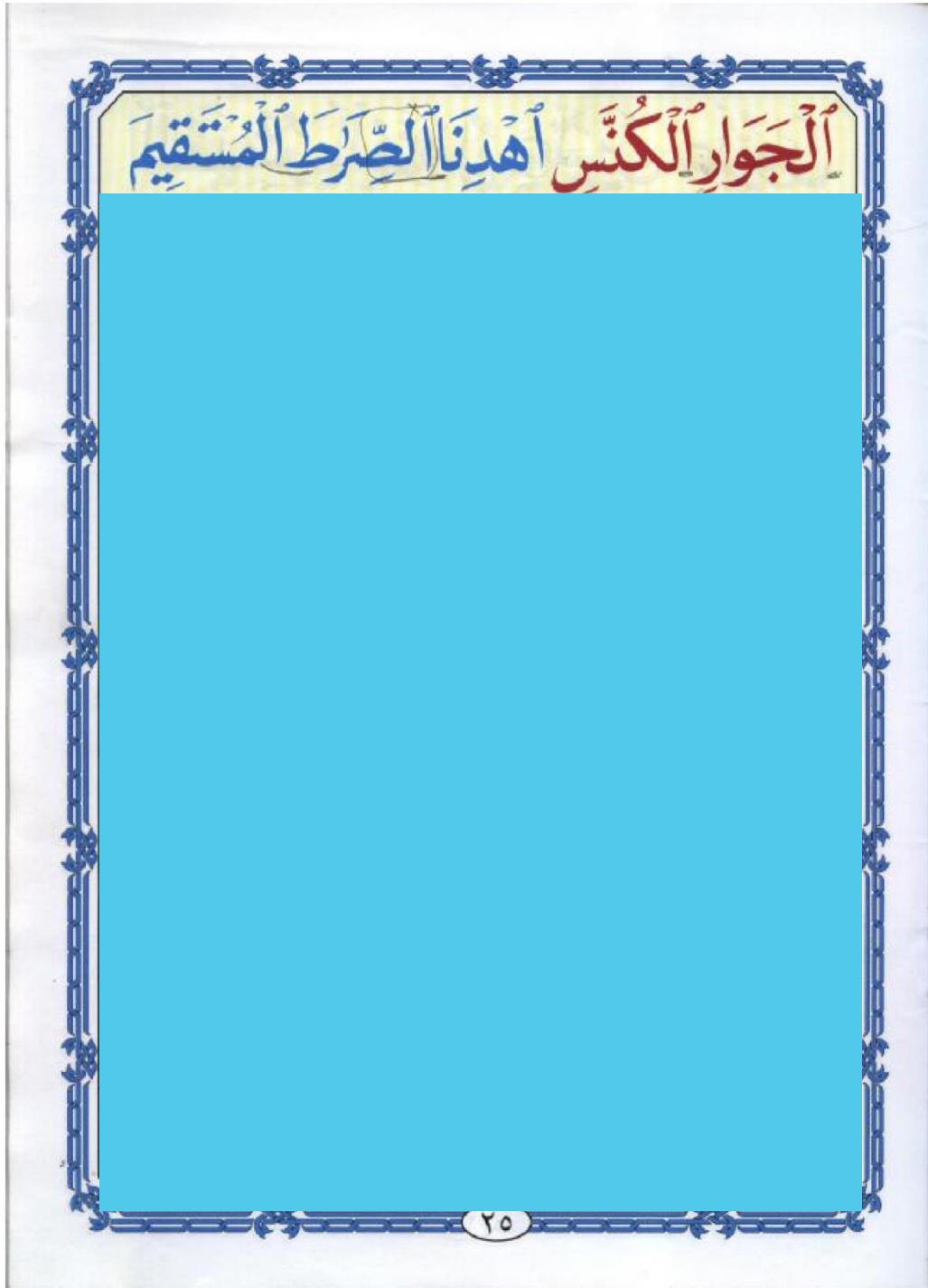
** In case of letters "م" and "ن" with shaddah, they are read with most complete ghunnah

** In case of letter "ر" , the reader should avoid trilling التكرار










Lesson 13 : الدرس الثالث عشر

Excercises on shaddah: تَدْرِيبَاتٌ عَلَى الشَّدَّةِ


** read the title in arabic then translate it to english

** The spelling of the word " بُرَّرَ " :


 We learned before that letter (ر) with kassrah is light, but here when we begin spelling the word we join the sound of ba with dammah and (ر) with shaddah only, which makes " ر " unvoweled, that is why it becomes heavy , then we join the sound of " ر " with kassrah and make it light .

** The reader has to complete the shaddah before moving to the next letter, especially when it comes between two voweled letters

** The spelling of the word " صَدَّقَ " :


 When we spell the sound of " د " with shaddah qalqalah should not be applied, and we should pronounce it light as it comes between two heavy letters { in case of spelling a letter with sukoon only we should apply qalqalah }

** The spelling of the word " يَظُنُّ " :

 When we spell the sound of " ن " with shaddah, we should give it the most complete ghunnah


** The spelling of the word "قُوَّة" and all the words with emphasised "و" :

When spelling و with shaddah we should put more accent on the letter, that is called "النَّبْر"

 Same thing with letter ي with shaddah

** The spelling of {لله} اسم الجلالة :

The letter ل has a small alif, it is stretched two vowel counts, it is preceded by "ل" with kassrah, that is why it is pronounced light

 The shaddah in letter (ل) should be emphasised

** The spelling of the word وَالسَّابِحَاتِ and all the words with لام شمسية :

Here the letter (ل) is followed by a letter with shaddah, that is how we know if lam is لام شمسية, which means when we join the sound of letter "و" we drop both لام شمسية and همزة الوصل.

** The spelling of the word تَبْلَى السَّرَائِرُ :

Here we have the meeting of two saakin (ى) and (أ)

Both of them drop when spelling and reading, plus لام شمسية that drops as well, we transfer from ل to س.

** The spelling of the word **فَمَهْلٍ الْكَافِرِينَ** and all the words with **لام قمرية**:

Here lam is spelled and pronounced because as we can see it has sukoon on top and the letter that follows it has no shaddah.

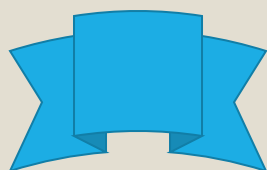
When a verb begins with **همزة الوصل**, we look at the third letter of the verb if it has dammah we begin **همزة** with dammah, if the third letter of the verb has fat'hah or kassrah we start **همزة الوصل** with kassrah
EX: **أَهْدِنَا** we begin with **همزة الوصل** with kassrah.

EXCEPT FOR THESE FIVE VERBS :

هَمْزَةٌ that we start **هَمْزَةٌ** with kassrah even if the third letter of the verb has dammah
اقضوا // ائتوا // امشوا // ابنوا // اقضوا

when joining **أَهْدِنَا الصِّرَاطَ**, alif at the end of the verb and **همزة الوصل** and **لام شمسية** drop when spelling and reading

After spelling the words, read again without spelling



تدريبات على الشدة والسكون

الدرس الرابع عشر

مَرُّوا رَبِّي مُدَّتْ مُحَقَّتْ خَفَّتْ تَبَّتْ

تَخَلَّتْ قَدَمْتُ وَالصُّبْحُ وَالشَّمْسُ

وَالشَّفَعُ بِالصَّبْرِ وَالصَّيْفِ وَاللَّيْلِ

وَالتَّيْنِ وَالزَّيْتُونِ سَجِيلِ سَجِينِ

مُنْفَكِينَ فَإِنَّ الْجَنَّةَ لِحُبِّ الْخَيْرِ

إِذَا السَّمَاءُ أَنْشَقَّتْ مَا الظَّارِقُ النُّجْمُ

الثَّاقِبُ مِنْ شَرِّ الوَسْوَاسِ الْخَنَاسِ

Lesson 14: الدَّرْسُ الرَّابِعُ عَشْرَ

Excercises on shaddah and sukoon

تَدْرِيبَاتٌ عَلَى الشَّدَّةِ وَالسُّكُونِ

** when spelling a letter with shaddah the reader should not return to the beginning of the word to join until they are done with shaddah

** The reader reads with and without spelling (هجاء)

** the words written in the same color should be spelled together { blue words go with blue words},{red words go with red words}

** In the word مُنْفَكِينَ : the teacher reminds the students that noon saakinah here is hidden near letter "fa" with a complete ghunnah {as mentioned earlier in previous lessons}



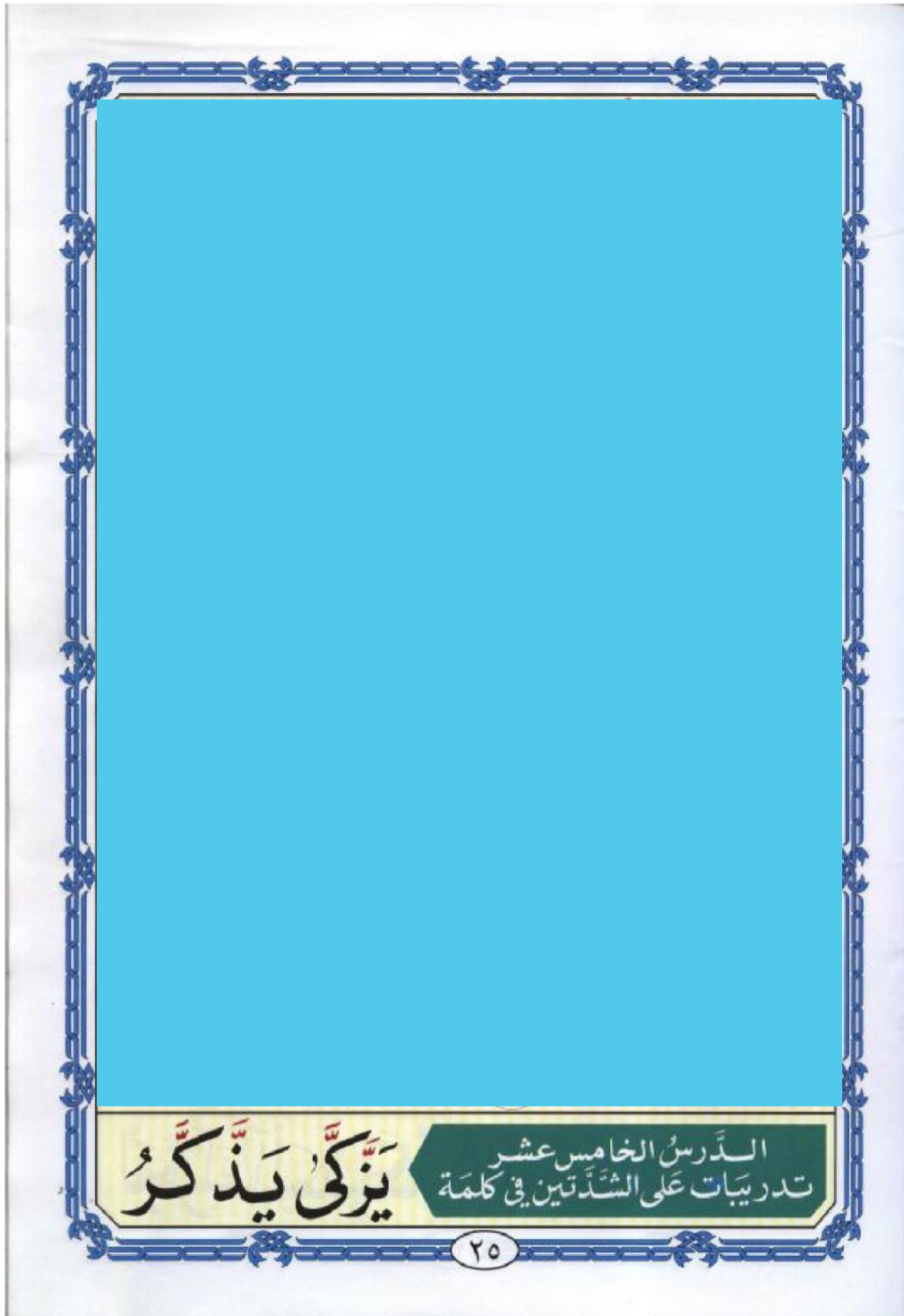
Levels of ghunnah =

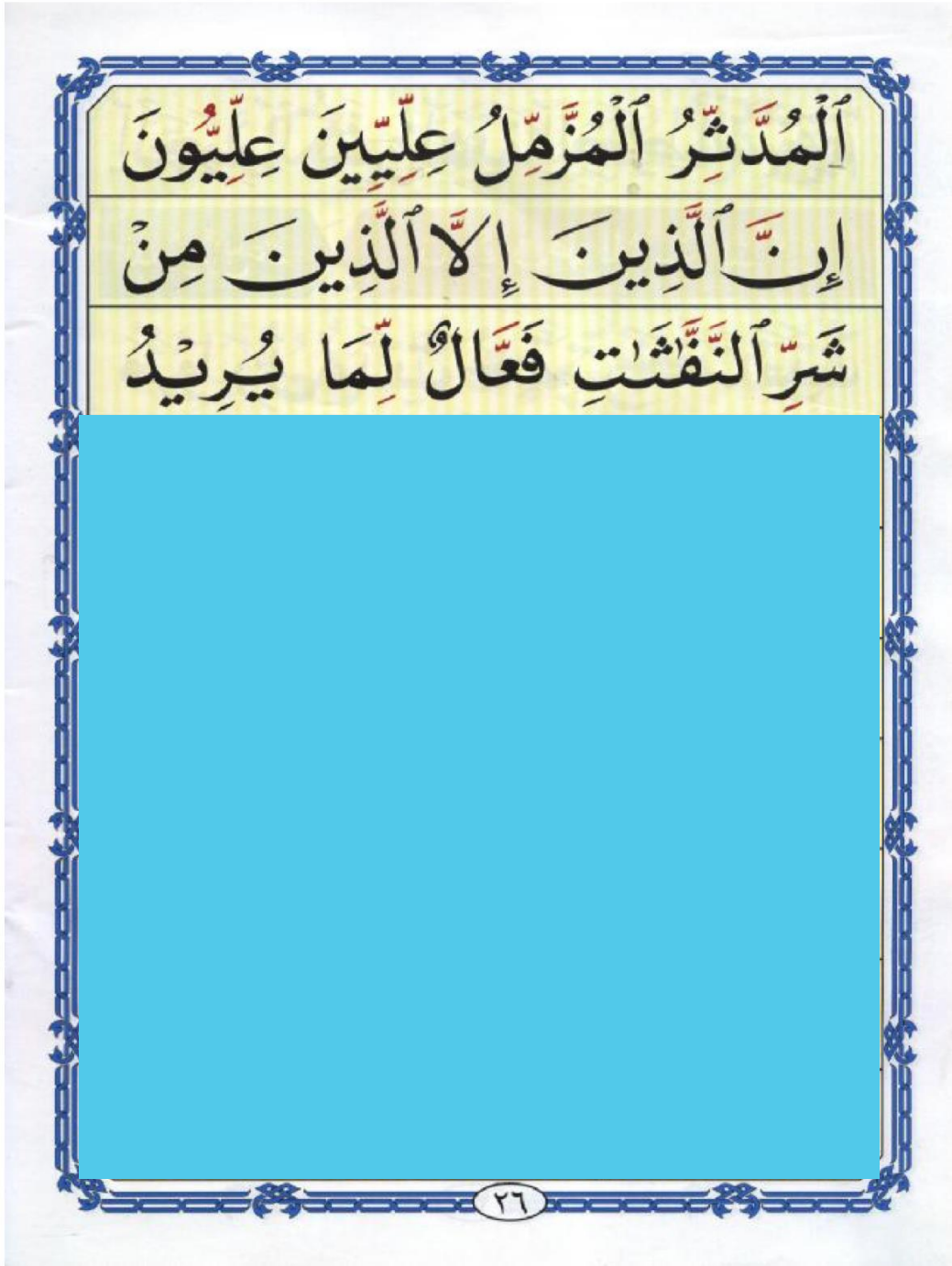
1- **most complete ghunnah** : مَّ // نَّ : merged meem into meem, and merged noon into يرملون

2- **complete ghunnah** : in case of اخفاء و الانقلاب (hiding of both meem and noon)

3- **incomplete ghunnah** : in case of clear noon and meem مُظْهَرَةٌ

4- **most incomplete** : in case of voweled noon and meem





LESSION 15 : الدَّرْسُ الْخَامِسُ عَشْرَ

Excercises on the two shaddah in a word



When spelling the letter with shaddah, the reader should finish it first then start joining again from the beginning of the word. In the word **يَزْكِي** do not push air with letter **ك** just cut the sound



The reader should take care of the name of each letter, and emphasis both shaddah in the word



In the word **إِنَّ الَّذِينَ**:
همزة الوصل and **شمسية لام** are dropped, noon has most complete ghunnah



In the word **إِلَّا الَّذِينَ**:
Alif in إِلا and **همزة الوصل** are dropped then we emphasis on lam with shaddah



In the phrase **مِنْ شَرِّ النَّفَّاثَاتِ**:
The reader should finish all shaddah (three of them) then go back and join from the beginning



In the phrase **فَعَالٌ لِّمَا** : both (ل) in the two words should be joined in the spelling

تَدْرِيبَاتٌ عَلَى الشَّدَّةِ وَالسُّكُونِ مَعَ الْمَدِّ

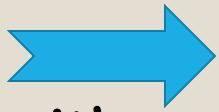
الدَّرْسُ السَّادِسُ عَشَرَ

ضَالًّا دَابَّةً حَاجَكَ حَاجُوكَ
لضَالُونَ وَلَا الضَّالِّينَ أَتُحَاجُّونِي
وَلَا تَحْضُونَ وَالصَّفَاتِ جَاءَتْ
الصَّاحَّةُ فَإِذَا جَاءَتْ الطَّامَّةُ الْكُبْرَى

Lesson 16 : الدرس السادس عشر

Excercises on the shaddah and sukoon with madd :

تَدْرِيبَاتٌ عَلَى الشَّدَّةِ وَالسُّكُونِ مَعَ الْمَدِّ



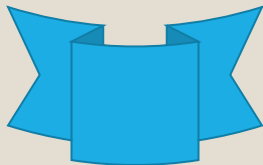
Here in this lesson, all the letters of madd with a sign on top and followed by shaddah, are stretched six vowel counts, this is called "مد لازم" it comes in a word, so it is named, "مد لازم كلمي منقل" earlier in the book we explained "مد لازم حرفي" { lesson 3}

** When spelling a word with "مد لازم", the reader should join the sound of the first letter + the madd letter stretched 6 vowel counts + the letter with shaddah, after finishing spelling the letter with shaddah, we can go back and join from the beginning



AGAIN read with and without spelling

** In the word **الصَّنَائِفِ** : the alif with a sign on top is spelled as " alif madd", the small alif on top of (ف) is spelled " alif صغيرة"





إِيَابَهُمْ خَيْرًا يَرَهُ شَرًّا يَرَهُ مِيقَاتًا

يَوْمَ فَمَنْ يَعْمَلْ يَوْمَئِذٍ يَصْدُرُ

النَّاسُ مِنْ رَبِّكَ رَسُولٌ مِّنَ اللَّهِ

صُحُفًا مُّطَهَّرَةً صَفًّا لَا يَتَكَلَّمُونَ

قُلُوبٌ يَوْمَئِذٍ وَاجِفَةٌ أَبْصَرُهَا سِرَاجًا

وَهَاجًا وَأَنْزَلْنَا أَكْالًا لِّمَا وَتَحِبُّونَ

الْمَالَ حُبًّا جَمًّا غُنَاءٌ أَحْوَى مُعْتَدٍ

أَثِيمٍ إِذْ أَنْتَلَى نَارًا حَامِيَةً تُسْقَى مِنْ

عَيْنٍ آنِيَةٍ مَنْ يُبْخَلْ لِيُنْبَذَنَّ

مِنْ بَعْدٍ مِنْ بَيْنِ الصُّلْبِ لِنَسْفَعًا

بِالنَّاصِيَةِ بِذُنُوبِهِمْ مُطَهَّرَةً بِأَيْدِي
سَفَرَةٍ كَرَامٍ بَرَّةٍ ۝ هُمْ فِيهَا لَكُمُ دِينُكُمْ
وَلِي دِينِ إِنْ رَبَّهُمْ بِهِمْ تَرْمِيهِمْ
بِحِجَارَةٍ لَّهُمْ مَا يَشَاءُونَ مِنَ اللَّهِمْ
تَمَّتْ بِالْخَيْرِ

الكلمات القرآنية التي تكتب وفق رسم المصحف بطريقة
بينما تقرأ بطريقة مختلفة .

رقم	طريقة الكتابة	طريقة القراءة	رقم الآية	رقم السورة	طريقة الكتابة	طريقة القراءة	رقم الآية	رقم السورة
١	أَنَا	أَنْ	٩	في أي موضع	لِشَأْنِي	لِشَأْنِي	١٨	٢٣
٢	يَبْضُطُ	يَبْضُطُ	١٠	٢٤٥، ٢	لَكِنَّا	لَكِنَّا	١٨	٣٨
٣	أَفَايِنَ	أَفَيْنَ	١١	١٤٤، ٣ ٣٤، ٣١	لَأَذْبَحَنَّهُ	لَأَذْبَحَنَّهُ	٢٧	٢١
٤	بَضْطَةٌ	بَسْطَةٌ	١٢	٦٩، ٧	سَلْسِلًا	سَلْسِلًا	٢٦	٤٠
٥	مَلَائِيهِ	مَلِيهِ	١٣	في أي موضع	قَوَارِيرًا	قَوَارِيرًا	٧٦	١٥
٦	تَمُودًا	تَمُودَ	١٤	٦٨، ١١	وَمَلَائِهِمْ	وَمَلَائِهِمْ	١٠	٨٣
٧	لَيَتْلُوا	لَيَتْلُوا	١٥	٣٠، ١٣	لَيَسْبُلُوا	لَيَسْبُلُوا	٤٧	٤٠
٨	لَنْ نَدْعُوا	لَنْ نَدْعُوا	١٦	١٤، ١٨	لَيَرْبُوا	لَيَرْبُوا	٣٠	٣٩

The last lesson : الدرس الأخير

Excercises on all the previous lessons

تدريبات على ما سبق

** Read the title and make sure the students do not confuse the word الأخير with الآخر

** In this lesson we will have the chance to review everything studied before and we will also start reading with الوصل و الوقف , that is why we will find the circle symbol in front of the words we need to repeat with and without the vowel in the end

** At this level, we begin reminding the students that :



◆ when alif is followed by a hamzah in one word it is called مد واجب متصل

◆ When lam is followed by one of the letters ا ب غ it is لام قمرية حَجَّكَ وَ حَفَّ عَقِيمَهُ

◆ When tanween is followed by ي it is called إدغام tanween is merged into ي and it is called "إدغام ناقص". When we spell we read the sound of tanween but when we join it with (ي) we apply إدغام

First we read the whole word with the vowel in the end then repeat with sukoon only(circle symbol).

◆ When (لام) is followed by a letter with shaddah it is called لام شمسية

◆ In case of ادغام of noon with (ل) and (ر), noon is dropped in spelling and reading

REMINDER: letters and types of ادغام :

We have six letters of ادغام, combined in the word يرملون

** Two of them (ل) and (ر) : complete ادغام without ghunnah

** With (م) and (ن) complete ادغام with ghunnah

** With letter (و) and (ي) it is incomplete ادغام with ghunnah

◆ When spelling the name of {الله} we should not cut the spelling until we are done with the whole word., lam here is preceded by fat'hah so is it read heavy.

◆ When noon saakinah or tanween are followed by one of the letters of the throat خ/غ/ح/ع/ه/ء we apply اظهار we read noon saakinah clearly with moderate time

◆ When a word ends with tanween, we replace the tanween with (مد عوض) when stopping, it turns into alif with one fat'hah stretched two vowel counts only

◆ Also remind the students about letters of إخفاء , and that the tongue should be placed near the articulation point of the letter following noon, we apply Ghunnah which is heavy when followed by a heavy letter, and light when followed by a light letter

◆ When we stop on the letter(ة)(closed ta) with any vowel it becomes(ه)

◆ When tanween / noon saakinah is followed by letter (بـ) , we apply the(إقلاب) rule, meaning that we change the sound of (ن) to (مـ) and hide the(مـ) with Ghunnah. In case of noon saakinah , there is a small meem above the noon, and we spell meem sukoon. In case of tanween, the two fat'hah on top turn into one fat'hah and a small meem, same for two dammah and two kassrah. In the case of إقلاب the ghunnah is complete

◆ REMINDER : MEEM SAAKINAH RULES

** Three rules are applied

1- meem saakinah followed by meem: it is called إدغام مثلين صغير , with most complete ghunnah

2- meem saakinah followed by (بـ) : it is called إخفاء شفوي with complete ghunnah

3-meem saakinah followed by any other letter (except بـ and مـ), it is called إظهار شفوي . When followed by (ف or و او) it is called strong إظهار شفوي

تَوَجِيهَاتٌ عَامَّةٌ لِلْمُدْرِسِينَ
حَوْلَ تَدْرِيسِ هَذِهِ الْقَاعِدَةِ
وَسَيُكْتَفَى بِمِثَالٍ مِنْ بَعْضِ الدَّرُوسِ
الدَّرْسُ الرَّابِعُ : الحُرُوفُ الْمُتَحَرِّكَةُ

فِي هَذَا الدَّرْسِ يَتِمُّ تَعْرِيفُ التَّلْمِيزِ بِالْحُرُوفِ الثَّلَاثِ :
الْفَتْحَةِ وَالْكَسْرِ وَالضَّمَّةِ

مِثَالٌ : هَ : هَا فَتْحَةٌ هَ
هُ : هَا كَسْرَةٌ هُ
هُ : هَا ضَمَّةٌ هُ

طَرِيقَةُ النُّطْقِ : هَ هُ هُ

الدَّرْسُ الْخَامِسُ : الحُرُوفُ الْمُنَوَّنَةُ

فِي هَذَا الدَّرْسِ يَتِمُّ تَعْرِيفُ التَّلْمِيزِ بِنَوْنِ سَاكِنَةٍ زَائِدَةٍ
تَلْحُقُ آخِرَ الْأَسْمَاءِ لِفِظًا وَتَفَارِقُهَا خَطًّا وَوَقْفًا .
وَتَعْرِفُ بِالتَّنْوِينِ الْفَتْحَتَانِ - الْكَسْرَتَانِ - الضَّمَّتَانِ

مِثَالٌ : مَ : مِيمٌ فَتْحَتَيْنِ مَنٌ
مِ : مِيمٌ كَسْرَتَيْنِ مِئِنٌ
مٌ : مِيمٌ ضَمَّتَيْنِ مُمُنٌ

طَرِيقَةُ النُّطْقِ : مَ مِ مٌ

الدَّرْسُ السَّادِسُ : تَدْرِيبَاتٌ عَلَى الْحُرُوفِ وَالنُّونِ
مِثَالٌ : أَبَدًا : هَمْزَةٌ فَتْحَةٌ أ ، بِا فَتْحَةٌ ب ، أَبٌ
دال فَتْحَتَيْنِ دَن ، أَبَدًا

الدَّرْسُ السَّابِعُ : الْأَلْفُ الصَّغِيرَةُ وَالْيَاءُ الصَّغِيرَةُ
وَالْوَاوُ الصَّغِيرَةُ

مِثَالٌ : بَ : ب فَتْحَةٌ أَلْفٌ صَغِيرَةٌ : بَا
هَ : هُ كَسْرَةٌ يَاءٌ صَغِيرَةٌ : هِي
هُ : هُ ضَمَّةٌ وَاوٌ صَغِيرَةٌ : هُو

الدَّرْسُ الثَّامِنُ : حُرُوفُ الْمَدِّ وَاللَّيْنِ

فِي هَذَا الدَّرْسِ يَتَمَّ تَعْرِيفُ التَّمْيِيزِ عَلَى أَحْرَفِ الْمَدِّ الثَّلَاثَةِ وَهِيَ :

الْأَلْفُ السَّاكِنَةُ الْمَفْتُوحُ مَا قَبْلَهَا
وَالْوَاوُ السَّاكِنَةُ الْمَضْمُومُ مَا قَبْلَهَا
وَالْيَاءُ السَّاكِنَةُ الْكَسْرُ مَا قَبْلَهَا

مِثَالٌ : بَا : بِا فَتْحَةُ أَلْفٍ سَاكُونٍ بَا

بُو : بَا ضَمَّةٌ وَاوٍ سَاكُونٍ بُو

بِي : بَا كَسْرَةٌ يَاءٍ سَاكُونٍ بِي

طَرِيقَةُ النُّطْقِ : بَا بُو بِي

الدَّرْسُ التَّاسِعُ : تَدْرِيبَاتٌ عَلَى التَّنْوِينِ
وَأَحْرَفِ الْمَدِّ الثَّلَاثَةِ وَحُرُوفِ اللَّيْنِ

مِثَالٌ : خَوْفٍ : خَا فَتْحَةُ وَاوٍ سَاكُونٍ خَوْ

فَا كَسْرَتَيْنِ فِينِ خَوْفٍ

ءَ اَمَنْ : هَمْزَةٌ فَتْحَةُ أَلْفٍ ءَا

مِيمٍ فَتْحَةُ مَ - ءَا مَ

نُونٍ فَتْحَةُ نَ - ءَا اَمَنْ

الدَّرْسُ الْعَاشِرُ : السَّكُونُ

فِي هَذَا الدَّرْسِ يَتَمَّ تَعْرِيفُ التَّمْيِيزِ بِشَكْلِ السَّكُونِ وَكَيْفِيَةِ النُّطْقِ بِهِ .

مِثَالٌ : أَبٌ : هَمْزَةٌ فَتْحَةُ بَا سَاكُونٍ أَبٌ

إِبٌ : هَمْزَةٌ كَسْرَةٌ بَا سَاكُونٍ إِبٌ

أَبٌ : هَمْزَةٌ ضَمَّةٌ بَا سَاكُونٍ أَبٌ

الدَّرْسُ الثَّانِي عَشَرَ : الشَّدَّةُ

فِي هَذَا الدَّرْسِ يَتَمَّ تَعْرِيفُ التَّمْيِيزِ بِشَكْلِ الشَّدَّةِ وَكَيْفِيَةِ النُّطْقِ بِهَا :

مِثَالٌ : أَبٌ : هَمْزَةٌ فَتْحَةُ بَا شَدَّةً أَبٌ بِا فَتْحَةُ بَا (أَبٌ)

إِبٌ : هَمْزَةٌ كَسْرَةٌ بَا شَدَّةً إِبٌ بِا كَسْرَةً بَا (إِبٌ)

أَبٌ : هَمْزَةٌ ضَمَّةٌ بَا شَدَّةً أَبٌ بِا ضَمَّةً بَا (أَبٌ)

الدرس الثالث عشر : تدريبات على الشدة

مثال : يُسَيِّرُكُمْ
يا ضمة ي ، سين فتحة يا شدة : يسي
يا كسرة يي ، يُسَيِّرُ ، راضمة رُ
كاف ضمة ميم سكون كمْ

الدرس السادس عشر : تدريبات على المدّ مع الشدة
في هذا الدرس يتم تعريف التاميز على المدّ مع الشدة
في الكلمة الواحدة .

مثال : ضآلاً
ضاد فتحة ألف مد لام شدة ضآل
لام فتحتين لن ، ضآلاً .

الدرس الأخير : تدريبات على ما سبق :

(١) مثال : خَيْرًا يَبْرُهُ :

خا فتحة يا سكون خي ، رافتحتين رن ، خَيْرًا
يا فتحة يي ، رافتحة ر ، ها ضمة واو صغيرة هو
خَيْرًا يَبْرُهُ .

(٢) مثال : مِنْ رَبِّكَ :

ميم كسرة راشدة مر ، رافتحة با شدة رب ،
با كسرة ب ، كاف فتحة ك ، مِنْ رَبِّكَ .

(٣) مثال : مَنْ بَخِيلٌ :

ميم فتحة ميم سكون مم ، با فتحة ب ، خا كسرة خ
لام فتحة ل ، مَنْ بَخِيلٌ .

وَالْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ

المعجم

الكلمة وترجمتها	الكلمة وترجمتها	الكلمة وترجمتها	الكلمة وترجمتها
Wrote (WRITE) يكتب // كتب	Differentiate التمييز	Arranged جُمِعَ / جَمَع	Absolute مطلق
Avoid تجنب	Advice نصيحة	Scholars الشيوخ	Imitate تقليد
Bring الإتيان بـ	remind تذكير	preceded by بـ (ة) مسبق	Confuse الخلط بين
reached وصل إلى	Previous (ة) سابق	Precede سبق	Discover اكتشاف
Fulfill إشباع	Symbol رمز	Emphasis تأكيد على	Mentioned (ة) مذكور
Transfer from انتقل من	Watch for ينتبه إلى	Apply تطبيق	Instead بدلاً من
In case (ة) في حال	Besides إلى جانب	Adjust ضبط	Throughout على مدار