

Madina Academy

Arabic & Quran

Summer Packet

Incoming 2nd grade



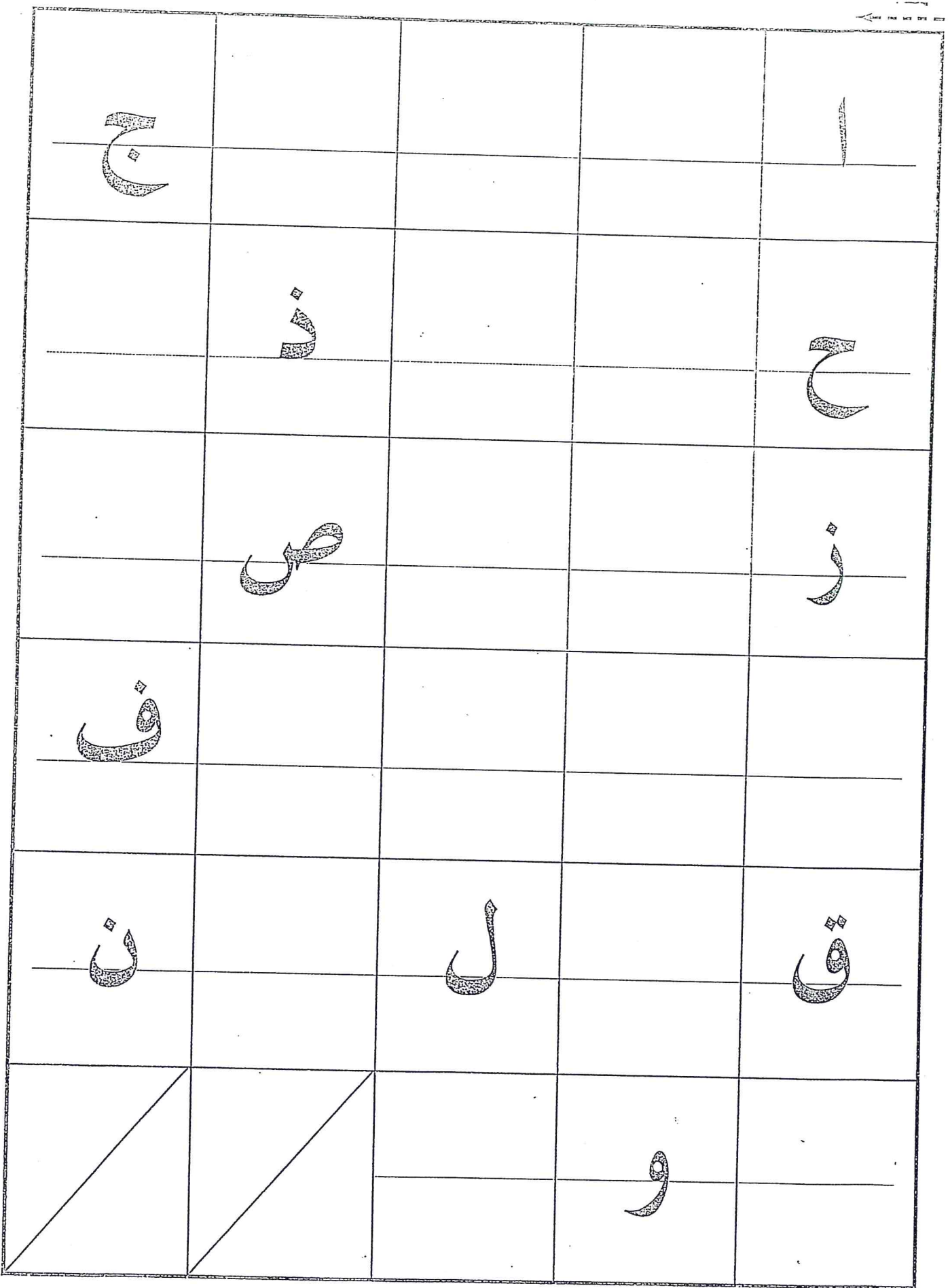
Arabic and Quran

Dear students,

Please review the following surahs during your summer break.

- Surah AL HUmaza
- Surah AL Takathur
- Surah Al - Sharh
- Surah Al Qadr
- Surah Al - Maaoun
- Surah Al- Zalzalah

Have a wonderful summer in shaa Allah.



نطق الألف المَهْمُوزَة وَكِتَابَتَهَا مُنْفَصِلَةً وَضِمْنَ الكَلِمَاتِ
The Pronunciation of the Consonant (ا) in the Context of Words

Listen & Repeat then Write: (ا ، أُ ، إِ)

ا ا ا ا

ا ا ا ا

ا ا ا ا

Listen & Repeat then Write the missing letter at the of beginning of word:

الله الله الله الله الله الله

أب أب أب أب أب أب

أم أم أم أم أم أم

أحد أحد أحد أحد أحد أحد

إثنان إثنان إثنان إثنان إثنان إثنان



نُطْقُ الْبَاءِ وَوَاوِ الْأَمَلِ مُنْفَصِلَةً وَكِتَابَتُهَا

The Pronunciation of the Consonant Ba and the Long Vowel (و / وُ) in Isolation

Trace-color then Write: لَوْنُوا الْحُرُوفَ ثُمَّ اكْتُبُوا (بَ ، بَ ، بَ)

Handwriting practice for the letter Ba (ب) and the long vowel (و). Each row contains a dotted letter for tracing, a solid letter for coloring, and a dashed letter for writing. The first row shows the isolated letter Ba (ب) with a downward arrow indicating the stroke direction. The second row shows the long vowel (و) with a downward arrow. The third row shows the long vowel (و) with a downward arrow.

اسْتَمِعُوا وَرَدِّدُوا ثُمَّ اكْتُبُوا الْحَرْفَ النَّاقِصَ فِي الْكَلِمَةِ (ب / و)

Listen & Repeat then Write the missing letter in the word:

Handwriting practice for the missing letter in the words. Each row contains a dotted word for tracing, a solid word for coloring, and a dashed word for writing. The first row shows the word بيت (بيت) with a downward arrow. The second row shows the word جبل (جبل) with a downward arrow. The third row shows the word عنب (عنب) with a downward arrow. The fourth row shows the word بوق (بوق) with a downward arrow. The fifth row shows the word حروف (حروف) with a downward arrow.

نُطِقُ التَّاءُ وَيَاءُ الْمَدِّ مُنْفَصِلَةً وَكِتَابَتُهَا

The Pronunciation of the Consonant *Baa* and the Long Vowel (ياء / ياء) in Isolation

Trace-color then Write: لَوْنُوا الْحُرُوفَ ثُمَّ اَكْتُبُوا (ت ، ت ، ت)

ت ← ت ت

ت ← ت ت

ت ← ت ت

اِسْتَمِعُوا وَرَدِّدُوا ثُمَّ اَكْتُبُوا الْحُرُوفَ النَّاقِصَةَ فِي الْكَلِمَاتِ (ت / ت / ت / ي / ي):

Listen & Repeat then Write the missing letter in the word:

تاج ← تاج تاج تاج

كتاب ← كتاب كتاب كتاب

بيت ← بيت بيت بيت

ديك ← ديك ديك ديك

فيل ← فيل فيل فيل

نُطِقَ النَّاءُ وَكَتَابَتُهَا مُنْفَصِلَةً وَضَمَّنَ الْكَلِمَاتِ

The Pronunciation of the Consonant (ث) in the Context of Words

Trace-color then Write: لَوْنُوا الْحُرُوفَ ثُمَّ اَكْتُبُوا (ث ، ث ، ث)

Three rows of handwriting practice for the letter 'Th'. Each row contains a dotted line for tracing, followed by a solid line for writing. The first row shows the letter 'Th' in its connected form (Thayee) with a small 'Th' above it. The second row shows the letter 'Th' in its isolated form (Thayee) with a small 'Th' above it. The third row shows the letter 'Th' in its isolated form (Thayee) with a small 'Th' above it.

اسْتَمِعُوا وَرَدِّدُوا ثُمَّ اَكْتُبُوا الْحُرُوفَ النَّاقِصَةَ فِي الْكَلِمَاتِ (ث / ث / ث):

Listen & Repeat then Write the missing letter in the word:

Five rows of handwriting practice for the letter 'Th' in the context of words. Each row contains a dotted line for tracing, followed by a solid line for writing. The first row shows the word 'Thalaj' (ثَلَجٌ) with a small 'Th' above it. The second row shows the word 'Thamal' (ثَمَالٌ) with a small 'Th' above it. The third row shows the word 'Thal' (ثَلٌ) with a small 'Th' above it. The fourth row shows the word 'Thal' (ثَلٌ) with a small 'Th' above it. The fifth row shows the word 'Thal' (ثَلٌ) with a small 'Th' above it.

نُطِقُ الْحَاءَ وَكِتَابَتُهَا مُنْفَصِلَةً وَضِمَّنَ الْكَلِمَاتِ

The Pronunciation of the Consonant (ح) in the Context of Words

Trace-color then Write: لَوَّنُوا الْحُرُوفَ ثُمَّ اَكْتُبُوا (ح ، ح ، ح)

Three rows of handwriting practice for the letter 'Ha' (ح). Each row contains a dashed arrow pointing left, followed by a solid 'Ha' with a stroke order arrow, and then a dashed 'Ha' for tracing. Below each row are three dotted lines for writing practice.

اسْتَمِعُوا وَرَدِّدُوا ثُمَّ اَكْتُبُوا الْحَرْفَ النَّاقِصَ فِي الْكَلِمَاتِ (ح / ح / ح):

Listen & Repeat then Write the missing letter in the word:

Four rows of word completion exercises. Each row shows a word with a missing letter 'Ha' (ح) indicated by a dotted line. To the right of each row is a dashed arrow pointing left, followed by the complete word. Below each row are three dotted lines for writing practice.

- Row 1: حِصَانٌ ← حِصَانٌ
- Row 2: نَحْلَةٌ ← نَحْلَةٌ
- Row 3: يَسِيحٌ ← يَسِيحٌ
- Row 4: وَاحِدٌ ← وَاحِدٌ

نُطِقُ الْخَاءَ وَكِتَابَتُهَا مِنْفَصِلَةً وَضِمْنَ الْكَلِمَاتِ

The Pronunciation of the Consonant (خ) in the Context of Words

Trace-color then Write: لَوْنُوا الْحُرُوفَ ثُمَّ اَكْتُبُوا (خ ، خ ، خ)

خ خ ← خ

خ خ ← خ

خ خ ← خ

اسْتَمِعُوا وَرَدِّدُوا ثُمَّ اَكْتُبُوا الْحَرْفَ النَّاقِصَ فِي الْكَلِمَاتِ (خ / خ / خ)

Listen & Repeat then Write the missing letter in the word:

خَيْر ← خَيْر خَيْر خَيْر

تَحْت ← تَحْت تَحْت تَحْت

يَطْبَخ ← يَطْبَخ يَطْبَخ يَطْبَخ

خَمْسَةٌ ← خَمْسَةٌ خَمْسَةٌ خَمْسَةٌ

نُطِقُ الدَّالَّ وَكَتَبْتُهَا مُنْفَصِلَةً وَضَمِنَ الكَلِمَاتِ

The Pronunciation of the Consonant (ذ) in the Context of Words

Trace-color then Write: لَوَّنُوا الحُرُوفَ ثُمَّ اَكْتُبُوا (ذ ، ذ ، ذ)

ذ ذ ذ

ذ ذ ذ

ذ ذ ذ

اسْتَمِعُوا وَرَدِّدُوا ثُمَّ اَكْتُبُوا الحُرُوفَ النَّاكِصَةَ فِي الكَلِمَاتِ (ذ / ذ / ذ):

Listen & Repeat then Write the missing letter in the word:

ذئب ذئب ذئب ذئب ذئب ذئب

حذاء حذاء حذاء حذاء حذاء حذاء

تلميذ تلميذ تلميذ تلميذ تلميذ تلميذ

فراع فراع فراع فراع فراع فراع

نطقُ الرَّاءِ وَكِتَابَتُهَا مُنْفَصِلَةً وَضِمَّنَ الْكَلِمَاتِ
The Pronunciation of the Consonant (ر) in the Context of Words

Trace-color then Write: لَوْنُوا الْحُرُوفَ ثُمَّ اَكْتُبُوا (ر ، ر ، ر)

Three rows of handwriting practice for the letter 'Ra'. Each row contains a dotted line for tracing, followed by a solid 'Ra' character with a directional arrow pointing left, and another solid 'Ra' character. The rows are: 1) Ra with a hook, 2) Ra with a horizontal bar, 3) Ra with a horizontal bar and a hook.

اِسْتَمِعُوا وَرَدِّدُوا ثُمَّ اَكْتُبُوا الْحُرُوفَ النَّاقِصَةَ فِي الْكَلِمَاتِ (ر / ر / ر):
Listen & Repeat then Write the missing letter in the word:

Four rows of word completion exercises. Each row shows a word with a missing letter (indicated by a dotted line) and a directional arrow pointing left. The words are: 1) رَجُلٌ (Ra-Jul), 2) هَرَمٌ (Ha-Ram), 3) بَيْعٌ (Bay-Ra), 4) رَيْعٌ (Ray-Ra). Each row also includes a dotted line for writing the missing letter.

نُطْقُ الزَّاءِ وَكِتَابَتُهَا مُفَصَّلَةً وَضِمْنُ الْكَلِمَاتِ

The Pronunciation of the Consonant (ز) in the Context of Words

Trace-color then Write: لَوْنُوا الْحُرُوفَ ثُمَّ اَكْتُبُوا (ز ، ز ، ز)

ز ← ز ز

ز ← ز ز

ز ← ز ز

اِسْتَمِعُوا وَرَدِّدُوا ثُمَّ اَكْتُبُوا الْحَرْفَ النَّاقِصَ فِي الْكَلِمَاتِ (ز / ز / ز):

Listen & Repeat then Write the missing letter in the word:

زهرة ← زهرة هرة هرة هرة

جزر ← جزر جزر جزر

موز ← موز موز موز

ميزان ← ميزان ميزان ميزان

نُطِقُ السَّيْنَ وَكِتَابَتَهَا مُنْفَصِلَةً وَضِمْنَ الْكَلِمَاتِ
The Pronunciation of the Consonant (س) in the Context of Words

Trace-color then Write: (س، س، س) لَوْنُوا الْحُرُوفَ ثُمَّ اَكْتُبُوا

..... لَسَّ لَسَّ لَسَّ

..... سَسَّ سَسَّ سَسَّ

..... سَسَّ سَسَّ سَسَّ

اسْتَمِعُوا وَرَدِّدُوا ثُمَّ اَكْتُبُوا الْحَرْفَ النَّاقِصَ فِي الْكَلِمَاتِ (س / س / س):
Listen & Repeat then Write the missing letter in the word:

سَيَّارَةٌ ← سَيَّارَةٌ سَيَّارَةٌ سَيَّارَةٌ

جَسْرٌ ← جَسْرٌ جَسْرٌ جَسْرٌ

شَمْسٌ ← شَمْسٌ شَمْسٌ شَمْسٌ

تَسْبِحٌ ← تَسْبِحٌ تَسْبِحٌ تَسْبِحٌ

نُطِقُ الشَّيْنُ وَكِتَابَتُهَا مُنْفَصِلَةً وَضِمَّنَ الْكَلِمَاتِ

The Pronunciation of the Consonant (ش) in the Context of Words

Trace-color then Write: (شـ ، شـ ، شـ) لَوْنُوا الْحُرُوفَ ثُمَّ اُكْتُبُوا

شـ شـ شـ

شـ شـ شـ

شـ شـ شـ

اِسْتَمِعُوا وَرَدِّدُوا ثُمَّ اُكْتُبُوا الْحَرْفَ النَّاقِصَ فِي الْكَلِمَاتِ (شـ / شـ / شـ):

Listen & Repeat then Write the missing letter in the word:

شـ شـ شـ شـ شـ

رِيشة رِيشة رِيشة رِيشة رِيشة

عش عش عش عش عش

فراشة فراشة فراشة فراشة فراشة

نُطْقُ الصَّادِ وَكِتَابَتُهَا مُنْفَصِلَةً وَضِمْنُ الْكَلِمَاتِ

The Pronunciation of the Consonant (ص) in the Context of Words

Trace-color then Write: (ص ، ص ، ص) لَوْنُوا الْحُرُوفَ ثُمَّ اَكْتُبُوا

Three rows of handwriting practice for the letter 'ص'. Each row contains a dotted line for tracing, followed by a solid example of the letter in its isolated form, and then a solid example of the letter with a grey arrow pointing left to indicate its direction of writing.

اِسْتَمِعُوا وَرَدِّدُوا ثُمَّ اَكْتُبُوا الْحَرْفَ النَّاقِصَ فِي الْكَلِمَاتِ (ص / ص / ص):

Listen & Repeat then Write the missing letter in the word:

Four rows of word completion exercises. Each row shows a word with a missing letter 'ص' indicated by a dotted line and a downward arrow. To the right of each word is a solid example of the word with a grey arrow pointing left to indicate the missing letter's position.

- Row 1: صحن ... صحن صحن ← صحن
- Row 2: غصن ... غصن غصن ← غصن
- Row 3: قفص ... قفص قفص ← قفص
- Row 4: صفر ... صفر صفر ← صفر

نُطَقُ الضَّادُ وَكَتَابَتُهَا مُنْفَصِلَةً وَضِمَّنَ الْكَلِمَاتِ

The Pronunciation of the Consonant (ض) in the Context of Words

Trace-color then Write: (ض، ض، ض) لَوَّنُوا الْحُرُوفَ ثُمَّ اَكْتُبُوا

ض ض ض

ض ض ض

ض ض ض

اسْتَمِعُوا وَرَدِّدُوا ثُمَّ اَكْتُبُوا الْحَرْفَ النَّاقِصَ فِي الْكَلِمَاتِ (ض / ض / ض):

Listen & Repeat then Write the missing letter in the word:

ضوء ضوء ضوء ضوء ضوء

بيضة بيضة بيضة بيضة بيضة

يبض يبض يبض يبض يبض

ضابط ضابط ضابط ضابط ضابط

نُطْقُ الطَّاءِ وَكِتَابَتُهَا مُنْفَصِلَةً وَضِمْنَ الْكَلِمَاتِ

The Pronunciation of the Consonant (ط) in the Context of Words

Trace-color then Write: لَوْنُوا الْحُرُوفَ ثُمَّ اَكْتُبُوا (ط ، ط ، ط)

ط ط ط ←

ط ط ط ←

ط ط ط ←

اِسْتَمِعُوا وَرَدِّدُوا ثُمَّ اَكْتُبُوا الْحَرْفَ النَّاقِصَ فِي الْكَلِمَاتِ (ط / ط / ط):

Listen & Repeat then Write the missing letter in the word:

طبل ← طبل طبل طبل

مطر ← مطر مطر مطر

خيط ← خيط خيط خيط

طائرة ← طائرة طائرة طائرة

نُطِقُ الظَّاءَ وَكِتَابَتُهَا مُنْفَصِلَةً وَضِمَّنَ الْكَلِمَاتِ

The Pronunciation of the Consonant (ظ) in the Context of Words

Trace-color then Write: لَوْنُوا الْحُرُوفَ ثُمَّ اُكْتُبُوا (ظ ، ظ ، ظ)

ظ ظ ← ظ

ظ ظ ← ظ

ظ ظ ← ظ

اِسْتَمِعُوا وَرَدِّدُوا ثُمَّ اُكْتُبُوا الْحَرْفَ النَّاقِصَ فِي الْكَلِمَاتِ (ظ / ظ / ظ):

ظرف ← ظرف ظرف ظرف ظرف

نظارة ← نظارة نظارة نظارة نظارة

واعظ ← واعظ واعظ واعظ واعظ

ظهر ← ظهر ظهر ظهر ظهر

نُطِقُ الْعَيْنَ وَكِتَابَتُهَا مُنْفَصِلَةً وَضِمَّنَ الْكَلِمَاتِ
The Pronunciation of the Consonant (ع) in the Context of Words

Trace-color then Write: لَوْنُوا الْحُرُوفَ ثُمَّ اَكْتُبُوا (ع ، ع ، ع)

.....

.....

.....

اسْتَمِعُوا وَرَدِّدُوا ثُمَّ اَكْتُبُوا الْحُرُوفَ النَّاْقِصَ فِي الْكَلِمَاتِ (ع / ع / ع) :
Listen & Repeat then Write the missing letter in the word:

علم ← علم

لعبة ← لعبة

إصبع ← إصبع

عين ← عين

علم

لعبة

إصبع

عين

نُطِقُ الْغَيْنَ وَكِتَابَتُهَا مُنْفَصِلَةً وَضِمْنَ الْكَلِمَاتِ
The Pronunciation of the Consonant (غ) in the Context of Words

Trace-color then Write: لَوْنُوا الْحُرُوفَ ثُمَّ اُكْتُبُوا (غ ، فغ ، غخ)

Three rows of handwriting practice. Each row contains a solid letter, a dashed letter, and a dashed arrow pointing left, followed by a dotted line for writing.

- Row 1: غ (solid), غ (dashed), ← (dashed), (dotted)
- Row 2: فغ (solid), فغ (dashed), ← (dashed), (dotted)
- Row 3: غخ (solid), غخ (dashed), ← (dashed), (dotted)

اسْتَمِعُوا وَرَدِّدُوا ثُمَّ اُكْتُبُوا الْحَرْفَ النَّاقِصَ فِي الْكَلِمَاتِ (غ / فغ / غخ) :
Listen & Repeat then Write the missing letter in the word:

Four rows of word completion exercises. Each row shows a word with a missing letter (indicated by a dotted line) and a solid version of the word to the right. A dashed arrow points from the solid word to the missing letter.

- Row 1: غرِبَ ← غرِبَ (solid), غرِبَ (dotted), غرِبَ (dotted), غرِبَ (dotted)
- Row 2: بفِغْل ← بفِغْل (solid), بفِغْل (dotted), بفِغْل (dotted), بفِغْل (dotted)
- Row 3: مبلِغ ← مبلِغ (solid), مبلِغ (dotted), مبلِغ (dotted), مبلِغ (dotted)
- Row 4: غزال ← غزال (solid), غزال (dotted), غزال (dotted), غزال (dotted)

نُطْقُ الْفَاءِ وَكِتَابَتُهَا مُنْفَصِلَةً وَضِمْنُ الْكَلِمَاتِ
The Pronunciation of the Consonant (ف) in the Context of Words

Trace-color then Write: لَوْنُوا الْحُرُوفَ ثُمَّ اَكْتُبُوا (ف ، ف ، ف)

ف ف ف

ف ف ف

ف ف ف

اسْتَمِعُوا وَرَدِّدُوا ثُمَّ اَكْتُبُوا الْحَرْفَ النَّاقِصَ فِي الْكَلِمَاتِ (ف / ف / ف):

Listen & Repeat then Write the missing letter in the word:

فم فم فم فم فم

مفتاح مفتاح مفتاح مفتاح

أنف أنف أنف أنف

فيل فيل فيل فيل فيل

نُطَقُ الْقَافُ وَكِتَابَتُهَا مُنْفَصِلَةً وَضِمْنَ الْكَلِمَاتِ

The Pronunciation of the Consonant (ق) in the Context of Words

Trace-color then Write: نُورُوا الْحُرُوفَ ثُمَّ اُكْتُبُوا (ق ، ق ، ق)

ق ق ق

ق ق ق

ق ق ق

اسْتَمِعُوا وَرَدِّدُوا ثُمَّ اُكْتُبُوا الْحَرْفَ النَّاقِصَ فِي الْكَلِمَاتِ (ق / ق / ق):

Listen & Repeat then Write the missing letter in the word:

قلم قلم قلم قلم قلم

بقرة بقرة بقرة بقرة بقرة

مغلق مغلق مغلق مغلق مغلق

قرد قرد قرد قرد قرد

نُطْقُ الْكَافِ وَكِتَابَتُهَا مُنْفَصِلَةً وَضِمْنُ الْكَلِمَاتِ
The Pronunciation of the Consonant (ك) in the Context of Words

Trace-color then Write: لَوْنُوا الْحُرُوفَ ثُمَّ اَكْتُبُوا (ك ، ك ، ك)

ك ← ك ← ك

ك ← ك ← ك

ك ← ك ← ك

اسْتَمِعُوا وَرَدِّدُوا ثُمَّ اَكْتُبُوا الْحَرْفَ النَّاقِصَ فِي الْكَلِمَاتِ (ك / ك / ك) :
Listen & Repeat then Write the missing letter in the word:

كتاب ← كتاب

يتاب يتاب يتاب

يكتب ← يكتب

يكتب يكتب يكتب

ديك ← ديك

ديك ديك ديك

كرة ← كرة

كرة كرة كرة

نُطْقُ اللَّامِ وَكِتَابَتُهَا مُنْفَصِلَةً وَضِمْنِ الْكَلِمَاتِ

The Pronunciation of the Consonant (ل) in the Context of Words

Trace-color then Write: لُونُوا الْحُرُوفَ ثُمَّ اُكْتُبُوا (ل ، ل ، ل)

Three rows of handwriting practice for the letter 'L'. Each row contains a solid 'L', a dashed 'L' with a left-pointing arrow, and another solid 'L'. Below each row are three sets of horizontal lines for writing practice.

اسْتَمِعُوا وَرَدِّدُوا ثُمَّ اُكْتُبُوا الْحَرْفَ النَّاقِصَ فِي الْكَلِمَاتِ (ل / ل / ل):

Listen & Repeat then Write the missing letter in the word:

Four rows of word completion exercises. Each row shows a word with a missing letter 'L' indicated by a dashed line and a downward arrow. To the right of each row is the complete word with a left-pointing arrow.

- Row 1: لَيْتُ لَيْتُ لَيْتُ لَيْتُ
- Row 2: حَلِيبُ حَلِيبُ حَلِيبُ حَلِيبُ
- Row 3: جَبَلُ جَبَلُ جَبَلُ جَبَلُ
- Row 4: لَيْمُونُ لَيْمُونُ لَيْمُونُ لَيْمُونُ

نُطِقُ الْمِيمَ وَكِتَابَتُهَا مُنْفَصِلَةً وَضِمْنَ الْكَلِمَاتِ
The Pronunciation of the Consonant (م) in the Context of Words

Trace-color then Write: (م ، م ، م) لَوْنُوا الْحُرُوفَ ثُمَّ اَكْتُبُوا

..... م م م م

..... م م م م

..... م م م م

اسْتَمِعُوا وَرَدِّدُوا ثُمَّ اَكْتُبُوا الْحَرْفَ النَّاقِصَ فِي الْكَلِمَاتِ (م / م / م) :
Listen & Repeat then Write the missing letter in the word:

ماء ← ماء ماء ماء

نملة ← نملة نملة نملة

غنم ← غنم غنم غنم

منارة ← منارة منارة منارة

نُطِقُ النُّونَ وَكِتَابَتُهَا مُنْفَصِلَةً وَضِمَّنَ الكَلِمَاتِ

The Pronunciation of the Consonant (ن) in the Context of Words

Trace-color then Write: لَوْنُوا الحُرُوفَ ثُمَّ اُكْتُبُوا (ن ، ن ، ن)

ن ن ن

ن ن ن

ن ن ن

اِسْتَمِعُوا وَرَدِّدُوا ثُمَّ اُكْتُبُوا الحُرُوفَ النَّاqِصَ فِي الكَلِمَاتِ (ن / ن / ن):

Listen & Repeat then Write the missing letter in the word:

نجم نجم نجم نجم

خنزير خنزير خنزير خنزير

لسن لسن لسن لسن

نسر نسر نسر نسر

نُطِقُ الْهَاءَ وَكِتَابَتُهَا مُنْفَصِلَةً وَضِمْنَ الْكَلِمَاتِ
The Pronunciation of the Consonant (هـ) in the Context of Words

Trace-color then Write: (هـ / هـ / هـ) لَوْنُوا الْحُرُوفَ ثُمَّ اَكْتُبُوا

..... هـ هـ ← هـ

..... هـ هـ ← هـ

..... هـ / هـ ← هـ

اسْتَمِعُوا وَرَدِّدُوا ثُمَّ اَكْتُبُوا الْحَرْفَ النَّاقِصَ فِي الْكَلِمَاتِ (هـ / هـ / هـ):

Listen & Repeat then Write the missing letter in the word:

..... هـ هـ ← هـ

..... هـ هـ ← هـ

..... هـ هـ ← هـ

..... هـ هـ ← هـ

نُطِقَ الْوَاوُ وَكُتِبَتْهَا مُنْفَصِلَةً وَضِمَّنَ الْكَلِمَاتِ
 The Pronunciation of the Consonant (و) in the Context of Words

Trace-color then Write: لَوْنُوا الْحُرُوفَ ثُمَّ اُكْتُبُوا (و ، و ، و)

Three rows of handwriting practice. Each row contains a dotted line for tracing, followed by a solid line. The first row shows the letter 'و' in three different styles: connected, isolated, and with a vowel sign. The second and third rows show the letter 'و' in three different styles: connected, isolated, and with a vowel sign.

اسْتَمِعُوا وَرَدِّدُوا ثُمَّ اُكْتُبُوا الْحَرْفَ النَّاقِصَ فِي الْكَلِمَاتِ (و / و / و):

Listen & Repeat then Write the missing letter in the word:

Four rows of handwriting practice. Each row contains a dotted line for tracing, followed by a solid line. The first row shows the word 'وردة' (Wardah) with a missing letter 'و' in the second syllable. The second row shows the word 'حوض' (Hawz) with a missing letter 'و' in the second syllable. The third row shows the word 'دلو' (Dal) with a missing letter 'و' in the second syllable. The fourth row shows the word 'أسود' (Aswad) with a missing letter 'و' in the second syllable.

نُطْقُ الْيَاءِ وَكِتَابَتُهَا مُنْفَصِلَةً وَضِمْنِ الْكَلِمَاتِ

The Pronunciation of the Consonant (ي) in the Context of Words

Trace-color then Write: لَوْنُوا الْحُرُوفَ ثُمَّ اُكْتُبُوا (ي ، يِ ، يَ)



Three rows of handwriting practice. Each row contains a dotted line for tracing, followed by a solid line for writing. The first row shows the letter 'ي' in its connected form (يِ) and its isolated form (ي). The second row shows the letter 'ي' in its connected form (يِ) and its isolated form (ي). The third row shows the letter 'ي' in its connected form (يِ) and its isolated form (ي).

اِسْتَمِعُوا وَرَدِّدُوا ثُمَّ اُكْتُبُوا الْحَرْفَ النَّاقِصَ فِي الْكَلِمَاتِ (يِ / يِ / يِ):

Listen & Repeat then Write the missing letter in the word:



Four rows of handwriting practice. Each row contains a dotted line for tracing, followed by a solid line for writing. The first row shows the word 'يَد' with a missing letter 'ي' in the first position. The second row shows the word 'أَبْيَض' with a missing letter 'ي' in the second position. The third row shows the word 'طَبِي' with a missing letter 'ي' in the second position. The fourth row shows the word 'بِيض' with a missing letter 'ي' in the second position.

Joining up Arabic letters – continued

So far, we have learned how to write the Arabic letters when they are not joined together. However, Arabic words are usually written in a joined-up form. Most letters of the Arabic alphabet can be joined on either side. The shape of each letter changes according to its position within a word. These different forms must be learnt so that one can recognise the letters when they are combined together to make words.

Each letter has four forms: beginning, middle, end and by itself. On the previous two pages you will find a table showing how each letter is written according to its position in a word.

The 'Naughty' Letters

There are six 'naughty' letters which refuse to join on to any letter after them (in other words, to the left of them). However, they do allow other normal letters to join them from the right. The 'naughty' letters are:

و ز ر ذ د ا

A normal letter written after a naughty letter cannot take the middle form. It will take the beginning form instead, unless it is the last letter of a word, in which case it will take the 'by itself' form.

Exercise

Write out the Arabic alphabet in the boxes below, and draw a circle around the six 'naughty' letters.

Practice with joining letters

Copy out the words onto the lines provided, and learn how to join the letters.

he looked for; he researched	بَحَثَ	بَحَثَ	بَحَثَ
he stood firm	ثَبَّتَ	ثَبَّتَ	ثَبَّتَ
he drank	شَرِبَ	شَرِبَ	شَرِبَ
he scattered	نَشَرَ	نَشَرَ	نَشَرَ
he left	تَرَكَ	تَرَكَ	تَرَكَ
he covered, concealed	سَتَرَ	سَتَرَ	سَتَرَ

he was active. energetic	نَشِطَ	نَشِطَ	نَشِطَ
he was thirsv	عَطِشَ	عَطِشَ	عَطِشَ
he was patient	صَبَرَ	صَبَرَ	صَبَرَ
he stuck (s.th.)	لَصِقَ	لَصِقَ	لَصِقَ
he laughed	ضَحِكَ	ضَحِكَ	ضَحِكَ
it decreased. became less	نَقَصَ	نَقَصَ	نَقَصَ

Practice with joining letters

Copy out the words onto the lines provided, and learn how to join the letters.



he grabbed, seized	مَسَكَ	مَسَكَ	مَسَكَ
he turned s.th. over	قَلَبَ	قَلَبَ	قَلَبَ
he swallowed	بَلَغَ	بَلَغَ	بَلَغَ
he prevented; he forbade	مَنَعَ	مَنَعَ	مَنَعَ
it was nice, good, suitable	حَسِنَ	حَسِنَ	حَسِنَ
he forgot	نَسِيَ	نَسِيَ	نَسِيَ