

Appendix 1: Arabic Alphabet

Finale	Mediana	Iniziale	Isolata	Trascriz.	Nome della lettera	Pronuncia	Descrizione
ا			ا		alif	[]	Consonante muta Funge da aggancio vocalico
ب	ب	ب	ب	B	bā°	[b]	Occlusiva labiale sonora Italiano "bene"
ت	ت	ت	ت	T	tā°	[t]	Occlusiva dentale sorda Italiano "tana"
ث	ث	ث	ث	Ṭ	ṭā°	[θ]	Fricativa interdentale sorda Inglese "thing"
ج	ج	ج	ج	Ġ	ġim	[dʒ]	Affricata postalveolare sonora Italiano "gelo"
ح	ح	ح	ح	Ḥ	ḥā°	[h]	Fricativa faringale sorda Arabo "ḥaġġ"
خ	خ	خ	خ	Ḫ	ḫā°	[x]	Fricativa velare sorda Tedesco "Bach" Spagnolo "trabajo"
د			د	D	dāl	[d]	Occlusiva dentale sonora Italiano "dente"
ذ			ذ	Ḍ	ḍāl	[ð]	Fricativa interdentale sonora Inglese "that"
ر			ر	R	rā°	[r]	Vibrante alveolodentale Italiano "remo"
ز			ز	Z	zā°	[z]	Fricativa dentale sonora Italiano "rosa"
س	س	س	س	S	sīn	[s]	Fricativa dentale sorda Italiano "sole"
ش	ش	ش	ش	š	šīn	[ʃ]	Fricativa postalveolare sorda Italiano "scemo"
ص	ص	ص	ص	š	šād	[s]	Fricativa dentale sorda faringalizzata Arabo "šaqr"
ض	ض	ض	ض	Ḍ	ḍād	[d]	Occlusiva dentale sonora faringalizzata Arabo "ḍabāb"
ط	ط	ط	ط	Ṭ	ṭād	[t]	Occlusiva dentale sorda faringalizzata Arabo "ṭabīb"
ظ	ظ	ظ	ظ	Z	zād	[ʒ]	Fricativa dentale sonora faringalizzata Arabo "zafr"
ع	ع	ع	ع	°	°ayn	[ʕ]	Fricativa faringale sonora Arabo "°ayn"
غ	غ	غ	غ	Ġ	ġayn	[ɣ]	Fricativa velare sonora Spagnolo "general"
ف	ف	ف	ف	F	fā°	[f]	Fricativa labiale sorda Italiano "faro"
ق	ق	ق	ق	Q	qāf	[q]	Occlusiva uvulare sorda Arabo "qubba"
ك	ك	ك	ك	K	kāf	[k]	Occlusiva velare sorda Italiano "cane"
ل	ل	ل	ل	L	lām	[l]	Liquida alveolodentale Italiano "luna"
م	م	م	م	M	mīm	[m]	Nasale labiale Italiano "mare"
ن	ن	ن	ن	N	nūn	[n]	Nasale dentale Italiano "nido"
ه	ه	ه	ه	H	ḥā°	[h]	Fricativa glottale sorda Inglese "house"
و			و	W	wāw	[w]	Approssimante velolabiale Italiano "uomo"
ي	ي	ي	ي	Y	yā°	[j]	Approssimante palatale Italiano "ieri"

Appendix 2: English Phonetic alphabet

ɪ READ	ɪ SIT	ʊ BOOK	u: TOO	ɪə HERE	eɪ DAY	John & Sarah Free Materials 1996	
e MEN	ə AMERICA	ɜ: WORD	ɔ: SORT	ʊə TOUR	ɔɪ BOY	əʊ GO	
æ CAT	ʌ BUT	ɑ: PART	ɒ NOT	eə WEAR	aɪ MY	aʊ HOW	
p PIG	b BED	t TIME	d DO	tʃ CHURCH	dʒ JUDGE	k KILO	g GO
f FIVE	v VERY	θ THINK	ð THE	s SIX	z ZOO	ʃ SHORT	ʒ CASUAL
m MILK	n NO	ŋ SING	h HELLO	l LIVE	r READ	w WINDOW	j YES

Appendix 3: Hafa's quoted pages of diary

p.1

Session2

I learned everything related to the universe based on maths.

Equation: and it has its own law/principle even if it was simple/easy, doesn't need calculation/theory

Also I learned and thus modified the percentage principle. I had earlier studied it in a wrong way by deforming the wording of principle. This led me in the past to have difficulties to solve it. Say I built a transparent wall (unconsciously?)

It helped me to think about anything I encountered in my life with higher concentration. I reflect [on] everything even if it appears easy (not careless).

I learned some simple things which nobody told me before which is difference the difference of pronunciation between P and B, not only the form.

Most important is that I have strong feeling for challenging, not surrendering easily.

p. 2

English test

Ex 2. For the first time, I carried out the comparison between English and Arabic letters. Because I was tense, it was difficult for me to match the similar letters. I was afraid to know if my answer was right or wrong.

Both letters C and are little bit similar. The difference exists only in the dash on top. Pronunciation practice

I was wrong in reading P and B without any differentiation because I didn't know this difference expect for today.

I used to learn B sound= light, and its shape goes upwards, and as for P is sounds heavier with its shape going downwards.

p. 5

Session3

Q1. Physical punishment is wrong

A1. Agree very much. It is normal that children get scared from physical punishment and raised voice. Sometimes, shouting at a child is not enough. So that is why physical punishment is needed.

p. 7

Q3. Teachers should never apologize children

A3. Not agree at all. Because you teach a child to apologize when he makes a mistake. I have to be the role model for a child. This is because I teach them to respect the elder and vice versa.

p. 8

Q4. Teachers need only practical skills to be successful

A4. Agree. Because dealing with children is not a easy task. It is rather difficult and it requires lots of expertise, due to the fact that it is really hard to reach/communicate with a child's mind as well as his way of thinking and how to satisfy his needs easily. Through these activities, I can communicate with children more easily and teach them with love in a way that they love.

p. 9

Q5 The best way of learning is repeating and memorizing.

A5. Not agree. 'Repetition teaches clever students' (proverb), but repetition only helps with memorizing. But when you memorize without understanding, it is easily forgotten. If I explain to a child a lesson, without trying to use memorization, it would be better. Repetition only depends on hearing [*not understanding*].

p. 10

Q6. Girls need less schooling as they are going to marry and stay at home in the future anyway

A6. Not agree at all. Education nowadays something very important. It is a social image, but less people believe in this. Even if she will get married and stay at home, she need to be educated, so that in her turn, she can educate her children and help their study. Because mostly men spend most of their time outside home. In that way, she will be able to deal with anybody and take the responsibility of herself and her children without help from strangers and keep her secrets to be spread.

p. 11

Q7. These days children do not listen as they used to be.

A7. Agree. Old days the process of education used to be taken more seriously. There was objective (target) for everybody to get education. But now...Before they used to say that 'whoever teaches me a letter, I become a slave to him'. But now whoever teaches me a letter must be my slave because it is more associated with material [*money*]. I will teach to be paid and an amount of money is important.

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Homework session 3

Write what you like about ur personal life and family and if u hv spare time what u like to do.

We are a simple/normal family like every family in Egypt. It consists of 6 members, 3 sisters and 1 brother. We live in CAR happily, even if we are facing some problems in life, but this is the way it is. Life goes through happiness and sadness. My parents are the most important things in my life. I appreciate how they taught us the meaning of love, loyalty, honesty accountability and freedom. They have taught us a lot of principles, what life is, what the black and white are, how to face hard times and don't give up.

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About myself, I am a normal girl, living in a normal family, with a normal life. I am 23 yrs old and thank God I have a lot of hobbies. I like drawing, writing memos and poetry, watching horror and action movies and I like to build gifts, especially Valentine. I like housework, without exceptions. In the spare time I usually visit my relatives and friends and I write memos listening to romantic and sad music.

p.14

Memories in KG or school in general. Even if children don't remember past events, I can recall every single moment in KG age since I was a clean and quiet and clever girl. I have been love by all teachers I have had, especially Amal, I loved her so much. About playing, I wasn't playing or running like other children. In class with my teachers or during break time I was sitting alone in the classroom. It doesn't mean I was scared or worried, I just wanted to be in class by myself. Even at home I would prefer be with my toys by myself.

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About primary school, I was a clever students, loved by friends and teachers. I was quiet, lonely. I used to like the library, especially stories. I liked reading stories, I used to disclose the authors strategy/method and to apply to my stories, which was my hobby when I was 8.

My favourite teachers were ...list. My weak point is that I prefer to be by myself as all my colleagues would recognize I prefer to stay alone, and let me do it. I wouldn't know my peers, unless my desk mate girl.

p.16

I have learned a lot from my teachers, especially from Gamal, maths teacher. He passed away. The reason I respect him is that he was behaving with students as an older brother. Even if his duty as teacher was to teach us, he was a real brother.

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About the worst teacher, he was Mr...., maths teacher. The reason is that he had the method of as I am teacher, so I ask, you are the student, so you learn. He used to ask who would go to private lesson to him. Even we private lessons, we couldn't understand. I couldn't ask God, but why are the bad staying and the good going?

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Why you decided to be a teacher? I didn't plan it from the beginning. It happened by accident. I didn't even want to, but this is something that happened in my life, and the fact that I passed the selection to become a teacher (organized by the COSPE and Prof. Mary). I think that now I like children and my ability to work with them.

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How do you see yourself in 5 year time? What did you decide to do with your life? It's something in God's hands, while humans cant guarantee their life even for a second. How can you ask me about the next five years? Anyway I hope to be more successful in what I am doing now, either here in the KG or anywhere else. When I was younger I thought I would become accountant or doctor because I like science and maths. But inshallah.

p.20

Maths and English curricula: strengths and weaknesses. I like English and I find myself good until primary school. After that I started to hate English. I have this feeling that during the session I understood, but afterwards I forgot everything.

p.24

1- Presentation. To teach children numbers orally first, to be acquainted with shape of figures and they can easily write it. I guess it's important because study figures by heart help them facilitate their daily life interactions of calculation

p.26

Normal students. Generally method of teaching is the same at the beginning. Later on, when it seems difficult for a child to understand I start to explain once, twice...applying on different materials, mostly his own belongings

4- Activities. [slow learners] Most of the time, the method of calculating numbers on a group of pens, notebooks, glasses, counting photos, fingers. Normal kids. We do the same, if I find it difficult for some to understand I refer to repetition and practice through a song, a tale, to study by heart and love it to grasp what was difficult earlier to him.

Homework First Activity

Objective: To teach ^{Arabic} kids letters A, B and T

Execution Methodology:

1- I start by reading letters one by one

2- Explain what does ~~this~~ "letter" mean as a word, then explained that our talk consists of a group of letters (linked together); which we call a group of letters In order to be able reading ^{or} writing we've to learn those three letters which are A/B/C...

So, I ask kids to repeat pronouncing the letters by themselves... Then, I asked

them to keep silent and chose / called the most obedient one and let him read as I did.

In the following day, I began to show them the difference of letters' shapes---

{A} → looks like the "stick" or "a man wearing a hat"
 {stick/man ← {A}}
 {B} → looks like the "dish/plate" under it a piece/slice of meat
 { ← plate, • → piece of meat }

{C} → looks like a plate and 2 pieces of meat inside it
 { ← plate, • → 2 pieces }

Then, I inform them that these past explanations are only for simplifying the difference between letters-----

{A}: looks like not 1 shreaded (hamza) by a slash or {A} (hamza)
 {B}: looks like a slash with 2 edges/underneath layon and one point.

This only helps to teach them letters not writing them
 النتائج المتوقعة على هذا الأسلوب
 Expected Results :
 1- بعد قراءة الموقف وجدت نظرات الأطفال
 متوقفة عند الخطر فقط
 After reading the letters, I found kids can only pronounce it (21)

They started to study by heart these letters without differentiating between them with a percentage of 40% who were unable to distinguish these letters

2- Kids started to distinguish letters after they know the shape of each letter and ~~let them~~ ^{let them} know how to draw each one on the blackboard with a thick line in color...

3- When kids imitate my writing/drawings of letter without prior asking even it did not is not similar to mine...

4- I wrote/drew these 3 letters on normal paper

Activity # 2

English

As 3-4 is a primary stage, the child's mind would be still blank (Tabula Rasa), then, we better start by numbers of at least 5 digits before the stage of letters to help them distinguish the Arabic and English pronunciation.

ACTIVITY:

Aim: To teach the child nos. 1 2 2

How: ?

- ① I explained the difference between the Arabic nos. of 1 2 2 and the English nos. of 1 2 2 in both pronunciation and writing.
- ② I told kids that no. ① means in English is similar to the Arabic no. 1, but the only difference is in English we put a dash (slanting) up and down 1 on the line.

Exercise # 3

for Audio-Visual Memory

I linked 2 exercises together as the two depend on each other ---

As the visual memory mostly depends on hearing (listening)
Objective - child executes orders according to the voice (as soon as they hear it) -

Exercise

Execution rate

1) Kids started to teach children words and orders such as:

stop
sit down
up / down
open / close

(2) I began to ask them to obey orders as a game —

(3) I started to ask kids to do these things by selecting the most obedient kid ~~and~~ and let ~~her~~ her to do whatever she sees convenient---

Consequently:

(1) Kids learnt some orders and did it as soon as they heard it.

(2) Love and respect of kids to me and my words even though contradictory to their will/wishes —

(4) Kids selected his/her friends and ordered them to do what he/she asked, time he/she

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Activity 2 (Ghadir's activity)

Age 3-4; Time 30 mins; Children 20 (5 girls); Pace 30% slow learners

Subject: Maths; Topic: numbers

Aim: counting from 1 to 5

Activity: she used counting on fingers, then coloured pens and repeated the activity more than once. She asked some children to count the pens (5). Then she asked them to count on their own fingers. Challenges: children couldn't distinguish the sequence of numbers, especially 1-2-3. Solution: she repeated the activity more than once by counting pens notebooks and boxes.

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Results. It was useful for children to learn the names of new things.

Comment. Children at this stage are very young and like drawing more than writing and things which can be touched. If Ghadir had used drawing (flower, apple, banana,

star), asked children to colour them, and to match them with numbers, pupils would have understood.

Her methods of dealing with children is good, as she gives pupils chances to express what they want. But not every child is as able as others in answering and to keep concentration. It is useful for behavioural skills to increase the child's confidence.

An error. When a child make mistakes I do not make him lose hope, but I tell him: "Oh my baby this is ...number one". I don't tell him this is an error or mistake.

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Activity 3 (Iba's)

Age: 5-6; Time: 30mins; Number: 20 children (5 girls); Pace 30% slow learners

Subject: Arabic; Topic: Arabic alphabet

Aim: to make children learn that letters are the basis of the speech/words.

Activity. She wrote all the letters on the board; then wrote letter by letter on the copybook and she let children pronounce them more times. Challenge. Children refused repeating the letters as they wanted to learn words because already knew the letters.

p. 50

Answer Q1. Teachers first teach letters to children, then they teach them words and how to combine letters together to produce a word. Why so? Because teachers and their parents learned like that! I should go step by step and every stage of life has a different way of learning. As this question is related to the activity's application, I will illustrate how I used the activity and the results.

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Answer Q.2. Arabic is the language of Koran and the linguists derived the grammar rules from the Koran. According to what I know, in the Prophet's period people used the standard Arabic language by speaking; after, the language began to change until people began using slang. The language of Koran is Arabic. The difference in learning Koran is that Koran has different reading methods and has its rules to read it correctly as Allah said. But the language may change to different meanings, while the Koran is fixed.

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Children age: from 3 to 4 years

The activity period: half hour.

The number of the children: 20 children.

Speed: 30% slow.

The subject: Learning the Arabic letters.

The subject details: Learning the letter and

The subject display [presentation]:

The objective is to learn the letter and and this objective is linked to the target group which is learning the Arabic letters from to .

The objective is clear and detailed which is the learning of letter and and distinguishes between them.

I think that activity display method was clear and was attractive because I draw a picture for every letter. (-) (butterfly-rat) (- قهوة) (shirt-coffee-monkey).

p.58

And I think that these activities are suitable to the level of the children in my class. I do not think that I exceeded the average of allowed repetition and it was not more than twice. Comments: There are some children in my class who did not respond to

this activity and because they also young. And I will solve this problem by give at least from one to two revision sessions a week. I will give a revision session on the letters or on what explained before, during that the new children will learn and also it will be as a revision to the other children.

p.61

My comments on the cd [video] and the papers. For the papers: I should write the letter first to let the children know it and then I will pronounce it and then I will draw a picture that begins with that letter. I think it is easy for the children to say to them (strawberries) and the wrong thing that I wrote the two letters together on the blackboard because the right thing is to write the letters one by one but my goal was to let them know the difference between them and learn them at the same time. So, I should write the two letters one by one and then write them together. In the homework, I give every letter in one page and its drawing in the front page.

p.64

I noticed that I need also some activities to bring the attention of the children more than that. I also saw that I need time to teach the children to answer the question after I choose one of them because they raise their hands and answer immediately without I allow them to answer and also they go out from their places without need but this is annoying.

p.71

This is was an opinion, but I think that the girl must learn and then go to the work which she love even if she will not work after education, but after marriage , the best place for her is the home. After marriage, she must devote all her time for the home and for her children. She must let their children know that they have great father and must be the ideal mother for her children and I think that is the most successful thing for the Muslim woman. For the story, there were some rights and there were some mistakes. Education became very bad, children in the kindergarten are good, but when they go to the school they says a famous sentence which is" study and you will succeed, cheat and you will get high score" and this is what they want only to get certificate and money is the most important thing for them.

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I think that the second reason for the failure of education is the parents who flee from responsibility under what they say that education became bad. I think that the parents must reject when they find something bad, but everyone take negative attitude and the result that we became one of the late countries in the world. The evidence was of that the Taxi driver was putting the responsibility of his son on his big sister and his all interest is about how to bring money and this wrong because as long as they want money, they also want some kind of interest.

p.73

The solution is not to escape from your problems, but the solution is to discuss the problems and solve it step by step. One of the main causes of failure of education is the private universities which give an opportunity to everyone who is failure to pay money to enter the university and by this, he will be equal with the student who is entered the government universities and after he finish his education, he will find a job by patronage which is not suitable for him, but for the other student. I think that both citizens and officials, regardless of their positions are responsible for that failure.

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English activity

Children of middle level

The objective: To learn a new words for letter D

Explanation: I will choose new words that begin with letter D and this new word should be famous to make the children able to know and preserve them quickly.

The explanation of the activity: I will draw all the picture and then I will write the name of every picture and then I will ask the children about the picture and then I will write letter D in a big font in the middle of the pictures and then I will say D (for example-dog- disk)

And then I will ask the children again and then I will let them answer the questions.

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The children of low level

The objective: To learn one word that begins with letter D

At least to let the children know that the word dog begin with letter D form or heard and not by writing.

The explanation of the activity. The children of middle level often help me in this activity to draw the word and then know its writing and then the children repeat after me to preserve the word and then I will ask the children of middle level to write the word and pronounce it and then I will ask the children of low level to choose the picture and pronounce it.

The challenges: Perhaps the children may link the letter with the drawing together, so they should see the letter with the drawing

p.78

To remember the word dog.

The solutions: I will make the activity like a game. I will choose two children from the children of low level and I will put different cards inside them a card for dog and then I will catch a card of letter D and I will say what is this, on e of them or the two will say D and the clever one who is the fastest who will choose the card of the dog from the other cards and this competition will make them concentrate and after that he will know immediately that letter D is the first letter of the word Dog without seeing the picture.

Teaching aids: The blackboard, the card and the letters and small card for the word dog.

The homework: On the top of the paper D; On the below of the paper Dog

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The challenges: The difficulty to link a word with a letter and I think that dealing with a person who can not able to speak because I will not understand all his speech.

The solutions: To some extent mark handle references or tangible objects such as cards or blackboard. I will ask her as we are playing and also she will answer as she is playing.

The teaching aids: Blackboard, drawing, and dealing by signal.

The homework: The letter and its drawing only.

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Did I achieve the goals? What I have done well? What I should develop?

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The realistic aims.

The expectation of the middle level in Arabic. Writing the Arabic alphabet in order and to write them even if they are not in order and to know the shape of the letter.

Preserve at least a word for every letter. They should be able to write their full names and to know their address orally. They should be able to organize the days of the week and to know that the holiday is the Friday.

Mathematics: to write the numbers from 1 to 100. Also to let the children differentiate between the small and big number and to know their marks. To make addition to one number or to two numbers. To make subtraction to one or two numbers. Also they should know the Geometric shapes.

English language: To write the numbers from 1 to 10 and to know number 11 and 12 because they are in the clock. Writing the numbers from A to Z with one word for every letter at least and writing it. They should also be able to differentiate between right and left in English and in Arabic.

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For the children of low and middle level.

Arabic: writing the whole letters and to know orally a word for every letter. They should be able to write their first and second name like Ahmed Mohamed.

Mathematics: Writing the numbers from 1 to 10. They should be able to differentiate the big and small number. To make addition and subtraction (one number from one number).

English: Knowing the letters from A to Z and writing it or some of them. They should differentiate the writing from right and from left. Knowing one word for every letter orally, at least 10 letters.

p. 84

Hafa self evaluation.

What did I achieve? My aim was to teach the children letter D and four words for it and the achieved and children knew the words (dog-desk-door-dish) orally with pictures but door and dog only in shapes for example, the word dog the children knew the word without picture but the word door, the children knew it orally not writing so they must see the picture first to know it.

The low level: I achieved the aim which is to let the children know letter D and a word for it orally so when I write D the children immediately say dog because the children first saw the letter D with its picture which is dog.

What I did in a good way? I think that I did the activity in a good way.

What I should develop it? The cards and drawing activities was good because it gave us unexpected results and I think there should be other activities during the week.

Trying to make the children more quiet because they are not quiet and I do not why.

But I think they are not quiet because there are between them very young children.

And I think the solution is to make more attractive activities to make them concentrate on these activities.

Appendix 4: Falak's quoted pages of diary

p. 6

Session 3

Q1. Physical punishment is wrong

A1. Agree. Because there are some children who like to make some noise. These children cannot focus in a quiet environment. So they have to be punished to define their mistakes.

p. 8

Q3. Teachers should never apologize children

A3 agree. Results: I don't have to apologize to children because in some cases, this will make them more rebellion and this will intimidate me in front of any child and he can get used to the idea that I apologize to him. I don't have to apologize to him. I only have to act in a tender way.

p. 10

Q5 The best way of learning is repeating and memorizing.

A5. Not agree. Memorization and repetition is not a condition in teaching of a child. We can repeat numbers or words but memorizing sometimes for some children is hard in the beginning and afterwards, it becomes easier depend on teachers and mothers. It is role of mothers and teachers.

p.18

What is your weakness in Maths and English which you should learn in order to teach children. Frankly in maths subtraction is hard; in English I find it hard to translate English into Arabic.

p.19

What do you want to learn from this training?

I hope I can extend the training length to make it more useful for us as I am interested in learning especially new topics which are useful for us. And I like to understand more and more. So I hope during this training I will improve my understanding of children in order to be more helpful for them in the classroom and understand better what my responsibilities are towards each child.

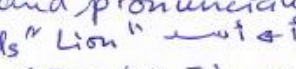
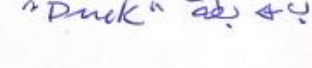
HOMEWORK SESSION 4

In order that children know how to pronounce and read words of Rabbit (on) Lion, it is a must to learn how to read and write a, b, c, d, ...

Sometimes, it is difficult to let all of them ~~read~~ read in the class

Some kids request assistance in the class and he/she raises his/her finger and says "Miss"....

A3: To write "alphabets"

- Read and write
- To have a small test in the notebook as a "homework" to develop his/her level.
- Later on, kids can learn the shape and pronunciation of the words "Lion"  and "Duck" 

A ← → P "Duck" a → ← u
 B ← → u
 C ← → u

- This of course takes time and I should not rush to finish all alphabets quickly to ensure that the kids learn all alphabets nevertheless it takes more and more time.

Normal students

A. I put on the table a group of cubes
 & ask the child to bring some
 of them cubes which carry the A / f
 alphabet... such as $\begin{matrix} \text{ii} \\ \text{ii} \end{matrix} \begin{matrix} \text{f} \\ \text{f} \end{matrix}$ (Teeth)
 (ii) f (Nose)

(or) He/she can look for "alphabets"
 that compose the letters of his/her
 name such as o, s, t (ASTRO)

Description of Activity:

- A. I put cubes in front of kids
- o Child looks at all of them
 - o I let him/her read any alphabet
 such as f (A) o (B)
 - or ask him/her to bring
 cubes that carry alphabets
 of o (ss) or e "da"
 without any order
 - or ask him/her to get cubes
 that carry the alphabets
 of his/her name (s-o-s)
- If thus, he will bring cubes
 that have the letters of



(or) $\begin{matrix} \text{ii} \\ \text{ii} \end{matrix} \text{f}$ (Lion) cubes $\begin{matrix} \text{f} \\ \text{ii} \\ \text{ii} \end{matrix}$

Normal Student Exercise

A- To write "د" (L) while pronouncing it and mentioning three words which ~~start with~~ ^{include} this letter "د" such as

لبن (milk)

فيل (Elephant)

كلب (Dog)


and paste the photos that represent the above three words to know this letter "د" ~~so well~~ and its meaning as well...

- I underline the letter "د" and ask him/her to read and make him/her observe the location of "د" in each words of →
 - 1- لبن - at the beginning
 - 2- فيل - in the middle
 - 3- فيل - at the end

English lesson

Description: To read "Apple"

Target / Obj.: To teach kids reading of some words and studying them by heart such as (Arabic) آبل

(Drawing) 

(English) Apple

Justification:

- To explain that difference exists between the Arabic word "آبل" and the English word "Apple" in the pronunciation level.....
- He/she should also learn alphabets in

(a - b - c - d - ...)
 English in order to easily
 learn the English word

"Apple" {
 A
 P
 P
 L
 E

Difficulties / Challenges

- o Surely, there are difficulties
 but I do read first

the word in Arabic ~~قط~~
 followed by the word in English "Cat"
 كلب → Dog

- o He/she then will start asking
 to define which is cat and which is dog?
- o and I will answer what is Dog
 or ~~قط~~ - Cat

Solutions

- To slowly read the alphabets from A to Z to kids
- Verbally first and then in written forms to assist them study all by heart.
- The beginning is so simple as I read letters / alphabets
- kids then notice that the word "Apple" starts with A and soon and so forth.

Normal Children

A. The child begins by reading the letter A in the following words:

- Apple
- Ant

① any word starts with B
Such as: • Book

② any word starts with C
Such as: • Cat
• Car

Qv) link the following words with its ^{corresponding} relevant letters as follows



While doing that, they also write these words

p.38

Retarded Children

A.) cubes demonstration
of A-Z letters

→ I write on the blackboard
not arranged letters as
follows (i.e.)

B - D - A - C - F

→ Then, I ask a child to
arrange them in order

Also, I continue doing this with
the other alphabet letters
through demonstrating
not-arranged alphabets!
cubes to push him/her
observe and study the letters,
then, by heart.

Normal Children

A.] I start reading items
surrounding (around
us in the KG premises
such as o Door بَاب
o Pen قَلَم
o Window نَافِذ

Followed by writing these
words on stickers and
putting ~~these~~ ^{each} stickers on
~~each~~ the corresponding
item.

Then I ask him/her again
to identify item by item
through reading the words
on the sticker(s). { Door
Window }
with a loud voice

→ I ask him/her how many
letters in each of these words?

Homework Session 5

Iba

The age is between 5-6. The target is Iba's lesson.

Subject: Arabic language for beginners/young learners. Topic: Letters

Aims: to enable the child to read and write in the correct spelling

Challenges: older children in the class say that they already know the letters

Solutions: Iba divided the class into two groups (old and young); then she started to read the letters with the younger children on the board.

Results: children started to take part and be active in understanding, reading the words/letters on the board without fear (90% of children were active).

p.50

My opinion on Iba's work. It is useful and very important that the child knows how to read and write letters before the words. The result was that the child started to be active (though just started). The teacher started to read the letters with the younger children on the board. In this way they understood reading and writing letters. Then Iba divided the class into two groups, but this is not always possible/feasible/acceptable. The reason is that children can't touch the letters.

p.53

Hafa

Age: 4-5. The target is Hafa's lesson.

Subject: Arabic language. Topic: Arabic letters

Aims: reading letters from Alif to Khaf

Challenges: some children think that the letter (second letter, which has got 1 dot) has two dots underneath; the third letter (, which has got 2 dots on top) has 3 dots on top; the 5th letter (which has a dot underneath) doesn't have any dot; the 6th letter (which doesn't have a dot) does have a dot.

Appendix 5: Nasim's quoted pages of diary

p. 3

I learned from today's lecture very important things which is, when it gets difficult to find the direct solutions for rules and principles and find yourself to get any answer, never mind, try to find other solutions even if it was simple. Complicated ways are not necessarily applicable.

Surely I will find what I want, but it needs only little bit of skills for thinking.

p.15

Weakness

A. For me maths isn't my favourite subject at all. But I am good at subtraction, addition, multiply when needed for children. For English I like it, but I am not good at it and its rules as well.

p. 27

Subject: Audio-Visual memory
(Immediate)
Details: ↓ Obedience to orders/instruction

Presentation of Subject

① "The objective suggested by is related to the target group of kids because children at this stage, should begin to obey orders / follow instructions to make sure that audio memory is good (sound enough).

② The objective is clear and detailed. Heba applied it on kids through a game...

③ explained the subject and ^{succeeded} was keen to attract the attention of kids as she made it through an interesting game.

(4) It has a unique type and I think I think that it has no reference/relevance to previous subjects.
P.27 This is what Heba managed to do.

p.28

② Challenges

had ~~no~~ ^{few} challenges but only with kids who did not respond to instructions as some kids need extra time to understand what he/she was asked to do.

③ Solutions

To solve / come over this obstacle it is repetition of (order / instruction) the game with different methods ~~is the solution~~ and assigning incentives to the most obedient / disciplined kid.

④ Activity

[A. 1/2/3/4] Agree totally on ^{teaching} / method as she was organized and gradual. She started with the game to make kids listen.

to her orders/instructions, and then follow it. Kid has then selected another kid colleague (disciplined as him/herself) to participate / take part in this game. It was so interesting to kids as they like it this way.

p.30

2- The aim was clear (revising).

3- Hafa presented the topic in a way that attracted the children by challenging through competition (who knows...). But I think that topic could even be presented in a better way, being more attractive. She could propose an activity like showing the shapes of the letters by writing letters on balls, which the child can pick when asked.

The topic is the first stage of learning, which has no relation with the previous topics. Challenges. Hafa had difficulty as some children didn't remember or got confused between letters like and . I agree with her that a lot of times children can forget the dots or the shapes. This is a problem for the teacher when doing revision.

p.31

Solutions. Hafa wrote letters without writing any dot; then she added gradually the dots, showing how different dots make different letters (*free translation*). I agree with her that we can add something which can link letter and memory by making games like writing letters on some papers more than once and distribute them to the children. Then I would write one letter at the time on the board, asking children who has the same letters, making them stand up and pronounce the letter more than once. Hafa started to write the letters in big and wide shapes on the board. Then she began pronouncing them more than once with her pupils and showed children the number of dots related to each letter. Then she asked them to be quiet and started to pick the quieter children to stand in front of the board and pronounce them. Then the class applauded the child. I agree with Hafa but we could explain the topic in a different way or add a game like the game of letters and train. Children should be picked and chose as name that of a letter (s/he will be that letter). Then pupils will stand up according to the order of letters. Then they will start going around in a circle like a train and start pronouncing the letters in order, etc...

p.35

Challenges. The teacher faced challenges like some children refusing to revise the letters because they wanted something more advanced like words, as they think that youngsters only are supposed to learn individual letters. It was however necessary to revise letters because of some new pupils.

Solutions. The teacher found a suitable solution by making a competition between girls and boys. Those who can say all letters in sequence will be the winner.

The way of explaining was acceptable (ordinary/traditional, *no creativity*) at first. Then it lost its interesting elements and stopped attractiveness to children. But the teacher started fast to solve this problem by an attractive activity.

p.37

Challenges. Some children couldn't remember sequences. I foresaw this challenge.

Solutions. The teacher delivered a small activity to face such challenge, by using fingers and colours for counting. But I think that the activity lacked the element of attraction and interest. So that teacher could use a different activity, such the train of numbers game, or the plates with different colours (each plate has number), which are more appealing to children. Putting the plates in front of pupils and make children count by using the plates. There are many games in school which are catchy.

The way of explaining was traditional (acceptable). It was limited to counting activity, so it was simple. It was not progressive (gradual steps).

p.38

Why the teachers teach the letters first and then teach the words and not teaching the letters from words? Because the learning is gradual, we learn step by step. And I think that it is natural to start education step by step, by knowing the letters and how to

write it in the beginning in the word or in the middle or in the end and how to pronounce it and then learning the words.

p.39

Is there is a difference between learning Arabic and learning the Holy Quran?
Actually, there is a difference between learning Arabic and learning the Holy Quran. Learning Arabic and learning how to make a conversation in Arabic will not need the grammar of the language, as you can make a conversation without using the grammar of the language. But to learn the Holy Quran, you must learn the private grammar of the Quran like configuration and the provisions of Quran and the grammatical rules and you must apply these rules when you read the Quran because if you changed these rules, you will change the meaning of the words, and this is unacceptable.

p.40

The most of the children of good level are from girls but after that, we notice that the doctors, engineers and the people of remarkable level are from men, what turned the case?

I think that happens for several reasons for example,

- 1-Some parents prefer to teach their sons after the primary school.
- 2-The early marriage of the girls, as they will leave the education.
- 3-The high coast of education, so the parents will remove their daughters from the school and make their sons continue in learning.
- 4-Some girls prefer marriage.
- 5-Some girls take care about the housework, and neglect the education.

My opinion on the taxi diver's story. May be the taxi driver's view is correct, but I agreed with him on some points and I disagreed with him on other points. I agree With him on that education became very expensive and some of the people will not be able to pay. Also in some schools, especially in the government schools, if the student does not pay for the private lessons, he will not learn well. But I disagree with him on some of the teacher does not give private lessons and if they gives private lessons, they will explain as they explain

Appendix 6: Ghadir's quoted pages of diary

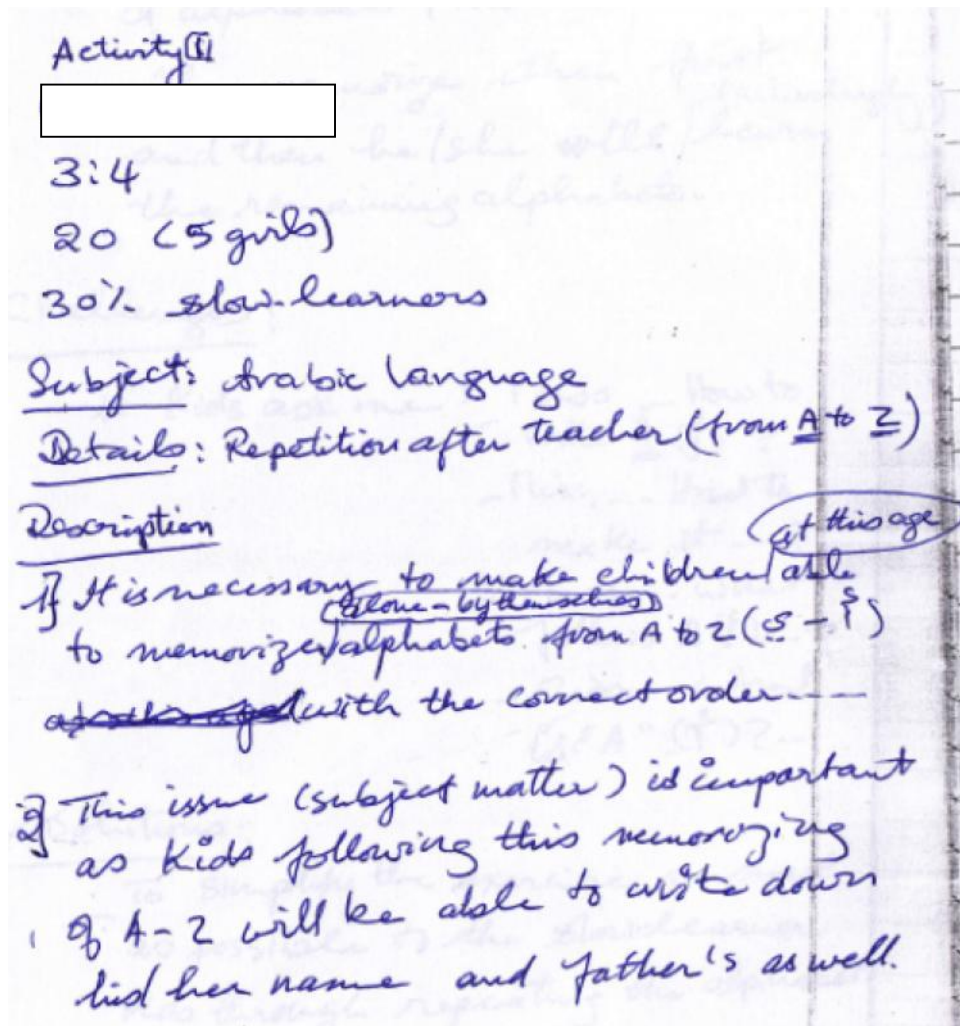
p.14

[Q] What are your weak points in the subjects of Maths Arabic and English which you need to develop to excel in teaching kids?

[A] I am good enough in Maths and Arabic, but I only have weak points in English as I cannot for now compose/structure a complete sentence and unable to translate

p. 16

Homework Session 4



3] Kids should only know a few group of alphabets (not all) to be able memorize them first (accordingly) and then he/she will learn the remaining alphabets.

Challenges:

1. Kids ask me:
 - Miss -- How to write A (f)?
 - Miss: -- How to make it --?
 - Miss -- What follows A (f) --?
 - Miss -- What is "A" (f)? --

* Solutions:

- To simplify the exercise as much as possible to the slow-learner kids through repeating the alphabet in the framework notebook ----
- To follow-up and make sure many times that they did their homework.

As for ^{Kids with} medium and intermediate levels of understanding I read A to Z (a-z) to let kids know all alphabets; verbally at the beginning and later as written.

Activity:

Tools: We can divide papers into cards shaped into alphabets or draw them by sand to attract attention; being different.

Steps: - Repeated pronunciation of the alphabet in relation to the name of a kid.
- Display through the sand alphabet and simply explain to kids.

2 Tools : Same as previous

* Steps :

To teach kids the alphabets through identifying

(i) A, followed by B (u)

(ii) B, followed by C (ü)

So, each alphabet is explained

one by one separately.

Following this, we repeat and play games of alphabets.

Activity 3

Subject : English

Details : Teaching of 10 alphabets (in capitals)

Presentation :

- 1 - Kids will learn at this stage 10 Capital (letters) alphabets in English language (A B C D E F G H I J K L M N O P Q R S T U V W X Y Z) and be acquainted with English.
- 2 - Kids, by learning the above, can know few words in English.

Challenges :

- What does A mean Miss-?
- How can I pronounce it Miss?

* Solutions

- 1 - For slow-learner kids, I draw "A" and describe it in Arabic and through ^{outstanding} ~~configuration~~ letters and repetition ...
- 2 - Display alphabets for ^{Kids with} ~~medium and intermediate~~ level of understanding.
 - a) Draw simple figures of alphabets
 - b) Identify and read alphabets
 - c) Repeat and re-draw alphabets on the black board and explain them into Arabic

Activity

Tools: a group of ^{outstanding} ~~configured~~ alphabets + normal photos of alphabets ...

Class (5)

Lesson of

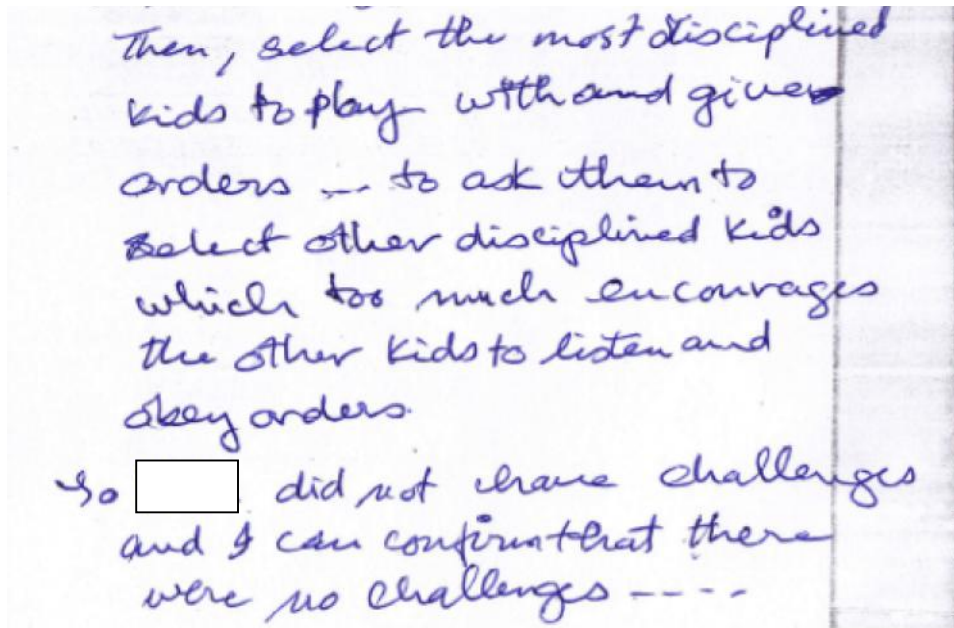
Subject of Audio/Visual Memory

Details:

- 1] - To make children able to obey / follow instructions orders -- I agree on that subject...
 - 2] It is ok / fine to explain this activity to kids to be acquainted with their surrounding environment and develop the audio/visual memory of kids.
 - 3] [] would like to develop the / obedience internal capacity of kids and his behavioral skills as well.
- She made it by doing activities inside the class.
- 4] [] did not show any relevance between this subject and the previous one.

p.28

- 2] [] said that kids of this age have their own orders and no one could order anyone of them. She aimed at ~~simple~~ approaching them to make them like orders and obedience of orders....
- I agree on this method through having a game which entails
- o "Take" and "Get back"
 - o "Sit down" and "Keep silent"



p.32

Iba's lesson

Subject: Arabic language

Topic: letters

Aim: revising the letters (only with old children) by refreshing their memory while teaching the younger the basic letters.

Challenge: older already memorized the letters and know some words

p.33

Solution: divide the class in 2 groups and make a competition between them (?), without one of the too speeding up. Through the older students (who repeat, while the youngsters just repeat) pupils will memorize.

p.34

Hafa's lesson

Subject: Arabic

Topic: Alif to Ha

Children already know the letters and have memorized them, although not all of them (3+3). The problem is that some children can't distinguish them.

p.41

Answer Q2. There is no difference between learning Koran and Arabic language because learning Arabic is the basis for learning Koran. So Koran comes from Arabic language.

Arabic language depends on comprehension and has rules that change [?], but the holy Koran is fixed text that never changes.

Appendix 7: Iba's quoted pages of diary

p.16

Q.5 Not agree much. Because the moment you finish your studying by heart, you'll forget all what learnt. So the most suitable method is to practise and to be involved in activities which so much affect the child and s/he will memorize it. Because through practice and repetition the child manage to memorize what she studies by heart.

p.24

Q4. What do you expect from this training?

A. I wish to understand and gain experience to help me to be capable of teaching my children in a good way. I guess it will benefit my personal/family life in raising my children, because anything proved useful to her exist in this training. Children are most important for my life. My daughter is criteria of my efficiency at the social and professional level.

p. 25

What is your weak points in Maths and English to be a good teacher?

If I can study again, I will re-study subtraction and percentages rules, which I need more support in order to benefit more and thus be capable to teach them these problems (Maths).

As for English, I need to study well the rules and words (vocabulary) to be able to construct correct statement.

p.29

3- As for the next question, there should be strong/solid ground of language letters to be able to teach words. As for my children, I taught them letters and focussed on them to be sure to be good in reading and writing letters and I meant to teach them words
B- Description challenges

It is a meaning of word. E.g. "tuffaha" is apple. He will ask me what it means, despite its translation which is "tuffaha". This is difficult for them because they don't know yet there are other languages and here begins my role which is to explain to them and let them know, this word in Arabic is similar in English, the pronunciation is different.

C- Solution

1- I ask children to be disciplined and try to attract their attention as much as possible and start to explain them meaning of this word in Arabic language and this depends on studying by heart and repetition along with...

p. 30

...practical activities such as to bring apple and give it to a child and then, I will say "Ahamed give me a apple", thus they will easily understand, I will ask them again to give me back the apple. If he knows, "tuffaha" means apple, I am pretty sure that he understands my lesson. With the help of photos and written words on board and I can do another activity while I bring another apple, group of different words and ask them to point out the related word.

2- As for normal students, I will write the word on the board, starting from the initial letter and word

A → apple (see p. 30)

Demonstration

Goal/objective: To promote the calculation capacity of kids and the recognition of numbers and its indication / to get acquainted with addition and subtraction.

Why it is important?

Kids should know these types (Add / Sub) to know that everything in our life is based on numbers and exchanging in everything / detail.

Challenges

The most difficult thing I face with kids is the slow understanding as anything I teach needs time that might get long but I will start to teach them this exercise.

SESSION 5 []'s lesson
(class)

Subject: Audio-Visual memory

- 1- This objective is correct/right at this age level.
- 2- Kids should learn and recognize everything surrounding them and their environment.
- 3- [] started to explain the subject in details ---
 & Good and useful and helps kids ~~to~~ to understand the subject matter correctly ---
- 5- [] managed to attract the kids' attention because she added to it (inserted into it)

an exercise as it develops the behaviors of kids.

- 6- This subject is still unique / special because some audio concepts are not complementing

each other and ~~also~~ the knowledge concepts as well. So, each time, the child is learning a new thing ^(lesson) which is different from the previous lesson --- (previous lesson).

(2)

I agree on what [] said because it develops the child's behaviors and acquaints him/her at this age level with the orders which he/she ignores, ~~and~~ that she is not aware of these behaviors as he/she at this stage thinks that he/she is his/her own teacher mentor.

(3)

I don't think that there will be solutions/answers on Heba's exercise--because she well discussed the subject matter and thus there is no need for any further comments and/or answers.

(4)

[] did ~~the~~ excel in this exercise and correctly opened this activity to children ~~and~~ and also got good results. as they obeyed her orders as soon as she started to explain -- If I was her, I could have made the same but not as

p.46

Falak's lesson

Age: 5-6; Number of children: 25 (30% slow learners)

Subject: Maths; Topic: addition and subtraction

(1) Is this topic related to the previous topic? The topic is not really related because Falak started with young children

A girl came to Falak and her age is 6 but she doesn't know letters, reading or writing. Falak began to deal with this child at the same time as with the others. But she began helping her more than others to get to the same level.

p.47

(2) Challenge. The problem faced by Falak is that she was surprised that the child didn't know letters or numbers. She asked the child's mother to come, she spoke to her and they decided that parents must help their child (beside KG). They decided to make the child memorize 2 letters everyday. (3) Solution. In addition to that Falak started to let the child participate to be good in memorizing letters and numbers well and to be able to add and subtract, and other maths skills.

p.49

Hafa's lesson

Age: 4-5; Number of children: 38 (30% slow)

Subject: Arabic language; Topic: letters

(1) This topic is related to the previous topic in terms of introduction, which Hafa did. At first she presented the topic to the children; then she started the activity which was about helping children memorize and write on the board Arabic letters.

P.50

(2) Challenge. Some children read some letters in the wrong way because there are similar shapes.

(3) Solution. Drawing the letters on the board without dots. Then ask children "does B have a dot? Or underneath? Or at the top?" and do the same for all other letters.

p.51

(4) Results. It is good (90%) because this activity was useful for children, it enabled them to memorize the letters and carry out other activities like counting, both inside and outside classroom, drawing letters, and asking children what the difference is between letters' shapes. And other activities like listening activities, behavioural, and concept knowledge.

p.53

(2) Challenges. Pupils can't count following the sequence.

(3) Solutions. Counting by using colours, fingers and/or chairs. Children need to find 3 colours (yellow green...) which represent 3 numbers and they have to put them in a sequence.

(4) Results. This activity was useful for children and gave good results (70%). Also it was useful for listening and learning numbers and concepts and for entertaining children through colours.

p.58

Answer Q.1. Some teachers prefer letters and repetition methods. I think this is their method, but I am sure if they used the word method it'd be better for them.

At the same time there is no way but repeating. Like the time of learning Koran, as it is a higher meaning and we can't play with it, it must be memorized as it is.

Answer Q2. At the same time there is a tight relation between Koran and Arabic because learning Koran depends on learning the Arabic language. To learn Koran you need to learn Arabic and read, because Koran needs high level of reading. Because it is recited as it is, without changes. But Arabic language is different, because it can change meaning and pronunciation.

Arabic in our daily use is different from the standard one, because there is slang and formal.

p.66

My opinion on the issue, that the taxi driver was right when he said that the level of education in Egypt is very bad and only the rich people can learn well.

During to the economic conditions, the parents prefer to their children to learn a profession to help their parents.

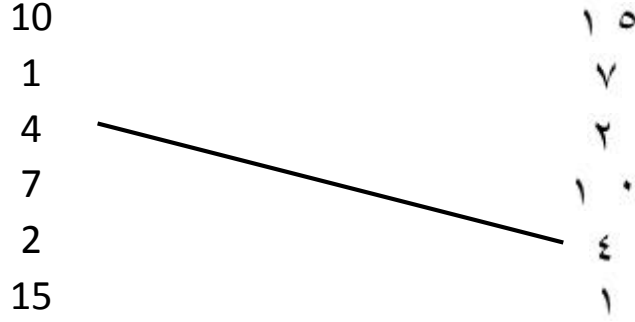
But this economic condition does not give us the right to leave the education; education is the basis of life and the basis of everything and what is built on right will remain forever. It is difficult to found an educated woman or man equal with an uneducated one. There must be a difference between them.

We can teach our children and help them.

اختبار معلومات اللغة الانجليزية

برجاء كتابة الاسم هنا:.....

التمرين الاول (5 درجات لكل اجابة صحيحة) قم بتوصيل الرقم المكتوب باللغة العربية بنظيرة باللغة الانجليزية








التمرين الثانى (5 درجات لكل اجابة صحيحة) بعض الحروف الانجليزية تشبة الحروف العربية فى الشكل وليس , برجاء كتابة تلك الحرف المشابهة باللغة الانجليزية فيما يلى:







Arabic	English
	C

English Alphabet: Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll
Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

التمرين الثالث (5 درجة لكل إجابة صحيحة) صل الكلمات التالية بالصورة المعبرة عنها:

Star	
Mobile phone	
Bee	
Dog	
Watch	
House	

التمرين الرابع ((5 درجة لكل إجابة صحيحة) قم بقراءة الكلمات التالية:

					
Apple	Cat	Students	Bag	Pen	Sunglasses

Appendix 9: Portfolio of activities (Hajj)

Adapted from: <http://amuslimchildisborn.blogspot.com/2009/10/hajj-game-for-preschool-and.html>

Materials: Card board for cards (box for water bottles); handouts; coloured pencils; stapler; wide sellotape (for preserving cards); scissors

Requirements: Teacher needs to know the stages of Hajj

Teacher cuts out 24 pieces of card board according to the size of the pics in handout. She also cuts out the pics in the handout and writes the Arabic names right below the pic (Arabic name must ne included in the card). She then lets pupils colour the pictures in the handout (or copy them on other papers). When the pupils bring back the finished paper to the teacher, teacher staples it on the card board. To do the colouring, children may be paired (girl and boy?). The teacher shows the cards to pupils, without mentioning about Hajj. Part 1: Memory game. The cards are then put face down in the centre of the classroom. Pupils are called to find the match. They can keep the cards which they matched. Once the cards are finished, teacher asks pupils with cards to show to the class the card and tell the name of the pic. The game can be repeated until pupils are familiar with the images and names. Part 2: Journey. Before starting the second part, teacher explains the meaning and steps of Hajj by showing the cards. Then she chooses 10 pupils, who will hold the cards. While she is repeating the story, the remaining pupils travel from one card to the other. At every station, the teacher mimes the event. Once the journey is over, pupils write/draw on copybooks. A poster could be produced with the full itinerary of the journey (use group work).

Tips

After the activity is finished, wrap the cards with large sellotape to protect; the cards may answer these questions: 1) Whom do Muslims do hajj for? (Allah); 2) We go to this house to do hajj (Al-Ka'ba); 3) Before we enter Mecca we take this (Ghusl); 4) Men wear these special clothes (clothing); 5) Then we make tawaf around this (Al-Ka'ba); 6) Next we walk between these two mountains and make dua (Safa/Marwa); 7) Then we go to mount Arafah (Arafah); 8) Next we pray fajr in Muzdalifah (Muzdalifah); 9) Then we stone the shaytan (Jamarat); 10) Next we sacrifice a goat or a cow (sacrifice); 11) Then we stay overnight at Mina (Mina); 12) Then we make tawaf again around the Ka'ba before we leave.

Activity 2: Hajj

Materials: 12x2 images of Hajj (2 sets of 12 images each); 24 pieces of cartoon to make cards (size of the images); staples/glue; scissors; coloured pencils for each pupil; sellotape

Preparation of cards: cut the 24 images at home the day before; in class, give the 24 images to pupils; ask pupils to colour the images and to give them back to you; staple/glue images to cartoon; write the Arabic name of the image at the back; [to make cards stronger, cover them with sellotape]

Memory game

Each child holds a card; you tell loud the name of the card and the child repeats it; put all cards face down on a table; each child turns 2 cards and tries to find the matching card (i.e. Ghusl with Ghusl); repeat game until all children are familiar with images.

The Hajj game

Tell pupils the story of Hajj and show the cards. The 12 steps of Hajj are: 1) Whom do Muslims do hajj for? (Allah); 2) Where? (Al-Ka'ba); 3) Washing (Ghusl); 4) Men clothes (clothing); 5) Tawaf (Al-Ka'ba); 6) Walk between two mountains and make 'dua' (Safa/Marwa); 7) Go to mount Arafah (Arafah); 8) Pray fajr in Muzdalifah (Muzdalifah); 9) Stone the shaytan (Jamarat); 10) Sacrifice goat or cow (sacrifice); 11) Overnight at Mina (Mina); 12) Tawaf (Ka'ba). Give 12 pupils the 12 image-cards and spread children them across the room. The remaining children will go from one card to the next (like group of pilgrims) following your words. Once it is over, switch children

Activities to fix information:

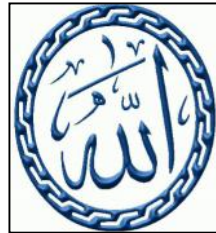
- 1) Pupils write the 10 words (or less) or draw the 10 images (or less) on their exercise books
- 2) Make a poster with the full itinerary of the journey (use group work)



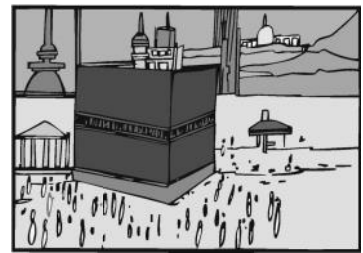
1) Sacrifice



2) Ibrahim clothing



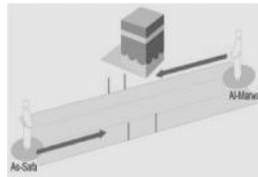
3) Allah



4) Al-Ka'ba



5) Ghusl



6) Safa and Marwa



7) Arafah



8) Muzdalifah



9) Jamarat



10) Minia

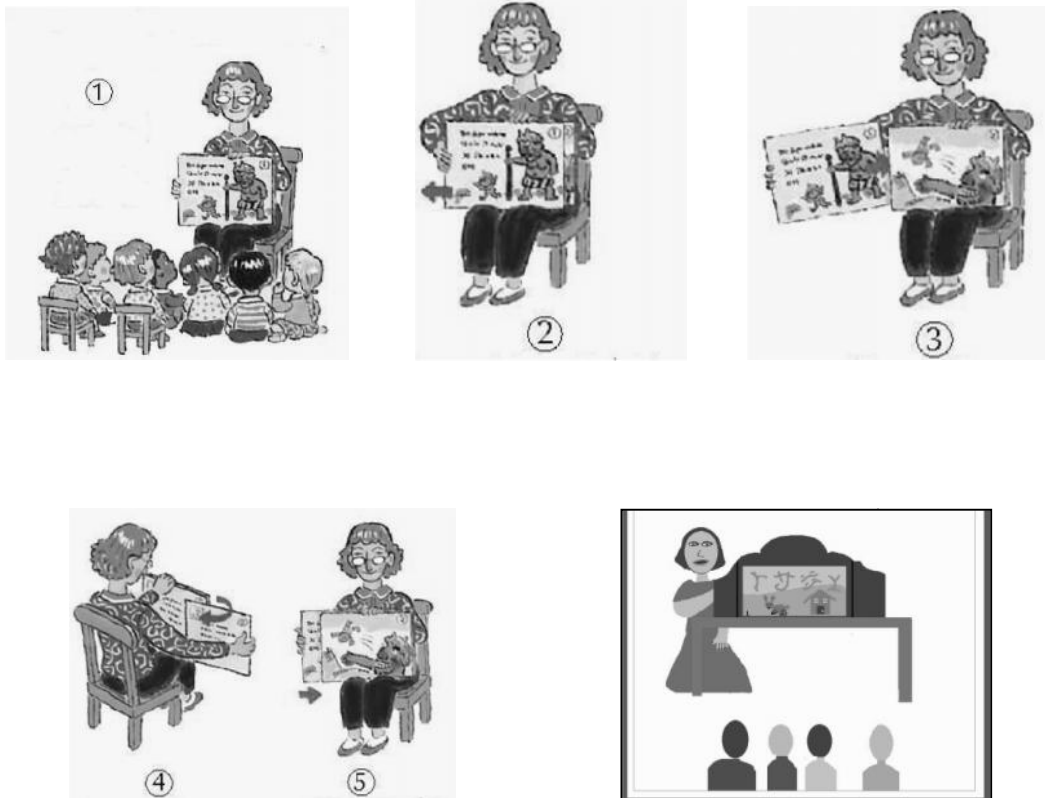
Appendix 10: Portfolio of activities (Kamishibai)

Materials: Box-water for very large cards, scissors, sellotape, staples, photocopies book, white and coloured paper

Preparation: teacher cuts out 10 large card boards (size of the side of box-water); chooses the 10 most indicative pics of the story among those in the photocopies. Captions are stuck at the back (NB The caption for pic 1 is stuck at the back of pic 10; the caption for pic 2 is stuck at the back of pic 1). Then teacher tells the story once. Then tells it again. This time teachers ask pupils to look at the pic and choose one item. So, while she is telling the story of one scenario, she stops and writes on the board: scenario 1) 4 men. Once the story is over, teacher shows the cards again (this time without saying the story), and asks pupils to read the key word of each scenario from the board. Brighter students may be asked to tell the class what happens in a certain pic. Teacher may ask: what is the message of this tale? Teacher should ask pupils what they understood before giving the answer.

Tips: Teacher should know well the story, without simply read it from the cards; you may build a small stand to work on the desk. In this case, make sure the captions are not at the back of the pic but on a separate paper; pics should be numbered to avoid confusion; the activity may be used for numbers as well: how many people are showing in scenario 2, etc...

Illustrated instructions (from <http://www.kamishibai.com/howtouse.html>)



Appendix 11: End of the course certificate



Centro Interuniversitario di Ricerca
Per lo Sviluppo sostenibile



SAPIENZA
UNIVERSITÀ DI ROMA

This is to certify that

.....

Successfully completed the Teacher Training Course:

“Professional Self-Development”,

part of a Doctoral research project

on “Reflective Teacher Education”

October 2010

PhD Convenor

Prof.ssa Silvia Macchi

Doctoral student and trainer

Andrea Mari

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Appendix 12: NGO's advised training curriculum (excerpt)

Pre-Kindergarten Curriculum Guidelines

Overview

Early childhood programs should be appropriate for the age, developmental level, and special needs of each child. The environment should be modified and adapted to promote the participation, engagement, and learning of all children. Young children are integrally connected to their families and it is important to establish positive relationships with them as a whole that is based on mutual trust and respect. Teaching is based on the knowledge of content and how young children develop and learn. The learning environment fosters all areas of development intellectual, language, physical and social/emotional; and provides the challenge for children to learn according to their individual growth patterns .

Early childhood programs should :

- Provide curriculum that builds upon what children already know and are able to do to enable them to connect new concepts and skills .
- Provide units or themes of interest that integrate and teach across all areas of the core curriculum (e.g., foreign languages, language arts including reading, mathematics ,core value, and the arts)
- Provide a literacy-rich environment arranged in all learning centers or learning areas (e.g., art corner, reading corner- library, play story and garden).
- Provide exposure to a wide variety of information and literacy experiences and the use of new teaching aid through daily activities in the classroom.
- Provide a safe environment designed for the developmental needs of the age group served and implemented with attention to the requirements and differences of the individual children.

- Provide a climate that is active; one in which children interacts with each other and materials while engaging in cooperative hands-on learning with day-to-day life experiences .
- Provide a balance of classroom activities that are teacher-directed and child-initiated .
- These activities may be active or quiet, performed individually or in large and small group of children.
- Provide an environment that is sensitive to cultural, language, and learning differences among all children served .
- Provide an on-going process of collecting information from multiple sources about a child's needs, during teaching course which may include observation, portfolios, etc., to determine an individual's strengths and weaknesses in order to plan the educational services .

These Early Childhood Curriculum Guidelines are intended to be a recommended curriculum for children attending early childhood programs in framework of.....

Teachers trained in early childhood curriculum theories will provide an enriched curriculum including the following skills and many others .

APPROACHES TO LEARNING

There are basic principles or approaches to learning present for all children. Each child has his/her own unique approach to learning that should be fostered and encouraged as they grow and develop .

Standard 1: The child demonstrates positive attitudes, habits, and learning styles .

1. Demonstrates an eagerness and interest in learning
2. Develops and expands listening skills
3. Demonstrates self-direction and independence
4. Demonstrates increasing ability to set goals and develop and follow through on plans Manages transition between activities effectively
5. Understands, accepts, and follows rules and routines
6. Develops increasing ability to find more than one solution to a question, task or problem
7. Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults

CREATIVE SKILLS

Creative skills are developed by engaging children in activities with play dough, sand, water, dramatic play, blocks, creative stories, art, music, movement, and a variety of other materials .

Standard 1: The child participates in activities that foster individual creativity.

1. Demonstrates with increasing interest and enjoyment in a variety of creative activities including listening, singing, finger play, games and performances thinks of new uses for familiar materials .
2. Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.
3. Works creatively using a variety of self-expressive materials and tools to creatively express ideas
4. Moves freely in response to music and change of tempo.
5. Expresses thoughts and feelings through creative movement .
6. Experiments with a variety of musical instruments.

LANGUAGE ARTS

Young children begin to develop language arts skills through the context of shared reading with quality experience in library .For English Language Learners (ELL), educators should gather information and appropriate procedures should be followed to determine which language should be used to understand the impact of second language acquisition on the child's development and performance in the early childhood setting. Teachers need to assist ELL by building upon what children may already know in their native language.

Emphasis should be placed on commonalities that exist between English and the Arabic as a native language. Extra time should be allowed for ELL to process information and formulate thoughts. It is important to use concrete objects and pictures to teach ELL children

Oral Language

Standard 1: Listening - The child will listen for information and for pleasure .

1. Listens with interest to stories read aloud
2. Understands and follows oral direction

Standard 2: Speaking - The child will express initial ideas or opinions in group or individual settings .

1. Uses language for a variety of purposes (e.g., expressing needs and interests)
2. Recalls and repeats simple poems, rhymes, and songs
3. Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech
4. Shares simple personal narrative
5. Participates actively in conversations

Literacy

Standard 3: Print Awareness - The child will understand the characteristics of written language

1. Identifies the front cover and back cover of a book follows book from left to right and from top to bottom on the printed page
1. Shows increasing awareness of print in classroom, home and community settings .
2. Begins to recognize the relationship or connection between spoken and written words by following the print as it is read aloud .
3. Understands that print carries a message by recognizing labels, signs, and other print forms in the environment .
4. Role plays story .

Standard 4: Phonological Awareness - The child will demonstrate the ability to work with rhymes, words, syllables, and onsets and rimes .

Begins to hear, identify, and make oral rhymes (e.g., "The donkey has a tile"); Shows increasing ability to hear, identify, and work with syllables in spoken words (e.g. I can clap the parts in my name: Ka-reem)

Standard 5: Phonemic Awareness - The child will demonstrate the ability to hear, identify, and manipulate individual sounds in spoken words

Shows increasing ability to discriminate identify and work with individual phonemes in spoken words; Recognizes which words in a set of words begin with the same sound

Standard 6: Phonics (Letter Knowledge and Early Word Recognition) - The child will demonstrate the ability to apply sound-symbol relationships

1. Recognizes own name in print.
2. Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.
3. Begins to recognize the sound association for some letters.
4. Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

Standard 7: Vocabulary - The child will develop and expand knowledge of words and word meanings to increase vocabulary

1. Shows a steady increase in listening and speaking vocabulary.
2. Understands and follows oral directions (e.g., use of position words: under, above, through)
3. Links new learning experiences and vocabulary to what is already known about a topic.

Standard 8: Comprehension - The child will associate meaning and understanding with reading.

1. Begin to use prereading skills and strategies (e.g., connecting prior knowledge to text making predictions about text and using picture clues)
2. Demonstrates progress in abilities to retell and dictate stories from books and experiences.
3. Remembers and articulates some sequences of events.
4. Connects information and events to real-life experiences when being read a story.
5. Demonstrates understanding of literal meaning of story being told through questions and comments
6. Tells what is happening in a picture

Writing

Standard 9: Writing Process - The child will use the writing process to express thoughts and feelings .

1. Develops understanding that writing is a way of communicating for a variety of purposes .
2. Progresses from using scribbles, shapes, or pictures to represent ideas to using letter-like symbols, or writing familiar words such as their own name
3. Participates in writing opportunities
4. Begins to remember and repeat stories and experiences through drawing and dictation .