

K2 Courses Educational Tutorial

Suggestions for Parents and Teachers

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Adapted from the Signatures Intervention Strategies Manual

*Parents who believe their children are ready for online instruction should carefully decide if the child is able to participate based upon the following content inshaAllah. Try the lesson and see for yourself first; the level of comprehension that is required for the child to understand.



With the Name of Allah, the Most Merciful, the Bestower of Mercy

Questions & Answers with Scholars February 2008:

3. Are children's books that contain fictional stories permissible?

Answer: If these stories carry correct moral meanings, then they are ok.
Sheikh Abdullah al Ghudayan

Translated By:

Mustafa George
Kingdom of Saudi Arabia

Encouraging our children to Read

Assalaamu Alaikum wa Rahmatullahi wa Barakaatuh,

One of the biggest challenges facing educators today is the management of authentic Islamic text based on current reading selections for our elementary aged children. Grouping and arranging (altering) that text so it meets the needs of all children can be a time consuming task. How can the needs of below-level readers be addressed without compromising instruction for the remainder of the classroom? This problem is addressed in this tutorial for Intervention strategies.

The Introductory lessons in this tutorial correspond with lesson plans taught in our K2 Courses Curriculum. Parents and teachers are provided with the tools that are necessary to help the below-level reader without excluding them from the instruction their other classmates receive.

Here are some of the techniques and resources adapted from the Intervention Strategies Manual for 1st Grade which provides help to you in meeting the needs of below-level readers in your homeschool classrooms inshaAllah.

Previewing the Literature

Sample Library Book: Little Elephant by Miela Ford



For this section, children are taught important vocabulary as they are given a preview of the selected text. The extra preview and vocabulary instruction increases children's chances of reading the selection successfully.

You may wish to display the additional vocabulary words and point to each word as it is mentioned during the previewing.

- When deciding to use pictures, have the children describe the picture. Point out that this is a photograph of real elephants. Then explain that the author has written this story as if the little elephant in the picture is speaking. Tell children that the elephant says, "I am a little elephant."
- Ask who the children think the larger elephant is.

I am a little elephant. 1



Additional Vocabulary

is

my

she

me

big

yes

Tell children that the little elephant says, "This is my mother. She lets me play in water."

Encourage children to describe what the little elephant is doing in the photographs on the next few pages.

- Ask children whether they have ever gone slowly and carefully into water in a pond or swimming pool or even a bathtub.
- In talking about the way the little elephant goes into the water, use the phrase *First one toe, then two.*
- Tell children that the little elephant makes a big splash.



Have children discuss what the little elephant is doing in the rest of the photographs:

- Have children identify and point to the elephant's trunk.
- Ask what the little elephant is doing with his trunk in each photograph.
- Point out that the little elephant is under the water.
- Tell children that the little elephant says, "Here I am. Time to get out."
- In discussing the little elephant's difficulties, use the word Oops! and encourage children to repeat it.

Have children describe the little elephant's position in the next photograph:

- Tell children that the little elephant is asking, "Can I make it?" Encourage children to tell whether they think the little elephant can make it.
- Explain that the little elephant answers its own question this way: "Yes, I can!"
- Have children predict what the little elephant will do now that it is out of the water. Tell them that they will find out when they read the story.

Vocabulary Strategies

Write the additional vocabulary words (*big, is, me, my, she, yes*) on the board. Tell children that you will ask them some riddles. Have children tell which word answers each riddle. Ask for a volunteer to circle the word, and have children write it on their papers.

1. This word is a name that the little elephant calls itself. What is the word? (me)
2. The little elephant can use this word to answer a question. What is the word? (yes)
3. You might use this word to describe an elephant. What is the word? (big)
4. This word makes sense in this sentence: Water _____ wet. What is the word? (is)
5. The little elephant uses this word when it talks about its mother. What is the word? (she)
6. This word makes sense in this sentence: The little elephant says, "Up goes _____ trunk." What is the word? (my)