



## Instruction to HNM Level 2 Student Workbook

### Overview

The developed activities are age-appropriate, relevant, and cognitively challenging.

They provide sufficient opportunities for students to demonstrate their understanding of the stories and allow them to draw or circle pictures to collect their thoughts on paper before producing the language during pair or group activities.

The main goal of these activities is to enhance the vocabulary and structure learned and to facilitate (allow) opportunities for students to communicate their story comprehension to their parents at home. In addition, it serves as an easy assessment tool for teachers.

Please read the instructions carefully to help your students understand and enjoy doing their assignments at home.

### Essential points in implementing the program and assignments:

- The teacher uses the Arabic language almost exclusively.
- The teacher uses a variety of strategies to make Arabic comprehensible (visuals, body and facial gestures, songs, etc.)
- The students should be challenged to use Arabic all the time.

In classroom:

- The teachers need to encourage all students to participate in classroom activities through various classroom interaction types, such as student-to-student, student-to-teacher, pairs, and small groups.
- The teachers should use a variety of feedback and questioning strategies.
- The teachers should avoid using translation and instead, they can enhance students' comprehension by using verbal and non-verbal strategies such as body language, pictures, visuals, and circumlocution.

Instructions: The key answer packet is available to **teachers only** (examine answers before introducing the assignments to students)

1- Assign daily one page, as the pages are aligned with the estimated portions and parts of the story covered in class.

2- Digital files are available on the Aldeen Foundation HNM website. Project the page assigned as classwork using the large screen, and for the homework assigned page, use the last five minutes of

class, especially for the first month of the year, go over what is expected from students to do at home. Brainstorm ideas, and initiate discussion and interaction.

3- On the following day, for the first 2 minutes of class, pair students to exchange their drawings, and answers while moving around and checking their responses to each other, encourage correct answers, praise their production in the target language, and give incentives for doing their assignment.

4- Repeat the steps for the second page, when there are pictures, have students identify the pictures, describe them if possible, and recycle phrases and vocabulary along with the structure learned.

5- Every page assigned should be discussed before and after, thus you assess students and enhance, encourage, and expand their language production.

6- Refer to the key answer booklet, provided to teachers only. Please give your feedback and comments at any time. We appreciate your input to enhance the second version of these assignments.

#### Detailed instruction to homework book

Each story will have the same format of assignments. The exercises will include old and new vocabulary, but the emphasis of each exercise for the story is on what the students are currently learning in class. Remember for each day assign one page or a maximum of 2 as homework. The packet should always be with students back and forth to school.

Exercise # 1- At the end of the reading story period, project the page and solicit ideas from students about the characters they were introduced to in the story, and the place where the events happened.

Encourage students to use full sentences and then choose the correct picture that is represented in the story.

The Teacher may write down the answers so students can copy them in their workbooks to practice writing skills.

#### Exercise #2

At the end of the class input and reading story period, around five minutes, project the page and solicit ideas from students about the characters they were introduced to in the story, a place where the events happened, and anything they liked or would like to illustrate as homework.

Encourage students to communicate the information with their parents, and repeat the title of the story.

Expect a variety of different illustrations from students, and remind students to bring it back the next day.

In class, at the beginning after greeting, have students open their pages on the assignment and pair them to describe to each other their illustration, the teacher should walk around and record informally students' production. Encourage their language production, and help and engage them in the discussion. This should not take more than 2/3 minutes. Please time the activity!

### Exercise # 3

This page will include old vocabulary for recycling and a few new words.

Again, project the page on a large screen at the end of the part you stopped in the story and your classroom instruction, have students in large groups identify the pictures, you might want to challenge students to produce long sentences, such as placing the vocabulary word in a meaningful sentence.

Explain to students to color in the circle under the picture of objects, characters, and places they heard in this specific story.

The Teacher may write down the answers so students can copy them in their workbooks to practice writing skills.

Again, remind students to bring back their packets and assign a few minutes at the beginning of the class and put students in pairs to exchange and identify the pictures, by taking turns pointing to any of them and asking each other:

ما هذا؟ ما هذه؟ اين؟ من هذا؟ من هذه؟ ماذا يفعل.... الخ

Teachers should walk around and / to record students' language production as an assessment.

### Exercise # 4

Repeat steps of exercise #1, the only difference is that this page will include an additional character, a different place maybe, and a new event in the story.

Project the page in class, encourage students to describe pictures in each line, and challenge them with questions to identify one of the pictures that do not represent any of the characters, events, verbs, activities, places, professions, or objects in the current story, and mark it with X.

This page will allow students to color in the circle under the picture that does not belong to the story- or at least does not belong to the set in each line.

The Teacher may write down the answers so students can copy them in their workbooks to practice writing skills.

### Exercise # 5 (contains 6 comprehension questions on 2 pages)

This exercise serves as comprehension questions, but similar questions should be continuously used as an interactive strategy with students and serve as an assessment.

Project the page on a large screen, read the question, and encourage students to produce the answer according to pictures in the exercise. It is highly recommended to go over the rest of the

pictures, even if the students answer the question. Select some students and ask about other pictures.

Each story has a different quantity of questions and might have slight differences in the format, as each story is treated uniquely.

The Teacher may write down the answers so students can copy them in their workbooks to practice writing skills.

#### Exercise # 6

Project the page in class. Encourage students to describe each picture. Then challenge them to identify the sequence of the pictures according to the story events (some pictures present a segment of events, which might be middle or ending events)

Encourage them to retell the events after they organize them in sequence. Make sure to point out that the event starts with the picture marked with #1

Allow students to write down the sequence of the events by writing the number inside the circle under the picture- having the first picture numbered as #1 to start the sequence of certain events in the story.

Also, there is an empty page for students to cut out the pictures and post them on the blank sheet- starting with the picture marked with #1

The teacher may choose to have students cut out the pictures, lay them in a row on the desk starting with #1 picture then glue them on construction paper representing the sequence of the story. Have students work in pairs to retell the event using the pictures.

#### Exercise # 7

Project the page. Encourage students and engage them to retell the story using the illustrated story, and then solicit ideas of illustration in the first box as the beginning, middle, and end of the story. Expect different illustrations from students.

At the beginning of the following day, pair students and have them exchange their illustrations with each other. Record your observations.

#### Exercise #8

Assign this page to students to work on it independently to illustrate their favorite part of the story. At the beginning of the following day, pair students and have them exchange their illustrations with each other. Record your observations.

#### Exercise # 9

Project the page at the end of the class. This page should be assigned when the story is read completely.



Ask students how they thought about the ending of the story, and whether they liked the story or not.

Then encourage them to use their imagination at home to draw a different ending of the story. This will enhance their imagination and collect their thoughts before producing the following day. At the beginning of the following day of class, pair students or group them in small groups of 3/4 and have them share their creative ending of the story. Praise and reward all the students for their imagination.