Bringing a question to class. Invite the learner to mark a puzzling example with a removable slip. Help turn a general feeling of difficulty into one question about that example. Give the teacher time to answer and let the learner demonstrate the answer with the book open.

Returning after a long break. Start with an example the learner remembers feeling comfortable with. Let the tutor listen before deciding how much earlier material to revisit. Compare confidence with what the learner can demonstrate on a fresh example. Use both observations when setting the https://metapress.com/learn-to-read-the-quran-a-practical-guide-for-beginners-in-2026/ next goal.

Keep the two observations separate in the lesson record. If the learner needs help with returning after a long break, return to that exercise next time even if the first went smoothly.