1

English Guide

Overcoming English Learning

Difficulties

Grade One

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Humanitarian Excellence Association – Kuwait

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Introduction

Learning difficulties are an important category and the interest in developing their treatment programs has begun. It can be noted that the students who suffer from learning difficulties are normal in terms of mental abilities . Moreover, they do not suffer from any disability but suffer from difficulties in learning and acquiring the English language skills (listening – speaking – reading – writing). The category of students with learning difficulties has received a great deal of attention from researchers and specialists.

Learning difficulties (LDs) refer to a variety of conditions that might affect the acquisition, retention, organization, understanding and use of nonverbal and verbal language. It impacts students' learning. Understanding students with LDs and their learning is important for teachers to understand how to provide a positive learning environment.

Therefore, it is very important to develop the system of education of refugee schools including teachers, students, educational environments and administration, by consulting a number of experts and specialists in emergency education and building upon the experiences and efforts of global organizations and institutions. Education is one of the most important areas in which the association works, especially with refugees and displaced persons in emergencies around the world. Learning a foreign language is important, but there are difficulties related to this. Language teaching practice assumes that most of the difficulties that learners face in the study of English are a consequence of the degree to which the native language differs from English. These difficulties can occur at different levels of proficiency in terms of three linguistic areas : the syntactic, the phonological and the semantic areas.

Teachers face a variety of difficulties in the classroom while teaching students English as a foreign language . This leads them to adapt strategies and programs related to the students' needs. The effective teacher should be able to recognize the difficulties and find solutions for them.

In addition , there are different reasons that cause English learning difficulties. First ,refugees who learn English in their home country are surrounded by an Arabic speaking environment. Their chances to hear English outside their classrooms are rare. Second, they lack the exposure to the English language and also lack a rich English environment. Third, there is a shortage of qualified teachers to teach students how to use the language, and the facilities inside the schools are insufficient.

Conflicts and wars have destroyed most of the infrastructure, especially the educational such as schools and universities, depriving refugee students and youth from their right to education. As a result, this threatens the occurrence of a humanitarian disaster because of the rise of an uneducated generation during and after the war, thus impeding the development of those countries. Those people need special educational care in such a way that integrates them and makes them feel that they are a part of these countries (many of them are refugees and displaced). Education is one of their human rights, and despite the efforts exerted for their inclusion in education, it turns out that these efforts are still very limited if compared to their increased numbers.

Emergencies can be the main reason among refugee students who encounter English learning difficulties. It is defined as situations where the individuals' lives, dignity, and psychological as well as social well-being are at risk because of natural hazards, disasters, armed conflict, or military occupation. Therefore , it is necessary to handle the crisis with rapid and comprehensive responses in all fields of life.

 Emergencies related to natural, human crises and disasters. They also related to individuals who exposed to extreme distress, threat, and deprivation, such as refugees, displaced persons, victims, disasters made by man, wars, terrorism, and genocide. As a result of natural dangers, disasters, and armed conflicts , cities are destroyed; societies are collapsed ; problems are deepened; individuals' lives are hampered; their well-being and dignity are endangered. Therefore , it is important to employ methods of teaching, learning and assessment that are appropriate to the nature of refugee students who encounter   English learning difficulties in different learning environments. Moreover, utilizing technology applications provides them with recent learning and electronic assessment methods .

Moreover, **there are different causative factors of EFL Learning difficulties** such as teacher, students, classroom environment, curriculum, war and financial factors. They are clarified as follows:

Teacher

- A lack of teacher's motivation leads to low participation. The lack of motivation leads the learners to express themselves in negative common expressions such as "I don't know", "no comment" or they keep silent.
- There is a lack of professional development.
- There is a lack of experience in Syrian refugee students' cultural and circumstances after war.
- The teachers give the learners an overcorrection during the speaking time which make them felt that speaking class is an embarrassing situation and made them afraid of making mistakes.
- Oral communication instruction is neglected.
- The teachers' use of inappropriate teaching strategies and the use of L1 during language instruction postpones EFL students' speaking skills.
- Teachers have little prior experience with integrating life skills and language learning strategies into language teaching e.g., locating appropriate stories and songs. In addition, they reported that such skills are not an element in the final exam thus it is not focused during their teaching.
- The teachers don't allow learners to participate in speaking activities.
- Some teachers use L1 for class management. This can be another factor that relates to the problem of speaking difficulties. This is because using L1 means sacrificing valuable opportunities for well-motivated foreign use.
- Both teachers and students reported that they gave least attention to speaking tasks in the textbooks because speaking is completely excluded from exams.
- The communicative use of the target language is almost neglected.

Students

- Students feel anxious and shy, therefore, they prefer to be silent and feel speechless in classroom interaction.
- They feel anxious to express their ideas in a conversation.
- The students do not know how to pronounce well. They have incorrect pronunciation and get worried about their pronunciation while speaking in class.

- They also feel with difficulty to express their ideas through speaking because they do not have enough vocabulary.

- They feel nervous to construct any sentences.

- Anxiety and unwillingness during the English-speaking process are considered two of the biggest obstacles for EFL learners. They are appeared when the learners are afraid of being negatively evaluated when making mistakes, particularly in front of their friends.

- Students are worried about making mistakes because of the fearful of criticism and or being shy.

- Students have no motive to express themselves.

- Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

- Students have negative attitudes regard to speaking English language.

- Students who share the same mother tongue tend to use it because it is easier . Moreover, the learners feel less exposed if they are speaking their mother tongue.

- Students do not have an awareness of the ways speaking can be practiced and learn how to cope with tasks that require oral production.

- Students report that they are hesitant to speak because of their teachers' scoring procedures and their classmates' mockeries.

- Students transfer the cultural rules from their mother tongue to EFL.

- There is a lack of schooling experience.

Classroom Environment

- The classes are overcrowded.
- Classes are often large, so learners do not have enough opportunities to use and practice the language due to situations such as disruptions, noise and a lack of attention from their teachers.
- Most of students who reluctant to speak in English class feel that the classroom environment does not support them to participate in classroom interaction.

Curriculum

- Students find the content is usually either boring or very difficult to understand.
- It is found that grade one textbooks do not provide students with frequency of opportunities to use English communicatively, and they do not include sufficient tasks that are particularly designed for speaking.

- Extracurricular activities that aim to improve students' speaking skill are very rare.
- There is a lack of involvement in real life situations in the target language.
- Some English materials in the classroom/school do not help students in learning and speaking English.
- Vocabulary items are taught in isolation. The listening materials are not used by the majority of schoolteachers because of the large number of teachers compared with the number of cassettes available.
- The curriculum does not provide enough opportunity for learning and practicing new and varied vocabulary and does not provide enough variety in tasks designed for the teaching of grammar.
- The syllabus does not satisfy the learners' communicative needs . It is considered the main reason for learners' speaking difficulties.
- The lack of oral activities in textbooks is a strong reason for students' difficulties in speaking.
- Speaking is the only skill that is not included in the exams. The focus is mainly on teaching reading and writing besides grammar and vocabulary.
- There is a lack of digital literacy policy support. Digital literacy needs to be integrated into curriculum and syllabus.
- The tests also neglect the speaking skill and just depend on written tests . This may affect badly the status of speaking skill among learners.

War

- Students experience traumatic experiences and post-traumatic stress.
- Students encounter a series of traumatic experiences before entering the classroom.
- Specific mental health issues are quite common in refugee populations, especially post-traumatic stress disorder.
- The learners will be frustrated in their language learning if they don't experience some measure of healing from trauma.

Financial

- Most of the refugee in Lebanon cannot attend English classes due to their special socio-economic status.
- The refugees work for long hours. There is no time for them to learn the language because the financial difficulties.
- Syrian refugees living in the USA also faced challenges in learning EFL. It is found that most of the Syrian refugees are deprived of their basic needs such as food, shelter, clothing, education, and medicine. This poses challenges to their learning.
- Some refugee students cannot be full time students because they work to earn money or are looking for jobs by day. They join the classes only at night.
- Most Syrian refugees are mainly concerned with fulfilling their needs such as, food, shelter, and clothing. Thus, education is less important for them.

Activities and Learning Resources

- Paper Resources :
- Student's Book
- Handouts.
- Songs, games
- supplementary materials
- Role-Playing Activities
- Mobile apps
- Videos and realia
- YouTube videos
- Nursery Rhyme
- Flash Cards

- Websites
- Audio aids
- Models
- Apps for language learning
- Computers
- Mobile Phones
- Visual Resources
- Visual Aids
- Additional Resources
- Common Classroom materials
- Pictures

Intervention Strategies

- Game Based Learning
- Multisensory Approach (Audio-visual – Multimedia)
- Mobile Based Learning
- Mobile Applications (Mobile Apps)
- Questioning
- Role Play Activities
- Brainstorming
- Readers Theatre
- Task Based Learning

- E-Learning Strategies
- Parried Reading
- Choral Reading

Scope and Sequence Matrix for English Language Course
Grade One

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Listening Difficulties	Phonological Difficulties : Sound Discrimination	Refugee students have difficulties in identifying whether words or sounds are the same or different.	Visual -Audios material Game technique E-learning strategy.	Videos supplementary materials *Models . *Visual aids Realia YouTube Computer	*Songs , *games, *Role-Playing Activities -Games - videos -Listening to Audios	Tasks Quizzes Tests Homework Assignment -Exercise
		Refugee students have difficulties in identifying which word is different.				
		Refugee students have difficulties in identifying the difference between single phonemes.				
		Refugee students have difficulties in matching sounds heard to actual objects.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	Vocabulary	Refugee students have difficulties in identifying words heard.				
		Refugee students have difficulties in learning new vocabulary in listening text.	Visual -Audios material- Game techniques			
	Function	Refugee students have difficulties in understanding and responding appropriately to direct requests in listening text.	Role play			
Speaking Difficulties	Pronunciation Difficulties	Refugee students have difficulties in pronouncing some pairs of English consonant sounds (i.e. /tʃ/ and /ʃ/ as in .chair. and .share;. /v/ and /f/ as in .van. and .fan;. /p/ and /b/ as in .pat. and .bat.).	CDs Mobile Assisted Language Learning (MALL) Tools Mobile Apps Game technique E-learning Strategy	Nursery Rhymes Pictures Videos and realia *Visual aids Realia -CDs	Songs games, *Role-Playing Activities Describe picture Dialogs -Watching videos -Audios	Tasks Quizes Assignments Tests Self-evaluation -Homework -Exercise
		Refugee students do not know how to pronounce a certain consonant or vowel well.	-E-learning strategy. Visual -Audios material			

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		Refugee students have difficulties in counting numbers 1-5)	Game technique Role play	-Online resources -Books -YouTube	-Dialogs	
	Communication & Interaction Difficulties	Refugee students have difficulties in giving instructions.	Brainstorming strategy E-learning Strategy E-learning Strategy Mobile learning applications			
		Refugee students have difficulties in introducing themselves				
		Refugee students have difficulties in describing daily activities.				
	Rhyming Skills	Refugee students have difficulties in identifying rhyming words				
Reading Difficulties	Vocabulary Aspect	Refugee students have difficulties in knowing many sight words (e.g.it-the).	Brainstorming strategy Collaboration Readers Theatre Game technique	Flashcards Pictures Reading Texts	*Role-Playing Activities Scaffolding *Story-Telling	Tasks Quizes Assignments Tests
		Refugee students have difficulties in crossing out				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		words that do not belong to the given lexical category.		*Visual aids Realia		
		Refugee students have difficulties in reading the word and comprehend it.				
	Reading Fluency	Refugee students have difficulties in reading words individually				
		Refugee students have difficulties in reading word by word robot (Robot Model Reading)				
		Refugee students have difficulties in reading loudly				
Writing Difficulties	Mechanics	Refugee students have difficulties in writing a list of dictated words.	Brainstorming strategy Collaboration Game technique	Pictures *Graphic organizers. *Models . *Visual aids Realia	*Role-Playing Activities *Scaffolding * Describe picture	Tasks Quizes Assignments Tests -Homework Assignment -Exercise
		Refugee students have difficulties in spelling words.				
	Vocabulary	Refugee students have difficulties in classifying a set of dictated words into sematic groups.				
		Refugee students have difficulties in matching familiar dictated words to written synonyms.				

Grade One

Reading   Writing   Listening   Speaking

Reference guide for the treatment of learning difficulties in English   for **grade one** includes background information about indicators of the difficulty, topic planning ,tools, components, goals and objectives, procedures, activities and assessment that the teacher needs to implement compensatory program for English learning difficulties .Integrating language skills helps students to build new knowledge and abilities on what students already know and can do. If students can read a sentence, they will be able to compose their own sentence using this skill. In addition, integrating language skills also helps English teachers to provide additional diversity to the session by expanding the choice of activities. Instead of just listening, students can also practice speaking, reading, and writing. This may increase their desire to study English and help overcome English learning difficulties. Above all, integrating the skills means you're working at a realistic communication level, which allows you to enhance your communicative ability in English in a holistic way.

Listening Difficulties

Introduction

This dimension deals with listening difficulties that first grade students face. It includes the phonological difficulties (sound discrimination skills) , vocabulary and function.

TOPICS

Letters and Sounds

1 Sound Discrimination

VOCABULARY

2 Vocabulary

3 Function

Topic One
Sound Discrimination

Indicators of the Difficulty

♦ Refugee students have difficulties in identifying whether words or sounds are the same or different.
♦ Refugee students have difficulties in identifying which word is different.
♦ Refugee students have difficulties in identifying the difference between single phonemes.
♦ Refugee students have difficulties in matching sounds heard to actual objects.

Learning Outcomes

By the end of this topic, first grade students will be able to:

♦ Identify whether words or sounds are the same or different.
♦ Identify which word is different.
♦ Recognize the difference between single phonemes.
♦ Develop students' listening skills and awareness of sounds in the environment.
♦ Discriminate between the sounds and letters.
♦ Match sounds heard to actual objects.

Learning Resources

Paper Resources :
▪ Student's Book
▪ Handouts.

Visual Resources :
▪ Models.   ▪ Realia
▪ Visual   ▪ Flash
   aids   Cards
▪ Audio aids   ▪ Pictures

Electronic Resources:
▪ Mobile   ▪ YouTube
   applications   videos
▪ Computers   ▪ Websites

Additional Resources
▪ Common   Classroom
   materials

Intervention Strategies

♦ **Game Based Learning**

♦ **Multisensory Approach**

(Audio-visual – Multimedia)

♦ **Mobile Based Learning**
♦ **Mobile Applications (Mobile Apps)**

Recognizing students' learning difficulties (sound word discrimination)

♦ Identify and discover your students' learning difficulties in sound word discrimination through using one of these methods:-

First Method:

Identifying Sounds in the Environment

- Tell students to close their eyes and listen to a sound you'll make.
- Then make a sound they would likely hear at school, such as the following:
  - ❖ clapping your hands -   *tapping your fingers on a desk
  - ❖ snapping your fingers
  - ❖ ringing a bell   *walking normally across the floor
  - ❖ writing on the board or on paper
  - ❖ opening or closing a door.   *blowing a whistle or whistling
  - ❖ dropping something-   *coughing – sneezing - laughing
- Have students raise their hands when they know what the sound is. If necessary, repeat the sound.

Second Method:

Identifying Same and Different Sounds

- Have students close their eyes.
- Make two different sounds, such as laughing and clapping. .
- Ask if the sounds are the same or different.
- Repeat for other pairs of sounds, sometimes making the sounds the same and sometimes making them different.
- Have students tell if the sounds are the same or different and identify what the sounds are.

Hearing the Difference Between Sounds

- Ask students to hear the difference between sounds. They need to be able to hear that every sound is different before using new sounds through using the one or more from the following activities:-

  Run
  - Stick the pictures representing sounds on the wall.
  - Ask students to run to the sound they hear.

  Throw
  - Put the pictures representing sounds on the floor.
  - Students throw a beanbag to the sound they hear.

  Jump
  - Lay the pictures representing sounds on the floor and jump on the sound you listen.

  Drive
  - Lay the pictures representing sounds on the floor and drive a toy car to the sound you hear.

  Games
  - Find a game with lots of pieces .
  - Split the pieces between the sounds and take a piece from the sound you listen.

- Introduce students to an essential part of learning to read and write the alphabet.
- Introduce the alphabet and the letters: **A-B-C-D-E-F-G- H-I-J**, for example.
- Ask students sing a song to introduce the various letters and a story of the letters.
- Discuss the letters and perform the various activities. Students will sing a song, read a story, have snacks and activities dealing with these letters.
- Put the students into small and large groups to do various activities. Students also have experiences with singing and story time, for example , the teacher presents the letter A, as follows:-
- Follow a story about the Letter A, students will be able to correctly circle or point to words/ items that begin with the letter.
- Divide students into small groups to do the activities.

- Follow the instructions, a demonstration and teacher help, students, in small groups, will be able to construct an apple-stamper out of materials.
- Show your students the shape of the letter **A** through various manipulative materials, after the activity students will create the shape of the letter A by using materials such as clay, paper cutouts, crayons and various materials.
- Follow the introductory song, a book introducing the letter A, and discussion, students will be able to correctly pronounce the sounds of the letter A.
- Follow activities for letter stroke, students, during individual assessments will be able to explain or demonstrate the proper stroke sequence of the Letter A.
- Ask Each student select two or three picture cards that match the sounds, places the cards in the same order in which the sounds are heard and explains the sequence of events. Each new letter that is introduced has a small picture beside to show its sound.

Tips For Teachers Using a Mobile Application

- Use a mobile application for helping students overcome any problem related to the alphabets through training at home with their parents such as:-

  Alphabets Game Application

- This is a free application, students can download it from (play store).

- After installing in your students' mobiles or tablets, they can use it without internet access.
- First , go to play store and write (alphabets game application) you will find the following :

- **In this app , you will find the following :**
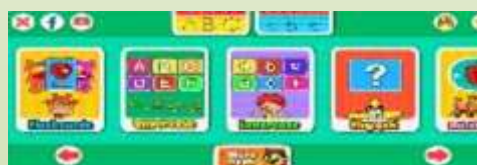
- Through this app , students train on the alphabets and their sounds. This application provides flashcards, animations and sounds (multisensory) that helps students to overcome any difficulty they face such as the following :

- **The app provides quizzes as assessment techniques as follows:**

For more practice, please download the app and enjoy learning from the following link.

https://play.google.com/store/apps/details?id=com.firststep.alphabats

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Play Sound Discrimination Games

- Say two words and see if students can tell the words begin with the same sound or with a different sound. Gradually increase the number of words presented to students, where there may be two words with the same beginning sound.

- Have the students tell the word that begins with the different sound.

- This format can be used when working with ending and medial sounds in words.
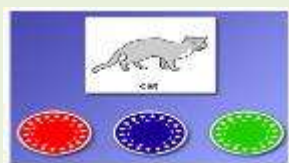
Separate Sounds Activity

Aim : Learn how individual sounds are put together to form words.

Setup: Place a picture card showing a simple word on a mat. Be sure to use words that start with consonants. Give your student a pile of multi-colored chips or checkers.

Play:

- Pick one colored chip for each sound in the word and place it below. For example, the word "cat" has three distinct sounds- "c" + "a" + "t", so the student will select a different colored chip for each sound and place it below.

Variations:

- Select a word that repeats one of the consonants. For example, the word "mom" has only two distinct sounds "m" + "o" + "m", so the student will use the same color chip for both "m" sounds.

❖ The teacher reads the letter and asks students to repeat after his\ her and point to the pictures through the following steps:-

Bell-Ringer Activity (5–10 minutes)

❖ Give each student an Alphabet Photo Card with a different letter of the alphabet on it, starting at "a" (e.g., if you have seven students, distribute cards a through g). Have students move around the room to music, looking at each other's Alphabet Photo Cards to decipher the letter. When the music stops, they must line up in order.

Provide Direct Instruction and Modeling (10–15 minutes)

❖ Display the Letters of the Alphabet Cards one at a time. Use the Letter-sound Chart to guide you as you review the names of each letter and the different phonemes each letter can make (e.g., the letter "a" can make the sound "ae" as in cat, "aw" as in caught, and "ay" as in Kate).

❖ Start by pronouncing the letter name. Then say the sound it makes and give two example words: "A is for ae, as in add and hat."

❖ Have students mimic your pronunciations of the letter names and the sounds they make.

❖ Introduce the pictures before you start. You need to make sure your student can recognize the sound pictures.

- ❖ Show pictures to students individually and make the sound (with the action if appropriate) so that they learn which picture goes with which sound and which action.

- ❖ Repeat this three times, checking individually to make sure each student is pronouncing the "ae" sound correctly.

- ❖ Once you have completed all 26 letters, do a final check:

- ✔ T: What's this?

- ✔ S: A

- ✔ T: And A is for…?

- ✔ S: A is for ae as in hat.

- ✔ S: A is for ae as in hat.
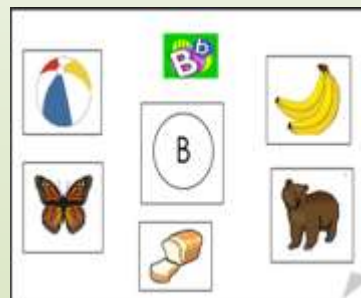
- ❖ You can apply the same steps to the other alphabets letters.

Tips for Teachers Using Mobile Applications

- ▣ Use mobile apps such as phonics- sounds to words to help students train more and more and overcome any difficulties as follows:
- ▣ Download the app from play store . It is a free app.
- ▣ The app helps students to listen to the sound for each letter and practice it.

Phonics - Sounds to Words for beginnin...
PARROTF... • Educational • Language • Casual
▷ Installed
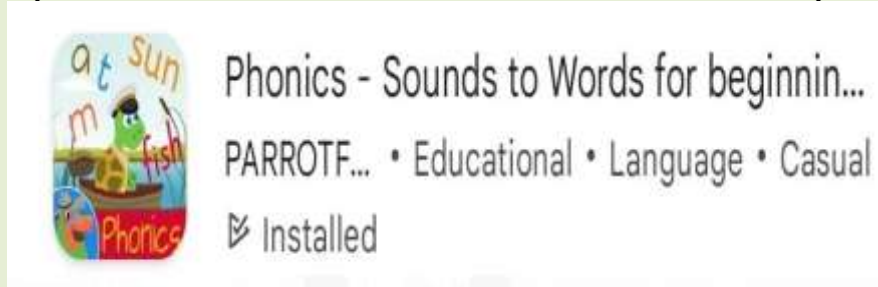
- ▣ **The app provides assessment section to check students' understanding .**

For more practice, please download the app and enjoy learning form the following link;
- ▣ **https://play.google.com/store/apps/details?id=au.com.parrotfish.phonemic.lite**

1. Provide Guided Practice and Independent Practice (15–20 minutes)

▣ Provide practice with English letters and sounds using Alphabet Bingo. Distribute the Alphabet Bingo cards so that each student has a unique card. On each turn, draw a letter card at random. Pronounce the letter name, say the sound it makes, and have students mimic your pronunciations. Every player who has that letter on his\her card may write an X over that square. The first player to cover four squares in a row wins the game.
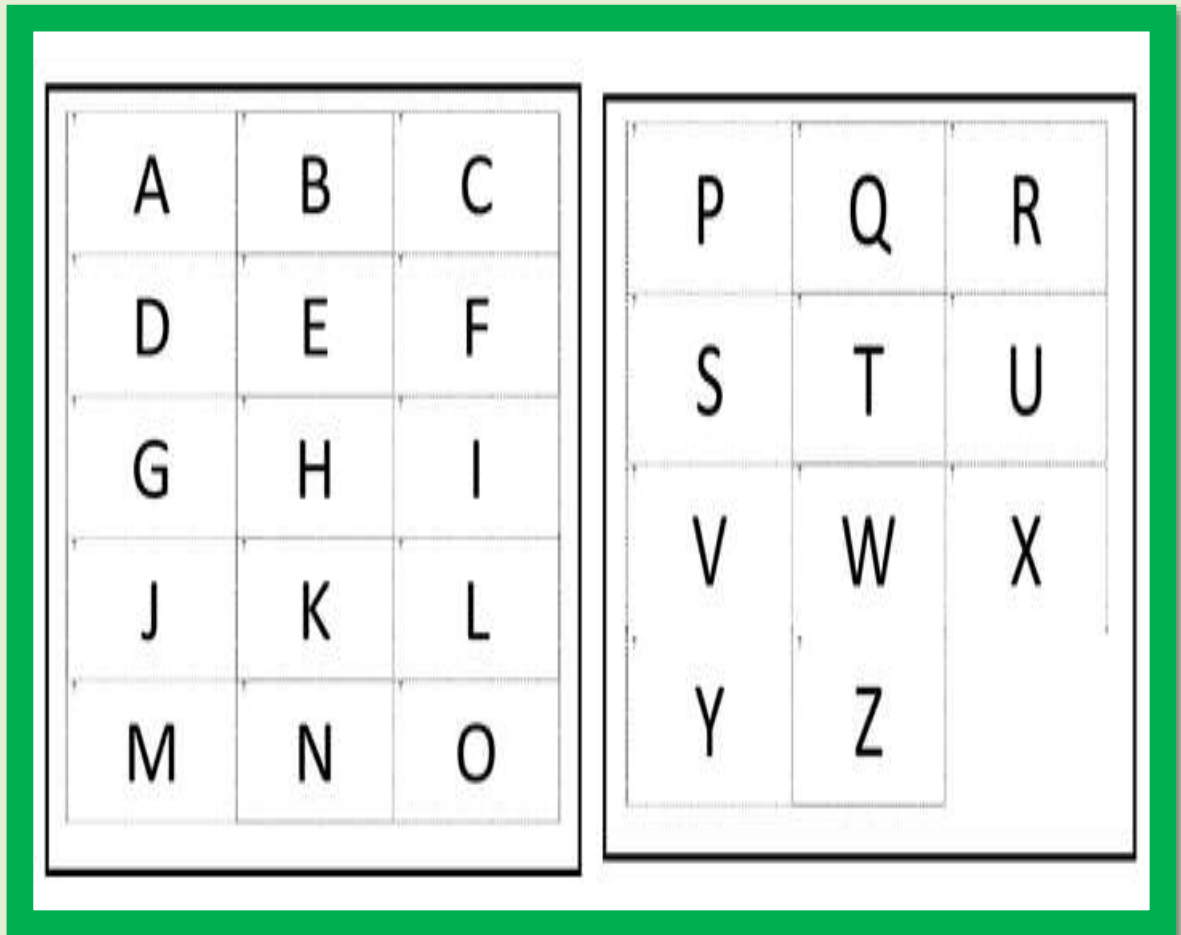
ACTIVITY (1) : Pass the Basket

Aim:

- Identify sound word discrimination

Procedures:

- The students play this game in small groups with their teacher's help.
- They collect a number of everyday objects from the classroom or from home and place them in a basket. There should be enough objects for each student in the group.

Pass the basket around the group.

- As the basket reaches each student, the students remove an object from the basket and say what it is (for example, pen).
- Then the teacher says a word (real or nonsense) that rhymes with 'pen (for example, hen . The student repeats both words.
- The basket is then passed to the next student.
- This continues until all students have had a turn.
- **Time : 10 Minutes**

ACTIVITY (2)
Which one is different

Aim:

- Identify sound word discrimination

Procedures:

- The teacher asks the student to listen to words and identify the word (or words) that does not begin with the same sound as the majority of the other words.

They listen to the following examples.

- Ball- Lizard- Banana - Bat.

- Dog- Cat- Dad- Door.

- Hen - Pink - Hat - Head.

- Clap /click fingers to identify the words beginning with the same sound. Repeat the words more than once.

- **Time : 10 Minutes**

ACTIVITY (3)

Memory Game

- **Play the game 'I went to the market and bought …**

- Start with one student saying one item and other students add one or more item each time. Each student in turn should remember their own item plus the others preceding it.

- **Time : 10 Minutes**

eggs   milk   butter   yoghurt
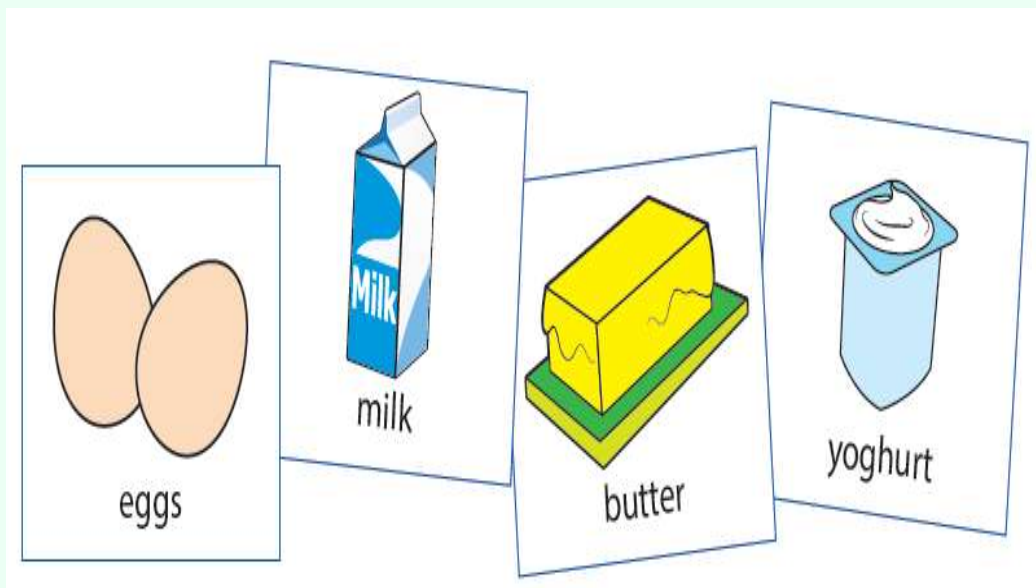
Extra Activity

- Create a class alphabet book.

- Have students take digital photos around the classroom or school of the letters they see in everyday objects. They should take multiples for each letter so they can later decide which photo best represents each letter.

Activities for Students

(1)

- **Download the following mobile apps on your mobiles or tablets and enjoy learning English.**
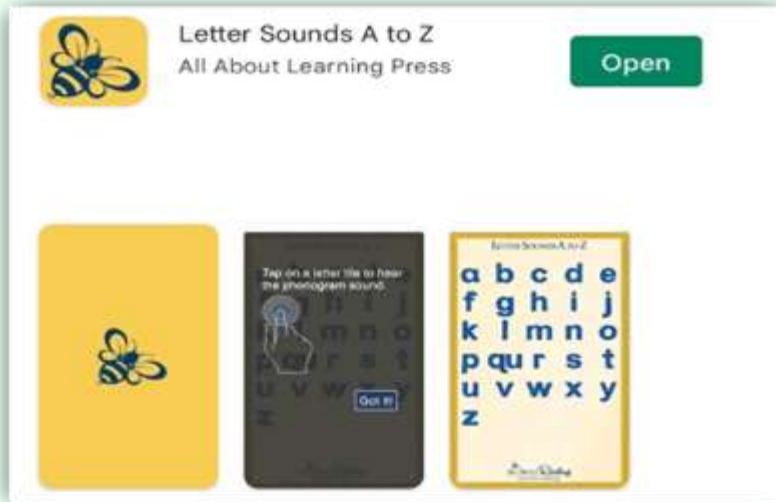
https://play.google.com/store/apps/details?id=com.allaboutlearningpress.Letter_Sounds_A_to_Z

(2)

https://play.google.com/store/apps/details?id=com.gilbertjolly.teachphonics.teachers

3

Phonics Farm Letter sounds & Sight Words LITE

https://play.google.com/store/apps/details?id=air.cz.cfc.free.androidgp.FarmPhonicsFree

4

Alphabet Phonics Sound For Kid
DOIT Studio Game
Contains ads · In-app purchases

https://play.google.com/store/apps/details?id=com.artsolution.alphabetphonics

Tasks

Task (1)

Listening walks

- This is a listening activity that can take place indoors or outdoors.

- Remind the students about the things those good listeners do (e.g., keep quiet, have ears and eyes ready).

- Invite the students to show you how good they are at listening .

- Encourage the students to listen attentively to the sounds around them.

- Talk about the different sounds they can hear.

- The students could use "cupped ears" or make big ears on headbands to wear as they go on the listening walk.

- After the students have enjoyed a listening walk indoors or outdoors, make a list of all the sounds they can remember.

- The list can be in words or pictures and prompted by replaying sounds recorded on the walk.

- **Time : 10 minutes**

Task (2)

A listening Moment

- **Time : 10 minutes**

- This is another activity that can take place indoors or outdoors.

- Remind the students how to be good listeners and invite them to show how good they are at listening by remembering all the sounds they hear when they listen for a moment.

- It may be useful to use a sand timer to illustrate, for example, the passing of half a minute.

- Ask them what made each sound and encourage them to try to make the
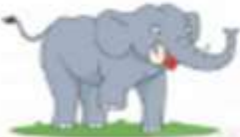
Golden Tips:

- ❖ Encourage students to participate without fearing from making mistakes.
- ❖ Enhance confidence and self-efficacy among students by using edutainment activities (games- songs).
- ❖ Be friendly with your students.
- ❖ Praise your students and provide support such as (excellent work, well-done- ,…etc)

Worksheets

Letters

A, B, C, D, E, F

Direction Click each picture and listen.
Choose your answer.

a e b   c d f   a e b

c d f   c d f   c d f

crab

a e b   a e b   c d f

LIVEWORKSHEETS

Finish!

What sound do you hear in the middle?

A **a**
B **e**
C **i**
D **o**
E **u**

Letter Sounds: X

Say the name of each picture. Circle the pictures
that have a /x/ sound like in ox.

box

flower

tiger

6 six

ox

watch

KIDS

Name: _____

Beginning Sounds Animals

Directions: Look at each animal below. Say the animal's name. What sound do you hear at the beginning of each animal's name? Circle the letter for the sound you hear.

g t p	h r m	h l w
m n t	m b p	r b d
r l d	p m r	d m r

©www.HaveFunTeaching.com

Name: _____   Date: _____

The Letter "E"

Circle the objects that begin with the letter E.
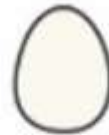
Beginning Sounds H Phonics Worksheet

DaycareWorksheets Name _____

Circle the pictures that begin with the letter H.
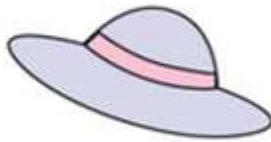
www.daycareworksheets.com
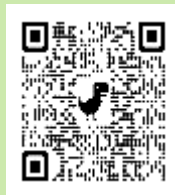
PHONIC SOUNDS

Circle the picture that starts with the alphabet sound.

K

L

M

N

O

PHONIC SOUNDS

Circle the picture that starts with the alphabet sound.

F

G

H

I

J

Theoretical Background on Sound – word discrimination

❖ **Listening for sounds and telling the difference between one and the other is called sound discrimination.**

❖ Sound discrimination is very important to early readers and writers, because when a student wants to write the words "panda" or "bat," it will be very important to be able to identify all the sounds in those words.

❖ Otherwise, reading and writing small words like these will be impossible without memorizing what every single word looks like, right down to the last letter.

❖ Students who learn to listen to and distinguish between each syllable and letter sound in the words that they read have a much better chance of reading and writing well than those who do not.

Resources

❖ https://do2learn.com/disabilities/FASDtoolbox/education_resources/games/seperate_sounds.htm

❖ http://www.youtube.com/watch?v=BELlZKpi1Zs

❖ http://www.youtube.com/watch?v=a6MGqplll3E.

❖ http://www.youtube.com/watch?v=a6MGqplll3E.

❖ https://www.justonenorfolk.nhs.uk/salt/speech-sound-development/stage-1-auditory-discrimination

❖ https://assets.publishing.service.gov.uk › uploads › file

❖ http://heidisongs.blogspot.com/2019/02/sound-discrimination-what-to-do-when.html

Topic Two : Vocabulary

Indicators of the Difficulty

- Refugee students have difficulties in identifying words heard.
- Refugee students have difficulties in learning new vocabulary in listening text.

Learning Outcomes

By the end of this topic, first grade students will be able to:

- Identify words heard.
- Recognize the new vocabulary in listening text.
- Develop students' listening skills and learning new vocabulary in the environment.
- Practice listening intently with purpose and carrying on collaborative conversations.

Learning Resources

Paper Resources :
- Student's Book
- Handouts.

Visual Resources :
- Models.
- Visual aids
- Audio aids
- Realia
- Flash Cards
- Pictures

Electronic Resources:
- Mobile applications
- Computers
- YouTube videos
- Websites

Additional Resources
- Common Classroom materials

Intervention Strategies

▪Game Based Learning

▪E-learning strategy. (Audio-visual – Multimedia)

▪Mobile Based Learning

▪Mobile Applications such as (**Duolingo App:** Learn New Words Quickly)

Procedures of the topic

Recognizing students' learning difficulties (Identifying vocabulary)

♦ Identify and discover your students' learning difficulties in identifying vocabulary through using one of these methods:-

First Method:

Identifying vocabulary in the environment

♦ Tell the students to listen to an audio about some animals' voice and their names.
♦ Tell the students to search and select the picture for each animal they hear its voice and name.
♦ Tell the students to put the flashcards which includes animals' names under the correct picture
♦ Tell students to raise their hands when they know what the sound and name is. If necessary, repeat the sound and ask the student to describe the animal.

Second Method:

Identifying vocabulary about family

♦ Show pictures include family members and ask students some questions about his/her family members such as mother, father, sister, brother, grandfather, and grandmother.
♦ Then Listen to a story about students and their grandfather.

Ask students to fill the blanks about the story by using the following words:
                happy – father- students – grandparents – mother -

Once upon a time, two little ------- were living with their -------- in Syria because their --------- and ---------were traveling abroad, when the student's age was only 3 and 5. Their Grandfather was treating them like their parents. They were ---------- with their grandfather.

Ask the students some questions about their families:

1- Do you like your family?
2- How many brothers and sisters do you have?
3- What's your brother's name?
4- What's your sister's name?
5- How many people are in your family?

Activity (1)

Objective:

◙ Recognize new vocabulary in the listening text

Time : 10 Minutes

Procedures :

◙ Play a video about part of a house through YouTube on the following link:
https://drive.google.com/file/d/1HoBBignR9ySIz0HH1sPTE9HvKcwo4qu8/view?usp=sharing

◙ Before starting to show the video, the teacher writes the new words on the board, so the students get an overview of the content of it.

◙ After watching the video, the students will answer the following questions orally:

a- What do you see in the video?--------------------

b- What is the color of the roof?-----------

Listen and write the word with its picture:

1(---------------)	2(---------------)	3(---------------)
4(---------------)	5(---------------)	6(----------)

Songs Gg

Activity 2: Sing a song by using finger puppets

Finger Family Song

- ◙ For this song students use finger puppets - cut out the puppets from the "Finger Family Craft" (for The Family Song) worksheet:

- ◙ Before the song, help everyone to put on the puppets - there are 6 puppets altogether, 3 on each hand.

- ◙ As the song plays, students wiggle the puppet for that particular verse (e.g., in Verse 1 it is "father") and sing along.

- ◙ For the last verse (family) students wiggle all of their finger puppets.

Lyrics for "The Family Song"

Verse 1: Hello father, Hello father, how are you? How are you? I'm fine thank you; I'm fine thank you, See you soon, See you soon.

Verse 2: Hello mother, Hello mother, how are you? How are you? I'm fine thank you; I'm fine thank you, See you soon, See you soon.

Verse 3: Hello brother, Hello brother, How are you? How are you? I'm fine thank you; I'm fine thank you, See you soon, See you soon.

Verse 4: Hello sister, Hello sister, how are you? How are you? I'm fine thank you; I'm fine thank you, See you soon, See you soon.

▪ **Time : 20 minutes**

Verse 5: Hello grandfather, Hello grandfather, how are you? How are you? I'm fine thank you; I'm fine thank you, See you soon, See you soon.

Verse 6: Hello grandmother, Hello grandmother, how are you? How are you? I'm fine thank you; I'm fine thank you, See you soon, See you soon.

Verse 7: Hello family, Hello family, how are you? How are you? I'm fine thank you; I'm fine thank you, See you soon, See you soon.

Sing "Mr. Farmer's Vegetables"

◉ Prepare for the song by taking out the flashcards of the vegetables. Show each one in the order of the song (so carrot first, potato next, etc.) and stick each one on the walls of the classroom. Try and get it so that the cards are evenly distributed around the walls (still in the order of the song). Get everyone to stand up and dance, sing and point to the vegetables (as described in Gestures for "Mr. Farmer's Vegetables" below). You can play the song 2 or three times.

Activity 5: Sing a song of Old MacDonald

◉ Either stick the flashcards in the order of the song on the board or use the Old MacDonald song poster. First, practice the gestures (below) for the farmer and the animals. Then play the song and encourage your students to sing along with you as they do the actions.

Lyrics for "Old MacDonald"

Verse 1:
Old MacDonald had a farm, E-I-E-I-O!
And on that farm he had a cow, E-I-E-I-O!
With a moo-moo here and a moo-moo there,
Here a moo, there a moo, everywhere a moo-moo,
Old MacDonald had a farm, E-I-E-I-O!

Verse 2:
Old MacDonald had a farm, E-I-E-I-O!
And on that farm he had a dog, E-I-E-I-O!
 With a woof-woof here and a woof-woof there,
Here a woof, there a woof, everywhere a woof-woof,
Old MacDonald had a farm, E-I-E-I-O!

 Verse 3:
Old MacDonald had a farm, E-I-E-I-O!
And on that farm he had a sheep, E-I-E-I-
With a baa-baa here and a baa-baa there, Here a baa, there a baa, O!
everywhere a baa-baa,
Old MacDonald had a farm, E-I-E-I-O!

Verse 4:
Old MacDonald had a farm, E-I-E-I-O!
And on that farm he had a duck, E-I-E-I-O!
With a quack-quack here and a quack-quack there,
Here a quack, there a quack, everywhere a quack-quack,
Old MacDonald had a farm, E-I-E-I-O!
Verse 5:
 (Ok! Let's do all the animals!)
 "Cow!" With a moo-moo , here and a moo-moo there, Here a moo,

ACTIVITY (3)

Tic Tac Toe Game:

▣ **Time : 10 minutes**

▣ Showing the picture and giving some questions related to the picture
▣ Writing some words related to the topic on the whiteboard and reading the words then asking the students to repeat.
▣ Telling the students how to play Tic-Tac-Toe Game and also the rule of the Game.
▣ Divide the class into two teams, A and B.
▣ Draw grids on the board.
▣ On one grid fill in the squares with the structures or vocabulary areas you want to practice.
▣ Leave the other blank for scoring. As each team gets an answer right you write their team letter in the corresponding box
▣ The object of the game is to get the answer right and win a box for your team. The team who gets three boxes in a row in any direction is the winner.

Fruits	food	sports
Animals	colors	transport

A	B	B
B	A	A
B	B	A

Exercises

- The teacher asks the students to listen to a sentence and have them identify the word (or words) that does not begin with the same sound as the majority of the other words.

Listen and complete the sentence to match the picture.

1- My --------- is sleeping now.
a. brother   b. sister

2. He's my …………..
   a. grandfather   b. brother

3- I love my ----------
   a. father   b. mother

4- He is my ----------
a. father   b. grandfather

□ Download the following mobile apps on your mobiles or tablets and enjoy learning English.
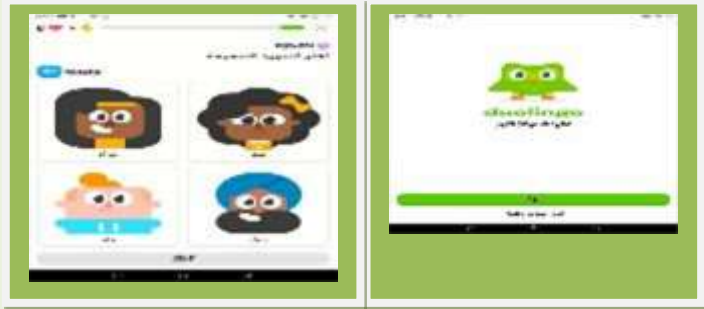
Mobile Apps

□ In this apps student will practice a lot of useful vocabulary activities and exercises, student should listen and answer the questions with correct word.

Learning Vocabulary

Download the following mobile apps on your mobiles or tablets and enjoy learning English

https://play.google.com/store/apps/details?id=com.ramkystech.android.wordsearch

https://play.google.com/store/apps/details?id=com.greysprings.wordgames

Kids word Games

https://play.google.com/store/apps/details?id=com.ramkystech.android.wordsearch

Worksheets

(1)
Match the words with the pictures:
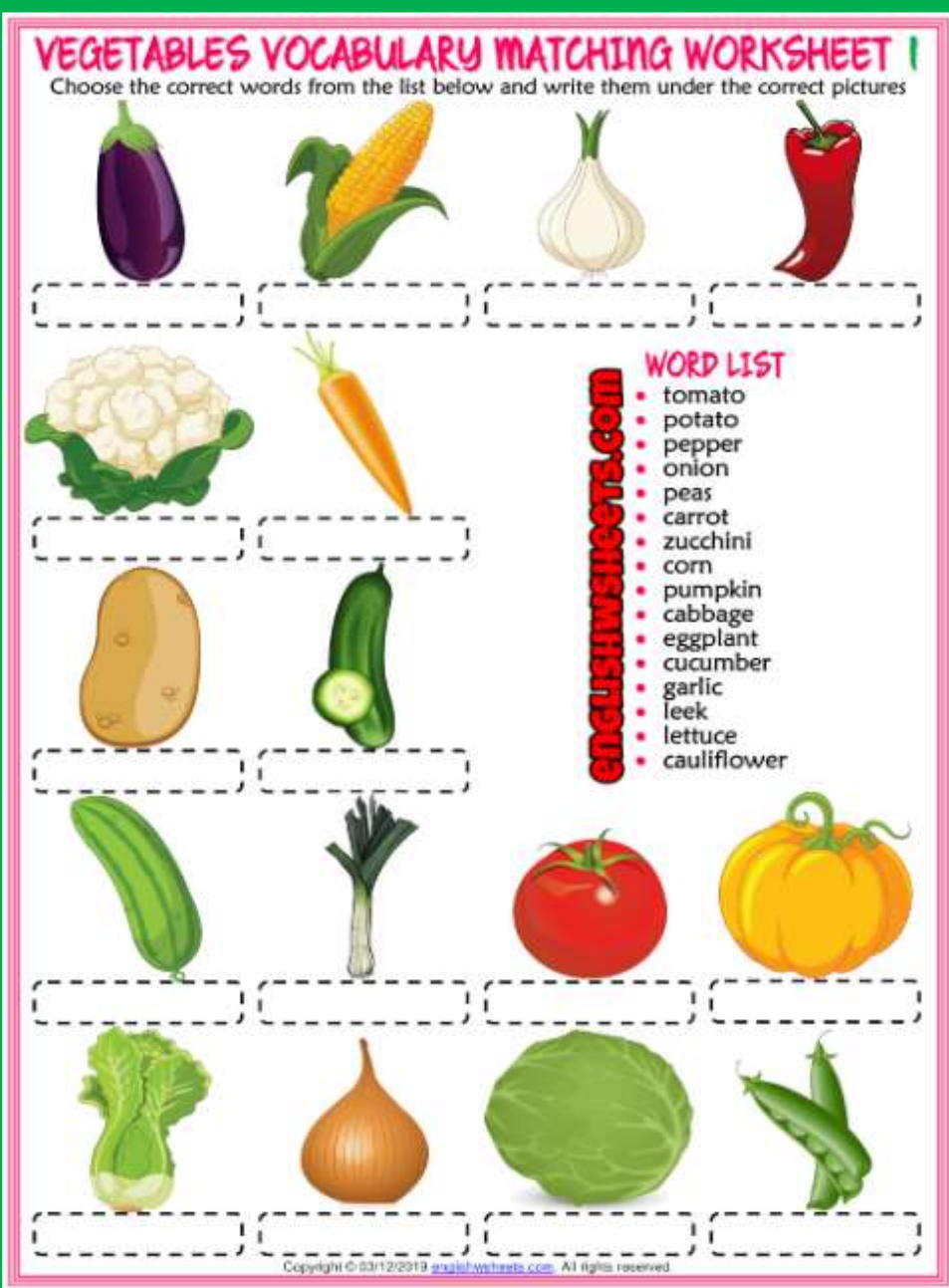
https://drive.google.com/file/d/1_RoJeowHCdEUL7_6UYarZIqt2XbQiT9F/view

VEGETABLES VOCABULARY MATCHING WORKSHEET 1

Choose the correct words from the list below and write them under the correct pictures

WORD LIST
- tomato
- potato
- pepper
- onion
- peas
- carrot
- zucchini
- corn
- pumpkin
- cabbage
- eggplant
- cucumber
- garlic
- leek
- lettuce
- cauliflower

https://drive.google.com/file/d/1UCaObAngWVRoTQJkyt1IwHdMueqcZGcj/view

(3)
Listen and match the vegetables with their names:

ONION ▶

LETTUCE ▶

TOMATO ▶

CARROT ▶

POTATO ▶

CORN ▶

(4)
Fill in the gab with the correct animals names:

Worksheet (5)

Match

Drag and drop

https://drive.google.com/file/d/1IAEuB80aQsB8MwNSLH1WJYR85P8lcz_B/view

Theoretical Background on Vocabulary in Listening

❖ One sort of learning through meaning-focused input is vocabulary learning through hearing. In order to obtain reasonable comprehension and success at guessing from context, learners would require at least 95% coverage of the running words in the input.

❖ Listening comprehension and vocabulary knowledge have a strong relationship. The 5000-word frequency was discovered to be the strongest predictor of variance in listening comprehension, both of which have important implications for EFL listening comprehension.

Resources

❖ https://do2learn.com/disabilities/FASDtoolbox/education_resources/games/seperate_sounds.htm

❖ https://www.youtube.com/watch?v=3dztlsaWrjw

❖ https://es.liveworksheets.com/

❖ https://wordwall.net/

❖ https://play.google.com/store/apps/details?id=com.ramkystech.android.wordsearch

❖ https://play.google.com/store/apps/details?id=com.greysprings.wordgames

❖ https://play.google.com/store/apps/details?id=com.greysprings.wordgames

❖ https://play.google.com/store/apps/details?id=com.ramkystech.android.wordsearch

❖ https://www.fichier-pdf.fr/2017/10/01/vegetables-matching-exercise-worksheet/preview-vegetables-matching-exercise-worksheet-1.jpg

❖ https://www.bing.com/images/search?view=detailV2&ccid=9VNlmjYU&id=35E7D185617C6FE84546AA9FD6E43224C2B99C7E&thid=OIP

❖ https://www.liveworksheets.com/zt2229367xj

❖ https://www.youtube.com/watch?v=R9intHqlzhc

❖

Topic Three: Function in Listening

Indicators of the Difficulty

♦ Refugee students have difficulties in understanding and responding appropriately to direct requests in listening text.

Learning Outcomes

By the end of this topic , first grade students   will be able to:

♦ Listen effectively.
♦ Respond appropriately to direct requests in listening text.

Learning Resources

◘ **Paper Resources :**
- Student's Book
- Handouts.

◘ **Visual Resources :**
- Models.
- Visual aids
- Audio aids
- Realia
- Flash Cards
- Pictures

◘ **Electronic Resources:**
- Mobile applications
- Computers
- YouTube videos
- Websites

◘ **Additional Resources**
- Common Classroom materials

Intervention Strategies

▪ **Game Based Learning**

▪ **Mobile Based Learning**

   ▪ **Mobile Applications (Mobile Apps)**

▪ **Role Play Activities**

▪ **Questioning**

Recognizing students' learning difficulties (function in listening)

♦ Identify and discover your students' learning difficulties in function through using this method*:*

Using Student's Name

Student's name is music to his\ her ears.

 ❖ Get their attention before delivering your message. E.g., "Mona , please go and open the door "
 ❖ The student can often only concentrate on one thing at a time.
 ❖ Call your student's name until you have their attention before you speak.

Repeat again and again:

 ❖ "Mona , please go and open the door "
 ❖ "Mona , please go and open the door "
 ❖ "Mona , please go and open the door "

If they don't respond to you, this means that they have a difficulty in listening to requests .

Remediation Techniques

Game Based Learning

Playing the Simon Says Game with Students

❖ Play the "Simon Says Game" with your students in class.
❖ This game is fun, active and makes a good listening activity.
❖ One student is chosen to be Simon (a parent/teacher can also be Simon).
❖ Simon faces the rest of the students and calls out action commands.
❖ If Simon gives a command beginning with "Simon Says," as in "Simon Says clap your hands ", the students must follow the command.
❖ If Simon gives a command that doesn't begin with "Simon Says," as in "Clap your hands," the students must stand still and not follow the command.
❖ Anyone who moves when the command does not begin with "Simon Says" is out and must sit down.
❖ The winner is the last student standing.
❖ The winner is then Simon in the next round.
❖ The game can be played with two or more students, or even just alone with your student, but is more fun with a group.
❖ You as Simon divide the students into groups.
❖ Ask students to listen to you and do the command they hear. For example : say , touch your ears.
❖ Students should listen carefully and do the command.
❖ Repeat the command more and more until students understand and do it.
❖ Praise the students who do the commands correctly.

Simon:
- Simon Says touch your ears
- Simon Says open your mouth
- Simon Says walk around in a circle
- Sit down

Golden Tips:

❖ **Use simple commands to encourage and motivate students to participate in the tasks and activities**

❖ **Praise your students and provide support such as (excellent work, well-done- ,...etc)**

❖ Use mobile application for helping students overcome any problem related to the function in listening such as responding to requests or commands during listening through training at home with their parents such as:-

Simon Says
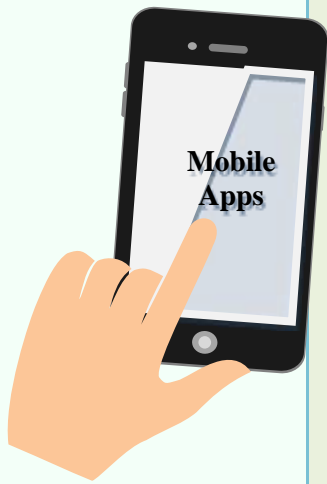
Simon Says
CodeLabyrinth

❖ This is a free application, students can download it from (play store).
❖ Click on this link and download the app.
❖ https://play.google.com/store/apps/details?id=cl.app.simonsays
❖ Click on stalling to enjoy the app.

❖ After installing in your students' mobiles or tablets, they can use it without internet access.

❖ In this app , you will listen and do the command as follows:
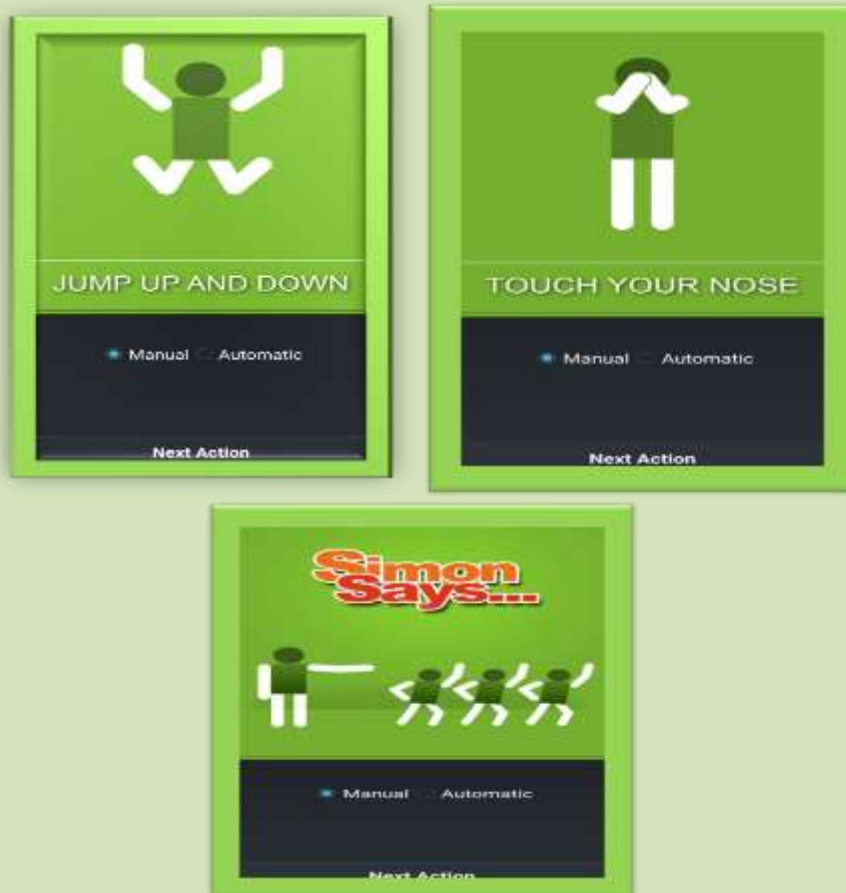
❖ For more practice, please download the app and enjoy learning .

ACTIVITY (1)
Give Multiple Instructions

❖ **Time : 15 minutes**

❖ Give your students instructions around the classroom. Make them clear.

❖ Start with one instruction. Please open the door.

❖ Ask your student to repeat the instruction back to you, and then follow it.

ACTIVITY (2)

Draw a Picture with Instructions

❖ **Time : 15 minutes**

❖ Give your student a piece of paper and colored crayons/pencils. Ask him\ her to follow your instructions carefully.

❖ This is an exercise to check whether listening skills are in place or require some development.

❖ Ask students to listen and do the command. For example, you as a teacher says draw an apple in the right corner of the page and draw three trees .

❖ In the middle of the page, draw three flowers.

❖ Draw some grass on the ground.

The Draw My Picture Game

- The game involves one person giving verbal directions about a picture to another.
- It is easy to play and requires no advanced preparation other than collecting a few household materials.
- While it is good for helping students of any age develop their skills in giving and receiving oral instructions, it can also be used to help students learn shapes and colors or provide vocabulary practice for foreign language learners.

Materials:
- Pencils or crayons - White paper- Clipboards.

Time : 10 minutes

Directions:
- Have each player partner up with another player.
- Give each person a piece of paper.
- Tell the players to sit back-to-back with their partners.
- Explain that one person (the Artist) will draw a picture using only simple shapes and lines.
- The other player (the Apprentice) cannot look while he is doing it. When the Artist is done, he must give the Apprentice verbal directions on how to draw his picture.
- The Artist may not look at the Apprentice's work while he is drawing.
- When the Apprentice is finished, the two players compare their drawings. They can then switch roles and play again.

Example
- Draw a circle in the middle of your paper.
- Draw a square below the circle.

Worksheets

(1)Listen and choose the correct number

2-Listen and choose the correct color:

Finish!!

https://www.liveworksheets.com/worksheets/en/English_language/Listening/Listen_number_color_qh2639597my

3-Listen and move the numbers to the correct place:

❖ https://empoweredparents.co/8-games-to-improve-your-student_s-listening-skills/ (A)
❖ https://www.homeschoolwithlove.com/2013/11/07/draw-picture-game/ (B)

Second Dimension

Speaking Difficulties

Introduction

This dimension deals with speaking difficulties that first grade students face . It includes pronunciation difficulties   ,communication & interaction difficulties and rhyming difficulties

TOPICS

1 Pronunciation

2 Communication & Interaction

3 Rhyming

Topic One:
Pronunciation Difficulties

Indicators of the Difficulty

♦ Refugee students have difficulties in pronouncing some pairs of English consonant sounds (i.e. /ʧ/ and /ʃ/ as in .chair. and .share;. /v/ and /f/ as in .van. and .fan;. /p/ and /b/ as in .pat. and .bat.).

♦ Refugee students have difficulties in knowing how to pronounce a certain consonant or vowel well.

♦ Refugee students have difficulties in counting numbers(1-5)

Learning Outcomes

By the end of this topic , first grade students will be able to:

♦ Pronounce some pairs of English consonant sounds (i.e. /ʧ/ and /ʃ/ as in .chair. and .share; /v/ and /f/ as in .van, and .fan; /p/ and /b/ as in .pat, and .bat.).

♦ Differentiate between vowels and consonants and pronounce a certain consonant or vowel well.

♦ Define consonants and vowels.

♦ Identify consonants and vowels.

Learning Resources

◘ **Paper Resources :**
   ▪ Student's Book - Handouts.
◘ **Visual Resources :**
   ▪ Models.   ▪ Realia
   ▪ Visual aids ▪ Flash Cards
   ▪ Audio aids   ▪ Pictures
◘ **Electronic Resources:**
   ▪ Mobile   ▪ YouTube
     applications   videos
   ▪ Computers   ▪ Websites
◘ **Additional Resources**
   ▪ Common Classroom materials

Intervention Strategies

▪Game technique

▪Teaching Pronunciation Using Games

▪Mobile Based Learning

▪Mobile Applications (Mobile Apps)

▪E-learning strategy.

(Audio-visual – Multimedia)

Recognizing students' learning difficulties (Pronunciation)
Identify and discover your students' learning difficulties in pronunciation through using one of these methods:-

First Method:

Identifying consonant sounds (i.e. /ʧ/ and /ʃ/

♦ Tell the students to listen to an audio that was presents some words containing consonant sounds (i.e. /ʧ/ and /ʃ/

♦ Present vocabulary that contain consonant sounds /ʧ/ and /ʃ/. Introduce flashcards with words containing /ʧ/ and /ʃ/ in each word slowly and ask students to locate the /ʧ/ sound. For example, ask "Where can you hear the /ʧ/ sound in chair? Is it at the beginning, in the middle or at the end of the word?" and the other words such as (rich, brochure, chicken)

♦ Tell the students to put the flashcards which includes consonant sounds /ʧ/ and /ʃ/ under the correct picture.
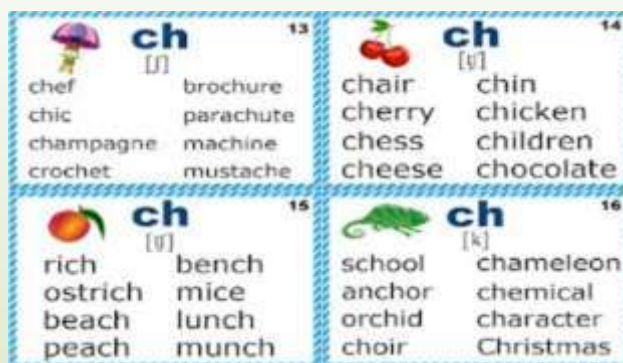
Second Method:

Identifying consonant sounds (i.e. /v/ and /f/

- ♦ Tell the students to listen to an audio presents some words containing consonant sounds (i.e. /v/ and /f/).
- ♦ Front load vocabulary that contain consonant sounds /v/ and /f/. Introduce flashcards with words containing /v/ and /f/ in each word slowly and ask students to locate the /v/ sound. For example, ask "Where can you hear the /v/ sound in knives? Is it at the beginning, in the middle or at the end of the word?" and the other words such as (love, knives, grave, vine)

fast	fat	fee	fine	foul	gif	half	life	proof	safe
vast	vat	V	vine	vowel	give	halve	live	prove	save

fan	ferry	leaf	off
van	very	leave	of

Remediation Techniques

- ♦ Introduce the pronunciation of some pairs of English consonant sounds (i.e. /ʧ/ and /ʃ/ as in .chair. and .share; /v/ and /f/ as in .van. and .fan; /p/ and /b/ as in .pat, and .bat.) in an interesting way by using video, audios, songs, pictures, and mobile applications.
- ♦ Sing a song to introduce the consonant sounds (i.e. /ʧ/ and /ʃ/, this will provide a further insight to investigation into consonant sounds (i.e. /ʧ/ and /ʃ/.
- ♦ Watch video to provide interesting environment that helps the teacher to create contexts in which the language is useful and meaningful. After watching the video teacher asks them what the difference between the /b/ and /p/ sounds is.
- ♦ Games and songs can be a meaningful way for students to be active learners. The game helps the teacher to create contexts in which the language is useful and meaningful.
- ♦ Ask Students to listen to audio to identify the consonant sound to fill in the gabs and answer the questions.

- Discuss the consonant sounds and vowels with the students and ask them to do various activities. Students will watch the video and listen to the consonant sounds and vowels, then answer the activity questions.
- Students also work in small and large group to do various activities.
- Students listen to the audio and during listening teacher asks them some questions helping them to recognize the difference between consonant sounds and vowels.
- Give each student worksheet to identify the consonant sounds and vowels. Then go through the answers as a class.
- The teacher shows a video about the consonant sound and vowels, so the students get an overview of the content of it, and then ask students to answer the activity questions.
- Use mobile application for helping students to learn the consonant sound and vowels in exciting way and overcome any difficulty related to the new words through training at home with their parents such as: using Mobile application, it is designed to help students learn English consonants sounds and vowels quickly.
- This Fun English Reading Vowels and Consonants learning game is a great educational app to expand all levels of ESL Learners and even your student 's knowledge of the English language, all while having fun. Moreover, by playing this free application, kids will understand what short and long vowels are, and the sounds they make can help in reading, writing, and spelling. This allows them to learn new words independently and read more confidently.

Mobile Apps

☐ **Download the following mobile apps on your mobiles or tablets and enjoy learning English.**

Fun English Reading Vowels and Consonants learning game Application

☐ **Students listen to the audio and complete the sentence with the correct word to match the picture. This activity will assess students' ability to listen and discover the consonants and vowels sounds.**

Activity (1)

The teachers use video clips about the consonant sound video , available online at:

https://drive.google.com/file/d/1y7xVnVdH3yg9MlXCyRGYvhBVEFtSAMeP/view?usp=sharing
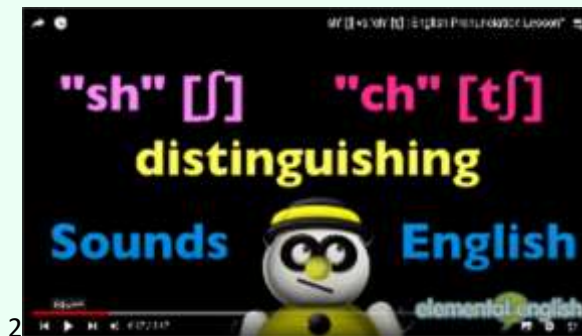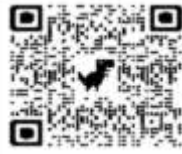
Time : 20 minutes
Procedures :

♦ Before starting to show the video, the teacher writes the new words on the board, so the students get an overview of the content of it.

2- Pre-Task Stage 1
Lead-in & Sound Introduction (10 min)

♦ First set the context of the lesson by sharing an interesting restaurant experience and then having the students discuss a restaurant experience that they have had. Go over a couple of interesting experiences of the students for whole classroom feedback.

♦ In this stage, teacher first introduces the consonant sounds of /ʧ/ and /ʃ/. Direct the students to hold the pronunciation of each sound and elicit from them what's the difference between them.

♦ After watching the video ask them what the difference between the /ʧ/ and /ʃ/ sounds is.

♦ This activity will be conducted by keeping the two sounds on the board of /ʃ/, and /tʃ/, then the teacher puts the students into pairs or groups, I prefer groups of around 3 or 4. Once there, hand the students pieces of paper with the following words on them:

**Peach, Check, Pitcher, Cheese, Cheddar, Cherry, Fish, Dish, Shrimp.**

♦ Tell the students to look through the pieces of paper and decide which sound each of the words has e.g. 'Cheese' would go under the /tʃ/ sound symbol. In this stage, the teacher should clarify the meaning and pronunciation of any words that the students are unclear about.

♦ The students will answer the following questions orally and written:

♦ Students will identify the consonant sounds of /tʃ/ and /ʃ/ in each word:

Sandwich........ Teacher........ Cherry........ Ship........

Cheese .... Kitchen.......... Chair........

Activity 2
Sing a song of consonant sounds (i.e. /ʧ/ and /ʃ/

♦ The teachers used video clips about consonant sounds (/ʧ/ and /ʃ/ song , available online at: https://www.youtube.com/watch?v=qHupKlQ69fc

- This is a fun, digraphs phonics song for learners of English. A colorful, animated music video to learn how to pronounce the "ch/sh" sounds.
- Before the song, the teacher writes the new words on the board so the students get an overview of the content of it. As the song plays, students try to repeat it.

ACTIVITY(3)

♦ The teachers used video clips about the consonant sound video , available online at:https://www.youtube.com/watch?v=r9vgXNpuW-A

- Before starting to show the video, the teacher writes the new words on the board so the students get an overview of the content of it.

2- Pre-Task
Stage 1: Lead-in & Sound Introduction (10 min)

- First set the context of the lesson by sharing an interesting restaurant experience and then having the students discuss a restaurant experience that they have had. Go over a couple of interesting experiences of the students for whole classroom feedback.
- In this stage, teacher first introduces the consonant sounds of /p/ and /b/. Direct the students to hold the pronunciation of each sound and elicit from them what's the difference between them.
- After watching the video ask them what is the difference between the /b/ and /p/ sounds.
- This activity will be conducted by keeping the two sounds on the board of /b/, and /p/, then the teacher puts the students into pairs or groups, I prefer groups of around 3 or 4. Once there, hand the students pieces of paper with the following words on them:

Park, spider, pink, book, wipe, lamb, pretty, bee, bull, cup

- Tell the students to look through the pieces of paper and decide which sound each of the words has e.g. 'park' would go under the /p/ sound symbol. In this stage, the teacher should clarify the meaning and pronunciation of any words that the students are unclear about.

- The students will answer the following questions orally and written:

- Students will identify the consonant sounds of /b/, and /p/, in each word:

Book.......   Park ....   Crab   ....   Bee.......

Spider.......   Cup......   bull.......   Pink.......

- Distribute lower-case letter cards a, e, i, o, u, and y to six other students and ask the students to name these lower-case letters.

- Ask the students holding the small letters to stand next to their partner letters, forming the pattern Aa, Ee, Ii, Oo, Uu, Yy and ask the students to name this set of vowel letters. (Students should just name the letters without saying "capital" or "lower-case."

- Set the twelve letter cards on the chalk ledge and call six students to select either a capital or lower-case letter from each set of partners. Ask the six to line up facing the class. (Example: A-e-i-O-U-y) Ask the class to name the set of vowels they see.

- Repeat Step 6 with one or two more groups, forming other combinations of capital and lower-case vowel sets.

- Say, "Now we are going to listen to a song about the vowel letters to help us remember them. At first, the singers will name and sing all the vowel letters

Write the short vowel sound to complete the word:

C....t   b....d   d....g

fr...g   s....n   r...d
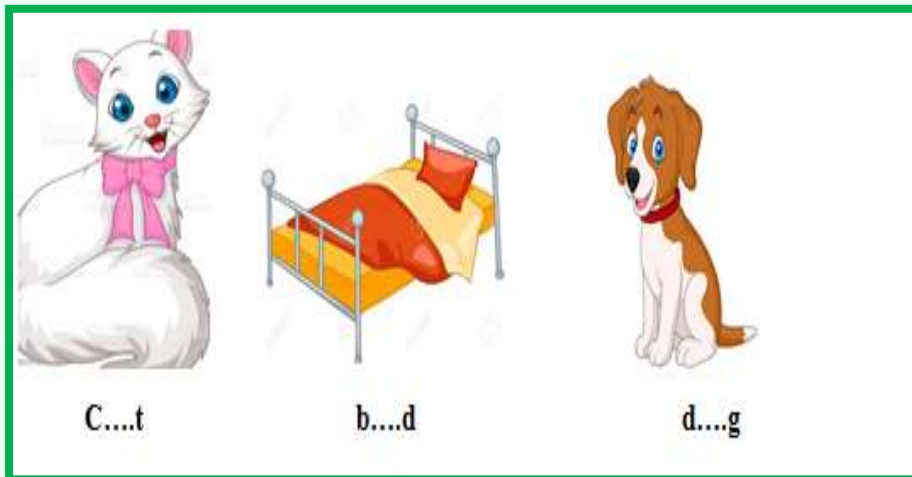
ACTIVITY(4)

- The teachers used video clips about the consonant and vowel video , available online at: https://www.youtube.com/watch?v=eh6CDFcHqGU

- Say, "Now that we can recognize our letters, let's find out about a special group of letters we call vowels."

- Distribute capital letter cards a, e, i, o, u, and y to six students, one card per student .

- Tell the class that these are the vowel letters and that every word has at least one vowel letter in it. Ask the class to name the vowel letters on the cards.

- **Time : 10 minutes**

Golden Tips:

❖ **Encourage students to pronounce simple words first without fearing from making mistakes.**

❖ **Enhance confidence and self-efficacy among students by using edutainment activities (games- songs).**

❖ **Be friendly with your students.**

Exercise

- The teacher asks the student to listen to the audio and identify the consonants sounds and vowels, the audio is available at: https://www.speechactive.com/listen-english-vowels-and-consonant-sounds/
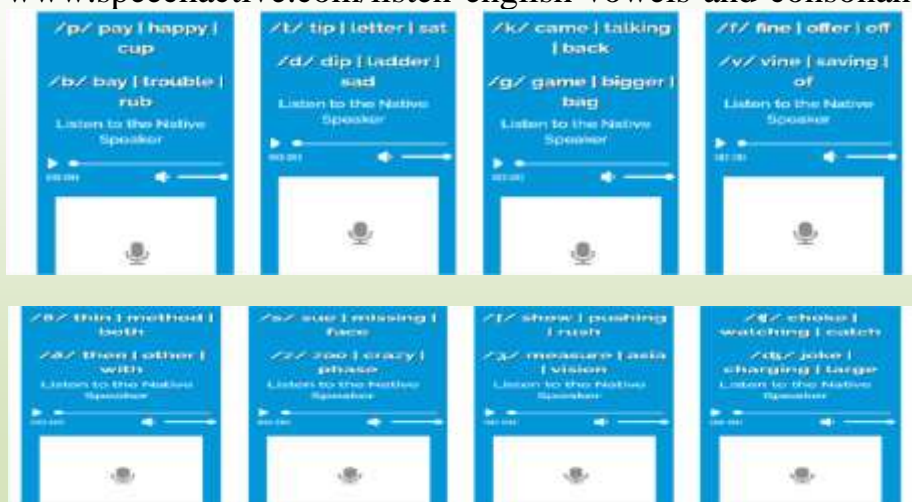
⊡ **Download the following mobile apps on your mobiles or tablets and enjoy learning English.**

⊡ **https://apps.apple.com/us/app/id500454474**

⊡ In **this** apps student will practice a lot of useful phonics activities and exercises, student should listen and answer the questions with correct word. Phonics Make a Word will support both Phonics and Spelling. The application is for students just beginning to read. The words all have short vowel sounds. More advanced students should try Phonics Advanced, with long vowel sounds and double vowels. Phonics Make A Word includes five different phonics short vowels groups.

Mobile Apps

Mobile Apps

Learning consonant sounds and vowels

▣ Download the following mobile app on your mobiles or tablets and enjoy learning English

▣ https://play.google.com/store/apps/details?id=com.tranquil

.ovelsoundwords&hl=en_US&gl=U

▣ This app is offline app. Kids who are preschool students can learn above 100 vowel words very quickly by this app. This app provides text with image by which kids memorize easily. In addition, this app provides special learning to the kids to improve their new skills and helps in creative learning.

Kids phonics Games

▣ Download the following mobile app on your mobiles or tablets and enjoy learning English

▣ https://play.google.com/store/apps/details?id=com.thegreatkids.phonics_kids&hl=en_US&gl=US

Worksheets

Write the consonant sound **/ʧ/ or /ʃ/** in the following words:

Shark.......

Switch ....

Trash......

Chain ....

Watch........

Fish........

Cheese.......

Match the Beginning Sound

Draw lines to matching the pictures and their beginning sounds.

P Q R S T

Listen to the word. Then, put the sounds in order to make the word.
The audio link is available at: https://www.ixl.com/ela/pre-k/put-the-sounds-in-order

Click on the picture. Listen and tick the words with /s/ sound:

The activity is available at: https://www.liveworksheets.com/ou1182715az
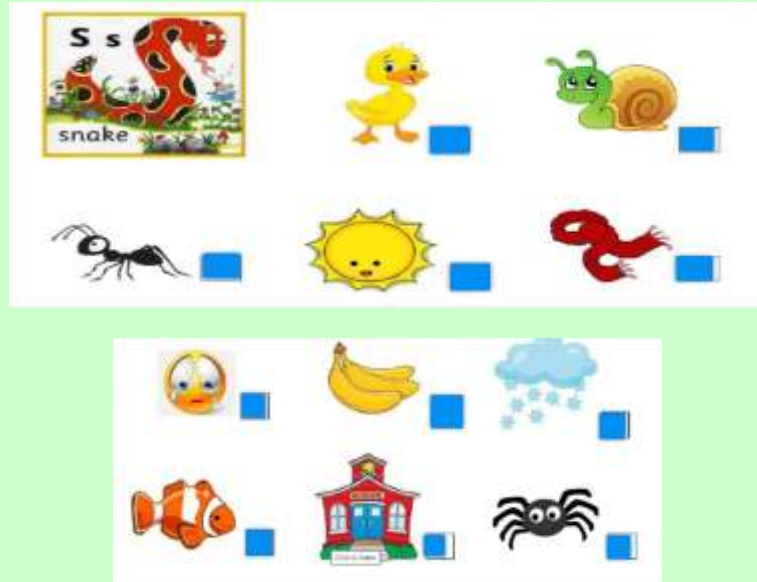
Matching pictures to the vowel sounds:

Theoretical Background on Pronunciation

❖ It's important to note that English is not a phonetic language. This indicates that we can't tell how to pronounce a word just by looking at it.

❖ You'll listen to the 3 types of English vowels – long vowels, short vowels and English diphthong vowels, through Listening to each vowel sound and consonant sound by itself and in words.

❖ There are over 40 sounds in English. Vowel sounds and consonant sounds are the two types of sounds .

Resources

❖ https://www.really-learn-english.com/english-pronunciation-lesson-20-f-v-sounds.html

❖ https://www.englishclub.com/pronunciation/minimal-pairs-f-v.htm

❖ https://view.officeapps.live.com/

❖ https://www.ixl.com/ela/pre-k/put-the-sounds-in-order

❖ https://www.liveworksheets.com/ou1182715az

❖ https://www.kidpid.com/match-the-beginning-sound-phonics-worksheets-for-kindergarten/

❖ the consonants sounds and vowels, the audio is available a:

❖ https://www.speechactive.com/listen-english-vowels-and-consonant-sounds/

❖ https://www.youtube.com/watch?v=dz7FHvzaItE&list=RDCMUC2zQDH2yG55rf3kU8cYXQSQ&index=

❖

Topic Two: Communication and Interaction

Indicators of the Difficulty

- ♦ Refugee students have difficulties in giving instructions.
- ♦ Refugee students have difficulties in introducing themselves.
- ♦ Refugee students have difficulties in describing daily activities.

Learning Outcomes

By the end of this topic , first grade students will be able to:

- ♦ Give instructions.
- ♦ Introduce themselves.
- ♦ Develop speaking skills and learning of the new vocabulary in the environment.
- ♦ Practice speaking intently with purpose and carrying on collaborative conversations.
- ♦ Describe daily activities.

Learning Resources

- ▣ **Paper Resources :**
  - ▪ Student's Book
  - ▪ Handouts.
- ▣ **Visual Resources :**
  - ▪ Models.   ▪ Realia
  - ▪ Visual aids   ▪ Flash Cards
  - ▪ Audio aids   ▪ Pictures
- ▣ **Electronic Resources:**
  - ▪ Mobile   ▪ YouTube
    applications   videos
  - ▪ Computers   ▪ Websites
- ▣ **Additional Resources**
  - ▪ Common Classroom materials

Intervention Strategies

- ▪ **Game technique**

- ▪ **Teaching communication and interaction by using Games**
- ▪ **E-learning strategy. (Audio-visual – Multimedia)**

- ▪ **Mobile Based Learning**
- ▪ **Mobile Applications such as (Proloquo2Go Brilliant tool helps kids with speech difficulties communicate)**

- ▪ **Cooperative learning strategy**

  Students works in groups

♦ **Recognizing students' speaking difficulties in Communication & Interaction**

♦ Identify and discover your students' speaking difficulties in Communication & Interaction through using one of these methods:-

First Method:

Students' ability to introduce themselves and greetings.

1. Ask students what they say when they see someone they know. Elicit "Hello" and ask them what other greetings they know.

On the board write:

Hello   Bye   Hi

2. Ask students which one is not a greeting.
3. Ask the students to greet as many of their classmates as possible. Encourage them to use as many different greetings as possible.

on the board write:

What's your name?	I am Ahmed.
How are you?	Where are you from?
I'm fine, thanks!	I'm from Syria .

4. Divide the students into pairs and each pair will speak in front of the class. They should start to introduce themselves by mentioning their names and asking each other how they are and where they are from.

Second Method:

Introduce your family

♦ Show picture includes family members and ask student some questions about his/her family members such as mother, father, sister, brother, grandfather, and grandmother.

Ask the students some questions about their families:

1- Do you like your family?
2- How many brothers and sisters do you have?
3- What's your brother's name?
4- What's your sister's name?
5- How many people are in your family?

Remediation Techniques

♦ Practice certain activities, exercises, and games can teach students to communicate and interact better with each other.

♦ Introduce the communication and interactive activities in interesting way by using videos and audios which include songs, stories, cartoon, and pictures.

♦ Games provide a playful environment in which students follow prescribed rules as they strive to attain a challenging goal. Games can be a way for students to be active learners. The game helps the teacher to create contexts in which the language is useful and meaningful.

♦ Describe vegetables and express their opinions :what they like and dislike.

♦ Play "*Times of the day boxes"* game. Work in small and large group to do various activities. Discuss the new vocabulary with the students and ask them to play the game.

♦ Sing a song of morning routine verbs that will help students in daily communication and interact with the persons around them to express themselves.

♦ Listen to the audio and during listening teacher asks students some questions helping them to get the correct answer.

♦ Give students worksheet to answer variety of activities, then go through the answers as a class.

♦ Describe their family house, after the teacher shows students a house picture and asks them some questions about the picture, so students get an overview of the content of it, and then ask students to answer the activity questions.

Mobile Apps

- ▣ **Use mobile application for helping students to learn speaking through communication and interaction in an exciting way in order to overcome any difficulty.**
- ▣ **This application is a Brilliant tool that helps kids with speech difficulties communication.**

Proloquo 2Go Application

https://www.commonsense.org/education/app/proloquo2go

♦ Create a username for the first user, then choose the main category that fits his or her current communication level: Core Word (for kids who are able to combine words and make sentences); Basic Communication (single-word communication); or Blank Vocabulary (all customized). The Home grid appears with basic words and images in buttons on a six-by-six grid, which you can increase or decrease to suit each student's needs. Kids tap on the desired buttons, and they appear above the grid where the words are spoken consecutively. Use the default vocabulary database, which can switch easily between English and Spanish and includes different regional accents. Proloquo2Go contains extensive customizations and many helpful tutorials.

Activity (1) :Describe your School

Time : 10 minutes

♦ During the lesson, it's important to spend a great deal of time speaking with your students. Describe the activities you share and the objects that fill your environment.

♦ Before starting to show the above picture, the teacher writes the new words on the board, so the students get an overview of the content of it.

♦ Ask the students to describe the picture and then everyone describes her/his family house.

Ask the students the following question:

♦ a. Do you like your school? Why?

♦ b. Can you describe your school ?

♦ c- What does your school look like?

♦ d. How many rooms are there at your school ?

♦ Ask students to share their idea with their pairs by asking each other.

Activity (2)

Describe places at your school :

♦ Ask students to do the following exercise in pairs:

♦ Teacher shows the following pictures about places at school and asks students "Do you know what it is?"

♦ Do you like your school? And teacher tries to elicit the meaning of these places by using pictures.

♦ Ask students to work in pairs to answer the above questions with each other each other.

▪ **Time : 10 minutes**

- https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/School_rooms _and_places/Places_at_school_nv1910710yd
- https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/School_rooms _and places/Places_at_school_nv1910710yd

LOOK, READ AND MATCH

(classroom image)	CLASSROOM
(library image)	LIBRARY
(gym image)	GYM
(computer lab image)	COMPUTER LAB
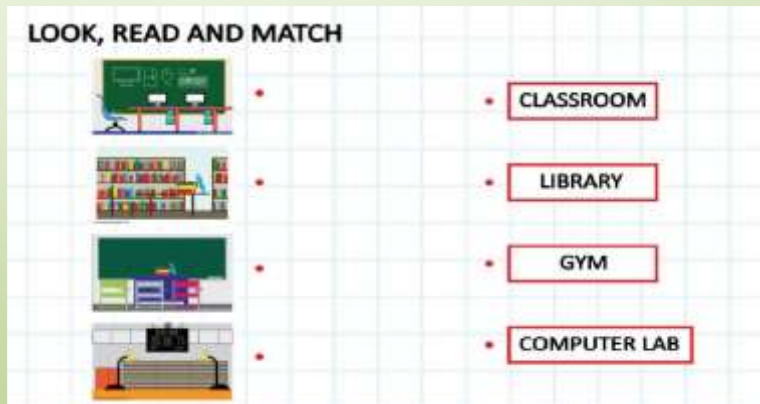
Activity 3
Sing Good morning song.

- The song is available at: https://soundcloud.com/eslkidstuff/the-morning-routines-song

About Song:

Song Theme: Saying morning routine verbs that will help students in daily communication and interact with the persons around them to express themselves.

Target Vocab: Good morning, wake up, get up, wash my face, brush my hair, get dressed, eat breakfast, brush my teeth, put on my shoes, and go to school.

- **Time : 10 minutes**

Lyrics for "Good morning Song"

- Good morning! Good Morning!
- It's time to wake up.
- Good morning! Good Morning!
- I have to get up.

Verse 1:
- I wash my face (wash, wash, wash),
- I brush my hair (brush, brush, brush),
- I get dressed (dressed, dressed, dressed)
- There's such a lot to do!

Chorus:
- Good morning! Good Morning!
- It's time to wake up.
- Good morning! Good Morning!
- I have to get up.

Verse 2:
- I eat my breakfast (eat, eat, eat),
- I brush my teeth (brush, brush, brush),
- I put on my shoes (put on, put on),
- There's such a lot to do!
- It's time to go to school.

- **Time : 10 minutes**

ACTIVITY (4)
Play "Times of the day boxes" game

- Introduce 4 times of the day: morning, afternoon, evening and night Quickly introduce the 4 words by drawing a picture on the board. Then draw a sun just rising over the horizon. Teach/Elicit "morning" and chorus 3 times.
- Next, erase the moon and stars and invite a student up to the board. Say, "Draw afternoon".
- Help if necessary and have the student draw the sun high in the sky. Erase the sun and invite other students to draw the other times of the day.
- Teacher will need to prepare 5 cardboard boxes and print the flashcards for morning, afternoon, evening, night, wake up, get up, eat breakfast, eat lunch, eat dinner, go to school, start school, go home, arrive home, watch TV, do homework, go to bed. Teacher can also add some other flashcards for daily routines, such as brush teeth, play video games, etc. The more flashcards are, the better it is. On 4 of the boxes, stick one of the morning, afternoon, evening and night flashcards on the outside of each and place in different corners of his/her classroom. In the remaining box put lots of small objects, e.g. balls, bean bags, blocks, etc. and place in the middle of the classroom.

- **Time : 10 minutes**

- Model the activity: teacher hold up one of the flashcards (e.g. "get up") - say the word "get up". Then pick up an object from the object box and point to the 4 boxes around the room. Ask "Which one?" and then go and drop the object into the morning box. Say "morning" as teacher drop the object into the box.
- **Now let's start the game.** Hold up a flashcard (any from the daily routines set) and shout out the verb (e.g. eat dinner). Get everyone to come up together, pick up an object and drop it in the correct box (make sure they say the time of the day word as they drop). Then proceed through all of the flashcards quickly as students rush around the classroom putting objects into the correct boxes. It may be the case that some students will need to visit two boxes for some activities (e.g. watch TV could be morning and evening) - this is fine. Finally, ask everyone to guess which box has the most objects - then count out the objects in each box to see which is the winning time of the day .

- **Time : 10 minutes**

- Create a "**Times of the Day"** chart on the board or teacher can use a large sheet of paper stuck to his wall. Draw vertical and horizontal lines to create 4 equal squares and title each square with "in the morning", "in the afternoon", "in the evening" and "at night" (see image below).

ACTIVITY (5)
Play game "Find the Vegetables

- Bring real vegetables: a carrot, a potato, a cabbage, an onion, a pumpkin, corn, a radish, lettuce. If you can't bring vegetables into class, other options are plastic vegetables or vegetable flashcards.
- Pass the basket around the group. As the basket reaches each student, the students remove an object from the basket and say what it is (for example, carrots).
- Then the teacher says a word the students repeat each word.
- The basket is then passed to the next student.
- This continues until all students have a turn.
- Students describe vegetables and they express their opinions what they like and dislike.
- **Time : 15 minutes**

Sing a song
"Mr. Farmer's Vegetables"

- Prepare for the song by taking out the flashcards of the vegetables. Show each one in the order of the song (so carrot first, potato next, etc.) and stick each one on the walls of the classroom. Try and get it so that the cards are evenly distributed around the walls (still in the order of the song). Get everyone to stand up and dance, sing and point to the vegetables (as described in Gestures for "Mr. Farmer's Vegetables" below). Teacher can play the song for three times.

- **Time : 15 minutes**

Activity

- **The teacher asks students to work in pairs and choose the right response from the drop-down list.** **(15 Minutes)**

Choose the right response from the drop-down list.

A: Hello.

B: [ ]

A: How are you today?

B: [ ]

A: How are you today?

B: [ ]

A: Hello, how are you?

B: [ ]

A: [ ]

https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Greetings/Hello_song_nf608314ar

Activities for Students by mobile apps (1)

- Download the following mobile apps on your mobiles or tablets and enjoy learning speaking English through communication and interaction skills.
  https://www.commonsense.org/educatio n/app/conversationbuilder

- In this apps student will practice a lot of useful activities and exercises, student should listen and answer the questions with Communication & Collaboration, Character & SEL.
- **Pros**: Supports learning the pragmatics of conversation: turn-taking, initiation, and staying on topic.
- **Cons**: Images could display more diversity.
- **Bottom Line**: For speech-language pathologists, this is a must-have tool for helping kids learn conversation skills.
- Use Conversation Builder with kids' one on one or in small groups to help them build informal conversation skills. It would also be a great way to help kids rehearse before upcoming events or situations that might be awkward for them. Select from the various modules to provide the most timely and relevant topics for kids. Or import a photo of your own in the Group mode to customize the experience further. Replay the conversation and help kids analyze if it was successful and why.

Learning speaking English by mobile apps

- Download the following mobile apps on your mobiles or tablets and enjoy learning speaking English through communication and interaction skills

https://www.commonsense.org/educ ation/app/articulation-station

English Language Arts, English-Language Learning
Communication & Collaboration

- Younger students will need teacher assistance when working on Articulation Station, at least the first few times they use this app., Articulation Station may be used for independent student practice.

Learning speaking English by mobile apps

- Download the following mobile apps on your mobiles or tablets and enjoy learning speaking English through communication and interaction skills
**https://www.commonsense.org/education/app/questionit**

- Question: It does a good job of helping kids categorize and answer who, what, when, and where questions.   The content and vocabulary are solid and the design is clean and visually appealing. It's also notable that the app provides basic, errorless questions, where there is only one answer; kids are rewarded before moving on to the next question. Built-in flexibility allows customization for students' varying skill levels.
- The data collected is specific, and can help a parent, teacher, or speech therapist to identify areas for improvement. Also, the color-coded cueing system is a best practice for teaching kids to use augmentative and alternative communication systems. The lite version can be downloaded for free as a trial.

Golden Tips:

- ❖ **Use simple commands to encourage and motivate students to participate in the tasks and activities**
- ❖ **Praise your students and provide support such as (excellent work, well-done- ,…etc)**

Worksheets
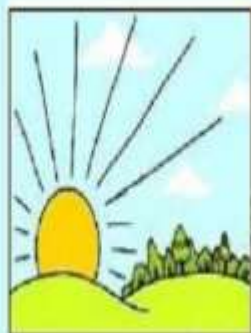
1-Match the words with the pictures:

3. Click on 🔊 and match.

GOOD EVENING 🔊
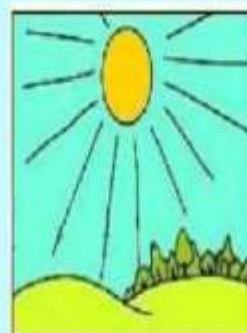
GOOD MORNING 🔊

GOOD-BYE 🔊

2. Click on 🔊 and match.

MORNING 🔊

AFTERNOON 🔊

EVENING 🔊

NIGHT 🔊

1. COMPLETE THE GREETINGS

H⬚LLO!

⬚I!

GO⬚D M⬚⬚⬚⬚⬚⬚!

⬚⬚⬚⬚⬚ ⬚⬚⬚⬚⬚NOON!

⬚⬚⬚⬚⬚ ⬚⬚⬚⬚⬚ING!

BYE, ⬚⬚⬚⬚⬚ NIGHT!

HAVE ⬚⬚ ⬚⬚⬚⬚⬚ DAY!

SEE ⬚⬚⬚⬚⬚ ⬚⬚⬚⬚⬚!

⬚⬚⬚⬚⬚ A ⬚⬚⬚⬚⬚ NIGHT!

GREETINGS

1

2

3

4

5

Finish!!

LIVEWORKSHEET

Match the picture and the formal greetings and leave takings.

Good evening

Good-bye

Good afternoon

Good morning

Good night

https://www.liveworksheets.com/vq395070lb

Complete the dialogue:

Nice to meet you, too.

My name is Paul. What is your name?

Hi!

Nice to meet you Lucy.

My name is Lucy.

Hello!

What's your name?

Finish!!

https://www.liveworksheets.com/vq395070lb

4. PUT THE CONVERSATION IN ORDER.

Hi, I'm Anna.

Nice to meet you, too.

Nice to meet you, Cris!

I'm Cris.

-Hey, _____ Beatrice!

-Where are you _____?

- Great! _____ from the US.

- Nice to meet you!

- _____ Thomas. But you can _____ _____ Tom.

- I'm _____ Wales.

-It's a pleasure to _____ you!

meet   from

I'm

I'm

call

I'm

from

me

Conversation

1.

............! My name is Daniela. What is your name?

Hi! .... Huascar.

.... to meet you Huascar!

Nice to meet .... Daniela!

2.

name   What

I'm   great   you

Hi! My [ ] is Enrique. [ ] is your name?

Hello! [ ] Sara. How are you?

I'm wonderful! And [ ]?

I'm [ ]!

Theoretical Background of Communication and Interaction

- Improving students' communication and interaction skills of all ages now may assist future generations, preserving the strength of verbal communication in a society awash with electronic alternatives. Developing communication and interaction skills can assist students in a variety of areas, including social gatherings, family life, and their professional career.

- Therefore, having effective communication and interaction skills is more important than ever. In order to deliver and understand information quickly and accurately, good verbal and writing communication skills are required. Effective communication is an important life skill that should not be disregarded.

- The process of comprehending and exchanging meaning might be defined as communication. To communicate effectively, you must first comprehend and then be understood. This can be accomplished in the following ways:
    - ❖ Verbally - your voice
    - ❖ Visually - e.g. images, graphs, maps, info graphics
    - ❖ Non-verbally - e.g. body language, eye contact, gestures
    - ❖ Written – e.g. books, websites, emails.

- Thus, one of the most effective instruments at teacher disposal for teaching his/her students about the world and fostering healthy self-worth, self-confidence, and emotional stability is continual communication and interaction.

Resources

- https://www.eslkidstuff.com/lesson-plans/daily-routines-times-of-the-day.html
- https://www.ozassignments.com/solution/Cooperative-learning-and-strategies-proof-reading-services
- liveworksheets.com
- https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Greetings/Greeting_ev1162342jo
- https://www.commonsense.org/education/app/conversationbuilder

Topic Three
Rhyming Difficulties

Indicators of the Difficulty

♦ Refugee students have difficulties in identifying rhyming words.

Learning Outcomes

By the end of this topic , first grade students will be able to:

♦ Identify rhyming words.
♦ Increase awareness of words that rhyme and develop knowledge about rhyme.
♦ Recognize rhyming words.
♦ Listen and attend to the rhyming strings.
♦ Talk about words that rhyme and identify rhyming words.
♦ Listen to a wide variety of rhymes, poems, songs and rhyming stories.

Learning Resources

▫ **Paper Resources :**
  - Student's Book- Handouts.
▫ **Visual Resources :**
  - Models.
  - Visual aids
  - Audio aids
  - Realia
  - Flash Cards
  - Pictures
▫ **Electronic Resources:**
  - Mobile applications
  - Computers
  - YouTube videos
  - Websites

Intervention Strategies

▪**Game Based Learning**

▪**Mobile Based Learning**
  ▪**Mobile Applications (Mobile Apps)**

▪**Role Play Activities**

▪**Questioning**

Procedures of the Topic

Recognizing students' learning difficulties (Identifying rhyming words)

- Identify and discover your students' learning difficulties in identifying rhyming through using one of these methods:-

First Method:

Rhyming Pairs Game

- In rhyming pairs game, use pictures of objects with names that rhyme.
- The students take it in turns to turn two cards over and keep them if the pictures are a rhyming pair. If they are not a rhyming pair, the cards are turned face down again and the other person has a turn.
- Start with a small core set of words that can then be extended.
- The students need to be familiar with the rhyming word families before they can use them in a game – spend time looking at the pictures and talking about the pairs.
- Start with saying (at----sound) by providing pictures and exercises as follows:-
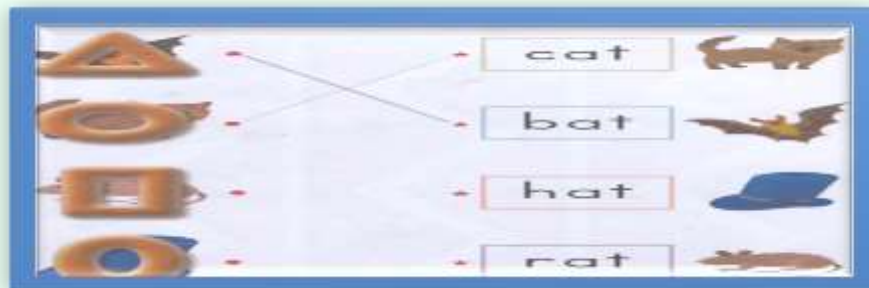
Second Method:

Rhyming Word Cards

- Lay down one card from each pair then say the word/picture for the card then the other cards are to students' side and say each one to hear which one rhymed.

- Start by reviewing the alphabet and saying single words accompanied by pictures and move gradually to saying and writing rhyming words in complete entertaining exercises. These exercises are designed to increase students' ability to recognize and write words in an easy and enjoyable way.

- First review the alphabets for students by asking them to trace the letters from A to Z as follows:

Look at the following and trace letters from A to Z

Rhyming Pairs

- In a pairs game, use pictures of objects with names that rhyme. The student takes it in turns to turn two cards over and keep them if the pictures are a rhyming pair. If they are not a rhyming pair, the cards are turned face down again and the other person has a turn.

- Start with a small core set of words that can then be extended. The students need to be familiar with the rhyming word families before they can use them in a game – spend time looking at the pictures and talking about the pairs.

- Start with saying **(at----sound)** by providing pictures and exercises as follows:-
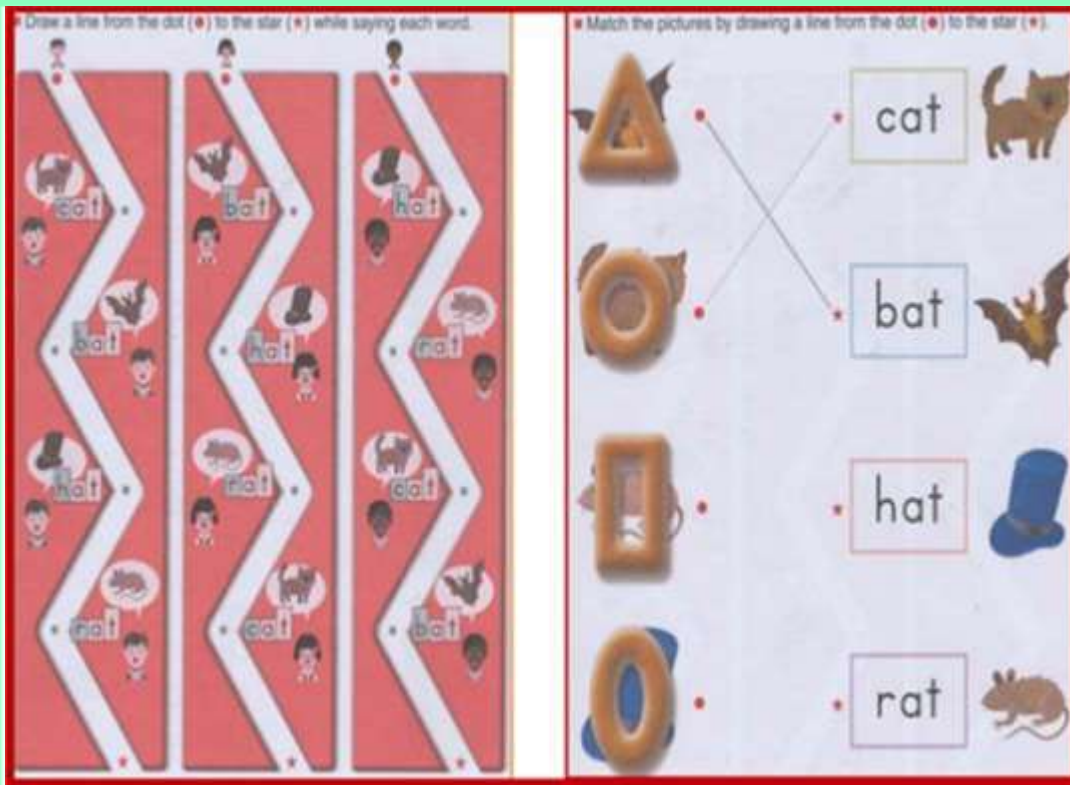
- **Say the word. Then say the sound of each letter <mark>(at—rhyming words)</mark> as you trace it**
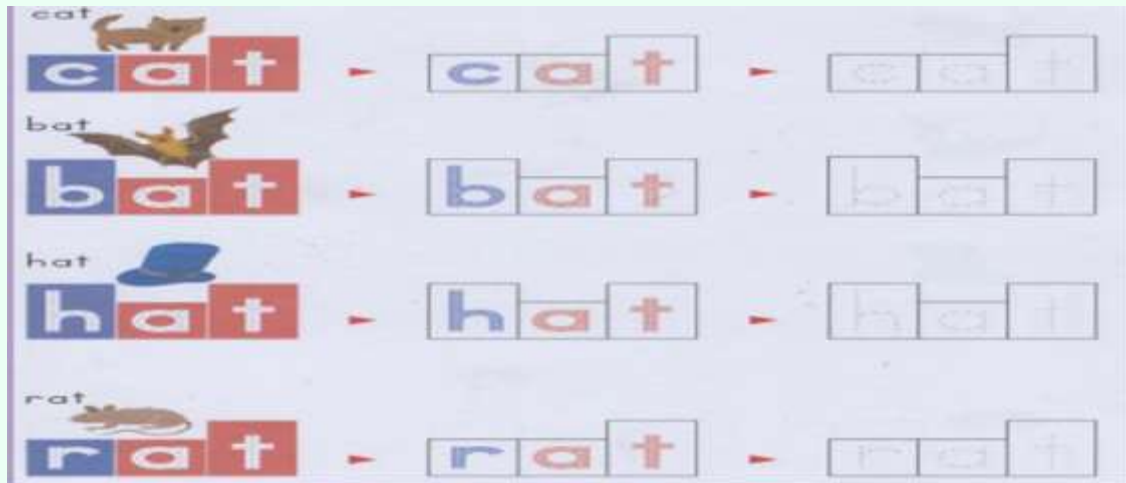
- **Match the pictures by drawing a line from the dot to the star in order to master <mark>(an----sound)</mark>**

Say the word. Then say the sound of each letter as you trace it

- Encourage your students to think about and play with rhyming words. The teacher begins with the prompt I know a word that rhymes with **<u>cat</u>**, you need to put one on your head and the word is...**<u>hat</u>**. This can be used for all sorts of situations and also with some students' names: I know a girl who is holding a dolly, she is in the book corner and her name is...Molly. As students become familiar with rhyme, they will supply the missing word themselves.

- Give your students more examples of the rhyming and non-rhyming words through presenting a funny story of the characters of *Micky Mouse and Minni Mouse* as follows:
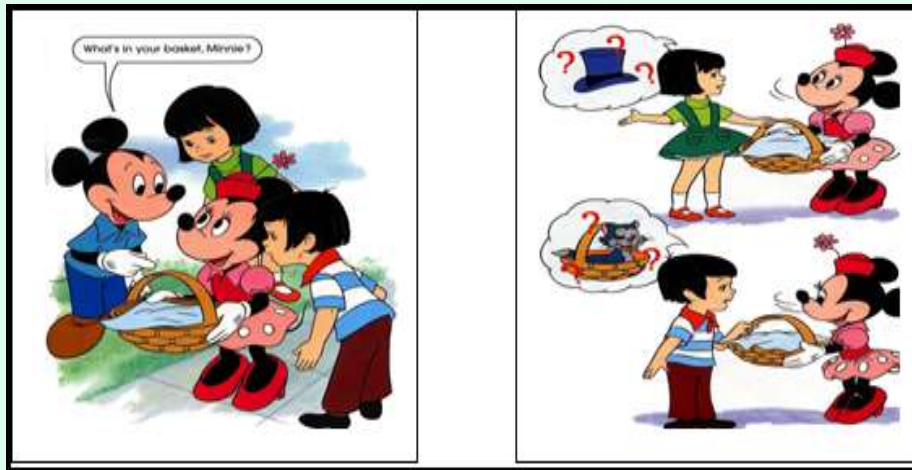
- Present these pictures and ask students what are these? The students will say (cat-hat) thus, these are rhyme words as they end in the same sound. Then ask them what they see in the following picture:
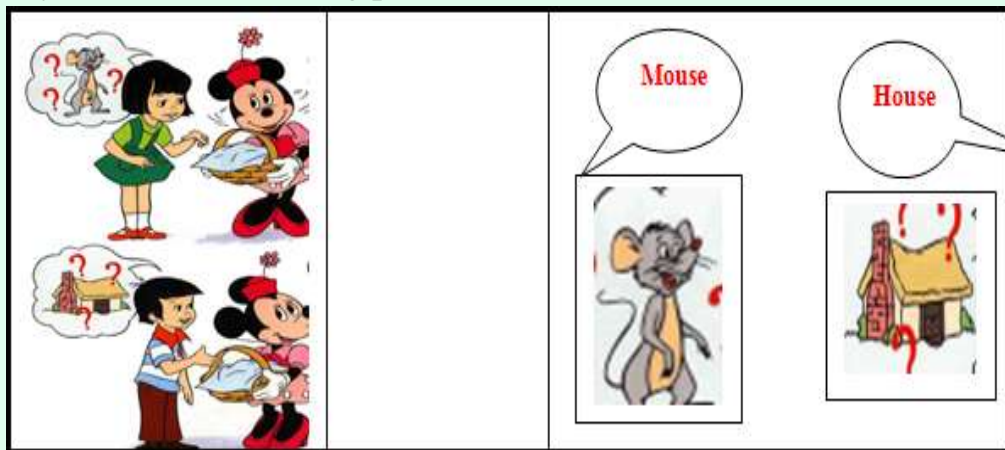
- Give your students more examples about rhyming and non-rhyming words as follows:
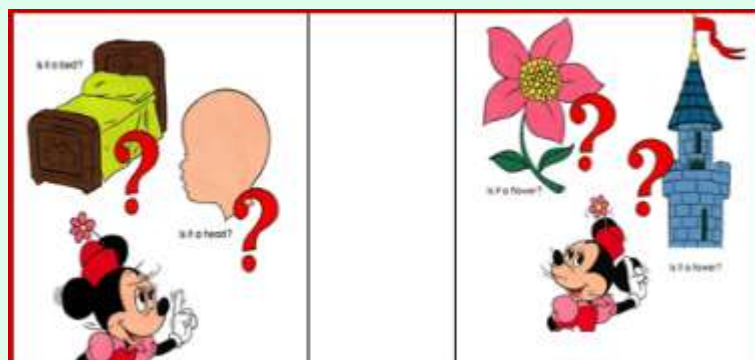
Rhyming Worksheets

▪ Use different worksheets and ask your students to look at each picture and then draw a line to the picture on the other side of the page that rhymes as follows :-
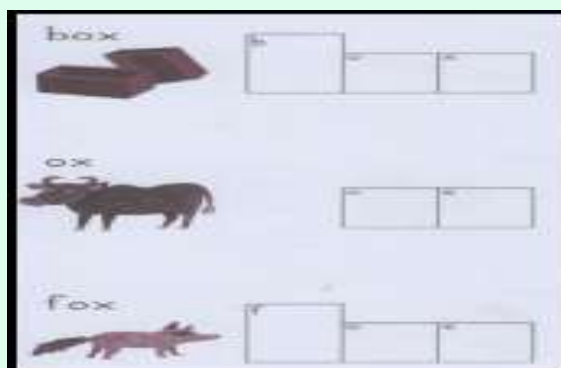
Using Mobile Applications

▪Use mobile application for helping students overcome any problem related to rhyming through training at home with their parents such as:-

▪This application is free application, students can download it from (play store).

▪ After installing in your students' mobiles or tablets, they can use it without internet access.

▪First , go to play store and write (Rhyming Word's in English) and click installing. Or click on this link and install it.

https://play.google.com/store/apps/details?id=englishrhyming.word

Match Rhyme Time: Rhyme Recognition

Objective

❖ Use match rhyme time to help your students recognize rhyming words.

Materials

❖ Set of "rhyme" and "time" picture cards.
❖ Separate pairs of rhyming cards into two stacks.

Time

❖ 20 minutes

Activity

❖ Ask students to play a game by matching rhyming picture cards.
❖ Place the two separate stacks of "rhyme" and "time" cards face down on a flat surface.
❖ Working in pairs, student one turns over a card from each stack and names the pictures.
❖ If a match is made say "Rhyme time" and keep the pair. If a match is not made, return the cards randomly to the appropriate stack and student two takes a turn.
❖ Continue until all matches are made.
❖ Peer evaluation.

Extensions and Adaptations

❖ State a word or draw a picture that rhymes with the match.
❖ Match words with the same initial sound.
❖ **Worksheets (1-2-3)**

❖ **Rhyme cards**: pan, slide, hop, cook, car, goat

Objective
- ❖ The student will recognize rhyming words.

Materials
- ❖ Rhyming A-LOT-OH! Board.
- ❖ Copy on card stock, cut out, and laminate.
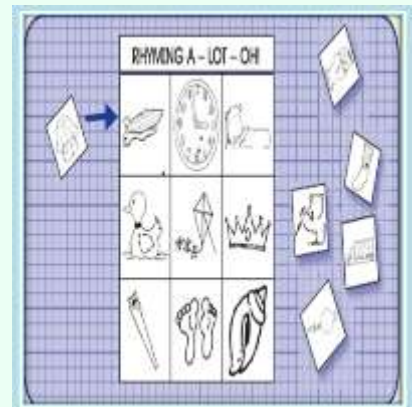- ❖ Set of rhyming picture cards.

Time
- ❖ 20 minutes

Activity

Students match rhyming picture cards to picture boards.
- ❖ Provide each student with a rhyming A-LOT-OH! board. Place set of rhyming picture cards in a stack face down.
- ❖ Taking turns, students choose a picture card from the stack, say the name, and look on their rhyming boards for a match.
- ❖ If there is a match, say the rhyming word and place the picture on top of the picture on the board. If there is no match, or if the picture is already covered, return the picture card to the bottom of the stack.
- ❖ Continue until a student matches all of the pictures on a page or until all the cards in the stack are used.
- ❖ Peer evaluation

Extensions and Adaptations
- ❖ Use corresponding word cards.
- ❖ **Worksheets (4-5-6)**

- ❖ **goat, cab, chair, lock, gum, horn, soap, map, moose**

|	
Objective ❖ The student will recognize rhyming words. **Materials** ❖ Rhyming A-LOT-OH! Board. ❖ Copy on card stock, cut out, and laminate. ❖ Set of rhyming picture cards. **Time** ❖ 20 minutes **Activity** **Students match rhyming picture cards to picture boards.** ❖ Provide each student with a rhyming A-LOT-OH! board. Place set of rhyming picture cards in a stack face down. ❖ Taking turns, students choose a picture card from the stack, say the name, and look on their rhyming boards for a match. ❖ If there is a match, say the rhyming word and place the picture on top of the picture on the board. If there is no match, or if the picture is already covered, return the picture card to the bottom of the stack. ❖ Continue until a student matches all of the pictures on a page or until all the cards in the stack are used. ❖ Peer evaluation	
Extensions and Adaptations ❖ Use corresponding word cards. ❖ **Worksheets (4-5-6)**	 ❖ **goat, cab, chair, lock, gum, horn, soap, map, moose**

ACTIVITY 1: FISHING

❖ **Time** : 10 minutes

❖ Make a fishing rod out of a stick, string and a magnet (for the hook). Attach paper clips to the cards and place face up on the floor.

❖ Ask your student to catch the pictures by using the magnetic fishing rod.

❖ Keep one word from each rhyming group (i.e. words that have the same endings – e.g. "cat" and "hat" both have an "at" sound at the end).

❖ Encourage your student to catch all of the pictures that rhyme with one of the cards you have kept from the different rhyming groups.

❖ Do the same thing for the different rhyming groups.

ACTIVITY 2: MEMORY

❖ **Time** : 10 minutes

❖ Play the game MEMORY. Shuffle the cards.

❖ Place them face down on the table in 4 rows of 6 (i.e. 6 cards across and 4 cards down).

❖ Take it in turns to turn over 2 cards.

❖ Say the name of each card as you turn it over.

❖ If the cards rhyme (i.e. Have the same ending), the person gets to keep the pair and gets another turn.

❖ If the cards are different they are turned back over, and the next person has a turn. The winner is the person with the most pairs at the end.

Rhyming Resource for activity (1) – (2)

duck luck	truck suck
man fan	pan van
cat rat bat hat	dog log fog frog tree bee
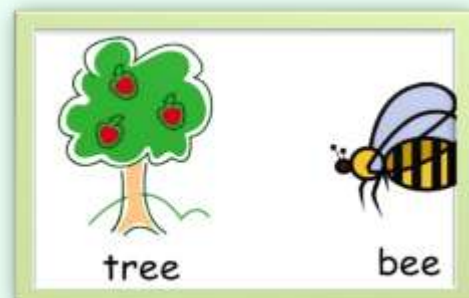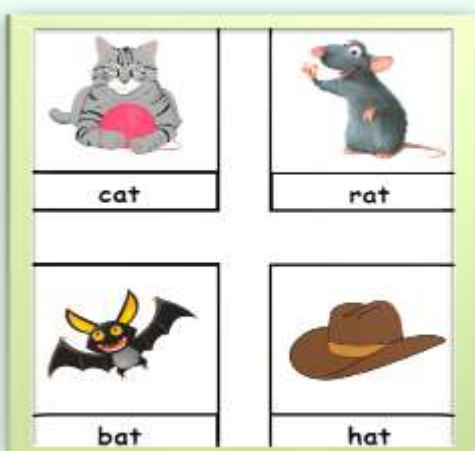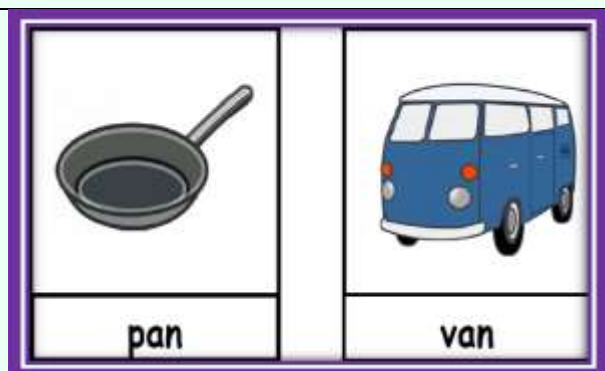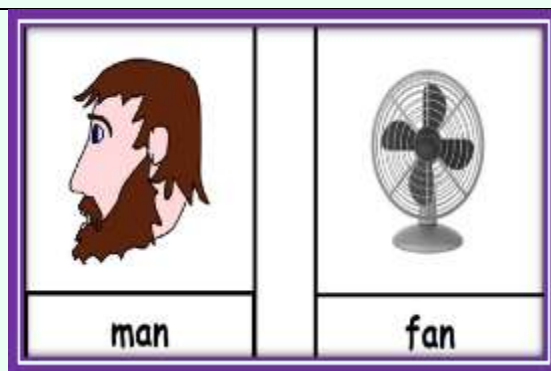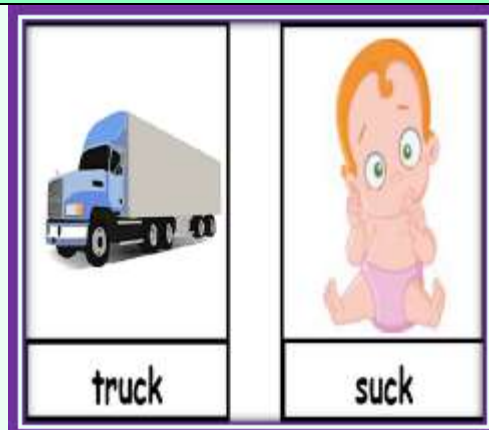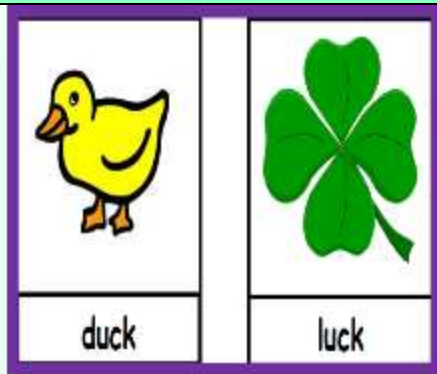
Rhyming Words

Say the name of each picture. Draw a line from the picture on the left to match its rhyming word picture on the right.

Rhyming Words

__ox   __ox

__ock   __ock

__ in   __ in

__ ad   __ ad

Rhyming Words

Read each word. Draw a line from the word on the left to match its rhyming word on the right.

hat •   • star

car •   • box

bed •   • twig

fox •   • cat

Fig   • red

Rhyming words match

Choose one picture that rhymes with the first one.
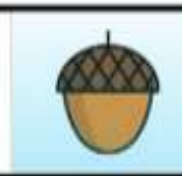
| map | fig | bug | cap |

| car | nut | jar | dog |

| jet | nap | wet | lip |
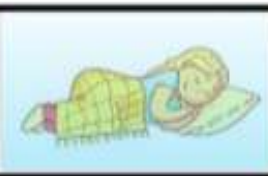
pan   sun   jog   fan

rag   spin   mug   bag

bee   tree   socks   box

Rhyming Words

Join the rhyming words.

ran	fun
pot	bet
bun	pin
pet	fan
win	hot

Mach the words with the drawing.

	CAT
	RAT
	FAT
	BAT
	HAT
	MAT

Rhyming Words

Match the rhyming words

blue •

cat •

tree •

red •

dog •

• three

• log

• bed

• hat

• two

EYLF: Outcome 5 – Children engage with a range of texts and gain meaning from these texts.

PLAY
© LearnFromPlay | LearnFromPlay.com

LIVEWORKSHEETS

https://www.liveworksheets.com/hg1929081vc

Resources

- Kumon Publishing North America, Inc.(2007a). My book of rhyming words .New York: Kumon Publishing, Inc.
- Jonathan,J. and Lefebvre, P.(2012). Using Nursery Rhymes to Foster Phonological and Musical Processing Skills in Kindergarteners . Creative Education,3(4),495-502
- Kumon Publishing North America, Inc.(2007b). My book of rhyming words : long vowels.New York: Kumon Publishing, Inc.
- Kumon Publishing North America, Inc.(2007c). My book of rhyming words and phrases.New York: Kumon Publishing, Inc.
- https://www.twinkl.co.uk
- https://student development.com.au
- https://www.kidslearningactivity.com

Reading Difficulties
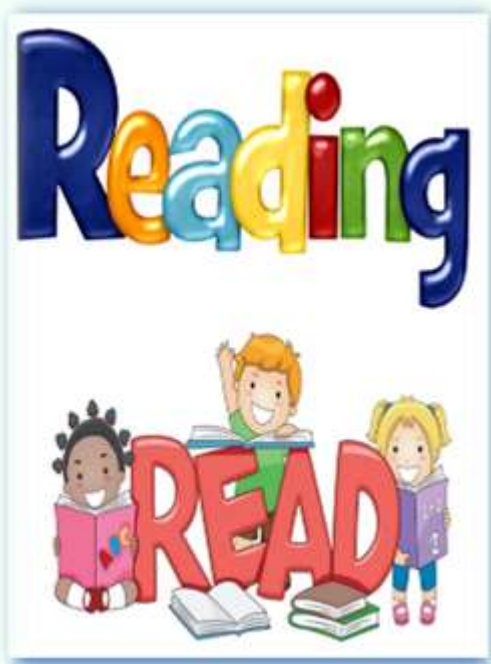
Introduction

This dimension deals with reading difficulties that first grade students face . It includes reading fluency difficulties and vocabulary difficulties .

TOPICS

1 Vocabulary Aspect

2 Reading Fluency

Topic One
Vocabulary Aspect

Indicators of the Difficulty

❖ Refugee students have difficulties in knowing many sight words (e.g. it-the).
❖ Refugee students have difficulties in crossing out words that do not belong to the given lexical category.
❖ Refugee students have difficulties in reading and comprehending the word.

Learning Outcomes

By the end of the topic, first grade students will be able to:

❖ Know many sight words from the list of grade 1.
❖ Read sight words in sentences and in simple text.
❖ Cross out words that don't belong to the given lexical category.
❖ Sort Vocabulary words correctly in their lexical categories.
❖ Read word by word and comprehend their meaning.
❖ Answer basic questions.
❖ Match words read to actual objects.
❖ Develop students' reading skills and learning new vocabulary in his society.
❖ Integrate the reading skill with speaking and writing ones and write spelling words.

Learning Resources

Paper Resources :
▪ Student's Book- Handouts.

Visual Resources :
▪ Models.   ▪ Realia
▪ Visual aids   ▪ Flash Cards
▪ Audio aids   ▪ Pictures

Electronic Resources:
▪ Mobile applications   ▪ YouTube videos
▪ Computers   ▪ Websites

Additional Resources
▪ Common Classroom materials
▪ Personal Photos

Intervention Strategies

Game Technique (Racetrack to read vocabulary)

E-learning strategy (audio-visual, multimedia)

Brainstorming

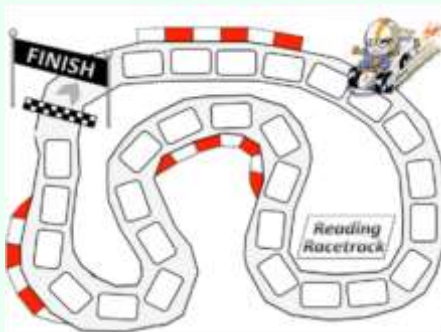Think aloud strategy

Mobile Based Learning (Mobile apps...)

Procedures of the Topic
Recognizing students' learning difficulties (Identifying Vocabulary Aspect)
❖ Discover your students' learning difficulties by identifying vocabulary aspect

First method:

Identifying Sight Words

Prepare a reading racetrack playing field:

◎ Create a list of 10 sight words (the, and, with, were, was, they, two, them, when only)

(If you find it hard minimize the number)

◎ Write them on cards.

◎ Turn them upside down and put one on each cell.

◎ Let the student roll a dice and move a matchbox race car forward in accordance with the number of eyes on the dice.

◎ When the car stops on a certain card, turn it over.

◎ Ask the student to read it.

◎ If she or he struggles, place the card on the field, front side down, and the game continues until all the sight words are finished.

◎ Encourage your students to write each word on a card and say it out loud when you mention the number.

◎ **Time : 10 minutes**

Second method:
Identifying Lexical Categories   (Nouns, Verbs, Adjectives) of Vocabulary Words

- ▣ Arrange cards with words of family members, animals, part of the house, actions and adjectives on one side and their pictures on the other side.
- ▣ Choose a card with the picture on the upper side and ask your student to guess the name on the lower side, and then to read it.
- ▣ Ask him or her to stick the card on the column table drawn on the board relative to its lexical category.
- ▣ Wait for his answer after counting to three in your head (for three seconds) in-order to give him time to think.
- ▣ If the student gives a correct answer, place the correctly answered cards in a pile on your left.
- ▣ If the student gives an incorrect answer place it on the right.
- ▣ Continue until you finish showing your students all the cards.

Third method
Identifying Reading and Comprehending Words

◙ Draw a simple family tree on the board and hang on it pictures for the family members: grandmother and grandfather at the top, mother and father in the middle, sister and brother at the bottom.

◙ Ask the student to read the flash card that holds the word relative to each member.

◙ Ask the student to hang it on the tree under the related member.

◙ Take away the pictures and then ask the student to read the flash card and put it on its suitable place on the tree (top, middle or bottom)

◙ If the student missed the place, put the flash card away.

◙ Ask him to hang his family members' photos on the same tree over its suitable flashcard.

Ask some questions to check their understanding:

◙ Who is the youngest on the tree?

◙ Who is the oldest?

◙ What's your father's name?

◙ What the word do we use for all the members on the tree?

Fourth Method:

Identifying Eliminating Odd Words

◉ Give a text about family and animals (Related to listening part).

My family is small. My father is Ahmad. My mother is Mona. I have one brother. His name is Mohamad. My sister, Maha, likes to read. My little dog barks every day.

◉ Ask your students to work on this exercise:

Exercise 1:

Cross out the odd word:

1- Brother, Sister, Car.
2- Mohamad, Mona, School.
3- Bird, Bark, Read.
4- Big, Run, Small.
5- Family, Little, Nice.
6- Door, Window, cat.

Remediation Techniques

In order to overcome the difficulties of vocabulary aspect in reading :

◉ Try to use some reading techniques by introducing games, videos, songs ,pictures ,photo, and real objects.

◉ Perform with your students different activities, so they will practice well, the sight word, the family members, some animals and the parts of the house.

◉ Play game with them to teach them the sight words and other vocabulary, so learning will be fun for them.

◉ Ask Students work individually and in small groups to achieve the activity or the exercise given on the worksheets.

◉ Students will learn the contents better when they read it through a song in a video about the family members.

◉ Mobile application will help make learning for the certain topic easier and clearer specially if it is trained and practiced with their parents at home.

◉ Some websites are introduced for more practice for parents to download on their mobiles , so reinforcing the acquired data for their students.

Activity 1:
Sight word game: Hide and Seek:

- **Time : 15 minutes**
- Write 5 to 6 words on paper cups or use labels and stick each on a cup.
- Show your student each word and read it with him\ her and practice this a couple of time ; then get ready to play *Hide and Seek*
- Ask your student to close his\ her eyes and hide a little toy bear underneath one of the cups .
- Ask your student to seek for the bear ,but he\ she has to read the sight word first correctly in order to lift up the cup and seek under it
- Once he find out the little bear under the cup, you can remove that and continue playing again until one sight word cup is left
- In order not to read a word on its own , you can write the word within a simple sentence since we need the student to recognize them in a sentence in the story . For example :in place of writing the sight word "little " on the cup , you can write " I have a little cat ", or in place of "the" I write "I see the ball".

Suggested app:
"Sight Words Games", "Sight Word Splash" Sight Word Hunt"
https://youtu.be/IV2Zoai-Hyo

Activity 2:
Roll - Read – Race

- ▣ Use the given picture with 6sight words.
- ▣ Ask your student to roll the dice.
- ▣ Once he \ she rolls the dice he\ she has to find the sight word that is matched with the number he rolls. for example :
- ▣ If he\ she rolls 2, he has to read the word "little" and then he\ she has to write it in the box above.
- ▣ Once one column is completely filled the game will be over.
- ▣ You may change the sight word "little" for example in a sentence : "I have a little cup"
- ▣ However, keep underlining the word "little", so the student will focus on this word and write it above after reading it in a sentence.
- ▣ **Time : 15 minutes**

Application for dice games:

- ▣ https://www.educationalappstore.com/best-apps/best-dice-games-for-ios-and-android

For Teacher and Parents

- ▣ Play "Sight Word- Scavenger Hunt" with the student in the classroom or at home to practice more

on this website:

- ▣ ROLL,READ,&RACE
- ▣ SIGHT WORDS SCAVENGER HUNT
- ▣ https://youtu.be/IV2Zoai_Hyo
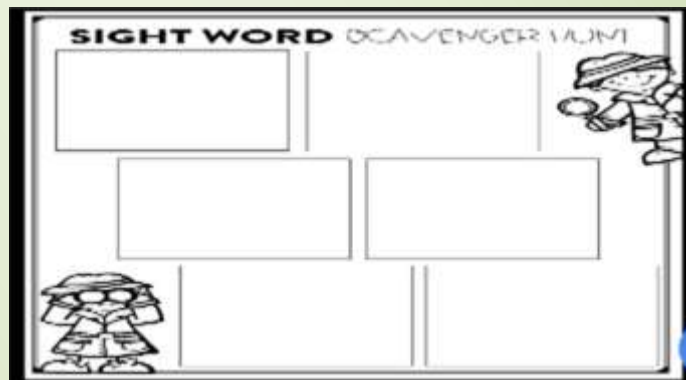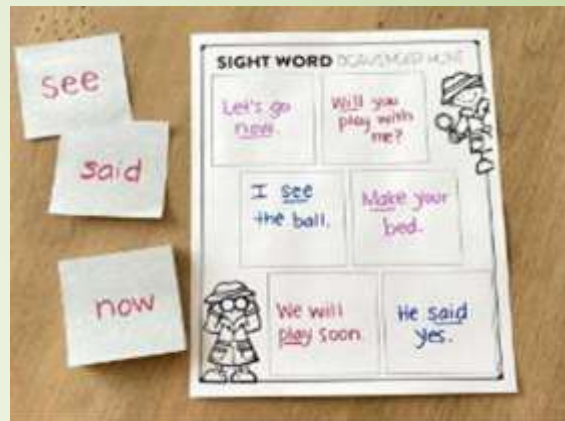
A Worksheet for the second activity Roll and Dice

Identification of sight words (e.g. it-the)

◙ Make a list of the 30 words your students missed most often. Divide the list into groups of five words to teach each class. Follow these steps:

a.See & say ◙ The student sees the word on the flash card and says the word while underlining it with her finger. ◙ Technique One: See & Say | Sight Words: Teach Your Student to Read	
b- Spell Reading ◙ The student says the word and spells out the letters, then reads the word again. ◙ Technique Two: Spell Reading | Sight Words: Teach Your Student to Read	
c- Arm Tapping ◙ The student says the word and then spells out the letters while tapping them on her arm. ◙ Technique Three: Arm Tapping | Sight Words: Teach Your Student to Read	

d- Table Writing ◙ The student writes the letters on a table, first looking at and then not looking at the flash card. ◙ Technique Five: Table Writing | Sight Words: Teach Your Student to Read	
e- Correcting Sight Word Mistakes ◙ Correct the student's mistake by clearly stating and reinforcing the right word several times. ◙ Corrections Procedure: Correcting Sight Word Mistakes | Sight Words: Teach Your Student to Read	

◙ The teacher can follow the same steps with any group of sight words they select. After that the teacher encourages the students to write the target sight words in isolation or in simple sentences. The teacher provides exercise sheets that ask the student to trace and complete with the target sight words.

For more practice, the teacher can use one or more of these activities:

Read it, Build it, Write it Mats

◙ **Preparation** – Start by printing and laminating the activities for added durability. Print each set of words on a different color, so that they're easy to keep track of. Next, grab a cookie tray, some magnetic letters and an erasable marker.

◙ **How to Play** – First choose four words and place them on the mat. After that read the sight word, build it with magnetic letters and then write it with an erasable marker. Continue playing by wiping the mat clean and choosing a new word.
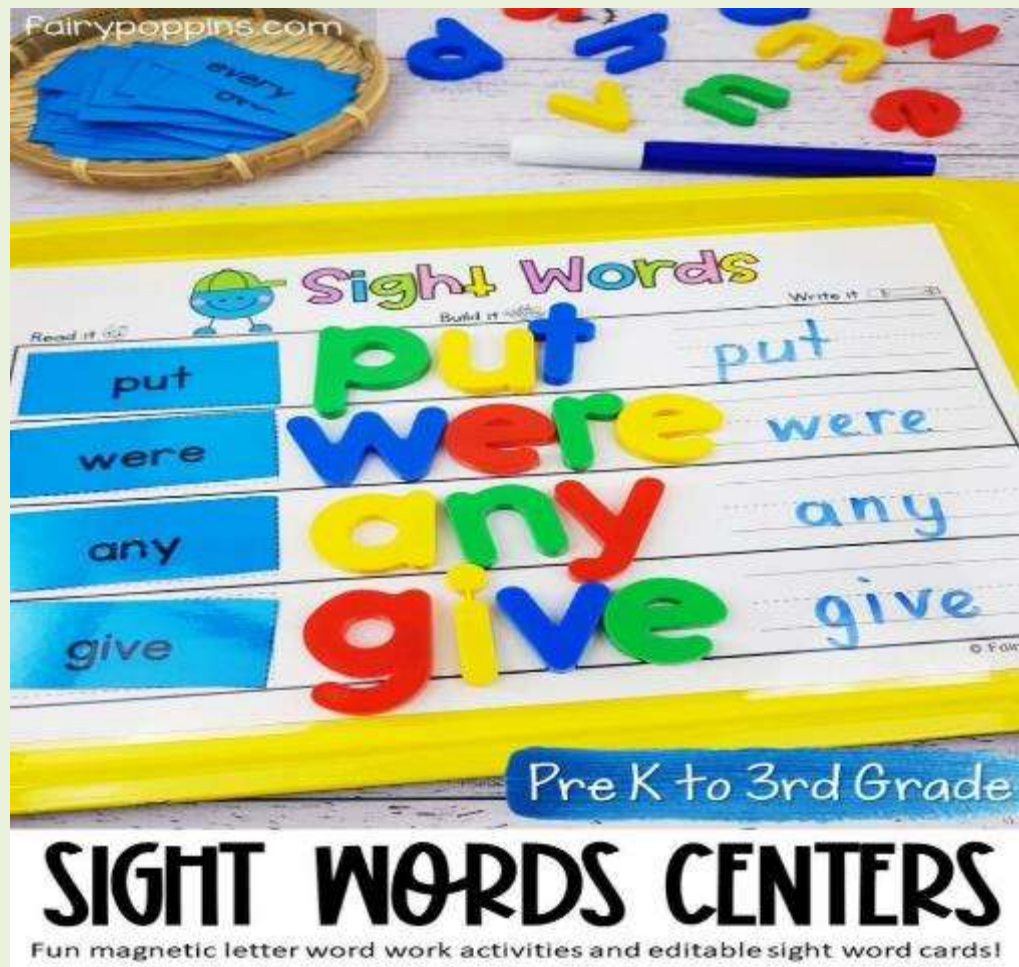
Tips for Teachers

- Repetition is the key to success. Review sight words periodically and try to combine more than one sense when presenting or practicing sight words.

Practice stage

- For the target sight words, the teacher provides simple matching exercises where the students match the word to its picture. When the students are more abled, the teacher asks students to complete with the missing sight word (given in a word pool
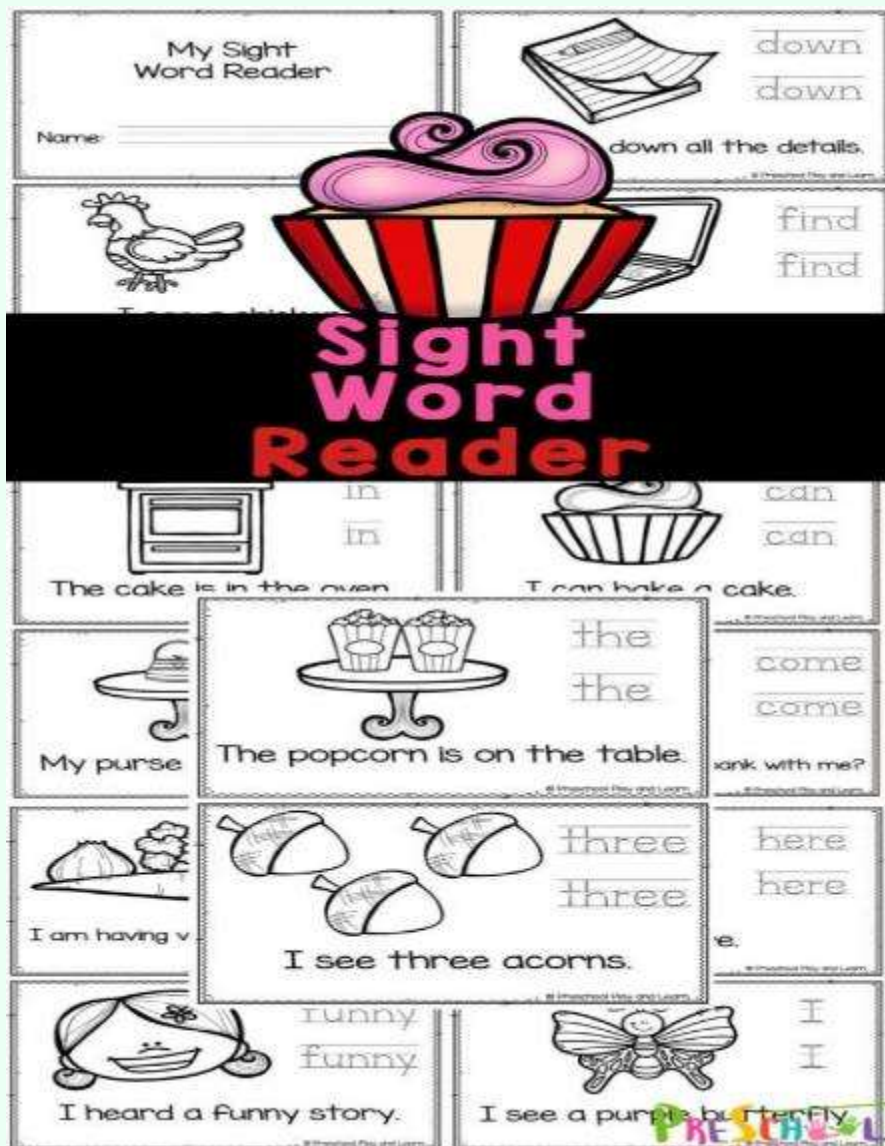
Activity 3

◙ Reading and comprehending words

◙ Write the animals' name on labels that match the picture of farm animals.

◙ Say the word aloud after showing the labels for the student.

◙ Ask your student to read them aloud by himself after giving about 5 seconds to allow thinking time .

◙ If the student misses the name , give him the answer and set the missed label aside.

◙ Create a pile of the missed labels and go over them again with him, having him say the name along with you.

◙ Practice the labels by matching them to their real toy objects (student brought before and say their name).

◙ Once the student masters the labels with their real toy , create a new set of labels without objects .

◙ Play the game again ;if there is a difficulty with the new labels , place them beside the objects .

◙ Go on until he finishes the labels , then gradually remove the objects for he becomes familiar with new labels without objects .

◙ You can change the labels from a word on its own into underlined word in a sentence .

◙ Target of improving reading is to acquire this skill through a text made up of sentences not a word on its own.

◙ Ask your student to prepare at home a project where they place the animals in a farm made box with their labels.

◙ **Time : 15 minutes**

Poster and song video Techniques

- Play a video about family on the following link: https://youtu.be/GV4Cr2FJM-Q.
- Before, write the content on the board with the family member's name in red color.

The song: My family

He is my **father**, nice and kind.
 She is my **mother**, gentle mind.
She is my **sister**, playing with a doll.
 He is my **brother**, still to grow tall.
This is my family I love them all.

- Try to read aloud with your students.
- Then show the video with the song and sing with them aloud.
- Ask your students to clap once you reach the red colored words on the board.
- After watching the video and singing show them the following posters about family members and brainstorm with them the labeled name through the song sentences.

FAMILY WORDS

Father Mother Sister Brother

Aunt Uncle Grandfather Grandmother

Match picture with the correct answer.

MY FAMILY

sister

father

mother

grandmother

brother

grandfather

Objective : Identify and talk about rooms / items in a house.

Label the room with the correct name :

kitchen   bedroom   living room

bathroom   dining room

garden	
kitchen	
bedroom	
house	
living room	
bathroom	
bath	

Interactive exercise about parts of the house and family member:

- Read the labels of the family members and the house part
- Drag and drop the family member in the house room , according to your direction in the listening parts .

Estimate reading collective taught vocabulary in the following reading text . Then answer the following questions:

Read the text, then answer the questions that follow :

Maher's family

Maher and his family live in a small house.

His mother cooks in the kitchen.

His father prays in the living room.

Maher and his brother,

play with a red ball, in the garden.

Maha ,his sister, has a little cat, her cat is white.

Her little cat likes to play with a big horse.

Maha and Maher visit their grandma on Fridays.

Answer the following question :

1. Circle the words that you can't read:

Maha his sister has a little cat, her cat is white.

Maha and Maher visit their grandma on Fridays.

2. Match each picture with it's suitable sentence:

❖ His father prays in the living room.	❖	
❖ Maha ,his sister ,has a little cat		
	❖	
❖ His mother cooks in the kitchen.		
	❖	

3. Choose the correct answer:

1. Maher and his brother play with.............ball
   - Blue
   - Red
   - White

2. Maha has white ....
   - Dog
   - cow
   - cat

3. His mother cooks in the...................
   - Living room
   - garden
   - Kitchen

4. Find these word in the puzzle:

Ball	The sister
garden	cooks

```
J   Q   T   L   N   O
A   J   L   H   F   D
G   A   R   D   E   N
B   C   O   O   K   S
R   E   T   S   I   S
```

5. Classify these words into verbs and nouns:

Cook   father   ball   sister   pray   cat   play

Verbs	Nouns

6. cross the odd word:

- Cat /horse/ ball

- Kitchen / living room/ brother

- Sister / father / house

Crossing out words that do not belong to the given lexical category
Direct instruction (5-7 min)

- The teacher starts by explaining the differences between nouns and verbs simply and gives enough examples. After a while the teacher helps the students distinguish between more categories e.g. nouns, verbs and adjectives, and then nouns, verbs, adjectives and prepositions.
- The teacher explains that nouns are people, places or things, and verbs are actions.
- The teacher can follow these steps to identify the differences between verbs and nouns.

Golden Tips:

❖ **Use simple activities to encourage and motivate students to participate .**

❖ **Praise your students and provide support such as (excellent work, well-done- ,…etc)**

Make Noun Cards

- Make noun cards. Cut red paper into pieces the size of flash cards. Write the names of household objects, people, animals and other places, such as school, on one side of each card, and the word "noun" on the reverse side of all of the cards.

Make Verb Cards

- Prepare your verb cards in the same way as you created your noun cards. Use green for your verb cards. Traffic lights use green for "go," so using green cards for action words will make sense to your students.

Match Nouns to Familiar Objects

- Have your students match the red noun cards with the objects in your class. Next have your students find other nouns in your class that don't have cards, and have them make noun cards for those objects. Continue these activities until they have a solid understanding of what nouns are.

Identify Nouns in Sentences

- Show your students a simple sentence in print. Explain to them that not all words are nouns, and they'll learn about the others later. Have them use a red crayon to circle the word in the sentence that is a noun. Repeat until they can easily find the noun every time.

Practice Action Words

- Once your students know what a noun is, explain that a verb is an action word. For example, hand your students a green verb card with "jump" written on it and have him jump up and down. Make a game of it by passing him card after card of verb examples and having them act them out. Use verbs such as "bark" to make it fun.

Find Nouns and Verbs

- Show him a sentence in print. Have them find the noun and circle it in red, and then find the verb and circle it in green.

Make Sentences game

- Play a sentence game with the students, putting the noun and verb cards in bags and pulling out one of each to make a sentence. Some combinations will be easy, such as "dog" and "sit," but others, such as "shoe" and "sing," will be funny.

- How to Explain Adverbs to Students (theclassroom.com)

Worksheets

- To build upon their learning about nouns & verbs, the teacher provides a group of nouns and verbs, and asks the students to sort out each of the words in the suitable category.

Circle the words that resemble the pictures

Name: _____

It is a bird.
The bird is big and blue.

It is a bird.
The bird is little and red.

Look!
Can you see two funny birds?

The birds come here to play!
The birds jump and run in the grass!

Can you help me make a home for the birds?

Choose the correct answer :

| cat | dog | cow |

| horse | duck |

Parts of the house worksheets

Match the pictures with the correct Words :

kitchen

dining room

garden

upstairs

living room

garage

downstairs

bathroom

bedroom

Parts of the House

| garage | bedroom | bathroom |

| kitchen | garden | hall |

| living room |

Nouns and verbs worksheets:

Name: Date: Number:

Nouns and Verbs Sort

Directions: Cut and sort the nouns and verbs.

Noun Person, place, or thing	Verb Action word

dog	school	go	hop	farmer
like	beach	is	jump	cat
dig	boy	sit	bed	cut

original-4096369-1.jpg (270×350) (teacherspayteachers.com)

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Sorting Nouns and Verbs

NOUNS

1.

2.

3.

4.

5.

VERBS

6.

7.

8.

9.

10.

hug

cook

cat

bed

mother

office

paint

necklace

sleep

dance

Name: _____   Done: _____   Number: _____

Nouns and Verbs Sort

Directions: Cut and sort the nouns and verbs.

Noun Person, place, or thing	Verb Action word

dog	school	go	hop	farmer
like	beach	is	jump	cat
dig	boy	sit	bed	cut

Theoretical Background on Reading and Vocabulary Aspect

- Reading frequency sight words is often encountered by first graders.
- The purpose of learning them is to recognize them by students instantly they're reading.
- The first grade's sight word lists include words that aren't easy to sound out because they don't follow traditional phonics method rules.
- By repeating or writing these sight words using flash cards for example ,students begin to memorize them, and this will improve their reading for sentences and texts . First graders should master 100 sight words by the end of the first grade .
- Lexical category is another vocabulary aspect
- The five lexical categories (nouns ,verbs, adjectives, adverbs and prepositions) carry meaning , have synonyms and antonyms , and they are heads of phrases . So ,when language borrows new words ,these will mainly be nouns , verbs ,adjectives, prepositions,…. i. e. lexical categories .

Resources

- Sight Words Games", "Sight Word Splash" Sight Word Hunt"
- https://youtu.be/IV2Zoai-Hyo
- Technique Two: Spell Reading | Sight Words: Teach Your Student to Read
- https://youtu.be/pN8m9YckGSI - https://youtu.be/FHaObkHEkHQ
- https://youtu.be/GV4Cr2FJM-Q-
- How to Explain Adverbs to Students (theclassroom.com)
- original-3786774-2.jpg (270×350) (teacherspayteachers.com)
- kindergarten_worksheets_on_nouns_and_verbs_638900_2.jpg (unmisravle.com)
- "roll a dice" website
- "Sight Word- Scavenger Hunt" with the student in the classroom or at home to practice more on this website
- Application for dice games:
- https://www.educationalappstore.com/best-apps/best-dice-games-for-ios-and-android
- https://www.google.com/url?sa=i&url=https%3A%2F%2Fgames4esl.com%2Fesl-worksheets%2Ffarm-animal-worksheets%2F&psig=AOvVaw0jMU1Kj-hyuzMEHPcWEFyl&ust=1643638489178000&source=images&cd=vfe&ved=2ahUKEwjqhMjT1Nn1AhXQ2OAKHVhlB-AQr4kDegUIARDCAQ
- https://www.public.asu.edu>chap2

Topic Two: Reading Fluency

Indicators of the Difficulty

❖ Refugee students have difficulties in reading words individually .
❖ Refugee students have difficulties in reading word by word robot(Robot Model Reading).
❖ Refugee students have difficulties in reading loudly
❖ Refugees students have difficulties in disregarding punctuation that helps with fluency.

Learning Outcomes

By the end of the topic, first grade students will be able to:
❖ Regard punctuation and read with expression.
❖ Read phrases as a whole not word by word .
❖ Read the sentences in a text loudly.
❖ Acquire self-confidence and high self-reading esteem.
❖ Read fluently and comprehend the reading content with accuracy as well as expression.
❖ Approach a text through reading with expression and answer comprehension questions related to it.
❖ Develop fluency reading skills for texts related to their daily life.
❖ Predict and brainstorm ideas about the reading content through the title and visuals.
❖ Integrate the reading skill with listening ,speaking, and writing ones.
❖ Cooperate and collaborate through tasks.
❖ Develop trust and open communication relationship with the others.

Learning Resources

Paper Resources :
▪ Student's Book- Handouts.

Visual Resources :
▪ Models.   ▪ Realia
▪ Visual aids   ▪ Flash Cards
▪ Audio aids   ▪ Pictures

Electronic Resources:
▪ Mobile applications   ▪ YouTube videos
▪ Computers   ▪ Websites

Additional Resources
▪ Common Classroom materials
▪ Theatre Stage

Intervention Strategies

❖ Collaborative Strategy

❖ Game Technique:

❖ Reader's theater

❖ Brainstorming strategy:

Procedures of the Topic
Recognizing student's learning difficulty. (Reading fluency)

❖ Discover your students learning difficulty for identifying reading fluency after using one of these methods:

First Method

Identifying and Measuring Fluency

❖ Select a 60 words familiar text from grade one textbook at or even below level.

❖ Read the text for your student once or twice.

❖ Ask the student to read the text aloud .

❖ Then ask him to read it aloud for exactly one minute using a timer.

❖ Let him underline the word he reached after a minute.

❖ Count the total number of words the student read.

❖ Count the number of errors the student made on the text.

❖ Subtract the number of errors read per minute from the total number of words read per minute.

❖ The result is the average number of words correct per minute (WCPM)

Note: First graders average WCPM is 60 words/min.

Required Text:

❖ I am student in Grade one, I live in Lebanon.

❖ I am Syrian .My family is big and lovely.

❖ We help each other. I have two brothers and three sisters.

❖ My mom is a teacher, and my dad is a doctor.

❖ We go to school from Mondays to Fridays .Saturdays and Sundays are holidays.

❖ I love my homeland Syria. It is very nice.

❖ We left Syria and came to live here. I hope one day I can go back and stay there forever since we have a big house there with a beautiful garden.

Second Method

- ❖ Recognize Reading word by Word: Robot Model.
- ❖ Prepare a text suitable for the level of your student. (You can select one from his textbook).
- ❖ Introduce the text for your student speaking like a robot .
- ❖ Engage your student in pre - reading activity and let him examine the reading features (sight word : have) , and visuals from the poster of the text in order to familiarize himself with text before reading.
- ❖ Ask your student to hold a stick with a robot face on one side of its top card and an announcer face on the other side.
- ❖ Ask your student to read aloud.
- ❖ If your student uses a monotonous, fast, or too slow reading, then he will turn the stick robot card toward his face and repeat reading but using a robot voice .
- ❖ Repeat reading the rest of text sentences in the same manner and count the number of times your student become a robot.

Animals' Habitats

- ❖ Animals have many habitat.
- ❖ The bird lives on a tree.
- ❖ The frog lives in the pond.
- ❖ The lion lives in the den.
- ❖ The fish lives in the sea.
- ❖ The hen lives on the farm.
- ❖ The tiger lives in the wood.
- ❖ The bear lives on the snow.

Third Method:

Identifying Reading with a loud Voice

❖ Use the previous text: "Animals' Habitat " and read it aloud for your student .
❖ Ask your student to read aloud independently for one minute using a 1-minute - sand timer to check the time with him\ her.
❖ If he reads with a low voice, ask him \ her to repeat while the timer is going on .
❖ When time is over , ask him to circle the last word he read in green .
❖ Count the word read .
❖ Subtract the number of errors from the total number of words read per minute .

Fourth method:

Identifying using punctuation to help with fluency and expression.

❖ Prepare cards each including the following sentences

❖ Ask students to read the 3 lines sentence on the card that missed the punctuation marks (• " , " ? " ……) .
❖ Add the different punctuation marks on each card sentence and then ask him to re - read it again .
❖ Tick The sentences that are not read well on the card and put the card on your left.
❖ Repeat the same process with the sentences on the second and third card.
❖ Read the sentences on the last card with expressions and ask students to end each sentence after reading it with the suitable quotation mark relative to expression shown.

Remediation Techniques:

❖ In order to improve reading fluency, use game techniques as a treatment one, such as games, videos, songs, texts, pictures.

❖ Activities that focus on improving reading fluency as Robot model technique and pocket dice cards essential to reach with the student to reading with expressions.

❖ Recording their reading will help students who don't know they are reading incorrectly. This technique will not only show this but will improve their fluency time after the other.

❖ Using collaboration in reader's theater activity will lead to an effective communication.

❖ Group work activities in " Scoop phrases" or solving worksheets exercises will help improve fluency

❖ Mobile application is making learning fun and more applicable to practice reading on YouTube clips of kids.

Activity 1:
Scoop Phrases

❖ Students are used to reading one word at a time .

❖ Prepare phrases, scooped as shown on the cards (in the cab/ on the step) Cards.

❖ Train the student's eye to look to several words at once with scooped phrases.

❖ Ask your student to read each word carefully, then reread and scoop his\ her fingers on the arch to read smoothly.

❖ Now introduce these phrases in sentences and then in a text and use arches to scoop the phrases so the student can follow.

Text:

❖ I go on a trip .
❖ The boys climb up to slide .
❖ A cat jumps up to the tree.
❖ A dog falls in the tub .
❖ At the park, it is fun.
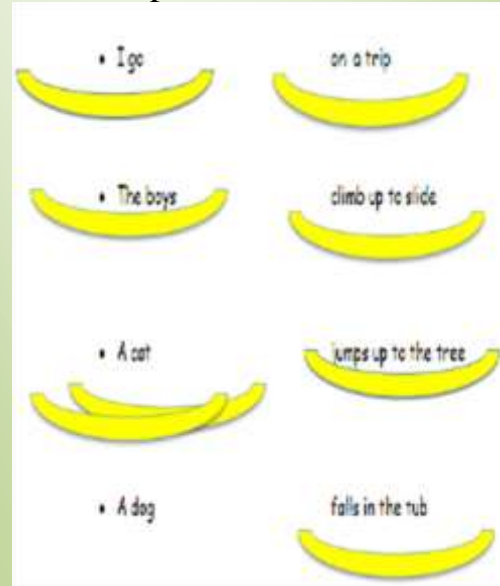
❖ Ask students to share reading this text.
❖ Each will read a scoop phrase, or the other reader will echo his friend's phrase back.

Activity 2:

Try Sentence Trees

❖ This is to identify focusing on each word and read with accuracy and at a certain speed .

❖ Write the sentences as:

❖ "you could go I stop" each on a colored card in the form of a tree as shown in the picture

❖ Ask student to make a chain holding hands.

❖ Ask the first student to read the top word (you).

❖ Then move the card to the second to read the below part. (you could).

❖ Continue passing the card in the same manner with the other parts to be read by the rest of the chain students.

❖ If one of the students missed reading his part, the chain will be cut, and he will replace the first one .

❖ Repeat doing this until your student recognizes all the sentence parts on the tree.

❖ Go on with the other cards until they practice all the sentences parts.

❖ Ask each student to write the sentences recognized on the board, one after the other.

❖ Add punctuation marks and ask your student to read with expressions the given Text.

Required Text :

The Frog and the Bee

A Frog lives in a pond; The frog sees a bee on a top of a tree. "What can I do to eat this bee?
He runs and jumps up the tree . «You could go after I Stop Stop ! Stop ! Stop ! Squash ! He falls down in the pond.

Time: 15 minutes

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Activity 3

Recording Reading

❖ Your student sometimes doesn't even notice that he is reading too slow or without expression.

❖ Listening to his own reading record is beneficial .

❖ Use the DVD of the text , in their textbook and let your student watch it twice and listen to its audio.

❖ Stop the video and ask your student to read transcript of the text.

❖ https://youtube.com/watch?v=A5RxAuCnNqk&feature=share

My Self || About Myself || Self introduction || Family || Kids person...
My Self || About Myself || Self introduction ...

❖ Use a voice recording application on your mobile to record his reading.

❖ Then have him listen to it before repeating reading the text again and improving fluency.

❖ If your student is shy, let him practice his reading out loud to a stuffed friend animal pal, as if his fuzzy can hear everything he is saying .

❖ Use by lot with changeable voices cards on each side : (whisper voice , Mickey Mouse voice , monster voice __) So student will roll the dice and read using the voice appeared on it . In this way student will not get bored of re – reading.

Ask comprehension questions to check his understanding:

1. **Who is Rekka ?**
(girl- boy- bird)

2. **How old is she ?**
(5 years old- 10 years old- 6 years old)

3. **Who is Mrs. Ibrahim?**
(Her brother- Her father- Her teacher)

4. **What is her father's job?**
(teacher- doctor-dentist)

5. **What is the mother's job?**
(teacher- doctor- nurse)

6. **What is her hobby?**
(swimming- reading – singing)

❖ Have your students watch short YouTube clips of kids giving review at home with their parents.

Time: 15 minutes

Activity 4 :

Reader's Theatre

- ❖ Prepare a mini play for your students.
- ❖ Practice reading the role of each character with you students individually .
- ❖ Rehearse for a class presentation to practice fluency.
- ❖ Let your student have fun acting out his role with a partner (collaborating and communicating).
- ❖ Never make a student feel bad for trying even if he made huge mistakes . encourage student to stay positive and keep acting.

The play script:

- ◘ Mom: Ahmad wake up.
- ◘ Ahmad :I am sick! I am tired!
- ◘ Mom: Oh, No! Why do feel so ?
- ◘ Ahmad: I can't go to school .
- ◘ I am feeling sick.
- ◘ Mom : but today is Friday there is no school.
- ◘ Ahmad :Ya hoo. I feel well !
- ◘ Mom : Ahmad Are you lying?
- ◘ Ahmad :Sorry mom.
- ◘ Mom: You have to stay in your room today and never play.
- ◘ Ahmad :I promise I will not lie again.

◘ **Time: 15 minutes**

Activities for students and his parents by mobile app:

Games for reading fluently:
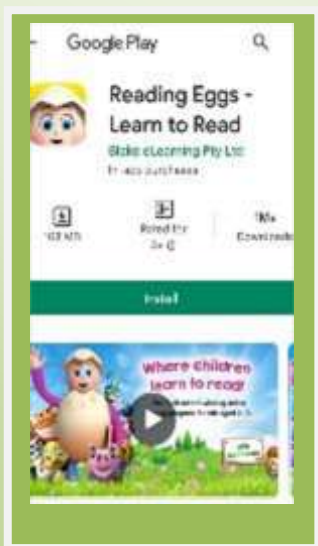
Websites for Reading Fluently

- ❖ https://www.tejedastots.com/15-easy-activities-to-increase-fluency/
  https://www.weareteachers.com/reading-fluency-activities/
- ❖ https://wikihow.geofranz.com/www.wikihow.com/Teach-Reading-to-Students-(for-Teachers)#

Tips for Teachers

- ❖ When a student comes to a word that is pronounced in an unusual way, be sure to explain that this is an exception since he will get confused.
- ❖ Don't assume a student who struggles is not intelligent since there is no apparent link between IQ and the ability to read. Though the student is simply less phonemically aware than others.
- ❖ Keep in mind that there are different types of learners such as visual, audio, and kinesthetic. Make sure to incorporate sight, sound, and activities to provide the best learning opportunity for all .
- ❖ Keep an eye on the progress of your student who is struggling reading and provide extra time on the words they are not differentiating.
- ❖ Make Reading fun since their love of Reading is helpful to avoid turning the learning period into a drill.
- ❖ Take advantage of various computer games so student will enjoy fun and as a result will improve their reading skill.

Theoretical Background on Reading with Fluency

- ❖ Reading Fluency involves comprehension, speed, accuracy, and expression. Fluency is the ability to read texts at an appropriate speed. Students with problem in fluency read too fast and make careless errors, read too slow and forget what they were reading, or read at a good pace, but in a monotone voice.
- ❖ When a student doesn't have fluency, not only does the sound choppy, but also their comprehension suffers, and then their reading skill will be negatively affected.

How to teach Reading for Grade1 and achieve fluency: from A to Z

Teaching through phonics:

- ❖ Teach the students the alphabet letters (names with pictures).
- ❖ Teach the students the sounds that each letter makes (consonants, blended sounds (br, st)short vowel sounds, long vowel sound) .
- ❖ Spend time with each student who is struggling differentiating between phonemes, sounds…..
- ❖ Be sure that your student is not suffering from dyslexia (Reading for him is slow and even a difficult process).

Teaching Words :

❖ Use pictures in order to visualize the sound that letters make .
❖ Start with very short , simple words (cat , dog , ball…)
❖ Teach students to rhyme to identify patterns of word family (top , pop , hop ...)
❖ Practice reading as often as possible in short sessions through short sentenced stories to avoid tiredness and frustration.
❖ Encourage parents to make reading a big part of their student 's life.

Encourage Students to read .

❖ Encourage parents to read to their students .
❖ Read interesting and attractive stories in classroom.
❖ Ask students questions about what you've read to them after or even during reading to stay connected .
❖ Hang posters for words they learned around the classroom or even letters of alphabets with pictures This will help them understand how the letters are pronounced.
❖ Keep the students enthusiastic by starting with the easiest texts and then introducing some more challenging ones.

Resources

❖ https://www.tejedastots.com/guided-reading-lesson-components/
❖ https://www.weareteachers.com/anchor-charts-that-teach-reading-comprehension/
❖ https://www.pinterest.com/
❖ http://classtechtip.com
❖ http://www.readingrocket.org
❖ http://thriveedservice.com
❖ http://www.themasuredmom.com

Writing Difficulties

Introduction

This dimension deals with writing difficulties that first grade students face . It includes mechanics difficulties and vocabulary difficulties .

TOPICS

1 Mechanincs

2 Vocabulary Aspect

Topic One
Mechanics

Indicators of the Difficulty

❖ Refugee students have difficulties in spelling words.

Learning Resources

By the end of the topic, first grade students will be able to:

❖ be able to spell words with short vowels correctly.
❖ be able to spell words with long vowels correctly.
❖ read and write common high frequency words.
❖ manipulate letters to correctly spelled high frequency words.

Learning Outcomes

Paper Resources :
▪ Student's Book- Handouts.

Visual Resources :
▪ Models.   ▪ Realia
▪ Visual aids   ▪ Flash Cards
▪ Audio aids
               ▪ Pictures

Electronic Resources:
▪ Mobile applications   ▪ YouTube videos
▪ Computers   ▪ Websites

Additional Resources
▪ Common Classroom materials

Intervention Strategies

❖ Game Based Learning.

❖ Mobile Based Learning
❖ Mobile Applications (Mobile Apps)

❖ Role Play Activities

Procedures of the Topic
Recognizing student's learning difficulty. (mechanics : spelling)

❖ Identify and discover your students' learning difficulties in spelling through using one of these methods: -

First Method

Letter Switch
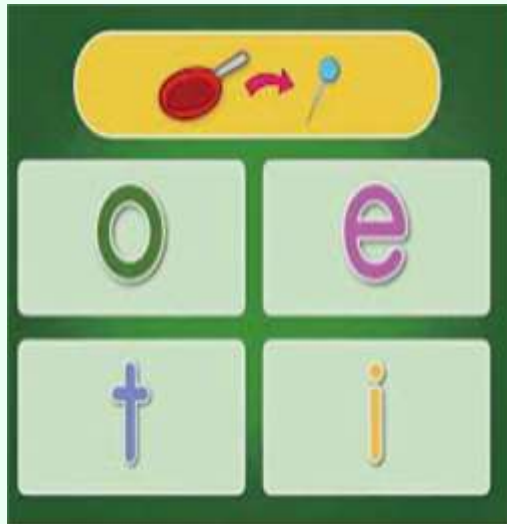
❖ Start with a CVC (consonant vowel consonant) word such as (cat), have your student change out the first letter to create a new word, such as (bat), It's better to start with first-letter changes, as most students will find this the easiest way to learn.

❖ Once the student becomes more familiar and confident with CVC words, you can increase the level of difficulty by having them change the last letters of the word (changing bat to "pan", for example) and then introduce changing vowels, so "pan" becomes "pin".

❖ Start with a small goal - five correct letter changes equal a win, for example.

❖ Increase the number of correct changes needed to win the game.

Second Method
Make Words with Sticky Notes
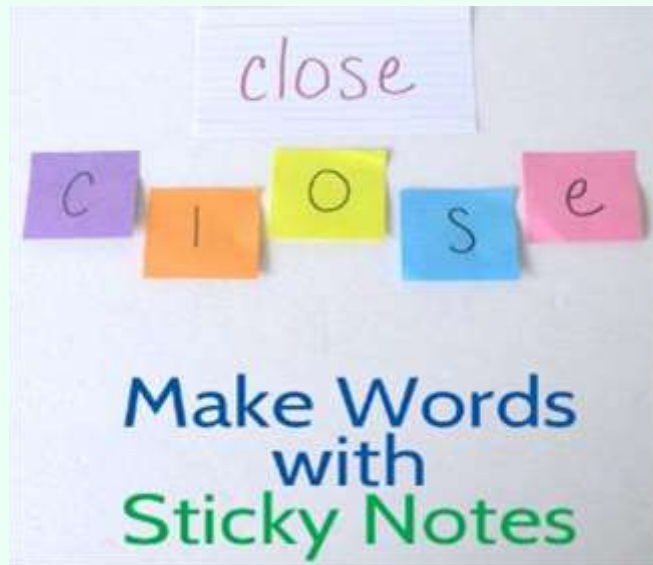
❖ Write the individual letters for each spelling word on sticky notes. Mix them all up on a table and get started spelling.
❖ If your student is just learning their spelling words, let them use a list for reference.
❖ If they're trying to master the words, call out a word and have your student try to build the word with the sticky notes.
❖ Easy and fun

Third Method
❖ Left to right pre-writing practice.
❖ Tracing numbers: 1-5
❖ Tracing and copying letters
❖ Circling letters.
❖ Copying words and phrases
❖ Circling and Coloring
❖ Drawing and Coloring

Fourth Method
Writing Spelling Word Practice

❖ Using colors in writing is a fun way to use repetition to help practice spelling words and sight words. It's a simple process where you use multiple colors of pencil or crayon to create a fun effect when you write.

❖ Choose 7 or 8 colors.

❖ Start writing your words with one color, then keep writing over it with each additional color.

❖ When you get done, your words will look like rainbows.

❖ Use this method to write each of your spelling words.

❖ If you've got a student who loves rainbows or just need to brighten a dreary day, try some rainbow writing the next time your student needs to practice spelling words.

Spell and Say Words with A
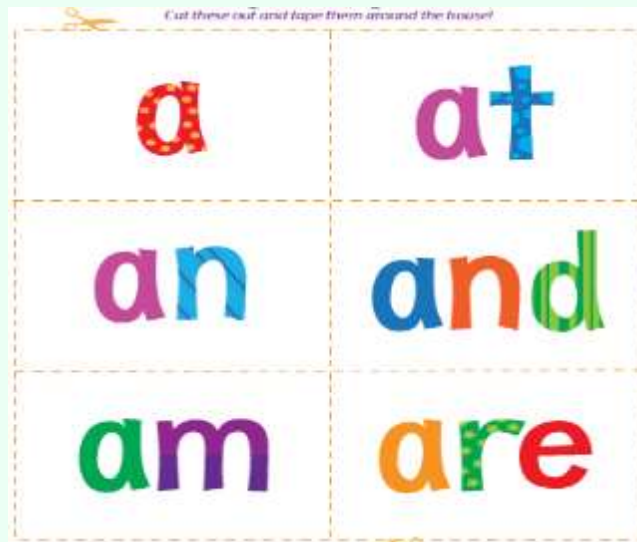
- ❖ Spell and say the words with an A.
- ❖ Students will become familiar with common A sight words. It all starts with a fun "sight word hunt" around the classroom to introduce the lesson and ends with a word game that incorporates movement.
- ❖ Have students go on a treasure hunt to find the sight words of the day.
- ❖ After cutting out the sight word flash cards and placing each word in a mystery bag around the room , student walk around the room with a partner and find the hidden sight words.
- ❖ After your students have found all of the words, tell them that they will be working on spelling and saying A sight words.
- ❖ Write each sight word on an individual card.
- ❖ Cover the card with another piece of paper, and gradually uncover the letters as you show the students how to spell the word.
- ❖ Invite students to repeat after you as each letter is uncovered. Say each word aloud and ask students to repeat the word as you point to it on the board.
- ❖ Tell students to turn and talk to say the word to a partner.
- ❖ Tell your students that you would like for them to use their own mixed up letter cards to spell and say the words that you call out.
- ❖ Call out the following A sight words: a, at, am, and, are.

- ❖ Have your students use their word cards to spell the words on the desk where they are sitting.
- ❖ After each word, have your students "write" the word in the air with their fingers.
- ❖ After each word, invite your students to give examples of a sentence that could be made with that word.
- ❖ Hold up each letter in the sight word and ask students to find the matching letter from their letter cards.
- ❖ Say the word aloud and have students repeat it aloud.
- ❖ Pair students with a partner to complete this activity.
- ❖ Ask your students to complete corresponding worksheets with the following sight words: at, am, and are (worksheet 1-2-3).
- ❖ Work with a small group of students to complete the worksheets.
- ❖ Strategically pair students together to complete the worksheets with a partner to support them.

Write the Sight Words

Look at the sight word, trace the dotted lines, then write it yourself!

and

a

a n d

and

Sue   I both
have brown hair.

Write the Sight Words

Look at the sight word, trace the dotted lines, then write it yourself!

am

a

a m

am

I ____ turning 5 years old today!

Write the Sight Words

Look at the sight word, trace the dotted lines,
then write it yourself!

at

a

a t

at

We are going to
fly a kite   the park.

Write the Sight Words

Look at the sight word, trace the dotted lines,
then write it yourself!

are

a

a r e

are

We _____ going to
the circus.

❖ This application is free application, students can download it from (play store).
❖ Click on this link and download the app.
❖ https://play.google.com/store/apps/details?id=com.rvappstudios.abc.spelling.toddler.spell.phonics
❖ After installing in your students' mobiles or tablets, they can use it without internet access.

In this app, you will find the following:

❖ The perfect game for kids to learn to spell, while having fun.
❖ The game helps students learn to spell by sounding out words, phonics, and teaches how to associate letters with pictures.

Game Modes

- ❖ Spelling: A picture is shown on the screen with letters outlined just above it. Students match the letters at the top by choosing from the tiles below, placing them in the correct order to spell out words. Kids get to learn to spell while learning phonics in the process.

- ❖ Fill In Blank: Kids can spell out the name of the picture using letters on the screen. There's just one catch, though: all the letters are jumbled up.

- ❖ Blank Spelling: Letters are placed at the bottom of the screen, but this time there's no clue at the top.

- ❖ CVC: Consonant vowel consonant mode includes 5 additional free learning modes for kids to practice and to learn cvs's.

- ❖ For more practice, please download the app and enjoy learning.

Examples of Mobile Apps , students can use them for training at home with parents

❖ https://play.google.com/store/apps/details?id=au.com.espace.spelling.firstgrade&hl=ar&gl=US

❖ https://play.google.com/store/apps/details?id=com.ashvindalwadi.kidsspellinglearning&hl=ar&gl=US

❖ Kids Spelling Learning helps Kids to learn English spellings and improve their word power. All the commonly used words are included. This is helpful for class 1 to class 5 students. Using this application, they can learn spelling of 3 letters to 11 letters. Kids can learn to spell and pronounce English Spellings.

❖ All the spellings are categorized for easy to understand and learning. Kids can learn themselves without anyone's help. This is real English Spelling fun game.

❖ Kids can learn and spell by daily practice. This can help them improve the English word vocabulary. All the spelling has its picture for easy to

learn. Kids need to enter spelling of given picture. They can use help option if they don't know the spelling.

❖ Application interface is very beautifully designed so kids can easily understand. Using backspace, they can easily delete wrongly entered letter and using erase button they can remove whole word they typed. Pronounce button can help to learn how to pronounce the spelling. There are options to skip the spellings next or previous.

Features	Spellings Categories
▪ Help for all the spellings. ▪ Beautifully designed keyboard for kids. ▪ Spellings with pictures. ▪ Many commonly used words. ▪ Fee spelling learning game. ▪ Can skip the spelling. ▪ Dark and light themes.	▪ Alphabets, Animals, Fruits, Vegetables and Flowers. ▪ Numbers, Sight Words, Body Parts and Birds Transportation. ▪ Months and Days. ▪ Shapes and Colours. ▪ Three, Four, Five and Six letters words. ▪ Doctor and Hospital items ▪ Kitchen items. ▪ Planets and Space.

Golden Tips:

❖ **Encourage students to write without fearing from making mistakes.**

❖ **Enhance confidence and self-efficacy among students by using edutainment activities (games- songs).**

❖ **Be friendly with your students.**

Worksheets

1st Grade Spelling Words #1

Grade 1 Spelling Worksheet

Trace the words. Write the words on the line.

cream

tree

bad

map

man

bed

star

cake

https://www.k5learning.com/spelling-worksheets/first-grade-1/identify-word

1st Grade Circle Words

Grade 1 Spelling Worksheet

Circle the correct word for each picture.

	sonset sunsat sunset		bucket backet buket
	pett pet pat		wet wett wit
	carpet karpet carput		planut planet planot
	bel bell bull		cut catt kut
	rupe rop rope		meal meel mele

https://www.k5learning.com/spelling-worksheets/first-grade-1/identify-word

1st Grade Circle Words

Grade 1 Spelling Worksheet

Circle the correct word for each picture.

	mop mope mopp		hot hott hoet
	roes rose ros	**3**	thri thre three
	frogg frug frog		hand haend hund
	gurl girl girle		
	box boks bux		nos knows nose

https://www.k5learning.com/spelling-worksheets/first-grade-1/identify-word

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1st Grade Circle Words

Grade 1 Spelling Worksheet

Circle the correct word for each picture.

	shell shel chell		glu glue gluu
	bol boel boil		burd berd bird
	sheep cheep sheap		fesh fish fisch
	door dor dore		hause hous house
	lefe lef leaf		tenis tennis tennes

https://www.k5learning.com/spelling-worksheets/first-grade-1/identify-word

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1st Grade Circle Words

Grade 1 Spelling Worksheet

Circle the correct word for each picture.

	eal ele eel		plain plane plan
	boet bote boat		pi pai pie
	wig weg wige		wel welle well
	kow cawe cow		ais ice ise
	sope soap sop		kup cup cap

https://www.k5learning.com/spelling-worksheets/first-grade-1/identify-word

Spell the following:

1. the

2. of

3. and

4. that

5. cat

6. mat

7. sat

8. hat

Food Spelling #1

Fill in the missing letters for the pictures
shown to correctly spell the word.

_ A R _ _ T   O L _ V _   O R _ _ G _

A P _ _ _ _   L _ M _ N   L _ T _ _ C E

_ H E _ _ E   G R _ P _ S   P _ _ P _ R

/https://www.education.com/worksheet/article/food-spelling-1

Topic Two
Vocabulary

Indicators of the Difficulty

- ❖ Refugee students have difficulties in classifying a set of dictated words into sematic groups.
- ❖ Refugee students have difficulties in matching familiar dictated words to written synonyms.

Learning Outcomes

By the end of the topic, first grade students will be able to:
- ❖ Classify a set of dictated words into sematic groups.
- ❖ Match familiar dictated words to written synonyms.

Learning Resources

Paper Resources :
- ▪ Student's Book- Handouts.

Visual Resources :
- ▪ Models.
- ▪ Visual aids
- ▪ Audio aids
- ▪ Realia
- ▪ Flash Cards
- ▪ Pictures

Electronic Resources:
- ▪ Mobile applications
- ▪ Computers
- ▪ YouTube videos
- ▪ Websites

Additional Resources
- ▪ Common Classroom materials

Intervention Strategies

- ❖ **Game Based Learning.**

- ❖ **Mobile Based Learning**
- ❖ **Mobile Applications (Mobile Apps)**

- ❖ **Role Play Activities**

Procedures of the Topic
Recognizing student's learning difficulty. (Vocabulary)

❖ Identify and discover your students' learning difficulties in vocabulary through using one of these methods: -

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First Method

Apple Pass
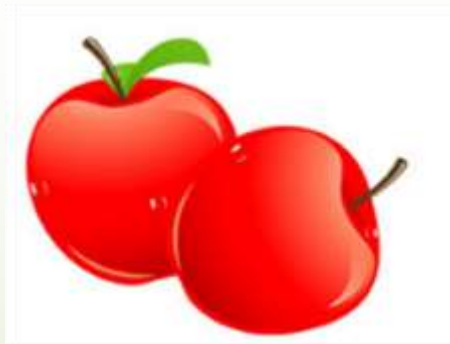
❖ Have all students sit in a circle.

❖ Use a fake apple and toss it to one student, but you must say one English word as you pass and dictate it.

❖ The student then throws to another student and says a different English word and dictates it .

❖ If the student you threw it to drops it, he/she is out. And the game keeps going until you have one winner (who writes the right words). It can be played with different categories, such as Food, Family, Animals, etc.

❖ Repeat with different letter and ask your students to write the words they dictate in a list.

Second Method

I spy

- ❖ Teacher says, "I spy with my little eye something that begins with B".
- ❖ Students try to guess the object (e.g. "book") and dictate it .
- ❖ Teacher says, "I spy with my little eye something that begins with F".
- ❖ Students try to guess the object (e.g. "Father - Family") and dictate them .
- ❖ Teacher says, "I spy with my little eye something that begins with M".
- ❖ Students try to guess the object (e.g. "Mother - Mat") and dictate them .
- ❖ Repeat with different letter and ask your students to write the words they dictate in a list.

Third Method

Odd-One-Out

- ❖ Write three or four words on the board.
- ❖ Students must circle the odd-one-out (e.g. cat - horse - cake - bird). (Father-Mother- Flower- Brother)
- ❖ You can even encourage students to come up with their own odd-one-out words to write on the board - this works well in teams.
- ❖ Make sure you give each team a couple of minutes to think up their words before inviting them up to the board to write them down in a list.
- ❖ Repeat with different pictures and ask your students to write the words they dictate in a list.

Game Based Learning

Snowballs

❖ Make two teams.
❖ The teacher or the students draw on the board items related to the target lesson (fruits, animals, Family, etc.) One student from each team gets a wet tissue ("Snowball") and stands up.
❖ The rest of the class picks a card which cannot be seen by the two standing, who will throw their "snowball" as they hear the other call an item out (e.g.: "Apple!").
❖ The team whose participant hits closer to the item called out, gets a point and write it.
❖ This game helps students to dictate well and put the words they dictate in a list.

Task : Odd one out.
❖ Write up four words on the board, one of which is the odd one out, e.g. Adel- Mohamed- Mahmoud- Mona. Mona is the odd the out.
❖ Get your students to make their own examples and test each other.

Pass The Ball

❖ This classroom game is fun and a great activity to get your students motivated and energized.
❖ It's also a fun way to introduce or review vocabulary with students.
❖ All you need is a soft ball and some flashcards.

How To Play:
❖ Students will pass the ball around the class and when the music stops, the student with the ball must answer a question from the teacher. For example, if you are teaching vocabulary to do with colors, the teacher might ask 'What color is it?
❖ If you are teaching vocabulary to do with family, the teacher might ask 'What is your father's name?
    ❖ Who's this/that? – This is my (father- mother).
    ❖ Who's he/she – He/ She is my (brother/sister)

❖ Another way to play is, when the music stops, the student with the ball can ask the question and all the other students must answer. This way all students get to practice the vocabulary while playing the game.
❖ Ask your students to make a list of the words they have.
❖ Repeat and ask your students to write the words they dictate in a list.

Time: 20 minutes

This a free application , students can download it from (play store).

❖ Click on this link and download the app.

❖ https://play.google.com/store/apps/details?id=com.hegodev.who_am_i&hl=ar&gl=US

❖ After installing in your students' mobiles or tablets, they can use it without internet access.

In this app , you will find the following :

❖ A Game designed for kids to learn various facts about animals, plants, vegetables, fruits, places, natural resources and much more.

- ❖ Very interesting and rich in knowledge game which can be enjoyed by kids as well as people of all ages.

- ❖ This game is about finding the words to explain something. It will expand your student 's vocabulary of adjectives and verbs.

How to play What am I?

- ❖ Your student closes his\ her eyes, and you find any object in the room and hide it behind your back

- ❖ You must describe the object while your student guesses what it is.

- ❖ Use riddle phrases such as I am long, I am shiny, I am used to eat with, I hold liquids, What am I? (a spoon)

- ❖ Give as many clues as you need to until she guesses the object.

- ❖ When your student guesses correctly, it is then her turn to hide an object behind her back and describe it.

- ❖ The reason you should go first is to model how to use descriptive phrases without giving away what the object it.

- ❖ The younger your student , the simpler and more obvious the clues will be that he\ she uses but as she gets older she will learn how to be more cryptic.

- ❖ It's often difficult to see progress in students while you are teaching them something through play – the progress is noticed with time.

- ❖ However, this is a game where you will see how quickly your student goes from giving very short, obvious clues to using language to describe the texture, color, size, function, etc.

- ❖ For more practice, please download the app and enjoy learning .

ACTIVITY (1):
Nice To Meet You Game

❖ Introduce the Topic, Keywords and Expression

| brother | sister | father (dad) | mother (mom) |
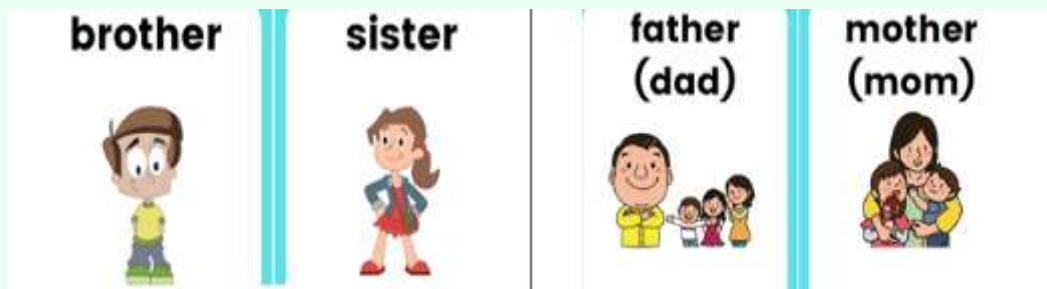
❖ Before teaching the key words for the lesson, it is important to put the lesson into context so that students understand what they will learn. This will also activate the students existing knowledge about family vocabulary.

❖ The easiest way to contextualize a lesson about family is to show students pictures of your family. Showing your family will likely be very interesting to your students.

❖ Show students pictures of your family and ask them to guess who they are. For example, show them a picture of your brother / sister and ask them to guess how they are related to you.

❖ Show students the flashcard one by one and ask them to repeat after you. Then, show students again and ask them to say the words on their own.

❖ Once students have practiced several times, it's time to introduce the key expressions you will use during the lesson.

Here are a few example sentences you can use while teaching a lesson on family:

> ❖ Who's this/that? – This is my (father- mother).
> ❖ Who's he/she – He/ She is my (brother/sister)

❖ Place the family flashcards on the board in a horizontal line. Then divide the class into two teams.

❖ Next, the two teams should line up at opposite ends of the line of flashcards.

❖ One student from each team should move down the line towards each other, touching each flashcard and saying the key sentence as they go. For example, This is my father., This is my mother., and so on.

❖ When they meet, they should stop and have a dialogue using the key expressions.

For example,

Student A: "Who's this?"

Student B: "This is my father".

Student A: "Nice to meet you".
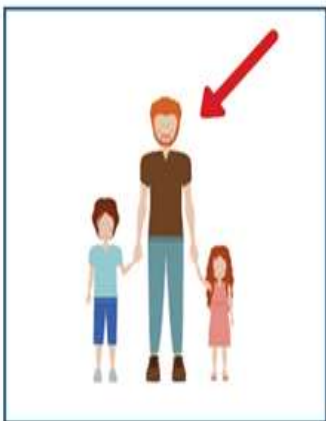
Time: 20 minutes

Exercise (1): Flashcards

❖ Check which words you already know. Look at the picture and guess the word. Write it

Which Family Member Is It?

Which family member is this?

dad

Which family member is this?

Which family member is this? ------------------------	Which family member is this? ------------------------

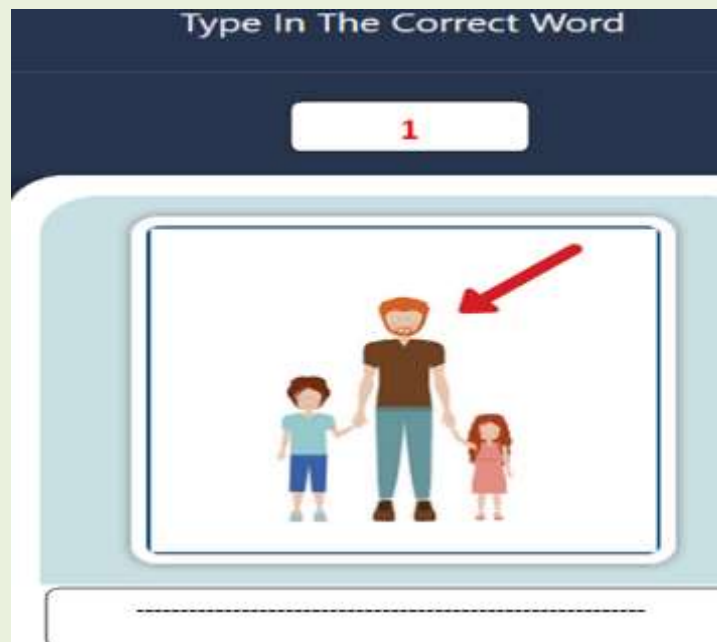**Exercise (2): Matching**

❖ Check which words you remember. Look click and drag words to place them under the correct picture and write it.

Match The Word To The Picture

brother | dad

mom | family

grandma | sister

baby | grandpa

Exercise (3): Spelling Practice

❖ Look at the picture and type in the correct word.

Worksheets

NAME _____   DATE _____

Family Members

Rearrange the letters below and connect the word to the correct picture.

GAMES 4 ESL

thmore
_____
•   •

rethbor
_____
•   •

magarnd
_____
•   •

tressi
_____
•   •

reftha
_____
•   •

pagarnd
_____
•   •

❖ In this family worksheet for beginners, students must first rearrange the letters to spell a family member word. Then students should connect the word to the correct family member picture. This worksheet is great for kids and beginner English language learners to learn about members of the family in English.

NAME _____   DATE _____

Family

_____

_____

_____

_____

_____

_____

❖ This family worksheet is for kids and beginner students to practice spelling and writing the names of the members of the family in English. The family members vocabulary includes grandfather, grandmother, father, mother, brother, and sister.

Family Members Vocabulary
WRITING PRACTICE

	1	2	3
mother			
father			
brother			
sister			
grandfather			
grandmother			
uncle			
aunt			
cousin			
niece			
nephew			
family			

❖ This family vocabulary worksheet is for beginner students to practice writing the family member names. Students should read the family members names in English and write the word three times.

NAME _____   DATE _____

My Family

Draw your family in the box below.

❖ This family worksheet asks students to draw their family. There is also writing lines so students can write about their family in English. This can be used in many family lessons. For example, lessons with key expressions such as "This is my father." / "She's my sister." / My mom is a teacher." etc.

Numbers 1 - 10

Unscramble the words and write the number in English in the correct box.

wto	1. one
hrtee	2.
net	3.
nnie	4.
neo	5.
oufr	6.
vense	7.
vefi	8.
sxi	9.
gheit	10.

Name: _____   Date: _____

ADDITION

**ADD THE NUMBERS TOGETHER THEN WRITE THE
ANSWER IN THE BLANK SPACE**

🎲 1 🎲 3 _____		🎲 1 🎲 3 _____
🎲 5 🎲 5 _____		🎲 4 🎲 2 _____
🎲 4 🎲 1 _____		🎲 4 🎲 1 _____
🎲 6 🎲 5 _____		🎲 6 🎲 2 _____
🎲 4 🎲 3 _____		🎲 4 🎲 2 _____
🎲 5 🎲 4 _____		🎲 4 🎲 2 _____
🎲 3 🎲 6 _____		🎲 2 🎲 6 _____

Resources

- ❖ https://games4esl.com/esl-worksheets/numbers-and-counting-worksheets/
- ❖ https://games4esl.com/esl-worksheets/alphabet-tracing-worksheets/
- ❖ https://games4esl.com/esl-worksheets/family-worksheets/
- ❖ https://www.education.com/lesson-plan/spell-and-say-words-with-a/
- ❖ https://www.eslkidstuff.com/esl-kids-games/vocabulary-games.htm
- ❖ https://www.education.com/lesson-plan/spell-and-say-words-with-a/
- ❖ https://www.teachingenglish.org.uk/article/kids-vocabulary
- ❖ https://games4esl.com/printables/flashcards/

Summative Assessment

This part includes some exercises which help teacher to integrate language skills (listening , speaking , reading and writing) to get comprehensive learning process.

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Exercise (1)

Circle the word that matches the pictures and read it loudly:

Match word with picture

cat
cap
car
pan
pen
mat
hat
bag
van
fan

Finish!!

https://www.liveworksheets.com/kj1375656yn

Exercise (2)

Complete the words with the long vowel a, e, or o

F☐ce   G☐at

M☐il   B☐e

F☐et   Tr☐in

Tr☐e   ☐ast

Complete the words with the short vowel a, e, i or o

☐nt   M☐sk   Fr☐g

Gr☐ss   ☐gg   K☐ng

Exercise (3)

Circle the word the names the picture and write the word:

Match the pictures with the letters given:

n

c
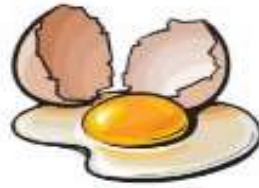
k

e

h

Match the pictures with the letters given:

s

a

t

i

p

Exercise (4)

A. Say the name of each picture and click the correct word that matches the picture.

1.
man
can
pan

5.
can
pan
van

2.
cap
nap
rap

6.
cat
hat
bat

3.
pan
fan
man

7.
pat
fat
bat

4.
rat
cat
mat

8.
bat
vat
rat

https://www.liveworksheets.com/kp1622566sr

🔊 B. Say the name of each picture. Write in the boxes the letters of its name.

1.

4.

2.

5.

3.

6.

Exercise (6)

It's time for rhymes

Look at the picture on the left. Then, circle the picture on the right that rhymes with it.

car	bear	star	map
shoe	glue	pear	bee
fly	tree	mouse	tie
hare	heart	chair	apple

Draw a line to join the rhyming words together.

car

cat

frog

mouse

fox

house

box

bat

star

dog

Mrs. Radaman

LIVEWORKSHEET

Finish!!

https://www.liveworksheets.com/bv2901800mt

Exercise (8)

Read and the choose the correct answer

This is my dog Max.
Max is a big black dog.
He is good at running.
He sleeps on a blue mat.

Click on the correct answer.

1. Max is _____.

| my dog | my cat | my parrot |

2. He is a big _____ dog.

| brown | red | black |

3. He is good at _____.

| running | jumping | eating |

4. He sleeps on a _____ mat.

| red | green | blue |

https://www.liveworksheets.com/ea1282659jz

Fill in the Vowels

☐ppl☐   gr☐p☐

b☐n☐n☐   b☐rry

pl☐m   ☐r☐ng☐

l☐m☐n   ch☐rry

k☐w☐   p☐☐r

Finish!!

https://www.liveworksheets.com/zx1554072yt

Exercise (10)

Read the following :-

Big Fish

Big fish has fins.
Big fish can swim.
Big fish lives in the water.

I Am a Cat

I am a cat.

I am fat.

I am a fat cat.

I sat.

I am a fat cat that sat.

Resources

- ❖ https://www.pinterest.com/pin/637822365947050919/?d=t&mt=signupOrPersonalizedLogin
- ❖ https://www.pinterest.com/pin/12596073949463756/?d=t&mt=signupOrPersonalizedLogin
- ❖ https://www.pinterest.com/pin/765893480362769274/?d=t&mt=signupOrPersonalizedLogin
- ❖ https://www.pinterest.com/pin/37365871900075568/?d=t&mt=signupOrPersonalizedLogin
- ❖ https://www.pinterest.com/pin/63683782205023961/
- ❖ https://www.pinterest.com/pin/692991461393403465/?d=t&mt=signup
- ❖ https://www.123rf.com/photo_67016663_kids-worksheet-read-and-match-the-animal-name-with-its-picture.html
- ❖ https://www.pinterest.com/pin/88664686393483026/
- ❖ https://en.islcollective.com/english-esl-powerpoints/grammar/word-formation/choose-correct-word-worksheets-grade-1/132732
- ❖ https://learningprodigy.com/wpcontent/uploads/2021/01/vowels-long-vowel.pdf
- ❖ https://www.k5learning.com/vocabulary-worksheets/first-grade-1/match-pictures-write-words
- ❖ https://www.k5learning.com/vocabulary-worksheets/first-grade-1
- ❖ https://learningprodigy.com/tag/english-worksheets-for-grade1/
- ❖ Learningprodology.com
- ❖ https://www.eslkidstuff.com/membersarea/worksheets/pdf/CupCakeColorbpp.pdf
- ❖ https://www.bing.com/images/search?

Appendix (1)

Individual Treatment Plan Model

❖ The Individual Educational Plan: that plan is specifically designed for a particular student in order to meet his educational needs so as to include all the objectives expected to be achieved according to certain standards and in a specific period of time.

Individual Treatment Plan Model

Student's Name:-------------------- **Age:**----------------- **Class:**-------

General Difficulty:----------------------

Sub-Related Difficulties:-----------------------

❖ --

❖ --

❖ --

❖ The most important points and some general notes about the student based on the report and the opinions of teachers and parents

❖ --

Objectives	Teaching methods and activities	Reinforcement	Evaluation	Notes
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--------------- --------------	----------------------------- -----------------------------	-------------- ------------	--------------------- -------------	------------ ------------
--------------- --------------	----------------------------- -----------------------------	-------------- ------------	--------------------- -------------	------------ ------------
--------------- --------------	----------------------------- -----------------------------	-------------- ------------	--------------------- -------------	------------ ------------

Remedial Teaching Guide for Students with English Language Learning Difficulties

Objectives	Techniques for achieving goals with an individual plan
Minimize/reduce distractions	❖ Make your eyes meet the eyes of the students frequently. ❖ Ask the student to sit near you (the teacher). ❖ Attract the student's attention and interest by following his responses. ❖ Ask the student to sit away from places of noise (air conditioner / door / window) T ❖ Ask the student to sit next to his classmates with the desired behavior

Increasing the level of motivation	❖ Keep tasks short and divide them into small parts. ❖ Keep homework short, simple, straightforward, and interesting. ❖ Use the distributed practice method (many short sessions) ❖ Choose assignments, tasks, or actions that stimulate the student's motivation and interest. ❖ Increase the rate of new tasks that intrigue the student's curiosity.
Improve Organization	❖ Provide clear rules and regulations for acceptable behavior in the classroom. ❖ Accurately define your expectations as a teacher of students. ❖ Establish routine, specific places for things in the room. Provide complete lists of materials needed for each task. ❖ Review daily the student's performance of homework before the end of the school day. ❖ Use folders to organize work for each student. Use different colors for different theme files.

Improve listening tasks	❖ Keep the instructions simple and short. ❖ Have the student repeat the instructions to himself aloud. Attract the students' attention by using the words "keep your mind", "stay with me", etc. ❖ Use visual aids such as: wall chats , graphics.
Time Management	❖ Divide the time of the lesson in a specific way and then prove these divisions. ❖ Prepare a list to help students organize their assignments. ❖ use behavior contracts that include completing tasks within a specified time.

Individual Plan Mechanisms Implementation Guide	
Plan Dimensions	**Mechanisms**
Diagnosis and Evaluation	❖ Apply one of the individual or group intelligence tests. ❖ Apply an EFL test or get its score in the subject of difficulty. ❖ Apply the Distraction and exclusion narration (intelligence < average + achievement > average).
Behavior Analysis	❖ Identify the student's favorite positive and negative reinforcements . ❖ Determine the type of motivation that provokes the student to the optimal level of arousal.
Prepare individual plan	❖ Set the direct and indirect goals to be achieved. ❖ Provide a detailed explanation of the skills to be acquired by the student, supported by examples. ❖ Determine the activities and practices that the student must do to acquire these skills. ❖ Determine the basis for evaluating the student's performance of the tasks and skills to be acquired. ❖ Determine the types of reinforcements that are provided to the student in terms of type and timing.

Arousal Motivation	❖ Make the target tasks simple, brief, and at the level of the student's abilities. ❖ Make the target tasks exciting for him to feel successful and accomplished.
Activate activities	❖ Help the student to understand the causal relationship between the target behavior and its consequences ❖ Use the sequence and formation of the tasks targeted to the students' performance. ❖ Prepare a list to help students organize and carry out their assignments ❖ Provide an immediate corrective feed for the student's performance on these tasks ❖ Use positive and negative reinforcements.
Follow the Reliability of Acquisition	❖ Compare the extent to which objective objectives have been achieved in terms of level and content ❖ Determine the extent to which the student acquires the new targeted skills in life appropriate. ❖ Determine the extent to which actual performance deviates from expected or targeted performance . ❖ Identify the correction mechanisms.

Appendix (2)

Educational Guidelines for Dealing with Students with learning difficulties who are able to be integrated

The issue of integrating individuals with special needs into normal classes represents a civilized challenge and a religious, social, economic, political, and educational demand ; Based on the principle of equal educational opportunities, and in fulfillment of the right of every individual in society to receive an education appropriate to his characteristics, needs, and educational requirements ; our belief that each individual has the capabilities, preparations, energies, and talents that enable him to participate effectively in developing his society.

The concept of Integrating Special Needs

Individuals with special needs are those who deviate from the normal or average level in one or more specific parts of their personality to the point where they require special services not available to the general public in order to assist them to reach the maximum possible growth and compatibility. Integration means "integrating students with special needs in schools and regular classes with their normal peers, with the provision of special education and support services." Where integration depends on providing a better and friendly learning environment for all students based on the fact that every student has the right to education, an educational environment that welcomes all students, providing them with high-quality educational opportunities, emphasizing that the existence of individual differences, physical, mental or achievement differences. It does not mean at all to exclude any of the groups and deprive them of this right.

The following defines the categories that can be integrated into the ordinary classes, their characteristics, the conditions for integrating each of them, and the appropriate teaching competencies according to the needs and requirements of each category.

Category	Characteristics	Integration Conditions	Supportive Educational Practices
Autism	❖ Mutual social interaction disorder is represented in poor eye contact and nonverbal communication in general, with a lack of friendship and withdrawal from social relationships, severe mood swings between extreme joy and	❖ The student be from the category of "autistic traits" and they are individuals who suffer from simple autistic features that are easy to deal with and in many cases recover from and can be enrolled in regular schools despite their differences from their peers,	❖ Encouraging the autistic individuals to make eye contact and focus attention. ❖ Inclusion with ordinary students in enriching and complementary activities. ❖ Notify them of acceptance and support.

	laughter without reason, extreme sadness, and crying without reason.	provided that their typical behavior is functional and does not suffer from a lack of common attention in a way It prevents him from continuing to learn.	❖ Providing them with fewer minor problems than their normal peers to avoid feeling a failure
	❖ A communication disorder is represented by: a marked delay in the development of speech or complete loss of it, frequent and constant use of language, loss of the ability to play imaginative and imaginative play, with weak ability to imitate.	❖	❖ Focusing on the positive points they have in the academic, technical and athletic aspects.
	❖ Repetitive stereotyped behavior: body movements, excessive		❖ Trying to discover their latent energies. Every student with autism has skills and abilities, and developing them enhances his self-confidence

	preoccupation with parts of things, abnormal attachment to some habits, or things.		
Down's Syndrome	❖ The need to repeat information ❖ Lack of ability to focus and focus for long periods. ❖ Slow response and delayed reaction. ❖ Lack of ability to imagine or visualize verbal communication. ❖ Lack of ability to solve and generalize problems.	❖ The Mild categories, who obtain intelligence coefficients from 52 to 70 on standardized intelligence scales and have sufficient skills for self-reliance with a small amount of support and follow-up, and they learn and engage in integration programs with the ordinary. ❖ The Modern category, with an IQ from 40 to 52 and are	❖ Satisfying students' needs for love, safety and appreciation because losing these feelings for them wastes a large part of their energies. ❖ Focus on their athletic and artistic talents. ❖ Reducing the chances of failure in front of the student . ❖ Satisfying the student 's feeling of acceptance by others, especially parents and teachers, to improve his

	❖ Emotion in embarrassing and impulsive situations. ❖ Lack of motivation and ability to complete tasks	trainable in life skills and can be partially integrated	adaptive behavior and modify behavioral disorders. ❖ Uses with them the following strategies: Duncan method, Montessori method, programmed learning, modeling, and cooperative learning.
Attention-Deficit Hyperactivity Disorder (ADHD)	❖ Excessive and impulsive movement without thinking and aggressiveness for trivial reasons. ❖ The ability to be distracted by the simplest and smallest things.	❖ This disorder results from a physiological defect in some brain cells, and it is treated medically by giving sedative drugs on the one hand and stimulating drugs on the other. Dealing with these cases as a long-term behavioral therapy to	❖ Learning with positive reinforcement and making a conditional link between the award and performance on the agreed destination. ❖ Clarity of language and message delivery. It is important for the student to know what is expected of him clearly and without emotion.

	❖ Stubbornness, difficulty controlling, loneliness, and mood swings. ❖ Low self-concept and low self-confidence. ❖ Decreased ability to persevere in accomplishing the tasks assigned to him and the inability to assume responsibility. ❖ Difficulty in organization and lack of respect for the role while playing.	modify and improve their behavior in a group setting. ❖ Therefore, they are merged so that the teacher follows appropriate educational practices to attract his attention and invest his activity and excessive movement in the educational situation.	❖ Verbal positive reinforcement for appropriate behavior. ❖ Scheduling the tasks, work and duties required and paying attention to the achievement in fragmented stages. ❖ - Do activities that increase attention, focus and perseverance (such as grouping pictures, classifying shapes, repetitive writing, jaw games and concentration) to learn by playing. ❖ - Following the contract method, which means making a clear agreement with the student on the basis of his performance of certain behaviors and corresponding to specific rewards?

	❖ Insist on performing activities inappropriate for their age. ❖ Difficulty of restraint and commitment to sitting, due to the difficulty of their commitment to school rules. ❖ Weak attention as they cannot focus for more than (5:10) minutes only. ❖ Delayed achievement performance despite the high IQ.		❖ Extinction Extinguishing involves not providing feedback (not paying attention) to unwanted behavior ❖ Using strategies such as: curriculum dramatization, peer education, active learning, and educational games.

| Hearing Impaired | ❖ The student understands speech difficulty far from the source and has difficulties in understanding language and literary topics in cases of simple hearing loss. As for medium hearing loss, the student understands speech from a close distance (3-5 feet), provided that they are facing the speaker.

❖ The student suffers from speech and language defects. | ❖ Hearing impairment is a level of hearing impairment that can be integrated into ordinary classes, provided that the audiometric scale does not exceed 70 decibels. | ❖ Speak out loud, so that it is not loud, and the speed of speech is medium.

❖ Paraphrasing the idea or question to make it clearer.

❖ Use visual aids, including transparencies, films, and tablets, and avoid having the source of information in a poorly lit place.

❖ Obtaining feedback from the student; To make sure he understands the topic.

❖ Encourage the development of communication, including speech, reading, finger spelling, and hand communication. |

	❖ The outcome of his vocabulary is few.		❖ Allow the student to sit in a place that allows him to benefit from visual information, from other students, and the teacher. ❖ Motivating the hearing-impaired student to participate in classroom activities. ❖ Sitting in a place far from the source of the noise and close to the source of the sound so that the teacher can hear clearly. ❖ They must be provided with individual headphones, especially if the hearing threshold is close to (40) decibels.

			❖ Providing academic support through the resource room to be trained by a specialized teacher in lip reading. ❖ Supporting language development by treating speech and language defects. ❖ - Using strategies such as: curriculum dramatization, visual presentations, concept maps, cooperative learning, practical demonstrations, educational games.
Visually Impaired	❖ Visual impairment negatively affects motor development with its two elements: moving safely and efficiently from one place to another and the	❖ It is a level of visual impairment that can be combined with the ordinary, as the visually impaired are those who are able to read and write in the normal font, whether by using aids such	❖ - Ensure that the lighting is on both sides of the student while he is sitting, not directly in front of him, in addition to making sure that he is sitting next to the window; To ensure good lighting.

	ability to know one's destination in relation to the surrounding environment. ❖ Less participation in the physical activities available to his ordinary peers. ❖ His academic achievement is very close to the level of the average student if appropriate services and health care are provided to him. ❖ Less ability to make and keep friendships.	as magnifiers or glasses or without them after enlarging the printed materials in large letters with the use of medical glasses, considering the field of vision of the integrated baby.	❖ Encouraging the student to use certain tools when necessary, such as: recorders, magnifying lenses, and constantly wearing eyeglasses. ❖ Giving students of this category more time compared to the time allotted to ordinary students; to be able to perform the tasks assigned to them. ❖ Teaching using tactile teaching aids. ❖ - Observing the visual field and its sharpness while presenting images, drawings and videos so that they are enlarged, and unnecessary details are reduced. ❖ Sitting in a suitable place to be able to see and follow the teacher.

			❖ Incorporating him into classroom activities to support his social aspects and his exposure - to real and live experiences.
			❖ - Develop visual ability through the use of magnifiers for textbooks and pens with a large dark black line while writing, and the use of a reading ruler to help him continue reading.
			❖ Putting tools and equipment in an accessible manner. Students with visual impairment need to place the tools close to them so that they can see them.
			❖ Consider the organization of the furniture inside the classroom, as they can walk in the classroom on their

			own if the furniture remains fixed in its place without changing.
			❖ Using strategies such as: storytelling, cooperative learning, multiple intelligences, role- playing, and brainstorming.
Slow learning	❖ Low level of academic achievement in all subjects in general. ❖ Poor ability to assimilate and comprehend. ❖ Low IQ (84-70). ❖ Problems with adaptive behavior.	❖ A qualified teacher to handle the class. ❖ Providing appropriate educational and technological means. ❖ Employing enrichment and complementary activities. ❖ Providing a resource room in the school.	❖ Using various methods of reinforcement (physical, moral, symbolic, and verbal) and providing reinforcement immediately after obtaining the desired response. ❖ Diversity in the teaching methods used, especially individual education and group education. ❖ Ensuring that education is functional, serving the student in his life, and is

	❖ Impulsivity and rush to answer which makes it wrong. ❖ He has difficulty in memory compared to his peers, with difficulty in retaining and recalling information. ❖ Poor attention for a sufficient period, failure to complete duties, and failure to listen to orders. ❖ He suffers from difficulties in social and emotional behavior. He does not have self-esteem,		planned in advance in an orderly manner. ❖ Focusing on the weaknesses faced by students of this category, and enhancing their positive aspects and strengths. ❖ - Establishing a positive relationship and permanent contact with the parents of these students, and monitoring their progress according to the educational and educational programs provided. ❖ Enhancing the process of positive interaction between students of this category and their regular colleagues.

	underestimates the value of his achievements and is generally pessimistic. ❖ Does not pay attention to the symbols and may omit them, and the difficulty of understanding some words and concepts. ❖ Letter substitution or distortion, difficulty forming words and sentences, and difficulty recognizing them. ❖ The difficulty of logical thinking and reasoning,		❖ Teaching using educational and technological means to attract attention and help it understands and comprehends. ❖ Reducing the scientific material presented to him, as his intelligence is lower than the ordinary. ❖ Increasing reinforcement and moral incentives to encourage him to continue learning and provide support in the resource room. ❖ Use strategies such as: modeling, peer teaching, cooperative learning

	and the difficulty of assuming responsibility. ❖ His writings are unorganized and contain errors such as omissions and substitutions.		
Learning Difficulty	❖ Decreased achievement in some subjects related to its difficulty. ❖ Disturbance in attention, perception, remembering and thinking. ❖ Excessive activity in some cases. ❖ His IQ is normal (90) or above. It shows superiority in some subjects and delayed in others. ❖ Impulsivity and rush to answer which makes it wrong.	❖ A qualified teacher to handle the class. ❖ Providing appropriate educational and technological means. ❖ Quiet learning environment to reduce distraction. ❖ Providing a resource room in the school. ❖ Provide activities appropriate to the student 's special difficulty.	❖ The classroom should be equipped so that its location is far from noise and external influences that distract the student 's auditory attention. The classrooms should be well ventilated and furnished with sound furniture that comforts the student in his session. ❖ - Diversity of the educational situation and its enrichment with activities and educational and technological means that attract attention because the student with disturbed attention gets bored quickly, especially from unnecessary repetition. ❖ Changing the classroom and using another teacher or the same teacher, but

	❖ He has difficulty in memory compared to his peers, with difficulty in retaining and recalling information. ❖ Poor attention for a sufficient period, failure to complete duties, and failure to listen to orders. ❖ He suffers from difficulties in social and emotional behavior. He does not have self-esteem, underestimates the value of his achievements and is generally pessimistic. ❖ Does not pay attention to the symbols and may omit them, and the difficulty of understanding some words and concepts. ❖ Letter substitution or distortion, difficulty forming words and sentences, and difficulty recognizing them. ❖ The difficulty of logical thinking and reasoning, and the difficulty of assuming responsibility.		with interesting and varied teaching methods to draw their attention to the subject. ❖ Consistently use the senses to increase attention, focus, support memory tasks, and reduce and divide tasks. ❖ - Practical application of theoretical information to develop cognition and thinking skills. ❖ - Using strategies such as: educational games, transfer, transformation, verbal repetition, imagination, and problem solving, multisensory approach.

	❖ His writings are unorganized and contain errors such as omissions and substitutions.		
Learning Delay	❖ His achievement is low in all subjects. ❖ Lack of motivation for learning and achievement. ❖ He has no IQ problem ❖ The reason for his academic delay is due to environmental problems, neglect and psychological problems. ❖ The academic delay is linked to behavioral problems in the classroom.	❖ - Academic advisor in the school. ❖ - A psychiatrist to follow up on the condition ❖ - A qualified teacher to handle the class. ❖ - Providing appropriate educational and technological means. ❖ - Providing a resource room in the school.	❖ He needs a case study and the intervention of a psychologist and academic advisor to identify his psychological, social and environmental problems. ❖ Increasing his motivation to learn through classroom and extracurricular activities. ❖ Modify his unwanted behaviors by constantly monitoring his performance. ❖ Encouragement, psychological support, and reinforcement of positive behaviors to increase the likelihood of recurrence. ❖ Use strategies such as contract learning, educational games, role-playing, demonstrations, and problem solving.