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English Guide

مشروع بناء برامج تعويضية

لصعوبات تعلم المواد الدراسية للاجئين السوريين

لبنان - الأردن - تركيا (الداخل السوري)



Overcoming English Learning Difficulties



Grade Two



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Introduction

Learning difficulties are an important category. 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. They affect 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 of learning it. Language teaching practice assumes that most of the difficulties that learners face in learning 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 deal with a variety of difficulties in the classroom while teaching English as a foreign language. They face many difficulties during teaching the students. 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.

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 spoken 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 of 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 learning English difficulties. It is defined as situations where the individuals' lives, dignity, and psychology 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

- ◆ They feel anxious and shy, therefore, they prefer to be silent and feel speechless in classroom interaction.
- ◆ They feel embarrassed and unable to express their ideas in a conversation.
- ◆ The students do not know how to pronounce a certain word well. They have incorrect pronunciation and get worried when they speak in the classroom.
- ◆ They also have difficulty to express their ideas through speaking because they don’t have enough vocabulary.

- ◆ They feel nervous and find difficulty to construct any sentence.
- ◆ Anxiety and unwillingness during the English-speaking process are considered two of the biggest obstacles for EFL learners. Anxiety and unwillingness are caused by the fear of being negatively evaluated when making mistakes, particularly in front of their friends.
- ◆ Inhibition due to the reason that students are worried about making mistakes, fearful of criticism, or simply 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 regarding speaking English language.
- ◆ The use of the mother tongue is another problem. Students who share the same mother tongue tend to use it because it is easier and because 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 reported that they were hesitant to speak because of their teachers' scoring procedures and their classmates' mockeries.
- ◆ Students transfer the cultural rules from their mother tongue to EFL.
- ◆ Lack of schooling experience is another cause.

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 the students who are reluctant to speak in English class feel that the classroom environment did not support them to participate in classroom interaction.

Curriculum

- ◆ Student usually find the content is either boring or very difficult to understand.
- ◆ It is found that 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, and listening materials are not used by the majority of school teachers 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 that does not satisfy the learners' communicative needs is the main reason for learners' speaking difficulties.
- ◆ The lack of oral activities in textbooks is a main reason for students' difficulties in speaking.
- ◆ Speaking skill 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 ignore speaking skill and just depend on written tests and that 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
- ♦ Graphic Organizers
- ♦ Paired Writing Method

Scope and Sequence Matrix for English Language Course

Grade Two

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Listening Difficulties	Phonological Difficulties	❖ Refugee students have difficulties in recognizing soft 'g' and soft 'c' by circling these sounds in new words.	Visual -Audios material Game technique E-learning strategy. Multisensory Approach (Audio-visual – Multimedia) Game Based Learning Mobile Based Learning Mobile Applications (Mobile Apps)	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 discriminating sounds of English words in listening.				
		❖ Refugee students have difficulties in listening to learn correct pronunciation.				
	Vocabulary	❖ Refugee students have difficulties in learning new vocabulary in listening text.				
		❖ They have difficulties in guessing new word and vocabulary.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	Sound Discriminating	❖ Refugee students have difficulties in identifying words heard.				
		❖ Refugee students have difficulties in discriminating sounds of English words in listening.				
		❖ Refugee students have difficulties in recognizing letter-sound relation.				
Speaking Difficulties	Pronunciation Difficulties	❖ Refugee students have difficulties in counting numbers from 1 to 12. ❖ Refugee students have difficulties in pronouncing correctly. ❖ Refugee students have difficulties in orally blending on set-rimes.	CDs Mobile Assisted Language Learning (MALL) Tools Mobile Apps Game technique E-learning Strategy	Nursery Rhymes Pictures Videos and realia *Visual aids Realia	Songs games, *Role-Playing Activities Describe picture Dialogs -Watching videos	Tasks Quizes Assignments Tests Self-evaluation -Homework

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in orally blending syllables.		-CDs	-Audios	-Exercise
		❖ Refugee students have difficulties in identifying initial sound.		-Online resources	-Dialogs	
		❖ Refugee students have difficulties in identifying final sound isolation.		-Books		
		❖ Refugee students have difficulties in talking about possessions.		-YouTube		
	Function , Communication & Interaction Difficulties	❖ Refugee students have difficulties in greeting and responding orally.	Game technique E-learning strategy. Mobile Based Learning			
		❖ Refugees students have difficulties in describing pictures or actions.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugees students have difficulties in introducing themselves and communicating with other.	Mobile Applications (Mobile Apps) Cooperative learning strategy Pupils works in groups Questioning Role Play			
	Rhyming Skills	❖ Refugee students have difficulties in producing rhyming words.	Mobile learning applications Game technique E-learning Strategy Role Play Activities Questioning			
Reading Difficulties	Interpretation skills	❖ Refugee students have difficulties in asking and answering questions in reading material(interpretation skills).	Game Technique (Pingo, Scavenger hunt) E-learning Strategy (Audio- Visual)	Flashcards Pictures Reading Texts *Visual aids	*Role-Playing Activities Scaffolding *Story-Telling	Tasks Quizes Assignments Tests

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in replacing proper nouns in text with their pronouns referent.	Brainstorming Strategy Graphic Organizer Paired Reading Method	Realia		
	Vocabulary Aspect	❖ Refugee students have difficulties in knowing many sight words (e.g. it, they).	Mobile Based Learning (Mobile apps) such as “Prodigy game “or Learn English Vocabulary – Kids”			
		❖ Refugee students have difficulties in recognizing word or vocabulary.				
		❖ Refugee students have difficulties in remembering uncommon words .				
		❖ Refugees students have difficulties in explaining connection between what they read and prior knowledge.				
	Reading Fluency	❖ Refugee students have difficulties in reading aloud.	Game technique: Such as (Jigsaw/Scavenger hunt) E-Learning			
		❖ Refugee students have difficulties in reading different types of reading texts to obtain				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		<p>information and show enjoyment.</p> <p>❖ Refugee students have difficulties in reading independently to acquire information.</p> <p>❖ Refugee students have difficulties in explaining connection between what they read and prior knowledge.</p>	<p>Collaborative strategy</p> <p>Brain storming</p> <p>Reading theater</p> <p>Choral and repeated reading</p>			
Writing Difficulties	Grammar	<p>❖ Refugee students have difficulties in expressing grammatically correct sentences.</p> <p>❖ Refugee students have difficulties in writing a simple sentence.</p> <p>❖ Refugee students have difficulties in applying the use of grammatical rules.</p> <p>❖ Refugee students have difficulties in using tenses and parts of speech (nouns, article..etc)</p>	<p>E- learning Strategies</p> <p>Online games</p> <p>Questioning</p> <p>Group work</p> <p>Role plays</p>	<p>Pictures</p> <p>*Graphic organizers.</p> <p>*Models .</p> <p>*Visual aids</p> <p>Realia</p> <p>Songs</p>	<p>*Role-Playing Activities</p> <p>Describe picture</p>	<p>Tasks</p> <p>Quizes</p> <p>Assignments</p> <p>Tests</p> <p>-Homework Assignment</p> <p>-Exercise</p>

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	Spelling & Mechanics	❖ Refugee students have difficulties in writing a short list of dictated sentences.	E-Learning strategy Mobile Applications Game technique Paired Writing Method			
		❖ Refugee students have difficulties in spelling words.				
		❖ Refugee students have difficulties in applying correct punctuation.				
		❖ Refugees students have difficulties in applying capitalization.				
	Vocabulary	❖ Refugee students have difficulties in remembering uncommon words				

Grade Two



Reference guide for the treatment of learning difficulties in English for **grade two** 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 to what they 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 to enhance communicative ability in English in a holistic way.

First Dimension

Listening Difficulties



Introduction

This dimension deals with listening difficulties that second grade students face. It includes the phonological difficulties , vocabulary and sound discrimination.

TOPICS

Letters and Sounds

1

Phonological Difficulties

VOCABULARY

2

Vocabulary

Letters and Sounds

3

Sound Discrimination

Topic One : The Phonological Difficulties

Indicators of the difficulty

- ◆ Refugee students have difficulties in recognizing soft 'g' and soft 'c' by circling these sounds in new words.
- ◆ Refugee students have difficulties in discriminating the Sounds of English words in listening.
- ◆ Refugee students have difficulties in listening to learn correct pronunciation.

Learning Outcomes

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

- ◆ Recognize soft 'g' and soft 'c' by circling these sounds in new words.
- ◆ Discriminate the Sounds and letters of English words in listening.
- ◆ Pronounce letters correctly.
- ◆ Develop students' listening skills and awareness of sounds in the environment.

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

Intervention Strategies

Game Based Learning



E-learning strategy.

(Audio-visual – Multimedia)



Multisensory Approach

(Audio-visual – Multimedia)



Mobile Based Learning

Mobile Applications



Procedures of the Topic

Recognizing students' learning difficulties (phonological difficulties)

- ◆ Identify and discover your students' learning difficulties in recognizing soft 'g' and soft 'c' by circling these sounds in new words through using one of these methods:

First Method:

Recognizing soft 'g' and soft 'c'







- ◆ Tell the students to listen and circle the sound that he/she listens.
- ◆ Have students raise their hands when they know what the sound is.
- ◆ If necessary, repeat the sound.



Second Method:

Sound Discrimination of English words in listening.

- ♦ Teacher asks students to listen and match the word with the picture:

Police	
Circle	
Face	
Space	
Cereal	
Rice	

Remediation Techniques

- ◆ The purpose of this topic is to introduce students to an essential part of learning to phonological alphabet.
- ◆ Introduce the alphabet and the letters: **A-B-C-D-E-F-G- H-I-J**, for example soft 'g' and soft 'c'.
- ◆ Tell the students that today we are going to learn about some special consonants that also make two sounds. The letters **C** and **G**.
- ◆ Students will sing a song to introduce the various letters and provide a further insight to investigate into the alphabet.
- ◆ The letters will be discussed, and various activities will be performed. Students will sing a song of alphabet and do activities dealing with these letters.
- ◆ Students have to work in small and large groups to do various activities. A colorful, animated music video is to learn how to pronounce the "soft g" sound.
- ◆ Students will be able to correctly circle or point to words/ items that begin with the letter.
- ◆ Students listen to the sounds on CD, and then ask the students to circle the words.
- ◆ Point to a picture of the object making the sound and name it.
- ◆ An ideal video for kids to learn the pronunciation of "soft g sound". Kids will also be able to differentiate between a soft g sound and a hard g sound.
- ◆ Ask the students to do the exercise by clicking on the picture that matches with the word.
- ◆ Following activities for letter stroke, students, during individual assessments, will be able to use songs about the Soft g / Sounds like 'j' / Phonics Song.
- ◆ Each child selects 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.
- ◆ Use free mobile applications in order to help students to learn the phonological alphabet and overcome any difficulty related to the new words, discriminating the Sounds of English words in listening, and to learn correct pronunciation.

Recognizing soft 'g' and soft 'c'

- ◆ Ask students to name the **5** vowels that they have taken them before, **A, E, I, O, and U**; ask them what makes vowels special. Answers might include, "Each letter makes two sounds," or "Vowels are sometimes silent within a word."
- ◆ Tell the students that today we are going to learn about some special consonants that also make two sounds. The letters **C** and **G**.
- ◆ Both the **C** and the **G** make a hard sound, like the /g/ sound in the word "goat" or the /c/ sound, like in the word "cup" and a soft sound, like the /j/ sound you hear in the word "germ" or the /s/ sound you hear in the word "city."
- ◆ Tell them that here is a handy trick to figure out if the letter uses its soft or hard sound. Look at the word and if the letter after the **c** or **g** is **an i, e, or y**, then the g or c will most likely make the soft sound. If the letter after the **g** or **c** is any other letter, it will most likely make the hard sound. The hard sound is more common for both the c and the g.
- ◆ Place a picture card showing a simple word with the letter **c** and **g**. Be sure to use words that start with consonants.
- ◆ Show the class one word at a time written on the board and model thinking aloud how to tell if the word contains a soft or hard sound. For example, say: the word "giant" written on the board has **ian** after the letter g, that means the g will make the soft sound that sound like /j/. Let me try it out and see if it makes sense, "giant" yes that sounds good." Repeat with the words: **gas, car, rice**. Write each word on the board as you read it. Ask students to notice the letter that follows the letter G or C.
- ◆ Circle the hard sounds and underline the soft sounds. Pass out a whiteboard and dry erase marker to each student.
- ◆ Ask the students to write each word on their board and circle the letters that have a hard sound and underline the letters that have soft sounds.
- ◆ The teacher read the letter and ask students to repeat after her and point to the pictures.
- ◆ Go over each word by reading it chorally with the class and circle the hard sounds and underline the soft sounds on the whiteboard.

Exercise

Consonants: Hard or Soft?

- ♦ Read each word from the word box aloud. Decide if the letter G or C makes the soft or hard sound. Cut out the word and glue it in the matching box.

engine	cake	mice	danger
fog	geese	card	goal
camel	recess	castle	pencil
space	cage	bridge	game

Soft G 	Soft C 	Hard G 	Hard C 

Teaching the Hard and Soft “C” and “G”

- ♦ Teacher introduces the two sounds of “c” and “g”. Those two consonants are a bit tricky as they make different sounds depending upon the letter that follows in the word.
- ♦ Teach students that the “hard” sounds of “c” and “g” occur most often, but they do need to know when these letters make the “soft” sound.
- ♦ Tell the students that when the letter “c” is followed by the letters i, e or y, the “c” makes the /s/ sound just like in the words “city”, “cent” and “icy”.
- ♦ Explain to the students that the letter “g” is similar. When the “g” is followed by an i, e or y it makes the /j/ sound as in “gem”, “gist” or “gym”. Visuals often help students to remember phonics rules.

Hard and Soft "C"

The letter "c" has two sounds- a "hard" and a "soft" sound. IF the letter after the "c" is i, e, or y the "c" makes the /s/ sound (soft sound). IF it's any other letter, the "c" makes the /k/ sound (hard sound). The hard sound of "c" occurs most often.



cat

/s/



e, i, y

/k/



any other letter



cent

Hard "C" Words

corn
card
cat
cook
camp
cake
cup
cast
cold
cuddle
candle
current

castle
comb
camel
cop
cable
cuff



Soft "C" Words

braces
face
lettuce
police
pencil
rice
price
city
cent
mice
cereal
circle

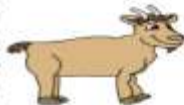
space
juice
ice
price
ace
voice
recess
icy
celery



Make, Take & Teach

Hard and Soft "G"

The letter "g" has two sounds- a "hard" and a "soft" sound. IF the letter after the "g" is i, e, or y the "g" makes the /j/ sound (soft sound). IF it's any other letter, the "g" makes the /g/ sound (hard sound). The hard sound of "g" occurs most often.



goat

/g/



any other letter

/j/



e, i, y



giraffe

Hard "G" Words

goat
game
gobble
goal
gap
glue
glass
good
go
gas
gum

gutter
dragon
foggy



Soft "G" Words

gist
gentle
gym
giant
genius
germ
gem
general
engine
nudge
wage

angel
huge
sledge
danger
age
bridge
orange
cage



Make, Take & Teach

Activity (1)

- ♦ The teachers use video clips about the alphabet **G** to **C** , available online at:



- ♦ This is an ideal video for kids to learn the pronunciation of "soft g sound". Kids will also be able to differentiate between a soft g sound and a hard g sound.
- ♦ The following diagram shows some examples of words that have the soft g sound. Scroll down the page for more examples and songs to help you learn how to pronounce words beginning or ending with the g sound.

Soft G Words

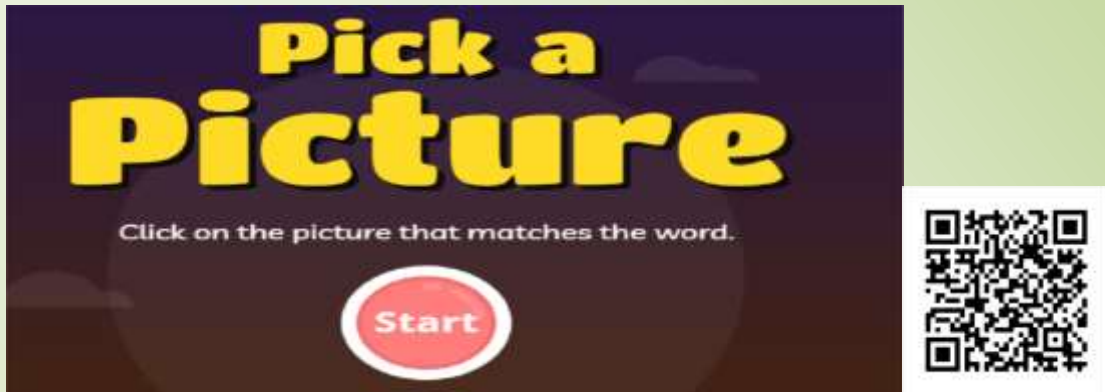
Usually when "g" is followed by the e, i or y the "g" is soft and sounds like 'j'.

gem	giant	gym
age	giraffe	stingy
gentle	magic	spongy
germ	rigid	energy

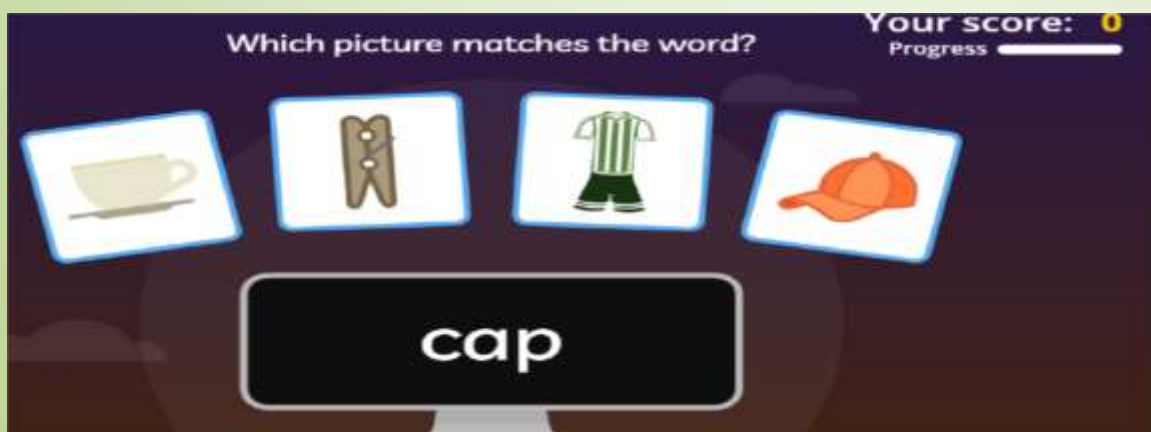
Activity (2)

- ◆ From the following link ask the students to do the exercise by clicking on the picture that match the word :

<https://www.phonicsplay.co.uk/resources/phase/2/pick-a-picture>



- ◆ Teacher asks students to click on the picture that matches the word as shown on the pictures below:



Activity (3)

- ◆ Ask students listen to the sounds on CD, then ask them to:
- ◆ Point to a picture of the object that makes the sound and name it.



















Activity (4) : Using Songs

- ♦ The teacher uses a song about the Soft g / Sounds like 'j' / Phonics Song, available online at: <https://www.youtube.com/watch?v=qkZEzwoCE44>



- ♦ This is a fun, soft g phonics song for learners of English, a colorful, animated music video to learn how to pronounce the "soft g" sound. The letter g has two sounds, hard “g” and soft “g”. Soft g sounds like “j”. It is heard in magic, cage and stage.

Play sound discrimination games.

- ♦ Say two words and see if they can tell that 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 and a foil. 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.

♦ **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 with 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.
- ♦ 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: B
 - ✓ T: And B is for...?
 - ✓ S: B is for b as in banana.



Kids Listen

- ◆ This is a free application, students can download from (play store). After installing in students' mobiles or tablets, they can use it without internet access.



- ◆ “*Kids Listen*” is a nonprofit made up of podcasters, parents, and teachers advocating for high-quality audio content for kids. We understand that kids are deep and thoughtful listeners. In our survey of family listening habits, we find that 74% of kid listeners initiate discussion after hearing a podcast. 80% request to listen to an episode again... and again. 20% listen to an episode 10 or more times! It is an easy way for kids to find great, age-appropriate podcasts. That’s why we create the Kids Listen app.

FEATURES:

- ◆ Listen to 30+ Kids Listen member shows, including podcasts from NPR and other top podcast networks, independent podcasters, and kids!
- ◆ “Kids Listen” is a grassroots organization of advocates with high-quality audio for children.
- ◆ Our mission is to build community, advocate for the growth of the medium, and create standards and ethics that serve as best practices for development, production, and monetization. Kids Listen is creating platforms for producers to share ideas and publish data and information relevant to.



Another free mobile application Leela Kids Podcast App



- ◆ This application 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.
- ◆ This free application teaches English (ESL) to your kids through wonderful



Another free mobile application game for tracing and phonics

It is available on the following link:

- ◆ https://play.google.com/store/apps/details?id=com.rvappstudios.abc_kids_to_ddler_tracing_phonics&hl=ar&gl=US



- ◆ A free and simple educational app helps your student learn phonics and trace letters of the alphabet. ABC Kids is a free phonics and alphabet teaching app that makes learning fun for children, from toddlers all the way to preschoolers and kindergartners. It features a series of tracing games to help kids recognize letter shapes, associate them with phonic sounds, and put their alphabet knowledge to use in fun matching exercises. Any toddler, kindergartener or preschool age child can learn English and the English alphabet simply by following the arrows with their finger. They can even collect stickers and toys as they complete tracing games.

Task (1)

Listening Walks



- This is a listening activity that can take place indoors or outdoors.
- Remind the students about the things that 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.

Worksheets

1-Listening: students listen to the sounds on CD, then ask the students to:

Circle the alphabet letter **g** to **c**:



Girl



Ice Cream



Gift



Car



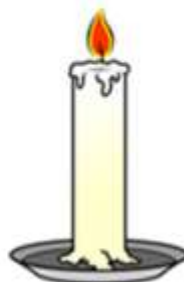
Tiger



Corn



Juice

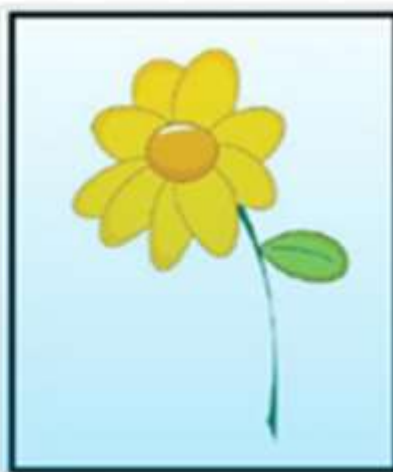


Candle



Cup

2-Listen to the voice and click on the objects that have the beginning sound /g/:



<https://www.liveworksheets.com/nf1176097ak>

2.- Listen and match the natural disaster with the correct consequence.



Earthquake











Flood



Volcanic Eruption



Choose the beginning letter for each picture:

	a		f		j		s
	v		b		n		n
	l		t		e		d
	k		u		b		p
	w		d		x		m
	c		r		l		v







<https://www.liveworksheets.com/fx1540980sz>

ON – IN- UNDER

3.- Look at the picture. Listen and choose YES or NO.



-  A) THE BOOK IS ON THE TABLE.
-  B) THE BALL IS IN THE BED.
-  C) THE CAR IS ON THE CHAIR.
-  D) THE RULER IS UNDER THE TABLE.

YES

NO

YES

NO

YES

NO

YES

NO



<https://www.liveworksheets.com/fx1540980sz>

5-Choose the beginning letter for each picture:



<https://www.liveworksheets.com/pu1409593tn>

Theoretical Background of Phonology

- ❖ The development of phonological competence follows a predictable pattern. This concept is crucial because it lays the groundwork for grading educational tasks from easy to tough.
- ❖ Basic listening skills, the acquisition of a several-thousand-word vocabulary, the ability to imitate and produce basic sentence structures, and the use of language to express needs, react to others, comment on experience, and understand what others mean are all prerequisites for phonological awareness.
- ❖ Students should be able to recognize, consider, and manipulate distinct sounds (phonemes) in spoken words. Blending sounds into words, segmenting words into sounds, and removing and manipulating the sounds in spoken words are all examples of this.

Resources

- ❖ <https://www.education.com/lesson-plan/consonants-hard-or-soft/>
- ❖ The teachers used video clips about the alphabet songs, available online at:
 - ❖ <https://www.youtube.com/watch?v=53Ji1OTKU8E>
 - ❖ The G to C Alphabet Song, Phonics Song. Available online at :
<https://www.youtube.com/watch?v=qkZEzwoCE44>
 - ❖ <https://www.phonicsplay.co.uk/resources/phase/2/pick-a-picture>
 - ❖ <https://blog.maketaketeach.com/teaching-the-hard-and-soft-c-and-g/>
 - ❖ <https://www.onlinemathlearning.com/soft-g.html>
 - ❖ <https://www.liveworksheets.com/fx1540980sz>

Topic Two

Vocabulary

Indicators of the difficulty

- ◆ Refugee students have difficulties in learning new vocabulary of listening text.
- ◆ Refugee students have difficulties in guessing new word and vocabulary.
- ◆ Refugee students have difficulties in identifying words heard.

Learning Outcomes

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

- ◆ Identify words heard.
- ◆ Recognize the new vocabulary in listening text.
- ◆ Develop students' listening skills and learning of the 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.
- Realia
- Visual aids
- Flash
- Audio aids
- Cards
- Pictures

Electronic Resources:

- Mobile applications
- YouTube videos
- Computers
- Websites

Additional Resources

- Common Classroom materials

Intervention Strategies

- ◆ Game Based Learning



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



- ◆ Mobile Based Learning
- ◆ Mobile Applications
- ◆ Free Mobile Applications such as (English Vocabulary Beginners).



Procedures of the topic

Recognizing students' learning difficulties (Identifying vocabulary)

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

First Method:

Banana Race



- ◆ This is a QUIZ game in which the teacher asks students questions.
- ◆ Divide students into teams.
- ◆ Ask each team to form a circle with a leader in the center.
- ◆ The leader starts with a banana which he/she tosses to the students and goes around the circle. The teacher asks : What is this? What fruit is red and round? How many chairs are there in the classroom?"
- ◆ Ask students to answer and the questions.

Second Method:

Pass the Ball

- ◆ 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?'.
◆ 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. In addition, it will help the teacher to identify learning difficulties in learning new vocabulary in listening.



Remediation Techniques

- ♦ Introduce the new vocabulary in an interesting way by using videos and audios which include songs, stories, cartoon, and pictures.
- ♦ Games provide a playful environment in which learners 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.
- ♦ Ask students to listen to a story to identify the vocabulary and answer the questions.
- ♦ Discuss the new vocabulary with the students and ask them to do various activities. Students will watch the video and listen to the story and answer the activity questions.
- ♦ Students have to work in small and large groups to do various activities.
- ♦ Students listen to the audio and during listening teacher asks them some questions helping them to guess the meaning of the new words.
- ♦ The teacher shows a video includes short stories, so the students get an overview of the content of it, and then ask students to answer the activity questions.
- ♦ Use free mobile application for helping students to learn the vocabulary in an exciting way and overcome any difficulty related to the new words through training at home with their parents such as: using Learn First Words – Baby application. Learn First Words is an educational app designed to introduce your baby or toddler to everyday vocabulary. It is designed to teach your baby new words through sound, animation, and flash cards. It's fun, free, and perfect for children between the age of 1 to 5.

Learn First Words – Baby Application



Activity (1)

Play a video about a story of the lion and the mouse , available on YouTube in the following link:



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

2- After watching the video the students will answer the following questions orally and written:

a. What are the main characters in this story?

.....

b. Who was sleeping?

.....

c. Why was the lion angry?

.....

d. Who helped the trapped lion?

.....

e. How did the mouse help the lion?

.....

f. Did the mouse, and the lion become friends?

.....

Activity (2)

Play a video including short stories and questions , available on YouTube in the following link:



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

2- After watching the video the students will answer the following questions orally and written: (you can give students choices for the answers in order to help them).

a. What is the name of the boy in the story?

.....

b. Who has a toy?

.....

c. What does he have in his bag?

.....

d. What will he do?

.....

e. Where did she go?

..... .

f. Describe the cow

.....

Activity (3)



Charades. Have a student come to the front of the class and show a flashcard or whisper a word to that student. The student then acts out that word and the first one to guess can be the next player. This works very well with action verbs. Variation: divide the class up into teams - the first student who guesses will win a point for his/her team.



Dog & Cat Chase. Have students sit in a circle. The teacher walks around outside the circle patting on the head saying "dog" each time. Suddenly, teacher says "cat" as s/he touches a students' head and then that student must chase the teacher around the circle. The teacher must try to sit in the student's spot before being tagged by the chasing them. If the teacher is tagged s/he must touch the heads again. If teacher makes it back without being touched then the chasing student walks around the circle touching heads. This can be done with any variation of pair words (e.g. big & small, happy & sad, can, can't, etc.).

Activity (4)



Give Me Game. You can use objects or flashcards. This works well with plastic fruit: Gather and elicit the different kinds of plastic fruit you have. Then throw all the fruit around the classroom (it's fun just to throw the whole lot in the air and watch the chaos of the students scrabbling to pick them up). Once the students collect the fruit (they'll probably do their best to hide it in their pockets, etc.) teacher will say "Give me an apple". The student with the apple should approach the teacher and hand him/her the fruit "Here you are". Avoid having the fruit thrown back to you as they can go anywhere .

Activity 5

What Am I?

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

How to play What am I?

- ◆ Your pupil closes her/his eyes and teacher finds any object in the room and hides it. Teacher must describe the object while the 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 until she guesses the object
- ◆ When the student guesses correctly, it is then her /his turn to hide an object behind her/his back and describe it
- ◆ The reason you should go first is to model how to use descriptive phrases without giving away what the object is.

Activity 6



Line Bingo

- ◆ This ESL vocabulary game is a great alternative to regular bingo. Most textbooks come with small picture these days.
- ◆ Give each student or pair one set of vocabulary cards. Ask them to place them in a horizontal line in any order they want. Once students have placed their cards in a line, the game can begin.
- ◆ The teacher should say one of the words and if that word is on the left end or the right end of the line then students can turn that card over. If the card is in the middle of the line, students cannot turn it over.

For example / Word cards

Fireman	Teacher	Doctor	Policeman
Scientist	Waiter	Engineer	Seller

Activities for Students by mobile apps

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

- ◆ This is a free mobile application to learn vocabulary available on the following link <https://play.google.com/store/apps/details?id=hh.sez>



- ◆ This free application helps students to Learn Basic English Words with flashcards and their pronunciation. English vocabulary learning aims to teach English in a simple way without getting bored with pictures and flashcards. It covers basic English words for beginners. Learning English vocabulary has a simple and user-friendly structure. It offers basic English words with different groups that can be easily used. It does not require any registration to use. Learn English Vocabulary app consists of two main parts. While the first part teaches basic English words with the help of flashcards, the learned vocabulary is tested in the second part. Learning English vocabulary offers a funny way to memorize words. You can find the easiest way to learn and memorize English words with this application. You don't need to know English to use the menus.

Another free mobile application :Learning Vocabulary

- ◆ Download the following mobile apps on your mobiles or tablets and enjoy learning English
Learn First Words - Baby



- ◆ Learn First Words is an educational app designed to introduce your baby or toddler to everyday vocabulary. It is designed to teach your baby new words through sound, animation, and flash cards. It's fun, free, and perfect for children between the age of 1 to 5.
- ◆ Learn First Words features 15 kid friendly categories and over 150 words. Flashcards teaching method is great for babies, toddlers, and children allowing them to learn at their own pace.


<https://play.google.com/store/apps/details?id=com.TooFunnyArtists&hl=ar&gl=US>





Worksheets


(1)


Listen to the audio, choose from the two pictures, and write the answer:




1. 


2. 


3. 


4. 


5. 


Choose the Correct Picture

2. 

4. 

6. 

8. 

10. 

(2)

Listen to the audio, choose from the two pictures, and write the answer:

123listening.com

Connect the picture and write the answer.

1. _____ •

2. _____ •

3. _____ •

4. _____ •

5. _____ •

6. _____ •

7. _____ •

8. _____ •

9. _____ •

10. _____ •

123listening.com


For downloadable decks to match this worksheet visit www.123listening.com




















https://www.123listening.com/files/print-worksheets.php?file=fruit_cp_write



(3)

Listen to the audio, choose from the two pictures, and write the answer:

 123Listening.com Choose the Correct Picture and Write the Answer

1.  	2.  
3.  	4.  
5.  	6.  
7.  	8.  
9.  	10.  



https://www.123listening.com/files/print-worksheets.php?file=classroom_ccp2_write







(4)



Listen to the audio, choose from the two pictures, and write the answer:



123 Listening.com Choose the Correct Picture and Write the Answer



1.  



2.  

3.  

4.  

5.  

6.  

7.  

https://www.123listening.com/files/print-worksheets.php?file=feelings_ccp2_write



(5)

Listen to the audio, choose from the two pictures, and write the answer:

 [123listening.com](https://www.123listening.com) Choose the Correct Picture and Write the Answer


1.  	2.  
3.  	4.  
5.  	6.  
7.  	8.  
9.  	10.  










https://www.123listening.com/files/print-worksheets.php?file=dailyroutines1_ccp2_write



(6)

Listen to the audio, choose from the two pictures, and write the answer:

 www.123listening.com Choose the Correct Picture and Write the Answer

1.  	2.  
3.  	4.  
5.  	6.  
7.  	8.  
9.  	10.  

https://www.123listening.com/files/print-worksheets.php?file=bodyparts_ccp2_write



Theoretical Background on Vocabulary in Listening

- ❖ One type of learning through meaning-focused input is vocabulary learning through listening. 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://www.alamy.com/banana-cartoon-an-illustration-of-a-banana-cartoon-image360182428.html>
- ❖ <https://www.eslkidstuff.com/esl-kids-games/vocabulary-games.htm>
- ❖ ESL Vocabulary Games: 10 Classroom Activities To Make Learning English Fun | Games4esl
- ❖ https://www.123listening.com/files/print-worksheets.php?file=fruit_cp_write
- ❖ https://n.b5z.net/i/u/11000243/f/Banana_games.pdf

Topic Three

Sound Discrimination

Indicators of the difficulty

- ♦ Refugee students have difficulties in discriminating sounds of English words in listening.
- ♦ Refugee students have difficulties in recognizing letter-sound relation.

Learning Outcomes

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

- ♦ Differentiate and discriminate between (Bb) and (Pp) sounds.
- ♦ Differentiate and discriminate between (Gg) and (Kk) sounds.
- ♦ Differentiate and discriminate between (Mm) and (Nn) sounds.
- ♦ Differentiate and discriminate between (Dd) and (Tt) sounds.
- ♦ Recognize the letter-sound relation.
- ♦ Discriminate the sounds in listening texts.
- ♦ Identify the initial sound isolation.
- ♦ Match initial phonemes in words.
- ♦ Identify the Final sound isolation.
- ♦ Match final phonemes in words.
- ♦ Match sounds heard to actual objects.

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

Intervention Strategies

Game Based Learning



Multisensory Approach (Audio-visual – Multimedia)



Mobile Based Learning : Mobile Applications



Procedures of the Topic

Recognizing students' learning difficulties (sound discrimination)

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

First Method : Identifying a Sequence of Sounds



- ❖ Have students close their eyes.
- ❖ Make or play a series of three or four sounds, such as laughing, clapping, and coughing.
- ❖ Call on students to name the sounds you made in the order you made them.
- ❖ Have them repeat the sounds in order.
- ❖ Or have them name the first or last sound in the sequence.
- ❖ While students have their eyes closed, make or play the same sequence of sounds twice.
- ❖ The second time, leave out one sound. Have students tell which sound was missing.

Second Method : Repeating a Rhythm



- ❖ Clap out a simple, rhythmic pattern, such as one clap, two quick claps, one clap, two quick claps, and so on.
- ❖ Have students repeat the pattern with you and then continue it by themselves.
- ❖ Ask students to describe or demonstrate the part of the pattern that keeps repeating.
- ❖ Do the same with other rhythmic patterns.
- ❖ Have children use music shakers or drums to repeat simple rhythms.
- ❖ You can make shakers by filling plastic eggs with dry rice or beans and taping them shut. Any empty container with a lid can be used as a drum.
- ❖ Sing or play a song students know that has a strong beat, such as "The Ants Go Marching. https://youtu.be/2S__fbCGwOM"
- ❖ Have students stamp their feet or clap their hands in rhythm as they listen or sing along.



Difficulties Treatment Techniques

Sound Discrimination

- ❖ This is an activity to help students differentiate and produce the / b / sound as in (boy) and the / P / sound as in (pencil).
- ❖ Students often claim that they can't hear the difference.

Procedure

- ❖ Help students to hear the difference by saying a word with **the / b / sound** several times then change to a word with **the / p / sound**.
- ❖ The students should raise their hands when they hear the word change.
- ❖ Then say "boy, boy, boy, boy, boy, pen, pen,...". This procedure can be repeated with other words .
- ❖ Help students to differentiate these sounds in the context of longer utterances, then do the same with a sentence: *"I see a boy, I see a boy, I see a boy, I see a boy, I see a pen , I see a pen ..."* until the students can hear the change.

Ask students to Listen and repeat



Note:

- ❖ It can be adapted to any pair of sounds such as (D-T, M-N, G-K, F-V) which students have differentiation problems with.

Phoneme Isolation

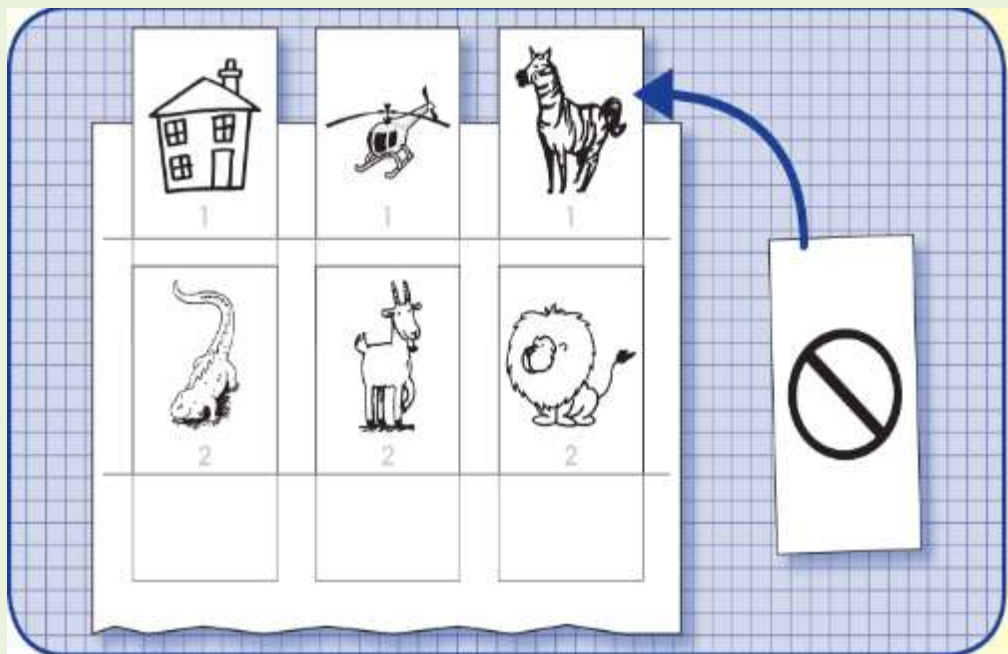
Guess What? or Guess Who?

- ❖ Ask students to isolate the initial sound in a word.
- ❖ "I'm going to say a name. Guess whose name I'm going to say now."
- ❖ Choose the name of one of the students and distinctly enunciate the initial phoneme only. For names beginning with a stop sound such as Dalia, the phoneme should be

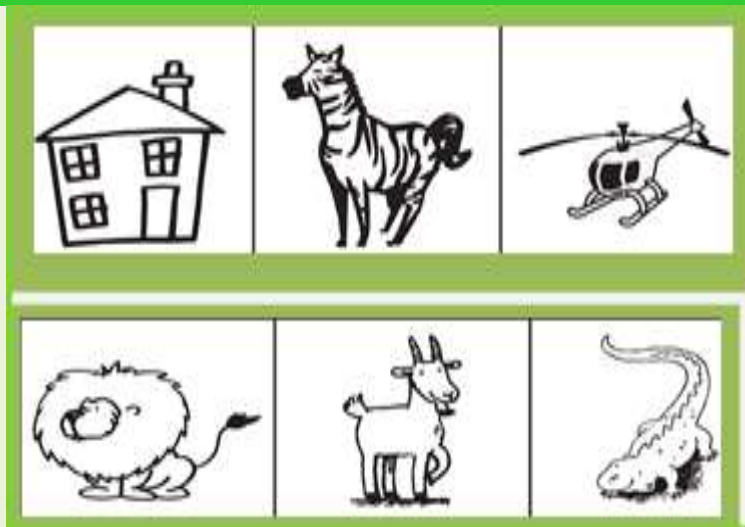
repeated clearly and distinctly: “/d/ /d/ /d/.” Continuous sounds should be stretched and repeated “/s-s-s-s/ /s-s-s-s/ /s-s-s-s/.”

- ❖ If more than one student's name has the same initial sound, encourage the students to guess all of the possibilities. This introduces the point that every phoneme shows up in lots of different words.
- ❖ Play this same game, enunciating the final sound of a name.
- ❖ Have the students take over the game and be the leader.
- ❖ Play this same game with items in a bag, box, or suitcase. Clues are given along with the initial sound.
- ❖ Students determine which words have the same initial sound and place a card over the picture that does not.
- ❖ Place initial sound picture cards with the same numbers in separate rows on the pocket chart. Place the cards face up in a stack.
- ❖ Taking turns, students name the pictures in a given row and say each initial sound (e.g., “house /h/, helicopter /h/, zebra /z/”).
- ❖ Place the card over the picture that does not have the same initial sound as the other two cards (i.e., zebra).

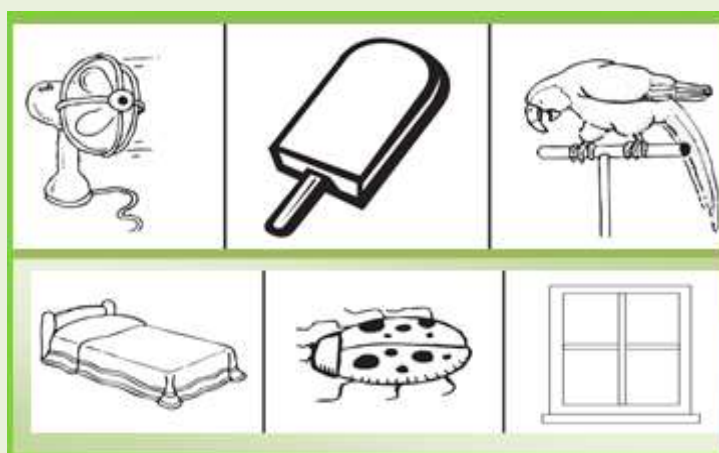
Continue until one picture on each row is covered by a card.



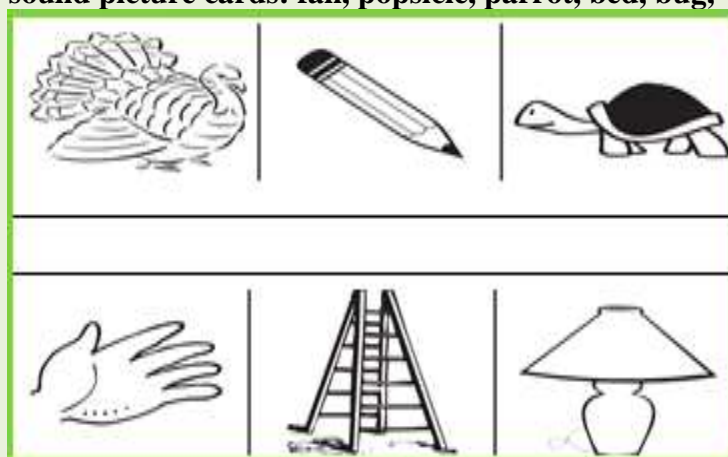
- ❖ **Alliteration** : Recognition or production of words with common initial sounds. Alliteration helps students to distinguish initial sounds from the other sounds they hear in words.



Initial sound picture cards: house, zebra, helicopter, lion, goat, lizard



Initial sound picture cards: fan, popsicle, parrot, bed, bug, window



Initial sound picture cards: turkey, pencil, turtle, hand, ladder, lamp

What's The Beginning Sound?

Examples:

In this example, the sound of the letter /d/ is sung, not the letter name.

Who has a /d/ word to share with us?

Who has a /d/ word to share with us?

Who has a /d/ word to share with us?

It must start with the /d/ sound!

- The class will sing together, then the teacher calls on individual students to volunteer words that begin with the /d/ sound. If a child says “dog”, the class will sing:

Dog is the word that starts with /d/

Dog is the word that starts with /d/

Dog is the word that starts with /d/

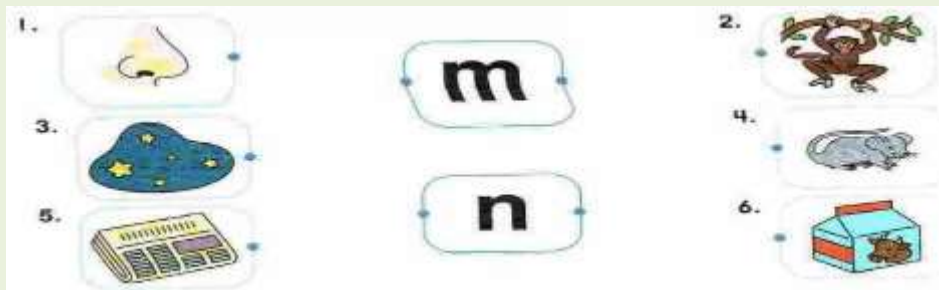
Dog starts with the /d/ sound.

- Teacher: “Say these words: duck, dog, doll.”
- Students: “duck...dog...doll.”
- Teacher: What’s the beginning sound?
- Students: /d/.



- Name the pictures.
- Present a new card, name picture, and match by beginning sound.

Look at the following picture and identify which word starts with (m-n) sound



Look at the following picture and identify which word starts with (s-z) sound

1.



2.



3.



4.



1.



2.



3.



4.



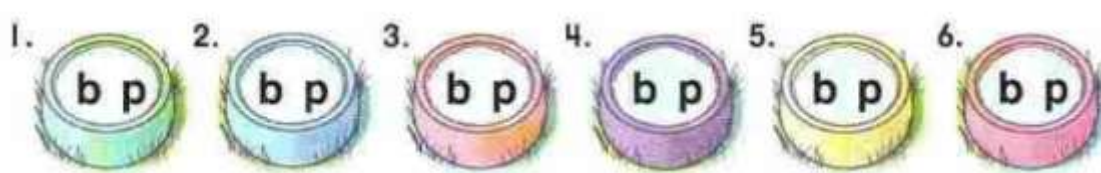
Task (1): Does it begin with (B) sound ? Listen and circle



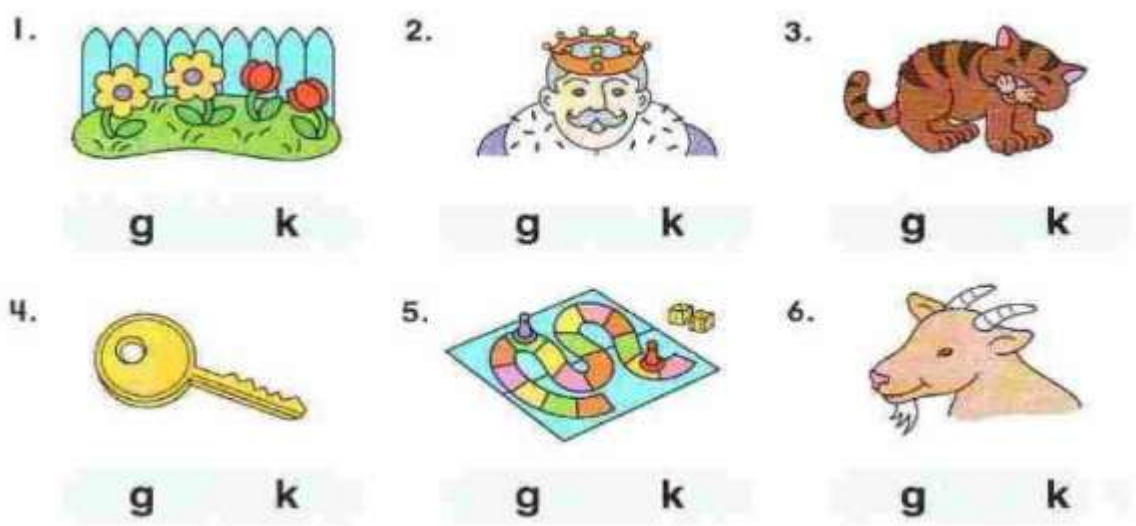
Task (2): Does it begin with (p) sound ? Listen and circle



Task (3): Does it begin with (p) or (B) sound ? Listen and circle

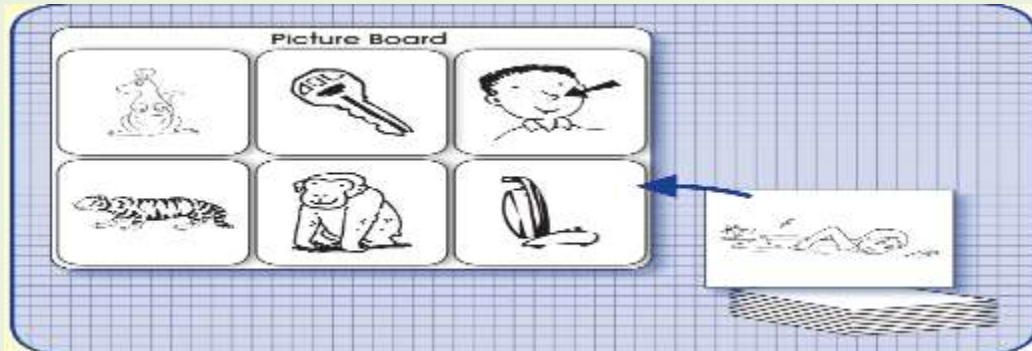


Task (4): Does it begin with (g) or (k) sound ? Listen and circle











What's The Final Sound?

- Ask your students to match final sounds of picture cards to a picture board.
- Place final sound picture cards face down in a stack on a flat surface.
- Provide each student with a different picture board.
- Taking turns, students select the top card, name it, and say its final sound (e.g., "swim, /m/").
- Find the picture on the board with the same final sound and name it (i.e., "vacuum, /m/"). Place the card on that picture.
- Continue until all pictures are matched
- Present some words and ask ;**What's the sound at the end of these words:**
Duck, cake, and beak?
 - /k/ is the sound at the end of these words: Duck and cake and beak. With a /k/, /k/ here, and a /k/, /k/ there, Here a /k/, there a /k/, everywhere a /k/, /k/.
/k/ is the sound at the end of these words: ***Duck and cake and beak!***



Task: Look at the following pictures, listen and identify the final sound:

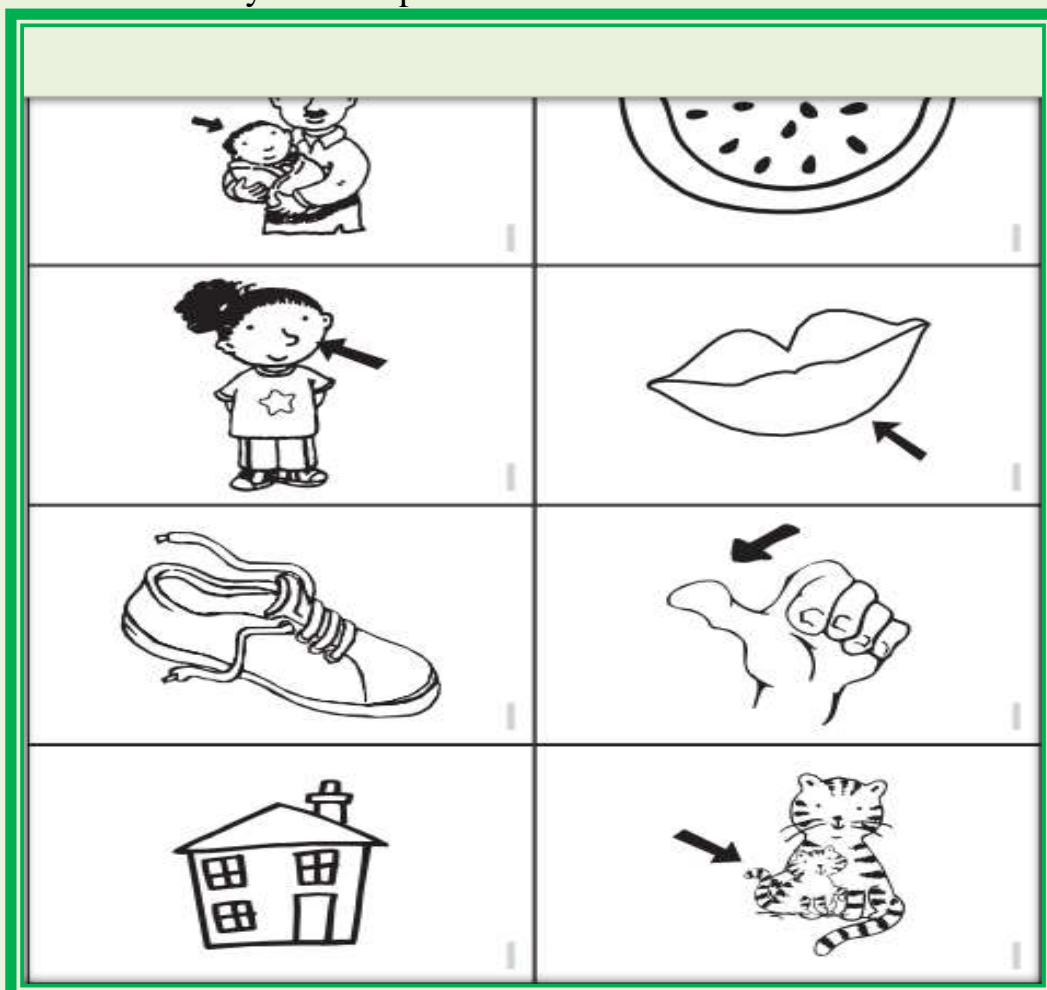
 ant	 cat
 arm	 egg
 car	 fan
 star	 hen

Activity (1): -

Identify the initial phoneme in the following picture cards

Students identify initial phonemes by matching picture cards.

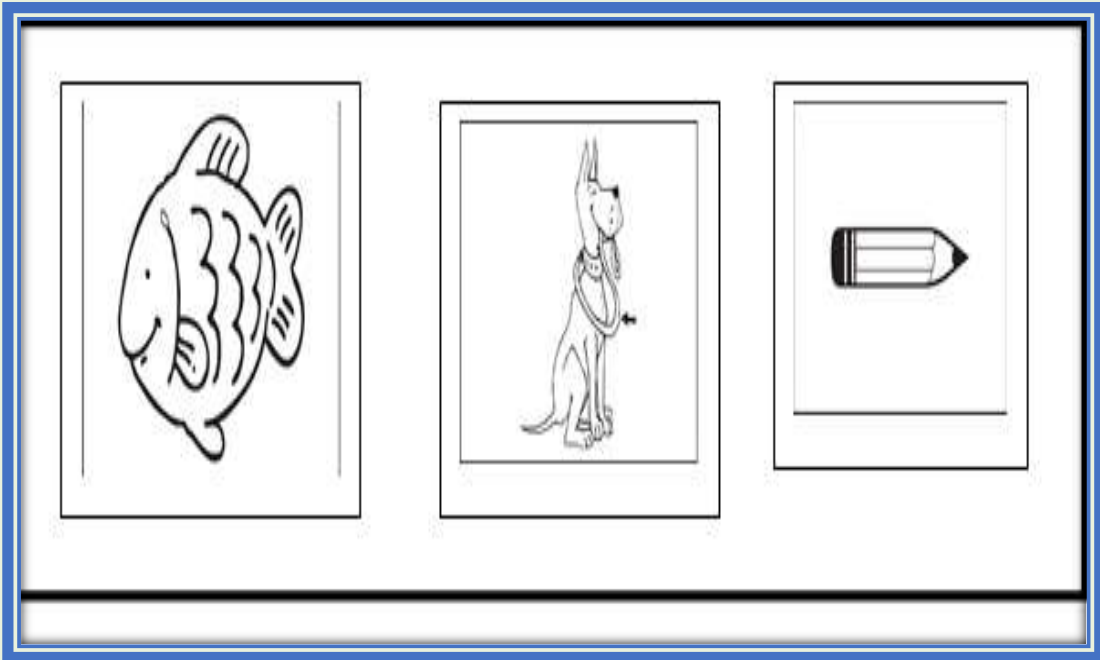
- Divide the initial phoneme pictures by the numbers on the cards and place face down in three separate stacks.
- Taking turns, students select the top card from each stack.
- Say the name and initial sound of each picture. For example, “kitten /k/, cake /k/, calendar, /k/.” If initial sounds match on all three cards, student keeps all three cards. If two cards have the same initial sound, keep those and return the nonmatching card to the middle (not the bottom) of the appropriate stack. If no cards match, return all three cards to the middle (not the bottom) of their respective stacks.
- Continue activity until all possible matches are made.



(baby, watermelon, cheek, lip, shoe, thumb, house, kitten)

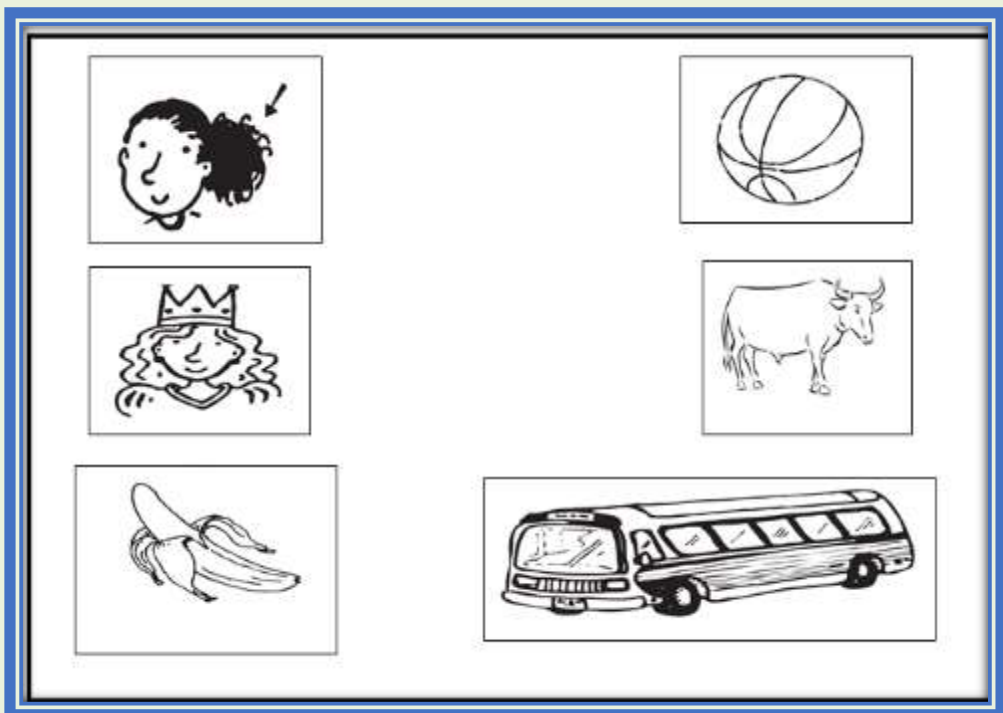
Activity (2): -

Identify the initial phoneme in the following picture cards



Activity (3)

Identify the final phoneme in the following picture cards



Using games for recognizing letter-sound relation

Activity (1)

Hop Letter Sounds Game



<https://funlearningforkids.com/letter-sounds-alphabet-game/>



- Use a cereal bowl to trace 2 circles on each sheet of paper. They just fit on the paper.
- Use 2 sheets of paper for each color, so you have 4 circles of each color.
- Put one set of circles in any color order and repeat this 3 more times.
- Write one letter on each circle.
- Lay the circles out on the floor in the shape of the selected colors.

How to play the Hop Letter Sounds Game

- The student should stand right in front of the letter “a” and toss the die (dice) to find out how many spaces to move. They can walk over each letter or hop. Once, they have moved that many spaces, they should name the letter and tell you the sound it makes.



- You can play this with more than one player as well.



Activity (2)

Eraser the Sound

- Draw a picture on a whiteboard or chalkboard, name individual letters and have your students identify and erase items in the picture that starts with that letter
- In the example below, the teacher draws a snowman. Call students up one at the time to erase something that begins with something in the picture. In this picture, students can erase something that begins with **H** (hat), something that begins with **B** (buttons), something that begins with **N** (nose) and **carrot** for “c.”. Continue until everything is erased.



Activity (3)



Mystery bag

- In this activity, place three objects within a bag like a ball, bat and banana for the letter (b).
- Have your student name each item and guess the (mystery letter) that unites all of the objects.
- If you have more than one little learning phonics, you can have them fill a bag for the others with objects around the house to have the others guess.

<https://www.rasmussen.edu/degrees/education/blog/phonics-activities-for-preschoolers/>



Activity (4)

Beginning Sound Paint Sticks

- This is a fun, hands-on literacy center activity that will provide students to practice identifying beginning sounds.

Supplies to Make the Beginning Sounds Paint Sticks

Materials

- Paint sticks {one per Pupil in your small group}
- Adhesive backed Velcro {available at any craft store}
- Pictures of beginning sounds for each letter .
- Laminating film
- Scissors

How to Make the Paint Stick Activity

- Start by collecting paint sticks, one for each student in your small group. Attach the soft side of the adhesive Velcro on each paint stick from top to bottom as shown in the picture at the top. Next, laminate the pictures and cut out. Attach a piece of hard adhesive Velcro to the back of each picture.

How to Use the Paint Stick Activity

- Give each student in your small group one paint stick. You can attach the letters to the top before they begin playing or allow them to choose.
- Then, the student searches for pictures that start with the beginning sound at the top of their paint stick and attaches those pictures to their stick. When they finish they can switch sticks to keep playing.



Tips for the Teachers and Students

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



Phonics - Sounds to Words for beginning...
PARROTF... • Educational • Language • Casual
📄 Installed



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>

(2)



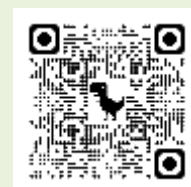
<https://play.google.com/store/apps/details?id=com.gilbertjolly.teachphonics.teachers>



Phonics Farm Letter
sounds & Sight Words
LITE



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



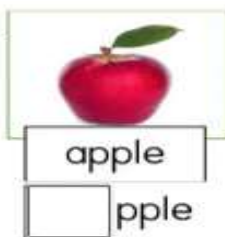
<https://play.google.com/store/apps/details?id=com.artsolution.alphabetphonics>

Worksheets

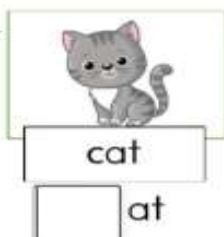
Name: Date:

Write the correct beginning letter.

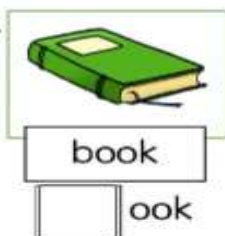
1.



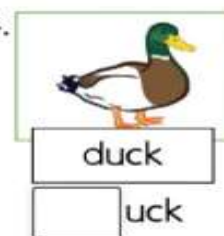
2.



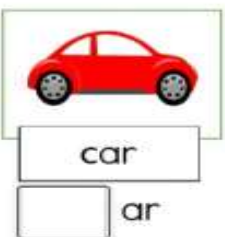
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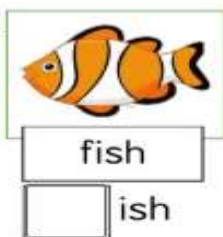
4.



5.



6.

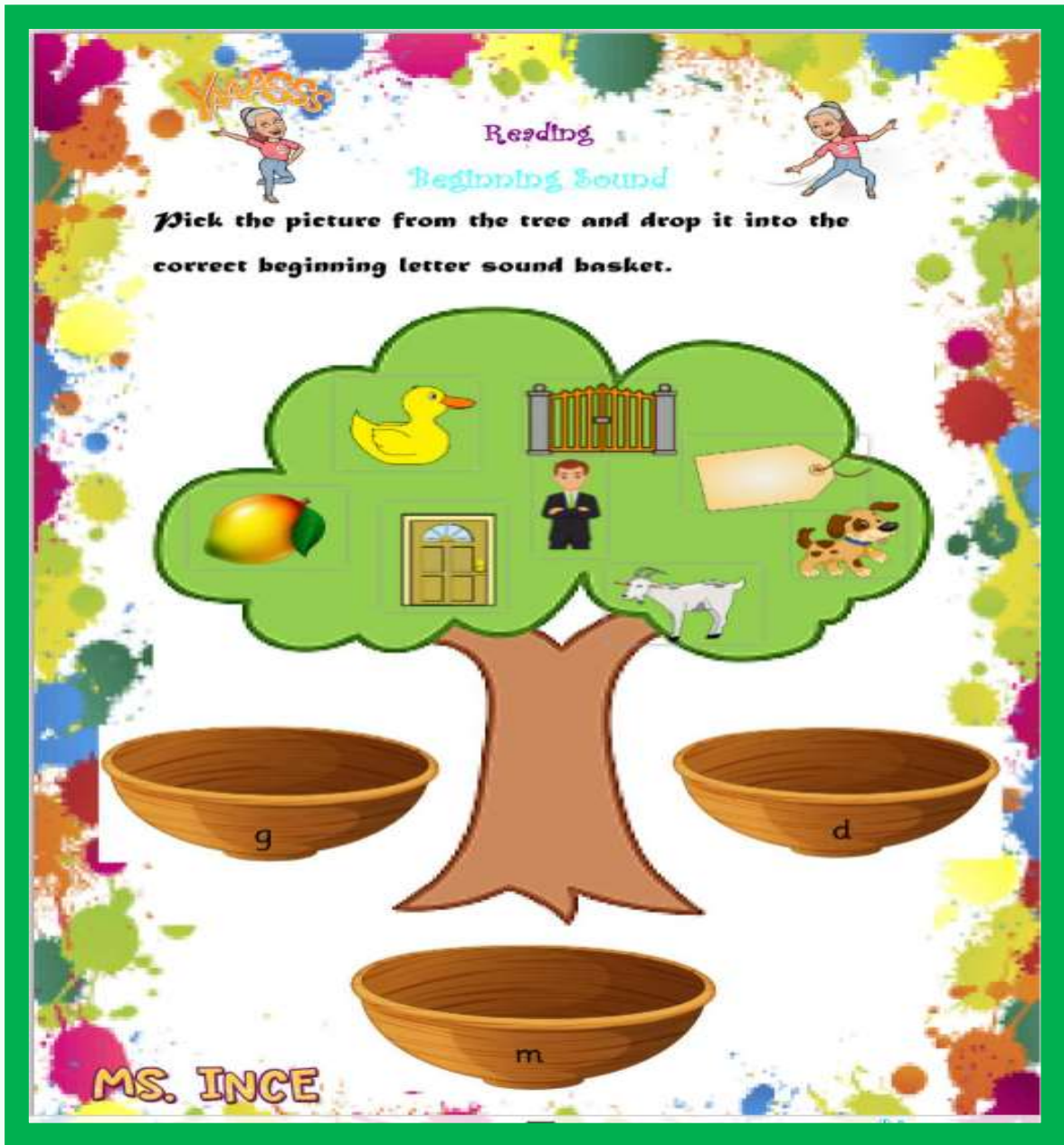


 LIVEWORKSHEETS

Finish!!

<https://www.liveworksheets.com/hu2098957nt>














<https://www.liveworksheets.com/h12593886pr>



Identify the picture and write down their initial sounds.

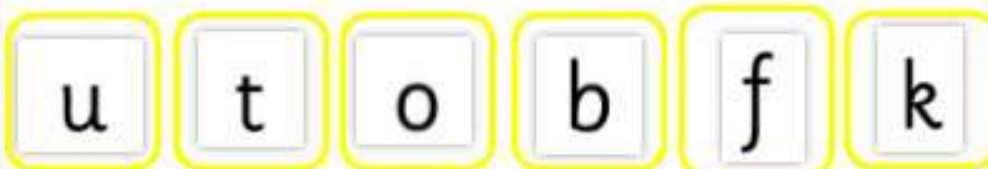
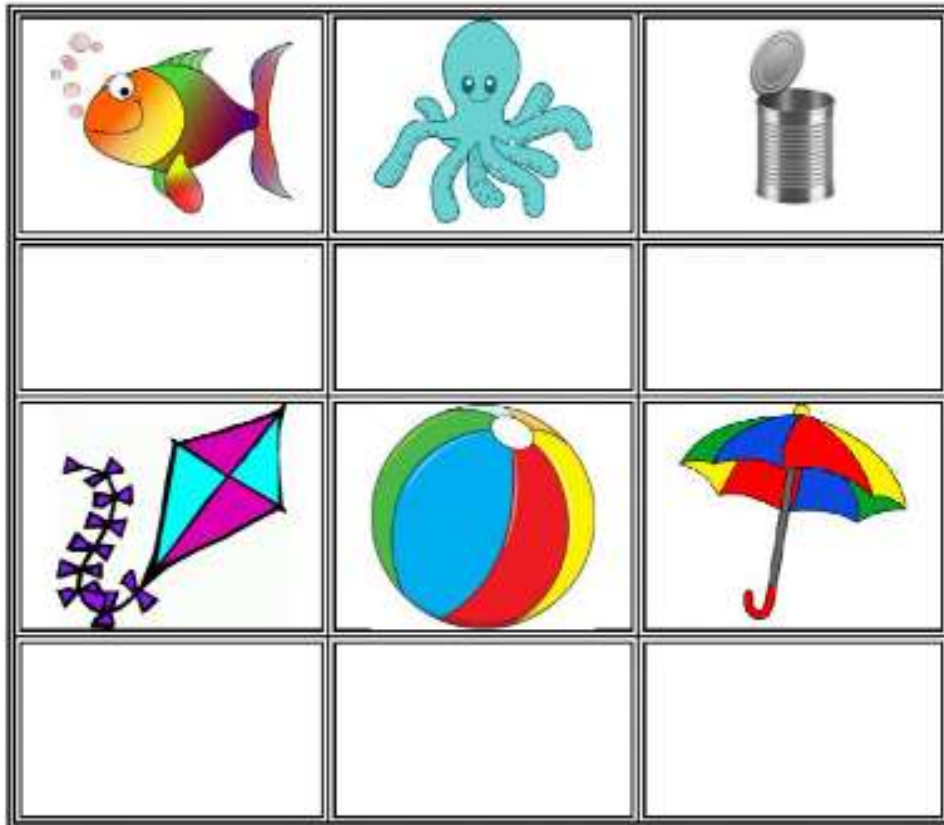
		
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LIVWORKSHEETS

<https://www.liveworksheets.com/l12071727gz>










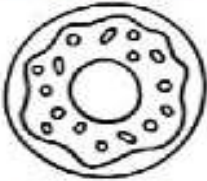
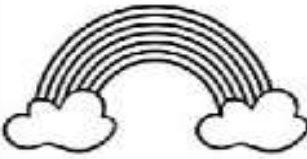



LOOK! at the picture, say its name then drag and drop the beginning sound under the correct picture.



<https://www.liveworksheets.com/tc2593913qu>



Select the correct beginning letter sound for each picture.

		
r p j	b t f	s c a
		
m u d	r b p	l k t
		
s e c	b d q	r v i
		
n h g	f y w	o x t

<https://www.liveworksheets.com/tc2593913qu>



Theoretical Background on Sound Discrimination

- ❖ Sound discrimination is the ability to recognize similarities and differences between sounds .It allows people to distinguish between phonemes in words. Phonemes are the smallest units of sound in any given language. Auditory discrimination allows a person to tell the difference between words and sounds that are similar as well as words and sound that are different.
- ❖ Students who have the ability to discriminate between sounds are better able to form clearer sounds in their own speech. Students who can hear and form speech sounds clearly will be better prepared to segment and blend letter sounds when learning to read and write later on.

Auditory discrimination involves the following skills:

- ❖ Being able to discriminate between important sounds and background noise.
- ❖ Being able to distinguish between different sounds.
- ❖ Being able to locate where a sound is coming from.
- ❖ Being able to copy or imitate a sound.

Resources

Warshawsky, D.(2005). *Disney's World of English: Basics ABC's book 1*. Disney:International Horizons.

Rivers,S., K. and Toyama, S.(2010). *English Time: Student Book*.Oxford: Oxford University Press.

Kampa, K. and Vilina, C.(2010). *Time for English: Student's Book*.Oxford: Oxford University Press.

<https://www.earlyyearseducator.co.uk/practical/article/discriminating-between-sounds>

<https://www.verywellfamily.com/what-is-auditory-discrimination-2162385>

Second Dimension

Speaking Difficulties



Introduction

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

TOPICS



Pronunciation

2

**Function, Communication
& Interaction**



3

Rhyming

Topic One

Pronunciation Difficulties

Indicators of the difficulty

- ◆ Refugee students have difficulties in counting numbers from 1 to 12.
- ◆ Refugee students have difficulties in pronouncing correctly.
- ◆ Refugee students have difficulties in orally blending onset-rimes.
- ◆ Refugee students have difficulties in orally blending syllables.
- ◆ Refugee students have difficulties in identifying initial sound.
- ◆ Refugee students have difficulties in identifying final sound isolation.
- ◆ Refugee students have difficulties in talking about possessions.

Learning Outcomes

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

- ◆ Count numbers from 1 to 12. Discriminate the Sounds and letters of English words in listening.
- ◆ Pronounce words correctly.
- ◆ Blend onset-rimes orally.
- ◆ Blend syllables.
- ◆ Identify initial sound.
- ◆ Identify final sound.
- ◆ Tell about possessions.

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 materials
- Classroom materials

Intervention Strategies

•Game technique

•Teaching Pronunciation Using Games



•Mobile Based Learning

•Mobile Applications (Mobile Apps)



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



Procedures of the Topic

Recognize students' learning difficulties in counting numbers from 1 to 21.

Identify and discover your students' learning difficulties in counting numbers from 1 to 21 through using one of these methods:

First Method:

Counting Numbers from 1 to 21



- ◆ First write the numbers 1-21 on the board and have everyone shout out the numbers as you write them. Next, get 21 soft balls, cubes or something similar (before class, tape numbers 1- 21 onto the balls) and chorus the numbers on each ball. Then throw the balls around the room and ask individual students to bring you different numbers, say it loudly, and write it on the board (e.g. "Ali, please give me number 6'. And ask students to count from 1 to 21.
- ◆ If they don't respond to you and are not able to bring the right number, this means that they have a difficulty in numbers from 1 to 21.



Second Method:

Identify Pronunciation of Certain Words

- ♦ Teacher asks students to circle the correct word and read it loudly in order to check their pronunciation:

	<div>T-shirt</div> <div>T-shorts</div>		<div>drezz</div> <div>dress</div>
	<div>shirts</div> <div>shorts</div>		<div>pants</div> <div>shorts</div>
	<div>jacket</div> <div>gacket</div>		<div>sweater</div> <div>sweeter</div>
	<div>glass</div> <div>glasses</div>		<div>cop</div> <div>cap</div>
	<div>socks</div> <div>shoes</div>		<div>socks</div> <div>shoes</div>

- ♦ If they don't respond to you and are not able to do this exercise or pronounce the words correctly, this means that they have a difficulty in pronunciation.

Remediation Techniques

- ◆ The purpose of this topic is to help students to learn how to count numbers from 1 to 21 and how to pronounce words correctly. They learn in an interesting way by using videos, audios, songs, pictures, and mobile applications.
- ◆ Introduce the blend of onset rimes in an interesting way by using videos and pictures.
- ◆ Games provide a playful environment in which learners 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.
- ◆ Students will sing a song to orally introduce various blending syllabus.
- ◆ The initial and final sounds isolation will be discussed, and various activities will be performed.
- ◆ Students also work in small and large groups to do various activities.
- ◆ Students will be able to correctly circle or point at words/ items that begin with the letter.
- ◆ They will point at a picture of the object making the sound and name it.
- ◆ An ideal video for kids will help to learn the pronunciation of some words and letters.
- ◆ Ask the students to do the exercise by clicking on the picture that matches the word and read it loudly.
- ◆ Each child selects two or three picture cards that match with 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.



- Use free mobile applications in order to help students to learn tracing and phonics and overcome any difficulty related to the new words, discriminating the Sounds of English words in listening, and to learn correct pronunciation. For example:



- Lingokids also provides many enjoyable games which help kids to improve their English skills like listening, speaking, reading and writing. Besides, this app uses English songs and many interesting short stories with fun melody to make the lessons easier to “digest”.

Recognizing numbers from 1 to 21

Play "Pass the Parcel Numbers 1-21"

- ◆ You are going to play a version of "Pass the Parcel" to introduce the numbers 1-21. Before class get 10 sheets of A4 paper and write a number (1-21) on each sheet. Shuffle the papers up so they are ordered randomly. Now make your parcel — roll one sheet of paper onto a ball (with the number on the inside) and then wrap the next sheet (number inside) around the ball. Keep wrapping the sheets around the ball until all are used up and you have a parcel. If you like, you can include a small sweet with each sheet of wrapped paper. In class, get everybody to sit in a circle.
- ◆ Play some music and have everybody pass the parcel around the circle until you stop the music. The person holding the parcel when you stop the music can unwrap the first layer. Ask for that sheet of paper and stick it on the board with the number showing. At this point there is no need to teach the number.
- ◆ Start the music again and then stop it after the parcel has been passed around a while. The student holding the parcel can unwrap the next sheet and look at the number. S/He should then stick it on the board either to the left or right of the number already there, checking if it comes before or after that number (e.g. if the first number was 1 and the second one is 2, then it should be placed after the 1).
- ◆ Keep playing "Pass the Parcel" until all the numbers are stuck on the board in the correct order 1-21.



Activity 1

Play "Stand in the Right Order"

- ◆ Next give each student a number sheet from the board. If you have more than 10 students make more numbers, so you have two groups. For less than 10 students, give out more sheets per student but make sure the numbers they have are in sequence (e.g. give a student numbers 14 and 15, not 14 and 18). Now tell your students to stand in a line in the right order. Everyone has to shuffle around until they are standing and holding their numbers in order 11-20. Now, get the class to shout out their numbers from 11-20, down the line. Make it a game — each round try and do it faster than the last!



Activity 2

Do the "Write the numbers 1-20 on the board" activity

- ◆ You are going to get everyone to write the numbers on the board which you can use when singing the "Numbers 1-20 Song". Draw 20 large squares on the board 4 rows. Call out a student and ask him/her to write a large number 1 in the first box. Keep calling out students to fill in the rest of the squares so you have all of the numbers 1-20 on the board. At the end, it should look like this:

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Activity 3

Read Classroom Reader "Let's Count to 20!"

- ◆ This reader allows your students to practice the numbers 11-21 by counting the objects on each page. The teacher asks students "Let's Count to 21!" from the pictures on the board which includes numbers and objects and gets every student to count along with you, for example:

Teacher: (first picture) Look, what are these?

Students: Pencils!

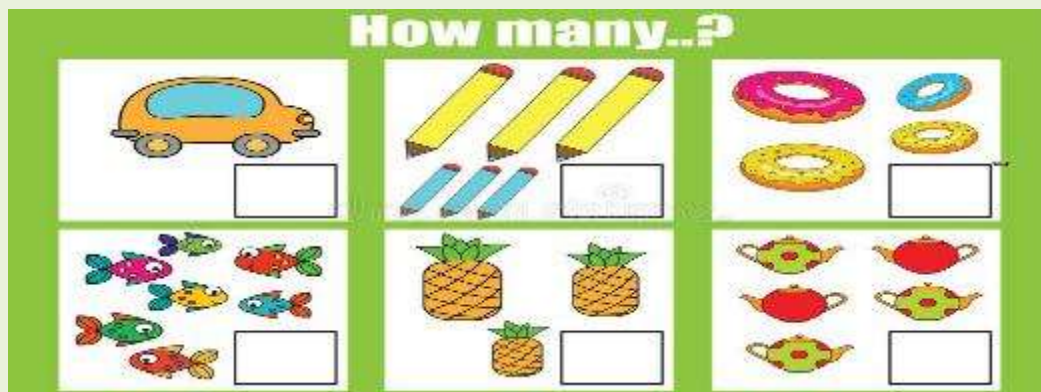
Teacher: Yes, well done! ...

(reading) ...

"Let's look in my pencil case. How many pencils can you see?". Ok, let's count together!

Students: 1 .. 2 .. etc. .. 17 .. 18!

Teacher: 18? Ok, let's check ... (turn to page 3, reading) ... "18! Yes, that's right!"



Pronounce Words Correctly

Activity (1) The 4 Corner Game

- ◆ Assign a word to the 4 corners of the classroom. Then, choose one student to come to the front and close their eyes. Then the other students have 5 seconds to move to one of the corners of the classroom. After the time is off, the student at the front will choose one of the words while keeping his/her eyes closed. The students standing in the corner, assigned with that word are out, and must sit down.
- ◆ The game continues like this until one student is left. That student is the winner, and then the next student comes to the front and close their eyes.
- ◆ During the game, teacher asks students to say the words loudly and he/she corrects their pronunciation.



Activity (2) : Whisper Game

- ◆ It is a very fun classroom game and all you need is a board and chalk / a pen.

How To Play:

- ◆ Write many words from the lesson on the board (at least 10). Then divide the class into two teams and ask them to make two lines in front of the board.
- ◆ Give the student at the front of each line a board eraser.
- ◆ Next, the teacher should whisper one of the words to the students at the back of the lines. Then those students should quickly whisper the word to the next student in line, and then that student should whisper to the next one, and so on down the line.



- ◆ When the word is whispered to the student at the front of the line, he/she should quickly run to the board and erase that word. The quickest one to erase that word wins a point for their team. Then change the student at the front and play again.

Activity (3)

- ◆ **Free mobile application game for tracing and phonics is available on the following link:**

https://play.google.com/store/apps/details?id=es.monkimun.lingokids&hl=en_US&gl=US

Effective English Learning Apps for Kids

Lingokids



Overview:

- ◆ Operating system: Android/IOS
- ◆ Features: Using games, songs and stories to learn English vocabulary.



Description

Lingokids offers a 3-stage learning process:

- ◆ **Immersion:** helping kids to get to know English
- ◆ **Association:** helping kids to get more familiar with English
- ◆ **Natural:** helping kids to grow natural reactions with English
- ◆ Kids will learn English when discovering 5 different topics Lingokids proposes, including Animals, Food, Nature, Places. For example, the first lesson is related to bathroom objects. Kids will encounter new vocabularies when they are in related activities (for morning activities, they'll learn the word Toothbrush which they'll remember when brushing their teeth daily)
- ◆ **Lingokids** also provides many enjoyable games which help kids to improve their English skills like listening, speaking, reading and writing. Besides, this app uses English songs and many interesting short stories with fun melody to make the lessons easier to “digest”

Activity (4)

- ◆ Another free mobile application game for tracing and phonics is available on the following link:

https://play.google.com/store/apps/details?id=com.earlystart.android.monkeyjunior&hl=en_US&gl=US



Monkey Junior



Overview:

- ◆ Operating system: Android/IOS
- ◆ Features: English vocabulary and pronunciation

Description

- ◆ The App contains more than 3000 lessons focusing on English vocabulary and pronunciation. With Monkey Junior; kids can learn English and even some other languages. Besides, parents can easily choose suitable levels for their kids. Each level offers a variety of interesting lessons.
 - ✓ **Easy:** 360 lessons
 - ✓ **Medium:** 310 lessons
 - ✓ **Advanced:** 310 lessons
- ◆ The app uses pictures and real photos to vividly demonstrate the content of lessons. It allows kids to learn English with the objects that they usually see in their daily life, newspapers or magazines.



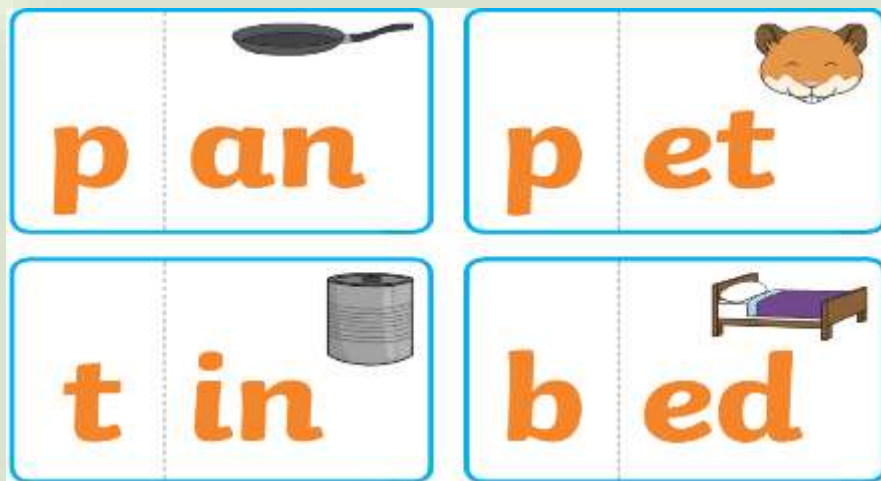
Recognizing Onsets and Rimes | Set 2 | Initial Blends

- ♦ Teacher should explain to her/his students what is onsets and rimes?

Use onset and rime to help students decode new words when spelling and reading.

What is Onset and Rime?













- ♦ **Onset and rime** are terms that technically describe the phonological units of a spoken syllable. Syllables are normally split up into two parts, the onset and the rime.
- ♦ **Onset** - the initial phonological unit of any word which contains the initial consonant or consonant blend. However, not all words have onsets.
- ♦ **Rime** - the string of letters that follow the onset which contains the vowel and any final consonants.
- ♦ Teacher presents the following examples to students to help them understand the difference between onset and rime.



- ♦ Teacher asks students to pick the blend of the following words

Name _____

PICK THE BLEND

 <input type="text"/> ag	 <input type="text"/> eep
 <input type="text"/> anet	 <input type="text"/> oud
 <input type="text"/> ocks	 <input type="text"/> ass
 <input type="text"/> ice	 <input type="text"/> ower
 <input type="text"/> ock	 <input type="text"/> ate
 <input type="text"/> ue	 <input type="text"/> ue

bl	cl	fl	gl	pl	sl
bl	cl	fl	gl	pl	sl

www.englishforkids.com

Consonant Blends

Directions: fill in the blank with the missing letter.

br or bl

 ock

 ain


 own


 anket

 ue

 ush

cr or cl

 ayon

 ock

 oud

 ab

 own

 ean

Name _____

Download from
Dreamstime.com



Download from
Dreamstime.com









Activity

- ♦ Teacher shows the following video to students, available at the following link



- ♦ In this video students will learn onsets and rimes which are an important part of literacy instruction that helps them learn to decode words. The onset is the initial consonant or consonant cluster of the word and the rime is the vowel and consonants that follow it.
- ♦ Before starting showing the video, the teacher writes the new words on the board so the students get an overview of the content .
- ♦ After watching the video the students will answer the following exercises:

Build *all* words

	<div><div></div>all</div>		<div><div></div>all</div>
	<div><div></div>all</div>		<div><div></div>all</div>
	<div><div></div>all</div>		<div><div></div>all</div>

b f t m w sm

Name _____

Date _____

Beginning Blends

Say the name of the picture. Fill in the letters that make the beginning sound. Color the pictures.



___ender



___ider



___ail



___oss



___ock



___uit



___oves



___ead



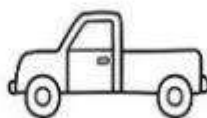
___agon



___esent



___ab



___uck



___ide



___um

© Learning with Mrs. Laidy 2016

Name _____

Date _____

Letter Sounds: Beginning Sounds



Circle the letter that makes each picture's beginning sound.
Color the pictures.



c d f



a b e



m t p



k d r



l w s



z l g



h o w



j u i



n m c



v h y



f q k



x i a



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Identifying Syllables

Clapping and Jumping Games

- ◆ Associating syllables with a beat can help students to better learn the concept of syllables within words. Here's a clapping game to help young learners understand dividing words into syllables.
- ◆ Review with students that words can be separated into syllables, and that each syllable contains a vowel. Give examples by orally separating a few words into syllables. Then, use one of the example words.
- ◆ Direct students to identify the syllables in that word, and then to move one of the syllables to a different part of the word. (For example, in the word pencil, the students would move 'pen' to the end of the word, making the word cilpen.)
- ◆ Explain to the students that by making the syllables "jump" to different places in the word, they are making a new word that has no meaning.
- ◆ Give the students another word, have them identify the syllables, and orally move one syllable to another place in the word. Ask them to say the new silly word.
- ◆ To count syllables in words, activities can be used such as clapping hands, tapping the desk, or marching in place to the syllables in children's names (Ma-ry), items in the immediate environment (win-dow), or words from a favorite story (wi-shy, wa-shy). Initially, two-syllable words can be targeted, building up to three. Visible, manipulable representation of sounds also helps to clarify and guide counting and segmentation tasks for beginner.
- ◆ Ask students to do the following exercise:

Syllables

Look at each animal. Count the number of syllables in the animal's name.
Color in the bubble next to the correct answer.

1.



☐ 1

☐ 2

☐ 3

2.



☐ 1

☐ 2

☐ 3

3.



☐ 1

☐ 2

☐ 3

4.



☐ 1

☐ 2

☐ 3

5.



☐ 1

☐ 2

☐ 3

What is “Oral Blending Syllables”?

- ♦ Teacher should explain to his/her students: what is oral blending syllables?
- ♦ Oral blending is hearing sounds (or syllables), and being able to blend them to make the word. For example, the teacher says “/b/.../a/.../t/”, the students listen, repeats the sounds, then says the word “bat”.
- ♦ Teacher can do oral blending with words that have 2, 3, 4, 5 or more sounds! Teacher should stick with words that have 2-4 sounds, but by the end of the year, students will be able to possibly blend words with 4 or 5 words.

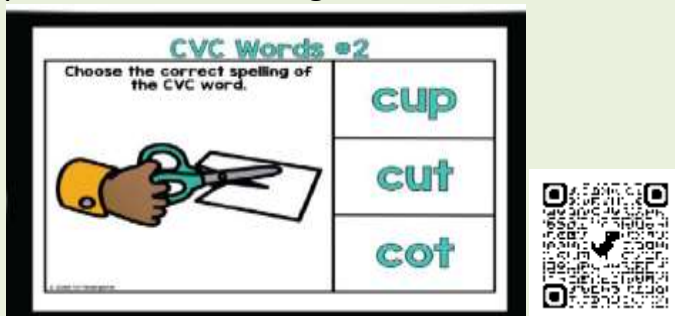
Activity 1- “Driving” the Sounds Together

- ♦ This one is super simple and can be used to help students who may be having trouble blending the sounds and hearing the word. You will need a toy car or truck for this activity. Using the students' arm, have them drive the car, repeat the sounds of a word you say- shoulder for beginning sound, elbow for middle sound, wrist for ending sound. Then have them drive faster, blending the sounds again until they say the word. You can also do this activity on a table or floor, with three markers to distinguish each sound.

Activity 2 - Digital Activity- Oral Blending Boom Cards

- ♦ Students practice phonemic awareness during independent centers? These Boom Cards are created so that your students can still practice phonemic awareness skills without guiding them through it!
- ♦ Students will listen to each word, and then click the letters that make the CVC word. If they get it correct, they hear a “ding!” and it will continue to the next card. You can also see how they do with each activity- how much time it takes them, how many they get right, how many times they play, etc... It is available on the following link:

<https://sweetforkindergarten.com/free-boom-cards/>



Identifying Sound Isolation

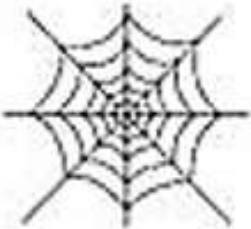







- ♦ Teacher decides what sounds students would like to isolate: beginning, middle, or ending sound.

Direct Teaching of Phoneme Isolation	
Beginning Sound	<p>After hearing the teacher say a word aloud or present a picture card, the student identifies the beginning sound of the word. (You can also refer to them as <i>first</i> or <i>initial</i> sounds.)</p> <p>Example: Teacher: "What's the beginning sound in <i>fish</i>?" Student: "/f/" Teacher: "What's the beginning sound in <i>cat</i>?" Student: "/c/"</p>
Middle Sound	<p>After hearing the teacher say a word aloud or present a picture card, the student identifies the middle sound of the word.</p> <p>Example: Teacher: "What's the middle sound in <i>fish</i>?" Student: "/i/" Teacher: "What's the middle sound in <i>cat</i>?" Student: "/a/"</p>
Ending Sound	<p>After hearing the teacher say a word aloud or present a picture card, the student identifies the ending sound of the word. (You can also refer to them as the <i>last</i> or <i>final</i> sounds.)</p> <p>Example: Teacher: "What's the ending sound in <i>fish</i>?" Student: "/sh/" Teacher: "What's the ending sound in <i>cat</i>?" Student: "/t/"</p>
Games/Activities to Promote Phoneme Isolation	
Phoneme Isolation Sort	<p>Materials: Collect several pictures of 2 to 3 phoneme words. Create a three-column sheet and place a picture at the top of each column.</p> <p>Directions: Decide if you are going to have students sort words by beginning, middle, or ending sound. Tell them you are going to sort words by beginning/middle/ ending sounds. Students should be directed to place pictures in the column with the same beginning/middle/ending sounds.</p>

- ♦ Write the missing beginning and ending letter:

Name: _____ Date: _____

Write the missing beginning and ending letters.

 _e_	 _u_	 _i_
 _a_	10 _e_	 _a_
 _o_	 _u_	 _a_

Mrs. McFawn <http://www.mrs-mcfawn.com> (read) <http://www.mrs-mcfawn.com>

Fill in the missing letter b.

Name: _____



_____ utterfly



_____ ox



_____ oat



_____ all



_____ at

Telling Possessions

- ♦ Ask students to name the punctuation mark that can magically show ownership.
- ♦ After identifying that it is the apostrophe, note that apostrophes also show where letters are omitted in contraction. They have two jobs.
- ♦ Project the top part of the possession obsession practice sheet, and go over the rule to use an apostrophe and the letter S to show possession

Correct the sentences by adding apostrophe to show possession:

1- The room of the girl.

The girls' room



2- The father of the children.

The children's father.



3- The toys of the boy.

The boys' toys.



4- The house of my friend.

My friend's house.



5- The clinic of the doctor.

The doctor's clinic



6- The book of Ahmad.

It is Ahmed's book.



Worksheets

(1)

Count and Circle the correct number:

How many..?



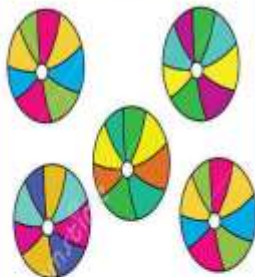
4 8 9



5 7 6



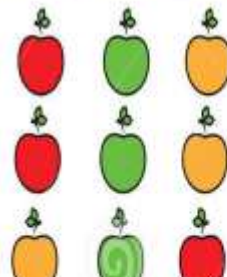
2 3 4



1 3 5



10 8 12



9 11 7



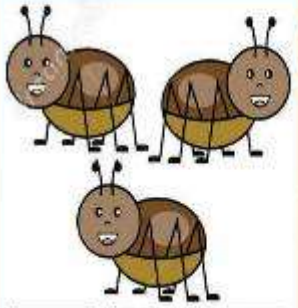
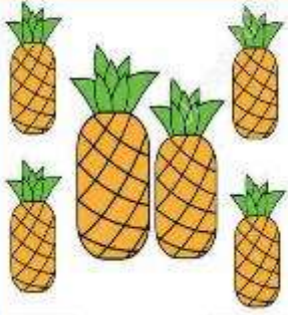



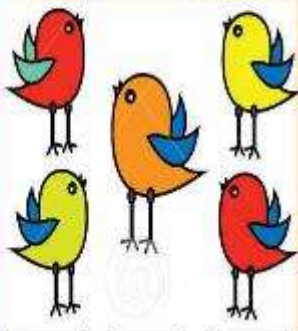
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2-Count and Circle the correct number:

How many...?

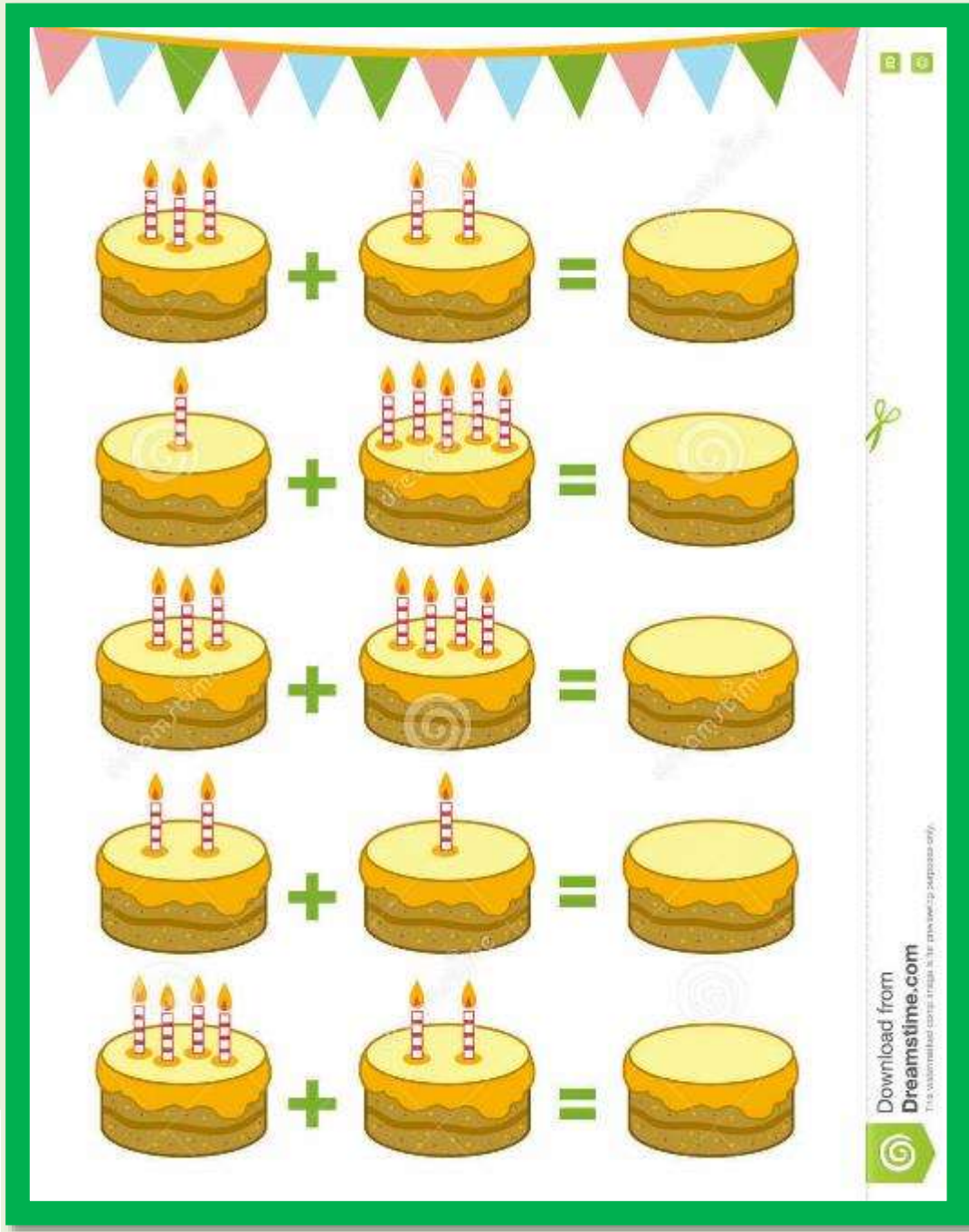
 1 5 3	 6 2 4	 7 9 8
 3 4 7	 10 8 6	 9 11 5

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(3)

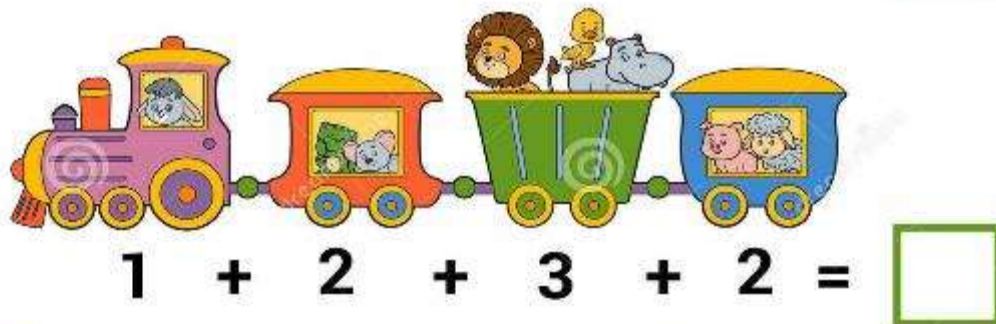
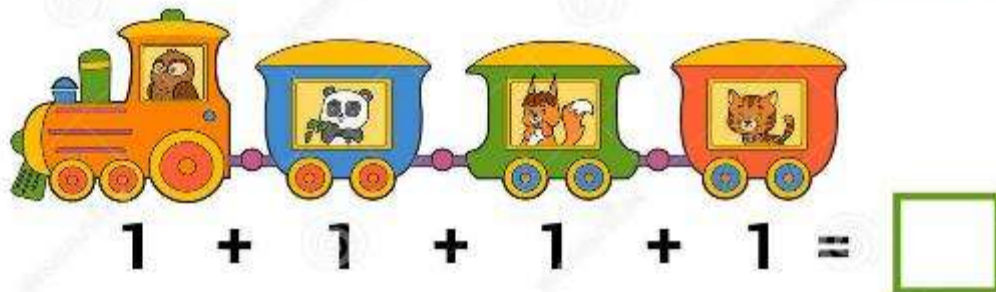
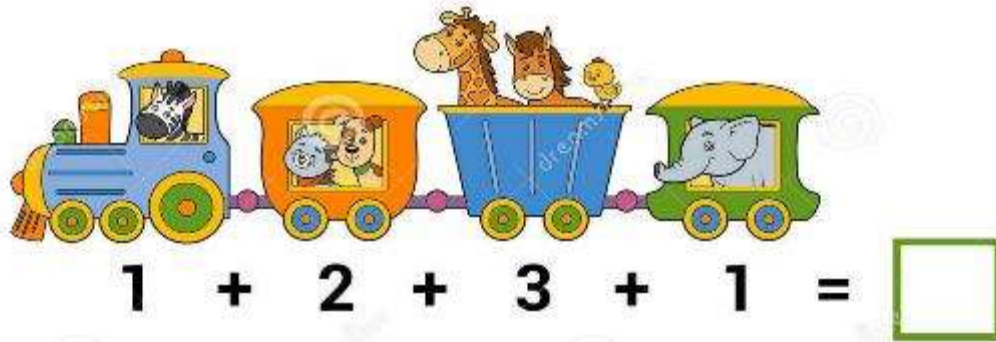
Count the number in the picture and write the result:



<https://www.dreamstime.com/stock-illustration-counting-educational-game-children-addition-worksheets-preschool-mathematical-count-numbers-picture-write-image75248261>

(4)

Count the animals on the train and write the result:



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<https://www.dreamstime.com/stock-illustration-counting-educational-game-children-addition-worksheets-preschool-mathematical-count-animals-train-write-image75248565>

(5)

Write the beginning sound

Name: _____

Beginning Blends

	<input type="text"/>	ant		<input type="text"/>	ower
	<input type="text"/>	oud		<input type="text"/>	ender
	<input type="text"/>	eep		<input type="text"/>	oves
	<input type="text"/>	ag		<input type="text"/>	iff
	<input type="text"/>	oss		<input type="text"/>	ane
	<input type="text"/>	ide		<input type="text"/>	obe

fl	bl	sl	fl	pl	cl
gl	cl	pl	gl	fl	sl



<https://www.pinterest.com/pin/873205815223189101/>

Theoretical Background on Pronunciation

- ❖ Integrating pronunciation lessons into class activities can be challenging in classrooms as a particular speaker (or group of speakers) may have little difficulty with one aspect of pronunciation while others have significant difficulties. Because of the range of linguistic histories in mixed classes, a heavy focus on segmental training is inappropriate. Instead, prosody should be stressed because it can be more important for a bigger diversity of students.

Resources

- ❖ <https://www.education.com/lesson-plan/consonants-hard-or-soft/>
- ❖ The teachers used video clips about the alphabet songs , available online at:
- ❖ <https://www.youtube.com/watch?v=53Ji1OTKU8E>
- ❖ The G to C Alphabet Song, Phonics Song. Available online at : <https://www.youtube.com/watch?v=qkZEzwoCE44>
- ❖ <https://www.phonicsplay.co.uk/resources/phase/2/pick-a-picture>
- ❖ <https://blog.maketaketeach.com/teaching-the-hard-and-soft-c-and-g/>
- ❖ <https://www.onlinemathlearning.com/soft-g.html>
- ❖ <https://www.liveworksheets.com/fx1540980sz>
- ❖ <https://www.youtube.com/watch?v=h8G9dGzq--U>

Topic Two

Function , Communication and Interaction

Indicators of the difficulty

- ♦ Refugee students have difficulties in greeting and responding orally.
- ♦ Refugee students have difficulties in describing pictures or actions.
- ♦ Refugee students have difficulties in introducing themselves and communicating with people in the English language .

Learning Outcomes

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

- ♦ Greet and respond orally.
- ♦ Describe pictures.
- ♦ Introduce themselves.
- ♦ Express their ideas through speaking enough vocabulary.

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



•Cooperative Learning Strategy.

Students works in groups



Procedures of the Topic

- ◆ **Recognizing students' speaking difficulties in Function , Communication & Interaction**
- ◆ Identify and discover your students' speaking difficulties in function ,communication, & interaction through using one of these methods:-

First Method:

How Are You? Pass the Ball Game

- ◆ “Pass the Ball” can be used with any target language, but it works particularly well when teaching greetings in English to students. It can be difficult to get children to talk, especially when they are just beginning to learn English.
- ◆ Playing ‘ Pass the Ball’ is a great way to involve all students and to get them speaking using the target language.
- ◆ For this game all you need is a small soft ball. Simply play the “Pass the Ball “ in class. When the music is playing, students must pass the ball. When the music stops, the one with the ball must answer the question.
- ◆ So, when teaching (How are you ?) when the music stops, the student with the ball must answer the question (e.g. I’m happy/ fine/sad, etc).
- ◆ Encourage the rest of the students to ask the question together, and the one with the ball can answer. This activity can be used with other greetings or introductions such as Nice to meet you. – Nice to meet you, too. ‘What’s your name?’ – ‘ My name is **Adel / Sarah**.

Second Method:

Nice To Meet You Game



- ◆ This game is a fun way to use the greetings ‘What’s your name?’ and ‘Nice to meet you’. It can be easily adapted to practice other expressions.
 - To play, place 6-8 flashcards on the board (or simply write the words) in a horizontal line.
 - Then, divide the class into two teams and choose one pupil from each team to come to the front. Ask these two students to stand at opposite ends of the line of cards. Now the game can begin. When the teacher says ‘Go!’, the two students should walk down the line of flashcards towards each other. As they go, they should touch each flashcard and say what’s on the card. When the two students meet in the middle, they should stop and greet each other. Like this:

Pupil A: Hi, What’s your name?

Pupil B: I’m Samir. What’s your name?

Pupil A: I’m Adel. Nice to meet you.

Pupil B: Nice to meet you, too.

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 an interesting way by using videos and audios which include songs, stories, cartoon, and pictures.
- ◆ Games provide a playful environment in which learners 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.

Students' Ability to Introduce Themselves and Greetings.

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

On the board write:

Hello

Goodbye

Hi

How are you?

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'm Samer.

How are you?

Where are you from?

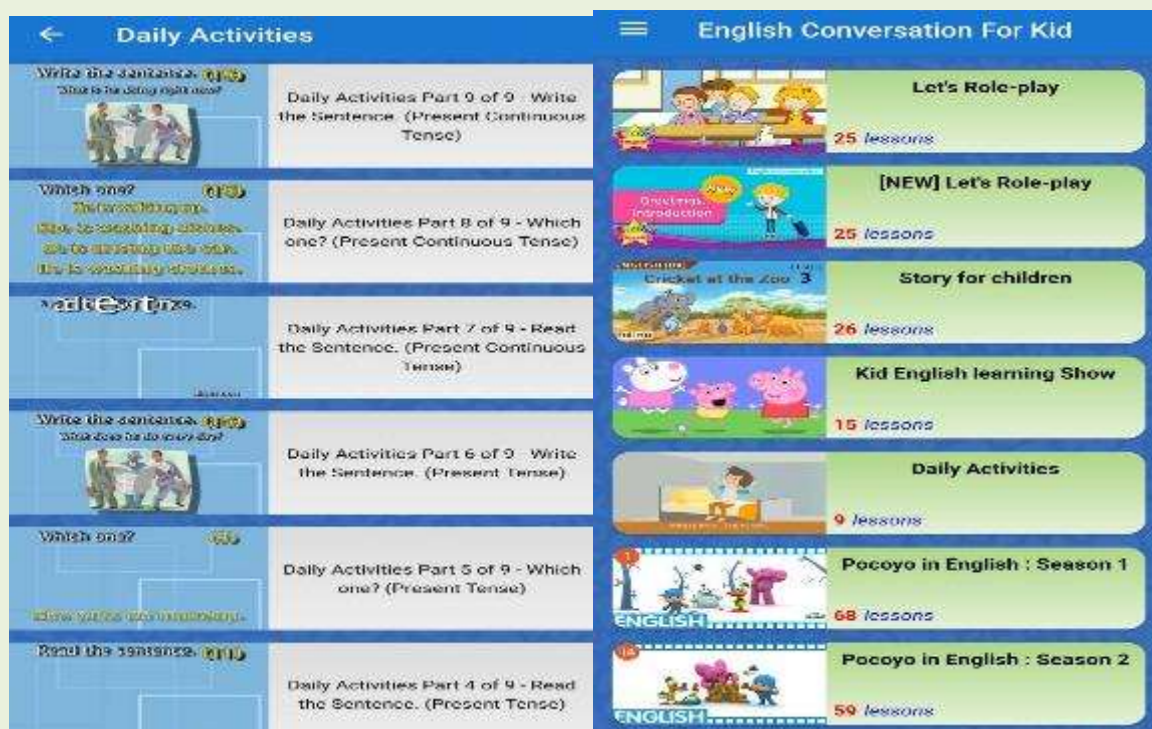
I'm fine, thanks!

I'm from Syria .

4. Have a pair work 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.

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



- ◆ Use mobile app such as phonics- sounds to words to help students To practice more and more and overcome any difficulties as follows:
- ◆ Download the app from play store . It is free app.
- ◆ It helps students to speak and engage in conversation
- ◆ For more practice, please download the app and enjoy learning form the following link

<https://play.google.com/store/apps/details?id=com.got.moviecartoon>

Activity (1) :

Describe Your Family

- ◆ Ask the students to describe the picture and then everyone describes her/his family.
- ◆ Divide students into pairs and ask each to describe his/ her family. **For example**
A: My name is Adel. My father is Samir. He is a doctor.
- ◆ B: My name is Jud. My father is Hazem. He is a teacher.
- ◆ A: I have two sisters.
- ◆ B: I have one brother.



Activity (2) : Self-Introduction

Let Me Introduce Myself

- Hi, my name is ...
- I come from ... (country)
- I live in ... (city)
- I'm ... (age)
- There are ... people in my family. They are ...
- I'm a student at ...
- My major is ... (majors)
- My favorite subject is ... (subjects)



- ◆ Self-introduction is simply the act of introducing yourself to someone else. You might just be introducing yourself to a new person you have never met before.
- ◆ A self-introduction should include your name and occupation (or desired occupation) and key facts that will help you to make an impression on the person you're speaking to.
- ◆ . Introducing yourself is much more than saying your name. You need to tell some more information about yourself in English.
- ◆ As you head into a new class, you are going to say something about yourself, however much you don't want to.

ACTIVITY (3)

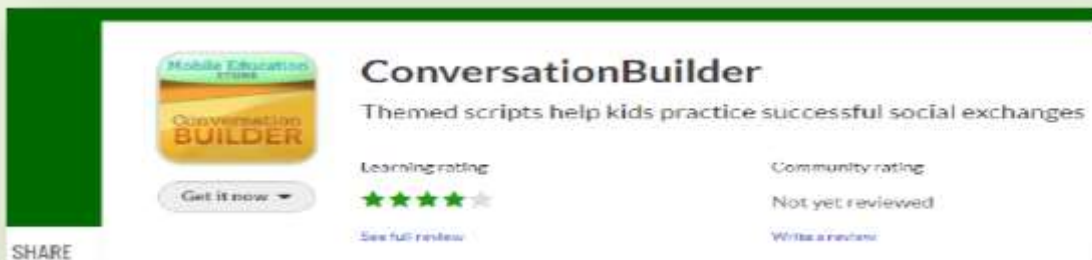
Hot Seat Game

- ♦ "Hot Seat," requires one student to sit on a chair with her/his back to the other students.
- ♦ The teacher holds up a flash card with a vocabulary word for the other students to see.
- ♦ The other students must then describe the word to the student on the "hot seat" until that student guesses the correct term.
- ♦ A similar game involves miming. The teacher usually starts as the mime and acts out an action without speaking. The students must describe the action using accurate terms. After correctly terming the action, students may take turns acting out their own action for the others to guess.

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.common sense.org/education/app/conversationbuilder>

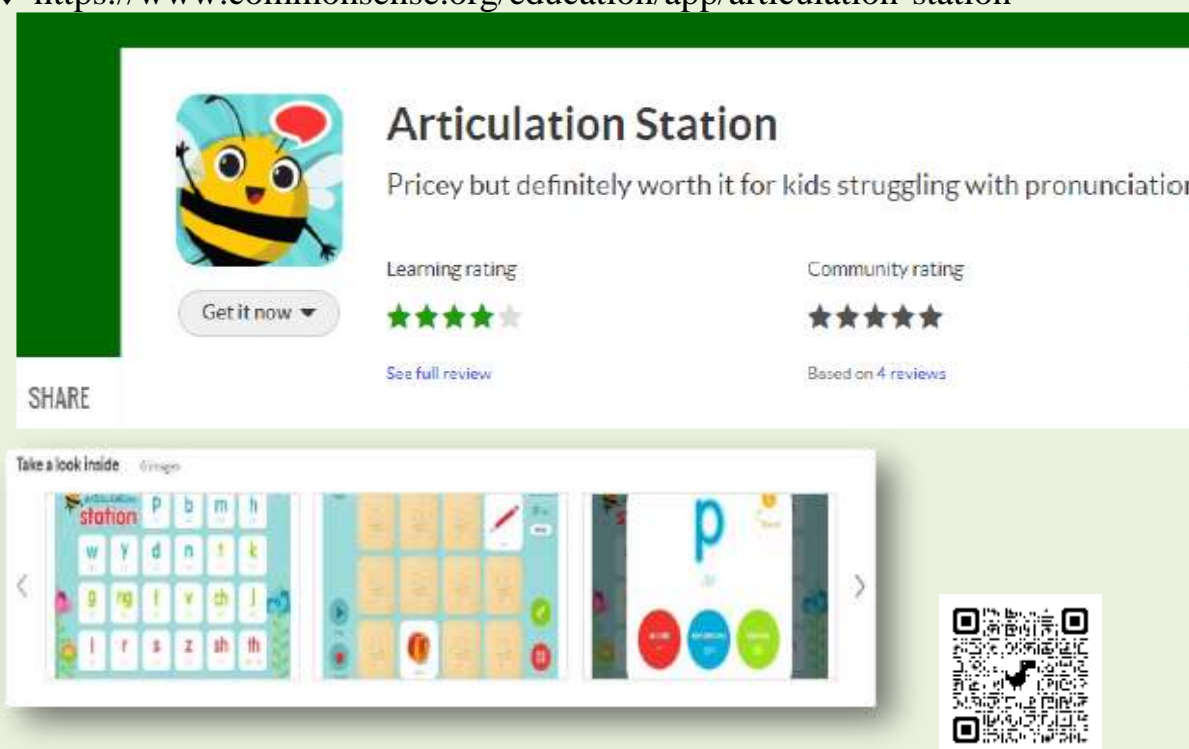


- ♦ In this app student will practice a lot of useful activities and exercises. They should listen and answer the questions with Communication & Collaboration, Character & SEL.
- ♦ Pros: Supports learning the pragmatics of conversation: turn-taking, initiation, and staying on topic.
- ♦ Cons: Images 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. Replay the conversation and help kids analyze if it is successful and why.

(2) 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.common Sense.org/education/app/articulation-station>



- ◆ English Language Arts, English-Language Learning
- ◆ Communication & Collaboration
- ◆ Younger students need teacher's 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.

Worksheets

All about myself

Day 1- Greeting

Choose the correct answer:

1.

☐

A: Good morning!

☐

B: Good afternoon!

2.

☐

A: Hello!

☐

B: Good afternoon!

3.

☐

A: Good evening!

☐

B: Hi!

4.

☐

A: Good morning!

☐

B: Good night!

5.

CAN YOU SPELL YOUR NAME?

☐

A: Good afternoon!

☐

B: It's T-O-M, Tom.

6. What's
your
name?

☐

A: Good night!

☐

B: My name's Ben.

<https://www.liveworksheets.com/bs2342069aq>



Listen and repeat



Hello!



Good bye!



Good morning!



Good afternoon!



Good evening!



Good night!

Fill in the blank by drag and drop the corresponding image to the words describe.



Good Morning

Good Evening

Good Afternoon

Good Night

Listen and repeat : Look before drag the answer and drop it to the right word.

1 

2 

3 

Good morning! Hello! Good night!

Goodbye! Good evening! Good afternoon!

4 

5 

6 

<https://www.liveworksheets.com/ad2352898gv>



Match the correct answer.



Good Morning

Good Night









Good Evening

Hello

Good Bye

Good Afternoon

In pairs, complete the following :

	Hello! I'm Andy	<input type="text"/>	
	Hello! What's your name?	<input type="text"/>	
	Nice to meet you!	<input type="text"/>	
	Hi! I'm Andy!	<input type="text"/>	

<https://www.liveworksheets.com/ep2510085vt>



Theoretical Background on Function , Communication & Interaction

- ❖ Interaction is important in speaking because it involves audience being more directly with both speaker and content. An involved and engaged audience is more likely to pay attention to speaker and connect with his or her words.
- ❖ Interaction in speaking is vital to keep audience engaged and involved with the content and the speaker.

Resources

- <https://games4esl.com/greetings-and-introductions-esl-games/>
- [https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Greetings_and_farewells/Greetings_rd8865xx](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Greetings_and_farewells/Greetings_rd8865xx)
- <https://7esl.com/introduce-yourself/>
- <https://sscnospdf.com/how-to-introduce-yourself-confidently-self-introduction-tips-and-tricks/>
- <https://courses.lumenlearning.com/boundless-communications/chapter/interaction-in-public-speaking/>

Topic Three: Rhyming Difficulties

Indicators of the difficulty

- ❖ Refugee students have difficulties in producing rhyming words.

Learning Outcomes

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

- ❖ Produce a rhyming word.
- ❖ 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 produce rhyming words.
- ❖ Listen to a wide variety of rhymes, poems, songs and rhyming stories.
- ❖ Join in with rhymes, poems, songs and rhyming stories.
- ❖ Complete a known rhyme.
- ❖ Supply an alternative rhyming word and rhyme judgment consistently and accurately. Say if two words do/don't rhyme, select the non-rhyming word from a list.
- ❖ Generate rhyming words, supply a rhyming word for a given word and create a string of rhyming words (including nonsense words).

Learning Resources

Paper Resources :

- Student's Book- Handouts.

Visual Resources :

- Models.
- Visual aids
- Audio aids
- Realia
- Rhyming Cards
- Pictures

Electronic Resources:

- Mobile applications
- Computers
- YouTube videos
- Websites

Additional Resources

- Common Classroom materials
- Personal Photos

Intervention Strategies

Game Based Learning



Mobile Based Learning : Mobile Applications (Mobile Apps)



Role Play Activities



- Questioning



Procedures of the Topic

Recognizing students' learning difficulties (producing rhyming words)

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

First Method:

Pass the Rhyme

- Pass the rhyme is a fun circle time activity for students and it requires zero materials or preparation. The first student says a word out loud. The next says a word that rhymes with that word.
- Play continuously in a circle until all students in the circle will say a rhyming word.
- This is a fun activity for students and is a great way to expose them to more words and give them ample opportunities to practice listening for those same ending sounds.

Second Method:

Rhyming Word Ladders

- Word ladders are a great rhyming activity for students . This activity can be done as a whole group activity or in small groups, or during literacy centers.
- Write a word at the bottom of the whiteboard. Have students think of a word that rhymes and write that word above it.
- Once they get the hang of the activity, you can have the students write the word on the board, going around the room until all students will have a turn and the ladder is complete.
- This activity can easily be extended to work on phoneme substitution with rhyming words.
- To use the activity in this way, prompt students to change the beginning sound in the word to make a new word.
- This will help them understand that even though the beginning sound changes, the ending sound stays the same.
- *For example, to change the word from “bat” to “cat,” use language such as, “change the /b/ sound to a /c/ sound.”*

Remediation Techniques

The teacher clarifies to the students some information about recognizing and producing rhyming words as follows:-

Rhyming Recognition:

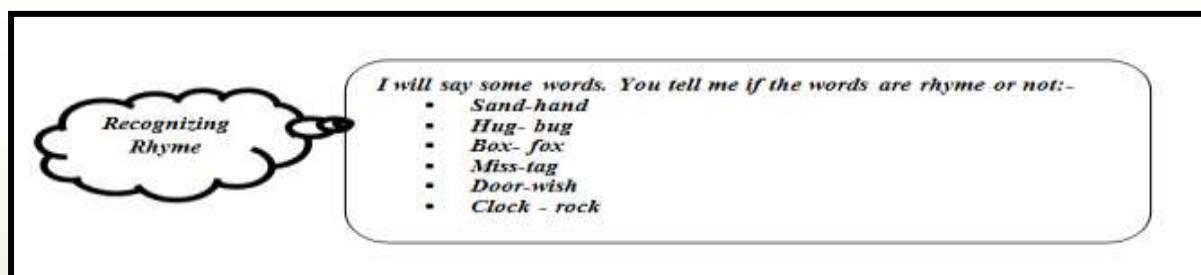
- The teacher tells students "rhyming is when two words end in the same sound. For example, these words rhyme: cat—hat, chair—hair".
- It is easier to recognize rhyming words than to generate them. When students' rhyme has been established, the teacher can move to activities that involve children in generating rhymes.
- Rhyming words sound the same at the end. Look and book are rhyming words , too. But not all words are rhyming words . Dog and door do not rhyme because dog ends with \og\ and door ends with \or\.



- The teacher and students would say the words "cat" "hat" and "tap", and students would identify "cat" and "hat" as the rhyming words.



Check whether students understand what you present through giving this exercise:-



- Once students can match rhyming words and identify odd one out, they are ready to move into production. This can be challenging for some students, and a supported way to bridge them into this skill is sentence closure using sound cues to help generate the target word.

Activities of Rhyming

- The word **bat** ends with the sound **-at**. *What is another word that rhymes with bat, or has an ending sound that is the same as **bat**? Write two or three words with their pictures.*
- =====

Rhyming Tic.Tac.Toe.

- Given a word, students will provide additional words that rhyme.

Materials Needed:

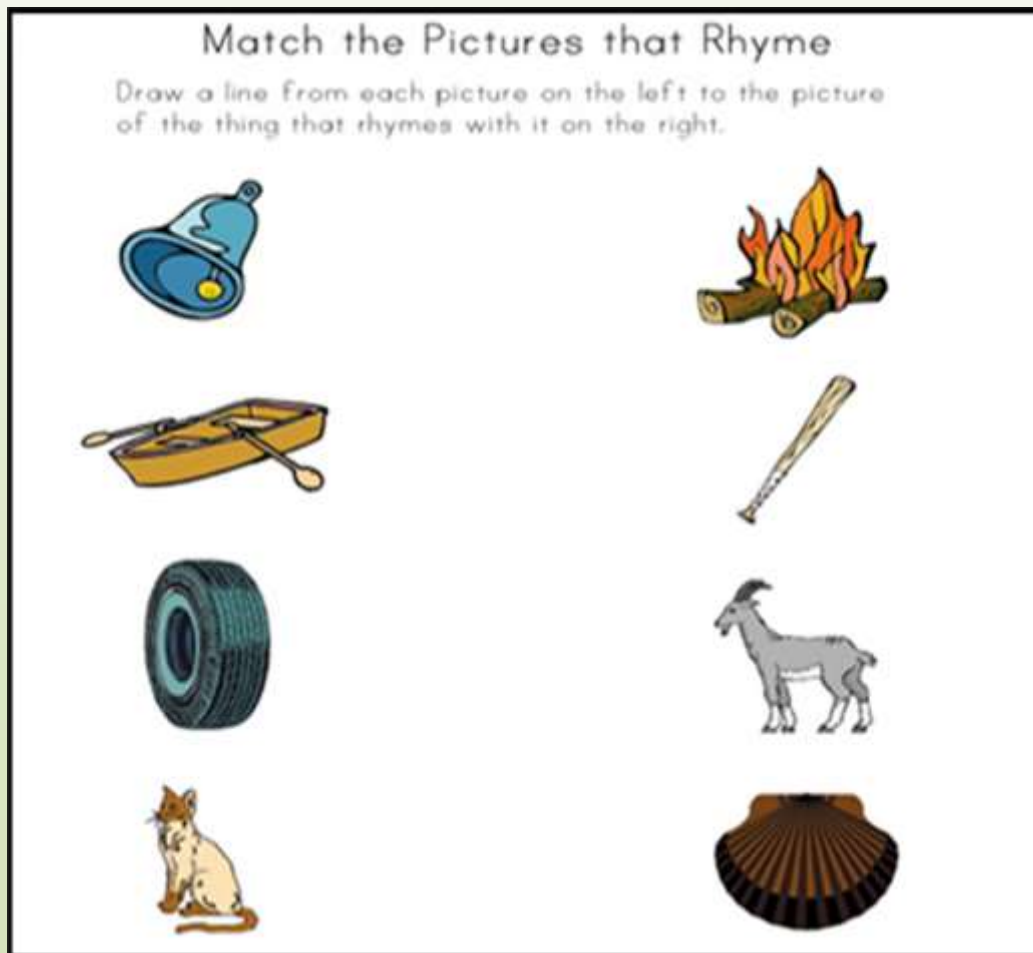
- A dry erase board, with tic-tac-toe spaces filled with target words and/or pictures of target words
- A dry erase marker and eraser.

Procedure/Steps

- If the group consists of more than two students, put the students into two teams, one for X and one for O.
- The first student or team picks the square on the board where they would like to put an X or O.
 - One from that team reads the word in that square, then, tells a word that rhymes. (For example, if the student picks the center space that says ten, he/she would read ten out loud, then, give a rhyming word for it, e.g., men, hen, then, etc.). The teacher decides whether acceptable rhyming words include real words and/or nonsense words.
 - If the word gives rhymes with the game board word, then that student or team places an X or O in that square. If it does not rhyme, then nothing on the board is changed.
 - The next student or team takes a turn.
 - Continue steps 2 through 4 until one student or team gets "tic-tac-toe," or until the board is full.

Rhyming Match-Up

- All you need for this activity are picture cards and/or word cards. You can draw simple pictures on notecards if you don't have picture cards in your classroom.
 - There is a couple of different ways you can play this game. The first option is to have students match pictures based on if they rhyme. They can match pairs of pictures or make a whole stack of pictures that rhyme.
 - The second option is to have students match the picture card to a rhyming word card. This gives them a little more practice with decoding CVC words. This option is a bit more advanced as they will use their phonics skills as well as their phonemic awareness skills.
- 1- This set of rhyming worksheets asks students to look at each picture and then draw a line to the picture on the other side of the page that rhymes.**






















Task (1)

Color rhyming words picture



Task (2)

That's Not a Rhyme!
Can you find the picture that does not rhyme?

Task (3)

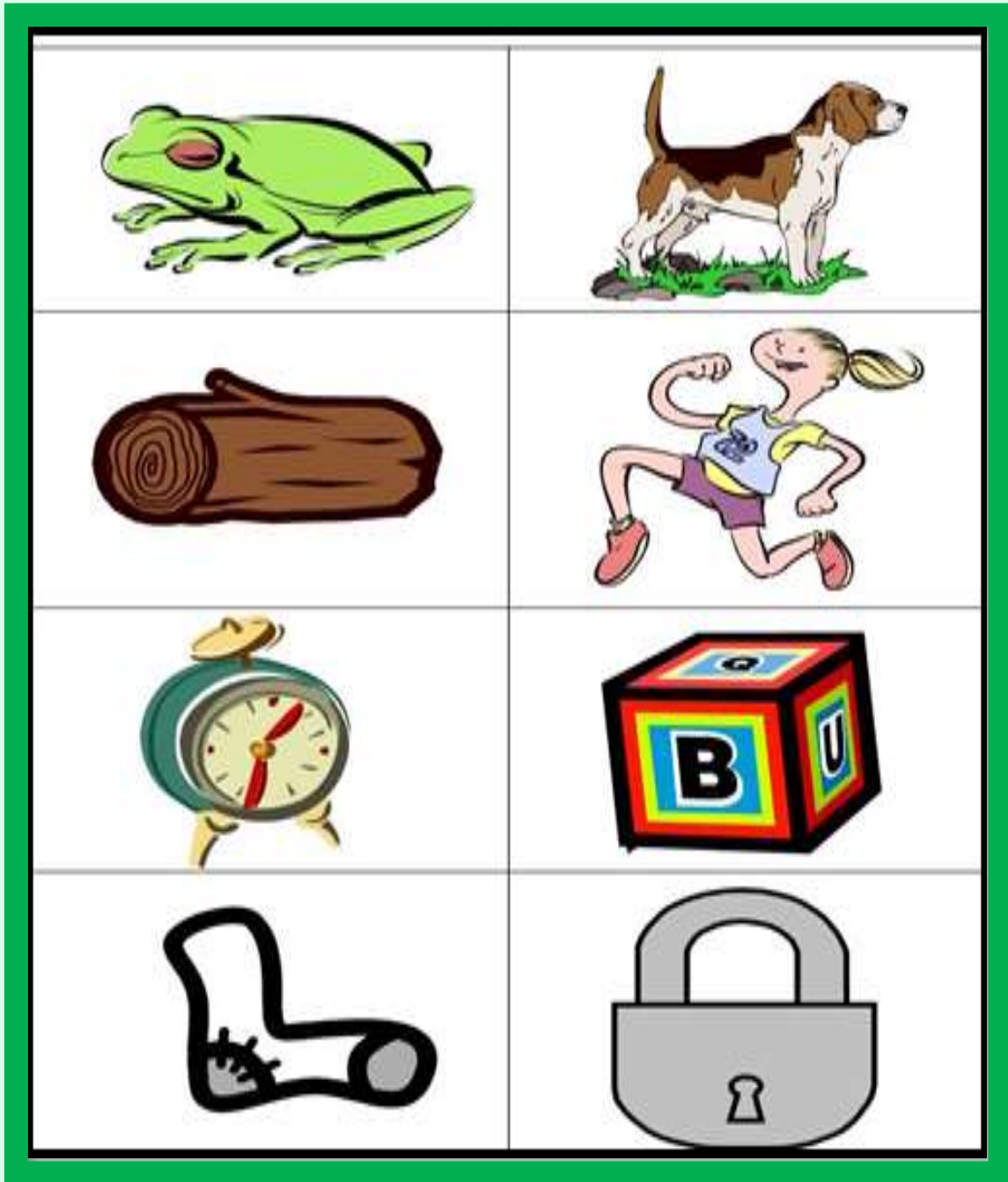
That's Not a Rhyme!

Can you find the picture that does not rhyme?



Task (3)

Circle the rhyming pictures:



Tips for the teacher

Using Mobile Application

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



- This application is a free application, students can download 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>

This app includes

- Rhyming Words in English.
- Many Rhyming Word's pronunciation.



Worksheets

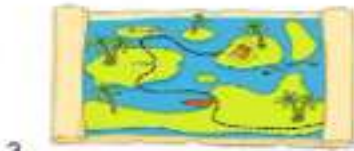
Say the name of the pictures and match them to the words that have it's the same ending sound.



a. nut



b. wig



c. bat



d. cap



e. can

<https://www.liveworksheets.com/kk2848664vk>



Match the rhyming words

Bear

Paid

Brush

Rush

Braid

Song

Full

There

Hair

Wear

Long

Wig

fig

Wool

<https://www.liveworksheets.com/jf1215164fb>



Name: _____

Date: _____



Rhyming Hot chocolate



Click onto the words on each cup that rhyme with the word on the melting chocolate.



LIVWORKSHEETS

<https://www.liveworksheets.com/vx2204359bb>



Theoretical Background on Rhyming

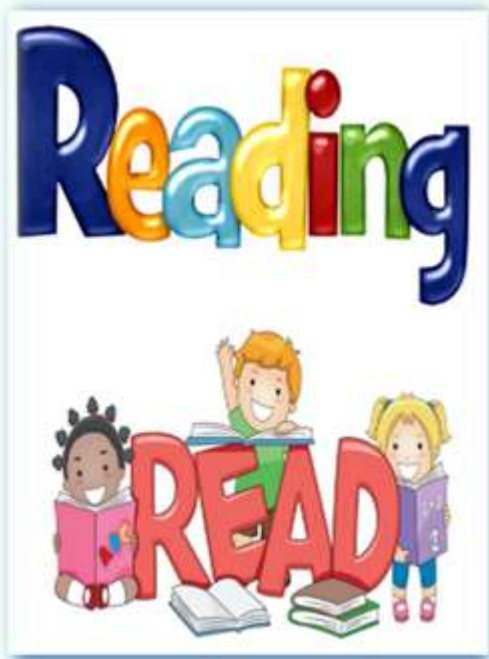
- ❖ "Rhyming is when two words end with the same sound. For example, these words rhyme: cat—hat, chair—hair".
- ❖ It is easier to recognize rhyming words than to generate rhyming words. When children's rhyme has been established, the teacher can move to activities that involve children in generating rhymes.
- ❖ Rhyming words sound the same at the end. Look and book are rhyming words , too. But not at all words are rhyming words . Dog and door do not rhyme because dog ends with \og\ and door ends with \or\.
- ❖ Once students can match rhyming words and identify odd one out, they are ready to move into production. This can be challenging for some students and a supported way to bridge them into this skill is sentence closure using sound cues to help generate the target word.

Resources

- Harper, L. J. (2011). Nursery rhyme knowledge and phonological awareness in preschool children. *The Journal of Language and Literacy Education* [Online], 7(1), 65-78
- Henterly, A. M.(2000).Developmental Spelling and Phonemic Awareness in Kindergarten. (An online Eric database full text, No.Ed 442115)
- 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.(2007a). *My book of rhyming words* .New York: Kumon Publishing, Inc.
- 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.theprintableprincess.com/rhyming-activities-for-kindergarten/0>
- https://www.freereading.net/wiki/Identifying_and_generating_rhyming_words,_body_part_game.html

Third Dimension

Reading Difficulties



Introduction

This dimension deals with reading difficulties that second grade students face . It includes interpretation skills , reading fluency and vocabulary difficulties. .

TOPICS

1

Intepretation Skills



2

Vocabulary Aspect

3

Reading Fluency

Topic One

Interpretation Skills

Indicators of the difficulty

- ❖ Refugee students have difficulties in asking and answering questions in reading material(interpretation skills).
- ❖ Refugee students have difficulties in replacing proper nouns in text with their pronouns referent.

Learning Outcomes

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

- ❖ Interpret reading materials.
- ❖ Answer questions out of the text.
- ❖ Read the text in order to learn and understand what is written "Reading to learn".
- ❖ Gain critical reading confidence skill.
- ❖ Practice responding to the text.
- ❖ Read and process what is read to improve comprehension.
- ❖ Replace proper nouns in text with their pronoun references.
- ❖ Replace nouns using subject and object pronouns.

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
- Websites

Additional Resources

- Common Classroom materials
- Personal Photos

Intervention Strategies

Game Technique

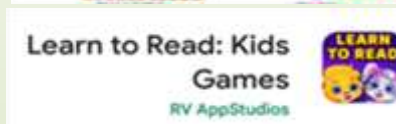
(Question Ball –Roll and Retell)



E-learning strategy (audio-visual, multimedia)



Mobile Based Learning (Mobile apps)such as:



Paired and choral reading method



Procedures of the Topic

Recognizing students' learning difficulties (Identifying interpretation skills)

- ❖ Discover your students' learning difficulties by identifying interpretation skills after using one of these methods:

First method:

Identifying Interpretation Skills Talk Show

- Set up a talk show with two chairs facing each other.
- Make two microphones out of paper tube or of other craft supplies.
- You are the host, and the pupil is a character in the given story text from his textbook (the student must imagine himself Omar).
- Read the text aloud with your pupil
- Ask questions about the character and check his interpretation.



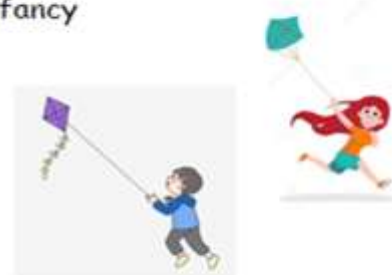
The Text

Flying Kite

It's a windy day. In the morning, Omar and his sister Hana make kites.
Hana paints her kite blue. It's plain.
Omar paints his kite purple and orange. It's fancy
It's In the afternoon, they fly their kites.
It's very windy. Both kites fly high.
It's time to go home.
"We had fun" said Omar.

Questions:

- 1) Who are you in the story?
- 2) Who is your sister?
- 3) Which color do you like more?
- 4) Why do kites fly high?
- 5) How do you feel at the end?



Second Method

Identify Pronoun Reference

Magnet Pronoun Game

- Try this visual activity to check your student's understanding of pronouns referents in text sentences:
- Write several simple sentences of the text on strips of paper:

The bird sits on the tree.
The boy sees the birds.
Mom calls the boy.
A dog is in barking.
My friend and I run away.
The birds fly away.
The boy and his mom are sad.

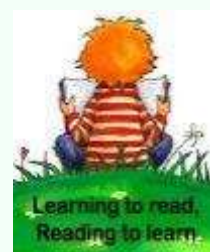


- Leave one sentence strip blank.
- Place magnets tap underneath the subject in the sentence.
- Cut up the blank sentences strip and write subject pronouns (I/ she / he/ it /they /we).
- Place magnets tap under pronoun strips (towards the bottom).
- Ask your student to read the sentences aloud and choose the correct subject pronoun.
- Now place the magnet tape pronoun strips on the board and ask your student to give nouns of his own related to each pronouns.

Remediation Technique

- Interpretation skill allows students to shift from "learning to read" to another acquisition which is "reading to learn". To give your students a chance to practice and strengthen their reading comprehension skills, introduce incorporating interactive games and activities that will help,
- Gain critical reading confidence skills, and practice responding to the text.
- To help your students develop stronger reading comprehension and interpretation skills, have your students read aloud which encourages them to go slower and get more time to process what they read and in turn improve reading comprehension.
- They are not only seeing the words, but they are also hearing them too.
- Provide interesting and right level texts which aren't too hard.
- Students should recognize 70% of the words, otherwise they will stop to figure out a word and that will forbid the pupil to focus on the overall meaning of the text.
- Reread to build fluency, so by reading smoothly, your pupil will gain meaning from text that will encourage interpretation.
- When your student is struggling with reading comprehension, try to help them with building their vocabulary or practicing phonics skills.
- Supply their class with reading, by introducing the text through prior knowledge to make it easier to promote reading comprehension.
- At the end talk about what they are reading through a verbal processing that helps them remember and think through the text read.
- Try to ask questions before, during, and after reading to encourage reading comprehension.

READING
to learn



Fluency



I can read accurately with expression
& understand what I read

- Do this through activities that allow collaboration and coordination in fun ways.



K.W.L. Chart

Topic _____

K	W	L
What I Already Know	What I Want to Know	What I Have Learned



https://www.liveworksheets.com/worksheets/en/English_language/Reading_comprehension/Comprehension_2_nm1084111me




DATTI MEGHE WORLD ACADEMY
SECTOR 16, AIRCOLI, NAVI MUMBAI 400786
ENGLISH LIVE WORKSHEET-2 (2020-2021) Grade: II Div: _____ Date: / /

TOPIC: COMPREHENSION

Q1. Read the passage and answer the following questions given below:

A Fish Out Of Water

My friends and I went to the park. The park had a lake. We saw a little orange fish. It had gotten out of the water. My friends and I helped put the fish back in the water.



- Where did the friends go? _____
- What did the park have? _____
- What color was the fish? _____
- Where did they put the fish? _____
- Do you have a pet fish? _____

Finish

- <https://whatistheurl.com/reading-comprehension-worksheets-for-2nd-grade/>



Read the passages and answer the questions given below:

My New Pet

My dad bought me a new pet. He is a cute little dog. He is sleepy, as he is little now.



My dad and mom help me to keep the dog clean. We have a doghouse where he stays. I play with him in the evening when I come home from school.

He is growing quickly. I love my new pet.

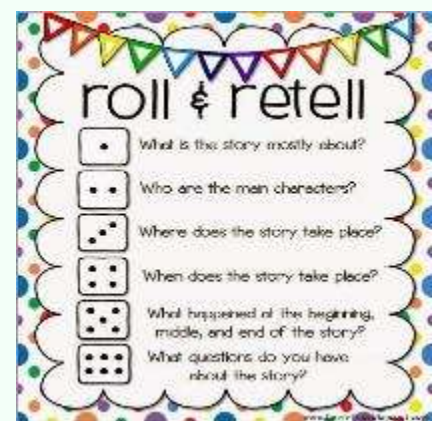
- Who is my new pet?
- Why is he sleepy?
- Who helps me to keep the dog clean?
- Where does my pet stay?
- I play with my pet in the evening. (True / False)
- My pet is growing _____

Please visit our site for worksheets and charts <https://whatistheurl.com/>

Activity 1 :

Roll and Retell

- Divide you students into two groups or play this as a partner activity.
- Use this printed sheet of roll and retell and the dice numbered faces are having comprehension questions or story elements for the reading text.
- Read the text from the textbook aloud with the students.
- Ask the pupil to role the dice.
- Go to the sheet to retell or answer the number that appears on the dice front face.
- Go rolling until the student cover all the dice dots number.
- To emphasize the comprehension and oral practice move to writing , ask your student to write the answers on the board and then read them aloud.



Tips for parents:

- Read, comprehend, or interpret with you student through:
- songs and rhymes to build phonics awareness.
- Make simple word cards at home.
- Engage your student in a print-rich environment.
- Play word games at home.

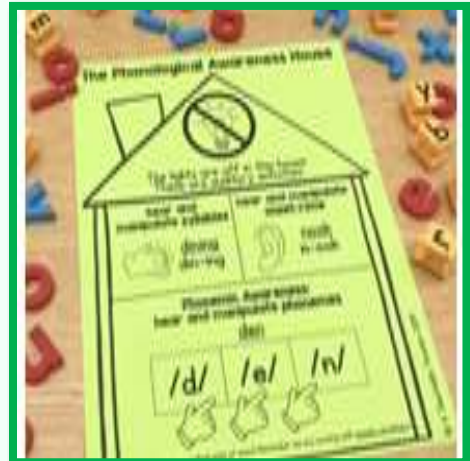
<https://littlelearningcorner.com/2019/05/nursery->

[rhymes-for-kids.html](https://littlelearningcorner.com/2019/05/nursery-rhymes-for-kids.html)

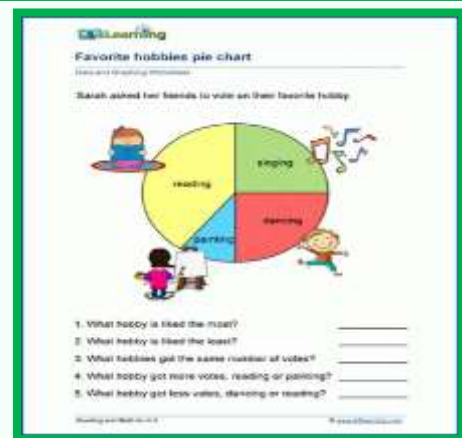


- Involve the different skills as phonemic awareness, phonics, vocabulary in reading comprehension

<https://www.ateachableteacher.com/phonological-awareness-vs-phonemic-awareness/>



- <https://www.k5learning.com/free-math-worksheets/second-grade-2/data-graphing/readingpie-charts>



<https://en.islcollective.com/english-esl-worksheets/search/reading+comprehension>



www.islcollective.com

Name: _____
 Class: _____

Part A: Read.

This is May. She's ten years old. She's tall and thin. She's got long brown hair. She's got brown eyes. She can sing and dance. She can't swim.

Every Monday, May reads Chinese books with her friends. Every Tuesday, she rides a bike to school. On Wednesdays, she plays music at school. On Thursdays, she visits English people with her friends. Every Friday, she cooks eggs at home.

Part B: Write the day please.

Part C: True or False.

1. May reads Chinese books. _____
 2. May rides a bike to school on Fridays. _____
 3. She plays music at home. _____
 4. She plays music at school on Wednesdays. _____
 5. She cooks pizza. _____

Part D: Please answer Yes or No.

1. Does May ride a bike on Mondays? _____
 2. Does May sing English songs? _____
 3. Does May cook on Fridays? _____
 4. Does she play music on Wednesdays? _____
 5. Does May read Chinese books on Tuesdays? _____

Activity2: Question Ball

- Practice questioning with Question Ball. Good readers need to comprehend what they read by questioning strategy.
- Read a story using paired reading strategy between students.
- Bring out the Question Ball and let the students look at it .
- Talk about the question words written on it .
- Play catch! Throw the ball to your student.
- When he catches it , use the question word that his/her left thumb lands on to form a question about the text read and ask your students about the story they read in pairs.



Question Ball

Teach kids to ask teacher-like questions to increase comprehension skills



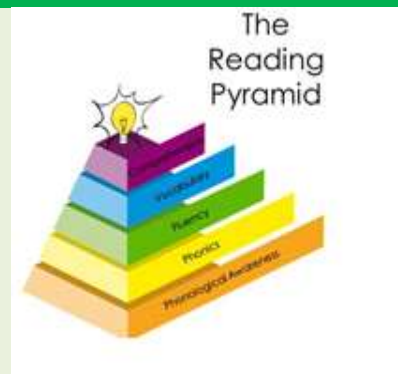
Tip:

- Becoming a good reader and developing comprehension skills is a cumulative process that takes place over many , many years .
- Activities and games as (Question Ball) won't increase reading comprehension overnight, but it will make learning the questioning strategy more fun.

<https://b->

[inspiredmama.com/kids-reading-](https://b-inspiredmama.com/kids-reading-)

[games/](https://b-inspiredmama.com/kids-reading-games/)



Pronoun Reference

- Pronouns are important parts of a sentence in a text. Pronouns take the place of nouns and keep nouns from being repetitive. To teach pronouns ask students to collect list of nouns.
- They can be people, places, and things from around the room- no pronouns at this point.
- Then have them write a sentence using the noun and corresponding sentence with the pronoun.
- For instances if a pupil picks their bags , their sentence might be ,
- **"I have a blue bag "** and the corresponding sentence could be
- **" I have a book in it" "bag"** is the replaced noun in the second sentence.
- This is a personal pronoun.
- The same can be done with any noun.
- Pronouns can replace the nouns when answering comprehension question out of text as:
- **What does the boy do?**
- **He plays football**

Activity 3

Pass the Pronoun

- All you need is a beach ball , a list of sentences , and some music.
- Start playing music.
- Have students pass the beach ball around the room. They can hand it , toss it or even spike it to each other.
- Stop the music and ask students to read the sentence in a coral reading.
- The student holding the ball restates the sentence with pronoun replacement to the underlined noun.
- Keep playing until the students get all the sentences correct, then you are sure they understand the skill.

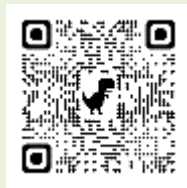


Tip:

- Playing educational games outdoors provide students not only with energy they need , but learning with fun as well.

<https://www.pinterest.com/pin/3400922093606845>

97/



Worksheets

Timed Worksheets :

- Another idea for a pronoun activity that you could infuse within your lesson is a worksheet .
- The printable worksheet below:
- Give students two minutes to match all of the pronouns listed on the worksheet.

PERSONAL PRONOUNS

Personal pronouns online exercise for elementary
Personal pronouns interactive activity...
www.liveworksheets.com

<https://www.liveworksheets.com/is1354868og>



<https://www.liveworksheets.com/is1354868og>

Subject pronouns- he she it



He

A boy



She

A girl



It

A thing or an animal

Circle the correct subject pronoun on each snowball.



He

She

It



He

She

It



He

She

It



He

She

It



He

She

It



He

She

It



He

She

It



He

She

It

This is a snowman.

It has a tall hat.



Mr. Greg's English Class



<https://www.mrgregenglish.com/>

Name: _____

Date: _____

Match the Pronouns

A. Instructions: Read each sentence. In the blank space after the sentence, write the correct pronoun or pronouns that replace the underlined nouns. If the pronoun is already in the sentence, repeat it on the line.

Subject Pronouns

I	he	we
you	it	they
she		

Object Pronouns

me	him	us
you	it	them
her		

	Subject	Object
Example: Sandy bought <u>a latte</u> from that coffee shop.	<u>She</u>	<u>it</u>
1. <u>Grandpa</u> wants to see <u>me</u> .	_____	_____
2. <u>My baseball team</u> wants <u>Charlie</u> to be captain.	_____	_____
3. <u>Mrs. Edwards</u> graded <u>the homework</u> .	_____	_____
4. <u>The audience</u> is excited to hear <u>the musicians</u> play.	_____	_____
5. <u>You</u> have to listen to <u>your mother</u> .	_____	_____
6. <u>The festival</u> is a lot of fun for <u>my friends and me</u> .	_____	_____
7. <u>Mr. Garcia</u> told <u>the neighbors</u> to be quieter.	_____	_____
8. <u>This movie</u> makes <u>my whole family</u> laugh.	_____	_____
9. <u>Those children</u> are teasing <u>me</u> .	_____	_____
10. Can <u>you</u> please wash <u>the dogs</u> ?	_____	_____

B. Instructions: Choose three of the sentences to rewrite with the pronouns you listed.

- _____
- _____
- _____



<https://grammar.yourdictionary.com/for-teachers/pronoun-activities.html>



<https://www.pinterest.com/pin/287597126182266774/>

<https://grammar.yourdictionary.com/for-teachers/pronoun-activities.htm>

<https://whatistheurl.com/reading-comprehension-for-grade-2-3/reading-comprehension-for-grade-2-rel-3-4/>



https://www.liveworksheets.com/worksheets/en/English_language/Reading_comprehension/Comprehension_2_nm1084111me



<https://whatistheurl.com/> Name : _____

Dentist

I am John and I am a dentist. I check your teeth and gums. Some patients come to my office with very bad toothaches. I treat all my patients properly and tell them to smile always. In my free time I love to sing.



- 1) John is a _____.
a) Doctor b) Teacher c) Dentist
- 2) John checks our teeth and _____.
a) hair b) tongue c) gums
- 3) How does John treat his patients?
a) properly b) badly c) happily
- 4) What does John love to do in his free time?
a) dance b) sing c) sleep

<https://whatistheurl.com/>

Please visit our site for worksheets and charts <https://whatistheurl.com/>

Q1. Read the passage and answer the following questions given below:

A Fish Out Of Water

My friends and I went to the park. The park had a lake. We saw a little orange fish. It had gotten out of the water. My friends and I helped put the fish back in the water.



1. Where did the friends go? _____
2. What did the park have? _____
3. What color was the fish? _____
4. Where did they put the fish? _____
5. Do you have a pet fish? _____

<https://www.liveworksheets.com/fk8537>

94pa



Read and choose TRUE or FALSE answer.

Hello friends, my name is Pauline.
I like to eat cake.
My favourite is chocolate cake.
Today, I bake a cake.
It is a chocolate cake again.
It is ten o'clock.
I can't wait to eat the chocolate cake.



- | | |
|-------------------------------------|--|
| 1. Hello friends, my name is Paul. | |
| 2. I like to eat cake. | |
| 3. My favourite cake is cheesecake. | |
| 4. Today, I bake a cake. | |
| 5. It is a cheesecake again. | |
| 6. It is ten o'clock. | |

Read and choose TRUE or FALSE answer.

Tommy is my friend.
Tommy is seven years old.
Tommy has a pet cat.
The cat has a pair of yellow eyes.
The cat has a short bushy tail.
Tommy loves his cat.



- | | |
|--|--|
| 7. Tommy is my brother. | |
| 8. Tommy is six years old. | |
| 9. Tommy has a pet cat. | |
| 10. The cat has a pair of yellow eyes. | |
| 11. The cat has a small bushy tail. | |
| 12. Tommy loves his cat. | |

<https://www.tes.com/teaching-resource/reading-comprehension-for-grade-2-12471181>



<https://whatistheurl.com/>

Name : _____

My little brother

I am Billy, he is my younger brother Thomas. He is 5 years old. He loves playing football. I help him with his studies. He is very cute and I love him



1. What is the name of Billy's little brother?

- a) John b) George c) Thomas

2. Her brother is _____ years old.

- a) 10 b) 5 c) 3

3. Which sport does he love to play?

- a) cricket b) hockey c) football

4. Who helps him in his studies?

- a) Billy b) mother c) father

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<https://www.pinterest.com/pin/572520171383451133/>



<https://whatistheurl.com/> Name : _____

My mom

I am George and she is my mother Franklin. My mother is a doctor. She plays with me and tells me bed time stories. She takes care of everyone in the family. She is the best mother in the world.



- 1) What is the name of the mother?
a) Franklin b) Polly c) Grace
- 2) Her mother is a _____.
a) teacher b) doctor c) homemaker
- 3) Who plays with George?
a) father b) mother c) grandmother
- 4) Mother takes care of _____ in the family.
a) everyone b) nobody c) George

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<https://whatistheurl.com/pronouns-worksheets-for-grade-2/pronouns-worksheets-for-grade-2-rel-2-2/>








<https://whatistheurl.com/>

Pronouns Worksheet

Q. Fill in the blanks with correct pronouns.

She	He	They
-----	----	------

1.  _____ is running.
2.  _____ is teaching.
3.  _____ are reading.
4.  _____ is thinking.
5.  _____ are studying.

<https://whatistheurl.com/>
Please visit our site for worksheets and charts <https://whatistheurl.com/>

<https://www.k5learning.com/free-grammar-worksheets/second-grade-2/pronouns/i-me>



K5 Learning
Pronouns – I or me
Grade 2 Pronouns Worksheet

Write **I** or **me** on the blank line in each sentence.

"I" and "me" are short words we substitute for someone's name in a sentence.

- _____ went to the store with mom.
- She bought _____ some new clothes.
- _____ tried them on first.
- Mom made sure they fit _____ well.
- Mom helped _____ with the shirt.
- _____ had trouble with the buttons.
- After shopping, mom and _____ went to the diner.
- Mom ordered a slice of pie for _____.
- _____ ate it in three bites.
- She smiled at _____.

Reading & Math for K-5 © www.k5learning.com

<https://www.superteacherworksheets.com/pronoun.html>



Name: _____

Pronouns

Match the word or group of words on the left with the corresponding pronoun on the right.

_____ 1. Pat and I	a. he
_____ 2. Joseph	b. she
_____ 3. Alysa	c. we
_____ 4. the big truck	d. they
_____ 5. Kevin and Martin	e. it

Write a pronoun that could replace the underlined word(s) in each sentence.

4. Joseph loves to sing. _____
7. Jennifer and Dad enjoy listening to Joseph's singing. _____
8. Joseph will sing a duet with Olivia. _____
9. Olivia has a beautiful voice too. _____
10. The concert will be tomorrow evening. _____
11. Freddie and I will be sitting in the front row. _____
12. Freddie will go with Joseph's parents. _____

Super Teacher Worksheets • www.superteacherworksheets.com



Pronouns



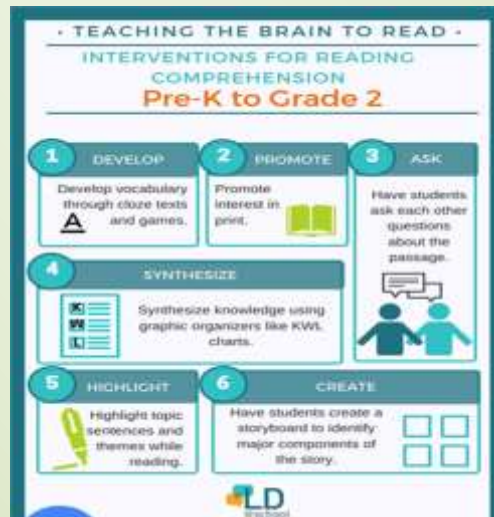
Choose the correct pronoun for the underlined words in the below sentences.

1. The train has stopped.
a. He b. She c. It D. They
2. The dog ran behind the car.
a. He b. It c. We d. They
3. Sita, Renu and Priya are friends.
a. He b. It c. We d. They
4. Nitin And I had breakfast.
a. It b. He c. They d. We
5. My dad is a doctor.
a. They b. It C. He d. She
6. The man is reading a book.
a. It b. She c. They d. He
8. Rosy is a bright student.
a. He b. She c. It D. They
9. Mom, dad and me went to a party.
a. They b. We c. He d. It

www.splendidmoms.co.in

Theoretical Background on Interpretation Skills

- Interpretation allows learners to think actively as they read.
- Experiences and knowledge of the word, vocabulary, a growing understanding, how language works, and reading strategies have made sense of what learners are reading. They are considered as reading basics and a resulting writing basics, where learners in this issue are becoming independent, active readers who ask and answer questions and think about what they're reading.
- Learners can tell what happened in the story and even can predict events.
- Pronouns are words that stand for a noun in text sentences. When pronouns are used, it should unmistakably clear which noun the pronoun is standing for.
- A faulty pronoun reference will result in a muddled sentence and a confused reader.



Resources

- <https://www.readingrockets.org/reading-101-guide-parents/second-grade/comprehension-activities-your-second-grader>
- <https://www.95percentgroup.com/blog/details/reading-comprehension-games-and-activities>
- <https://www.scholastic.com/parents/books-and-reading/reading-resources/developing-reading-skills/improve-reading-comprehension.html>
- <https://readingeggs.co.uk/articles/2018/09/16/teach-kids-to-read-at-home/>
- <https://images.app.goo.gl/mu9bQ1HWWWBrjrcf9>

Topic Two :Vocabulary Aspects

Indicators of the difficulty

- ❖ Refugee students have difficulties in knowing many sight words (e.g. it, they).
- ❖ Refugee students have difficulties in recognizing word or vocabulary .
- ❖ Refugee students have difficulties in remembering uncommon words .
- ❖ Refugees students have difficulties in explaining connection between what they read and prior knowledge.

Learning Outcomes

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

- ❖ Know many sight words from the list of grade 2.
- ❖ Read sight words in a small text.
- ❖ Acquire vocabulary recognition skill.
- ❖ Practice and recognize uncommon words that they have learned.
- ❖ Have the opportunity to communicate among each other using these words.
- ❖ Comprehend words out of text.
- ❖ Answer comprehension questions out of text.
- ❖ Explain connection between what they read and prior knowledge through games that keep their bodies and brains working accordingly.
- ❖ Develop students' vocabulary reading skills through daily life texts with prior knowledge.
- ❖ Integrate reading with listing, speaking, and writing skills.
- ❖ Teach vocabulary words out of context.
- ❖ Learn more complex vocabulary (prefix and suffix) using several strategies to recognize the meaning of new words.

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 Technique (Pingo, Scavenger Hunt)



- ❖ E-learning Strategy (Audio- Visual)



- ❖ Brainstorming Strategy.



- ❖ Graphic Organizers



- ❖ Paired Reading Method.



- ❖ Mobile Based Learning
- ❖ (Mobile apps) such as “Prodigy game “or Learn English Vocabulary – Kids”



Procedures of the Topic
Recognizing pupil's learning difficulty (Vocabulary Aspect)

- ❖ Discover your students learning difficulty for identifying vocabulary aspect after using one of these methods:

First method:

Popsicle Stick Match.



- ❖ Take two same colored Popsicle sticks and make them close to each other.
- ❖ Use a marker to write on both of them and then separate the two.
- ❖ Give a bunch of popsicle sticks with pairs of different colours and a sight word on both of them ,and ask the pupil to match and discover the sight word written on both sticks as she, when, this.....)
- ❖ Ask your pupil to read the common words on sticks.



Second Method:



- ❖ Act it accordingly with highlighted vocabulary.
- ❖ Read the text words aloud .
- ❖ Choose a list of highlighted words from the given text with their definition, antonym, or synonyms. (beautiful =nice. Remember #forget. Slowly #quickly. Bee: an insect that gives honey)
- ❖ Put the words each on a card and write their definitions, synonyms or antonyms on separated cards.
- ❖ Place the cards face down.
- ❖ Ask the student to turn over one card to try to match the word to the related definition, synonym, or antonym.
- ❖ If he/she doesn't get the match, he/she turns the card of the word back over.
- ❖ Follow the same step, but with picture cards.
- ❖ Count the cards with words covered.

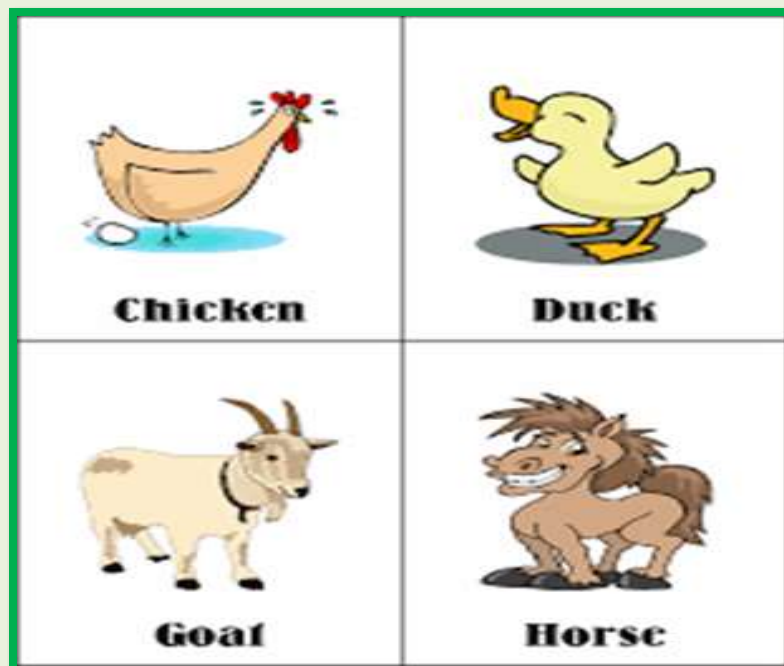
Text:

- ❖ One morning, I saw a beautiful bug with its nice black and red color on a flower. I first walked slowly ,and then ran quickly to catch it. The bug flew away. I tried to follow it ,but a yellow bee, an insect that gives honey, came over the flower. I remember that it would hurt me if I tried to catch it. Don't forget that.

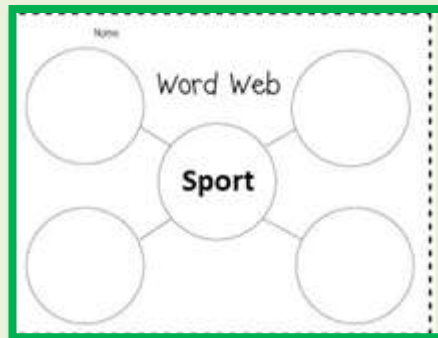
Third Method: Uncommon Words



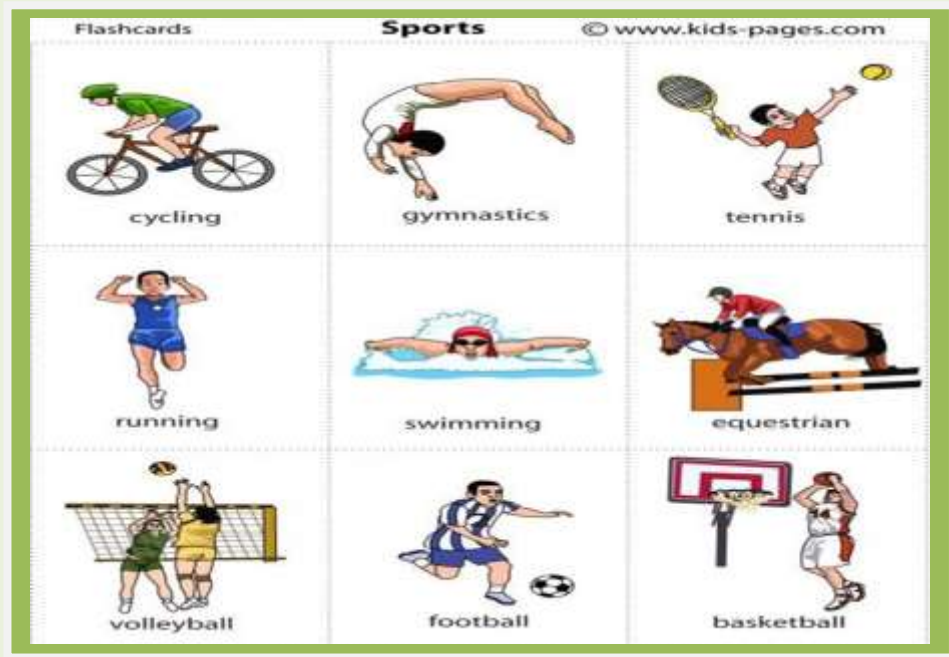
- ❖ Write a list of uncommon words on the board from student's textbook .
- ❖ Prepare cards each with the picture for the word .
- ❖ Give the student the picture card and asks him/her to erase the word related to it .
- ❖ If he/she misses erasing the correct word ,write the word again on the board and put the card in a box.
- ❖ If he/she erases the correct word hang the card on its place .



Fourth Method:



- ❖ Draw a web on the board and write in the middle the word "Sport"
- ❖ Give the student a set of vocab cards (some are related to the topic and others are not) (Run, play, eat, write, jump, exercise, sleep)
- ❖ Ask him/her to group them whether they fit in with the topic or they are odd.
- ❖ Let him/her stick the word card that fits in the web.



Remediation Techniques

- ❖ Teaching vocabulary through activities and teaching games makes it easy to be understood and used frequently by your students.
- ❖ You can introduce vocabulary by building background knowledge because even with vocabulary the students are not familiar with, they need to find ease with the content of the concept that is connected to that vocabulary word. So, make sure that they are interacting with different ideas that are connected with that through a story or attractive topic which is powerful to link in their memory, and it is in connection to their vocabulary words
- ❖ To build these vocabulary effectively, teacher has to a present picture or image for them, and students engage conversation about “what does the ... look like for them?”

“What do you know about it?”

- ❖ In this way they make a personal connection with what we are talking about.
- ❖ Second, turn the question "what do you know about..." around and have them get involved with the words you are talking about, so if the students will find difficulty, you can provide them with sentence about them so they will get engaged.
- ❖ “Word Map” or Web is another strategy students simply write down the definition, synonym, sentence, and draw a picture to help them know what the word means.

Name: Example Story Title: Phoenix and the Spelling Bee

Date: _____

Illustrate: Draw a picture for this word.

Define: Write the definition for this word.

WORD: astonished

Synonym: Write a word that has a similar meaning.

Sentence: Use the word in a sentence.

<http://www.illustrationsforchildren.com/Spelling-Contest>

- ❖ If your students get stuck in one of the pieces, help them to get adapted to them, as if they are stuck in drawing a picture, give them images to choose the right out of them.
- ❖ Another strategy in introducing vocabulary is the “Art of Root Analysis” in a way that makes it fun.
- ❖ Show them that word parts are like the parts of the puzzle with prefixes and suffixes or a song or a chant to tell what they mean.
- ❖ Make this activity use “re” and ask two students groups to go to which side of the classroom (to prefix side, or suffix side).
- ❖ Have them practice this by some worksheets

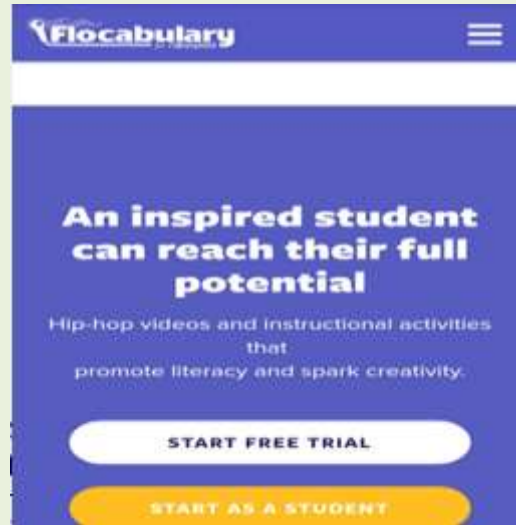


- ❖ **Other fun ways to teach vocabulary** are with songs since music is a universal language that students enjoy . It's such a great way to remember things and block vocabulary into the inner of their memory.



Flocabulary website:

<https://www.flocabulary.com>



- ❖ Flocabulary website is with tens of songs that students can listen to. If you teach the concept by putting it in a tune that students are familiar with and like more (as Twinkle Twinkle little star), so students can remember more.
- ❖ Then print the song for them and highlight all the vocab. words related to the topic. They love music while teaching content at the same time.
- ❖ An efficient technique to introduce vocabulary in your classroom is the game as vocabulary checkers where students get to play against each other, or Pingo, where they get familiar with different vocabulary .when playing Pingo instead of just putting a marker on a word, you can switch to find a word that is the antonym for this or find word that starts with a prefix, so student will be very interactive.
- ❖ Students will play against each other, thus improving speaking and integrating content academic language.

Worksheet :

About animal and their habitats

- ❖ <https://en.islcollective.com/download/english-esl-worksheets/vocabulary/animals/animals-and-their-habitats/110209>

Live worksheet for home

- ❖ Link work sheet drag and put about animals name
- ❖ <https://www.liveworksheets.com/ay1449527kp>
- ❖ <https://www.liveworksheets.com/oe53608pd>
- ❖ <https://www.liveworksheets.com/mp1208281yg>
- ❖ <https://www.liveworksheets.com/ke1332748ki>
- ❖ healthy habits worksheet:
- ❖ <https://www.liveworksheets.com/fz888706ha>
- ❖ <https://www.liveworksheets.com/fz951328ns>



WHAT PET IS IT?

LISTEN AND WRITE THE NUMBERS

1
2
3
4

5
6
7
8



Pet Show

Drag the words into the correct boxes.

cat

dog

rabbit

bird

elephant

duck

frog

lion

spider

rat



Healthy Habits worksheet:

My healthy habits' matching

I take a shower.



I wear clean clothes.



I comb my hair.



I wash my hands.



I brush my teeth.



I exercise.



I get enough sleep.



I eat healthy food.



I drink water.



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English as a Second Language (ESL)

Healthy Habits

Habit or unhealthy habits

Habit or unhealthy habits

This worksheet helps practicing healthy and unhealthy habits vocabulary

ID: 2019858

Language: English

School subject: English as a Second Language (ESL)

Grade/level: School

Age: 6-13

Main content: Healthy Habits

Other contents: Unhealthy habits

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Connect to the World

Start connecting and sharing with people you know. See the latest from your community.

facebook.com

Join Now

Habits

Drink water

Sleep late

Play sports

Do exercise

Eat junk food

Eat healthy food

Smoke

Match

178

Name: _____

MATCH THE ANIMAL WITH ITS BABY.



Cat



Dog



Hen



Sheep



Horse



Puppy



Lamb



Kitten



Foal



Chick

K W L Chart :

- ❖ KWL is a methodology you can follow to show the connection between what the students read and prior knowledge.
- ❖ K= what do you Know about the topic?
- ❖ W= what do you want to learn about the topic?
- ❖ L=what do you learn and what have you learned about the topic?

K.W.L. Chart		
Topic: _____		
K	W	L
What I Already Know	What I Want to Know	What I Have Learned

- ❖ You can keep the KWL Chart up displayed on the classroom wall, to reuse it again by wiping it clean.
- ❖ Present on the board the big poster of the text with its title :



Animals and their Homes

- ❖ Have students brainstorm about what they already know about types of animals and their habitats or homes.
- ❖ You can work with your students individually or by setting up pairs or small group discussion.
- ❖ Elicit the ideas and write them on the chart "K" column then ask the students to think about things they need to Know about types of animals and their habitats by grouping them into two categories or heading to help students classify more effectively.
- ❖ Write their questions on the "W" column, which will include vocabulary word about animals' type and habitat.
- ❖ Now read the text with your students making connection between what you are reading ,especially the vocab words that you previously highlighted , and the illustration poster.
- ❖ Look closely at the middle column" W ": what do you know about the topic?
- ❖ Ask students if they now know the answers to their questions about names and habitats of the animals.
- ❖ If they do, this information can be moved over to start filling in the third column so that students can see that learning these vocab word has already taken place.

- ❖ Check if students can answer any more questions related to more vocabulary words you want them to know. Then elicit more information about what they have learned and add it to the right in the third column.
- ❖ Then estimate their understanding later by playing with them.

Find The Secret Word

- ❖ Turn the reading text into a scavenger hunt. Ask your students to look at the text in their book.

Animals		
K	W	L
What I know	What I want to know	What I have learnt
		

Animals and their Habitats

They aren't little, there are a lot of animals in the world.







They live in many habitats or homes.

Some birds live in the nests over the trees.

Tigers and lions live in the forest or woods. Fish live in the sea or rivers.

Bees live in hives.

Cows and sheep live in the farm with hens and cocks.

Animals and their homes							
							
horse	cat	cow	duck	hen	bird	pig	dog
							
basket	stable	barn	nest	pond	coop	sty	kennel

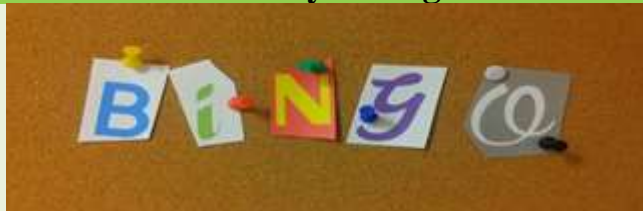
ANIMALS – WHERE DO THEY LIVE/SLEEP?

Join the animal to its' home/bed



- ❖ Speak the first secret word. Once they find it , have them circle it then write it in a list on the board.
- ❖ Keep this word search up for as long word as you could find out that your students recognize these words well.
- ❖ Use a set of picture cards related to these words and ask them to stick each card beside its word.
- ❖ Celebrate everyone reaching the end with a classroom dance party which is a great way to keep students moving and learning actively.
- ❖ To make the game more challenging, once your students are feeling more confident, add a new twist by asking them to find the words synonyms or antonym in the text.(little # a lot of. Habitat= home. Forest= woods)

Activity: Bingo



- ❖ In order to practice recognizing uncommon words that they don't have the opportunity to hear them, key word Bingo is effective, with its calm alternative.
- ❖ Have each student work individually in the game of Bingo.
- ❖ Choose a grade level text as shown below and compile a list of vocab words from it.
- ❖ Read each word aloud, giving about 5 seconds before moving on to the next.
- ❖ It's a race against your clock to find the words, so the student can try to remember them while looking for the others .When he finds the words, he can mark them out. .Once the list is done, allow 20 more seconds to wrap up any remaining words.
- ❖ Ask your student to give a definition, draw a picture, or stick a card on the word.



- ❖ To integrate writing, ask your student to choose five of these words and use them in sentences of his own.
- ❖ Ask your students to use them in a paragraph for more challenge.
- ❖ Try using a “word wall” to encourage students to focus on learning these new vocab. words .
- ❖ It is easy to create, simply type or handwrite the list of the vocabulary words being taught in large letters and hang them up on a bulletin board or a wall where students can see it every day.
- ❖ Be sure to add new words throughout the year so that your students deepen their knowledge of unknown words with their meaning as they don't practice using or hearing them in their own surrounding.



- ❖ You can invite your students to take part in creating a bigger wall and add picture, synonym, antonym, prefix, suffix.....etc. to each word.
- ❖ If they have trouble grasping the meaning of specific word, add synonym to ease that. Word wall is a great fun way to develop vocabulary skills.

Suggested Text:

Good Friend



It's Monday and Adel was waiting for his friend Samir to come to school. But he didn't. The teacher said "Samir is very sick; he is absent today"

Adel was very sad. In the afternoon he went with his friend to visit Samir at home. They took with them a bunch of flowers since Samir likes that. Adel told him that he would send him all tasks they would take at school. Two days later, Samir returned to school feeling well. Adel had prepared for him the lessons and homework that were taken four days ago. Samir thanked him for helping.

Paired Reading Method:



- ❖ You can practice Paired Reading Method with your students after recognizing the vocabulary words in order to improve reading and identifying vocabulary out of context.

Paired Reading Steps:

- ❖ Read the text with your student.
- ❖ When your student taps your hand, let the student read alone as you follow along silently.
- ❖ If the student reads a word wrong, skip a word, or s/he doesn't know a word (5-second rule):
 - ❖ Point to the word.
 - ❖ Tell him/her the word.
 - ❖ Have him/her repeat the word.
 - ❖ Join him/her in reading aloud again

Tips for Parents:

- ❖ Elaborate a new word your child has taken at school by connecting it to something your child knows.
- ❖ Then use it in a sentence about this thing.
- ❖ Moreover, reinforce by using it at home in the weeks ahead.
- ❖ Don't forget to write it on a card and hang it in his room or on the refrigerator.



SIGHT WORDS

- ❖ Sight words help promote reading comprehension. They provide clues to the context. If the pupil is familiar with the sight words, he may be able to decode the meaning of the sentence and even the paragraph by reading the sight words.

Activity

- ❖ Sight word game : Swat the Bug/Worms
- ❖ Prepare 10 plastic apples or red apples card and stick the ten sight word labels each on a card .
- ❖ Give your student a basket to collect apples.
- ❖ Let him/her hold a fly-swatter in his/her hand .
- ❖ Say to him/her "oh no, the bug is going to eat one of my apples, the worm is climbing on my apples, the worm is on the apple ."
- ❖ Tell your student to say the sight word as s/he is swatting the bug.



Activity 2. Sight Word Scavenger Hunt



- ❖ Use a sheet with 6 blank boxes on it as shown in the figure.
- ❖ All these boxes are of the same size as the sticky notes cards. Write a sight word sentence in each box and have student review them well.
- ❖ Pay attention to underline the sight word so student will focus on.
- ❖ Spread the sticky note cards with the matching sight word in all the classroom and ask your student to run and fetch the sight word, read it out aloud, match it, and put it on the sight word sentence on the box.
- ❖ You can spread 12 sight words but only six will match.
- ❖ Keep your pupil get energy running and looking for sight words with fun.

Tips for the teachers

UNCOMMON WORDS



Keep the following four helpful hints in mind when teaching vocabulary :

- ❖ Provide a simple definition for the new word which is kid-friendly.
Ex: enormous=really big
- ❖ Offer an example that makes sense within their daily life and kid-friendly.
" the watermelon is enormous and really big"
- ❖ Encourage your student to develop his own example :
"think of an enormous object, something really big you saw today"
- ❖ Keep the new words active within your classroom.
- ❖ Hang them on the wall and over the next days and weeks, take advantage of opportunities to use each new vocabulary word in conversation since they will not have the chance to hear them in their environment.

Activity:

Make Word Cards

- ❖ Word cards help students to develop their ability to learn new words and highlight their meaning so get your students create their own word cards.
- ❖ First get a beach ball and write the meaning of vocabulary words on each section with a marker.
- ❖ Have students stand in a circle and play some music. Roll or throw the ball into the circle and have students roll or throw the ball to each other until the music stops.
- ❖ When it stops, the last student to catch the ball has to give the word for the meaning his/her thumb is touching.
- ❖ If s/he failed, start the music again. If s/he knows the correct word, ask her/him to write it on the blank card , with its correct spelling and put the toy related to over it (he got from home) .
- ❖ Ask her/him to go to the text of these vocabulary on their textbook and highlight or circle the word.
- ❖ Read the text aloud and ask the following comprehension question to check their understanding.



Eating Healthy Food

In the word of a **bee** on a **log**.

Eating **right** is never **wrong**.

Eating makes you **healthy** and **strong**.

To all those **junk food**, simply say "No" "Wrong".

So, if you want to be **fit**, healthy and strong.

Eat healthy food and run along.



i. Choose the correct answer:

1. The bee is

a) On top

b) On a log

c) In a box

2. Eating makes you

a) weak

b) sick

c) healthy

3. To be strong ,eat

a) healthy food

b) junk food

c) fast food

4. The antonym of right is-----

a) healthy

b) log

c) wrong

5. The antonym of healthy food :

a) junk food

b) fresh food

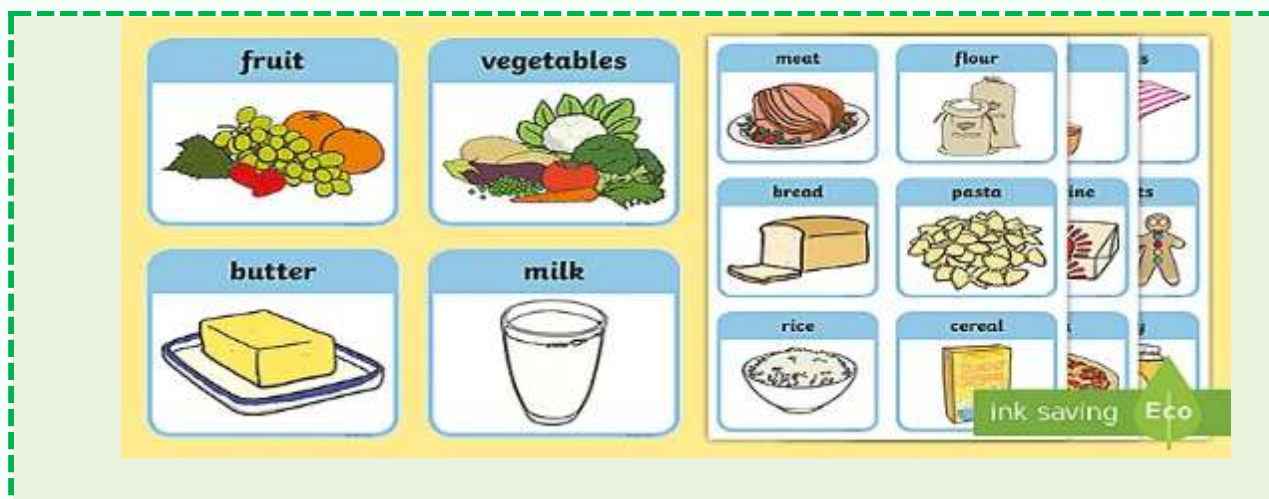
c) tasty food

ii. Name three traits when you eat right

1. I am

2. I am

3. I am.....



Tips

- ❖ Kids often need to hear a new word in context ten times or more before they "know" that word.



Create a "word wall table".

- ❖ Students will add words they don't know from the books they are reading.
- ❖ Have students write the meaning and add a picture.



-
- PICTIONARY GAME

-
- WORD SEARCH PUZZLE**
- animals*
- | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| R | O | W | H | A | L | E | A | F | H |
| A | J | X | O | W | E | K | T | M | E |
| L | A | M | K | A | O | P | L | V | D |
| L | I | O | N | S | L | A | J | I | G |
| I | A | N | O | M | I | R | U | E | E |
| G | Z | K | Y | A | N | R | X | N | H |
| A | C | E | A | R | I | O | U | N | O |
| T | O | Y | A | K | V | T | P | I | G |
| O | K | G | E | O | M | C | S | P | D |
| R | A | B | B | I | T | M | D | O | G |

word beach



Word cookies



- ❖ <https://blog.teacherspayteachers.com/10-games-play-vocabulary-words/>
- ❖ <https://schools.magoosh.com/schools-blog/9-classroom-vocabulary-games-to-use-with-your-students>
- ❖ Since your child will learn more through playing games.
- ❖ Go to the following website to play games with your child.









Worksheets

Families Work! Grade 2 Riyadh Schools

Name:

Choose the correct word to complete each sentence.

chores - cost - customers - check - job - tools - spend - checks

1. Dad and Mom _____ to see if the baby is sleeping. 
2. I _____ my money to buy some juice. 
3. The _____ buy fish at the store. 
4. He keeps his _____ in the box. 
5. I can _____ a book at the library. 
6. One of my _____ is to make my bed. 
7. How much does it _____? 
8. She got a new _____. 

<https://drive.google.com/file/d/1QwJONBNuWLCLUES0iOxk4APUuWA0ySE/view?usp=sharing>



Vocabulary

Q1: Match the words with the pictures:

present

tennis

clothes



Q2: Choose the right word:



write

paint



think

stick



crisps

sandwiches



swimming

singing

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ENGLISH DEPARTMENT

GRADE 2 UNIT 1 CONTENT WORDS Listen and repeat



It's a **classroom**.



He is a **boy**.



It's a **board**.



She is a **girl**.



They are **friends**.



It's a **playground**.



I'm reading a **story**.



It's a **cake**.



It's a **paper**.



It's a **chair**.



It's a **picture**.



minus plus equals



<https://drive.google.com/file/d/1QwJONBNUwLCLUES0iOxk4APUuWA0ySE/view?usp=sharing>



Read and Match:

1 Read and match.

I can jump like a frog!

I can swim like a fish!

I can dance like a chimp!

I can sing like a bird!

a

b

c

d

LIVEWORKSHEETS

<https://www.liveworksheets.com/nu1612312lm>



Read the text and choose the correct answer



Look! This is a park. Can you see the boys and girls in the park?
Where are their toys? Can you help?

1.  This is Toby.
His toy is under a tree.

2.  Her name is Sara.
Her toy is on the slide.

3.  His name is Pete.
His toy is in the football net.

4.  This is Anna.
Her toy is under the swing.



1.  This is _____ frisbee.



2.  This is _____ kite.



3.  This is _____ car.



4.  This is _____ doll.

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Bedroom Vocabulary Worksheet

ENGLISON.COM

1. Match the pictures with the words in the box.

1- Pillow

4- Alarm clock

7- Bookshelf

2- Balanced-arm lamp

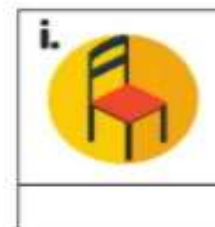
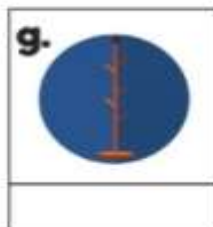
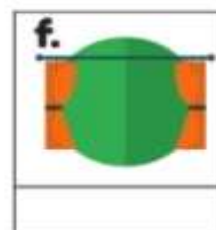
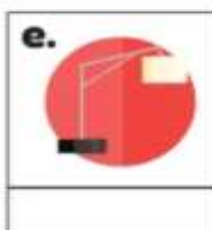
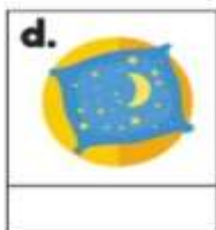
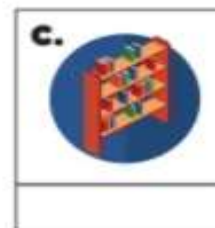
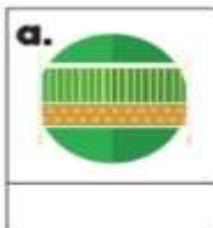
5- Crib

8- Curtains

3- Coat Rack

6- Chair

9- Bed



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Theoretical Background on Reading Aspect

- ❖ Vocabulary plays an important role in learning how to read.
- ❖ Second graders must use the word they hear to make sense of the word they see in print. Vocabulary is a key to reading comprehension. Students cannot understand what they are reading without knowing what most of the words mean.
- ❖ What happened when we introduce new words without existing prior knowledge base? Blank stares would likely be seen, akin to a deep headlight. So knowledge indeed affects word identification, as poor readers with prior knowledge read and comprehend the text more effectively, and made fewer errors than those without prior knowledge.
- ❖ Practicing uncommon vocabulary word will improve communication, listening, speaking, reading and writing.
- ❖ Vocabulary enrichment activities are a great way to focus student's attention on new or unfamiliar words in an effort to help them incorporate new vocabulary into their personal word bank.
- ❖ Vocabulary recognition as well as sight word identification are the edge parts of the bridge that leads towards improving the reading which will affect other skills recognition and consequently language acquisition.

Resources

How to teach sight words:

- ❖ <https://youtu.be/YoOu7FPZss>

Important Vocabulary games and classroom vocab

- ❖ <https://www.focabulary.com>

Teaching Vocabulary Activities and ESL Teaching Games for ESL

- ❖ <https://youtu.be/v4OUdfqXArU>
- ❖ <https://www.prodigygame.com/main/en/blog/word-games-for-kids/>
- ❖ <https://www.teachingenglish.ory.uk/article/prior-knowledge>

Idea to teach vocabulary to kids

- ❖ <https://youyu.be/-YK--5/Vds>

How to do paired reading:

- ❖ <https://www.colheights.k12.mn.us>

For More Work Sheets:

- ❖ <https://images.app.goo.gl/LEtPqn8vZzv8Rsso7>
- ❖ <https://images.app.goo.gl/BbJNXV5CuwnDadSK8>
- ❖ <https://images.app.goo.gl/13uAnvdobLR9gLpaA>
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Topic Three

Reading Fluency

Indicators of the difficulty

- ❖ Refugee students have difficulties in reading aloud .
- ❖ Refugee students have difficulties in reading different types of reading texts to obtain information and show enjoyment.
- ❖ Refugee students have difficulties in reading independently to acquire information.
- ❖ Refugee students have difficulties in explaining connection between what they read and prior knowledge.

Learning Outcomes

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

- ❖ Read aloud .
- ❖ Read fluently with accuracy and expression to ease comprehension.
- ❖ Collaborate and communicate to achieve reading goals.
- ❖ Read different types of reading texts to obtain information and show enjoyment.
- ❖ Develop fluency reading skills for text related to their daily life activities or amusing stories.
- ❖ Express the other feeling, when taking roles in a play of other characters.
- ❖ Read independently to acquire knowledge.
- ❖ Predict and brainstorm through illustration related to the contents and through title.
- ❖ Use cooperation and collaboration strategy to improve "Reading to Learn " and not "Learning to Read" only.
- ❖ Understand texts and use critical thinking to conclude.
- ❖ Make connection between what they read and prior knowledge.
- ❖ Connect the use of illustration to improve reading and related writing skills.
- ❖ Integrate speaking, listening , and writing skill with the reading skills.

Learning Resources

Paper Resources :

- Student's Book- Handouts.

Visual Resources :

- Models.
- Visual aids
- Audio aids
- Realia
- Rhyming
- Cards
- Pictures

Electronic Resources:

- Mobile applications
- Computers
- YouTube videos
- Websites

Additional Resources

- Common Classroom materials

Intervention Strategies

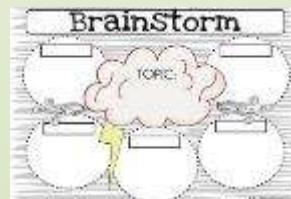
- Game technique:
Such as (Jigsaw/Scavenger hunt)



- E-Learning
- Collaborative strategy



- Brainstorming
- Reading theater
- Choral and repeated reading



Procedures of the Topic

Recognize student's learning difficulties (**Reading Fluency**).

- Discover your students' learning difficulties by identifying reading fluency skills after using one of these methods:

First Method

- ❖ Read aloud
- ❖ Dictating aloud
- ❖ Choose a paragraph from a given text from your student's book. (with 7 sentences).
- ❖ Ask your student to become the teacher and stand on the other side of class while you are standing at the board.
- ❖ Ask him/her to read the paragraph for the first time.
- ❖ Then ask him/her to dictate it for you.
- ❖ The sentence you hear well, write it on the board. The sentence you don't hear well, since his/her voice is not loud enough, draw a line in place of it.
- ❖ Count the number of lines and that of sentences heard and written.



Second Method :

Reading for Information and Enjoyment

Bull's Eye Target Game

- ❖ Print the target game on board.
- ❖ Assign the text from student's book, so your student will read the sentences fluently and check for the target information.
- ❖ Ask your student to put his/her game piece on the outer ring.
- ❖ Your student reads 2 lines paragraph. If s/he reads it smoothly without any mistake, s/he advances to the second ring.
- ❖ If s/he reaches the second ring, ask him/her a question to obtain specific information. If s/he answers correctly, s/he advances to the bull eye. If not , s/he will stay away.

The Text :

Two animals race to the red line.
They are

a rabbit and a turtle.

The rabbit is fast but lazy.

The turtle is slow but smart.

One animal wins.



- ❖ The information question:
Who wins ?Why?

Third Method

Reading Independently For Information

Text:

Animals

Some animals live in water. They are fish,



Jellyfish,



shark, and



whales.

Some live on land. They are lions, tigers,



Cats and dogs.



Some live on both land and water.
They are turtle and crabs.



- ❖ Choose a text about "Animals" from the pupil's textbook with illustrations.
- ❖ Prepare three different plastic plates :
- ❖ One for water habitat.
- ❖ One for land habitat.
- ❖ And one for both.
- ❖ Ask the pupil to read the text independently.
- ❖ Ask your pupil to sort the animals according to the following question.
- ❖ Which animals live on land? In water? In both?
- ❖ Your pupil has to take the flash cards with the animal's name and fill in the right plate..
- ❖ Check the plates with their animals for correction.



Fourth Method

Reading and Prior Knowledge

- ❖ Select a text from the student's textbook.
- ❖ Prepare two groups of discussion questions about the content of the text :
- ❖ One related to the text and the other related to own information.
- ❖ Give the “own information” questions to the students before they read the text.
- ❖ Ask him to read the question and answer:
 1. Do you like fruit?
 2. Do you think fruit are healthy for you?
 3. Which fruit do you like more?
 4. Count the fruits you know?
 5. Name a red fruit.

Fruits

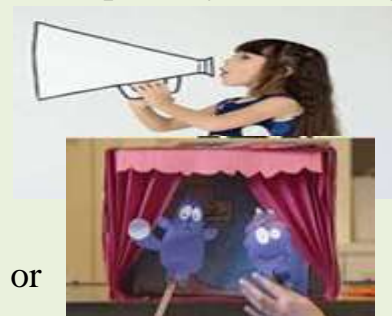
Fruits are many sizes and colors.
Apples are red and yellow.
Apricots are orange.
Bananas are yellow.
We always make fruit salad.
It is healthy and makes our body strong.



- ❖ Now ask him/her to read the text ,then answer the following questions:
 1. Which fruit is orange?
 2. What is the color of apples?
 3. How is your body when you eat fruit?
- ❖ Collect the correct answers in both question groups.
- ❖ Then ask him/her to reread the text to
- ❖ Check for fluency.

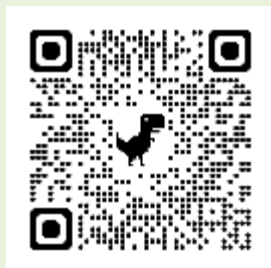
Remediation Techniques

- ❖ Choose the type of book for second graders that must focus on excitement, so students get enjoyed while they are reading, and as a result become attractive to English language reading.
- ❖ Reading aloud will add a bit more excitement to any text especially when using different voice tones for dramatic part . You can take turns reading aloud together, choose a character role in a play, or you can ask your students to use their imagination by drawing pictures of what they are reading.
- ❖ Act out a scene, put on a character puppet show, or make up alternative ending.
- ❖ Try to ask your students to go to the library and choose some title books that are related to their interests, whether it's sport, animals, plants or something . They can read it in a pre-creating area . There, your student can read and relax on his own.
- ❖ Make connection between what your students read and their prior experience or knowledge.
- ❖ If the text they read is about adventure, take them on a camping trip or if it is about animals, take them to the zoo, and so on.
- ❖ Try to brainstorm about the topic depending on the discussion done about the activity they have had before during the trip.
- ❖ To help them read loudly, use an auditory text.
- ❖ For students who find reading frustrating, and they fear to make mistakes during reading, audio texts are a great alternative to help make reading not only more enjoyable by more accurate while you are helping your pupil improve her/his comprehension skills.
- ❖ Incorporating digital technology in reading is very important and enthusiastic, such as online libraries , interactive e book, voice over, and even augmented reality.

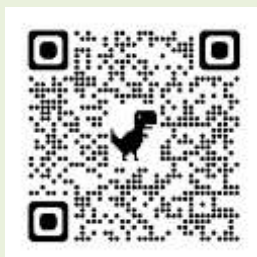


- ❖ Try Free Online Books Second Grade:
- ❖ Wilbooks or 2nd Grade Short Stories Reading Comprehension .
- ❖ <https://www.wilbooks.com/free-resources-free-online-books-second-grade>

❖



- ❖ Second grade reading short story
- ❖ <https://worksheetsplus.com/Reading/more2ndGrReadingQuiz.htm>



Reading Comprehension All Grades

2nd Grade Reading Comprehension Stories

Funny Stories

 **Charlie and the Frog**
 Charlie was walking home from school one day and saw a frog on the road. The frog hopped over to Charlie and started to speak. [Read more.](#)

 **Four Happy Penguins**
 A man at the gas station asks Molly, "Why are four

Informational Text

 **If Hamsters Could Talk**
 Most people think that hamsters are just cute little pets. I am pretty cute, but there is a lot more to know about me. [Read more.](#)

 **If Dolphins Could Talk**
 I am one of the smartest mammals on earth. It's very true. [Read more.](#)

- ❖ In addition, when your student reads aloud, s/he will learn how to make sense of the word. Reading aloud will improve his/her information processing skills, vocabulary, and comprehension.
- ❖ Start reading aloud for your student in order to motivate him/her to read and increase attention span.
- ❖ S/He can build Connections between spoken and written word.
- ❖ Moreover, the enjoyment and reading confidence that s/he acquires, could strengthen his/her cognitive ability to understand the text more.



Tip for Parents

- ❖ Reading aloud with children provides benefits for you too.
- ❖ The quality time spent together promotes bonding and strengthens relationships, making it easier for children to develop their social communication and inter personal skills.

Tip for Teachers

- ❖ When your pupil learns to read loudly , the text or the story s/he is reading will explore particular emotions that will help him to accept his/her own feeling and understand how others feel. Read aloud together some little stories that can help your pupil feel more comfortable discussing his/her emotion with others.

Activity:
Reading Aloud
Scavenger Hunt



- ❖ Your pupil will be an explorer on a mission to find hidden treasures of the reading sentences through scavenger hunt.
- ❖ Select a reading text from the textbook.
- ❖ Write each sentence of the text on a flash card.
- ❖ Hide them around the classroom, outdoor or indoor.
- ❖ Ask your student to look for the sentence and read them loudly from his/her place so you can hear and write them on the board . If s/he doesn't read loudly, you can't write on the board.
- ❖ When it's over ask him/her to read the text sentences from the board fluently and loudly. If s/he fails , erase the sentence that s/he doesn't read with the right fluent way, and s/he has to look for it again, reread loudly. Then you have to write it again and s/he has to reread it out of text .
- ❖ After fluent reading , check his/her knowledge and ask him/her some comprehension question as follows:



Text

This is Hani, and this is his bedroom.

It's big, nice and blue ,

There's a bed with a blue blanket.

There are a lot of toys to play

With. They're blue and red with some lighted dots .

I like Hani's room a lot.

Choose the correct answer :

1) The text is about

a) Hani's bike

b) Hani's room

c)Hani's family

2) The color of the room is :

a)red

b) black

c)blue

3)The number of beds in the room is:

a) one

b)two

c) three

4)Hani's room is:

a)ugly

b)dark

c) nice

5)What color is your room?



Activity Jigsaw

- ❖ Jigsaw activities are more elaborated gap ones that can be done with several partners.
- ❖ In a Jigsaw activity each student in a group has one or a few pieces of the puzzle. Each has one sentence from the written narrative story from their textbook.
- ❖ Give each student a part of the story puzzle with one sentence on each.
- ❖ Ask one student who has the full text of the story to read the sentences in order loudly.
- ❖ The one who has the sentence must re-read it loudly and give it to the main student who is arranging the parts of the puzzle.
- ❖ When the puzzle is completed, s/he has to read the text loudly by him/herself.



The Text :

Once upon a time, there were three ducks with their mother near a pond.

The baby ducks were walking behind their mom.

After a time, mama duck looked at her babies and found them two. She began to cry and looked everywhere for the little baby.

It fell in the pond.

Mama duck was happy to find her little baby.



Reading with Information:

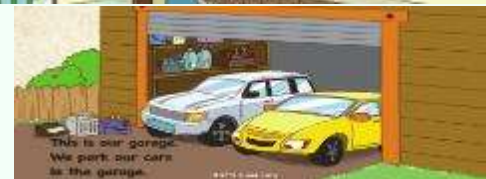
- ❖ Audio or video texts are very interesting for students to read.
- ❖ They are attractive for the curiosity of seeking information or following the given text to end to check for more knowledge. When playing the audio ask questions to check their understanding.
- ❖ Play the video. Students watch as they are reading along through the script in the video.
- ❖ Play the video a second time and have students read out along with the audio recording through echoing (choral reading).
- ❖ Put students in groups of pair. Give each group a part of the text and let each practice with his/her partner using paired reading strategy without the audio recording.
- ❖ Watch students as they are listening and reading to ensure that they're able to follow accurately.
- ❖ Have students read and then re-read along with the audio until they feel comfortable reading the text independently.
- ❖ Ask them questions related to the script they have for the video text to check their comprehension. You can use picture cards to replace the characters , animals , plants , and items of the text or even actions in order to check information acquisition and understanding achievement.
- ❖ The video link: <https://youtu.be/7dvFaeGeMME>



Match:

My Home

- ❖ This is my home I live here with my family.
- ❖ This is our kitchen. We cook in the kitchen.
- ❖ This is our dining room. We eat in the dining room.
- ❖ This is our living room. We watch TV in the living room.
- ❖ This is our study. We read in the study.
- ❖ This is our bathroom. We clean ourselves in the bathroom.
- ❖ This is our garage. We park our car in the garage.
- ❖ This is my bedroom. I sleep in the bedroom.



❖ Ask students these question :

❖ What do you see in the picture?

❖ Help Adel to find his bed room.
What does he see before he gets there?

❖ What do you do in the kitchen?

❖ What do you do in the bathroom?

❖ Where do you sleep?



- ❖ What do you do in the study?
- ❖ What do you do in the living room?
- ❖ Say the name of each picture



Tip for Teachers

Auditory text:

- ❖ "Helps" for audio to assist reading:
- ❖ Helps build Fluency skills.
- ❖ Helps improve sight word recognition.
- ❖ Helps build comprehension.
- ❖ Helps listen to the tone and pace of a skillful reader.
- ❖ Helps make reading enjoyable .

Tips

For teachers to build classroom games into their lesson plan :

- ❖ Classroom games are not only games for fun and engagement, but they are used to:
 - ✓ Help students focus better.
 - ✓ Present educational material in a new interactive way.
 - ✓ Give the whole class the opportunity to cooperate with each other.

Reading for Enjoyment



- ❖ To enjoy reading students must live the language and act it as well. A play is an effective way to achieve this.
- ❖ Each will play a role and will be a character.

Let's Make Ice Cream

- ❖ Ms. Hala : Today is our school party. Let's go to get our ice cream from the freezer.
- ❖ Sami: Oh, no! It melted .
- ❖ Lina :Yuck!
- ❖ Judy : That was our ice-cream!
- ❖ Mustafa : Was the freezer door open ?
- ❖ Ms. Hala: Yes, it was. Oh no, there's no ice cream for the party. I am sad.
- ❖ Mr. Adel ; Sure there is . You can make ice cream I can teach you !
- ❖ Sami: Yippee!
- ❖ Mr. Ahmad: Get plastic bag, cream, sugar and salt.
- ❖ Are you ready ?
- ❖ Students : Ready Mr. Adel!
- ❖ Mr. Adel: Now repeat: Mix the sugar and cream.
- ❖ Students: Mix the sugar and cream. Done !
- ❖ Mr. Adel: Pour the sugar and cream into the small bag.
- ❖ Students: Pour the sugar and cream into the small bag. Done!
- ❖ Mr. Adel : Put the salt and ice cube into the big bag.
- ❖ Students : Put the salt and ice cube into the big bag. Done!
- ❖ Mr. Adel : Now put the small bag into the big bag.
- ❖ Students : Put the small bag into the big bag. Done!
- ❖ Mr. Adel : Now, shake, shake, shake. What do you have?
- ❖ Lina: Hey! Look ! We have ice cream !
- ❖ Ramzy : How is the ice cream , Mr. Adel ?
- ❖ Mr. Adel : It's great! Can I have some more ?

Present the pictures of characters in front of the students and read out the names and ask students to find each name in the play script.

Ask :

- ❖ How many teachers are there in the play?
- ❖ Name the four students.
- ❖ Read the play aloud. Students listen and read along.
- ❖ Re - read again.
- ❖ Put students in small groups, they take turn to read the lines straight through.
- ❖ As each student reads a line ask the other students to find and point to the speaker's picture. Perform this as they are sitting in a circle
- ❖ Give each student one of the five separate speaking parts.
- ❖ Students with less reading confidence can work together to take the part of the students who repeat so that they can enjoy contributing! Then they will share as others.
- ❖ Help students to practice their parts in the play.
- ❖ Go round as they are working and help as necessary.
- ❖ You could help them to prepare props, such as school bags to shake, and blocks for ice cubes.
- ❖ Ask the students to perform their play.
- ❖ Ask the students some questions after putting them in pairs , to communicate and tell how they feel about the characters :
- ❖ Is Mr. Ahmad kind?
- ❖ Are the children happy?
- ❖ Do you like ice cream?
- ❖ Ask students to draw a picture about the play and write a sentence or more.



Reading with Prior Knowledge



- ❖ Students learn better when first access what they already know.
- ❖ This plays a big role in improving English language learner's academic literacy especially in reading.
- ❖ You can use many ways to activate prior knowledge as:
- ❖ KWL chart, Graphic organizer (T chart , story maps ,Venn diagram and concept maps) preparatory texts , Brainstorming ,Anticipatory guides ,or simply taking a moment to think silently.

Activity

In the Hot Seat

- ❖ In this activity, students will be asked to sit on the "Hot Seat" and answer questions related to the topic of the reading text.
- ❖ Prior to the beginning of class , prepare questions related to the reading text topic and write them on sticky notes .
- ❖ Place the sticky notes underneath the students desk .
- ❖ At the start of the class , inform students that they are sitting on " Hot Seats " and will be asked to answer questions related to the topic.
- ❖ Have the students check their desks for sticky notes.
- ❖ Students will then take turns reading the question and attempt to provide an answer.
- ❖ Motivate students with questions that they are able to answer .

Questions

1. In which season are we?
2. How is the weather in winter?
3. What falls on the mountain?
4. What do you like to make with snow?
5. IF you step on ice, what happens to you?
6. Do you like when it is snowing? why?



Text:

In the winter, it's sometimes cool and rainy.
When it's very cold, it snows.
When there is a lot of snow, children don't go to school.
They stay home.
When they go out,
they make a snowman with black eyes and long nose.
In winter, there's often ice on the streets, and
sometimes people slip and fall.



❖ You can check their critical thinking through a cause and affect exercise: Match

Cause

- ❖ It's very cold
- ❖ There is a lot of snow
- ❖ Children stay home
- ❖ There's often ice on the street

Effect

- ❖ Some people fall.
- ❖ It snows.
- ❖ Children don't go to school.
- ❖ They are happy.

Tips for parents

Whisper Phones :



- ❖ These are such a fun tools for helping your child really hear him/herself read! Your child talks softly into the phone, and the sound is amplified in his/her ear.
- ❖ If fluency phones are not available make them yourself from PVC pipe.
- ❖ Asking your child to read more than one time can be boring, right? It's less so when you use a different voice! Your child will love changing his/her voice to practice fluency. Ask your child to read the text in a "Micky Mouse" voice, monster voice, or any creative voice you can think of.
- ❖ It is important for adults to read aloud to children modeling what good reader do.

Worksheets

<https://www.pinterest.com/pin/907405024892717968/>



<https://www.liveworksheets.com/ty2442709km>



Name : _____

Who? What? Where?

Kate saw the students walking in a group. They were going to the library.



Who saw the students?
(a) Kate (b) Sam (c) Mom


What were they doing?
(a) walking (b) playing (c) homework

Where were they going to?
(a) library (b) ground (c) pool


Please visit our site for worksheets and charts <http://whatistheurl.com/>

Read the passage. Select all short vowel Oo words.
Answer the questions below.

Hip hop hip
Tom can jog in the fog.
Tom can see four frogs.




The four frogs hop to a log.
Hip hop, hip,
I can see four hogs on a hot pot.




The pot was on top of a big rock.



The big rock will slip into the pond.



Hip, hop, hip,
I see four hogs and frogs on a
log in the hot sun.



1. Tom can _____ hop jog
2. There are _____ frogs. one four
3. The _____ was on the rock. cat pot
4. The rock fell into the _____ bin pond



My pet

Hi there! My name is Chloe and this is my pet. His name is Toby. It is a dog. It is very big and tall. It has two long ears and a big nose. It also has a beautiful smile. Toby feels happy and excited when we play with him. He likes going to the park and eating carrots. He can run fast but he can't jump. He is a very friendly pet!

1. Chloe has a as her pet.
a) turtle b) cat c) dog

2. Toby is a dog.
a) long and small b) big and long c) tall and big

3. What does Toby like? He likes...
a) sleeping b) eating carrots c) opening presents

4. What Toby can do?
a) He can jump high b) He can run fast c) He can bark loud

5. Toby is a dog.
a) friendly b) nervous c) scary



Reading comprehension worksheets from twinkl worksheet (14 worksheet)



cause and effect worksheet



Theoretical Background

Reading Fluency

- ❖ Being able to read fluently with speed, accuracy, and expression- is an important literacy skill for students to develop. When students are able to read without stumbling over words, their comprehension will improve, and they will enjoy reading more. So, when the students become fluent readers, they will get even more joy and understanding with every turn of the page.
- ❖ In addition, fluency is important because it builds a bridge between word recognition and text understanding. It allows students to focus on what the text is saying. On the other hand, non-fluent readers have to spend more time decoding, leaving less time for comprehending the text.
- ❖ Fortunately, Reading Fluency can be taught. It is important for adults to read aloud to children, modeling what good readers do.

Resources

- ❖ <https://mylearningspringboard.com/what-is-reading-fluency-and-why-is-it-important/>
- ❖ <https://www.scholastic.com/teachers/teaching-tools/articles/literacy/5-ways-use-read-alouds-improve-reading-fluency.html>
- ❖ <https://readingeggs.co.uk/articles/2015/03/03/read-aloud-books/>
- ❖ <https://www.scholastic.com/parents/books-and-reading/books-and-reading-guides/raise-reader-parent-guide-to-reading-ages-6-7.html>
- ❖ <https://www.word-game-world.com/educational-reading-games.htm>

Fourth Dimension

Writing Difficulties



Introduction

This dimension deals with writing difficulties that second grade students face. It includes grammar, spelling ,mechanics and vocabulary difficulties .

TOPICS

1

Grammar



Spelling & Mechanincs

2



3

Vocabulary Aspect

Topic One :Grammar

Indicators of the difficulty

- ❖ Refugee students have difficulties in expressing grammatically correct sentences.
- ❖ Refugee students have difficulties in writing a simple sentence.
- ❖ Refugee students have difficulties in applying the use of grammatical rules.
- ❖ Refugee students have difficulties in using tenses and parts of speech (nouns, article..etc)

Learning Outcomes

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

- ❖ Recognize nouns as person , thing or place .
- ❖ Use the articles a, an.
- ❖ Use subject pronoun I, He and She with verb to be.
- ❖ Use present simple of the verb “have” to describe oneself and others.
- ❖ Use present continuous tense correctly.

Learning Resources

Paper Resources :

- Student's Book- Handouts.

Visual Resources :

- Models.
- Realia
- Visual aids
- Flash
- Audio aids
- Cards
- 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 pupil's learning difficulty. (Grammar)

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

First Method

Identifying Nouns

- ❖ Give your students list of words .
- ❖ Ask them to find and circle nouns from the words listed.

Circle each noun

up	bat	hit	not	Nick
too	fat	ball	dad	tree
mat	cap	run	to	day
you	eat	be	two	well
book	hook	that	arm	game
hat	but	what	foot	play

Second Method

Read and circle true or false for these sentences.



Yesterday we went on a school trip. The trip was great! We went to a wildlife park. At the park I saw a lion, an elephant and many other animals. My favourite was the elephant. Her name is Amira and she's from India. We saw her eat lunch!



- | | | |
|------------------------------------|-------------|-------|
| a. The school trip was great. | <u>true</u> | false |
| b. He went to a zoo. | true | false |
| c. He saw a lion. | true | false |
| d. The elephant's name is Anne. | true | false |
| e. He saw the elephant eat dinner. | true | false |

Third Method Play "Wall Touch"



- ❖ Next, stick the pronoun cards (that are on the board) around the walls of the classroom.
- ❖ Try to space them evenly around the room.
- ❖ Have everyone stand in the middle of the classroom.
- ❖ Shout out a pronoun (e.g. "we") and everyone must rush to the correct word on the wall and touch it.
- ❖ Do this for all of the pronouns.

Fourth Method

Liter Jar

- ❖ Divide your class into two groups.
- ❖ If possible, give each of them 2-litre jars.
- ❖ Set a time limit (5 minutes).
- ❖ Ask each of the groups to name one object that can be placed in the jar.
- ❖ They should make sentences like “I have a pen in the jar”.
- ❖ They can’t say “I have a crocodile in the jar,” since the crocodile can’t be placed in the jar, whereas an insect can.
- ❖ The game continues until the timer ends.

Fifth Method

Describing Picture



- ❖ Divide students into groups.
- ❖ Ask them to look at the pictures and describe what they see.

Remediation Techniques

Game Based Learning

Using Online Games to Teach (articles; a-an- the)

- ❖ Tell your students that articles can be used before nouns.

*I saw **a** lion and **an** elephant on zoo. **The** lion was scary.*

Tell them how they can use articles as follows:

- ❖ Use *a* and *an* with singular nouns.
- ❖ Use *a* before a consonant sound and *an* before a vowel sound (a-e-i-o-u).
*Example: I eat **a** banana and **an** apple.*
- ❖ The first time we mention a noun, we use *a* or *an*. The next time, we use *the*.
*She eats **a** sandwich and **an** apple for lunch. She does not like **the** sandwich.*
- ❖ We don't usually use articles for people's names, countries or meals.

A clown came to my birthday party.



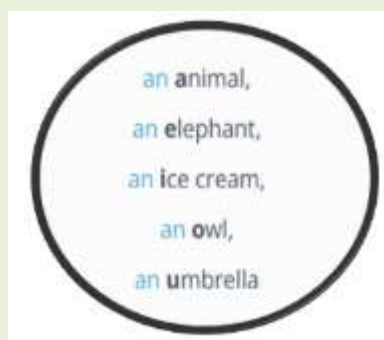
When Should You Use A or An?

- ❖ **A** and **an** both mean the same thing.

Just follow these rules to know which to use:

- ❖ Use '**an**' before a noun that begins with a **vowel**. Otherwise, use '**a**'.
- ❖ **Tip:** vowels are the letters **a**, **e**, **i**, **o**, **u**, and sometimes **y**.

Take a look:



- ❖ Use 'a' before nouns that begin with a **consonant**.
- ❖ **Tip:** consonants are all of the letters that aren't vowels.

For example:



Let's Practice!

- ❖ What article should be used in the sentence? A or an?

___ owl flew over our heads.



- ❖ **An** owl flew over our heads. We are only talking about one owl and since owl begins with a **vowel** we use **an**.

Using online games to practice using the articles.

- ❖ Ask students to use the following link:
<https://learnenglishkids.britishcouncil.org/grammar-practice/articles>
- ❖ When they click on the link , they found grammar practices related to the articles as follows:

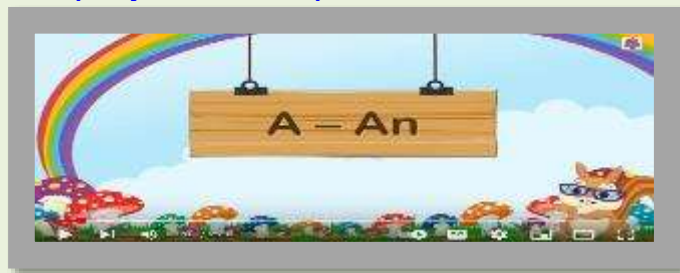




Using videos on YouTube to help second grade students learn and practice the use of articles (a- an)

- ❖ Open YouTube and click on the following link to open the video

<https://youtu.be/mSRpXo7hNY8>



- ❖ In this video students will understand where to use “a” and “an” while making sentences.

- ❖ <https://www.youtube.com/watch?v=4Uvgdn2EwNA&feature=youtu.be>



- ❖ For more practice you can use the following link : <https://www.youtube.com/watch?v=drTyYqbz6Xk>

Using Songs



- ❖ Songs can be used to help second grade students to learn more about a-an articles .
- ❖ Click on this link and enjoy the song related to ("A and An Song" - English Lesson for "A and An" - Rockin' English)
- ❖ <https://www.youtube.com/watch?v=B8MbH5Wwf5I>



Activity (1)

Grammar Game: Matching and Forming sentences (Group Work)

- ❖ Focus: Articles (a- an- the) and Nouns.
 - ❖ The aim of the activity is to match articles (a- an – the) with nouns
- ❖ In this game , students practice matching articles (a- an –the) with nouns.

Preparation

- ❖ Make one copy of the article cards and picture cards for each group of three or four. Keep the two sets separate.

Procedures:

- ❖ Divide the students into groups of three or four.
- ❖ Give each group a set of articles cards and a set of picture cards.
- ❖ Students will also need a pen and paper for keeping score.
- ❖ If the article matches with the noun, the students score a point. The student can then score an extra point by making a sentence with the article and noun.
- ❖ The student then keeps the cards and has another turn.
- ❖ If the cards don't match, the students turns them back over, keeping them in the same place.
- ❖ The game continues until all the cards have been matched.
- ❖ If students are unsure whether two cards match, they can ask you for help.
- ❖ The student with the most points at the end of the game wins.
- ❖ Finally, go through the correct answers with the class and review how articles are used and deal with any problem words, e.g. an hour.

Article cards

✂

a	a	a	a	a
a	a	a	a	a
an	an	an	an	an
an	an	an	an	an
the	the	the	the	the
the	the	the	the	the

Picture cards

✂

 wheel	 dog	 car	 pencil	 baby
 flower	 fish	 lamp	 table	 tree
 eagle	 watermelon	 egg	 elephant	 apple
 eggs	 umbrella	 oven	 igloo	 hour
 grapes	 Amazon	 Mona Lisa	 rabbit	 tree
 sun	 moon	 sea	 sky	 world

Activity (2):Board Game

Introduction







- ❖ In this fun articles board game, students review 'a', 'an' and 'the' by completing true or false statements and talking about various topics for 30 seconds.
- ❖ The aim of the activity is to review articles (a, an, the) by playing a board game where you complete true or false statements and talk about various topics for 30 seconds.

Preparation

- ❖ Make one copy of the game board for each group of three or four. Enlarge the game board to A3 if possible. Also, provide a dice and counters for each group.

Procedure

- ❖ Divide the students into groups of three or four.
- ❖ Give each group a copy of the game board, a dice and counters. Students will also need a pen and paper for keeping score. Nominate one student in each group to be the timekeeper.
- ❖ The players place their counters on the start square. The players then take it in turns to roll the dice and move their counter along the board.
- ❖ When a player lands on a "True or false?" square, they complete the statement with the correct article (a, an, or the) and read it to the group. If the players are able to do this correctly, they score a point. If not, they move back two squares.
- ❖ If the statement is correct, the other group members guess whether it's true or false for the player. The player then reveals the answer. The students who guessed correctly, each scores one point.
- ❖ When a player lands on a 'Talk about...' square, they complete the 'Talk about...' sentence with the correct article (a, an, or the) for one point. If the player doesn't complete the sentence correctly, they go back two squares.
- ❖ If the sentence is correct, the player then talks about the topic for 30 seconds for an extra point.
- ❖ When a player reaches the finish, the game ends, and the points are added up. The student with the most points wins the game. If at any point, the students are unsure of the correct article, they can ask you to adjudicate.

Finish	Talk about... 32. trip you plan to take.	True or false? 31. I have never been to Philippines.	Talk about... 30. important problem facing world.	True or false? 29. I love to visit coast.	Talk about... 28. useful invention.
<div>   </div>					True or false? 27. I would like to live in countryside.
True or false? 21. I had cold last month.	Talk about... 22. most expensive thing you've ever bought.	True or false? 23. I usually meet my friends at weekend.	Talk about... 24. something you like to do in evening.	True or false? 25. I once ran in marathon.	Talk about... 26. what you were doing hour ago.
Talk about... 20. what teachers at your school are like.	<div>  </div>				
True or false? 19. I eat junk food more than twice week.	Talk about... 18. the last time you went to cinema.	True or false? 17. I have older brother/ sister.	Talk about... 16. new language you would like to learn.	True or false? 15. I use Internet every day.	Talk about... 14. something interesting you've done in last week.
<div>   </div>					True or false? 13. I live in apartment.
True or false? 7. I have seen ancient monument.	Talk about... 8. person you know very well.	True or false? 9. I have been to USA.	Talk about... 10. how much umbrella costs.	True or false? 11. I never listen to radio.	Talk about... 12. what student on your right is wearing.
Talk about... 6. most beautiful place you have visited.	<div>  </div>				
True or false? 5. I can play musical instrument.	Talk about... 4. animals you can see at zoo.	True or false? 3. I'm thinking of buying new mobile phone.	Talk about... 2. what you usually do in summer.	True or false? 1. I saw interesting film recently.	Start

Exercise

Articles



"The lion was scary."

Examples

*I saw a lion and an elephant at the zoo.
The lion was scary.*

Remember!

We use 'a' before a word that starts with a consonant.
We use 'an' before a word that starts with a vowel.
*I saw **a** lion and **an** elephant.*

Articles



Examples

Write your own examples.

1. _____
2. _____

Remember!

*Don't look at the reference card!
Can you remember?
I saw ____ lion and ____ elephant in the jungle.
I have ____ blue coat and ____ red coat. ____ blue coat is my favourite.*

Subject Pronouns with Verb to Be

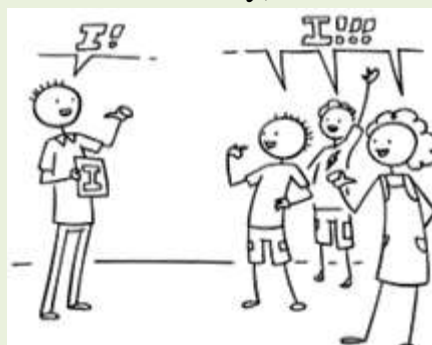
subject pronouns to be

+	-	?
I am	I am not	Am I
you are	you are not	are you
he is	he is not	is he
she is	she is not	is she
it is	it is not	is it
we are	we are not	are we
you are	you are not	are you
they are	they are not	are they

Short form +	
I'm	we're
you're	you're
he's	they're
she's	
it's	

Short form -	
I'm not	we aren't
you aren't	you aren't
he isn't	they aren't
she isn't	
it isn't	

- ❖ Introduce the subject pronouns (I, you, he, she, we, they).
- ❖ Before class prepare 6 large pieces of card with one subject pronoun written on each piece (I, you, he, she, we, they).



- ❖ Get everyone to stand up and show the first card "I". Shout "I" and point to yourself and get everyone to do the same (pointing to themselves).

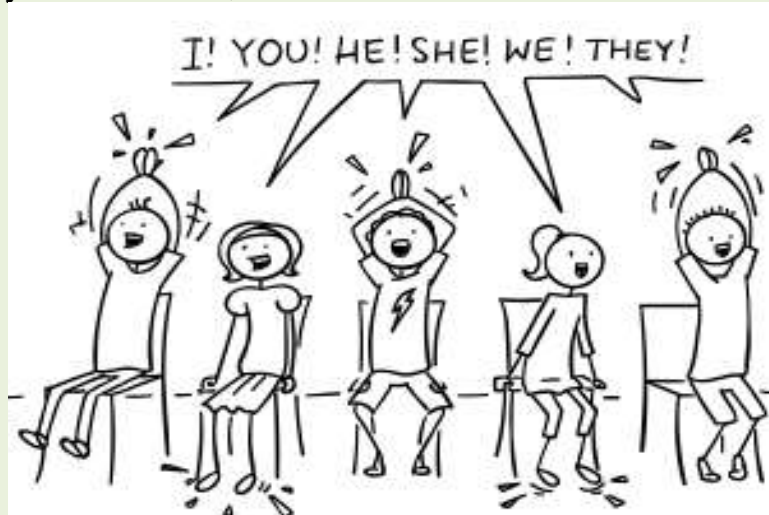
- ❖ Do a few times and then put the card on the board.
- ❖ Next show the "you" card and point to someone and say "you", again have everyone follow along. For "he" and "she", point at a girl and boy .
- ❖ Check that everyone understands the difference. For "we", grab a couple of students in a group hug and shout "we" and have everyone get into groups as they do this.
- ❖ Finally, for "they", point at other students whilst shouting "they" and get everyone to do the same.



- ❖ Now you will have all of the subject pronouns on the board.
- ❖ You are going to touch each card and get everyone to point and say the word – start slowly ("I" and point to yourself, "you" and point at someone else, etc.) and go through the pronouns going faster and faster. This is great fun and very confusing when it really speeds up.

Do the "Subject Pronoun Chant"

- ❖ Put the pronoun cards on the board in the correct order (I, you, he, she, we, they).
- ❖ Have everyone sit down and start clapping a rhythm along with you – clap hands together then slap legs, clap hands, slap legs, clap hands, slap legs, etc. (start off quite slow, all in time together).
- ❖ Once everyone is in time, start the chant:



Teacher (chanting): I

Students (echoing): I

Teacher (chanting): you

Students (echoing): you

Teacher (chanting): he.

- ❖ With the word on each hand clap (no chant on the leg slap yet).

- ❖ Keep going and after a while add the verb to the leg slap:

Teacher (chanting): I – am

Students (echoing): I – am

Teacher (chanting): you – are

Students (echoing): you – are

Teacher (chanting): he – is

Using Songs

Sing the " Who is Happy?" Song



- ❖ Put the subject pronoun cards on the board in the correct order as well as the adjective flashcards.
- ❖ Alternatively, use the "Who is Happy" song poster.
- ❖ Get everyone to stand up and follow you doing the actions and singing (as described below in Gestures for the "Who is Happy?" song).
- ❖ Play the song through 2 or 3 times.

Lyrics for the "Who is Happy?" song

Verse 1:

Who is happy? Who is happy?
Who is happy today?
I am happy, I am happy,
You are happy, You are happy,
He is happy, He is happy,
She is happy, She is happy,
We are happy, We are happy,
They are happy, They are happy.

Verse 2:

Who is hungry? Who is hungry?
Who is hungry today?
I am hungry, I am hungry,
You are hungry, You are hungry,
He is hungry, He is hungry,
She is hungry, She is hungry,
We are hungry, We are hungry,
They are hungry, They are hungry.

Verse 3:

Who is quiet? Who is quiet?
Who is quiet today?
I am quiet, I am quiet,
You are quiet, You are quiet,
He is quiet, He is quiet,
She is quiet, She is quiet,
We are quiet, We are quiet,
They are quiet, They are quiet.

Verse 4:

Who is noisy? Who is noisy?
Who is noisy today?
I am noisy, I am noisy,
You are noisy, You are noisy,
He is noisy, He is noisy,
She is noisy, She is noisy,
We are noisy, We are noisy,
They are noisy, They are noisy.

Gestures for the "Who is Happy?" Song

- ❖ The main point for this song is learning the subject pronouns, so the gestures will focus on these words:
- ❖ During the question part of each verse, do gestures for the adjectives:
- ❖ "Who is happy?" - do a big smile and exaggerate this by placing your hands in a smile shape to extend your own mouth (thumbs touching the corners of your mouth)
- ❖ "Who is hungry?" - look hungry and rub your tummy
- ❖ "Who is quiet?" - sing quietly and put your finger to your mouth in the "hush" gesture
- ❖ "Who is noisy?" - sing loudly and put arms out as if trying to be really noisy
- ❖ **during the pronouns part of the song have everyone point for each line:**
 - ✓ "I am ..." - point to yourself
 - ✓ "You are ..." - point to your partner
 - ✓ "*He is ..." - point to a boy in the class
 - ✓ "*She is ..." - point to a girl in the class
 - ✓ "We are ..." - put your arms out with hands bending inwards in the "group hug" gesture
 - ✓ "They are ..." - point around the classroom to different students with both hands
- ❖ **In classes with only boys/girls use a photo on the wall to point at.**

Play the "I like strawberries" pair-work activity



- ❖ In this game students are going to practice using subject pronouns to talk about food likes.
- ❖ Clean your board and write "Food" at the top.
- ❖ Draw a picture of a strawberry and say, "I like strawberries– yummy!" (and rub your tummy).
- ❖ Get students , one-by-one to come to the board and draw a food they really like – each time make sure everyone knows who likes what. It is fine if some students draw the same thing – in fact this will help to practice the words "we" and "they".
- ❖ Once all of the food pictures are on the board, model the activity with one pupil.
- ❖ Stand together in front of the board and choose a food picture. Point at the person who drew it and say (for example) "He likes hot dogs". Do the same for some more food pictures – say "she likes ~" for a girl's picture, "I like~" for your picture, "you like~" for your partner's picture, "we like~" for any people who have drawn the same picture as you and "they like~" for others who have drawn the same picture. Each time take turns to say a sentence.
- ❖ Now put the class into pairs and have them say sentences together about different student's food likes in the classroom, all the time pointing and using a pronoun.
- ❖ After about 5 minutes, end the activity and then ask some pairs to stand up and demonstrate to everyone some of the sentences they have said.

Using games to learn subject pronouns

Play "Spin the Bottle"



- ❖ You can use a fun game which practices the subject pronouns and verb "to be". Before class, prepare a bunch of flashcards, some adjectives (e.g. angry, fast, hungry, etc.) some animals (e.g. elephant, lion, rabbit) and some transport (e.g. car, airplane, train) – shuffle them well.
- ❖ You'll also need a plastic bottle.
- ❖ Get everyone to sit on the floor in a circle with the bottle and the stack of flashcards (face-down) in the middle (large classes can be split into a few circles).
- ❖ Teacher starts by spinning the bottle – when the bottle stops spinning, the teacher has to pick up a flashcard and make a sentence using a pronoun depending on who the bottle is pointing at.
- ❖ For example, if the bottle is pointing at a girl and the flashcard is "hungry", say "**She is hungry**" and point at the girl. The girl then has to do the action (act hungry and rub her tummy). **Other examples are:**
- ❖ bottle pointing at a boy / elephant flashcard – "He is an elephant" (the boy acts as an elephant)
- ❖ bottle pointing at a girl / train flashcard – "She is a train" (the girl pretends to be a train and choo-choos around the classroom)
- ❖ bottle pointing the person who spun it / cat flashcard – "I am a cat" (the spinner acts as a cat)
- ❖ bottle pointing between 2 people / sleepy flashcard – "They are sleepy" (the two students yawn and fall asleep)
- ❖ bottle pointing between the spinner and another student / airplane flashcard – "We are airplanes!" (both students fly around the room like airplanes)
- ❖ Then, the person who has to do the action can spin the bottle. This game is great fun – you can play it for quite a while as it creates a lot of laughter but also is a great way to practice the target structures.

Practicing Verb to Have



Using activities and games help students to learn and practice Verb To Have .

The Bag Game

- ❖ Prepare flashcards with different things, objects, fruit and vegetables. .
- ❖ Take a bag and put some of the flashcards into it.
- ❖ Ask students to sit in a circle.
- ❖ Choose a pupil to start the game.
- ❖ He/she then takes one card from the bag and makes a sentence, such as:

“In my bag, I have an apple”.

- ❖ The next student has to repeat the sentence his/her classmate has said, using ‘he/she has’.
- ❖ Additionally, this student takes another card from the bag and makes one more sentence with “In my bag I have”.
- ❖ Every other student has to repeat what the previous students had in their bags and then make their own sentences.

Activity (2)

Guess What

- ❖ Here students work in pairs.
- ❖ Each of them chooses an object and hides it behind his/her back.
- ❖ Then each student describes his/her partner what he/she has, using appropriate adjectives.
- ❖ For example: **“I have an object that is red and round.”**
- ❖ Then their partner may say: “I think you have an apple”.

Activity (3):Find Someone Who

- ❖ Students make a table with the names of their classmates and the things they have.

They ask their classmates questions, like:

- ❖ “Do you have a dog?”, “Do you have a cat?”, “How many books do you have in your bag?”, etc.
- ❖ Then they get answers like: “Yes, I do”, “No, I don’t”, “I have three books”.
- ❖ Students fill in the table with their classmates’ answers and then give a summary like “Student A has a dog”.
- ❖ This game will help your students to practice the verb ‘to have’ in positive, negative sentences and in questions.

Activity (4):Supermarket Fun

- ❖ Here you can use either real objects (if possible) or flashcards with fruit and vegetables.
- ❖ Divide your class into several groups (3-4 students in each group).
- ❖ Choose one shopkeeper in each group.
- ❖ Get your students to have a dialogue with the shopkeepers asking them what they have in the supermarket.

A sample of a dialogue.

- ❖ Do you have bananas?
- ❖ Yes, I have.
- ❖ Do you have a potato?
- ❖ No, I don’t. But I have some cucumbers.

Present Continuous Tense

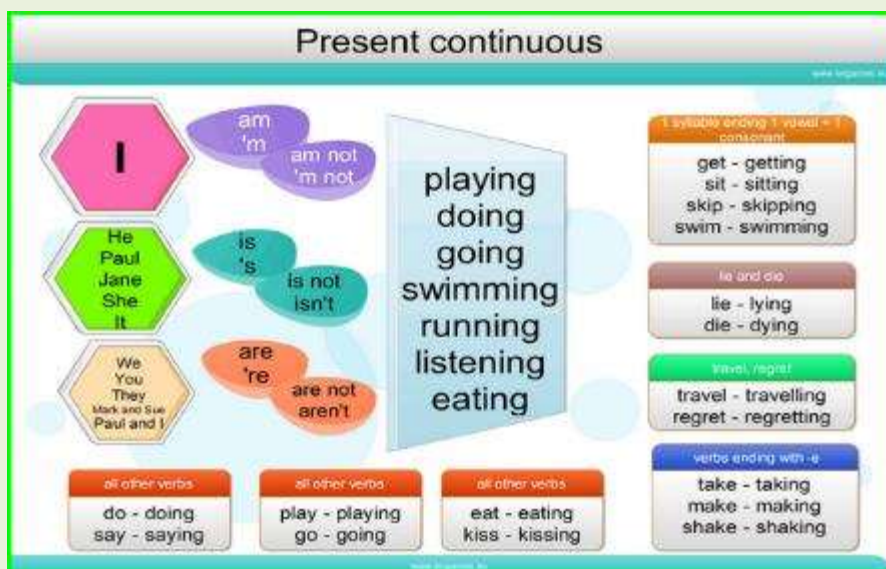
- ❖ Present the following exercise .



1. Write the names to the people and things in the picture:

Maha is sitting on the ground. The Penguin is fishing. Ahmed is running. Marwa and Adel are playing with a ball. Soha, Ammar and Khalid are reading a book. The sun is shining. The bee is flying. Hassan is swimming. Moustafa is playing golf. Samar is skipping the rope. The horse is eating grass. Yousef is riding a bike. Ashraf is crying. Amany and Osama are dancing. The mouse is eating cheese. Eman is listening to music.

- ❖ After performing the exercise , present the following Infographics about the present continuous tense to students.



- ❖ After explaining the tense, ask the students to complete the exercises 2-3

2. Cover exercise 1 and complete the text:

Maha _____ sitting on the ground. The Penguin _____ fishing. Ahmed _____ running. Marwa and Adel _____ playing with a ball. Soha, Ammar and Khalid _____ reading a book. The sun _____ shining. The bee _____ flying. Hassan _____ swimming. Moustafa _____ playing golf. Samar _____ skipping the rope. The horse _____ eating grass. Yousef _____ riding a bike. Ashraf _____ crying. Amany and Osama _____ dancing. The mouse _____ eating cheese. Eman _____ listening to music.

3. Cover the exercises above and complete the text:

Maha _____ (sit) on the ground. The penguin _____ (fish). Ahmed _____ (run). Marwa and Adel _____ (play) with a ball. Soha, Ammar and Khalid _____ (read) a book. The sun _____ (shine). The bee _____ (fly). Hassan _____ (swim). Cameron _____ (play) golf. Samar _____ (skip) the rope. The horse _____ (eat) grass. Michael _____ (ride) a bike. David _____ (cry). Amany and Osama _____ (dance). The mouse _____ (eat) cheese. Eman _____ (listen) to music.

- ❖ In exercise 4 the students are asked to write what the people and animals are doing in the pictures.
- ❖ Remind them not to forget the correct form of the verb TO BE in each sentence. In exercise 5, the students finish the sentences in a logical way using the present continuous tense.

4. What they are doing:



- ✓ At the end of the lesson, ask students to work in pairs and describe the picture used at the beginning of the lesson.

Worksheets

Identifying nouns

Grade 1 Nouns Worksheet

Circle each noun.

happy

pillow

goat

make

boy

desk

box

up

fast

lamp

kite

song

fast

dance

rug

water

pencil

book

draw

snow

eat

slow

towel

sky

monkey

girl

throw

sun

A noun is a word
for a person,
place or thing



A. Write **a** or **an** before the names.



car



aeroplane



parrot



baby



doll



hat



egg



rabbit



apple



elephant



cat



ice-cream



mouse



snake



armchair



ladybug

<https://www.liveworksheets.com/oc260024is>



➤ Use *a* or *an* to complete the sentences below.

➤ What is this?



1. It is cow.



2. It is elephant.



3. It is zebra.



4. It is banana.



5. It is orange.



6. It is apple.



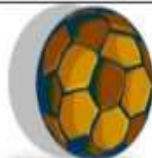
7. It is airplane.



8. It is car.



9. It is bus.



10. It is ball.

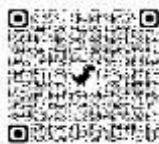


11. It is umbrella.



12. It is pencil.

<https://www.liveworksheets.com/nc2250636nf>



A - AN

teachingk5

Name: _____

Date: _____

Fill in each blank with **a** or **an**.

1 a bear

2 _____ octopus

3 _____ zebra

4 _____ apple

5 _____ mango

6 _____ pineapple

7 _____ nose

8 _____ leg

9 _____ ear

10 _____ boy

11 _____ uncle

12 _____ girl



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Make a correct sentence

Exercise



have kite a I

.....



red apple is An

.....



is This ball a

.....



blue ruler is A

.....



orange An orange is

.....

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Read and choose a/an



banana

a

an



ice cream

a

an



pear

a

an



orange

a

an



apple

a

an



cake

a

an



umbrella

a

an

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A/AN?

	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text" value="orange"/>	
	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text" value="frog"/>	
	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text" value="dog"/>	
	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text" value="cat"/>	
	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text" value="Ice cream"/>	
	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text" value="shoe"/>	
	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text" value="goat"/>	
	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text" value="umbrella"/>	
	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text" value="bed"/>	
	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text" value="elephant"/>	
	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text" value="fish"/>	
	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text" value="apple"/>	
	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text" value="spider"/>	
	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text" value="duck"/>	

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Articles a or an

	___ book		___ elephant
	___ ant		___ igloo
	___ cat		___ eye
	___ apple		___ kite
	___ bow		___ egg
	___ girl		___ octopus

This is ___ egg.
 This ___ girl.
 ___ apple.

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Choose the correct subject pronoun.



- a) she
- b) it



- a) it
- b) they



- a) he
- b) we



- a) they
- b) I



- a) he
- b) It



- a) she
- b) they



- a) it
- b) you



- a) she
- b) we

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Matching nouns to pronouns

*Pronouns can replace
nouns*

Match the words with the pronoun.

My friends	she
The girl	it
A cat	it
You and I	she
You and Bill	they
The boys	we
This boy	they
Lisa and her friends	you
A car	they
Emma	he



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Pronouns can replace
nouns.

Match the underlined words with the
pronoun.

Gave Louis and I

her

Talk to Lucy

it

Presented to John

us

Feed the cat

it

Reads to the kids

her

Sat on the chair

you

Showed you and your friend

them

Finished your homework

it

Smiled at the girl

him

Plays with the ball

it



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HE SHE IT

Complete each sentence with the correct subject pronoun.

 is a boy.

 is a chair.

 is a woman.

 is a ball.

 is a man.








 is a computer.

 is a girl.

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Choose the correct pronoun

	→	<input type="text"/>
	→	<input type="text"/>
	→	<input type="text"/>
	→	<input type="text"/>
	→	<input type="text"/>
	→	<input type="text"/>
	→	<input type="text"/>

She

I

You

They

He

We

It

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Put the words under the correct pictures.

























I

he

she

it

we

they

I

he

she

it

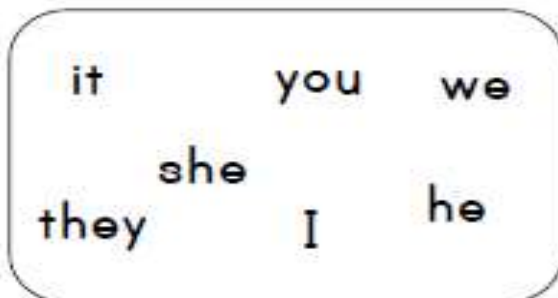
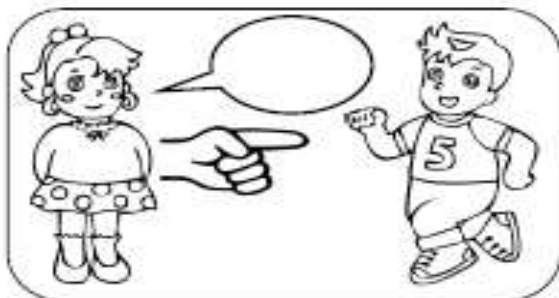
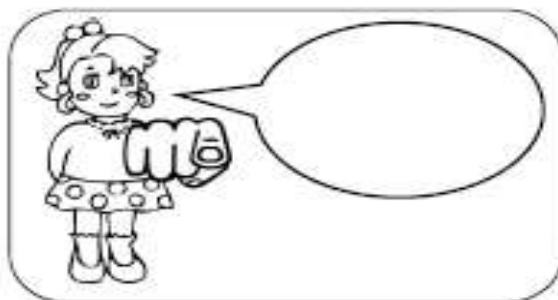
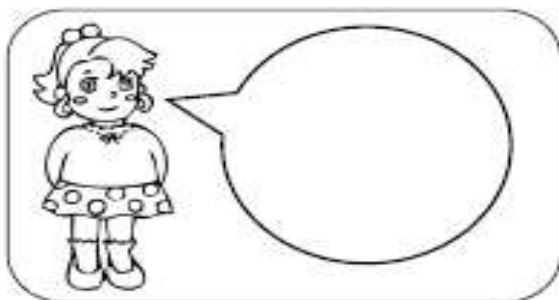
we

they



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Subject Pronouns 1 My name is _____



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SUBJECT PRONOUNS

Look at the picture and match:



WE
YOU
I
IT
HE
THEY
SHE

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I have... I don't have

Look and write "have"
or "don't have".



I a pencil.

I a school bag.

I a pen.

I a rubber.

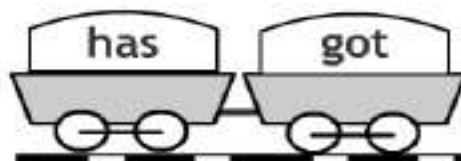
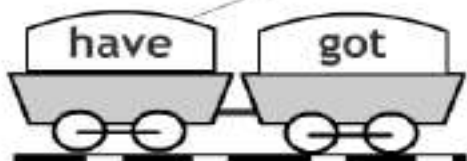
I three books.

I a sharpener.

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Match and write.



I

we

you

you

he

they

she

it



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Present Continuous Tense

1. They (play) football.



2. He (sing).



3. She (read) a book.



4. Tom (jump).



5. My mum (make) a cake for me.



6. Martin (play) the guitar.



7. The chef (cook).



8. They (ride a bike) in the garden.



9. The bird (fly).



10. We (make) a snowman.



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Present Continuous Tense

to be + **verb** + **ing**

1. Add **-ing** to the verbs.

0 watch + ing = watching

1. play + ing =

6. run + ing =

2. sit + ing =

7. live + ing =

3. get + ing =

8. dance + ing =

4. take + ing =

9. give + ing =

5. drive + ing =

10. buy + ing =

2. Choose the correct form of the verb **to be**.

He is riding a bike in the park.

I writing a letter to my sister now.

You watching a very interesting movie.

Jane and her dog walking in the park.

My brother sleeping on the couch.

My parents and I going on a vacation.

The two girls dancing on the stage.

Jessy taking pictures.

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WHAT ARE THEY DOING?

Present Continuous

Read and match

a 	b 	c 	d 
e 	<input type="checkbox"/> He's swimming. <input type="checkbox"/> She's drawing. <input type="checkbox"/> They're reading. <input type="checkbox"/> He's singing. <input type="checkbox"/> She's swimming. <input type="checkbox"/> They're painting. <input type="checkbox"/> He's dancing. <input type="checkbox"/> She's reading. <input type="checkbox"/> They're swimming. <input type="checkbox"/> He's reading. <input type="checkbox"/> She's singing. <input type="checkbox"/> They're dancing.	g 	
f 		h 	
i 		l 	
j 	k 		

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Resources

- <https://www.k5learning.com/free-grammar-worksheets/first-grade-1/nouns/identify>
- <https://www.pinterest.com/pin/628181848020164134/?d=t&mt=signupOrPersonalizedLogin>
- articles
- <https://www.teach-this.com/parts-of-speech-activities-worksheets/articles>
- <https://www.classace.io/learn/grammar/1stgrade/articles-a-an-the>
- <https://www.pinterest.com/pin/628181848020164130/?d=t&mt=signup>
- <https://www.eslkidstuff.com/lesson-plans/subject-pronouns.html>
- <https://www.eslkidstuff.com/lesson-plans/subject-pronouns.html>
- [https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Subject_pronouns/Subject_Pronouns_gs1074758dv](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Subject_pronouns/Subject_Pronouns_gs1074758dv)
- <https://skyteach.ru/2020/03/18/6-activities-for-practising-the-verb-to-have/>
- <https://engames.eu/present-continuous-tense-2/>

Topic Two: Spelling and Mechanics

Indicators of the difficulty

- ❖ Refugee students have difficulties in writing a short list of dictated sentences.
- ❖ Refugee students have difficulties in spelling words.
- ❖ Refugees students have difficulties in applying capitalization.
- ❖ Refugee students have difficulties in applying correct punctuation

Learning Outcomes

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

- ❖ Write a short list of dictated sentences.
- ❖ Spell words correctly.
- ❖ Apply correct punctuation marks and capitalization.
- ❖ Recognize interactive writing through writing complete sentences with their ending marks: period, question marks ,exclamation mark, comma .
- ❖ Develop students writing skills through mechanics usage.
- ❖ Integrate writing with reading.
- ❖ Introduce cooperated and collaborated learning to achieve enthusiasm
- ❖ Integrate learning new vocabulary to improve the spelling development of the pupil
- ❖ Develop spelling words with given rules by dictating them in sentences with other words without specific rules.
- ❖ Relate understanding and reading with expression into a writing technique related to punctuation for the text given.
- ❖ Integrate listening with writing through dictating sentence with many repetitions.
- ❖ Integrate reading with spelling concepts (letter tiles).
- ❖ Develop students writing skills through mechanics usage.

Learning Resources

Paper Resources :

- Student's Book- Handouts.

Visual Resources :

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

Electronic Resources:

- Mobile applications
- YouTube videos
- Computers
- Websites

Additional Resources

- Common Classroom materials

Intervention Strategies

❖ Game technique.



❖ Mobile Applications (Mobile Apps)



❖ E-Learning Strategy (audio /visuals)



❖ Paired Writing Method



Procedures of the Topic

- ❖ Recognize pupil's learning difficulties (identifying mechanics and spelling)
- ❖ Discover your students learning difficulties by identifying mechanics and spelling after using one of these methods:

First method:

Identifying Punctuation on Magnets:

- Create punctuation magnets to identify your students difficulty .
- Purchase a set of magnets that have a flat surface like the one in the picture.
- Use a sharpie to write a variety of punctuation marks on the magnets.
- Use a white board and have a variety of sentences already constructed that the students add the correct punctuation mark to the end.
- You can dictate a sentence to one student to discover his dictation difficulty if he has and ask the other to figure out which punctuation mark is missing and place the punctuation magnet on the white board.
- If your student recognizes the correct punctuation mark, keep the sentence on the board with the magnet. If s/he misses the correct sentence punctuation mark, erase it from the board.
- Count the correct sentences left on the board.



Second method:

- Identifying Capitalization Stand up , Sit Down Capitalization Game
- Write sentences on the board with some words missing the first letter

1. □go to □chool by □us on □onday.
2. □he □other plays with her □on .
□bdulla.
3. □o you want to go to □uweit?

- With a sharpie write 2 sets of upper case and lower case of the missing letter of the sentences on the board.
- Read the first sentence and ask your student to choose which letter (upper or lower case) to fill in the word.
- If he fails, repeat reading the sentence focusing on the missing letter words.
- Count the correct and wrong answers and collect the wrong letter magnets on the left side of the board and the correct letters magnets on the right side of the board.



Third method:

Identifying Spelling Word: Board Races

- Prepare a list of spelling words from the student's textbook.
- Present the alphabet magnets on the table in front of the students.
- Read the first word on the spelling list.
- Ask the students to run to the board and arrange the alphabet magnets in their correct order for the proper spelling of the word.
- If your student misses arranging the correct spelling, cross on target word on the list.



Difficulties Treatment Technique :

- Second graders are expected to write sentences throughout the day at school.
- And this process will grow with more modified ideas and words, Thus, students start to revise their writing through the correction of spelling, punctuation, and capitalization which will make it sound better.
- Starting with spelling, your students will begin spelling words with the same patterns until they reach to spelling words in independent writing as follows :



- So when they learn to write words, they can write a short list of dictated sentences.
- Poor spelling skill will stick with students through their lives. So to teach them spelling, you should use the following strategies.

- Reinforce basic spelling rules and ensure that your students has memorized as many spelling rules as possible.(as short vowels and long vowels sound words (made – mad bit- bite....)
- Mnemonic devices and songs help to reinforce these basic rules.
- Printable spelling worksheets are the application of these rules.



- Organize a spelling list by word families that are following a special pattern and are similar to each other in a key way as(ball, small, fall) or blends as (flow, blow, glow) or words with long vowels as (here, week, seat)

at Spelling List		in Spelling List	
bat	cat	bin	chin
chat	fat	fin	shin
hat	mat	grin	pin
pat	sat	skin	tin
rat	scat	sin	spin
that	tat	win	thin

- Master sight words, as students recognize them when they see them and could read them , then they should remember how to spell them, this is because the best writers are also skillful readers.



- Break down words by sounds or phone games (as " ck " in " back " gives only one sound ck = k) . So, he\ she can learn that common letter combinations help in spelling.



- ❖ You can make it fun to integrate recognizing vocabulary and ask them to use the vocabulary in sentences of their own and now switch, have them dictate their sentences.
- ❖ Finally practice, practice, practice then you will learn through that.
- ❖ When students master spelling and dictation, we come to punctuation (commas, periods, exclamation marks, and question marks). Without punctuation, students won't be able to read with expression or understand most of what they read and then write using punctuation which ensures that they understand the meaning.
- ❖ So teach them through games as punctuation Pop - Up in which you read simple sentences with correct inflections and clear pass and then your students will pop up the correct flashcards with its correct punctuation mark on .

Example on simple sentences :

"What a cute puppy!"

"Did you eat lunch?"

"This apple is red."

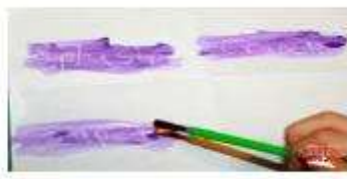
For breakfast ,I had toast, eggs and orange juice"



- ❖ Use manipulation to practice spelling with hands - on way as foam or magnetic letters , blocks , puzzle pieces , spelling tiles which allow your pupil to interact with letters and words.



- ❖ Use manipulation as interactive fun spelling games and activities that will energize you student to practice spelling .



- ❖ After all dictation, enhance listening skills as you repeat the dictated sentence for three times so students will focus and concentrate. Then allow time for sitting down without distraction. Then allow him/her to check for spelling, capitalization, punctuation word spaces etc..

<https://www.livingston.org/Page/1515>



Second graders need to use capitalization in their writing, use the acronym "MINTS."

- ❖ This is to remind students when to capitalize words in their writing.
- ❖ So, as you talk about the capitalization rules, present for them MINTS acronym where every letter stands for a word :
 1. **M** stands for months.
 2. **I** stands for "I"
 3. **N** stands for names of things: people, streets, Countries.
 4. **T** stands for titles
 5. **S** for start of sentences.

Review the acronym with the student

"What is the NAME of the month?"

"February."

What do we do with the first letter of the name of month?

(Point to the N in mint or Name)

Right! We capitalize it.

Continue practicing with the other rules



Another strategy in teaching spelling, dictation, punctuation, and capitalization is teaching them through games as :



- ❖ This is to introduce fun and enjoyment as students are acquiring knowledge and skills.
- ❖ In this way, skills come to life and students become active working and sharing, so that lonely unsharing ones find themselves getting engaged in the process of learning indirectly.

Tips For Teacher s:

- ❖ In order to meet students learning goals with second graders , use games and activities to share ,cooperate ,and get fun with each other .Try to share your student to have a role in building up or even choosing the game or activity s/he would like since this will provide him/her with enthusiasm.

Tips for Parents :

- ❖ If your children use game technique at school, they can log in at home to create and share their learning through combination texts , images , voice narration , spelling ...as their teacher will suggest to you games and activities you can use with them at home.

Spelling Identification.

- ❖ Students in their earlier years at school used to recognize spelling which is in relationship with sound , letter, and vowels combination. When the student reaches the age of 7 , there can be a shift in the emphasis placed on spelling, as spelling milestone is to build their confidence and growing their vocabulary to support their spelling attempts.

Activity :Letter Tiles

1. Letter tiles help you explain spelling concepts very clearly .So students can see and manipulate.
2. . The different colors help pupil visualize the different roles that letters have (as you can see in the video of the given link)

<https://fast.wistia.net/embed/iframe/mlqkvsztur>

3. Your pupil can try out the rules and see how they work, that is changing abstract concepts to real materials .



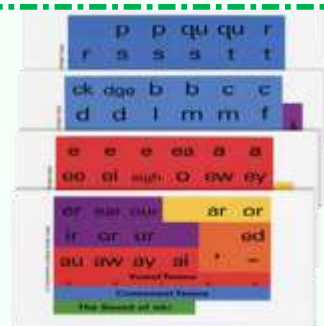
What do the different colors mean?

b	Blue tiles are consonants and consonant teams.
u	Red tiles are vowels and vowel teams.
er	Purple tiles are for the sound of /er/.
or	Yellow tiles are for Bossy R combinations that don't say /er/.
ci	Green tiles are for alternate spellings of /sh/: ti, ci, si.
ed	Orange tiles are for miscellaneous symbols and letters.

4. Letter tiles hold attention of the pupil who has attention issues or auditory processing difficulties.
5. Mistakes are no big deal for it's much easier to exchange tiles than to erase and rewrite a word.
6. Letter tiles make it easier to stay stuck to within periods of time, specially for those developing fine motor skills and for whom writing is more tiresome.
7. Letter tiles lay the groundwork for the accomplishment of bigger goals. They don't take the place of spelling words with paper and pencil . Instead , they act as fantastic learning tool that will enable your pupil to learn to spell more quickly and accurately, helping him/her get to the real goal: **Writing**

Example on that:

According to the video we use ck when we have a short vowel before the sound "k" .



Tip

- ❖ In order to work and achieve well in this issue, coordinate with the parents at home to use the same technique to teach their child, so it could emphasize the objective given.

Tip

- ❖ A pupil with Auditory Processing Disorder APD is like an old computer without a fast new . His/Her brain doesn't recognize and interpret sounds correctly for hearing is not the problem. It is just disconnection between ears and the brain. So neither the old Computer no the student with APD can process the data that goes in quickly enough or efficiently enough .So he will get extremely frustrated.

Spelling online games

- ❖ <https://www.education.com/games/spelling/>



Worksheet (1)

SPELLING

1. She is my 
s s i t e r
[] [] [] [] [] []

2. He is my 
b o r t h r e
[] [] [] [] [] [] []

3. She is my 
o m t h r e
[] [] [] [] [] []

4. He is my 
f a h t e r
[] [] [] [] [] []

5. She is my 
g a n r d m o t h r e
[] [] [] [] [] [] [] [] [] []

6. He is my 
g r n d a f t h a e r
[] [] [] [] [] [] [] [] [] [] []

<https://www.liveworksheets.com/ce1491756da>



Worksheet (2)

Write the correct spelling



olld



stermon



nepla



rac



trina



albl



og-krat



bkie



teki

LIVEWORKSHEETS

Finish!!

<https://www.liveworksheets.com/ck2249928of>



Dictation

- ❖ In order to quickly assess how well the students are mastering language arts skills such as reading, writing, speaking and listening, go to dictation.
- ❖ The rules are simple just dictate a few sentences and ask your student to write it down word by word.
- ❖ This can be done with a paper and a pencil or with a keyboard ,and then go over their work with them and make any correction.
- ❖ This will help you understand how your pupil is progressing if not, try to use activities and game techniques to improve writing skills through correct dictation.

Activity: Running Dictation

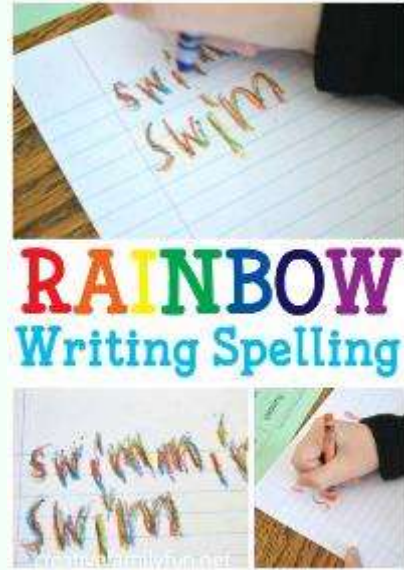
- ❖ Choose a short text or a part of a text from their textbook .
- ❖ Cut it out and make 2 copies
- ❖ Paste the copies in the classroom and outside the room .
- ❖ Split the class into 2 teams and choose a writer with a pen and a paper. The other student is a runner , who runs to the text, reads and memorizes a line of the text (with its correct dictation) ,and runs back to the writer to dictate the line of text s/he has memorized .
- ❖ The writer writes down when the runner dictates. This goes on until the text is fully copied .The teams score points in the order in which they finish. At the end each team reads out the copied text.
- ❖ All mistakes at this time should be corrected .
- ❖ For low level students , let every word of the text be described by a number placed next to or below as in the example given. Also make the text bolder and large , as the number will help kids easily identify which part (s) of the text they should read



Activity for emphasizing spelling and dictation:

Colored Spelling

- ❖ Give a list of spelling words or part of the text for dictation.
- ❖ Ask your pupil to try this activity in order to recognize the words.
- ❖ Ask him/her to trace the words using the colors they prefer ;as coloring is one among a student's favorite activities.
- ❖ Help your second grade learn dictation or spelling words by tracing and coloring them.
- ❖ Print the spelling words in large letters on a sheet of chart paper.
- ❖ Ask your student to trace the letters and color them to find the word.
- ❖ Your student will practice spelling or dictation thinking that s/he is drawing and coloring , but repeating it as many times as the colors they have chosen.



Punctuation

- ❖ Reading and writing need punctuation as a controller since emerging readers and writers head to become aware of that and able to correctly use punctuation. But teaching about punctuation doesn't have to be boring. Without Commas, periods, question marks, students won't be able to read with expression or understand much of what they read, and consequently writing the correct meaning conveyed will not be possible.
- ❖ Teaching punctuation through games gets students to be excited and engages them to practice well.

Punctuation Paddles Activity.

- ❖ Have your students glue the different punctuation marks to the end of popsicle.
- ❖ Write series of sentences on the board without Punctuation marks.
- ❖ "Do you see a bug on that flower
- ❖ Wow it's nice and cute
- ❖ Here is your turn
- ❖ We read books about animals
- ❖ Are these books colored
- ❖ Go through the sentences one by one, asking students to hold up punctuation mark the sentences should have.
- ❖ If your pupil gets it wrong, correct it for him/her and give him/her another set of sentences.

Another Activity you can practice during reading a text from his/her text book is Punctuation Scavenger Hunt

- ❖ Go to the reading text and cover up some of the punctuation marks in the text
- ❖ Ask your students to read and copy this part of the text on their copy book.
- ❖ As s/he is copying and coming to a covered mark, let him/her stop to think – pair-share in group work and decide which punctuation mark is needed.
- ❖ Go on through other parts of the text until your student can practice doing them well.



- ❖ Online games to practice spelling :
- ❖ <https://www.education.com/game/bus-stop-spelling/>
- ❖



Blending Ice Cream
Attack
Game



Sight Words
Demolition
Game



Bus Stop Spelling
Game



Sight Words Match:
Set 2
Game



Silent E Bus Stop
Spelling
Game



Homophone
Sentence Building
Game



Worksheet

Name:

Capitalization

The Word I

Remember the rule: Use a capital letter for the word I- whenever it is by itself.

Select the sentences which use capital letters correctly.

1. Tomorrow i will be going to the beach.
2. Ms. Bowen and I have classes on Tuesday.
3. It is very hot outside!
4. During the week, I do my school work.
5. There is book In my bag.
6. Every morning I brush my teeth.
7. Last week I made bakes.
8. My brother and i rode our bicycles.
9. Today I am helping my mother.
10. Do not touch the Iron. It is very hot!

 LIVEWORKSHEETS

Finish!!

<https://www.liveworksheets.com/lp1651181ma>



Name: _____



Capitalization Hunt

Find examples of capitalization around your classroom or school. Try to find at least 3 examples in each category.

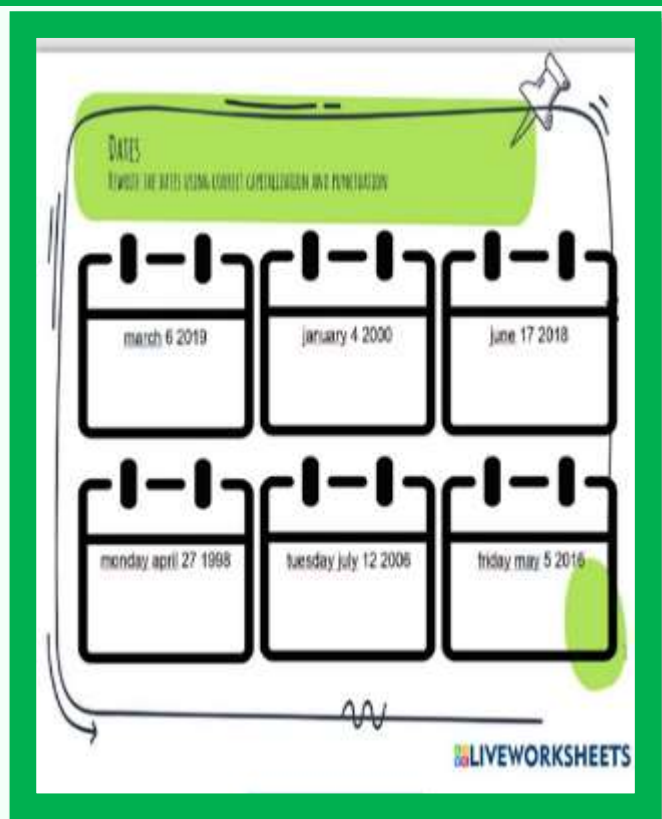
First Word <div style="border: 1px solid black; height: 80px; width: 100%;"></div>	Dates/Holidays <div style="border: 1px solid black; height: 80px; width: 100%;"></div>	People/Titles <div style="border: 1px solid black; height: 80px; width: 100%;"></div>
Locations <div style="border: 1px solid black; height: 80px; width: 100%;"></div>	Product/Brand <div style="border: 1px solid black; height: 80px; width: 100%;"></div>	Titles <div style="border: 1px solid black; height: 80px; width: 100%;"></div>
Pronoun "I" <div style="border: 1px solid black; height: 80px; width: 100%;"></div>	Proper Adjectives <div style="border: 1px solid black; height: 80px; width: 100%;"></div>	Other <div style="border: 1px solid black; height: 80px; width: 100%;"></div>

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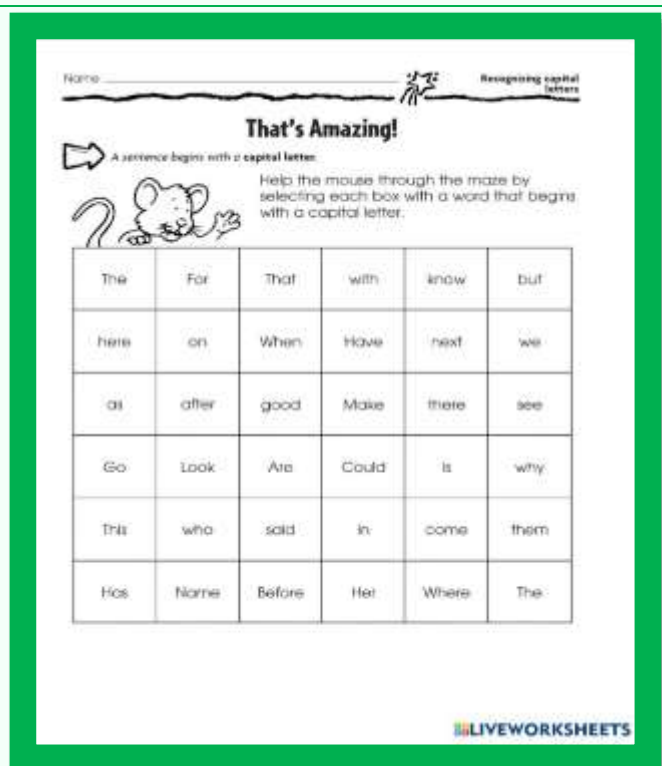
<https://www.liveworksheets.com/vo1045277ry>



<https://www.liveworksheets.com/gt1907218dt>



<https://www.liveworksheets.com/ka2254839hs>



Name: _____

Date: _____

PROPER PUNCTUATION

PARROT needs help putting the correct punctuation at the end of each sentence. Help this bird writer complete each sentence by adding a period (.), exclamation point (!), or question mark (?).

1. When is your birthday
2. I love ice cream
3. My favorite subject is writing
4. Sam walks to school
5. How far can you run
6. The dog is in the dog house
7. What is the title of the book
8. We had pizza for lunch
9. May I have a drink of water
10. The cat jumped on the fence



<https://www.education.com/download/worksheet/18613/proper-punctuation.pdf>



Capitalization

Second graders need to learn some rules, of capitalization including:

- 1) The pronoun: "(I)"
- 2) - Proper nouns: Lebanon, Ahmad ...
- 3) Titles: "The Cat's Story"
- 4) The beginning word in a sentence or after
(.) or (?
: The man is my father. He is riding the car
- 5) Days , month : Friday , June



A very fun way to practice capitalization with your students is the following: Sit and Stand

- Write a group of sentences on the board without correct capitalization.
- Read the first sentence and the first student who will stand when you reach to the word that must be capitalized , will come to the board and write the Capital letters in this sentence.
- If the student failed, repeat the sentence aloud slowly. When they hear a word that should be capitalized, students should stand up and the first one races to the board to capitalize, other wise they should stay sitting down.



Text.



My friend and i are playing football. we join a team in tripoli the team's name is "the champions " do you like to be with us malek and sami ?

I Spy with my Capital Eye

- ❖ Ensure there are words and items all around the room that would be capitalized if they were written.
- ❖ You can write them on cards with other card words that must not be capitalized, and spread them in the classroom (I, bashir, beirut, play, al hekme school, flower, desk , friday)
- ❖ Ask the students to choose one item or word that would be capitalized if written .
- ❖ The student says " I spy with my capital eye something that starts with capital "F".
- ❖ The other students can guess.
- ❖ The one who guesses the correct answer, gets a point and is the next to spy
- ❖ If no one guesses the answer the person who spied will continue until the rule is recognized by the students.



Theoretical Background

- ❖ Writing is the fourth main skill in language acquisition.
- ❖ It is a result for all the other three skills.
- ❖ If it is not controlled with mechanics, it will be a big failure.
- ❖ Controllers of the writing process are :
- ❖ spelling , dictating sentence , punctuation and capitalization .
- ❖ Good spellers use a variety of strategies in their four main categories:
 - ❖ phonetic (present the sound with a letter) , rule based (/j/ can be spelled /dge/)
 - ❖ visual (depending on visual memory) and morphemic (using prefix and suffix).
- ❖ Punctuation is important in writing.
- ❖ It helps to make your message meaningful and clear .
- ❖ It will change the entire meaning of a sentence if it is missed or incorrectly used.
- ❖ It has three main purposes to let a writer know how to begin a sentence, to show important words in a title of a written part, and to write proper names.
- ❖ Without these controllers written tasks will not express ideas more clearly and with full expressions.

Resources

- ❖ <http://bit.ly/UsingLetter-Tiles>
- ❖ <https://www.liveworksheets.com/vo1045277ry>
- ❖ <https://missgiraffeclass.blogspot.com/2015/09/short-activities-and-resources.html>
- ❖ <https://www.k5learning.com/free-grammar-worksheets/second-grade-2/capitalization/days-holidays>
- ❖ <https://fast.wistia.net/embed/iframe/mlqkvsztur>
- ❖ <https://www.teachingenglish.org.uk/article/running-dictation>
- ❖ <https://www.english-4kids.com/runningdictationkids.html>
- ❖ <https://www.pinterest.com/pin/287245282456644207/>
- ❖ <https://www.teachwithme.com/blogs/getting-to-the-core/itemlist/tag/punctuation%20paddles>

Topic Three

Vocabulary

Indicators of the difficulty

- ❖ Refugee students have difficulties in remembering uncommon words that they learn .

Learning Outcomes

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

- ❖ Use word clusters to remember uncommon words
- ❖ Use context to remember unfamiliar words

Learning Resources

Paper Resources :

- Student's Book- Handouts.

Visual Resources :

- Models.
- Realia
- Visual aids
- Flash
- Audio aids
- Cards
- 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



Recognizing student's learning difficulty. (Vocabulary)

- ## First Method

- 295

Second Method

Snake-word



- ❖ Divide students into rows or teams .Each row or team sends a representative to the board. They choose a coloured pen or piece of chalk and they stand in line. You write a letter, and the first student must write a word beginning with that letter. Then the following student writes a word beginning with the last letter of the previous word, and so on. For example, if you choose the letter D, the words could be:

Dog goat ten nose -----

- ❖ However, the students should write the words so that they merge together into a 'snake':

Doggoat tennoseegg-----

- ❖ Limit the time for each student to write the next word, depending on the level of the class. After their time passes, if they don't write a word , they will miss their turn. If the student misses his or her turn three times, he or she are replaced by another student from his – her row/team. Only two replacements are allowed. After that, the row/team is eliminated.







Third Method

Word Scramble



- ❖ Take a list of words that your students have recently learned and write a scrambled version of each on the board. Allow students to unscramble the words on their paper. The first one to finish deciphering all the words wins.

Drag the letters into their correct positions to unscramble the words

 o s t y =	 n s u =	 a e s =
 d s a =	 e n s k a =	 t i s =

<https://www.liveworksheets.com/sd2811430jz>

Remediation Techniques

- ❖ Using games helps second grade students to remember words such as
Stop the Bus Game



Procedure

- ❖ Put the students into teams of three or four.
- ❖ Draw on the board a table like the one below and get each team copy it onto a piece of paper.
- ❖ Students simply have to think of one item to go in each category beginning with the set letter. Give an example line of answers for the first time you play with a new group.
- ❖ The first team to finish shouts 'Stop the bus!'
- ❖ Check their answers and write them up on the board and if they are all OK, that team wins a point. If there are mistakes in their words, let the game continue for another few minutes.
- ❖ If it gets too difficult with certain letters (and you can't think of one for each category), reduce the amount of words they have to get. You can say 'OK, for this round you can stop the bus with four columns.'

Examples

	Fruits	Girl Name	Sports	Food
B	Banana	Basma	Basketball	bean

Examples

M	Fruits	Boy's Name	Animals	Food
S	Animals	Girl's Name	Sports	Food

The I Spy Strategy

- ❖ In the I Spy strategy; teachers give students a number or list of words to hunt for in a text. You can also ask them to “spy” any unfamiliar words.
- ❖ Students can play individually or in teams.
- ❖ Pick a word that is on display somewhere in the classroom (like a bulletin board). Say, “I spy with my little eye a word that begins with ‘P’.”
- ❖ Repeat this a few times.
- ❖ After a few rounds, explain that you’re going to play a variation of this game to help you find unfamiliar words in the text.
- ❖ Show them the list of the words you’re looking for in the text (use the board or a screen or a printed list).
- ❖ Once they’ve found all of the words, I discuss the words using the strategies “I know” which is effective for explaining unfamiliar words.
- ❖ The first few times, I play as a class until they get the hang of it.

Telephone

- ❖ Put learners in a circle.
- ❖ Whisper a word to the learner on your left.
- ❖ They whisper the word to the person on their left and so on.
- ❖ The last person to hear the word has to write it on the board – see if the word is the same or if it’s changed!
- ❖ Change places to give everyone a go.

Odd one out

- ❖ Write up four words on the board, one of which is the odd one out,
- ❖ e.g. cheeky, happy, curly, nice. '**Curly**' is the odd one out because it describes physical appearance and the others all describe character.
- ❖ Get your learners to make their own examples and test each other.

Using Online Games in Vocabulary

WORDSEARCH

- ❖ Using games whether online or offline to overcome any difficulties in vocabulary :
- ❖ you can click on the following link and enjoy using this online game :
- ❖ <https://www.gamestolearnenglish.com/>



Word search

- ❖ This is a simple online word search game that students can use to practice basic English vocabulary. You have to find the words to match the images before the timer runs out.
- ❖ Before playing the game, you choose a set of content to use. There are about 30 sets to choose from and they cover a range of vocab topics. The game then selects about 18 items from that set to use in the game; the selection is based on how long the words are.

- ❖ To play the game, you have to look at the images and guess the matching words. Then you try to find the words in the jumble of letters. For example, if you see a picture of a phone, you have to find the letters for 'phone'. Spaces are excluded and so 'the sun' is changed to 'thesun'.
- ❖ You can click or tap on the images to see how the words are spelled, and there is also a hint button that can be activated by first clicking on the settings button. The challenge comes from finding all the words before the time runs out. If the time runs out, the game is lost but you can retry.
- ❖ Points are awarded for each word correctly found; however, points are lost for wrong guesses, for clicking on the images and for getting hints.
- ❖ It is hoped that learning can occur through the association of words, images and audio.
- ❖ The images present meaning, and this is paired with the English word through the process of finding the word's letters. This is also reinforced when the audio plays. The game also practices spelling as you have to know how the words are spelled in order to find them.





Exercise (1)

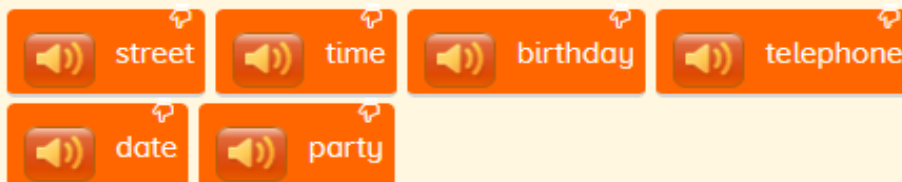
Birthday party invitation

Look at the birthday party invitation then do the exercises to help you practice writing in English :

Birthday party invitation

Match the word to the picture.

6 items remaining



Exercise (2)

Birthdays


Match the word to the picture.



Worksheets

Worksheet (1)

Match the pictures and the words

	 MOTHER	
	 GRANDMOTHER	
	 FATHER	
	 AUNT	
	 GRANDFATHER	
	 UNCLE	
	 SISTER	
	 COUSINS	
	 BROTHER	
	 BABY	

Finish!!

<https://www.liveworksheets.com/lk678940fi>



Worksheet (2)

Name: _____

Date: _____

Colour the words in the puzzle.

hen bed red leg wet jet pen egg



a	r	l	j	e	t
b	w	e	t	a	o
e	g	g	d	r	h
d	i	p	u	t	e
a	b	o	p	e	n



LIVEWORKSHEETS

Finish!!

<https://www.liveworksheets.com/jk2831656zt>



Worksheet (3)

Family word search

G	R	A	N	D	M	O	T	H	E	R
X	C	U	Q	T	O	D	Z	C	M	W
E	V	N	B	N	T	Z	Y	O	M	B
K	R	T	H	U	H	E	E	U	O	R
F	S	I	S	T	E	R	J	S	I	O
C	D	E	N	M	R	E	Y	I	K	T
S	F	A	T	H	E	R	J	N	P	H
Z	H	M	F	D	G	U	N	C	L	E
G	R	A	N	D	F	A	T	H	E	R
W	B	Y	B	B	B	A	B	Y	H	H

Grandmother

Sister

Mother

Grandfather

Uncle

Brother

Auntie

Father

Cousin

Baby



<https://www.liveworksheets.com/ig1544730ie>



Worksheet (4)

Word Scramble

Look at the picture, then rearrange the letters to form the word.



np*i*



tan



ap*t*



pn*a*

Finish!!

<https://www.liveworksheets.com/mq1379066ro>



Worksheet (5)

Match the word with the correct picture:

kite

sun

sand castle

sea

shell

beach



Finish!!

<https://www.liveworksheets.com/vo1222874tt>



Resources

- ❖ <https://www.teachingenglish.org.uk/article/word-association-recitation>
- ❖ <https://www.teachingenglish.org.uk/article/snake-word>
- ❖ <https://www.fluentu.com/blog/educator-english/esl-vocabulary-games/>
- ❖ <https://www.teachingenglish.org.uk/article/kids-vocabulary>
- ❖ <https://learnenglishkids.britishcouncil.org/worksheets/birthdays>

Summative Assessment



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

(1) Match each word with the correct picture:

Family



House



Bedroom



Kitchen



Living room



Q. Reading Comprehension

Hi! My name is Sophia.
Mini is my pet.
She is a cat.
She likes to play with balls.
She likes to eat Fishes.



1. mini is _____.
 - a) my friend.
 - b) my pet.
 - c) my sister.
2. my name is _____.
 - a) Sophia.
 - b) Tina.
 - c) Emma.
3. Mini is _____.
 - a) a mouse.
 - b) a cat.
 - c) a dog.



<https://whatistheurl.com/>

<https://whatistheurl.com/5-reading-comprehension-worksheets-for-grade-1/reading-comprehension-worksheets-for-grade-1-2/>



Name _____

PICK THE BLEND

 <input type="text"/> ar	 <input type="text"/> irt
 <input type="text"/> ider	 <input type="text"/> ail
 <input type="text"/> an	 <input type="text"/> ooter
 <input type="text"/> ow	 <input type="text"/> oon
 <input type="text"/> y	 <input type="text"/> one
 <input type="text"/> arf	 <input type="text"/> ing

sc	sk	sn	sp	st	sw
sc	sk	sn	sp	st	sw


<https://activityschoolkids.com/english-grade-1-worksheets/>











Name: _____

CVC Words

Word to Picture Matching



man	•	•	
map	•	•	
mat	•	•	
nap	•	•	
pal	•	•	
pan	•	•	
pay	•	•	
rag	•	•	

<https://activityschoolkids.com/english-grade-1-worksheets/>



Look at the picture and tick the correct describing words.



Elephant

Big

Small

Glossy



Ball

Rectangle

round

Triangle



Boy

Soft

Clean

Dirty



Tea

Hot

Cold

Icy



Grandfather

Fast

Old

Young

<https://activityschoolkids.com/english-grade-1-worksheets/>



1. Based on the first sound of the following words, write either 'A' or 'An' before them.

a. _____ orange

b. _____ ship

c. _____ camera

d. _____ airplane

e. _____ ostrich

f. _____ flower

2. Add 'a' or 'an' before the following objects and complete the sentences. One example has been done for you.

a. Tina reads



b.



has seven colours.

c. Pearl puts the flowers in



d. Nancy bought



e. My mother wants



for the cake.

f. Sona gave Deepti



Name: Class: Date:

- Listen to the words carefully and then drag and drop the words in the correct boxes.



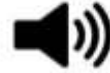
d u g



p e g



m o p



s i t



r a g



s u n

Finish!!

<https://www.liveworksheets.com/uj1192703kl>



Blending Sounds

Drag the picture next to the correct word.

leg		
frog		
melon		
jump		
sleep		
fork		

Finish!!

<https://www.liveworksheets.com/ny1361617nx>





Spelling

Click on the picture or speaker, listen to the words carefully and type them in next to the number.



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.

LIVEWORKSHEETS

Finish!!

<https://www.liveworksheets.com/vu2908363js>





Listen to the words and write the correct spellings.

1.		<input type="text"/>	13.		<input type="text"/>
2.		<input type="text"/>	14.		<input type="text"/>
3.		<input type="text"/>	15.		<input type="text"/>
4.		<input type="text"/>	16.		<input type="text"/>
5.		<input type="text"/>	17.		<input type="text"/>
6.		<input type="text"/>	18.		<input type="text"/>
7.		<input type="text"/>	19.		<input type="text"/>
8.		<input type="text"/>	20.		<input type="text"/>
9.		<input type="text"/>	21.		<input type="text"/>
10.		<input type="text"/>	22.		<input type="text"/>
11.		<input type="text"/>	23.		<input type="text"/>
12.		<input type="text"/>	24.		<input type="text"/>

LIVEWORKSHEETS

Finish!!

<https://www.liveworksheets.com/lr2150131pj>



I. Circle, write and color.

t	g	b	*	*	p	*
o	r	a	n	g	e	*
m	a	n	*	*	a	*
a	p	a	*	*	r	*
i	e	n	*	*	*	*
o	s	a	p	p	i	e



Ba



r n g



g p s



ea



t to



a l

II. Tick(v) or cross(x)



I have got a lunch box. ☐
I have got an lunch box. ☐



I have got a biscuit. ☐
I have got four biscuits. ☐



I have got six apples. ☐
I have got six apple. ☐



I have got two tomato. ☐
I have got two tomatoes. ☐



I have got three oranges. ☐
I have got an orange. ☐



I have got a banana. ☐
I have got an banana. ☐

III. Find and correct the mistakes

1. what have you got? I have got a(an) apple.

...a-> an

2. ☐ here can ☐ u see? I ☐ n see ☐ lunch box.

3. ☐ here is ☐ at? ☐ is is ☐ computer room.

4. ☐ ho is ☐ s? ☐ is ☐ Linda.

IV. Choose the correct answer.

- What is it? – It's gray. ☐ A. color ☐ B. time ☐ C. nationality
-students are there in your class? There are 20.
☐ What ☐ How many ☐ Which
- These.....my pencil cases. ☐ is ☐ are ☐ am
- What time do go to school every day? – I go to school at 6.30.
☐ he ☐ she ☐ you
- I breakfast at 6.15 every morning. ☐ do ☐ learn ☐ have
- I..... TV in the evening. ☐ watch ☐ read ☐ open
- What isname? His name is Peter. ☐ your ☐ her ☐ his

V. Look and read . Write Yes or No

A. There is a board in the classroom.	<input type="checkbox"/>
B. There are two boys in the classroom.	<input type="checkbox"/>
C. There is a blue book on the table.	<input type="checkbox"/>
D. There are two yellow rulers on the table.	<input type="checkbox"/>
E. There's a blue bag.	<input type="checkbox"/>
F. There are three green pencils.	<input type="checkbox"/>



VI. Read and write True or False

Hello! My name is Linda. I am nine years old. I am studying at Ha Huy Tap School. In lunch time, I have got a lunch box with fruits and drinks. I have got five oranges, two biscuits and two tomatoes. I have got a bottle of milk. They are delicious but I want to eat biscuits and apples. I don't like tomatoes.

This is Hoa's lunch box. It's big and beautiful. Hoa has one banana, three apples and a bottle of water. We have a lunch together.

- Linda is studying at Ha Huy Tap School. ☐
- Linda has four oranges and two biscuits. ☐
- Linda wants to eat biscuits and apples. ☐
- Hoa has one banana and a bottle of water. ☐
- They have a lunch together. ☐

VII. Look and write.



a) a rock.



b) six balloons.



c) a leaf.



d) four butterflies.



e) a flower.



f) a butterfly.

VIII. Put the words in the correct order

a) the football – Put – in – box. – the

b) photo – Put – the – the table. – on

c) basketball – the box. – Put – in – the

d) the cupboard. – Put – the – soccer ball –

in

e) baseball – the – Put – on – the chair.

IX. Look and act

1. Where is the vase?

2. Where is the table?

3. Where is the chair?

4. Where is the clock?



X. Look at the pictures and complete the sentences.



Where is he ?



Where is she ?



Where is she ?



Where is she ?



Where are they ?

XI. Listen and tick the box.



<https://www.liveworksheets.com/at2822475dr>



Appendix (1)

Individual Treatment Plan Model

- ❖ The Individual Educational Plan: that plan is specifically designed for a particular pupil 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

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

General Difficulty:-----

Sub-Related Difficulties:-----

- ❖ -----
- ❖ -----
- ❖ -----

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

❖ -----

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

Remedial Teaching Guide for Students with English Language Learning Difficulties

Objectives	Techniques for achieving goals with an individual plan
Minimize/reduce distractions	<ul style="list-style-type: none"> ❖ Make your eyes meet the eyes of the students frequently. ❖ Ask the pupil to sit near you (the teacher). ❖ Attract the pupil's attention and interest by following his responses. ❖ Ask the pupil to sit away from places of noise (air conditioner / door / window) ❖ Ask the pupil to sit next to his classmates with the desired behavior
Increasing the level of motivation	<ul style="list-style-type: none"> ❖ 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 pupil's curiosity.
Improve Organization	<ul style="list-style-type: none"> ❖ Provide clear rules and regulations for acceptable behavior in the classroom. ❖ Accurately define your expectations as a teacher of the 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	<ul style="list-style-type: none"> ❖ Keep the instructions simple and short. ❖ Have the pupil 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 charts , graphics.
time management	<ul style="list-style-type: none"> ❖ Divide the lesson time 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	<ul style="list-style-type: none"> ❖ Apply one of the individual or group intelligence tests. ❖ Apply an EFL test or get its score in the difficulty subject . ❖ Apply the Distraction and exclusion narration (intelligence < average + achievement > average).
Behavior Analysis	<ul style="list-style-type: none"> ❖ Identify the pupil's favorite positive and negative reinforcements . ❖ Determine the type of motivation that provokes the child to the optimal level of arousal.

Prepare individual plan	<ul style="list-style-type: none"> ❖ Set the direct and indirect goals to be achieved. ❖ Provide a detailed explanation of the skills to be acquired by the pupil, supported by examples. ❖ Determine the activities and practices that the pupil must do to acquire these skills. ❖ Determine the basis for evaluating the pupil's performance for the tasks and skills to be acquired. ❖ Determine the types of reinforcements that are provided to the pupil in terms of kind and timing.
Arousal Motivation	<ul style="list-style-type: none"> ❖ Make the target tasks simple, brief, and at the level of the student's abilities. ❖ Make the target tasks exciting for him/her in order to feel successful and accomplished.
Activate activities	<ul style="list-style-type: none"> ❖ Help the pupil 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	<ul style="list-style-type: none"> ❖ 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 appropriately. ❖ 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 who have Special Needs and 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 is 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 children with special needs in schools and regular classes with their normal peers, with the provision of special education and support services.” Integration depends on providing a better and friendly learning environment for all children based on the fact that every child has the right to education in an educational environment that welcomes all children, providing them with high-quality educational opportunities, and emphasizing 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	<ul style="list-style-type: none"> ❖ 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 laughter without reason, extreme sadness, and crying without reason. ❖ A communication disorder is represented by: a marked delay in the development of 	<ul style="list-style-type: none"> ❖ The child 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, 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. 	<ul style="list-style-type: none"> ❖ 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. ❖ Providing them with fewer minor problems than their normal peers to avoid feeling a failure ❖ Focusing on the positive points they have in the academic, technical and athletic aspects. ❖ Trying to discover their latent energies. Every child with autism has skills and

	<p>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.</p> <p>❖ Repetitive stereotyped behavior: body movements, excessive preoccupation with parts of things, abnormal attachment to some habits, or things.</p>	❖	<p>abilities, and developing them enhances his self-confidence</p>
Down's Syndrome	<p>❖ The need to repeat information</p> <p>❖ Lack of ability to focus and focus for long periods.</p> <p>❖ Slow response and delayed reaction.</p>	<p>❖ 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.</p>	<p>❖ Satisfying students' needs for love, safety and appreciation because losing these feelings for them wastes a large part of their energies.</p> <p>❖ Focus on their athletic and artistic talents.</p> <p>❖ Reducing the chances of failure in front of the child.</p>

	<ul style="list-style-type: none"> ❖ Lack of ability to imagine or visualize verbal communication. ❖ Lack of ability to solve and generalize problems. ❖ Emotion in embarrassing and impulsive situations. ❖ Lack of motivation and ability to complete tasks 	<ul style="list-style-type: none"> ❖ The Modern category, with an IQ from 40 to 52 and are trainable in life skills and can be partially integrated 	<ul style="list-style-type: none"> ❖ Satisfying the child's feeling of acceptance by others, especially parents and teachers, to improve his 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)	<ul style="list-style-type: none"> ❖ Excessive and impulsive movement without thinking and aggressiveness for trivial reasons. ❖ The ability to be distracted by the simplest and smallest things. ❖ Stubbornness, difficulty controlling, loneliness, and mood swings. 	<ul style="list-style-type: none"> ❖ 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 modify and improve their behavior in a group setting. 	<ul style="list-style-type: none"> ❖ 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 child to know what is expected of him clearly and without emotion. ❖ Verbal positive reinforcement for appropriate behavior.

	<ul style="list-style-type: none"> ❖ 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. ❖ 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. 	<ul style="list-style-type: none"> ❖ 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. 	<ul style="list-style-type: none"> ❖ 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 child on the basis of his performance of certain behaviors and corresponding to specific rewards? ❖ 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.
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	❖ Delayed achievement performance despite the high IQ.		
Hearing Impaired	<ul style="list-style-type: none"> ❖ The child 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 child understands speech from a close distance (3-5 feet), provided that they are facing the speaker. ❖ The child suffers from speech and language defects. ❖ The outcome of his vocabulary is few. 	<ul style="list-style-type: none"> ❖ 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. 	<ul style="list-style-type: none"> ❖ 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.

			<ul style="list-style-type: none"> ❖ 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,
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			practical demonstrations, educational games.
Visually Impaired	<ul style="list-style-type: none"> ❖ Visual impairment negatively affects motor development with its two elements: moving safely and efficiently from one place to another and the 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. 	<ul style="list-style-type: none"> ❖ 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 as magnifiers or glasses or without them after enlarging the printed materials in large letters with the use of medical glasses, taking into account the field of vision of the integrated baby. 	<ul style="list-style-type: none"> ❖ - 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. ❖ 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

	<ul style="list-style-type: none"> ❖ Less ability to make and keep friendships. 		<p>enlarged and unnecessary details are reduced.</p> <ul style="list-style-type: none"> ❖ 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. ❖ Take into account the organization of the furniture inside the classroom, as they can walk in the classroom on their own if
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			<p>the furniture remains fixed in its place without changing.</p> <ul style="list-style-type: none"> ❖ Using strategies such as: storytelling, cooperative learning, multiple intelligences, role- playing, and brainstorming.
Slow learning	<ul style="list-style-type: none"> ❖ Low level of academic achievement in all subjects in general. ❖ Poor ability to assimilate and comprehend. ❖ Low IQ (84-70). ❖ Problems with adaptive behavior. ❖ Impulsivity and rush to answer which makes it wrong. ❖ He has difficulty in memory compared to his peers, with 	<ul style="list-style-type: none"> ❖ 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. 	<ul style="list-style-type: none"> ❖ 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 planned in advance in an orderly manner. ❖ Focusing on the weaknesses faced by students of this category, and enhancing their positive aspects and strengths.

	<p>difficulty in retaining and recalling information.</p> <ul style="list-style-type: none"> ❖ 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 		<ul style="list-style-type: none"> ❖ - 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. ❖ 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.
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	<p>words and sentences, and difficulty recognizing them.</p> <ul style="list-style-type: none"> ❖ The difficulty of logical thinking and reasoning, and the difficulty of assuming responsibility. ❖ His writings are unorganized and contain errors such as omissions and substitutions. 		<ul style="list-style-type: none"> ❖ Use strategies such as: modeling, peer teaching, cooperative learning
Learning Difficulty	<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ 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 child's special difficulty. 	<ul style="list-style-type: none"> ❖ The classroom should be equipped so that its location is far from noise and external influences that distract the child's auditory attention. The classrooms should be well ventilated and furnished with sound furniture that comforts the child in his session. ❖ - Diversity of the educational situation and its enrichment with activities and educational and technological means that attract attention, because the child with

	<p>in some subjects and delayed in others.</p> <ul style="list-style-type: none"> ❖ 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, underestimates the value of his achievements and is generally pessimistic. 		<p>disturbed attention gets bored quickly, especially from unnecessary repetition.</p> <ul style="list-style-type: none"> ❖ Changing the classroom and using another teacher or the same teacher, but 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.
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	<ul style="list-style-type: none"> ❖ 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. ❖ His writings are unorganized and contain errors such as omissions and substitutions. 		
	<ul style="list-style-type: none"> ❖ His achievement is low in all subjects. ❖ Lack of motivation for learning and achievement. 	<ul style="list-style-type: none"> ❖ - Academic advisor in the school. ❖ - A psychiatrist to follow up on the condition 	<ul style="list-style-type: none"> ❖ He needs a case study and the intervention of a psychologist and academic advisor to identify his

Learning Delay	<ul style="list-style-type: none"> ❖ 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. 	<ul style="list-style-type: none"> ❖ - A qualified teacher to handle the class. ❖ - Providing appropriate educational and technological means. ❖ - Providing a resource room in the school. 	<p>psychological, social and environmental problems.</p> <ul style="list-style-type: none"> ❖ 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.
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