

3

English Guide

مشروع بناء برامج تعويضية

لصعوبات تعلم المواد الدراسية للاجئين السوريين

لبنان - الأردن - تركيا (الداخل السوري)

Overcoming English Learning Difficulties



Grade Three



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International Islamic Charity Organization



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Introduction

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

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

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

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

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

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

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

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

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

Teacher

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

Students

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

- ◆ They also have difficulties in expressing their ideas through speaking because they do not have enough vocabulary.
- ◆ They feel nervous and have difficulties in constructing any sentences.
- ◆ Anxiety and unwillingness during the English-speaking process are considered two of the biggest obstacles for EFL learners. They are appeared when the learners are afraid of being negatively evaluated when making mistakes, particularly in front of their friends.
- ◆ Students are worried about making mistakes because of the fearful of criticism and or being shy.
- ◆ Students have no motive to express themselves.
- ◆ Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.
- ◆ Students have negative attitudes regard to speaking English language.
- ◆ Students who share the same mother tongue tend to use it because it is easier . Moreover, the learners feel less exposed if they are speaking their mother tongue.
- ◆ Students do not have an awareness of the ways speaking can be practiced and learn how to cope with tasks that require oral production.
- ◆ Students report that they are hesitant to speak because of their teachers' scoring procedures and their classmates' mockeries.
- ◆ Students transfer the cultural rules from their mother tongue to EFL.
- ◆ There is a lack of schooling experience.

Classroom Environment

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

Curriculum

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

War

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

Financial

- ◆ Most of the refugee in Lebanon cannot attend English classes due to their special socio-economic status.
- ◆ The refugees work for long hours. There is no time for them to learn the language because of the financial difficulties.
- ◆ Syrian refugees living in the USA also face 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
- ♦ Paired Reading
- ♦ Choral Reading
- ♦ Graphic Organizers
- ♦ Paired Writing Method
- ♦ Puppet Based Learning

Scope and Sequence Matrix for English Language Course

Grade Three

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Listening Difficulties	Phonological Difficulties	❖ Refugee students have difficulties in identifying the 'oo', 'au', 'oi', 'aw', 'ow', 'ew', 'oy', vowel blends/teams.	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 recognizing compound words containing short and long vowels.				
		❖ Refugee students have difficulties in discriminating sounds of English words in listening.				
		❖ Refugee students have difficulties in inferring the speakers tone.				
		❖ Refugee students have difficulties in listening to learn correct pronunciation.				
	Vocabulary	❖ Refugee students have difficulties in learning new vocabulary in listening text.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in guessing new word and vocabulary.				
		❖ Refugee students have difficulties in identifying words heard.				
	Sound Discrimination	❖ Refugee students have difficulties in discriminating sounds of English words in listening.				
		❖ Refugee students have difficulties in recognizing individual sounds in a word (Phonemic Isolation)				
		❖ Refugee students have difficulties in recognizing the same sounds in different words (Phonemic Identity).				
		❖ Refugee students have difficulties in recognizing a word, in a set of three ,that has an odd sound (Phoneme Categorization)				
		❖ Refugee students have difficulties in listening to a sequence of separately spoken sounds and then combining the sounds to form a word (Phonemic Blending)				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Speaking Difficulties	Pronunciation Difficulties	❖ Refugee students have difficulties in counting numbers (30-50).	CDs Mobile Assisted Language Learning (MALL) Tools Mobile Apps Game technique E-learning Strategy	Nursery Rhymes Pictures Videos and realia *Visual aids Realia -CDs -Online resources -Books -YouTube	Songs games, *Role-Playing Activities Describe picture Dialogs -Watching videos -Audios -Dialogs	Tasks Quizes Assignments Tests Self-evaluation -Homework -Exercise
		❖ Refugee students have difficulties in telling the time.				
		❖ Refugee students have difficulties in expressing actions happening now				
		❖ Refugee students fear mispronouncing the words .				
		❖ Refugee students have difficulties in describing weather and observing weather conditions and seasons.				
		❖ Refugee students have difficulties in pronouncing some pairs of English consonant sounds (i.e. /tʃ/ and /ʃ/ as in chair. and .share; /v/ and /f/ as in .van. and .fan; /p/ and /b/ as in .pat. and bat).				
		❖ Refugee students have difficulties in pronouncing some English consonant clusters.				
		❖ Refugee students have difficulties in pronouncing a certain word correctly.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		❖ Refugee students have difficulties in understanding the pronunciation of the native English speaker.	Game technique E-learning strategy. Mobile Based Learning Mobile Applications (Mobile Apps) Cooperative learning strategy Students works in groups Questioning Role Play Activities Puppets based learning			
	Communication & Interaction Difficulties	❖ Refugee students have difficulties in communicating in English clearly .				
		❖ Refugee students have difficulties in expressing their ideas through speaking.				
		❖ Refugee students have difficulties in talking about school subjects.				
		❖ Refugee students have difficulties in talking about their preferences.				
	Rhyming Skills	❖ Refugee students have difficulties in producing rhyming words.				
Reading Difficulties	Interpretation skills	❖ Refugee students have difficulties in asking and answering questions in reading material .	Game Technique (Pingo, Scavenger hunt) E-learning Strategy (Audio- Visual) Brainstorming Strategy	Flashcards Pictures Reading Texts *Visual aids Realia	*Role-Playing Activities Scaffolding *Story-Telling	Tasks Quizes Assignments Tests
		❖ Refugee students have difficulties in proposing logical solution to problems.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
	Vocabulary Aspect	❖ Refugee students have difficulties in knowing many sight words (e.g they, it .)	Graphic Organizer			
		❖ Refugee students have difficulties in recognizing words or vocabulary.	Paired Reading Method			
		❖ Refugee students have difficulties in remembering uncommon words .	Mobile Based Learning (Mobile apps) such as “Prodigy game “or Learn English Vocabulary – Kids”			
		❖ Refugee students have difficulties in using the unfamiliar words.				
	Reading Fluency	❖ Refugee students have difficulties in reading aloud.	Game technique: Such as (Jigsaw/Scavenger hunt)			
		❖ Refugee students have difficulties in reading different types of reading texts to obtain information and show enjoyment.	E-Learning Collaborative strategy			
		❖ Refugee students have difficulties in reading independently to acquire information.	Brain storming Reading theater Choral and repeated reading Puppets based learning			
		❖ Refugee students have difficulties in explaining connection between what they read and prior knowledge.				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
Writing Difficulties	Grammar	❖ Refugee students have difficulties in writing the sentences in correct grammar.	E- learning Strategies Online games Questioning Group work Role plays Puppets based learning	Pictures *Graphic organizers. *Models . *Visual aids Realia Songs	*Role-Playing Activities *Scaffolding Describe picture	Tasks Quizes Assignments Tests -Homework Assignment -Exercises
		❖ 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)				
	Spelling & Mechanics	❖ Refugee students have difficulties in categorizing words which contain soft and hard "C".	E-Learning strategy Mobile Applications Game technique Cooperative Learning			
		❖ Refugee students have difficulties in putting events in the correct sequence in a story.				
		❖ Refugee students have difficulties in spelling words.				
		❖ Refugee students have difficulties in spelling words related to syllable division.				
		❖ Refugee students have difficulties in adding suffix "ly" to appropriate words in a text.				
		❖ Refugee students have difficulties in applying correct				

Dimensions	Learning Difficulties	Indicators	Teaching Methods and Strategies	Learning Resources	Instructional Activities	Assessment Techniques
		punctuation marks and capitalization.				
		❖ Refugee students have difficulties in applying paragraph indentation and leaving spaces between words.				
	Vocabulary	❖ Refugee students have difficulties in remembering uncommon words .				
		❖ Refugee students have difficulties in using words for describing pictures.				

Grade Three



Reference guide for the treatment of learning difficulties in English for **grade three** 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 that is based on what students already know and can do. If students can read a sentence, they will be able to compose their own sentence using this skill. In addition, integrating language skills also helps English teachers to provide additional diversity to the session by expanding the choice of activities. Instead of just listening, students can also practice speaking, reading, and writing. This may increase their desire to study English and help overcome English learning difficulties. Above all, integrating the skills means you're working at a realistic communication level, which allows you to enhance your communicative ability in English in a holistic way.

First Dimension

Listening Difficulties



Introduction

This dimension deals with listening difficulties that third 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 Discriminating

Topic One

The Phonological Difficulties

Indicators of the Difficulty

- ◆ Refugee students have difficulties in identifying the ‘oo’, ‘au’, ‘oi’, ‘aw’, ‘ow’, ‘ew’, ‘oy’, vowel blends/teams.
- ◆ Refugee students have difficulties in recognizing compound words containing short and long vowels.
- ◆ Refugee students have difficulties in discriminating sounds of English words in listening.
- ◆ Refugee students have difficulties in inferring the speakers tone.
- ◆ Refugee students have difficulties in listening to learn correct pronunciation.

Learning Outcomes

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

- ◆ Identify the ‘oo’, ‘au’, ‘oi’, ‘aw’, ‘ow’, ‘ew’, ‘oy’, vowel blends/teams.
- ◆ Recognize compound words containing short and long vowels.
- ◆ Pronounce sounds correctly.
- ◆ Become aware of the sounds in their environment.

Learning Resources

Paper Resources :

- Student's Book - Handouts.

Visual Resources :

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

Electronic Resources:

- Mobile applications
- Computers
- YouTube videos
- Websites

Additional Resources

- Common Classroom materials

Intervention Strategies

Game Based Learning



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



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 identifying the 'oo', 'au', 'oi', 'aw', 'ow', 'ew', 'oy', vowel blends/teams. by circling these sounds in new words through using one of these methods:

First Method

Identifying the 'oo', 'au', 'oi', 'aw', 'ow', 'ew', 'oy', vowel

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



Throw
('aw', 'ow', 'ew')



Cow
('aw', 'ow', 'ew')



boy
('aw', 'ow', 'oy')



sauce
('oo', 'au',
'ei'



School
('oo', 'au', 'ei')



Thaw
('ei', 'aw', 'ow')



Coin
('oo', 'au', 'oi')





screw
('ow', 'ew', 'oy')


Second Method


Recognizing compound words containing short and long vowels


- ♦ Teacher asks students to listen and complete the compound word:
- ♦ The exercise is available online on the following links:
- ♦ <https://www.ixl.com/ela/grade-2/form-and-use-compound-words>
<https://www.ixl.com/ela/grade-2/form-compound-words-with-pictures>


 Complete the compound word.

 The **end** of the **week** is the week .

 You can **rest** your **head** on a car's rest.

 A **boat** that you **row** is a row .

 The **man** who brings your **mail** is the man.

 The **room** with your **bed** is your bed .

Remediation Techniques

- ♦ The purpose of this topic is to introduce students to an essential part of learning (phonological alphabet) .
- ♦ Introduce the diphthong alphabet and identify the ‘oo’, ‘au’, ‘oi’, ‘aw’, ‘ow’, ‘ew’, ‘oy’, vowel blends/teams.
- ♦ Tell the students that *today we are going to learn about compound words that contain short and long vowels*
- ♦ Sing a song to introduce the various letters will provide a further insight to investigate into the alphabet.
- ♦ Perform various activities. Students will play Tic-tac-toe in which they will use the root words of compound words.
- ♦ Students work in small and large group to do various activities. A colorful, animated music video is used to learn how to pronounce the sounds.
- ♦ Students will be able to correctly circle or point to words/ items that begin with the letter.
- ♦ Point to a picture of the object making the sound and name it.
- ♦ Use ideal videos for kids to learn the discrimination and pronunciation of vowels and consonants sounds.
- ♦ Ask students to do the exercise by clicking on the picture that matches with the word.
- ♦ Point to a picture of the object making the sound and name it.
- ♦ Use ideal video for kids to learn the pronunciation of some words and letters.
- ♦ Ask the students to do the exercise by clicking on the picture that match the word and read it aloud.
- ♦ Each student 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.

Identifying the 'oo', 'au', 'oi', 'aw', 'ow', 'ew', 'oy', vowel



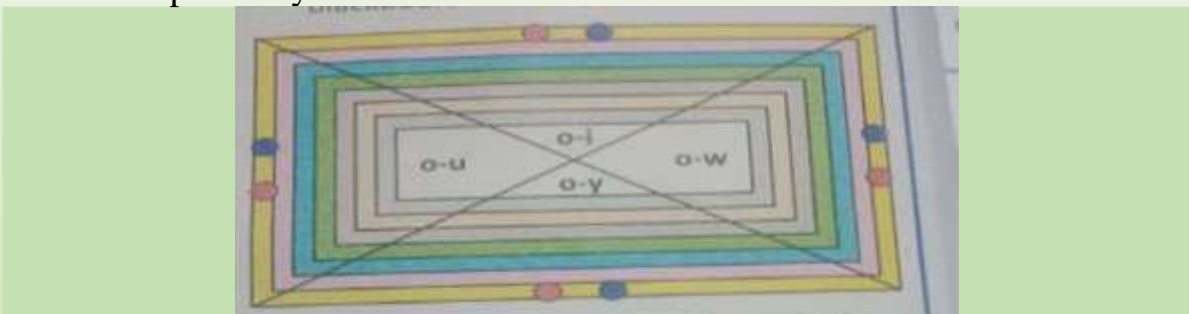
Ask the following questions to recap consonants, vowel and diphthongs.

Ask the students:

1. What are consonants?
 2. What are vowels?
 3. What are diphthongs?
- ◆ Appreciate the correct responses of the students.
 - ◆ Discuss the difference between the vowel sounds and diphthongs in detail with the students.

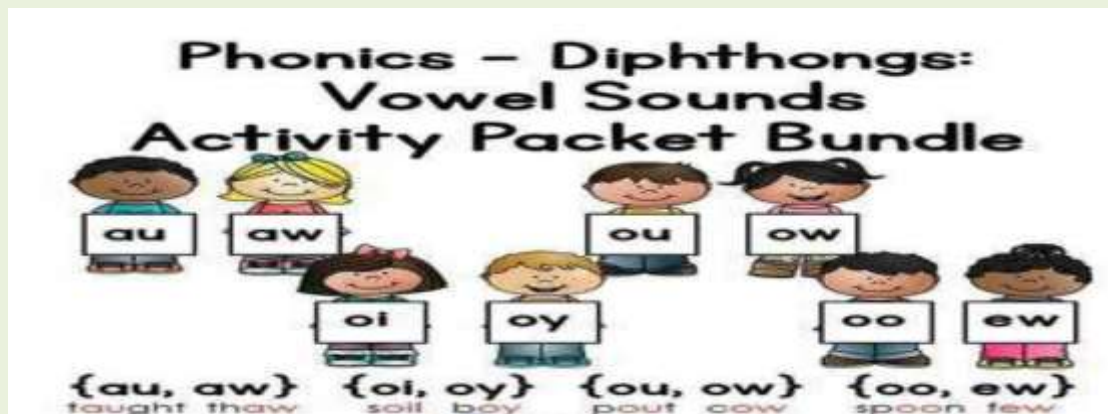
Activity 1

- ◆ Draw information from the Mini -charts given below on the writing board for recap activity.



- ◆ Point to the chart pasted / drawn on the writing board and say, “in groups of four members make as many words as you can using ‘oi’, ‘ow’, ‘oy’, ‘ou’/ each group will focus on one diphthong family.
- ◆ Give them five minutes for doing it.
- ◆ Ask the groups to share their ideas. Write their responses on the writing board.
- ◆ Ask what the vowel sound in each of these words is. (/ow/)
- ◆ Point to the mini charts pasted/ drawn on the writing board. Say, “What is the vowel sound in each of these words?” (/oy/)
- ◆ “What are the two ways we can spell the /oy/ sound?” (o-i and o-y)
- ◆ Say, “Today, we are focusing on sounds called diphthongs.”
- ◆ **Time : 15 minutes**

Activity (2)



- ◆ Divide the class into two groups. Give them five minutes to write /aw/, /oo/, /oi/, /aw/, /ow/, /ew/, /oy/, and /au/ words on the loose paper sheet.
- ◆ Allow them to share their responses.
- ◆ Write their answers on the writing board.
- ◆ Allow one student to point out to the words on the writing board while the two groups exchange their sheets and add more words to each other's group work for /aw/ and /au/ sound words.

Say:

"What do you notice about each group of two words?" (They have the same spelling patterns)

Say:

- ◆ When we find a word that rhymes with one of the words in the list maintained on the writing board, chances are it is normally spelled with the same vowel patterns"
- ◆ Divide the class into small groups. Give each group a few blank paper sheets and ask students to look at the words written on the writing board and to think of one new word that rhymes with the word on their sheet and write it on the blank paper sheets. If they think of more than one same sound word, they can use the additional sheets. Remind them to keep the spelling pattern the same unless they think they have thought of an exception. Allow 5 minutes for this activity.
- ◆ Ask each group to check the spelling of any words they have written by looking at other group's work.
- ◆ Ask students to write the /aw/, /oo/, /oi/, /aw/, /ow/, /ew/, /oy/ diphthong words in the notebooks.
- ◆ **Time : 15 minutes**

Activity 3

The teachers use video clips about the alphabet, /ow/ to /ou/, available online at:
<https://www.youtube.com/watch?v=i-6i0INcX40>



This is a fun, vowel diphthong 'ou/ow' phonics song for learners of English. A colorful, animated music video to learn how to pronounce the vowel diphthong 'ou/ow' sound.

♦ **Time : 15 minutes**

Activity 4

Mobile free application, it is available on the following link:

<https://play.google.com/store/books/detail>



- ♦ This is a free application, students can download it from (play store). After installing in your students' mobiles or tablets, they can use it without internet access.
- ♦ Graded Phonics has been designed for early learners who are getting to know the letters of the English alphabet. The books explore the relationship between letters and their sounds and help students learn correct pronunciation and spelling. The accompanying pages of interesting activities reinforce the ideas and concepts and help students put their skills into practice. The student-friendly and activity oriented approach of the books assist students in mastering phonemic and phonological awareness skills. Salient features: Introduction of sound of letters of English alphabet; phonemic awareness, picture recognition and naming words, Vowel sound identification and discrimination, Identification of medial vowels, initial and terminal consonant blends, Introduction of long vowel sounds, digraphs, diphthongs, silent letters, Enrichment of vocabulary, Development of fine motor.

Worksheets

Long /ō/ Digraphs 

Look at the words. Trace the dotted line to show if the **long /ō/** sound is made by **oa** or **ow**.

ow		oa
ow		oa
ow		oa
ow		oa
ow		oa

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<https://drive.google.com/file/d/17pXp815XQELUq-iSQbEKFjf0Ttxlz4tD/view>



OA or OW?



Check the box that shows the correct long /ō/ vowel combination for each picture.

 b__t <input type="checkbox"/> oa <input type="checkbox"/> ow	 s__p <input type="checkbox"/> oa <input type="checkbox"/> ow
 bl__ <input type="checkbox"/> oa <input type="checkbox"/> ow	 m__ <input type="checkbox"/> oa <input type="checkbox"/> ow
 l__f <input type="checkbox"/> oa <input type="checkbox"/> ow	 b__ <input type="checkbox"/> oa <input type="checkbox"/> ow

https://drive.google.com/file/d/1C8MvDNfrpzOrNke_NX0cn_4HOG91DNsl/view



Diphthongs: oi and oy



A **diphthong** is a vowel sound made by combining two vowels.

Say the name of each picture out loud.
Check **oi** or **oy** to complete the words below.

oi  oy
 b ?

oi  oy
 t ?

oi  oy
 c ? n

oi  oy
 b ? l

oi  oy
 ? l

oi  oy
 j ?

oi  oy
 ? ster

oi  oy
 s ? l

Images: © iStockphoto.com, © iStockphoto.com, © iStockphoto.com

Get this worksheet at www.kids-ed.com

https://drive.google.com/file/d/1Tizd549EhD-K7q_KfRT8xuzXCjS_J1vM/view



Recognizing compound words containing short and long vowels

Objectives

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

- identify compound words
- identify the roots of compound words
- identify and match compound root words so that they can have a full compound word
- identify compound words by sight throughout their roots

Procedures:

- Write the definition of compound words on the board.
- Write two root words that create a compound word on the board, like play and ground.
- Show students how the words come together to create playground.
- Go through these steps several times until your class has a solid understanding.
- Write several words, both compound and not compound, on the whiteboard.
- Work together as a class to select all the compound words.

Activity 4: Compound Word Tic-Tac-Toe

- Tic-tac-toe is a fun game.
- Give it a unique spin with compound words.
- Students use the root words of compound words in this game.



- Pair students together.
- Have students create a tic-tac-toe game board on a sheet of paper.
- Assign each pair a root word like sun, play or snow.

- To play, students put a compound word using their root word in each box.
- The winner lines up 3 compound words with the same root word to get tic-tac-toe.
- Give students new root words with each round.

Time : 15 minutes

Starburst Exercise

- One of the fun exercises for compound words that you might like is to make a starburst with the first word in the middle. Then put the compound words in a circle around that first word. Use colored paper to make it more fun.
- For this and other activities, you need to prepare a [list of words](#) and note how many compound words can be made from a specific [root word](#).

Here are several base words with the number of possible compound words. These are geared for ages four to eight:

- day - daybreak daydream daylight daytime
- ear - earache eardrum earphone earring
- wash - washboard washcloth washout washroom washtub
- wood - woodcraft woodcutter woodland woodpecker woodwork
- fire - firearm fireball firecracker firefly fireproof firework
- hair - haircut hairdo hairdresser hairline hairpin hairbrush
- down - downcast [downfall](#) downhearted downhill downpour downright downstairs downstream downtown downwind
- grand – grandchild- granddaughter grandfather grandmother grandparent grandson grandstand
- news - newscast newsletter newspaper newsprint newsreel newsstand newsboy
- eye - eyeball eyebrow eyeglass eyepiece eyesight eyesore eyestrain eyewitness
- wind - windfall windmill windowpane windowsill windshield windsock windstorm windswept
- foot - football footbridge footfall foothill foothold footpath footprint footrest footstool footwear
- water - [waterfall](#) waterfowl waterfront watermark watermelon waterproof watershed waterspout watertight waterway waterworks
- work - workbench workbook workday workhorse workhouse workman workmanlike workout workroom workshop worktable
- sea - seaboard seacoast seafarer seagoing seasick seaside seaweed
- head - headache headband headlight headline headphones headquarters
- out - outbreak outcast outdoors outfield outcome outlook
- under - underfoot underground underpass understand underwater.

- **Time : 15 minutes**

Activity (2)

Compound Word Jeopardy Game

For this game, create a list of compound root words and topics on the board. For example, a topic could be at the beach and one of the words could be ball. Students could use that root word to create beachball. These should be of varying difficulty from easy to unusual. You'll need index cards and tape to create your Jeopardy board.

- 1- Write the root words on the board in a 5 x 5 grid.
- 2- Write a money amount on each index card and tape them over the words. You can also use a [Jeopardy template](#).
- 3- Split the class into two teams.
- 4- Play out the Jeopardy game by having them uncover the root word and
- 5- create an original compound word using it in 10-15 seconds. (Add extra difficulty by having them give you a definition of the compound word as well.)
- 6- The team with the most points at the end wins.

1- Time : 15 minutes

Activity 3

Teacher plays a video about compound word which is available on the following link:

<https://www.youtube.com/watch?v=JUpt0fi9kws>



- Learn about Compound Words and see how some small words put together can make one compound word.
- Before starting to show the video, the teacher writes the new words on the board, so the students get an overview of the content of it.
- After watching the video, the students will answer different questions.

Time : 10 minutes

Mobil free application

2 Pic 1 Word Match - Word

- ◆ It is available on the following link:

<https://play.google.com/store/apps/details?id=com.ackad.twopiconewordmatching>



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



2 Pic 1 Word Match is a simple addictive free word guessing game. You just need to identify 2 pic and guess the 1 word. Student sees pictures of Basket + Ball = Basketball.

Students see pictures of Rain + Bow = Rainbow

Students see pictures of Rain + Bow = Rainbow.

It helps to improve your guessing power and your English vocabulary. Students will also learn spellings with playing and guessing.

This is a free application for the kids who love word guessing games.

2 Pic 1 Word Match Features:

- 42 unique levels with 170 pictures.
- Beautiful UI design to understand easily.
- You can skip any level and free to start with any level.
- This is offline game.
- Simple compound words list.

Compound Words 1

Use a word from the word box below to make a compound word. Use the pictures as clues.

cake paste robe paper berry ball plane

news + _____ = _____



pan + _____ = _____



bath + _____ = _____



air + _____ = _____



straw + _____ = _____



tooth + _____ = _____



basket + _____ = _____



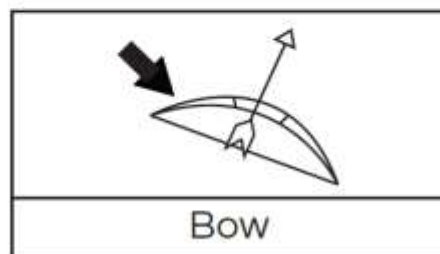
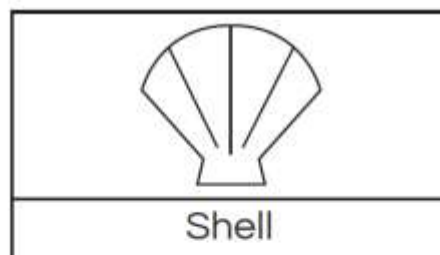
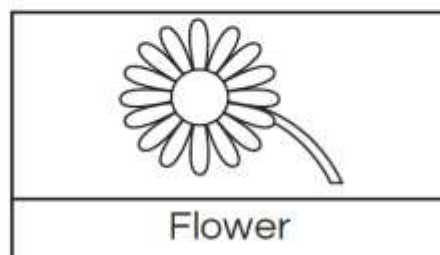
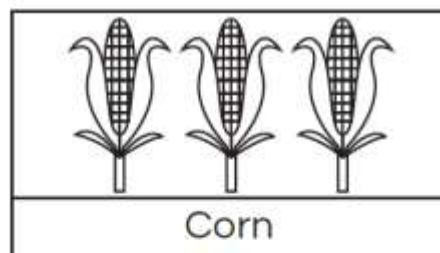
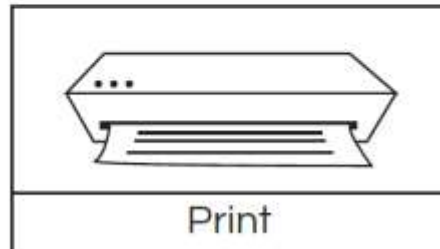
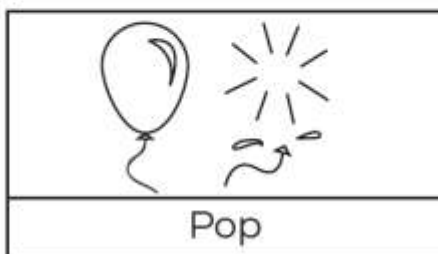
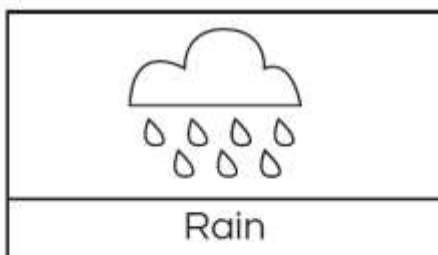
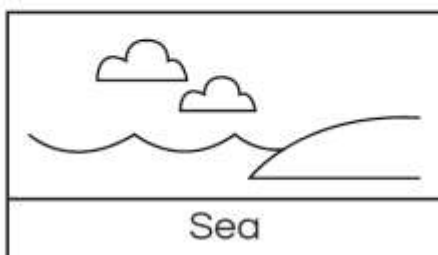
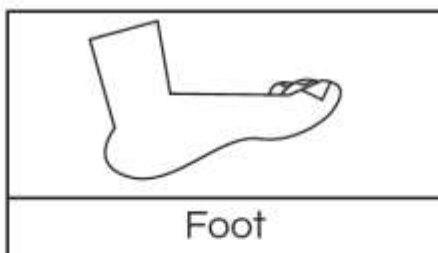
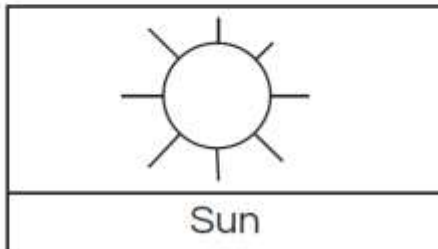
Name: _____

Date: _____

Match the Compound Words



Draw a line to match the two parts of a compound word.



Discriminating the sounds of English words

Sound discrimination

- ❖ This is an activity to help students differentiate and produce the short / **I** / sound as in 'milk' and the longer / **i:** / sound as in 'beef', although it can be adapted to any pair of sounds which your students have differentiation problems with.

Procedure

- ❖ To help students know the difference, teacher explains that he\ she is going to say a word with the / **I** / sound several times then change to a word with the / **i:** / sound. The students should raise their hands when they hear the word change. Teacher then says "**ship, ship, ship, ship, ship, sheep, sheep,...**". This procedure can be repeated with other words ("**hit**"/"**heat**", "**it**"/"**eat**" etc.)
- ❖ To help students differentiate these sounds in the context of longer utterances, teacher then do the same with a sentence: "**teacher saw a big ship, teacher saw a big ship, teacher saw a big ship, teacher saw a big ship, teacher saw a big sheep, and teacher saw a big sheep...**" until the students can hear the change.
- ❖ Teacher then writes in phonemic script, the words 'Ali' and 'Fayz' on the board above a picture of a man and woman. I ask the students "**Who is this?**" When it has been established that the two characters are Ali and Fayz, teacher asks "**Who is Jill's partner?**" (and point to the / **I** / sound). An acceptable answer would be '**Chris**', '**Phil**', '**Kim**', '**Tim**', '**Jim**' or any other name containing the / **I** / sound. If you want to make it easier, you could ask "**Who's her partner, Chris or Pete?**" students should understand the idea of this game quite quickly; teacher then ask "**What's Ali's favorite food / drink?**" Answers could be '**milk**', '**fish**', '**chips**', '**gin**' etc. Teacher writes this information on the board and continue asking questions about Ali and Fayz until there are two columns with information about Ali and Fayz lives (where they live, favorite colors, animals etc.)
- ❖ Teacher then drills sentences such as "**Ali likes fish and chips**", "**Fayz likes Brad Pitt**" or "Steve lives with Pete Reid".
- ❖ In subsequent lessons, when a student makes a / **I** / or / **i:** / pronunciation error such as saying '**deeficult**' instead of '**difficult**', teacher writes the word 'difficult' on the board and asks "**Is this Ali word or Fayz word?**". Students can answer then be asked to pronounce the word correctly. Teacher should do the previous procedures with all sounds short and long.

Long vowel sounds -

i: u: ɜ: ɑ: ɔ:

i:	sea	/si:/	u:	food	/fu:d/	ɜ:	bird	/bɜ:d/
	me	/mi:/		crude	/kru:d/		word	/wɜ:d/
	free	/fri:/		do	/du:/		heard	/hɜ:d/

Vowel sounds -

e ʌ æ ə ʊ ɪ

e	head	/hed/	ʌ	not	/nɒt/	ʊ	cup	/kʌp/
	get	/get/		jog	/dʒɒg/		double	/ˈdʌbəl/
	said	/sed/		hop	/hɒp/		monk	/mʌŋk/

Diphthongs -

ɪə eɪ ʊə ɔɪ əʊ eə aɪ aʊ

ɪə	near	/niə/	eɪ	say	/seɪ/	ʊə	tour	/tʊə/
	beer	/biə/		play	/pleɪ/		pure	/pjʊə/
	tier	/tiə/		grey	/ɡreɪ/			

ɔɪ	toy	/tɔɪ/	əʊ	snow	/snəʊ/	eə	hair	/heə/
	boiler	/ˈbɔɪlə/		go	/ɡəʊ/		care	/keə/
	noise	/nɔɪz/		alone	/əˈləʊn/		stair	/steə/

aɪ	my	/maɪ/	aʊ	now	/naʊ/
	eye	/aɪ/		how	/haʊ/
	bike	/baɪk/		found	/faʊnd/

Long vowel sounds -



i: u: ɜ: ɑ: ɔ:

car	/kɑ:/
art	/ɑ:t/
hard	/hɑ:d/

ɑ:

ɔ:

saw	/sɔ:/
score	/skɔ:/
four	/fɔ:/

Vowel sounds -

e ɒ ʌ æ ə ʊ ɪ

æ

cat	/kæt/
stamp	/stæmp/
dad	/dæd/

ə

attack	/ə'tæk/
maker	/'meɪkə/
doctor	/'dɒktə/

ʊ

good	/gʊd/
should	/'ʃʊd/
wood	/wʊd/

ɪ

sit	/sɪt/
him	/hɪm/
film	/fɪlm/

Consonants - Unvoiced and voiced pairs ♦

g dʒ d b

Voiced k tʃ t p Unvoiced

p

pen	/pen/
pig	/pɪg/
pencil	/'pensəl/

t

tea	/ti:/
taxi	/'tæksɪ/
table	/'teɪbəl/

tʃ

church	/tʃɜ:tʃ/
chin	/tʃɪn/
chat	/tʃæt/

k

kick	/kɪk/
cake	/keɪk/
contact	/'kɒntækt/

Activity 1

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

<https://www.youtube.com/watch?v=eh6CDFcHqGU&t=26s>



- ❖ This is a fun, vowels and consonants phonics video for learners of English. A colorful, animated music video to learn how to pronounce the vowels and consonants ' sound.
- ❖ **Time : 10 minutes**

Activity 2

There is a free mobile application game for sound discriminating, it is available on the following link:

<https://play.google.com/store/apps/details?id=com.seven.onephonics>



- ❖ This is a free application , students can download it from (play store). After installing in your students' mobiles or tablets, they can use it without internet access.
- ❖ Learn phonics with the Spotlight on One Phonics app based on the book from Bricks Education. Spotlight on One Phonics is an intensive phonics book designed specifically for elementary students to build their basic phonics concepts.

Content

1. Alphabet Letters & Sounds
2. Short Vowels
3. Long Vowels
4. Double Letter Consonants
5. Double Letter Vow

Worksheets

Name:

Subject: Phonics -Long vowel e (ee)

Click the picture, listen and choose the right answer.



see

seed



bee

see



feet

feel



feet

meet



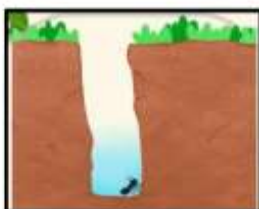
beef

bee



deep

bee



deep

feet



beef

feel

LIVEWORKSHEETS

<https://www.liveworksheets.com/nx2457888zq>



Listen and circle with long vowels

Name _____

Long Vowels



c__k__



h__v__



n__s__



c__n__



t__m__



w__v__



k__t__



b__n__



v__s__



r__d__

Phonics

Long sound - short sound

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



F ce



G at



M il



B e



F et



Tr in



Tr e



ast

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



nt



M sk



Fr g



Gr ss



gg



K ng

<https://www.liveworksheets.com/ll3092133by>



LONG VOWELS

Look at the picture then add vowels to complete each word.



c _ k _



h _ v _



n _ s _



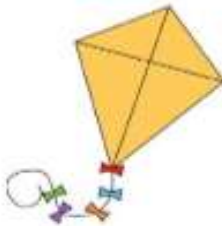
c _ n _



t _ m _



w _ v _



k _ t _



b _ n _



v _ s _



r _ d _

Finish!!

<https://www.liveworksheets.com/jk728790ir>



Listen and choose



head

A long

B short



cube

A long

B short



moon

A long

B short



bus

A long

B short



book

A long

B short



read

A long

B short

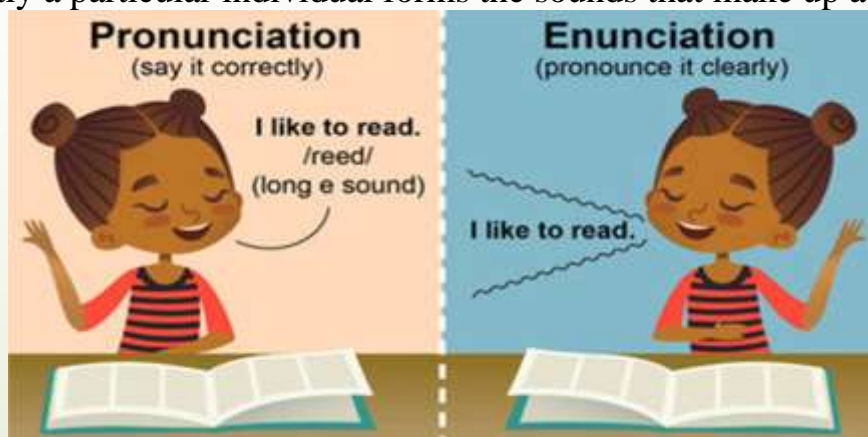
52

<https://www.liveworksheets.com/oz1521150bn>



Listening to learn correct pronunciation and infer the speaker's tone.

- ❖ Pronunciation is related to the word itself, therefore teacher should focus on which syllables should be emphasized and how certain letters (or combinations of letters) should sound when spoken. Enunciation refers to how clearly and distinctly a particular individual forms the sounds that make up a word.



Multiple Pronunciations and Spellings

Sentence	Pronunciation	When to Use
I am planning to <u>read</u> this book.	/reed/ (long e sound)	Present tense Future tense
She <u>read</u> a story to the student.	/red/ (soft e sound)	Past tense
The girl wore a <u>red</u> dress.	/red/ (soft e sound)	Color

- ❖ For example, teacher can pronounce the word “read” in two different ways. One of the pronunciations of “read” sounds the same as “red.”

Activity (1): The 4 Corner Game

Objective

- ♦ Pronounce words correctly

Time : 15 minutes

Procedures:

- ♦ Assign a word to the 4 corners of the classroom.
- ♦ Then, choose one student to come to the front and close his\ her eyes. Then the other students have 5 seconds to move to one of the corners of the classroom. After the time is up, the student at the front will choose one of the words while keeping his/her eyes closed. The students who are 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 can be the next student to come to the front and close his/her eyes.
- ♦ During the game, teacher asks students to say the words loudly and teacher corrects their pronunciation.



Activity (2) : Whisper Game



Objective

- ♦ Pronounce words correctly

Time : 15 minutes

Procedures

- ♦ 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 student, 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.
- ♦ **Time : 15 minutes**

Activity (3)

- ♦ There is a free mobile application game for tracing and phonics . It 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)

- ◆ There is 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.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.



Theoretical Background on Phonological Difficulties

- ❖ 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.
- ❖ Pupils 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 in listening text.
- ♦ They have difficulties in guessing new word and vocabulary.
- ♦ They have difficulties in identifying words heard.

Learning Outcomes

By the end of this topic, third 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 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)



•Mobile Based Learning

•Mobile Applications

•Free Mobile Applications such as (English Vocabulary Beginners).



Procedures of the topic

Recognizing students' learning difficulties (Identifying vocabulary)

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

First Method:

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 about 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 applications 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 students between the age of 1 to 5.

Learn First Words – Baby Application



Learning new vocabulary in listening text

- ♦ Teacher shows the text below on the board and plays the audio to enable students to listen.
- ♦ Before listening, teacher writes the new and difficult word on the board with picture to elicit the meaning.
- ♦ Then teacher plays the audio and asks the students to answer the questions.

Reading Comprehension

Read the short passage and answer the questions.

My Cat

Pat is my black cat. Pat likes to sit on her mat. She will take a nap on her mat. Pat is a good cat.



1. Who is Pat?

- ☐ my cat ☐ my dog ☐ my bird

2. Where does she sit?

- ☐ on a log ☐ on her mat ☐ on a bed

3. What will she do?

- ☐ run and jump ☐ eat a snack ☐ take a nap

Guessing new word, learning vocabulary and identifying word heard.

There are five games that can be used in teaching vocabulary to young learners :

Hot Potatoes, Memory Challenge, Last One Standing, Pictionary, and Bingo



- ♦ The first game is called '**Hot Potatoes.**' The class is divided into groups A and B with both teams sitting on the opposite sides of the classrooms. Two chairs will be placed in the middle of the class so that whoever sits on the chair will face her/his team and the board must be behind them. Then, their teacher writes a word on the board, but the student on the chair will not see it. Each team will have one minute after signaling the beginning of the game. The other students are allowed to use verbs so that their seated teammate can guess the word written on the board. They should not say the exact word written on the board.



- ♦ '**Pictionary**' is an example of games that could be used to teach vocabulary to young learners. The classes have to be divided into two teams. Each team will sit on the opposite side of the classroom. One student from both teams will be asked to come to the board where the teacher will give out a word or phrase for the student to be drawn on the board as a clue. The team who can guess the word will get the point.

The last game to be discussed is called '**Bingo.**' In this game, the teacher writes 10 words on the board and every student choose five words and write them down. After that, the teacher selects one word in a random way without a student guessed the right word; he or she should shout BINGO! and wins the round.



'**Memory Challenge**' is another game that could be used to teach vocabularies to young learners. Students have to sit in pairs or form small groups. Each group is given three minutes to write down as many words as they can remember from their previous lesson e.g. animals. The group that recalls most words will win the game. The third game is 'Last One Standing' where a topic is given to the students e.g. fruit. They have to stand up in a circle and the teacher count to three and give out the topic. After that, the first student in the circle will have to give a word related to the topic and so on. The student who cannot say a new word or repeat the words of the last student has to take a seat. The last student standing will be declared the winner.



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 student to guess can be the next player. This works very well with action verbs. You divide the class up into teams - the first student guess wins a point for his/her team.



Dog & Cat Chase. Have students sit in a circle. The teacher walks around the outside of the circle patting the 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 student. 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.).

Time: 15 minutes

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 have collected the fruit (they'll probably do their best to hide it in their pockets, etc.) teacher says "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.

Time: 15 minutes

Activity 5

What Am I?

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

How to play What am I?

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

Time: 15 minutes

Activity 6



Line Bingo

- ◆ This vocabulary game is a great alternative to regular bingo. Most textbooks these days come with small picture.
- ◆ Give each student 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

Time: 15 minutes

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 students between the ages 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 students allowing them to learn at their own pace.

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

Worksheets

Clothes

By: Andrea Ges
@mypurpleclassroom

1 Listen and match:





















	T-shirt	
	Shorts	
	Shoe	
	Socks	
	Hat	
	Dress	
	Jacket	
	Trousers	
	Shirt	

Finish!!

<https://www.liveworksheets.com/en221405jl>



LISTEN AND MATCH

Finish!!

<https://www.liveworksheets.com/bg468461yq>



CLASSROOM OBJECTS



Listen and drag

































book

door

eraser

desk

crayon

school bag

pencil

pencil case

window

table

pencil sharpener

pen

notebook

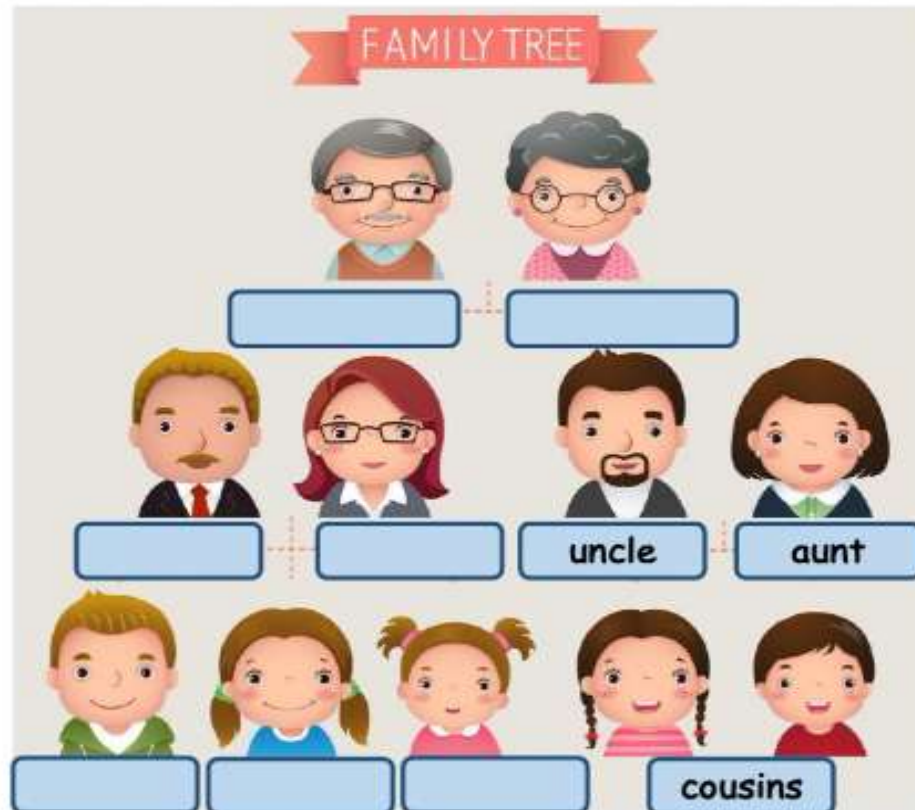
ruler

<https://www.liveworksheets.com/zi1195386hs>



Name: _____ Class: _____

▶ Listen, then drag and drop the words with the correct pictures.



sister mother brother baby

grandpa father grandma

LIVEWORKSHEETS

<https://www.liveworksheets.com/ol2613321hs>



▶ Listen, then drag each picture to complete the family tree.

FAMILY TREE

grandpa grandma

father mother uncle aunt

brother sister baby

LIVEWORKSHEET

<https://www.liveworksheets.com/ol2613321hs>



Theoretical Background on Vocabulary in Listening

- ❖ One sort of learning through meaning-focused input is vocabulary learning through hearing. In order to obtain reasonable comprehension and success at guessing from context, learners would require at least 95% coverage of the running words in the input.
- ❖ Listening comprehension and vocabulary knowledge have a strong relationship. The 5000-word frequency was discovered to be the strongest predictor of variance in listening comprehension, both of which have important implications for EFL listening comprehension.
- ❖ 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.EFLkidstuff.com/EFL-kids-games/vocabulary-games.htm>
- ❖ EFL Vocabulary Games: 10 Classroom Activities To Make Learning English Fun | Games4EFL
- ❖ https://www.123listening.com/files/print-worksheets.php?file=fruit_cp_write
- ❖ [https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(EFL\)/Easter/Easter_vocabulary_bz92410mn](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(EFL)/Easter/Easter_vocabulary_bz92410mn)

Topic Three

Sound Discrimination

Indicators of the Difficulty

- ❖ Refugee students have difficulties in discriminating the sounds of English words in listening.
- ❖ Refugee students have difficulties in recognizing the same sounds in different words (Phonemic Identity).
- ❖ Refugee students have difficulties in recognizing a word, in a set of three , that has an odd sound (Phoneme Categorization)
- ❖ Refugee students have difficulties in listening to a sequence of separately spoken sounds and then combining the sounds to form a word (Phonemic Blending)

Learning Outcomes

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

- ❖ Recognize individual sounds in a word
- ❖ Recognize the same sounds in different words.
- ❖ Recognize a word, in a set of three that has an odd sound.
- ❖ Listen to a sequence of separately spoken sounds and then combining the sounds to form a word.
- ❖ Break a word into separate sounds and count how many sounds they hear.
- ❖ Recognize the word that remains when a phoneme is removed.
- ❖ Make a new word by adding a phoneme to an existing word.
- ❖ Substitute one phoneme for another to make a new word.

Learning Resources

Paper Resources :

- Student's Book
- Handouts.

Visual Resources :

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

Electronic Resources:

- Mobile applications
- Computers
- YouTube videos
- Websites

Additional Resources

- Common Classroom materials

Intervention Strategies

•Game Based Learning



•Multisensory Approach (Audio-visual – Multimedia)



• Questioning

•Puppets based Learning

•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:-

- 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

Beginning , Middle and End Sounds Sorting

First Method

Beginning , Middle and End Sounds Sorting












- ❖ In this method , students need to identify the sounds that come at the beginning of the word, middle and end sounds too.
- ❖ Present pictures of **cat, cow , carrot** and ask the students :
 - ✓ What is the first sound in " cat ?"
 - ✓ What is the middle sound in " cow ?"
 - ✓ What is the final sound in " carrot ?"

Second Method

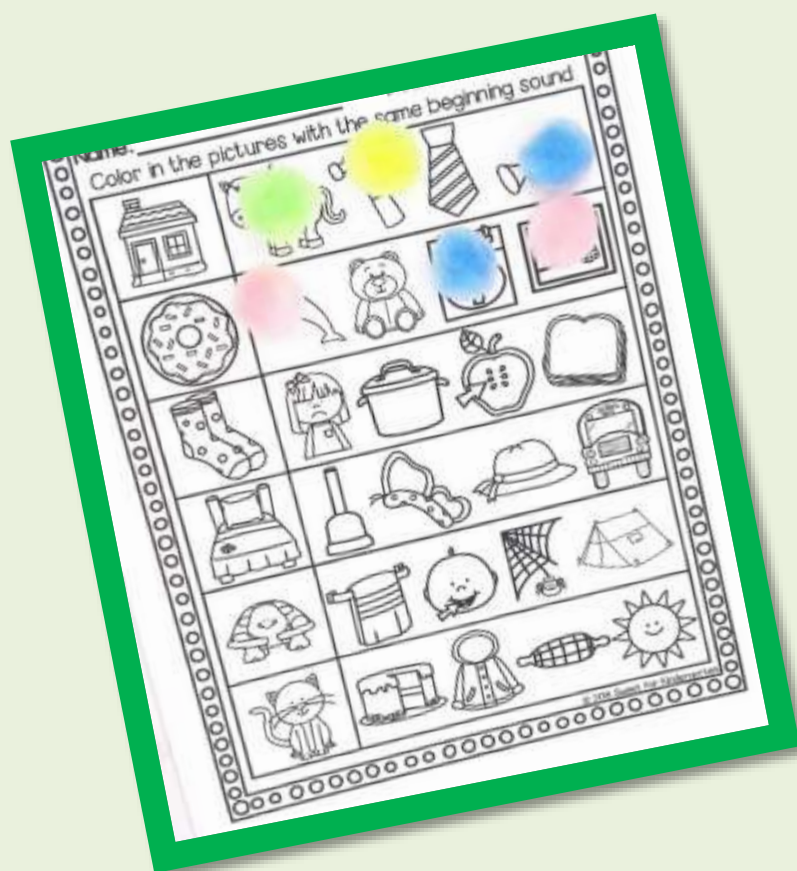
Phoneme Identity

- ❖ Look at the grouped images, identify the objects and then identify the common sound.

		
Bat	Hat	Cat
		
Dog	Duck	Door
		
Hot Dog	Happy	Hand

Third Method
Phoneme Categorization
Cover It Up

- ❖ Show students three or more pictures.
- ❖ Ask them, "Which word does NOT have the same (beginning, middle, ending) sound."
- ❖ They will have to cover up the one that does not belong with a counter, cube, or some other kind of manipulative.



Fourth Method: Phoneme Blending

"Driving" the Sounds Together



- ❖ This simple method can be used to help students who may be having trouble blending the sounds and hearing the word.
- ❖ Use a toy car or truck for this activity.
- ❖ Use the students' arm, have them drive the car, repeating the sounds of a word you say- shoulder for beginning sound, elbow for middle sound, wrist for ending sound.
- ❖ Then have them drive the 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.

Fifth Method

Phoneme Deletion : Feed the puppet activity



- ❖ Use a puppet with a mouth. Use blocks to represent the sounds in words.
- ❖ Say the puppet is wanting to eat the /m/ sound today.
- ❖ Use the blocks and say a word that has the /m/ at the start or the end such as mat.
- ❖ Show the students the blocks for the sounds /m/ /a/ /t/.
- ❖ Which block will I feed the puppet today?
- ❖ Have a volunteer put the block in the puppet's mouth and then ask what is the word now?
- ❖ Students would then say "at".
- ❖ Repeat with other blocks of the sounds.

Sixth Method

Phoneme Addition: Hello, Block



- ❖ Give each student three blocks or cubes.
- ❖ Put two blocks together and tell them these blocks represent the word "in."
- ❖ Point to the first block (the one on your right, the student's left) and say /i/. Point to the other block and say /n/.
- ❖ Tell the students that each block stands for one sound.
- ❖ Show the students that new words can be made for introducing a new block.
- ❖ Hold a third block and call it /p/.
- ❖ When you add the /p/ block to the /in/ blocks "Hello, /p/" ask the students what is the new word? The level of difficulty may be increased by using more sounds and blocks.

Remediation Techniques

Use activities, questions and games in order to help students overcome any difficulties in phoneme isolation, identity and blending.

- The phoneme isolation is where students can identify specific phonemes in words. For example, the sounds at the start of the word, the middle of the word and the end of the word.

Here are some questions you may ask your students :

- ✓ *What is the first sound in pen?*
- ✓ *What is the last sound in pen?*
- ✓ *What is the middle sound in pen?*
- With the phoneme identification, students can recognize the same sounds across multiple words, or they can identify a focus phoneme in multiple words.

Here are some questions you may ask your students for this skill:

- ✓ *Which word starts with the 'm' sound – cat, fat, mat?*
- ✓ *What do these words have that are the same – mum, mat, mop?*
- Tell the students that phoneme isolation means recognizing individual sounds in a word. Then, present a picture of tiger and ask them : What is the first sound in “tiger?”. They said /t/.



- **Phoneme Identification:** Recognizing the same sounds in different words.
- Teacher: What sound is the same in “can,” “car,” and “cap?”
- Students answered: The first sound, /c/, is the same.

Stand-up, Sit-Down activity

- Students simply sit in their seats.
- Provide them with the focus phoneme and they must stand up when they hear that phoneme at the start of a word that you say to them .
- This is a very quick way to determine which students are able to identify phonemes.



- **Time : 15 Minutes**

Phoneme Categorization

- With the phoneme categorization skill, students have the ability to match sounds or identify and recognize a phoneme that doesn't belong.
- Ask students – Which word doesn't belong – dog, dad, rug?

Phoneme Categorization Activity Ideas

- Using picture cards, this activity is perfect for a small group.
- Set up three baskets, put 1,2,3 on each basket to imply the "**first**" sound, "**second**" sound and "**last**" sound in a word.
- Provide a focus phoneme such as "**d**".
- Students then pick up a picture card and identify the "**d**" sound and throw a beanbag in the correct basket. So, for the word "**dog**" the students would throw the beanbag into the first basket.
- Students identify and sorting the picture cards based on where they can hear the "**d**" sound.
- Simply provide three picture cards and ask the students to say what they can see. They then need to put a marker on the word that doesn't belong.
- **Time : 15 Minutes**

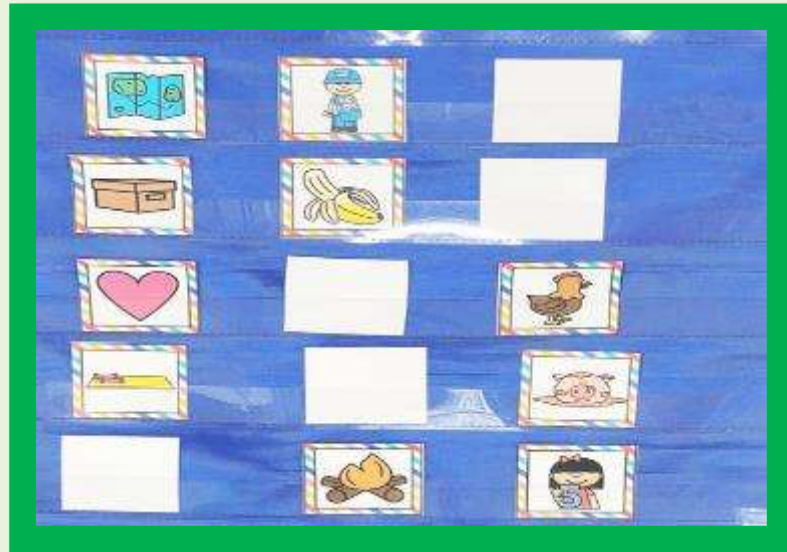
Activity (1)
Phoneme Categorization
Pocket Chart Matching Sounds



- ❖ In this activity, use any picture cards you have from a picture sort.



- ❖ On each pocket chart line, put three cards in.
- ❖ Say each word and have your students repeat.
- ❖ Then your students will have to tell you which two have the same (beginning, middle, ending, rhyming) sound.
- ❖ Flip the one that does not have the same sound facing backwards.
- ❖ Once you finish, it will look like this picture below.

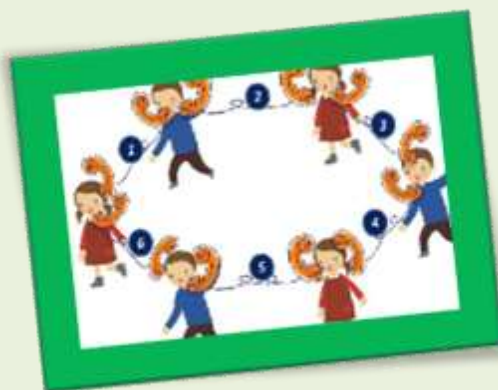


Activity (2)

Phoneme Categorization

Telephone

- ❖ In this activity, you will need 3 students.
- ❖ Whisper a word to each student.
- ❖ Once you give each student their word, they will all take turns repeating the word they were given.
- ❖ The two students that have the same sound- beginning, middle, ending, or rhyming word, will give a thumbs up.

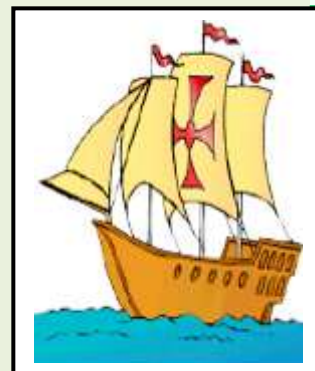


- ❖ **Time : 15 Minutes**

Phoneme Blending

- ❖ Tell students that in a one-syllable word, the onset consists of the initial consonant or consonant cluster of the word. The rime is the vowel and any consonants that follow the onset.
- ❖ Present the following table to help students to understand the onset-rime

<i>Units</i>	<i>Looks like</i>	<i>Sounds like...</i>
Onset	❖ An onset is the initial consonant(s) sound of a syllable.	❖ Students identify onset in words as they are pronounced or heard. The first part of “ship” is sh/.
Rime	❖ A rime is the part of a syllable that contains the vowel and all that follows it.	❖ Students identify rimes as they are pronounced or heard in a word. The last part of “ship” is /ip/.



Explicit Teaching of Blending and Segmenting of Sounds

- ❖ When you want students to blend sounds together to make a word, you want them to listen to the different word parts to create meaning.

There are different ways to practice blending sounds.

- ❖ First, students can blend syllables. Here students are listening to 2 different syllables and will blend them together to create a word.

For example, /ta/ /ble/ = table or /win/ /dow/ = window.

- ❖ When doing this students are simply listening to you say each sound and then they practice putting them together. They are simply listening and blending.
- ❖ **Another way students can practice blending is to practice blending onset and rime.**
- ❖ For this student would listen to the beginning of a word (/c/ /at/ = cat) and blend together to make a word.
- ❖ Have students practice blending onset and rime with the same beginning sound for a few examples in a row (/c/ /all/ = call, /c/ /up/ = cup).
- ❖ Students would practice blending these onsets and rimes .
- ❖ They can practice blending individual phonemes. Instead of blending /c/ and /at/, now you will say /c/ /a/ /t/, and students will need to go ahead and blend all of those together to make the word.

BLENDING & SEGMENTING SOUNDS

SYLLABLES:



ONSET & RIME:



PHONEMES:



Riddle Rap

The students will blend onsets and rimes orally to create words.

Procedures/Steps:

- ❖ Review with students that an onset is the first consonant or blend in a word, and the rime is the last group of sounds beginning with the vowel. Together, the onset and the rime create a word.
- ❖ Give an example (e.g., in the words cake and bake, /c/ and /b/ are the onsets; /ak/ is the rime).
- ❖ Explain that when the onset of a word is changed, a new rhyming word is created. Then:-
- ❖ Tell students that they will be given clues to solve a riddle. To solve it, they must change the onset, but not the rime.
- ❖ Give examples to the group, and have them call out the answers together (e.g., “It begins with /b/ and rhymes with coat,” “It begins with /n/ and rhymes with rose,” It begins with /ch/ and rhymes with rain”).
- ❖ Select one student from the group to answer the riddle.
- ❖ Call out a riddle (It begins with /m/, and it rhymes with rice”).
- ❖ Continue the game using different riddles for each student.

Identifying, segmenting, and blending onsets and rimes:

What is the first sound in the word **bike**?

- If you take it away, what is left? **/b/, -ike.**

What word would I be saying if you put these two parts together?

- /s/ -ound. **Sound!**

What if I said these two parts? c/ -ar. **Car!**

❖ **Onset and rime:** /s/ /am/ What word did I say? (Sam)

❖ **Blending:** /s/ /a/ /t/ What word did I say? (sat)

Onset and Rime Activities

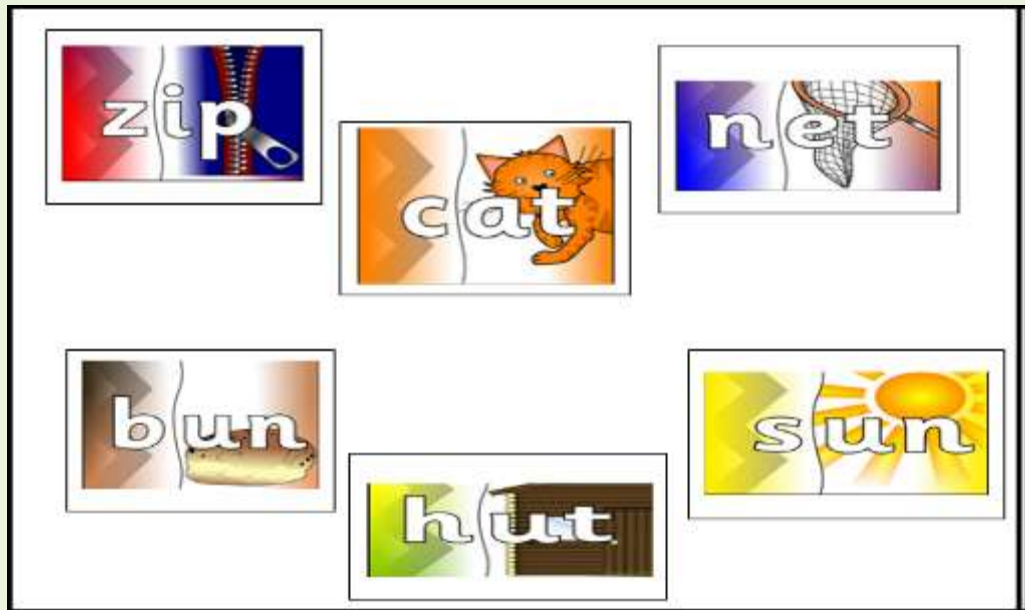
Onset and Rime Chant

- ❖ **Materials:** Words that can be easily divided into onset and rime.
- ❖ **Directions:** Say the following chant to students:
- ❖ It begins with /M/
- ❖ And it ends with /att/
- ❖ Put them together,
- ❖ And they say _____. (Matt)

Name Puzzle

- ❖ Start with _____ (use the onset of student's name - /M/)
- ❖ End with _____ (use rime of students name - /ary/)
- ❖ Put it together.
- ❖ And you have _____. (Mary)





- Time : 15 Minutes

Phoneme Blending

- ❖ Listening to a sequence of separately spoken phonemes and combining the phonemes to form a word.
- ❖ Teacher: What is the word /m/ /i/ /l/?
- ❖ Students answered:/m/ /i/ /l/ is “mile.”



Activities of Phoneme Blending: Arm Blending

- ❖ Touch shoulder, say first sound: /m/
- ❖ Touch crook of arm, say next: /a/
- ❖ Touch wrist, say last sound: /t/



- Touch shoulder, slide hand down arm, blending sounds into a word: **mmaaaat**
- Repeat word in normal fashion: **mat**



Tips for Teachers

- ❖ Segmenting involves pulling apart sounds, while blending requires pushing them together.

- ❖ **Using games to help students overcome any difficulties in phoneme blending as follows:**

I – Spy Game in Phoneme Blending



The procedures :

- ❖ Pick an item in the classroom, such as a pen. Then say: "I spy with my little eye a p-e-n."
- ❖ Ask your students to blend the sounds together to tell you what you see. For example, you could say, I spy with my little eye a c-l-o-ck.
- ❖ Students blend the sounds together to tell you that you see a clock.
- ❖ **Time : 15 Minutes**

Activity (1) :Phoneme Blending

Guess-the-word Game

Guess-the-word Game

Objective:

- ❖ Students will be able to blend and identify a word that is stretched out into its component sounds.

Materials needed

- ❖ Picture cards of objects that students are likely to recognize such as: sun, bell, fan, flag, snake, tree, book, cup, clock, plane.
- ❖ **Time : 15 Minutes**

Activity

- ❖ Place a small number of picture cards in front of students.
- ❖ Tell them you are going to say a word using "Snail Talk" a slow way of saying words (e.g., /ffffllllaaaag/).
- ❖ They have to look at the pictures and guess the word you are saying. It is important to have the students guess the answer in their head so that everyone gets an opportunity to try it.
- ❖ Alternate between having one student identify the word and having all students say the word aloud in chorus to keep students engaged.

Phoneme Segmentation

- ❖ Break a word into its separate sounds and saying each sound as it is tapped out, counted, or signaled.
- ❖ **Teacher:** How many sounds are in "park?"
- ❖ **Students answered:** /p/ /ar/ /k/. Three sounds.

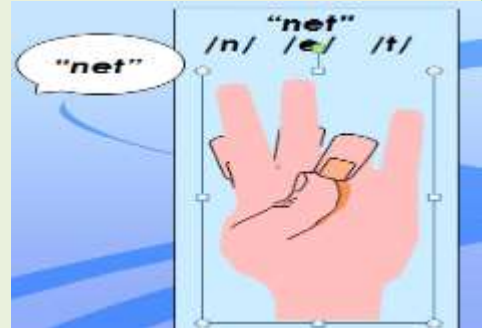


- ❖ **For example**, in order to identify the phonemes in [cat], students must understand that there are sounds at the beginning, middle, and end that can be manipulated.
- ❖ Students must also be able to complete phonemic awareness tasks such as the following:
- ❖ **Phoneme isolation:** Isolate phonemes; for example, "Tell me the first sound in cat."
- ❖ **Phoneme identity:** Recognize common sounds in different words; for example, "Tell me the same sound in rug, rat, and roll."
- ❖ **Phoneme categorization:** Identify the word with the odd sound in a sequence; for example, "Which word does not belong in sat, sag, rug?"
- ❖ **Phoneme blending:** Combine separate sounds to form a word; for example, [b-a-t] for bat.
- ❖ **Phoneme segmentation:** Break out the word into separate sounds; for example, "What are the sounds in bag?"

Phoneme Segmentation

Activity : Finger Tapping

- ❖ Students hold up one hand to “catch” the word.
- ❖ Teacher says word and makes a tossing motion.
- ❖ Students “catch” the word by repeating it.
- ❖ Students touch each finger to thumb in sequence as each phoneme is pronounced.
- ❖ **Time : 15 Minutes**



Activity : Puppet Play



- ❖ **Object:** students practice segmentation by communicating with a puppet.
- ❖ Choose a puppet, small stuffed animal, or animal toy and introduce it by name (e.g., “Meet Teddy”).
- ❖ Explain to students that Teddy has a funny way of talking. If he wants to say, “bat,” he says it like this: /b/ /a/ /t/. Model several examples for the students.
- ❖ Model and practice segmenting together.
- ❖ Give your students a word and have them “talk like Teddy” by separating the word into phonemes.
- ❖ As students are voicing the phonemes, they may also clap, tap, or indicate with fingers the number of phonemes.
- ❖ The puppet could also be making one step or hop as each phoneme is pronounced.
- ❖ **Time : 15 Minutes**

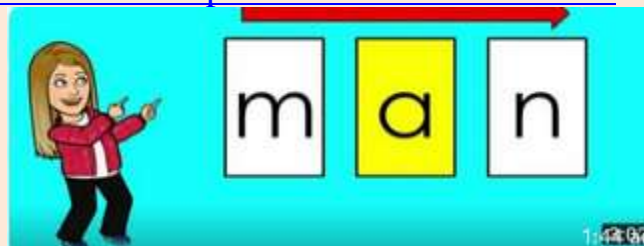
Using YouTube videos and songs to help students practice blending and segmenting phonemes and enjoy learning.

Phonics Blending Song CVC Words

- ❖ Ask students to open the following link:
<https://youtube.com/watch?v=qWn-qxUddqo&feature=share>
- ❖ Ask them to open it and enjoy.



<https://youtube.com/watch?v=HepY63hl5bw&feature=share>



**Phoneme Segmentation
The Splits**

- ❖ **Object:** students practice phoneme segmentation by manipulating blocks.
- ❖ **Time : 15 Minutes**
- ❖ Give each student three manipulative –blocks, Unifi cubes, or any manipulative that are the same size, but colored differently.
- ❖ Show the students two blocks that are adjacent to each other and tell them that these blocks represent the word “mow.” Students say, “mow.”
- ❖ Point to the first block (the one on your right, the students' left) and say /m/.
- ❖ Point to the other block and say /ō/.
- ❖ Explain to the students that each block stands for one sound and that you can split the blocks apart and identify each sound by itself.
- ❖ Separate the blocks just a little and say /m/ pause /ō/.
- ❖ Separate the two blocks even further and say the sounds with a longer pause in between.

- ❖ Students should practice with the teacher many times before being expected to do this individually.
- ❖ When students are proficient with two sounds, add a third sound (third block).
- ❖ Use the same procedure for saying the sounds when the blocks are touched and when separating the sounds.
- ❖ The level of difficulty may be increased by using more sounds and blocks.

Phoneme Deletion

Phoneme isolation through what word do you get when you add:

- ❖ \b\ to the beginning of lock?
- ❖ \d\ to the beginning of rag?

Deleting phonemes through:

- ❖ Say stop without \s\.
- ❖ Say frog without \r\.

Activity: What's My Word? Take-Away-A-Sound Version

- ❖ **Object:** students listen and say new words when a sound is taken away.
- ❖ **Time : 15 Minutes**

Procedures :

- ❖ Start by telling your students , “Today we are going to play a "take-away" game; but instead of using numbers like in math, we're going to take away sounds.
- ❖ When I say, ‘What’s my word?’ you’ll say the new word.”
- ❖ Select word pairs that will be used. It is usually wise to start with three phoneme words.
- ❖ The teacher demonstrates by saying the word, “cat.”
- ❖ The students repeat the word, “cat.”
- ❖ The teacher next says, “Take away the /c/ sound. What’s my word?”
- ❖ Students respond with “at.
- ❖ The teacher and students repeat words and/or sounds as needed.
- ❖ Play continues with the teacher giving new word pairs.
- ❖ The teacher may vary this game by saying the word “cat” and then saying the word “at” and asking what sound was taken away.
- ❖ Students would respond with /c/.
- ❖ Deleting sounds in the middle and at the end of words is also a variation of this game.
- ❖ Nonsense words can also be used, but remember they are more difficult.

Phoneme Deletion

Good-Bye, Block

- ❖ **Object:** Practice phoneme deletion by manipulating blocks.
- ❖ **Time : 15 Minutes**

Procedures

- ❖ Give each student three blocks , cubes.
- ❖ Show the students three blocks that are adjacent to each other and tell them that these blocks represent the word “meat.” Students say, “Meat.”
- ❖ Point to the first block (the one on your right, the students left) and say /m/.
- ❖ Point to the next block and say /ē/. Point to the last block and say /t/.
- ❖ Explain that each block stands for one sound.
- ❖ Separate the first block from the others (leave the second two blocks connected), and show them that you are looking at and hearing /m/ pause /ēt/. Remove the /m/ block completely, “Good-bye /m/”and show them that the remaining word is “eat.”
- ❖ The level of difficulty may be increased by using more sounds and blocks.

Phoneme Addition : What’s My Word?

Add-A-Sound Version

- ❖ **Object:** students hear and say new words when a sound is added.
- ❖ **Time : 15 Minutes**

Procedures

- ❖ Say “Today we are going to add a sound to a word, just like we add in math. When I say, ‘What’s my word?’ you’ll say the new word.”
- ❖ Select word pairs that will be used. Start with two phoneme words (e.g., it-hit, at-bat, up-pup).
- ❖ Teacher says “at” and students repeat the word.
- ❖ Teacher says, “Add the /c/ sound to the beginning. What’s my word? Students respond with, “cat.”
- ❖ The teacher and students repeat words and/or sounds as needed.
- ❖ Play continues with the teacher giving new word pairs.

Phoneme Deletion

- ❖ Recognize the word that remains when a phoneme is removed from another word.
- ❖ Teacher: What is bunk without the /k/?
- ❖ Students answer: “Bunk” without the /k/ is “bun.

Phoneme Addition

- ❖ Make a new word by adding a phoneme to an existing word.
- ❖ Teacher: What word do you have if you add /b/ to the end of lam?
- ❖ Students: Lamb.



What's My Word? Add-A-Sound Version

- ❖ **Object:** students hear and say new words when a sound is added.
- ❖ **Time : 15 Minutes**

Procedures

- ❖ Say “Today we are going to add a sound to a word, just like we add in math. When I say, ‘What’s my word?’ you’ll say the new word.”
- ❖ Select word pairs that will be used.
- ❖ Start with two phoneme words (e.g., it-hit, at-bat, up-pup).
- ❖ Teacher says “at” and students repeat the word.
- ❖ Teacher says, “Add the /c/ sound to the beginning. What’s my word?”
- ❖ Students respond with, “cat.”
- ❖ The teacher may vary this game by saying the word “at” and then saying the word “cat” and asking what sound was added.
- ❖ Adding sounds in the middle and at the end of words is also a variation of this game.
- ❖ Nonsense words can also be used, but remember they are more difficult.
- ❖ The teacher and students repeat words and/or sounds as needed.
- ❖ Play continues with the teacher giving new word pairs.

Phoneme Substitution

- ❖ Substituting one phoneme for another to make a new word.
- ❖ **Teacher:** The word is “sit.” Change /s/ to /f/.
- ❖ **Students :** “Fit.

Activity: Silly Sound Switch

- ❖ **Object:** students take familiar phrases and substitute sounds to make a silly phrase.

- ❖ **Time : 15 Minutes**

Procedures

- ❖ Say “Today we are going to take a phrase from a song (book or nursery rhyme) and make a silly sound switch.
- ❖ The teacher pre-selects the phrase that will be used. Think of a phrase that is repeated or is memorable.
- ❖ The teacher demonstrates by saying, “Row, row, row, your boat, gently down the stream” and students repeat.
- ❖ The teacher next says, “Let’s switch a new sound for the /b/ in boat. Let’s try /g/. What’s the new phrase?
- ❖ Students respond, “Row, row, row, your goat, gently down the stream.”
- ❖ Play continues with the teacher and students giving new sounds for the identified word in the phrase and saying the phrase with the silly switch.
- ❖ The teacher may vary this game by switching the sound for several identified words instead of just one. For example: /m/ -“Mow, mow, mow, your boat, gently down the stream,”and /sh/ -“Show, show, show, your boat, gently down the stream.”
- ❖ Switch sounds at the end of identified word/words. Another variation is to turn the identified word/words into nonsense words. Remember they are more difficult.

Note

The teacher should identify and try switching sounds in the phrase first before playing the game with students.

Phoneme Substitution

Substituting phonemes through:

- ❖ Identify what sound is different (e.g. well- shell; paste –pest; tent-tend).

Activity : Trading Places

- ❖ **Object:** students practice phoneme substitution by manipulating blocks.
- ❖ **Time : 15 Minutes**

Procedures

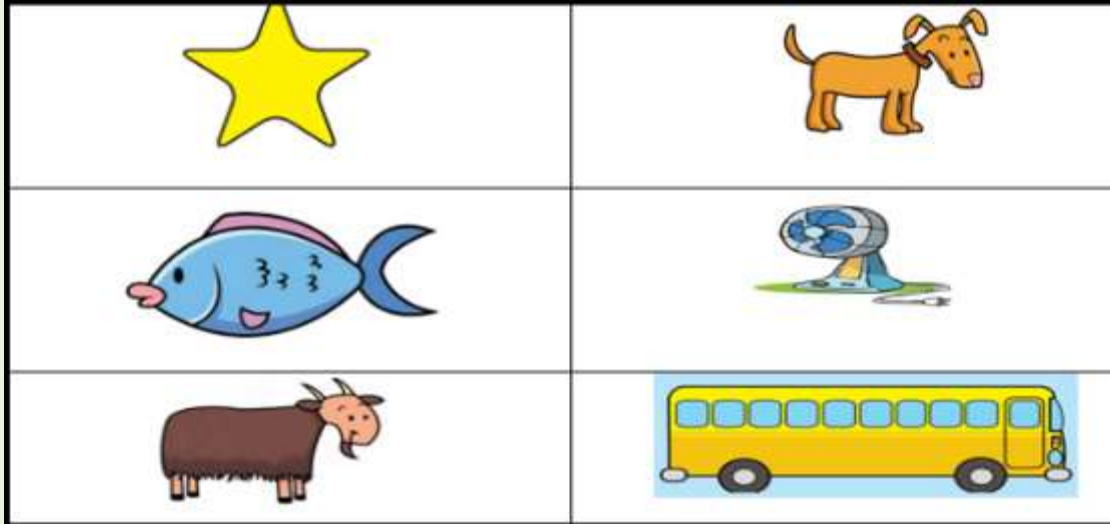
- ❖ Give each student five or six blocks or Unifix cubes.
- ❖ Put three blocks together and tell the students that these blocks represent the word “tack.” Students say, “tack.”
- ❖ Point to the first block (the one on your right, the students' left) and say /t/. Point to the middle block and say /a/. Point to the final block and say /k/. Explain to the students that each block stands for one sound.
- ❖ Show the students that you can substitute or “trade places” with some of the blocks. Hold a block in your hand and call it /s/. Model the process of removing the /t/ from the beginning of the blocks and replacing it with /s/. Now the word is “sack.”
- ❖ Students should practice with the teacher many times before being expected to do this individually.
- ❖ After students have worked on initial sounds, other lessons may move on to “Trading Places” with final sounds. Medial sounds (e.g., changing “cup” to “cap”) should also be practiced.

Note

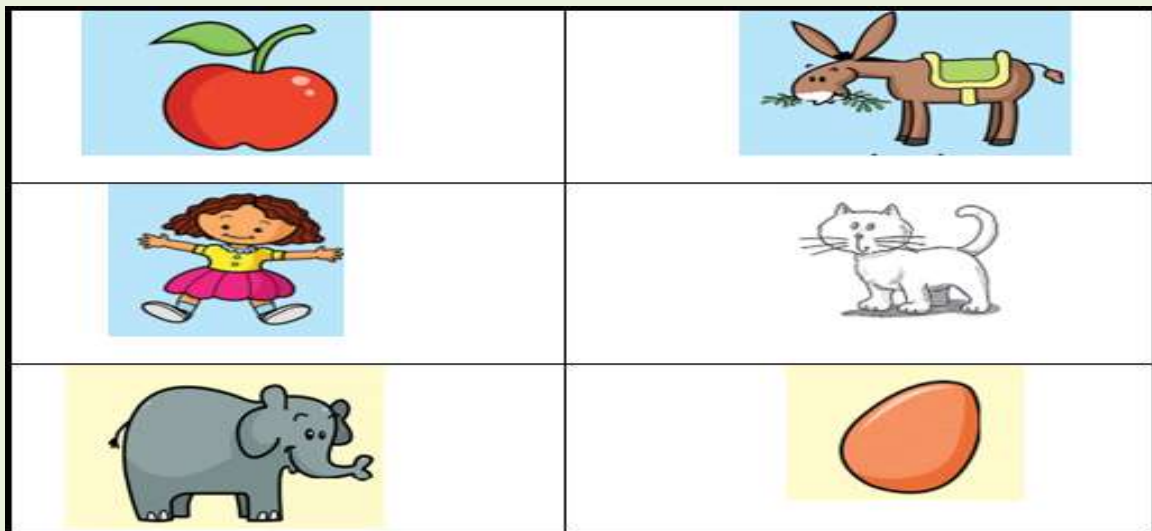
After the students understand phoneme manipulation, the natural progression for integrating phonemes and phonics would be replacing the plain blocks with alphabet tiles.

Worksheets

1-Look at the pictures identify the beginning sound for them.





















2-Look at the pictures identify the final sound for them.



Phoneme Deletion

Say the name of the first picture. Take away the first sound you hear in the word. Click on the correct picture for the new word.

 - f	 
 - p	 
 - c	 
 - p	 
 - f	 
 - b	 













<https://www.liveworksheets.com/gl1991209aj>



Name : _____

Phonemes

Look at each picture. Say its name. Write the number of sounds/phonemes in it.




1)		key		<input type="text"/>
2)		home		<input type="text"/>
3)		crab		<input type="text"/>
4)		tea		<input type="text"/>
5)		sun		<input type="text"/>
6)		flight		<input type="text"/>

<https://www.mathworksheets4kids.com/phoneme.php>



Blending Sounds

Drag the picture next to the correct word.

leg		
frog		
melon		
jump		
sleep		
fork		

[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(EFL\)/Phonics/Blending_Sounds_ny1361617nx](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(EFL)/Phonics/Blending_Sounds_ny1361617nx)



Blend words

Q. Complete the words with correct blends.

Cr

Dr

Fr

Tr



__uits



__um



__ab













__ain



<https://whatistheurl.com/blend-words-worksheets-for-grade-1/blend-words-worksheets-3>

Pick the Blend

Chose the correct blend and drag to complete the word.

fr cr dr br tr	fr cr dr br tr
 _ee	 _ess
 _uit	 _ead
 _um	 _og
 _ab	 _uck
 _oom	 _ayon

<https://www.picmonkey.com/templates/covid-19/beginning-blends-2550x3300>



Beginning Blends

Fill in the blanks with the correct consonant blend.

sc

gl

cr

cl

br

pl

gr



__ ant



__ ock



__ ue



__ ab



__ ush



__ oud



__ apes



__ ove



__ ale

<https://www.picmonkey.com/templates/covid-19/beginning-blends-2550x3300>



Beginning Consonant Blends Worksheet

Look at each of the pictures below and fill in the correct missing consonant blend to spell each word.



ush



ee



op



ock

<https://www.allkidsnetwork.com/phonics/consonant-blends/beginning-consonant-blends-3.asp>



Theoretical Background on Phoneme Categorization

- ❖ Phoneme categorization is a way to practice matching sounds or picking out the sound that does not belong when given a sequence of two or more words. It is also called "oddy tasks" or "matching sounds" or "which one doesn't belong".

Theoretical Background on Phoneme Blending

- ❖ Blending (putting sounds together) and segmenting (pulling sounds apart) are skills that are necessary for learning to read and spell. When students understand that spoken words can be broken up into individual sounds (phonemes) and that letters can be used to represent those sounds, they have the insight necessary to read and write in an alphabetic language.
- ❖ Blending and segmenting games and activities can help students to develop phonemic awareness, a strong predictor of reading achievement.
- ❖ Teaching students to identify and manipulate the sounds in words (phonemic awareness) helps build the foundation for phonics instruction.
- ❖ Blending and segmenting activities and games can help students to develop phonological and phonemic awareness.

Resources

- ❖ <https://topnotchteaching.com/literacy/phoneme-blending-games/>
- ❖ https://www.readingrockets.org/strategies/blending_games
- ❖ <https://sweetforkindergarten.com/oral-blending->
- ❖ <https://www.readingbyphonics.com/worksheets/phoneme-isolation-identity-4.html>
- ❖ <https://sweetforkindergarten.com/phoneme-categorization-activities/>
- ❖ <https://www.teachstarter.com/au/blog/phonemic-awareness-activities-for-the-classroom>
- ❖ [https://susanjonesteaching.com/phonics-and-phonemic-awareness-activities-for-kindergarten-first-second-grade/ /](https://susanjonesteaching.com/phonics-and-phonemic-awareness-activities-for-kindergarten-first-second-grade/)

Second Dimension

Speaking Difficulties



Introduction

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

TOPICS



1

Pronunciation

2

Communication

& Interaction



3

Rhyming



Topic One:

Pronunciation Difficulties

Indicators of the Difficulty

- ◆ Refugee students have difficulties in counting numbers (30-50).
- ◆ Refugee students have difficulties in telling the time.
- ◆ Refugee students have difficulties in expressing actions happening now.
- ◆ Refugee students fear mispronouncing the words .
- ◆ Refugee students have difficulties in describing weather and observe weather conditions and seasons.
- ◆ Refugee students have difficulties in pronouncing some pairs of English consonant sounds (i.e. /tʃ/ and /ʃ/ as in chair. and .share; /v/ and /f/ as in .van. and .fan; /p/ and /b/ as in .pat. and bat.).
- ◆ Refugees have difficulties in pronouncing some English consonant clusters (i.e. .grandfather. often mispronounced grandfather).
- ◆ Refugees have difficulties in pronouncing a certain word well .
- ◆ Refugees have difficulties in understanding the pronunciation of the native English speaker.

Learning Outcomes

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

- ◆ Count (Numbers 30-50).
- ◆ Tell the time.
- ◆ Express actions happening now.
- ◆ Pronounce the words in confidently and without fear.
- ◆ Describe weather and observe weather conditions and seasons.
- ◆ Pronounce some pairs of English consonant sounds (i.e. /tʃ/ and /ʃ/ as in chair, and .share; /v/ and /f/ as in .van, and .fan; /p/ and /b/).
- ◆ Pronounce some English consonant clusters (i.e. grandfather).
- ◆ Understand the pronunciation of the native English speaker.

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



Procedures of the topic

Recognizing students' learning difficulties (pronunciation difficulties)

- ♦ Identify and discover your students' learning difficulties in counting numbers from **30** to **50**.

First Method:

♦ **Counting numbers from 1 to 21**

- First write the numbers **30-50** on the board and have everyone shout out the numbers as you write them. Next, get **50** small soft balls, cubes or something similar (before class, tape numbers **30-50** 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 **33**". And ask students to count from




























31	32	33	34	35
Thirty-one	Thirty-two	Thirty-three	Thirty-four	Thirty-five
36	37	38	39	40
Thirty-six	Thirty-seven	Thirty-eight	Thirty-nine	Forty
41	42	43	44	45
Forty-one	Forty-two	Forty-three	Forty-four	Forty-five
46	47	48	49	50
Forty-six	Forty-seven	Forty-eight	Forty-nine	Fifty

If they don't respond to you and unable to bring the right number, this means that they have a difficulty in numbers from 30 to 50.

Second method

Teacher asks students to listen and write the number:

Numbers: 30-50 *listen and type.*

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

Finish!!

If students don't respond to you and unable to write the correct number, this means that they have a difficulty in numbers from 30 to 50.

Remediation Techniques

- The purpose of this topic is to help students to learn how to count numbers from **30** to **50** and how to pronounce words correctly. They learn in interesting way by using video, audios, songs, pictures, and free mobile applications.
- 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 counting numbers of consonants clusters.
- Describe weather will be practiced with various activities will be performed.
 - Students have also worked in small and large group to do various activities.
- Students will be able to correctly circle or point to words/ .
- Point to a picture of the object making the sound and name it.
- Use an ideal video for kids to learn the pronunciation of some words and letters.
- Ask students to do the exercise by clicking on the picture that match the word and read it aloud.
- Each student 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 counting numbers from 30 - 50 and phonics and overcome any difficulty.

Counting numbers from 30 to 50

Play "Pass the Parcel Numbers 30-50"



- Teacher is going to play a version of "Pass the Parcel" to introduce the numbers **30-50**.
- Before class get **10** sheets of A4 paper and write a number (**30-50**) 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,

Counting by Adding One

Teacher asks the student to close your eyes and count the numbers **30** to **50**. And then asks him how did you count them? Did you see a number line? Did you use the number words? Did you skip count? Counting the numbers **30** to **50** can be done in different ways.

Teacher tells the students if you counted one by one, you did it as follows:

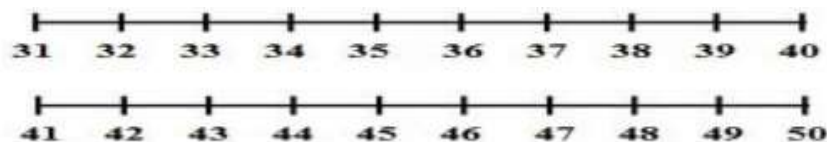
30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50

Did you know that when you are counting from **30** to **50**, like in the example, you are actually doing addition and adding one to each number? Every number in the range is one more than the last number before it.

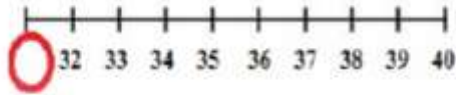
Teacher asks students to take a minute and finds some things around their class that they can practice counting by **30** to **50**. For example, they could count from **30** to **50** using pencils, books, papers, and balls.

Using a Number Line

Counting numbers **30** to **50** on a number line helps students see a visual in their mind and keep the numbers in the correct order.



A number line can further help students understand how to fill in missing numbers from 30 to 50. For example, what number is missing in the number line?



Activity 2

Teacher shows the number on the board by using cards and asks students to count them if the mistake teacher directly corrects this. And then asks them to click on the number and listen how they can pronounce and write it. The activity is available on the following website:

<https://www.liveworksheets.com/st542291sa>

CLICK ON THE NUMBER AND LISTEN

31	32	33	34	35
Thirty-one	Thirty-two	Thirty-three	Thirty-four	Thirty-five
36	37	38	39	40
Thirty-six	Thirty-seven	Thirty-eight	Thirty-nine	Forty
41	42	43	44	45
Forty-one	Forty-two	Forty-three	Forty-four	Forty-five
46	47	48	49	50
Forty-six	Forty-seven	Forty-eight	Forty-nine	Fifty

Activity 3

The teachers used video clips about the numbers from 30 to 50, available online at:
<https://www.youtube.com/watch?v=i-6i0INcX40>



Activity 4

Mobil free application

It is available on the following link:




<https://play.google.com/store/apps/details?id=com.tallurigames.onetohundrednumbers>



- ◆ This is a free application, students can download it from (play store). After installing in your students' mobiles or tablets, they can use it without internet access.
- ◆ This app 1 to 100 includes 1 to 100 numbers and 1 to 100 pronunciations with spellings, math and many more interesting sections to learn and practice numbers in order. This is great app to teach English numbers for kids. This app is good to practice 1 to 100 Numbers. And good learning tool for students and also good app to teach numbers spelling.

Worksheets

Drag the numbers to the correct places
















30		32	33		
36				40	
	43		45		47
	49				

35	39	42	34	38	44
50	31	46	48	41	37

[https://www.liveworksheets.com/worksheets/en/Math/Fill in the blanks/Number 30-50_rv316405qz](https://www.liveworksheets.com/worksheets/en/Math/Fill_in_the_blanks/Number_30-50_rv316405qz)

Numbers 30 to 50

- Listen and write the number.

 <input data-bbox="416 551 544 667" type="text"/>	 <input data-bbox="762 551 890 667" type="text"/>	 <input data-bbox="1102 551 1230 667" type="text"/>
 <input data-bbox="416 701 544 817" type="text"/>	 <input data-bbox="762 701 890 817" type="text"/>	 <input data-bbox="1102 701 1230 817" type="text"/>
 <input data-bbox="416 851 544 967" type="text"/>	 <input data-bbox="762 851 890 967" type="text"/>	 <input data-bbox="1102 851 1230 967" type="text"/>
 <input data-bbox="416 1001 544 1117" type="text"/>	 <input data-bbox="762 1001 890 1117" type="text"/>	 <input data-bbox="1102 1001 1230 1117" type="text"/>
 <input data-bbox="416 1151 544 1267" type="text"/>	 <input data-bbox="762 1151 890 1267" type="text"/>	 <input data-bbox="1102 1151 1230 1267" type="text"/>

Finish!!

Drag the missing numbers to the correct box

30		32	33	34		36	37	38	
40	41		43	44	45		47	48	49

Missing Numbers

30

32

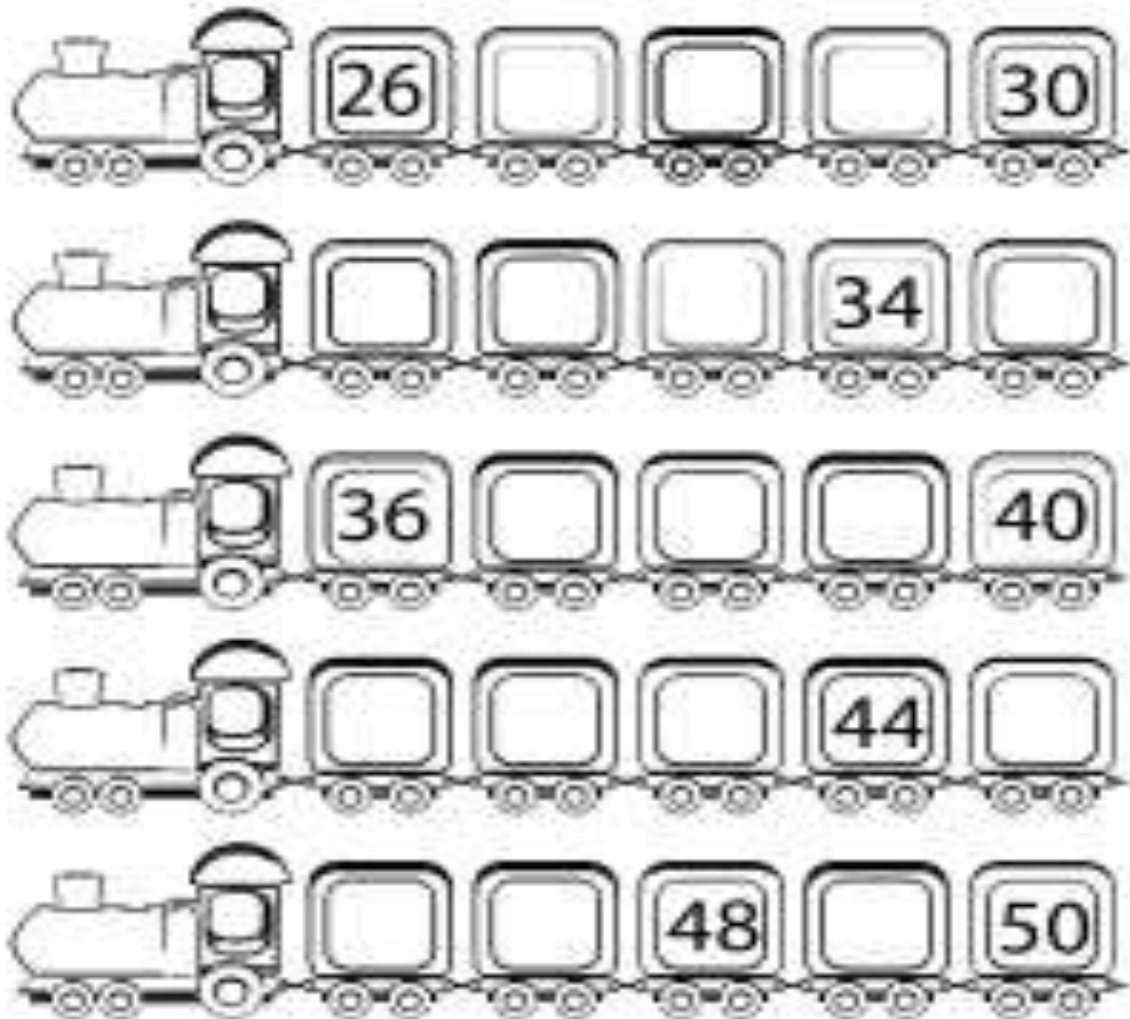
34

35

37

38

Counting Forward



Worksheets for Kids @SchoolMyKids.com

<https://www.schoolmykids.com/worksheet/missing-numbers-counting-forward-26-to-50-w7001591>

Telling the time.

telling and asking for the time

1. Introduce a clock and review numbers 1 to 12

Start the lesson by bringing in a clock or alternatively make a craft clock using our clock shape craft sheet. Elicit and chorus the word "**clock**". Then point to number **1** and elicit the number. Point to each number **1-12** in order and elicit the numbers (you can move the hour hand around as you do this).



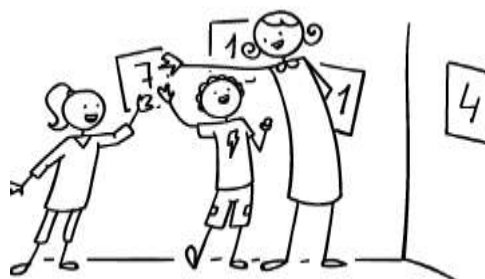
.2 Practice recognizing numbers 1-12

Before class prepare twelve A4 sheets of paper with a number (**1-12**) written on each piece. Place the numbers randomly around the walls of the classroom at a height where your student can reach them. In class, draw your students' attention to the numbers and say "Point to number **1**". Everyone should point. Then go through all the numbers **1-12**.



.3 Play "Touch the numbers on the wall" get everyone standing in the middle of the classroom.

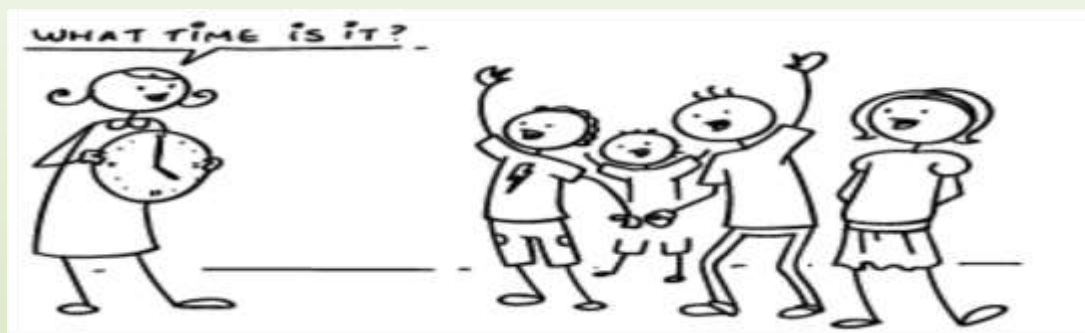
Shout "Touch Number 7!". Everyone should run and touch that number — it will be a mad scramble but good fun! Then go through the rest of the numbers.



4. Write the numbers on the board along the top of the board write the numbers in order 1-12. Divide the class into 4 teams and get each team to elect a representative to write on the board. Have the 4 students come to the board and tell them they are going to race to write the numbers 1-12. The winner will win a point for their team. Say "Ready — Steady — Go!" and the 4 students' race to write the numbers. Then get another 4 students to have a go. At the end the team with the most points is the winner.



5. Teach the time vocab hold up your clock and set a time (e.g. 4 O'clock). Ask the class to elicit / teach "its 4 O'clock". Move the hand "What time is it?" to another time and ask again (you can also ask "Please could you tell me the time?"). Go through the hours eliciting the times from the class until they have got the hang of the structures.



6. Practice the gestures of the song stand everyone in front of you. Say "Point your hands at 1 o'clock" and demonstrate how to do this (hold one arm straight up at 12 and the other at 1). Then say "Point your hands at 2 O'clock" ... continue all the way round to 12 o'clock.



7. Sing the "What Time Is It?" song

Now everybody is ready to do the gestures for the song "What Time Is It?". Start the song and demonstrate moving your arms to show the times as the song is sung - get everyone to follow you and sing along.

Lyrics for "What time is it?"

Tick-tock-tick-tock
Tick-tock-tick-tock

Chorus:

What time is it?
What time is it?
Please could you tell me the time?

Verse 1:

It's one o'clock
It's two o'clock
It's three o'clock
It's four o'clock
It's five o'clock
It's six o'clock

Tick-tock-tick-tock
Tick-tock-tick-tock

Chorus

Verse 2:

It's seven o'clock
It's eight o'clock
It's nine o'clock
It's ten o'clock
It's eleven o'clock
It's twelve o'clock

Tick-tock-tick-tock
Tick-tock-tick-tock

Gestures for "What time is it?"

For this song your students are going to be human clocks, using their arms to show the time. Have everybody stand up with plenty of room to move their arms around without hitting anyone.

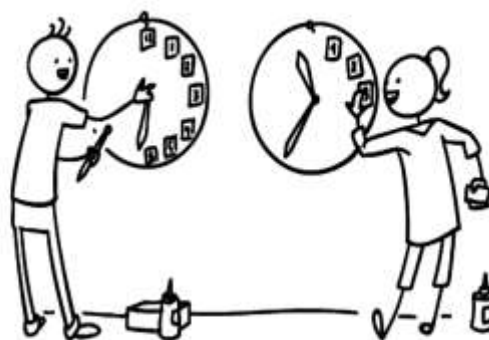
1. For the question words sing along and hold your hands out, palms up, in the question gesture.
2. For the times, hold your arms straight out in the time position. So, for 1 o'clock, hold one arm straight up towards 12 and the other arm towards one. As the song continues, one arm will move around the clock counting off each hour.



"It's eight o'clock"

8. Do the Clock Craft Sheet

Before class print out the clock shape craft sheet – enough so that each student has one. You can either cut out the shapes before class or have your students cut out the shapes in class. You will also need fasteners for each clock to fasten the arms to the clock. After constructing the clocks, put students in pairs. First model the activity with a student. Student A sets a time on his/her clock and asks "What time is it?" or "Please could you tell me the time?". Their partner answers. Each pair takes it in turn to ask each other.



9. Read classroom reader "What Time Is It?"

By now your students will have had a good amount of practice telling the time so we can reinforce the new phrases with a fun story. Before class, download and print off the reader "What Time Is It?" from our website. As you go through each page, point to the clocks in each picture and elicit the times they are showing, for example:



Teacher: (reading from page 1) "One day Colin Clock met his friend, Ana clock" ... Which one do you think is Colin Clock?

Students: The blue one!

Teacher: Yes, that's right. (pointing at the clocks) ... This is Colin Clock and this is Ana Clock. What color is Ana Clock?

Students: Pink!

Teacher: Yes, pink! (reading from page 1) "Oh dear!", said Colin Clock. "What time is it?" ... Let's look. What time is Colin Clock showing? (pointing at Colin Clock)

Students: 3 o'clock!

Teacher: Good Job! And how about Ana Clock? (pointing at Ana Clock)

Students: 7 o'clock!

Teacher: Yes! But they both have different times! (Teacher looks puzzled). (Reading on ...) "Let's ask Tom Clock" ... etc.

Continue through the story, asking for the times. Get the students really involved in the story by asking lots of questions (e.g. about the clock colors) and even ask yes/no questions about the times on the clocks (making mistakes, of course), for example:

Teacher: (reading from page 3) "'Hello Tom Clock!", said Ana Clock. "What time is it?" ... What time is Tom Clock showing? Is it 2 o'clock?

Students: No!

Teacher: No? Well, what time is it? (pointing at Tom Clock)

Students: 1 o'clock!

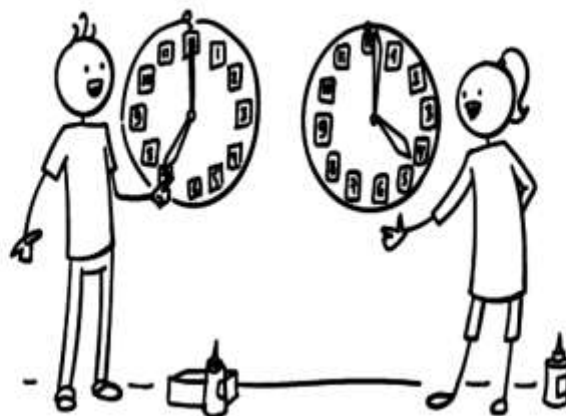
Teacher: Is it? (Looking more closely). Oh, yes it is! Well done! etc.

After reading the story, give out a reader worksheet to each student and read through the story one more time (without stopping for questions, etc.) as students write the order that the clocks appear in the story and the times they show on their faces. Then go through the answers as a class.

10. Play "What time do you?"

Still using the clocks, your students are going to show you the time they usually do things. Ask the class questions, such as "What time do you usually wake up?" (if they are not sure you can use gestures to show what you mean). As you ask the questions, everyone should move the hands on their clock to the time they do these activities. Then select some students to orally tell you their time (e.g. "I wake up at 7 o'clock"). We are only concentrating on "o'clock" for this lesson, so if students have times on their clock such as 7.20 you can teach "About 7 o'clock".

Other routine questions you can ask the time for could be: eat breakfast / lunch / dinner, go to bed, go to school, leave school, take a bath, do homework, brush teeth, etc.



Worksheets



What time is it?

Name : _____

Date : _____

Look at each clock carefully and write the time below



o'clock



o'clock



o'clock



o'clock



o'clock



o'clock

Find more educational worksheets at kiddoworksheets.com
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What time is it?

Name : _____ Date : _____

Draw a line to match the correct time



•

•

03:30



•

•

09:10



•

•

06:25



•

•

08:00

What time is it?

Name : _____

Date : _____

Look at each clock carefully and write the time below



o'clock



o'clock



o'clock



o'clock



o'clock

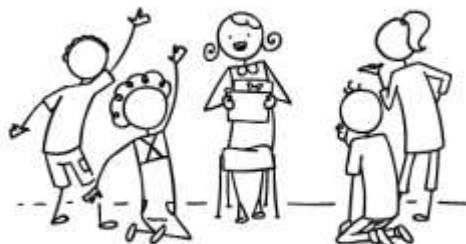


o'clock

Expressing actions happening now

Before class prepare the following flashcards: run, cook, eat, swim, walk, drink, draw, sleep. You can also add some more action flashcards to this list for more practice.

Start with the "run" flashcard – place it behind the pack of the other flashcards so your students can't see the picture. Slowly push the flashcard up, revealing a little of the picture. Encourage students to shout out what they think it is. Keep slowly revealing the image until someone shouts out the correct word (or for new words you will have to tell them the answer). Then chorus the word 3 times. Finally, shout "Ok, everyone run for 5 seconds ... 1 – 2 – 3 – 4 – 5 – Stop!" and have everyone run around as you count five seconds.



Then do the same routine with the other flashcards.

2. Play "Teacher Says"

This is the same as the game "Simon Says" but with the word "teacher" instead of "Simon". Line everyone up in front of you and say "Teacher says drink" and have everyone do the drinking action. Go through a few more verbs with everyone doing the actions. Then say "sleep" without the "Teacher says" part – anyone who does the action is out! First time, you can give a warning but after that any mistakes result in the student sitting out the round.



3. Introduce the structure – do "Marching Chant"

After playing "Teacher says", keep everyone standing in a line facing you. Place the flashcards on the board in the order of the song (or use the song poster). Model marching on the spot and clapping a slow rhythm and get everybody to copy you – marching on the spot and clapping at an easy pace. Then start the chant in time with the clapping: "What are you doing? – What are you doing? – What are you doing? etc". Make it so that everyone

Next, insert the first action into your chant and have everyone echo as they march and clap along:

Teacher (chanting): I am running.

Students (echoing): I am running.

Then add more actions into the chant:

Teacher (chanting): What are you doing?

Students (echoing): What are you doing?

Teacher (chanting): I am running.

Students (echoing): I am running.

Teacher (chanting): What are you doing?

Students (echoing): What are you doing?

Teacher (chanting): I am cooking.

Students (echoing): I am cooking.

etc.

You can have some fun by going fast and slow, adjusting the pace of the marching and the chant.



4. Play "What are you doing?" actions

Start by modeling the activity. Get a volunteer to help you. Start running on the spot and have your volunteer say "What are you doing?" and reply "I am running!". Then start doing a cooking action and have the student ask again "What are you doing?". Reply "I am cooking!". Continue this for all of the verbs, in the order of the song, using the flashcards on the board (or the song poster) as prompts.



Next, pair up your students. Have one doing all of the actions and the other asking "What are you doing?". Once finished, students swap roles.

5. Sing the "What are you Doing?" song

By now, you will be ready for the song. Play it through one time and have everyone do the actions and encourage them to sing along (see *Gestures for the "What are you doing?" song* below). Use the flashcards on the board or the song poster for prompts.

Then play the song once more for fun.

Lyrics for the "What are you Doing?" song

Chorus:

What are you doing?
What are you doing?
What are you doing right now?

Verse 1:

I am running (running!)
I am cooking (cooking!)
I am eating (eating!)
I am swimming (swimming!)
Running, cooking, eating, swimming!

Chorus

Verse 2:

I am walking (walking!)
I am drinking (drinking!)
I am drawing! (drawing!)
I am sleeping! (sleeping!)
Walking, drinking, drawing, sleeping!

Chorus

Verse 3:

I am running (running!)
I am cooking (cooking!)
I am eating (eating!)
I am swimming (swimming!)
Running, cooking, eating, swimming!

Chorus

Verse 4:

I am walking (walking!)
I am drinking (drinking!)
I am drawing! (drawing!)
I am sleeping! (sleeping!)
Walking, drinking, drawing, sleeping!

Gestures for the "What are you Doing?" song

Have everyone stand up for the song. We are going to do all of the actions as we sing, so it will be help to have the song poster or flashcards on the board so everyone can see what actions to do:

- during the chorus have everyone march in time with the song (either on the spot or around the classroom, depending on how much space you have available)
- during the verses do the actions of the song



"I am swimming (swimming!)"

Worksheets



WHAT IS HE DOING?



WHAT IS SHE DOING?



WHAT ARE THEY DOING?



WHAT IS SHE DOING?



WHAT ARE WE DOING?



WHAT IS SHE DOING?



WHAT IS SHE DOING?



WHAT IS HE DOING?



WHAT IS HE DOING?



WHAT IS SHE DOING?

Pronounce the words confidently and without fear.

How to Solve Pronunciation Problems

There are some sounds in English that can be difficult for any learner, and there are also distinctions between sounds that some students find confusing because there is no such distinction in their mother tongue. When all, or at least several, of your students are struggling with the same problem, it is definitely worthwhile doing some activities to target specific areas.

- First, they need to be able to hear the difference between the incorrect and the correct sound.
- Then they need to learn how to make the correct sound.
- Finally, they also need to be able to recognize (when reading, for example) when and how to make the correct sound.

Teacher can look for appropriate minimal pairs—words that are exactly the same except for one different sound. These can help you target the sounds that your students need to focus on. A simple example would be: **“ship” and “sheep”**

















The sounds **“i” and “ee”** in these two words are significant because they’re the only difference between two words which have different meanings, but for many EFL students the two sounds aren’t distinct in their mother tongue.

Activity 1: 1. Minimal Pairs Bingo

This is one of the easiest ways to focus on particular pairs of sounds. A Bingo card commonly **has 5 x 5** squares, so you can use **25** words (**12** minimal pairs, or more than two words for some sounds). One or more spaces on each card could be a **“free”** spot, or you could change the size, maybe to **4 x 4**. (I have found that **25** words works well for a full lesson, and everyone will be able to learn them all by the end.)

- **Time : 15 minutes**

B / P Bingo

			
bowl	peach	pie	pear
			
park	bee	push	bush
			
bark	robe	pea	pat
			
pig	pole	bin	bath

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- Have a spare card cut up into individual squares that you can jumble and use to call the words.
- Don't let the students mark their cards. Provide markers such as small stones or sunflower seeds that they can put on each word as they hear it (and then remove to play again).
- If you have "free" spots they can start the game by putting markers on those.
- The first student to get five markers in a row in any direction calls "Bingo!"
- Students remove their markers, and a new game starts with **the winner** as the new **caller**.
- After a game or two the students can swap cards to get a different arrangement of words to look at.

At the end of the lesson, you can review the words and target sounds with the whole class.

This activity can give students the opportunity to hear the difference between the minimal pairs, recognize the different words written on the card and clearly pronounce the difference when they win and have a chance to be the caller. As each word is called, students tend to all say it quietly to themselves as well.

Activity 2 : Fruit Salad

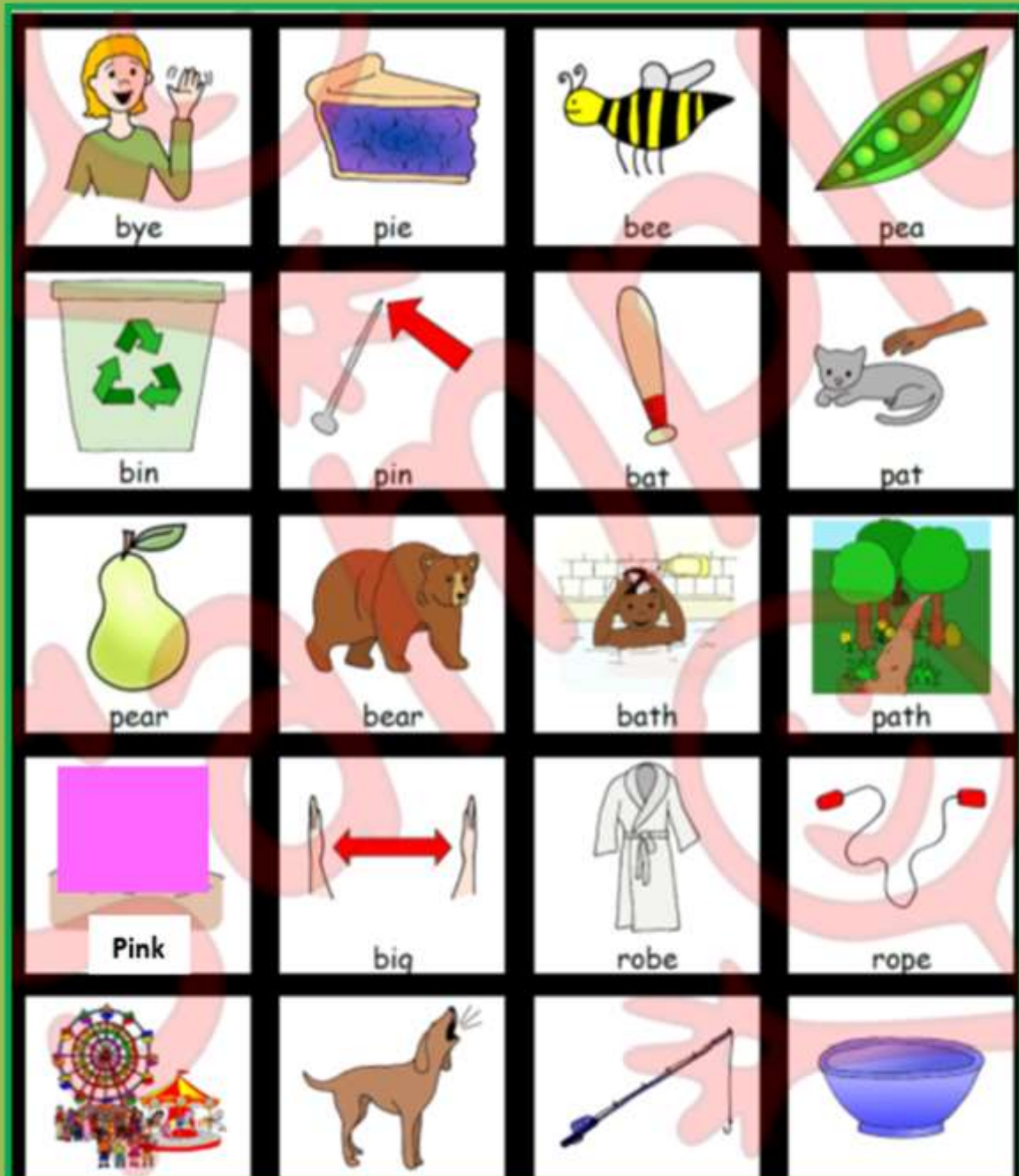
This is generally a game where the students sit in a circle with one student standing in the middle. The students have each been designated as a type of fruit. The middle student calls a fruit, and all of the students who've been assigned that fruit must rush to change places while the middle student tries to take one of their chairs. Periodically they can call "**fruit salad!**" and then everyone must change places. Instead of using the names of fruits, you can designate words containing minimal pairs to groups of students, and maybe choose another word for the "fruit salad!" command. **For example**, as the students are sitting in the circle they "number off" one by one around the circle with:

"pea," "bee," "pin," "bin"

Then the person in the middle will call "**pin!**" or another given word to get their peers running around.

Worksheets

Describe the pictures



- **Describe weather and observe weather conditions and seasons.**

New Learning and Practice:

1. Teach the weather vocab

Before class prepare weather flashcard pictures for the vocab sunny, rainy, windy, cloudy, snowy, foggy, hot, cold. Our weather flashcards are great for this. Stick them around the walls of your classroom.



Sunny



Rainy



Windy



Cloudy



snowy



Foggy



hot



Cold

Describe weather and observe weather conditions and seasons.

2. Play "Touch the cards"

Once the class has started, the teacher walks around the classroom touching the weather cards. As you touch each card do the song gesture while saying the vocab (e.g. it's sunny!). As you do this encourage your students to do the gestures and say the words with you. Next, get all your students to stand up. Teacher shouts out a weather word (e.g. "It's rainy!") and students have to run over to the correct picture,



Touch it and do the gesture. If you have a lot of students it is worthwhile having multiple pictures of each card placed around the walls of the room.

3. Talk about the weather outside

Motion for your students to come over to the window (or even outside). Say a few times "How's the weather?", "Look outside". Elicit from the class the weather and if it's hot or cold (you can also teach "warm" if necessary). E.g. "It's cloudy and rainy and cold". Then ask each student in turn "How's the weather?" and encourage them to reply.



Describe weather and observe weather conditions and seasons.

4. Sing "The Weather Song"

First put the weather flashcards on the board in the order of the song (or use our Weather Song song poster). Have all the students stand up and watch you as you sing along and use the gestures. Encourage them to join in and sing along. Play the song two or three times.

Lyrics for "The Weather Song"

Verse 1:

How's the weather? How's the weather?
Look outside.

How's the weather? How's the weather?
Look outside.

It's sunny, it's rainy, it's windy, it's cloudy.
It's snowy, it's foggy, it's hot, it's cold.

Verse 2:

How's the weather? How's the weather?
Look outside.

How's the weather? How's the weather?
Look outside.

It's sunny, it's rainy, it's windy, it's cloudy.
It's snowy, it's foggy, it's hot, it's cold.



"It's sunny"

Gestures for "The Weather Song"

There are some easy gestures you can do as you sing along to the song:

1. For the question part "How's the weather?", sing along and do the 'palms of the hands up' question gesture.
2. For the "Look outside" part, face the window and put your hand over your eyes (like a salute), as if you were looking into the distance.
3. Use hand gestures for the weather words:
 - sunny: slowly spread your arms out
 - rainy: wiggle your fingers downwards like rain
 - windy: gesture wind blowing out of your mouth
 - cloudy: make cloudy shapes with your hands
 - snowy: wiggle your fingers downwards like snow and shiver
 - foggy: close your eyes and put your hand out in front like you are trying to feel for something you can't see
 - hot: fan your face
 - cold: shiver and wrap your arms around your body

5. Play Flashcard Concentration

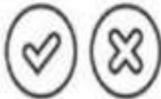
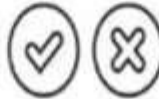
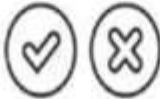
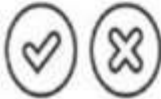
Put the class into groups of 4. Each group will need two sets of weather flashcards. Model the activity first by having everyone watch you play with one group: shuffle the cards and lay them out face down on the floor. Turn over two cards. If they are different, turn them back over – it is the end of your turn. If they are the same (e.g. two sunny cards) you keep the cards (remove them from the game) and have



Worksheets

UNIT-9 WEATHER

Doğru ise (✓) ,yanlış ise (✗) boyayalım.



LIVEWORKSHEETS

WHAT'S THE WEATHER LIKE TODAY?

LIVWORKSHEETS

Finish!!

<https://www.liveworksheets.com/fh426619jp>



What's the Weather Like?

1. What is the weather like?



- ☐ It's windy
- ☐ It's raining
- ☐ It's sunny
- ☐ It's snowing



- ☐ It's windy
- ☐ It's raining
- ☐ It's sunny
- ☐ It's snowing



- ☐ It's windy
- ☐ It's raining
- ☐ It's sunny
- ☐ It's snowing



- ☐ It's windy
- ☐ It's raining
- ☐ It's sunny
- ☐ It's snowing



- ☐ It's sunny
- ☐ It's stormy
- ☐ It's raining
- ☐ It's snowing



- ☐ It's sunny
- ☐ It's cloudy
- ☐ It's lightning
- ☐ It's snowing



- ☐ It's sunny
- ☐ It's windy
- ☐ It's a rainbow
- ☐ It's snowing



- ☐ It's hot
- ☐ It's windy
- ☐ It's raining
- ☐ It's snowing

2. Complete the sentences:



It is _____ I need my _____.



It is _____ I need my _____.



It is _____ I need my _____.



It is _____ I need my _____.

What's the weather like?

Look at the pictures. Then, drag and drop the words.



Windy

Stormy

Hot

Snowy

Sunny

Foggy

Cold

Cloudy



Rainy



<https://www.liveworksheets.com/bx611872ly>







SEASONS AND THE WEATHER

Uzupełnij zdania podanymi wyrazami.

It's  . It's  .

It's  . It's  .

It's  . It's  .

It's  . It's  .

AUTUMN

SPRING

WINTER

SUMMER

RAINY

SUNNY

SNOWY

WINDY

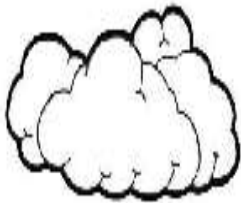
 LIVEWORKSHEETS

Finish!!

<https://www.liveworksheets.com/jb181669me>



What's the weather?



1. It's _____



2. It's _____



3. It's _____



4. It's _____



5. It's _____



6. It's _____



7. It's _____



8. There's _____

lightning

partly cloudy

snowy

stormy

windy

rainy

cloudy

sunny

What's the weather today?

- DRAG THE CORRECT WORD

What's the weather like today?



















sunny

hot

warm

snowy

rainy

cloudy

cold

windy



- Pronounce some pairs of English consonant sounds (i.e. /tʃ/ and /ʃ/ as in chair, and .share; /v/ and /f/ as in .van, and .fan; /p/ and /b/.

- Teacher can use to help his/her students become more aware of how they can improve their pronunciation of the consonant sounds /ʃ/ and /tʃ/.
- Depending on their mother tongue (L1), students may have difficulty distinguishing between these two sounds. More often than not, these supposed difficulties depend more on the interference of L1 than on the actual difficulties posed by English, and many, if not most students will greatly improve their pronunciation by simply becoming aware of certain differences - together with a minimum of practice.
- The difference between /ʃ/ and /tʃ/ is that /ʃ/ is fricative and /tʃ/ is affricate. A fricative sound can last a long time as in sh /ʃ:/ (in this case we have a flow of air). An affricate sound is short, even if it ends in a fricative. In the case of /tʃ/ we have a puff of air.

Activity 1

Teacher shows a video to help students to listen and repeat after it. The video is available on the following link:

<https://www.youtube.com/watch?v=et1Jc2UPiGw>



- ❖ During watching the video, teacher asks students to repeat the song and pronounce the /ʃ/ and /tʃ/. This is an activity to help students differentiate and produce the /ʃ/ sound as in (shark) and the /tʃ/; sound as in (chair).
- ❖ Then give students some words to practice pronounce them for example, with initial /tʃ/: change - charge - cheap - check - cheese - chew - choose
- ❖ in mid-position: achieve - kitchen - future - picture - purchase - teacher
- ❖ with final /tʃ/: approach - catch - each - lunch - much - pitch - research

See the pictures given below and read the words given under them to practise this sound.



Activity 2

- ❖ 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 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 "ball, ball, ball, ball, ball, ball, ball," This procedure can be repeated with other words.
- ❖ Help students differentiate these sounds in the context of longer utterances, then do the same with a sentence: "*I play ball, I play ball, I play ball, I play ball, ...*" until the students can hear the change.

Activity 3

- ❖ This is an activity to help students differentiate and produce the / b / sound as in (ball) and the / P / sound as in (pencil).

Procedure

- ❖ Help students 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 "ball, ball, ball, ball, ball, ball, ball," This procedure can be repeated with other words.
- ❖ Help students differentiate these sounds in the context of longer utterances, then do the same with a sentence: "*I play ball, I play ball, I play ball, I play ball, ...*" until the students can hear the change.

Ask students to Listen and repeat

Read the words given below and note how the consonant sound /p/ is produced.



Other words :

page, piece, point, pencil, punish, peace, patience, place, space, speak, spring, split, happy, simple, important, apply, pupil, lip, dip, ship, cap, hop, leap.

Activity 4

- ❖ This is an activity to help students differentiate and produce the / f / sound as in (fan) and the / v / sound as in (van).

Procedure

- ❖ Help students hear the difference by saying a word with **the / f / sound** several times then change to a word with **the / v / sound**.
- ❖ The students should raise their hands when they hear the word change.
- ❖ Then say "fan, fan, van, fan, fan, fan, fan," This procedure can be repeated with other words.
- ❖ Help students differentiate these sounds in the context of longer utterances, then do the same with a sentence: *'My family, my family, my vase, my family,'* until the students can hear the change.

Ask students to Listen and repeat

Read the following words aloud and practise the sound /f/.



- Pronounce some English consonant clusters (i.e. **grandfather**).

Read the following words aloud and note the way /v/ sound is produced.



The teachers used video clips about the sounds, available online at the following website:



- ❖ During watching the video, teacher asks students to repeat the song and pronounce the **/f/ and /v/**. This is an activity to help students differentiate and produce the **/f/** sound as in (**fish**) and the **/v/** sound as in (**vas**).

Activity 4

The teachers used video clips about the sound discrimination, available online at:

[https://www.youtube.c\(2\) Learn to Read | Digraph /f/ Sound *Phonics for Kids* - YouTube](https://www.youtube.c(2) Learn to Read | Digraph /f/ Sound *Phonics for Kids* - YouTube)



This is a fun, vowels and consonants phonics video for learners of English. A colorful, animated music video to learn how to pronounce the vowels and consonants ' sound

Consonant Pairs: /f/ and /v/

Then we have /f/ and /v/. Now we are constricting airflow between the bottom lip and the upper teeth. So to make this sound correctly your bottom lip needs to touch your upper teeth. /v/ is voiced and /f/ is aspirated. Here are some examples:

❖ Fan, ferry, leaf, van, very, leave

Activity (5)

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.earlystart.android.monkeyjunior&hl=en_US&gl=US

Monkey Junior



Overview:

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

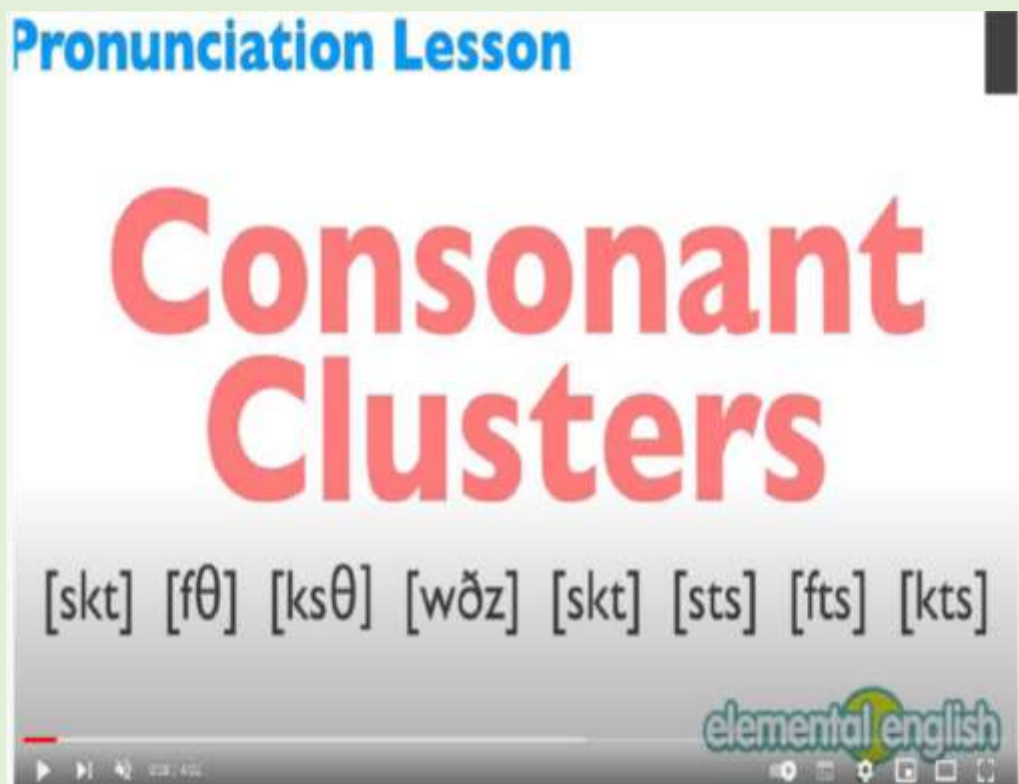
Description

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.

Activity 6

The teachers used video clips about consonant clusters, available online at:

(2) Consonant Clusters <https://www.youtube.com/watch?v=ZxKUWoNfetE>



This is a fun, consonant cluster phonics video for learners of English.

Worksheets

🔊 Listen to the word. Which sound does it **start** with?



th

sh

ch

Submit

🔊 Listen to the word. Which sound does it **start** with?



sh

ch

th

Submit

🔊 Listen to the word. Which sound does it **start** with?



🔊

























Submit

🔊 Listen to the word. Which sound does it **start** with?



🔊

Submit

Consonant Clusters Chart				bl  blocks
br  bread	ch  chair	cl  clock	cr  crown	
dr  dress	fl  flag	fr  friend	gl  glue	
gr  grapes	pl  planet	pr  pretzel	sc  scarf	
sh  ship	sk  skates	sl  slide	sm  smile	
sn  snake	sp  spoon	st  star	sw  swing	
th  thumb	tr  train	tw  twins	wh  whale	

Theoretical Background of pronunciation

Accurate pronunciation is an important part of learning any language, and especially when you're learning English. The way your speech sounds can have a big impact on whether or not people understand what you are saying and their initial impression of you. The tricky thing about pronunciation is that it not just a question of acquiring knowledge, it's a physical skill that you need to practice regularly.

English pronunciation is not always predictable from the spelling forms that you see. Words that look the same might have very different pronunciations. For example, cough, tough, though, bough, though, borough all end in ought but all have a different British English pronunciation (though in American English pronunciation, the last syllable of borough rhymes with though).

Sources

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- <https://wordwall.net/resource/3002460/phonics/oy-oi-ow-ou>
- <https://www.youtube.com/watch?v=i-6i0INcX40>
- <https://www.ixl.com/ela/grade-2/form-and-use-compound-words>
- <https://www.ixl.com/ela/grade-2/form-compound-words-with-pictures>
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- <https://www.fluentu.com/blog/educator-english/EFL-pronunciation-activities/>
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- <https://www.liveworksheets.com/da1314772yu>

Topic Two

Communication and Interaction Difficulties

Indicators of the Difficulty

- ♦ Refugee students have difficulties in communicating in English clearly and correctly in the context of basic and simple guided short exchanges and presentations.
- ♦ Refugee students have difficulties in expressing their ideas through speaking .
- ♦ Refugee students have difficulties in talking about school subjects.
- ♦ Refugee students have difficulties in talking about their preferences.

Learning Outcomes

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

- ♦ Express their ideas through speaking through having enough vocabulary.
- ♦ Talk about their school subjects .
- ♦ Talk about their preferences .

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 technique



- Teaching communication and interaction by using Games

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



- Mobile Based Learning

- Mobile Applications

- Role -Play



- Cooperative learning strategy

Students works in groups



Procedures of the Topic

Recognizing students' speaking difficulties in Communication & Interaction difficulties:-

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

First Method :Repeating Introductions

- Each student is going to be asked to share the following information about himself or herself with the group:
 - ❖ Their name
 - ❖ Their family
 - ❖ Where they would really like to be in the future.
- Ask one student to share three things about himself or herself, then repeats three things the other students have shared about themselves.

Second Method:Question Chains



- Ask the students sitting at the end of the row a simple question such as "What is your name?" and pass them something to represent the question such as a board pen or candy.
- Gesture that they should ask the same question to you and pass the thing back to you. Answer the question, go to the other end of the class and ask the same question to the student sitting there, passing the same object.

- Then pass them another (different) object while asking another question, e.g. "How are you (today)?"
- After they have answered that question, demonstrate and explain that they should pass the same two objects in the same order to the person next to them, asking the same question each time.
- After they have done that, give them a third object and get them to make up their own question to ask the same student. When that student has answered, they should pass the same three objects while asking the same three questions, then add their own fourth question.
- Continue, increasing the number of questions each time. You can finish when you reach a nice round number (e.g. ten objects and numbers), goes all round the class, or reaches such a large number that they give up.

Remediation Techniques

Game Based Learning

- ◆ Practice certain activities, exercises, and games can teach students to communicate and interact better with each other.
- ◆ Introduce the communication and interactive activities in interesting way by using videos and audios which include songs, stories, cartoon, and pictures.
- ◆ Games provide a playful environment in which 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.
- ◆ Teachers can use different games to help students communicate and interact with each other and overcome any difficulties they face while communicating and interacting.
- ◆ Here are some examples of games, teachers can use them to help students talk about their school subjects and their preferences.

Game : 20 Questions



- ❖ It is a wonderful game that enables student's ability to formulate and ask direct questions about their preferences .
- ❖ Ask students to stand in a circle.
- ❖ Let one student stand in the center, and he has to think of favorite school subjects or hobbies.
- ❖ The other students in the group have to identify it by asking a set of 20 questions.
- ❖ The student can respond by saying only yes or no.
- ❖ In case the group fails to guess, the student in the center is declared the winner.
- ❖ **Time: 15 minutes**

Example :-

- ✓ Student A: What is your favorite subject?
- ✓ Student B: English.
- ✓ Student A: Do you like English?
- ✓ Student B: Yes
- ✓ Student A: What about Arabic?
- ✓ Student B: I like it.
- ✓ Student A: Which subjects do you prefer?
- ✓ Student B: Arabic.

- ❖ Use different game to help your students practice more and more and overcome any difficulties they face while talking about their preferences.
- ❖ Using games help students to know more vocabularies and their vocabulary wealth enriched.

The Yes Game



- Students get one point for each question they ask by answering answer "Yes" to questions such as:
- Are you Syrian?
- Do you like Syria?
- Is English your favorite school subject?
- Students can then ask each other questions in the same way.
- Move onto getting points for each "No" answer such as :-
- Are you a doctor?
- Repeat the game with different questions about school subjects and what the students prefer.
- **Time: 15 minutes**

Note : this game helps students to increase their vocabularies , communicate with each other's and express their ideas clearly .

Password Game



- Password is a fun speaking game that is challenging, interesting and fun. It makes an excellent way to review vocabulary and practice an important skill: describing something they don't know the word for. It's the perfect way to help keep some old words fresh in students' minds.
- **Time: 15 minutes**

How to Play Password in the Classroom

- Divide students into two groups. The groups will alternate sending a team member (captain) to the front of the class.
- Write a word over their head, so the teammates can see and read it, but the captain cannot.
- The team must give the captain hints (not using the word in question) until they guess the word or time runs out (10-20 seconds). The team with the most points wins.

Hot Potato Game



- Prepare flashcards about school subjects.
- Divide students into pairs and each pair has two potatoes which look different.
- The student who has the potato A must ask the student holding potato B a question about the school subjects, and that student must answer. For example:
 - A: what is your favorite school subject?
 - B: English.
 - A: Do you like English?
 - B: Yes, I do/No, I don't.
- Repeat the game with different pairs of students and different school subjects.
- **Time: 15 minutes**

Procedure and Rules for the Hot Potato Game:

- Move students /players into a circle. Simply have them stand around the edge of the classroom. If the class is very large, divide into groups of 10-15 and make the appropriate number of circles.
- Begin moving a "potato" around the circle. Students can either pass or toss a small object. The key is that the player can see the next student who they should pass it to easily in the room and there should be no confusion.
- Set a timer for a random (brief) amount of time. Use the classic song on YouTube. Five to fifteen seconds is good, with an occasional shorter or longer time.
- When the music stops, show a flashcard .
- The student holding the potato must correctly identify the image or sit down. If playing with more than one group, count 3,2,1, and have them answer together.
- The winner is the last player standing

Treatment Techniques: Puppets based Learning (Puppetry)



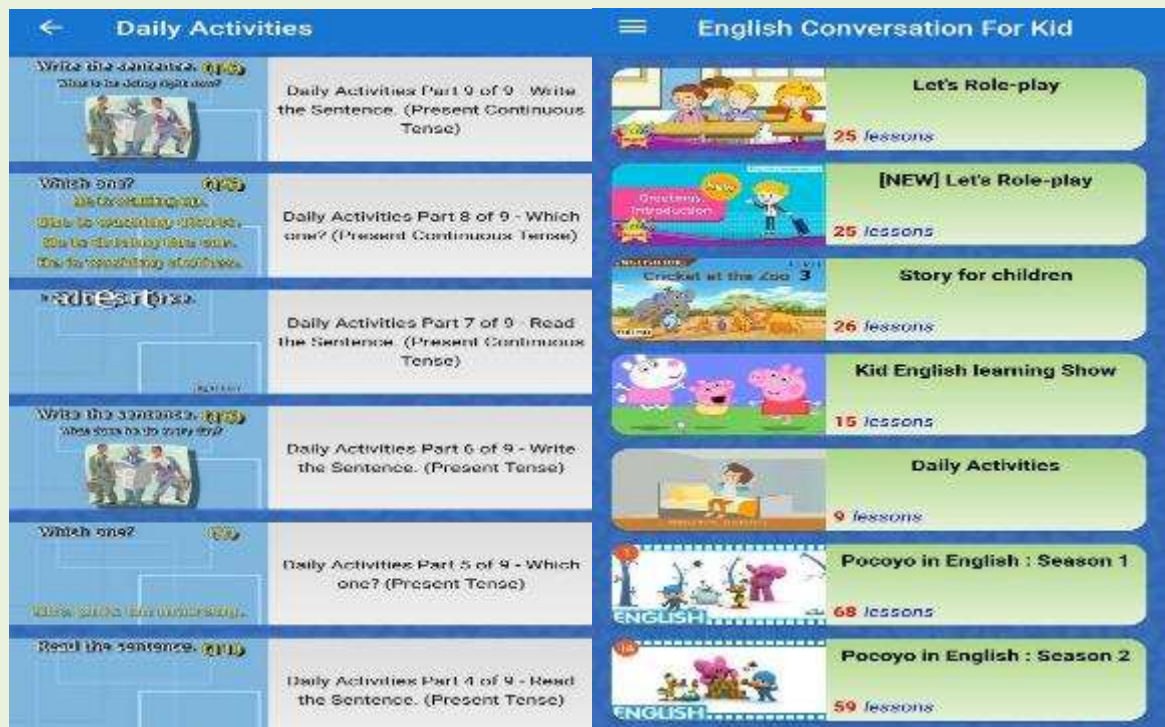
- Puppetry is a medium for students to express themselves and begin to explore the various components of the English language.
- Puppetry also helps students develop self-confidence. The use of puppets provides an opportunity for students to become comfortable exploring language and becoming expressive verbally.
- Puppets help students to develop cooperative learning skills by working together. For a puppet show to provide the benefits of developing communications skills, students are required to work together.
- Puppetry also provides students with a varied learning environment that provides a chance for them to express themselves. In the fun atmosphere that puppetry brings to the classroom, students become relaxed and eager to explore what language and stories have to offer.

Using puppetry to help students to communicate, express their ideas and talk about their school subjects and their preferences

- Introduce the puppets to your students ..
- Encourage the students to talk directly to the puppets about how they think they can help solve the problem.
- Try using the puppet in the role of a friend. This can help you explain difficult concepts to either individual students or groups of students. Will the students be able to help the puppet when it's seen to be making mistakes? For example, the puppets don't want to speak or communicate , thus students help them to speak and communicate.
- Use a puppet to present a problem for the students to think about. The students will want to help the puppet by solving the problem.
- The students could use puppets to retell all or part of a story they have listened to, or to speak .
- Give students an opportunity to operate a puppet.
- Encourage the students to explain to the puppets when they are not sure about things. This will help you assess their understanding more effectively. They know the answer so there is no point in wasting time explaining. However, the puppet doesn't know, so their explanations will tend to be fuller.
- If the puppets become friends that the students can confide in, they can help when you need to find out why students are upset. The students may not want to tell you but may be willing to tell the puppet.
- To help with class management, a puppet could be asked to look around the class and choose students who are listening attentively.
- Divide the students into groups and ask each student in the group to represent a different character. Ask them to write a Go-Givers play with each character contributing their own lines.

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 students who have difficulties in communication and interaction.



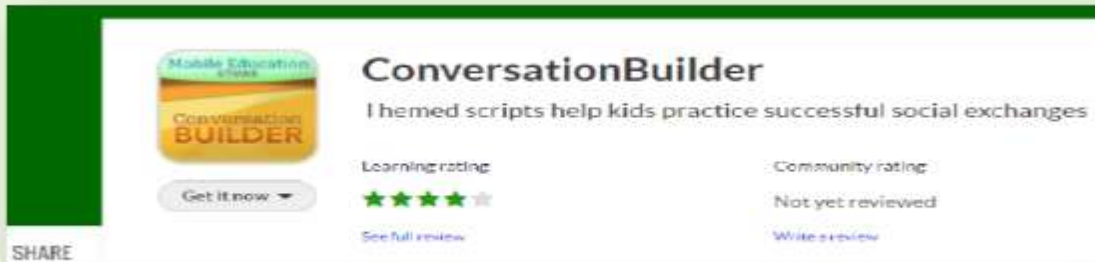
- ◆ Use mobile app such as phonics- sounds to words to help students train more and more and overcome any difficulties as follows:
- ◆ Download the app from play store . It is free app.
- ◆ It helps students to speak and engage in conversation
- ◆ For more practice, please download the app and enjoy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

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

Activities for Students by mobile apps

(1)

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



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

(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.commonsense.org/education/app/articulation-station>



- ### Golden Tips:

- 173

Activity (1) :

Classroom objects and numbers

- ◆ Focus: Talking about classroom objects and numbers
- ◆ Time: 30 minutes
- ◆ Aims: To promote communication skills and vocabulary.
- ◆ Tell the students to look at the following pictures. What questions and answers can they remember from Classroom activities?



Memory game "In my classroom..." (8 minutes)

- ◆ Divide the class into groups of around eight and ask each group to make a circle.
- ◆ Start the game by saying: "In my classroom there is... a door". The first student repeats this sentence and adds another classroom object (e.g "In my classroom, there is a door and a table"). But the student cannot repeat the same object.
- ◆ The next student in the circle repeats the sentence and adds another different item.
- ◆ Continue asking student in the circle to give a sentence with an extra object. If a student cannot add another item, they can "pass". Continue to check the students in their groups and help with any vocabulary if necessary.

Word tennis (8 minutes)

- ◆ Re-organize the class into pairs of students from different groups. Student A starts by saying a classroom object (e.g "pen"), student B responds with another object (e.g "desk").
- ◆ The students must not repeat the same words.
- ◆ The pairs of students continue this activity, saying the names of objects in the room.
- ◆ When a student can't think of another word for 10 seconds, the other student wins.

Activity (2) :

Interview your classmate



- ◆ Get students to sit in pairs. Each student has to ask a few questions to his partner.
- ◆ The teacher can give a few questions as a guide, but the students can come up with their own questions.
- ◆ **Time: 15 minutes**
- ◆ **Some examples of questions are:**
 - ◆ *What is your full name?*
 - ◆ *Where do you live?*
 - ◆ *How many brothers do you have?*
 - ◆ *How many sisters do you have?*
 - ◆ *What are your hobbies?*
 - ◆ *Do you have a pet? What is it?*
 - ◆ *What is your favorite school subject?*
- ◆ It is best that each student writes the answers down.
- ◆ At the end of the interview, each student introduces his/her partner in front of the class. The answers that are written down can be used as a guide for the presentation. Teachers should encourage students not to read the answers, but present it in their own words.

Worksheets



Answer these questions

- 1.-How many children can you count?
- 2.-Are there any old people?
- 3.-Can you see a little baby?
- 4.-Describe the kids in this sheet.
- 5.-What's the girl on the right side is doing?
- 6.-Can you see any flowers?
- 7.-Is there a boy eating a sandwich?
- 8.-How many kids are wearing green clothes?
- 9.-Is there a boy doing homework?
- 10.-Are there any girls holding hands?
- 11.-Can you see a boy playing the violin?
- 12.-Is the girl riding a motorbike?
- 13.-What colour is the man's shirt?
- 14.- Who is hiding behind some books?
- 15.-Are there children wearing roller skates?



3

What's your favorite subject?

Drag and drop the correct words into each speech bubble

My

subject

math

music

art

P.E.

English

science

favorite

What's your favorite _____?

_____ favorite subject is _____.

My favorite subject is _____.

My _____ subject is _____.

My favorite subject is _____.

My favorite subject is _____.

My favorite subject is _____.

<https://www.liveworksheets.com/mi689532pr>



MY FAVORITE SUBJECT

Answer the questions

1.



What is her favorite subject?

2.



What is his favorite subject?

3.



What is her favorite subject?

4.



What is her favorite subject?

5.



What is his favorite subject?

<https://www.liveworksheets.com/jm2056195to>



UD 3 – At Rooftops School

Look and match the pictures to the correct words. Then, write the letters in order.







Maths

Science

Art

Music

English

PE

Geography

History





<https://www.liveworksheets.com/da1450474sd>



SCHOOL SUBJECTS

1. Match



SCIENCE



MUSIC



ART



MATHS



ENGLISH



PE

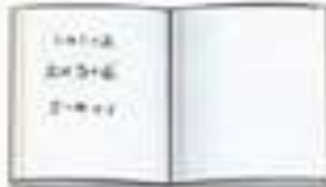
<https://www.liveworksheets.com/ig1375167pn>



SCHOOL SUBJECTS

2. Write the name













<https://www.liveworksheets.com/ig1375167pn>



Theoretical background on Communication and Interaction

- Communication and Interaction are two terms that often go together although there is a difference between these two words.
- Communication refers to the act of sharing information. On the other hand, interaction refers to acting in such a manner so as to affect the other.
- Communication refers to the act of sharing information. This usually takes place between two or more people. Language is usually considered as one of the means through which we communicate with one another. It allows us to share information or convey a message in an effective manner. However, communication is not confined to language alone.
- Interaction refers to **acting in such a manner so as to affect the other**. This is believed to be reciprocal. Interaction does not always have to be through language; it can even be through gestures. However, the vital feature is that there should be a clear response to the action.

Resources

- <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwieoPro4rT2AhWEgv0HHUIDAkUQFnoECCIQAAQ&url=https%3A%2F%2Fdownloads.hrdpressonline.com%2Ffiles%2F6820080609105844.pdf&usg=AOvVaw31BaJdiztDvJxUIFB4bkKp>
- <https://www.tefl.net/elt/ideas/games/speaking-games-false-beginners/>
- <https://parenting.firstcry.com/articles/communication-skills-for-kids-importance-and-activities-to-improve/>
- <https://EFLspeaking.org/kids-EFL-speaking-games/>
- <https://www.EFLactivity.org/password-EFL-speaking-activity/>
- <https://EFLspeaking.org/hot-potato-EFL-speaking-game-for-kids/>
- <https://www.trinitycollege.com/qualifications/english-language/GESE/GESE-grades-1-3-initial-resources/GESE-grades-1-3-speaking-activities>.
- <https://www.differencebetween.com/difference-between-communication-and-vs-interaction>

Topic Three : Rhyming Difficulties

Indicators of the Difficulty

- ❖ Refugee students have difficulties in producing rhyming words.

Learning Outcomes

By the end of the topic, third 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, supplying 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:

Rhyming Production

p
l
m
f

ast

d
t
fr
br

own

r
m
f
n
l

ight

- Divide students into groups.
- Ask students to look at the pictures and produce or make sets of rhyming words.
- After producing the rhyming words, draw a picture for one word from each set.
- Repeat the steps until all students do the task.

<https://www.liveworksheets.com/si1255991oz>

Second Method:

Build a Rhyme

- Lay out a picture card and have students build a word that rhymes with it.
- Say a word and have students build a word that rhymes with it.
- Have students build 2 words that rhyme.
- Give students a word family such as (--at , --en) and have them build as many words as they can .
- Build the rhyming words they hear in a rhyming read aloud

Remediation Techniques

- There are many different ways to help third grade students overcome any difficulties in rhyming production.
- The teacher can use many different aids, including flash cards, rhyming books and songs.

Some rhyming exercises to help third grade students produce to rhyme:

Read rhyming stories such as those by Dr. Seuss.

- Read the book to the students.
- Read it a second time, asking the students to clap when they hear a specific rhyming sound.

Use a POCKET CHART

- Put three cards in a pocket chart. Two of the cards should rhyme and the third should not. Have the students point out the card that does not rhyme.

Group Rhyming

- Say a word to the students, then go around the class and have each student say a rhyming word. If you run out of rhyming words before you get to the last student, start the next student with a new word.

Fill in the blanks

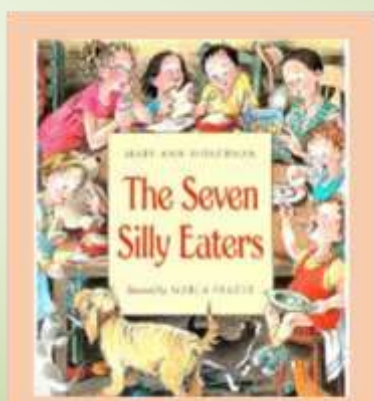
- Have the students finish sentences with rhyming words.

- For example, say, "The mouse lives in the..." The students must finish with the correct rhyming word, which is "house" in this example.

Use Flash Cards

- Shuffle picture cards together, making sure you have some rhyming cards next to each other. Have the students pick two cards.
- Have a student read the words on the cards, then tell you if they rhyme.
- Divide the students into small groups of 3-4 and were given direct rhyming-centered instruction by the teacher. The rhyming tasks chosen were selected specifically because they were found to be appropriate for the age and linguistic level of the third grade students.

- The teacher uses the (**Seven Silly Eater Book**) as a resource for rhyming instruction.



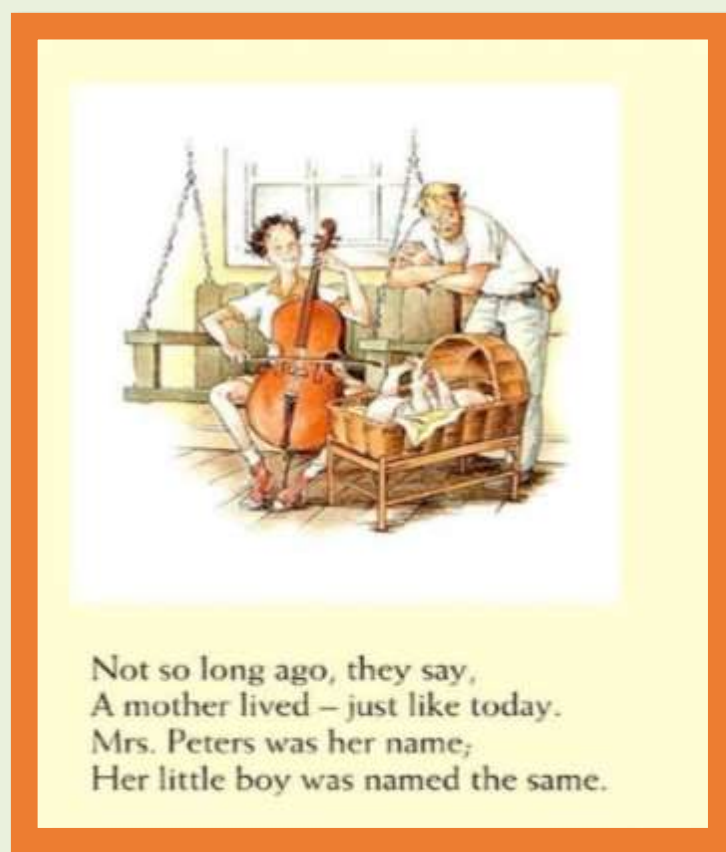
Rhyming Instruction Activities

Rhyming Book Read-Aloud

- The teacher reads the book that emphasized rhyming words. The purpose of this activity is to train the students to identify sets of words that rhymed.
- Nearly all rhyming books were set up in 4-line rhyming sequences, wherein the second and fourth line rhymed, while the first and third line did not.
- The students were given the instructions, "*listen for the rhyming words, and tell me when you hear two words that rhyme*".
- Initially, the teacher needed to explicitly point out which word rhymed with each other. However, by the third or fourth session, several of the students were able to pick out sets of rhyming words that the teacher had read, then the teacher

went around the group, pointing to each student when it was his/her turn, and asking him/her to identify the pair of rhyming words that had just been read.

- Each student was provided with the scaffolding he/she needed to be successful in determining which rhyming words were read.
- Scaffolding took the form of rereading the 4 lines, reading the lines again and more slowly, using intonation to emphasize the rhyming words more than the other words in the phrases, or providing the student with the first rhyming word and asking him to listen and state which of the words that followed rhymed with the original word.
- Following the book reading, the teacher conducted the following additional activities designed to improve the students' rhyming skills.
- The teacher used the "*Silly Seven Eaters*" book.
- The teacher reads the following with the students:-



- Tell the students that the words (**say- today**) are rhyming words as they end with the same sound (ay).
- Then ask them to listen and read with the last two lines to identify the rhyme words (**name- same**) { direct explanation}.

- Then , give them another example, and helped them in identifying the rhyming words { guided practice } such as: { **son-one**).



Now Peter was a perfect son
In every way – except for one.

- At the end, give the students some exercises and ask them to identify the rhyming words in them. { **Independent practice** }.



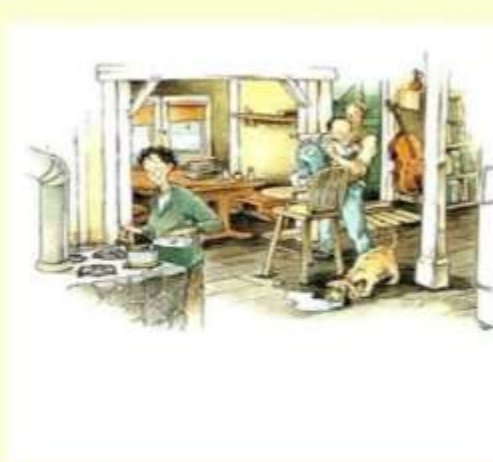
When Peter was just one year old,
He did not like his milk served cold.
He did not like his milk served hot.



He liked it warm...and he would not
Drink it if he was not sure
It was the proper temperature.



But Mrs. Peters did not mind.
She was a mother sweet and kind,
And when his milk spilled on the floor,
She patiently prepared some more.



She'd take the bottle from the shelf
And chuckle softly to herself,
"What a silly sort of eater
Is my darling baby Peter."

Task (2)

Word Families/Poem Formulation

- This task is focused on "word families" and their central role in rhyming.
- The students were taught that a word family consists of different words that all end with the same set of sounds (i.e., "rime"), but begin with different sounds or sound-clusters.
- Show the students that because all the words in a given word family had all sounds in common except the first sound, they rhymed.
- Therefore, by placing different letters in front of the "rimes", the students could come up with new rhyming words.
- Initially, the students were presented with a given word family rime (i.e., "**and**") and each one was given a letter written on an index card, and asked to combine their letter with the word family rime to form a word in that word family.
- Once they realized how word families worked, the students were instructed to each come up with a real word (as opposed to a made-up word which was originally accepted) that would belong to the word family in question, (this time without being told which letter to place in front of the rime).
- Students were given scaffolding in the form of: instructions to look at the alphabet strip hanging on the wall, for ideas of which letter(s) to place in front

of the rime; or hints to help them think of certain words that would belong to the targeted word family (i.e., if the word family rime was "and", and a student was having difficulty coming up with a word in that family, the researcher might say, *'what is the name of a body part that would belong to this word family? "Hand"'*).

- After each student in the group came up with at least one word that belonged to the targeted word family, given significant assistance from the experimenter, they formed a 3-4 line (often silly) poem, in which each line ended with one of the words the students had come up with.
- **For example**, if the words the students had come up with were: **'hand', 'sand' & 'land'**, the teacher would provide most of the line and have the students fill in the rhyming word (i.e. **"I used my(hand), to dig in the(sand), in a faraway(land)."**)
- If time allowed for it, the students were presented with other word family rimes and the task described above was repeated.
- **For example**, the easiest word family rimes were those from which many common words could be constructed, and which were comprised of either one vowel sound ('ee', as in: 'see,' 'bee') or a VC combination ('ip' as in: 'hip,' 'lip').
- Then students are ready to construct words using rimes that were VCC (a vowel+ a consonant blend, such as: 'est' as in: 'best,' 'rest') and 2-syllable VCV ('ony' as in: 'pony,' 'Tony') in structure.
- Furthermore, the students are each given their own word family rime and ask to come up with as many words as possible that belong to that word family.
- At the end of the lesson, each student comes up with at least four words that belong to the word family they are assigned, dictated a four-line poem to the teacher, wherein each line ended with one of their rhyming words from their word family.
- Students are given assistance as needed, and then the teacher writes out their poem. The students copy their poems onto lined paper, decorate the paper, and take home their poem as a reminder of the rhyming work they have completed.

Task (3)

Rhyming Riddles

- Another task is designed to stimulate the students' rhyming production abilities was a "rhyming riddles" task.
- During this activity, read aloud a 2-line riddle that ended in a blank, where a rhyming word was supposed to go.
- **For example**, "I am an animal that barks, and I rhyme with 'log' ('dog'). Each student was given a turn to complete 1-3 rhymes per session. The rhymes placed very few cognitive demands on the students and were simplified in instances where the students demonstrated difficulty coming up with the correct answer.

Activity (1)

Do these Words Rhyme? Why or why not?

- A final activity designed to improve students' rhyming identification and discrimination abilities was one in which the students were presented with one of two tasks. For one task, the students were each presented with two words auditory.
- They were instructed to state whether the two words rhymed and provide a reason as far as why or why not. If the two words rhymed, their reasoning simply needed to include "they end with the same sound" or "the words are in the same word family." If the words did not rhyme, the student's reasoning needed to include, "they don't end with the same sound" or "they start with the same sound but don't end with the same sound."
- For the other task, the students were presented with one stimulus picture (e.g., a picture of a 'pig'), and one of three other pictures, one of which rhymed with the stimulus picture (e.g., 'wig'), one of which started with the same sound but did not end with the same sound (e.g., 'pot'), and one of which started with the same sound but ended with a different rime sound (e.g., 'bag'). When presented with the stimulus picture and one of the other pictures, each student was told to, as described above, state whether the two words rhymed and provide a reason as far as why or why not.

Game based Learning

- Using games help third grade students to overcome any difficulties they face while producing rhyming words.
- Provide different types of games to help your students practice more and more rhyme production.

Transportation Name Game



How to Play:

- Begin by modeling how to rhyme.
- Point to a vehicle, while saying a word that rhymes with it.
- Student should say the real name of the vehicle. This puts rhyming into his/her ears with a visual cue (pointing).
- If you point to a car and say star, he/she will automatically say car.
- Tell your student, "We are going to play a rhyming game.
- Rhyming words have the same sound endings. *I'm going to point to one of these vehicles. You're going to say the word that rhymes with what I say that tell us the real name of the vehicle. Okay?"*
- Give him/her two examples: "I'm pointing to a train, and I say crane. You say train. I'm pointing a boat. I say coat, and you say boat.

Here are some examples:

• boat – coat	• train – rain	• car – star	• ship – chip
• van – man	• bike – like	• jet – net	

❖ Time: 15 minutes

Class Activity: Sorting Rhymes:

- Each student is given a picture card illustrating a word that rhymes with one of the transportation items.
- Each card is going on a trip but can only get there via the mode of transportation that rhymes with them (e.g. the "coat" cannot travel in the ship, train or jet; it must travel in the "boat")
- The class is given time to card in the right mode of transportation (the one that rhymes with it).

Tips for Teachers Using Mobile Applications

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



- This is a free application, students can download it from (play store).
- After installing in your students' mobiles or tablets, they can use it without internet access.
- First, go to play store and write (*Nursery Rhymes Songs & Kids Puzzle Game Free*) and click installing. Or click on this link and install it. <https://play.google.com/store/apps/details?id=com.KidsFreeGames.Puzzles.NurseryRhymes>

Overview about the apps

- Best Nursery Rhymes Songs & Kids Puzzle Games Free is a fun & educational learning game for preschool students, toddlers.
- Students can tap on the animals, characters & activities on screen to make them come alive with funny animations & sounds within the game.
- This top rhymes app is enriched with Animations, Sounds, Songs, Puzzles & interactivity for repeat playing & learning.

- This Free jigsaw like puzzle game helps your kids develop matching, tactile & fine motor skills while playing different Animals Puzzles.
- Nursery rhymes for kids interact with the characters onscreen as they learn, play & sing along.
- Kids & little baby will have fun interacting & touching the animals to hear the sounds.
- Favorite Nursery rhymes for kids & nursery songs that are included in this free apps for kids - *Twinkle Twinkle little Star, Old McDonald Had a farm, Mary had a little lamb, Row Row Row your boat, Tisket Tasket, Skip to my Lou, wheels on the Bus, Alphabet Song.*
- This top rhymes app can be used by Parents, Nursery Teachers and Kids for learning & teaching new rhymes to kids making learning process fun and entertaining. Unlike other apps, the rhymes are highly interactive with educational games help cognitive skills. Sing along & play with songs for kids, baby rhymes & play preschool games, activities.
- Best Rhymes game for kids on Android offers free nursery rhymes for toddlers and babies, early learning kids songs, toddler games and Kids Puzzles, Animal Puzzles and kids games. Fun, educational toddler games that help the little kids learn. These include jigsaw puzzle games, animal games, baby sounds and more
- No Wi-Fi is needed, all nursery rhymes, songs, videos and puzzles are offline. Nursery Rhymes and songs for kids are the toddler apps with preschool songs & music for kids.



Worksheets

(1)

Pick out all the rhyming words from the box and write under the correct cloud

main	free	ground	pain	bee	see	sound	gain
found				train			

RAIN **TREE** **AROUND**

<https://www.liveworksheets.com/cn2149648bh>



(2)

MAKE RHYMING WORDS USING
THE SETS BELOW

Sh
T
W
B
S

ell

W
P
S
B
D

ay

T
P
B
H
R

ail

<https://www.liveworksheets.com/tn1255450ye>



(3)

GIVE ME A RHYME

Read each sentence. Find a word that rhymes with the bold word and write it on the line. Use the picture clue on top of the sentence.



1 I had some **sand** in
my



2 The **man** cooked beans
in the



3 The **mouse** ran in the



4 The **frog** jumped on the



5 The **cat** chased the



6 The **toy** belonged to
the

<https://www.liveworksheets.com/hz1580870lb>



(4)

Rhyming Words

Make each set of words and draw a picture for each.

b
s
tr
qu

ack

b
y
s
t
f

ell

<https://www.liveworksheets.com/ii1610567dp>



(5)

RHYMING WORDS

Match the 10 pairs of rhyming words and then choose one pair of words to draw in the boxes at the bottom of the page.

moon •	• mouse
certain •	• be
night •	• light
small •	• outside
how •	• soon
sound •	• ground
me •	• now
inside •	• curtain
house •	• pocket
rocket •	• fall

Two empty boxes for drawing are located at the bottom of the worksheet.

<https://www.liveworksheets.com/qf2856953us>



(6)

Which Words Rhyme?
CHOOSE THE WORDS WHICH RHYME WITH THE FIRST WORD (PICTURE).

 dog	 bird	 car	 hog
 mouse	 mat	 house	 pot
 boy	 ball	 toy	 fish
 box	 rocks	 cup	 cap
 pear	 cat	 log	 bear

<https://www.liveworksheets.com/ph2239060ut>



(7)

RHYMES MATCH

Match the rhyming pairs of acts of love and kindness.



When you're down and try to
stand



I will always be your friend



To show my love and that I
care



I like to play with everyone



I don't need to know your
name



If you're ever feeling blue



Whether you are big or small

So everyone can join the
fun

For you join in with my
game

I will happily share my ball

From now until the very
end

I will give a hug to you

I will lend a helping hand

My things and yours - with
you I'll share

<https://www.liveworksheets.com/yj1639775hd>



Theoretical Background on Rhyming Production

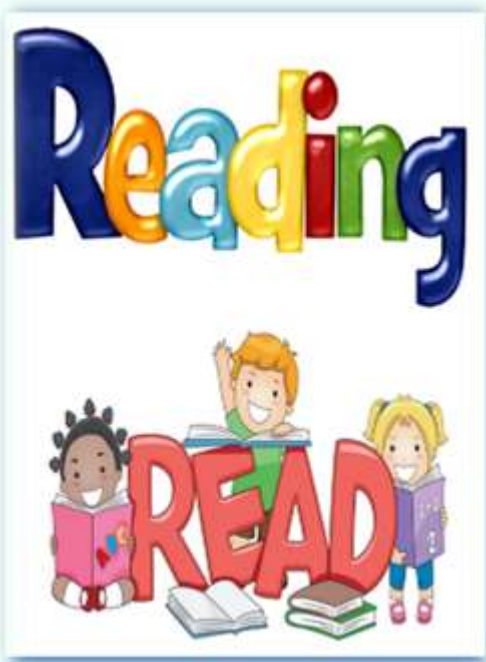
- **Understanding the concept of rhyming** requires the student to know which part of the word is important for rhyming. Students who do not have a good sense of rhyme will often focus on initial or final sounds or word meaning rather than the entire rime.
- **For example**, they may say rock and run or hat and coat rhyme. Although many students enter Reception and Year 1 with a good understanding of how to recognize and/or create rhymes, difficulty with rhyming may signal a more generalized problem with phonological awareness and student who cannot recognize or generate rhyme are at risk for developing the skills he/she needs to be successful in using familiar word part for reading and spelling.
- **Rhyme production tasks** ask students to produce rhyming words. After hearing a word, for example, cake, students add one, or many, rhyming words, such as, bake, make, take, etc. Students sometimes produce non-sense words. If the make-belief word rhymes, simply tell the student that their word does rhyme, but it is not a real word.

Resources

- Harper, L. J. (2011). Nursery rhyme knowledge and phonological awareness in preschool students. *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.(2007). *My book of rhyming words* .New York: Kumon Publishing, Inc.
- <http://www.succeedtoread.com/rhyme.html>
- <https://schools.edu.ky> › rhyme - stages of rhyming

Third Dimension

Reading Difficulties



Introduction

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

TOPICS



1

**Interpretation
Skills**

2

Vocabulary Aspect

3

Reading Fluency

Topic One

Interpretation Skills

Indicators of the Difficulty

- ❖ Refugee students have difficulty in asking and answering questions in reading material (interpretation skills).
- Refugee students have difficulties in proposing logical solution to problems.

Learning Outcomes

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

- ❖ Interpret reading materials.
- ❖ Comprehend text to answer questions.
- ❖ Explain information and identify the main topic and the central idea.
- ❖ Integrate reading with writing to deepen students' comprehension through locating specific details in the text.
- ❖ Propose logical solutions to problem.
- ❖ Think creatively and critically to overcome the hard part in problem –solving task.

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

Intervention Strategies:

Game Technique



E learning strategy (audio /visuals)



Mobile Based Learning (Mobile apps)such as:

<https://www.starfall.com/h/im-reading/>



<http://teacher.scholastic.com/clifford1/index.html>

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

Read to Me

- Select a text from the student's textbook.
- Take turn. You read a paragraph and your student read the next one.
- When your student read first, it's your turn to interpret the main idea or what his/her reading is about.
- When it's your turn to read, your student has to interpret.
- If he couldn't interpret the main idea, ask question to check his comprehension.
- Ask questions about the character after you read the text aloud with your student.

Text :

Samer is a good boy at school, but he always forgets his things. One day, Samer shouted , "Oh, no. I can't do anything. I've lost something ". Nobody knew what he had lost and they started to look for everywhere.

Samer was very sad, and he began to cry. His friend Adel told him, " Don't cry we can help you find what you have lost".

Samer didn't reply and cried and cried.

Adel asked him to wipe his tears.

Samer shouted, " Oh my glasses are here. I thought I've lost them, and they are on my face".

"Ha ha ha ha , "they began to laugh.

Questions:

1. Who asked Samer to wipe his tears?
2. Why is Samer crying?
3. Who is Samer's friend?
4. Do you think his friend love him? Why?
5. What has Samer lost?
6. Which character do you like to be?



Second Method

propose logical solution to problems

- Write on pieces of paper many questions involving problems the student may face.
- Put them in a little box.
- Ask your students to put their hands inside the box with their eyes closed and choose a paper.
- Your student will read aloud the problem on the paper and try to suggest a solution.
- If s/he can find a logical solution put the paper on the left.
- If s/he can't, put it on the right.
- Count the paper to check your student difficulty.

Problems :



1. What can you do if you missed the school bus?
2. How could you act if you lost your pen before the test?
3. What happened when a little girl didn't find her mom suddenly beside her in the supermarket?
4. How can you stop a hungry baby from crying loudly?
5. What can you do if a lighted candle falls, and fire starts?

Remediation Techniques



- ❖ In interpretation , students must decide what they read, make connection between what they read and what they already know, and think deeply between the lines read.
- ❖ Your student will be able to draw conclusions about what they read (i.g. what is important , what is fact , what caused an event to happen , which characters are funny...)
- ❖ In this way reading is combined with thinking and reasoning to achieve comprehension and interpretation.
- ❖ Your students can learn some strategies to cope with comprehension problems that affect reading.
- ❖ You can ask your student open ended questions such as :
- ❖ Why did this thing happen?
- ❖ Or how does the character act? Or What do you think will happen next?
- ❖ You can teach your students those texts may be narrative with problem and solution, informational with description, sequence, compare and contrast.
- ❖ Focus on the meaning of some words and how they can be used and encourage students to use them.
- ❖ You can break information down for what they read using graphic organizer.
- ❖ Teach your student to monitor their own understanding by asking themselves as they are reading "What is difficult here"? Or" what I am missing here?" "What is unclear in these two lines "? Ask them to look for help from you or from their classmates before they continue reading.
- ❖ Then you can teach them how to make prediction by asking them many questions related to the part you want them to focus on: "What may happen if.....? "Who do you think.....?"
- ❖ As you are reading with them try to stop at a point and ask them to tell a sentence or two about the part read and collect all their sentences to show them that they have made their own summary.

Activity 2: Build a Pyramid



- ❖ Constructing cup towers is the student's great passion and love at any chance possible.
- ❖ Read the story in the textbook for your students and let them read aloud.
- ❖ Prepare 5 cups that are coded with symbols to represent different story elements as shown in the picture.
- ❖ Divide the students into five groups according to the number of cups
- ❖ After reading, each group will share each story element while building their cup pyramid from the bottom- up.
- ❖ To integrate writing and check their understanding, students can then write the story elements on the matching graphic organizer, as shown in the picture.
- ❖ **Time : 20 minutes**
- ❖ For more activities , please watch the below video :
<https://teachoutsidethebox.com/hands-guided-reading-comprehension-construction/>

Tips for Parents:



- ❖ When your students read a text ,hold a conversation and ask questions about what they have read such as: "I am asking why that character did that"? Or "How do you feel....."? Or “what do you learn from the story ”? so you can relate the story to their own life or to a similar experience, movie or story they have before .Read with them a short section, and make sure they understand each step.

Tips to be given to the students:



- ❖ Make flash cards of key terms you might want to remember.
- ❖ Don't read on your own.
- ❖ Read with your buddy.
- ❖ Stop every paragraph and take turns summarizing what you have read.
- ❖ You may draw pictures related to the idea.

- Read the story and answer each question:

Reading Comprehension

Read the story and answer each question.

A Trip to the Nurse

Tony's class was playing kickball for recess. He was having so much fun! When the ball went flying into the air, he quickly ran to catch it. Instead of catching the ball, the ball hit Tony's head. Tony fell to the ground. "My head really hurts," he told his teacher. Tony's teacher walked him to the school nurse. She gave Tony an ice pack for his head. Soon, his head began to feel better.



1. Who were the **characters** in the story?
(a) Tammy (b) Tony (c) Teacher (d) nurse
2. Who was the **main character** in the story?
(a) Tammy (b) Tony (c) Teacher
3. What is the **setting** of the story?
(a) School (b) Home (c) Park
4. **When** were they playing kickball?
(a) Lunchtime (b) Recess (c) After school
5. What is the **problem** in the story?
(a) The ball hit Tony's head.
(b) They were playing at recess time.
(c) They walked to the nurse office.
6. How was the **problem solved**?
(a) Tony went to class.
(b) Tony went to the nurse.
(c) Tony went home.

<https://www.liveworksheets.com/bq1987049rk>



Read the following text and answer each question:

"You Should Listen With Magic"

There was good witch named Welda Kobbler. She used her magic to help all the people in the village, but her magic goes crazy if someone doesn't follow instructions.

Welda helped the policeman in the village with his police car. It was not moving as fast as he wanted, so the witch cast a magic spell on his car chair. She instructs him, "Move the chair back to go fast, but do not hit it hard."

Welda leaves and the police man didn't listen. He hit the chair to test it. Then, the car zooms past the policeman's home. It bounces on a hill and goes so fast that it flies into a tree.

1. What is the main idea?

- a. Magic is bad
- b. Follow directions when you don't know.
- c. Witches are crazy

2. What is the setting?

- a. Tsunami
- b. City
- c. Village

3. What is the problem?

- a. The police car isn't fast enough.
- b. The witch is hungry.
- c. The cook wants more cookies.

4. What is the solution to the problem?

- a. The witch makes a magic noodle pot.
- b. The witch makes the car faster with magic.
- c. The witch gets a hat.

5. Who are the characters?

- a. Welda, nurse
- b. Policeman, Welda
- c. Welda, doctor

<https://www.liveworksheets.com/zv38286zx>



Proposing Logical Problem Solution

- ❖ Problem solution: is an issue your students face and challenge in their scholastic year.
- ❖ It's important not to be ready to solve the problem for him, but to teach him to solve problems and become confident, independent, and successful.
- ❖ They must be taught to think creatively and persist until they find solutions.
- ❖ You must be an effective modal for problem solving.
- ❖ Think aloud and tell them that when encountering problems, you can make mistakes since the first solution you try won't work, so practice and repeat to discover more facts about the problem in order to solve. Allow your students to struggle since this make them learn, and don't provide "The Answer " directly Use some strategies.

Strategies are:

- ❖ **Brainstorming solution** with your students.
- ❖ Then ask to show you the hard part or problem part. Once they specify the problem, ask them to come up with solutions. They can practice finding solutions when you connect the reading experience to similar events in the students' life. Ask them how the character in the story could solve this problem. Encourage them to give variety of solution and discuss with them each one and its results, so they are actively getting engaged in the reading experience
- ❖ This is the "Dialogue reading" strategy.

For example :

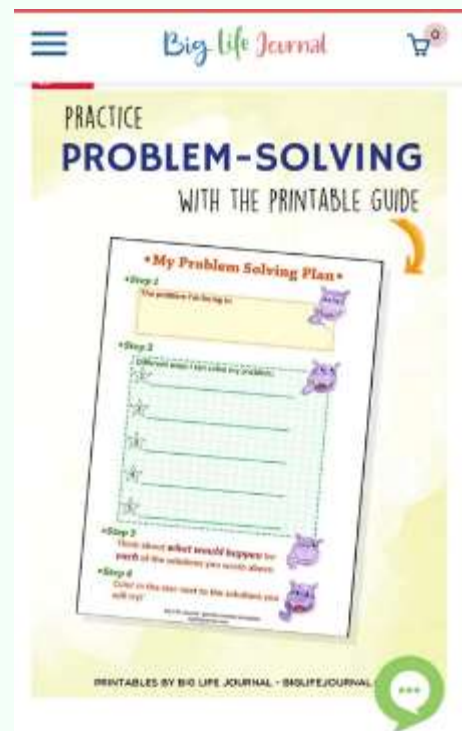
Ahmad's friend is very poor and you want to help him in Ramadan.



<https://www.weareteachers.com/second-grade-reading-comprehension-activities/>

<https://studenttreasures.com/blog/classroom-activities/20-reading-games-for-2nd-grade/>

- ❖ Students will give solutions, and you discuss with them each after you have engaged the problem in their daily experience. Then you come out with them having many responsible, logical solutions instead of being passively listened.
- ❖ You may also ask questions about the characters challenges and give them chance to solve the problem.
- ❖ **Role play the problem** is another strategy to use for problem solving. They can take role of the character, then become responsible to find solution instead of him/her.
- ❖ Let your students play roles in a play. When they reach to the problem, let them specify it and then show the different ways they can solve this problem.
- ❖ Give them the chart in the picture and let them fill in with the problem and the suggested solution.
- ❖ Then they will have a dialogue to discuss the outcome of each one , and color the star next to the solution they will try.
- ❖ **Asking open-ended question** will improve the students ability to think critically and creatively making them better problem – solvers
- ❖ How do you know...?
- ❖ What do you think will happen?
- ❖ How did it work....?
- ❖ What would you do differently if.....?
- ❖ Your students will practice their thinking skills which will come in handy when they have a problem.
- ❖ You can break down problems into chunks to manage them easily. They have to identify these chunks, help your students tackle them one at a time until the problem is solved.



Activity 1:

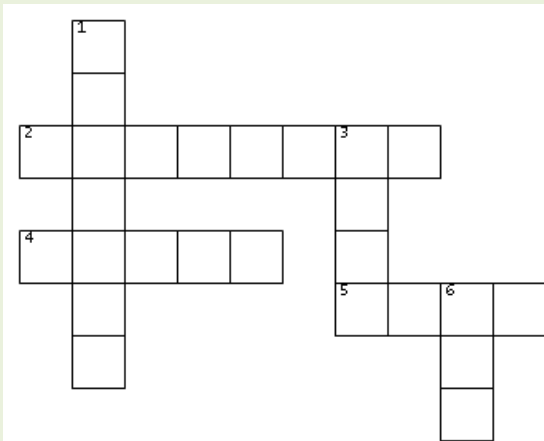
Crossword puzzles

- ❖ Choose a text and read it aloud with the students.
- ❖ Prepare a crossword puzzle and write unique clues related to characters, action, nouns, in the story. Students must connect these clues to specific words in the text. Some clues may be prediction for some solution.
- ❖ As they continue to complete crossword puzzle , increase the challenge through more complicated ideas.
- ❖ **Time : 20 minutes**

Story :

Mohammed has one brother and two sisters. He lives with his family. He worked in arts. His brother Sam left his cat outside all the night, and Mohammad became very sick.

- ❖ A thief came to the house, what will he do ?
- ❖ Surprise. It was his lost cat
- ❖ At the end he became glad.

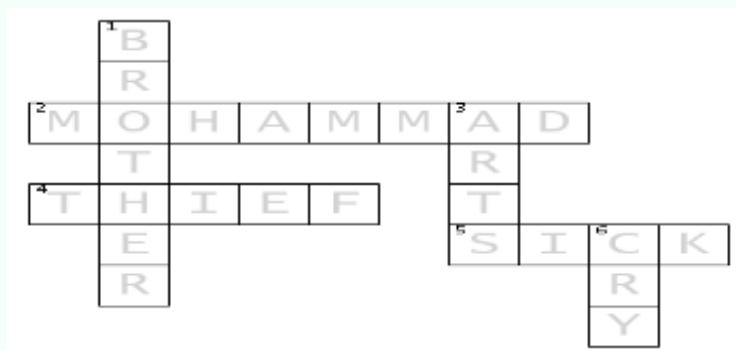


ACROSS

- 2. : Who is the main character in the story?
- 4. : Who came to the house?
- 5. : How did he feel when he left his cat?

DOWN

- 1. : Who is Sam?
- 3. : What did Mohammad work in?
- 6. Predict his action



Problem solving cards

- ❖ In this activity students will see that a problem may have many solutions, or a solution can work for many problems. This is a competitive game that involves creative thinking.
- ❖ Prepare hand out visible lists of problem.
- ❖ Give each student a sheet of and ask him and her to divide the page into 4 quadrants by drawing lines that intersect at right angles and extend to edges.[you can prepare it before].
- ❖ At the top of the quadrant, students write a problem, chosen from a list written on the board.
- ❖ Randomly invite students to pick a card with back facing students from the cards having the solutions on.
- ❖ Students read the solution. If student can fit the solution to one of the other four chosen problem on his sheet, s/he sticks in the appropriate quadrant.
- ❖ If a solution fits more than one problem s/he can stick it to all the quadrant, and when s\he finishes the 4 quadrants, s/ he wins.

Told a lie

Lost my homework

Friend was absent and he was sick

Late for the class

- The first solution presented was "Do a search". S/he must stick this correctly in the top right quadrant .
- The second solution was "Take a nap" this doesn't fit anywhere , so he couldn't use it .
- The third solution was "Take a breathe and think". This solution is good for any problem.

Examples on problems and solutions:

P: my friend wants to cheat from my test

S : talk to her after the test

P: I forget to study my lesson

S: I say the truth and apologize to the teacher



Tips for Parents

- ❖ Share your student solving problems at home since it can help on one hand, and he can think critically when holding responsibilities.

Task: Problem and Solution

Draw a line to match the problem with the solution.

PROBLEM

SOLUTION

I lost my pencil.

A. I put on a jacket.

It was cold outside.

B. I borrowed one from my friend.

I forgot my homework at home.

C. I practiced my words the next day.

I had a high fever.

D. I brought it the next day.

My zipper broke on my coat.

E. My mom bought me a new coat.

I missed the bus.

F. I wiped it with tissue.

I forgot my lunch.

G. I bought lunch at school.

I fell on the playground and cut my knee.

H. The school nurse gave me a band-aid.

I spilled water on my desk.

I. I went to the doctor.

I didn't study my spelling words.

J. My neighbours gave me a ride.

<https://www.liveworksheets.com/pj1289505ju>

Worksheets

PROBLEM AND SOLUTION MATCH UP

Sarah missed the bus.	My mom locked her keys in the car.	My family was late getting to the movies.	Michael forgot his lunch at home.
We had to wait for a later showing.	He bought a lunch.	Her mom had to drive her to school.	She called my dad to bring her the extra set.

STORIES FROM SECOND

<https://www.liveworksheets.com/xd200079hn>

<https://www.liveworksheets.com/xd200079hn>



Little by Little

When Charley awoke one morning, he looked from the window and saw the ground deeply covered with snow. On the side of the house nearest the kitchen, the snow was piled higher than Charley's head.

"We need a path through this snow," said his father. "I would make one if I had time, but I must be at the office early this morning. Do you think you could make the path, son?" he asked little Charley.

"Me? The snow is higher than my head! How could I ever make a path through that snow?"

"How? By doing it little by little. How about you try?" requested his father as he left for his office.



<https://www.k5learning.com/reading-comprehension-worksheets/second-grade-2/stories-kids-fables/little-by-little>



The Let's Pretend Club

Cindy and Karen are two third graders that get together two or three afternoons each week. They meet around five o'clock in Karen's nicely decorated basement. There, they play "Let's Pretend." Which is a game where there are writers and actors. Some get to write a short story that is later acted out by others.

At first, there were only Cindy and Karen as members of the "Let's Pretend" club; then, Nicky and her two sisters joined in. It worked out great because Nicky loves to create costumes. She will make a costume out of almost anything! Old curtains, bed sheets, any of their mom's old dresses will do.



Karen's mom is more than happy to see them use their basement to play. She even makes sandwiches and iced tea for them. She says she is glad that Cindy, Karen, Nicky, and her sisters are using their imaginations and creativity in the games they play and don't spend their afternoons just watching TV or playing video games.

1. Number the events of the story in order. (1 to 5)

- a) ☐ Karen's mom is more than happy to see them playing.
- b) ☐ They meet around five o'clock.
- c) ☐ Nicky and her two sisters joined in.
- d) ☐ They don't spend their afternoons just watching TV.
- e) ☐ Nicky make a custom out of almost anything.

2. Read the sentences and write T (true) or an F (false)

- 1. ☐ They play "Let's Pretend."
- 2. ☐ Nicky doesn't like to create costumes.
- 3. ☐ Karen's mom makes pizza and orange juice for them.
- 4. ☐ They spend their afternoons just watching TV.
- 5. ☐ They meet around three o'clock.
- 6. ☐ Cindy and Karen are girls of second grade.

<https://www.liveworksheets.com/zj1062070zk>



Theoretical Background on Interpretation Skills

- ❖ Reading is one of the skills that leads to language acquisition basically when it starts focusing on comprehension and interpretation . The learners need to think more deeply and make connection within the navigating texts .
- ❖ Through gathering information related to character traits, cause and effect, compare and contrast, and problem -solution, will lead the learner to be able to answer questions and explain date and ideas logically. They could read what was assigned , and know why they are reading and the target they are looking for between the lines.

Resources

- ❖ <https://biglifejournal.com/blogs/blog/how-teach-problem-solving-strategies-kids-guide>
- ❖ <https://www.readingrockets.org/helping/target/comprehension>
- ❖ <https://studenttreasures.com/blog/classroom-activities/20-reading-games-for-2nd-grade/>
- ❖ <https://www.weareteachers.com/second-grade-reading-comprehension-activities/>
- ❖ [file:///C:/Users/master/Downloads/8247ch10%20\(4\).pdf](file:///C:/Users/master/Downloads/8247ch10%20(4).pdf)

Topic Two

Vocabulary Aspects

Indicators of the Difficulty

- ❖ Refugee students have difficulties in knowing many sight words (e.g they, it .)
- ❖ Refugee students have difficulties in recognizing words or vocabulary .
- ❖ Refugee students have difficulties in remembering uncommon words.
- ❖ Refugees students have difficulties in using the unfamiliar words.

Learning Outcomes

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

- ❖ Know many sight words.
- ❖ Use the sight words in sentences of their own words.
- ❖ Read these sight words through a text.
- ❖ Recognize vocabulary and new words well.
- ❖ Learn vocabulary word out of the context clues.
- ❖ Practice using uncommon words they have learned before.
- ❖ Communicate with others using unfamiliar words.
- ❖ Answer comprehension question out of the text using vocabulary.
- ❖ Develop their vocabulary acquisition to integrate what they read with what they write.
- ❖ Integrate reading with listening, speaking and writing skills.
- ❖ Use unfamiliar words they have understood in their productive expression and sentences.
- ❖ Collaborate and help each other without losing confidence.

Learning Resources

Paper Resources :

- Student's Book- Handouts.

Visual Resources :

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

Electronic Resources:

- Mobile applications
- Computers
- YouTube videos
- Websites

Additional Resources

- Common Classroom materials

Intervention strategies

Game Technique

Stepping stone and Jeopardy



E learning strategy (audio /visuals)



Mobile Based Learning (Mobile apps)such as: Pocket Sight Words



Teach Your Monster to Read



Brainstorming



Procedures of the Topic

Recognizing student's learning difficulty (Vocabulary Aspect)

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

First method: Identifying sight words

Sight Word Spot it

- Prepare one or two pages including a variety of sight words in a document on the computer.
- You can also lay out flashcards instead.
- Lay the sight words cards in the center of the classroom so students can see them.
- Call out a sight word.
- The student who points to the correct sight word on the cards first ,has to leave the game and get a point.
- The student, who will stay and will not get points, will have a difficulty in recognizing sight words.



Second method:

Recognizing vocabulary and new words in a story



- ❖ Write vocabulary words on stripes of paper and put them in a box.
- ❖ On a sheet of paper write a simple prompt for a story like: "one day, when I was walking down
- ❖ Ask the students to pull a vocabulary word from the box and continue the story.
- ❖ If they stop on one sentence and can't continue , help them , but put the vocabulary strip outside the box to count the unrecognized words. Go on with the students until all the vocabulary words are used in the box.

Third method:

Identifying Uncommon words



- ❖ Divide the board into three columns and distribute the alphabet letters in them.
- ❖ Give a topic to the students. It may be about animals , food, etc....
- ❖ Ask the students to give one word related to the topic and started with the alphabet letter.
- ❖ The students must give as many words as possible in 3 minutes.
- ❖ You can ask them to write the words beside their beginning letter in order to check their spelling difficulty too.

Fourth method:

Identifying Using Unfamiliar Words in Sentences

- ❖ Write the vocabulary list that you are working on from their textbook .
- ❖ Put students in partner group of two and give each student a vocabulary list



- ❖ Give one student a marker and she /he will start the timer , then read a word from the list to the partner.



- ❖ The partner will then have to use that word correctly in a sentence / give the definition of that word (whichever you prefer.... You can give both options)
- ❖ When one word has been used correctly , partner with the marker will cross it out of the list.
- ❖ Read the next word ,and this should continue until the timer stops . Students get one point for each check
- ❖ Count out the checks on their lists.

Remediation Techniques

- ❖ Sight words or commonly used words are essential for reading success ,so encourage students to memorize them by heart when reading a text without having to take time to sound them out . This will help in comprehending a text without blockage. This can be done by reading regularly, and that will expose students to a lot of sight words.
- ❖ Use repetitive phrases containing sight words like can, said, only etc...., could be recognized well by the students when reading aloud to practice them.
- ❖ Use texts in speech bubbles that make it easy to point out sight words in each bubble as you read.
- ❖ Create cards with these sight words and stick them on the wall in their classroom . You can give them magnetic letters to build these sight words by sorting them into two categories: “ rule followers" such as "can" and "rule breaker" such as "said". Play with these sight words through games , art projects , and other interactive activities.
- ❖ A very attractive and interesting way to use with vocabulary recognition is the sketch notes.
- ❖ Rather than writing out definition, have students draw a sketch or add a picture that sums up each word instead. It's used to make the vocabulary pop off the page and stick to their brain. Moreover , it gives students an image for visual association to remember the meaning.

Activity1

Sight Word Building Sentences:

- ❖ The aim of this activity is to read sight words, so student can play in pairs or as a whole class.
- ❖ They have to use the sight words to build a short sentence .
- ❖ You (or one student) should create a short sentence using two or three sight words from the list to be taught.
- ❖ You should keep the sentence a secret but write blank lines to represent each letter of each word .
- ❖ The students guesses one letter at a time as she/he tries to guess the secret sight word sentence .
- ❖ Continue giving sentences with blank spaces words until student can guess the sentence directly and rapidly.
- ❖ **Time : 15 minutes**

Worksheets

High Frequency Sight Words

Choose a word from the bubbles below. Use a word to complete each sentence.



I got a cookie _____ the store.

I _____ a yummy snack.

Is that _____ favorite book?

My shoes are _____ the bed.

The dog has _____ fur.

I like to _____ cook dinner.

Did you _____ my red hat?

Sight Words (Fill in the blank)

Choose the correct word for each sentence.

one get say make come two they our

1. Can you _____ it? 
2. _____ are happy. 
3. Did I _____ that? 
4. Will you _____ here.
5. She will _____ the book.
6. This is _____ dog. 
7. He has _____ apples. 
8. I have _____ nose. 

 LIVEWORKSHEETS

<https://www.liveworksheets.com/fz353024ld>



Name _____



We
is

like
and

my
for



1. I _____ to ride my bike.
2. I had cookies _____ milk.
3. _____ teacher is the best.
4. This book is _____ story time.
5. This _____ my coat. 
6. _____ can both paint today.

<https://www.pinterest.com/pin/395120567309936540/>



Activity2: Sight Word Steppingstones

- ❖ A fun, full of motion activity is interesting for students to recognize a list of sight words you want to teach. Place cards with sight words on the floor making a fun stream going across the classroom.
- ❖ Have your students walk over the stream?
- ❖ As they step onto the steppingstone word , have them say the word before they move on to get the other side of the stream



Time : 15 minutes

Tip

- ❖ 75 % of the words used in text geared towards young readers are sight words

Tip for the parent

- ❖ Point out sight words in your environment by reading signs on the road or at the grocery store. Say them out loud .This will help provide a solid foundation for your student when s/he takes on more formal sight word learning at school
- ❖ Try this "Educational app store" which is for both teachers and parents in order that sight words will become an easy hurdle for students to learn

(<https://www.educationalappstore....>)



Activity :Identifying Unfamiliar Words in a Sentence

Graffiti Wall

- ❖ Brainstorming about related ideas to some words will drag them to student's sentences indirectly.
- ❖ This activity will teach students to think about related ideas to the word than memorizing the single word.
- ❖ For example, write the word " tremble " on the board and ask student to brainstorm.
- ❖ Ask them " What does this word make you think of ?"
- ❖ Write the name and sentence of each student on the board .
- ❖ If students struggle give answer as " with music "with cold weather " when scared ."
- ❖ Students can draw pictures related to the word.
- ❖ You can prepare picture cards and they have to choose the related one and tell a sentence on.
- ❖ Then prepare a vocabulary graffiti wall like the collaborative word wall .
- ❖ In the classroom , post the words on the wall and have kids add their sticky notes that they have written to illustrate the term (they can use words or pictures)





<http://heidisongs.blogspot.com/2012/10/brand-new-hidden-sight-word-coloring.html>



Activity:

Battle it out in Vocabulary Jeopardy.

- ❖ Good vocabulary activities encourage more than just memorization of definitions.

In this activity the students can explore synonyms and antonyms , and how words are used in real sentences .

- ❖ You can have students working in teams.
- ❖ Write the vocabulary words on cards and tap them face down into a board .
- ❖ Add the category and the points card as shown in the picture .
- ❖ The first team will choose a category and a point amount .
- ❖ Flip that card over and give that team 5-10 seconds to answer .
- ❖ If they choose synonym for three point, they need to give a synonym for the vocabulary word .
- ❖ If they are correct , their team gets the card three - point.
- ❖ If they are not correct put the card back so that another team can try it .
- ❖ Once all the cards have been completed , you will be sure that all the vocabulary words are recognized and used in sentences.
- ❖ Be sure to put the toughest in the five - point row .
- ❖ **Time : 15 minutes**



Activity 1: Recognizing vocabulary words

- ❖ To enrich students who have poor word recognition with more vocabulary , play with them the memory game that refresh their memory to add some more new words .
- ❖ To play this game, you need white cards for the words and pink cards for their meaning.
- ❖ Ask your students to shuffle up the Cards and place them face down in an array . Students take Cards .
- ❖ If they flip over a match - the word and its meaning they will keep the two cards .
- ❖ If they are not a match, they flip the cards back over and it is the next person's role.
- ❖ Play continues until all the cards are gone and the vocabulary are recognized.
- ❖ **Time : 15 minutes**



Activity2: Pop Game

- ❖ Write words on popsicle sticks and write " pop " on several sticks .
- ❖ Put the sticks into a container.



- ❖ Ask your students to take turns pulling one stick out of the container. If they pull a word stick , they must give its definition.
- ❖ You can ask them to give a synonym or antonym or even to use in a sentence of their own .

- ❖ If they answer correctly they keep the stick, if they are wrong , it goes back into the container after you provide them with the answer in order to recognize later.
- ❖ If they draw a pop , they must put all of their sticks back in the container.
- ❖ After they collect all the sticks ,ask your student to fill in the blank of the text that misses these vocabulary words.
- ❖ **Time : 15 minutes**

Suggested Text

Syria

Syria is a wonderful country there are many places to visit there .

You can go to Hamedieh Market where you can buy any item you want .

You can go to many amazing castles .

In order to check comprehension, ask the following questions :

1. Describe Syria in one word.
2. What can you do in Hamedieh Market?
3. Use 5 of the above vocabulary in sentences of your own .

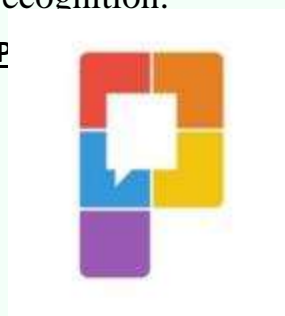
Tip for parents:

- ❖ Use some vocabulary application by downloading them on your phone for your student to improve his poor vocabulary recognition.

Sight Words Learning Games



P



Teach Your Monster to Read




Tips for the teacher

- ❖ Use as many reading texts as possible day after day ,since the more your students read texts , the more they will acquire vocabulary.

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

Monkeys love to play around. Monkeys live on trees. They have a long tail. They love to eat bananas. A group of monkeys is called troop.



1. Where do the monkeys live?
a) trees b) den c) kennel
2. What does monkeys like to eat?
a) fish b) banana c) orange
3. What is a group of monkey called?
a) bunch b) pride c) troop
4. Monkeys have a long _____.
a) Nose b) tail c) arm

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

- ❖ Collect all the vocabulary words on one of the walls , so your student will keep an eye at them every day .

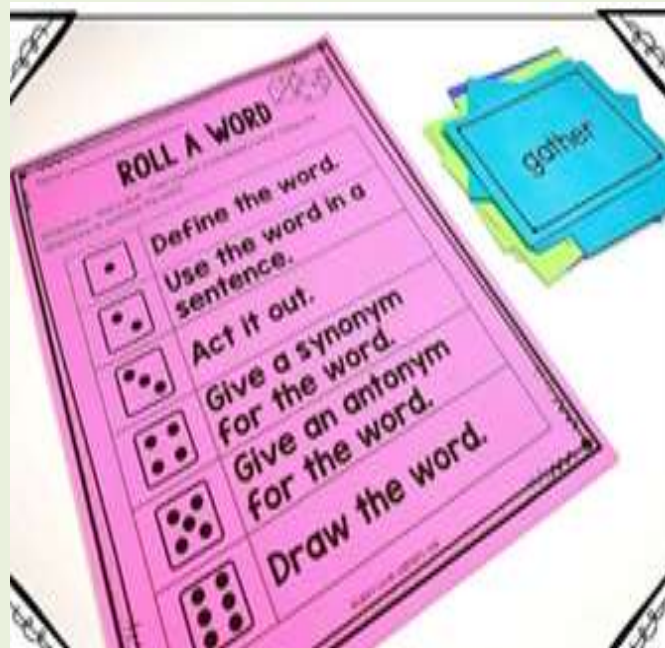


- ❖ Make discussions, conversations, plays dialogues... And share your students with these vocabulary words weekly.

Identifying Forgotten Uncommon Words

Rolling Words Activity

- ❖ This is a super simple game where students can remember uncommon words that they don't use or even hear outside the classroom.
- ❖ Try this game and other games from time to time to give life for these words ,that they don't have the opportunity to practice them after being given .
- ❖ You need a die and word definition cards or picture cards related to the words .
- ❖ Ask you students to take turn flipping a card with a definition and ask them to give the related word.
- ❖ If they are correct ,they roll the die to how many points they get.
- ❖ If they are incorrect, it is the next person's turn . The loser will continue playing until s/he recognizes all the words.
- ❖ In order to remember them we practice them through fill in the blank exercises.



Name: _____

Synonyms

Cut out the word tiles at the bottom of the page. Glue them into the box with the correct synonym.

small		toasty		strange	
thin		slow		tasty	
huge		sleepy		mean	
quick		cold		simple	

Super Teacher Worksheets - www.superteacherworksheets.com

warm	large	easy	tired	delicious	skinny
nasty	freezing	unusual	fast	tiny	pokey

<https://www.superteacherworksheets.com/synonyms-antonyms.html>

Free Time Vocabulary Activities

- ❖ When you find your class with a little extra time or during a rainy day recess , play some educational games with your students in order to practice uncommon words when having fun.
- ❖ Divide the class into two teams , who will take turn being the actor .
- ❖ Whisper the word in the ear of one student in the team .
- ❖ He/she will go to the front and act out the word as he / she can't talk .
- ❖ The other team will guess what words they are.
- ❖ You can give the team buzzers or bells or just let them call out the answer .
- ❖ When they guess the word ask them to write it on the board to check their correct spelling.
- ❖ To win more points they have to write it in a sentence of their own.



Tip for Teachers

- ❖ Good teaching is issued from the belief that critical thinking is the key to better learning but not . Critical thinking activities help students make sense of all the information given to them so they will listen, understand, think, and process.
- ❖ Temporary motivation results from competitive activities, whereas cooperative activities build teamwork and students unity processing communication skills .
- ❖ When students compete among each other some will feel less valued. On the other hand, confident students will support those who need extra help and all will have win-win opportunities

Worksheets

Sight Words (Fill in the blank)

Choose the correct word for each sentence.

one get say make come two they our

1. Can you _____ it? 
2. _____ are happy. 
3. Did I _____ that? 
4. Will you _____ here.
5. She will _____ the book.
6. This is _____ dog. 
7. He has _____ apples. 
8. I have _____ nose. 

 LIVEWORKSHEETS

<https://www.liveworksheets.com/fz353024ld>





Name: _____ Age: _____

Sight Word Sentence Building

Look at each group of words. Use them to make a sentence by placing them in the correct order. Click and drag each word to the right place.

want We play you to with

1. _____.

We run sun can the in

2. _____.

hen the see Can you

3. _____?

man The van is the in

4. _____.



Worksheet created by Jilian Dumont (Miss)

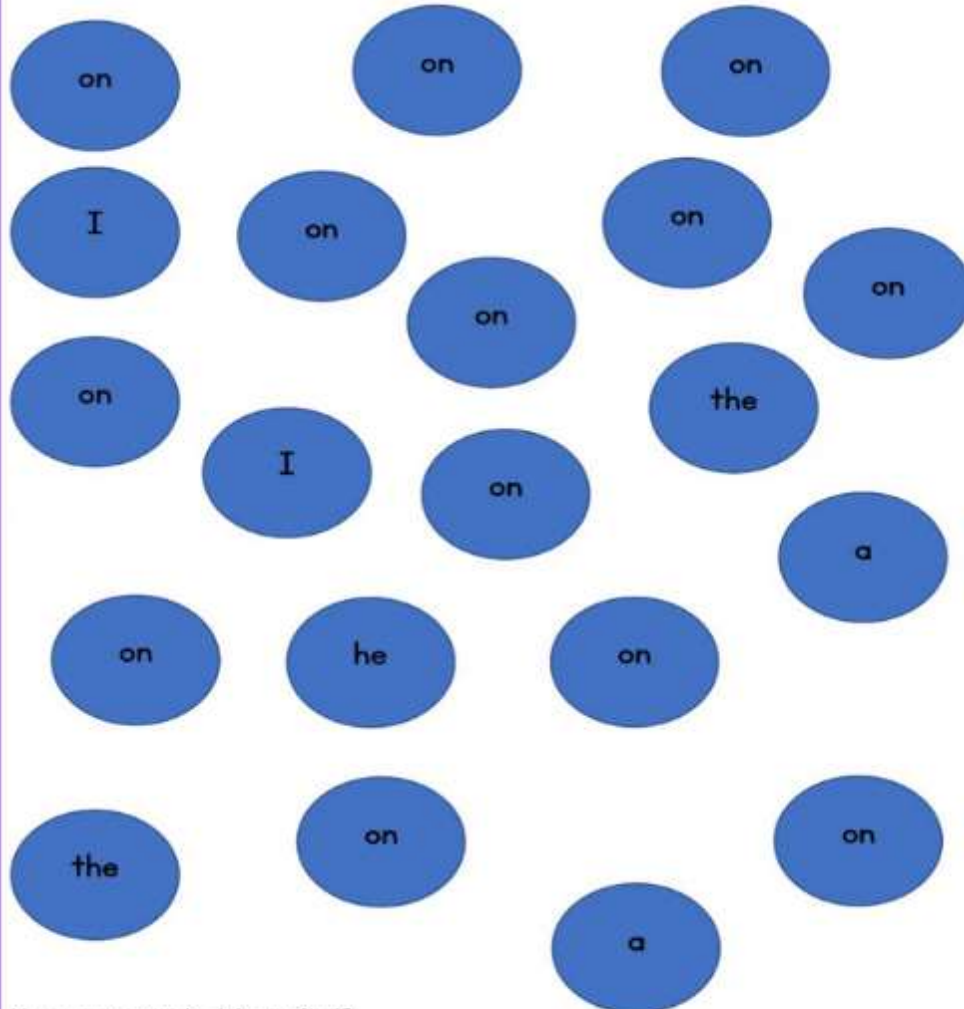
<https://www.liveworksheets.com/fd641024mn>



Name: _____

Sight word "on"

Find the word "on".



How many words did you find?

 **LIVEWORKSHEETS**

<https://www.liveworksheets.com/mi1685112mi>



Name _____ Date _____

Reading Comprehension



Cats


Cats are small, tame, furry mammals that are often kept as pets and farm animals. There are over 30 different kinds of pet cats. They have different body shapes and sizes, coloring, fur length, eye color, tail length, voice, and temperament. House cats do not like swimming. Cats like to eat meat and will kill and eat small mammals, birds, fish, frogs, lizards, and snakes. Cats started living with people over 7,000 years ago and still live with us today.

©abcteach.com 2001

- | | |
|--------------------------------------|------------------------|
| 1. Cats are kept as... | 2. Cats do not like... |
| a. food | a. swimming |
| b. pets | b. meat |
| c. cars | c. people |
| 3. How many kinds of cats are there? | 4. Cats like to eat... |
| a. 100 | a. clouds |
| b. 50 | b. wood |
| c. 30 | c. meat |

Sight Words

Listen to the sentence. Drag and drop the correct sight word from the right into to slot.

 Sam the baby are running.

 The dog is mummy.

 is the red ball.

 She a bat.

 They playing.

are

Here

with

has

and



3rd Grade Opposite Words/Antonyms #1

Grade 3 Vocabulary Worksheet

Write down the word that has the opposite meaning.

1. _____ whisper
2. _____ solution
3. _____ sell
4. _____ happy
5. _____ bluntness
6. _____ spring
7. _____ penalty
8. _____ obscure

A. sign
E. autumn

B. problem
F. shout

C. point
G. price

D. buy
H. worried

<https://www.k5learning.com/vocabulary-worksheets/third-grade-3/antonyms>



Find the Sight Word Activity

the

How many did
you find?

to

the

a

he

he

and

the

to

to

a

the

he

the

and

he

the

and

the

the

a

Find the Sight Word Activity

to

How many did
you find?

to

the

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he

he

and

the

to

to

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and

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and

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the

a

Find the Sight Word Activity

and

How many did
you find?

to

the

a

he

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to

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and

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and

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the

a

Find the Sight Word Activity

he

How many did
you find?

to

the

a

he

he

and

the

to

to

a

the

he

the

and

he

the

and

the

the

a

Find the Sight Word Activity

a

How many did
you find?

to

the

a

he

he

and

the

to

to

a

the

he

the

and

he

the

and

the

the

a

Finish!!

<https://www.liveworksheets.com/it1038731is>



Theoretical background on Vocabulary Aspect

- ❖ Vocabulary is the tool by which students are encouraged to focus on the language in context ,and as a result to understand the meaning of the text. To provide students with confidence when dealing with a reading text , they need to tolerate well with some unfamiliar words , where understanding meaning is not impeded .When talking about functional language, we have to take into consideration transposition and substitution of vocabulary which allow students to express meaningful oral production and promote successful classrooms discussion through a variety of reading texts.

Resources

- ❖ <https://www.educationalappstore.com/best-apps/5-best-sight-words-apps-to-help-your-students>
- ❖ <https://www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/sight-words-activities-books.html>
- ❖ <https://mommyevolution.com/fun-ways-practice-sight-words/>
- ❖ <https://studenttreasures.com/blog/teaching-strategies/5-fun-ways-teachers-can-improve-3rd-grade-vocabulary/>
- ❖ <https://www.weareteachers.com/vocabulary-activities/>
- ❖ <https://notsowimpyteacher.com/2017/08/my-ela-block-vocabulary-instruction.html>
- ❖ <https://www.classroomtestedresources.com/2015/07/10-vocabulary-games-for-engaged.html?m=1>
- ❖ <https://notsowimpyteacher.com/2016/11/10-games-to-play-with-any-vocabulary-words.html>
- ❖ <https://www.pinterest.com/pin/334251603598124328/>

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, third 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

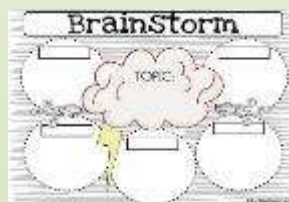
- Game technique:
Such as (Jigsaw/Scavenger hunt)



- 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 Fun Chair: Read Loudly



- ❖ Present the following paragraph for students to read it aloud.

Reem is My Best Friend

A cartoon illustration of two girls, Mona and Reem, standing together. Mona is on the left, wearing a brown vest and pink pants. Reem is on the right, wearing a grey shirt and blue pants. They are both smiling.

I am Mona. I am from Syria. My best friend is Reem. She is short and thin. She is pretty. She can play tennis. She lives in a big house in Damascus. We go to school together. Reem has two brothers and one sister. Her father is a doctor and mother is a teacher.

- ❖ Ask all students to sit in a circle.
- ❖ One lucky student sits in the fun chair and starts reading aloud first.
- ❖ Ask the other students to write any words they hear on their notebook.
- ❖ Then, when he or she is finished, all the students move over one seat and the next fun-chair-reader begins.
- ❖ The words you hear well, write them on your notebook. The words you don't hear well, since his/her voice is not loud enough, highlight it.
- ❖ Count the number of words heard and written.

Second Method :

Reading for Information and Enjoyment

- ❖ Choose a text for students to read.
- ❖ Ask one student read the first two lines loudly .
- ❖ After reading the two lines, ask him/her a question to obtain specific information.
- ❖ Repeat the same steps until finishing the text.

My family



Hello, I'm Sara. I'm eight years old. I am from Syria.

This is my family.

My father, Ahmed is 40 years old. Eman is my mother. She is beautiful. She is 30 years old. Mona is my grandmother and Mohamed is my grandfather. Reem is my sister, she is five years old. Osama is a baby, he is 6 months.

I love my family.

The Questions:

- ❖ Where is Sarah from?
- ❖ How old is she?
- ❖ Who is Ahmed?

Then ask students to complete the chart with the correct information:

Name	Ages	Family Member
Ahmed	40	Father
-----	-----	-----
-----	-----	-----
-----	-----	-----

Third Method

Reading and prior knowledge

- ❖ Select a text suitable for your students.
- ❖ 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 the birds?
 2. Do you think hens are healthy for you?
 3. Which food do you like more?
 4. Count the birds you know?



THE HEN

Jen the hen is small. She likes to play in the yard. She likes to peck. She likes to eat corn. The hen can run very fast. Can you see the hen run? The hen runs away from the cat. The cat likes to run after the hen. When Jen gets away, she is very happy.

- ❖ Now ask him/her to read the text ,then answer the following questions:
 1. How is Jen the hen?
 2. What does she like?
 3. How can the hen run?
 4. Jen the hen runs away from which animal?
- ❖ Collect the correct answers in both question groups.
- ❖ Then ask him/her to reread the text to Check for fluency.

Remediation Techniques

Using Readers Theatre to help students overcome any difficulties in reading fluently

Readers Theatre

- Choose a text for students to read.
- Make copies for the group, two for each member .
- Discuss the purpose and procedures for Reader's Theater with the class/group. Assign students parts by having them volunteer .
- Practice needs to be done aloud and also silently .
- Model fluency by reading aloud the text .
- Ask the students start to practice reading scripts, reading all the parts independently. They take these scripts at home for further practice.
- Then divide the students into groups and provides each group with specific script. Students read the script, taking different part with each reading.
- Circulate among the groups, coaching and providing feedback.
- Encourage the students to pay attention to their performance when reading.
- Students read and reread the script to which they are assigned
- Students can read/perform their scripts for an audience of classmates, parents.
- **Choose suitable short story suitable for your students.**
- Present the picture of the story (*The Three Princesses*) and begin to activate the students' prior knowledge (*Brainstorming*).



- ❖ **The Teacher:** What do you see in this picture?
- ❖ **Students:** Three girls.

❖ **The Teacher:** Did you see it before?

❖ **Students:** yes, on TV.

❖ **The Teacher:** How?

❖ **Students:** It is a cartoon.

❖ **The Teacher:** Good.

❖ **Students:** Yeah! ! ! ! ! !.

- Then the **teacher** read a line from a story: *“Princess Rose puts on a red dress and a diamond necklace, Princess Daisy puts on a yellow dress and a gold necklace happy Princess and Violet puts on a purple dress and a pearl necklace.”* Did you hear how I grouped the words? That’s because the words go together. And then I paused a little before I read the words. This comma (points to the comma) told me to do that.
- (Reads another line): "the three princesses are having a tea party!" .Did you hear how my voice got louder and more excited right here? That’s because the author put in this exclamation mark (points to the exclamation mark) to show how the author said the words.
- Then he\ she asked students to complete reading the story as follows:-





Princess Violet brings teacups and saucers to the table.



Princess Rose brings plates and folded napkins.



Princess Rose sets a plate of heart-shaped cookies on the table.



Princess Daisy carries a tray of fancy sandwiches.



Princess Daisy sets cream and sugar next to it.



Princess Rose picks flowers.



Princess Violet carries a basket of muffins.



Princess Violet fills a vase with water.



Princess Rose, Princess Violet, and Princess Daisy all sit down.



Princess Violet sets the teapot on the table.



The three princesses are having a tea party!



Paired or "Buddy" Reading



- In buddy reading, you as a teacher read alongside your student. He \ she reads for a while, and then you read for a while. He \ she no longer feels that he or she has to do it all on her own. With this method, the student feels your support, and learns from your fluent reading.
- Take turns reading aloud the following text .



- Ask your student to re-read the same page you just read. You'll notice that your student's reading will start to sound more and more like yours. Do this for several pages.
- Once your student is comfortable enough, and familiar enough with the book, take turns reading page for page.

Choral Reading



- Choose a book at your student's reading level and read a page or passage together . You may have to slow your reading down a little to keep pace, but don't slow down too much. Encourage your student to copy your pace and expression.

How to use choral reading

- Choose a book or passage that works well for reading aloud as a group:
- ❖ Patterned or predictable (for beginning readers)
- ❖ Not too long
- ❖ At the independent reading level of most students
- Provide each student a copy of the text so they may follow along.
- Read the passage or story aloud and model fluent reading for the students.
- Ask the students to use a marker or finger to follow along with the text as they read.
- Reread the passage and have all students in the group read the story or passage aloud in unison.



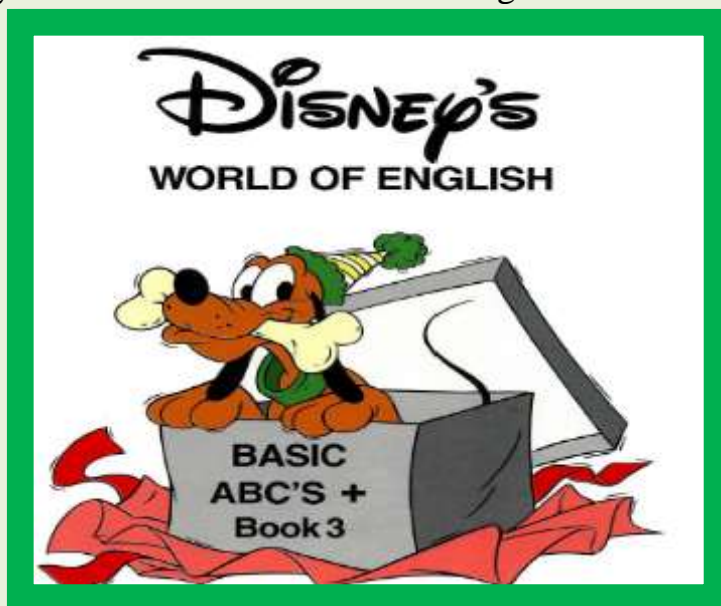
- After reading the passage or story aloud and model fluent reading for the students, ask students to answer the following questions:

1. Where do giraffes live? in
2. How many legs have they got?
3. Do giraffes have a long neck?
4. Do giraffes drink water everyday?
5. What do they eat?
6. Can giraffes and zebras live together?
7. Do giraffes like crocodiles and lions?

- ❖ Using games help students to overcome any difficulties related to fluency as follows:

Echo Game

- ❖ Choose a book related to student's reading level and read a sentence aloud using appropriate expression and pauses.
- ❖ Then, have your student mimic you, reading the same sentence and using the same expression and pauses.
- ❖ Repeat the game every few paragraphs as you read through the book.
- ❖ You can ask your students to read the following book:



Pocket Chart



- ❖ This is a pocket chart.
- ❖ Write out the single sheet fluency passage onto sentence strips and created comprehension picture cards that go with the fluency.
- ❖ In this way (Pocket chart style) , begin to model fluency, 1 to 1 correlation, and vocal intonation, rate, and accuracy.



- ❖ Then the students take over the pointer and the real magic happens.



- ❖ Pull picture cards off and put them back on to encourage comprehension.
- ❖ Hand out the cards and when you hear the line read that matches your card you get to come up and put it on the chart.




- ❖ The students LOVE getting up and reading off the "Big Chart".
- ❖ Do a lot of echo reading at this point too.


A Cat Can


Power Words

cat drink play nap run jump



A cat can do a lot.	6
A cat can drink.	10
She can drink milk.	14
A cat can play.	18
She can play with string.	23
A cat can nap.	27
She can nap all day.	32
A cat can run.	36
She can go fast.	40
A cat can jump.	44
She can jump up, up, up.	50
Cats can do a lot!	55

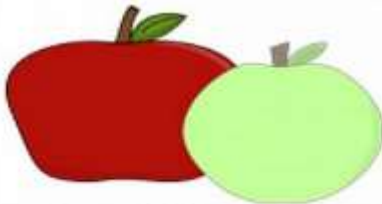

The cat can 



❖ Divide the students into groups and ask them to read the following :

Apples, Apples

Apples juicy, apples round,
on the tree or on the ground.
Apples yellow, apples red,
Apple pie and juice and bread!
Apples crunchy, apples sweet,
Apples are so good to eat!

Reading for Fun: Reading for Pleasure



- ❖ Using Mobile Applications helps the students to read for fun to get more information and develop reading fluency.
- ❖ Using the following mobile app :

Teach Monster : Reading For Fun)



- ❖ This is a free app, teachers and students can download it from play store or App store from the following link:
<https://play.google.com/store/apps/details?id=com.teachyourmonstertoread.rff>
- ❖ Teach Your Monster to Read comes a brand new game that gets kids reading for fun! Take your monster to explore a magical village full of fascinating facts and spellbinding stories.
- ❖ The latest educational game from Teach Your Monster, 'Reading for Fun' is designed with experts from Roehampton University to get kids reading more, boost their confidence and inspire a lifelong love of reading.
- ❖ Make your own monster with hundreds of items, make friends with colorful characters and collect over 70 brilliant free ebooks to add to your monster's bookshelf.
- ❖ There are hours and hours of fun, whilst you read along the way.
- ❖ Every interaction involves reading, from following signposts and checking the village noticeboard to reading aloud .



- ❖ It's up to you to choose what to explore and when. But hurry, the villagers need your help. Your monster must use all its wisdom, skills and bravery to stop the book-eating goblin causing chaos in the village and eating all the books!
- ❖ The game encourages students of all ages to read for pleasure, helping them build empathy by putting themselves in different characters' shoes. The game is perfect to play at home and school, alongside Teach Your Monster to Read 1,2,3 or on its own.

Worksheets

(1)

This is Fizz. He's an alien. He has got three eyes. He 's got two big ears. Fizz has got long, big nose and big mouth. He's got eight fingers. He hasn't got toes.



CHOOSE THE CORRECT ANSWER

1. What is his name?

- a) Fizz
- b) Buzz
- c) Fuzz

2. Fizz's got ___eyes.

- a) two
- b) three
- c) four

3. He ____big ears.

- a) Has got
- b) Have got
- c) Haven't got

4. He's got long _ nose

- a) small
- b) tiny
- c) big

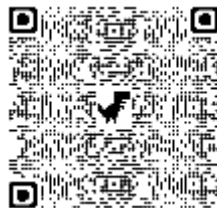
5. He 's got eight ____

- a) fingers
- b) hands
- a) toes

1. He ____ toes.

- a) Haven't got
- b) Hasn't got
- c) Has got

<https://www.liveworksheets.com/od1643791fg>



(2)

My House

My family lives in a house.

Our house is very nice.

It has two bedrooms.

We cook and eat in the



kitchen. We watch TV in the living room. My favorite room is my bedroom. I like to read books and do my homework in my bedroom.

1. My family lives in _____.
2. Our house has two _____.
3. We cook and eat in the _____.
4. We watch TV in the _____.
5. My favorite room is _____.

<https://www.liveworksheets.com/as240385of>





<https://whatisthebest.com> Reading Fluency

I
I see
I see a
I see a bug
I see a bug and
I see a bug and a
I see a bug and a frog.



In pairs or groups read the following fluently

Reading Fluency

I
I want
I want a
I want a cool
I want a cool drink.




Reading Fluency

I
I have
I have a
I have a magic
I have a magic wand.




Reading Fluency

I
I can
I can see
I can see a
I can see a big
I can see a big mouse.




Reading Fluency

Can
Can you
Can you open
Can you open the
Can you open the windows?








https://whatistheurl.com/free-reading-fluency-worksheets-exercise-5/#google_vignette



In pairs or groups read the following fluently

<http://whatistheurl.com>

Reading Fluency

<p>The</p>  <p>The elephant</p> <p>The elephant is</p> <p>The elephant is big.</p>	<p>The</p>  <p>The ant</p> <p>The ant is</p> <p>The ant is small.</p>
<p>The</p>  <p>The giraffe</p> <p>The giraffe is</p> <p>The giraffe is tall.</p>	<p>The</p>  <p>The cat</p> <p>The cat is</p> <p>The cat is short.</p>

<http://whatistheurl.com>

Reading Fluency

The

The clown

The clown is

The clown is funny.



The

The lion

The lion is

The lion is the king.



The

The parrot

The parrot is

The parrot is beautiful.



Theoretical Background on Reading Fluency

- ❖ Fluency is the accurate and rapid naming or reading of letters, sounds, words, sentences, or passages. When students can perform reading and reading-related tasks quickly and accurately, they are on the path to fluency, an essential element of comprehension and mature reading. To become fluent, students need to learn to decode words rapidly and accurately, in isolation as well as in connected text, and to increase reading speed while maintaining accuracy.

Teachers need to

- ❖ Provide students with opportunities for repeated oral reading that includes support and feedback from teachers and peers.
- ❖ Determine students' reading levels, and ensure that texts are matched to them; and
- ❖ Apply systematic practices in classrooms to instruct and monitor student progress.

Resources

- ❖ <https://ourfp.org/supporting-rah/reading-together-treasure-hunt/>
- ❖ Shaskan, T.S.(2007). The Three Princesses. Minnesota :Picture Window Books.
- ❖ <https://www.readingrockets.org/reading-101-guide-parents/first-grade/fluency-activities-your-first-grader>
- ❖ <https://teachertothecore.blogspot.com/2015/07/how-do-i-start-first-grade-fluency-this.html>.
- ❖ <https://www.liveworksheets.com/od1643791fg>
- ❖ https://whatistheurl.com/free-reading-fluency-worksheets-exercise-5/#google_vignette

Fourth Dimension

Writing Difficulties



Introduction

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

TOPICS

1

Grammar

SPELLING

2

Spelling and Mechanics

3

Vocabulary Aspect

VOCABULARY

Topic One

Grammar

Indicators of the Difficulty

- ❖ Refugee students have difficulties in applying the use of grammatical rules.
- ❖ Refugee students have difficulties in using parts of speech and their functions in the sentence (adjectives, adverbs, articles ...etc.)
- ❖ Refugee students have difficulties in transferring grammatical knowledge into communicative language use.
- ❖ Refugee students have difficulties in writing simple sentences.

Learning Outcomes

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

- ❖ Apply the use of grammatical rules.
- ❖ Use the prepositions of place (on the left , next to , on the right, etc.) correctly.
- ❖ Use the possessive adjectives (my- your- his – her) correctly.
- ❖ Use parts of speech and their functions (adjectives, adverbs, articles) correctly.
- ❖ Transfer grammatical knowledge into communicative language use.
- ❖ Write simple sentences correctly.

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.



❖ Mobile Based Learning

❖ Mobile Applications (Mobile Apps)



❖ Role Play Activities



Procedures of the Topic

Recognizing student's learning difficulty. (Grammar)

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

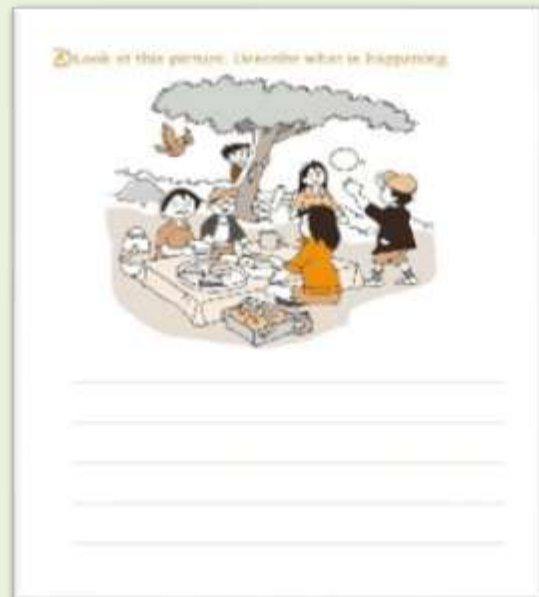
First Method:

Identify and discover your students' learning difficulties in using grammatical rules:

- Select your material from magazines, websites, books, ...etc.
- Your pictures must be clear.

Working in groups:

- Ask the students to examine the pictures accuracy.
- Divide the students into groups.
- Ask all members of groups to write the vocabularies based on the result of their examined the picture.
- Ask the students to write meaningful sentences based on the vocabulary they have written down.
- Let each group elect one of them to describe their picture by speaking in front of the class.
- Write down your notices.



Second Method

Use the prepositions of place (on the left , next to , on the right, etc.) correctly

Egg Hunt



- ❖ Have an egg hunt in your classroom.
- ❖ Hide several plastic eggs around your classroom (you can put something inside them or leave them empty).
- ❖ Ask students look for the eggs around the classroom.
- ❖ When someone finds an egg, he or she announces it to the class.
- ❖ He or she should then tell the class where he or she found it. "I found an egg. It was *under* the teacher's chair".

Third Method

Use the possessive adjectives (my- your- his – her) correctly.

Big Foot Match

- ❖ The aim of this game is to practice possessive adjectives.
- ❖ Have everyone in class remove their shoes and put them in a pile in the center of the room.
- ❖ Mix them up a little bit, and then direct each student to choose two shoes that do not belong to them.
- ❖ Once everyone has two shoes, let them mingle asking their classmates, "Is this your shoe?" and answering the questions.
- ❖ If there is not a match between the shoe and the person, that person should make a suggestion as to whose shoe it might be.
- ❖ "I think that shoe might be hers." Or "I think that might be his shoe."

- ❖ If a shoe does belong to the person being asked, they take it back and either put it on their foot or set it aside until the game is over.
- ❖ If you don't want to have students remove their shoes, and some students will be very happy they don't have to, you can do the activity by having students put their pencils in a pile, numbered Popsicle sticks, flash cards, or anything else you happen to have on hand or students have with them. Just make sure students will be able to tell which one is theirs (i.e. don't use pencils if everyone has the same yellow number two pencil).

Fourth Method:

Identify and discover your students' learning difficulties in using grammatical rules:

- ❖ Select your material from magazines, websites, books, ...etc.
- ❖ Your pictures must be clear.

Working in pairs:

- ❖ Let the students work in pairs.
- ❖ Give each pair two different pictures. Tell them not to look at each other picture.
- ❖ Ask A to describe his or her picture and ask B to draw it. Ask B to do the same as what A does after B has finished drawing.
- ❖ Ask them to compare their picture with the original ones.



Fifth Method:

Identify and discover your students' learning difficulties in using parts of speech (adjectives, adverbs, nouns, ...etc.):

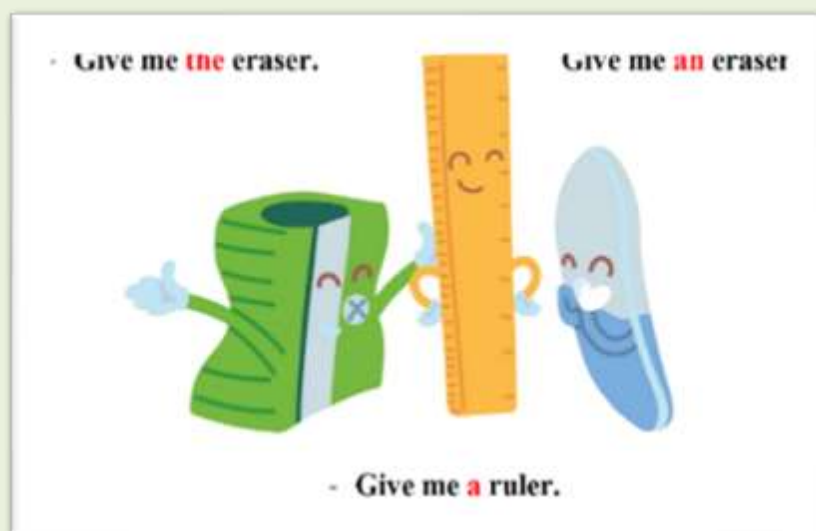
- ❖ Students should be in small groups or pairs.
- ❖ Set a timer and have them write down as many of a certain part of speech as they can see in the classroom.
- ❖ Then, switch to a different part of speech and have them attempt to write more words.
- ❖ Count the correct words.
- ❖ You can find out those who don't write a certain number of words or those who make mistakes the classification of speech.

Sixth Method:

Identify and discover your students' learning difficulties in using articles.

- ❖ Stick the following picture on the board:
 - Give me the pencil.
 - Give me a pencil.
- ❖ Ask students to turn to a partner and discuss the difference between the two sentences.
- ❖ Stick the following picture on the board:
 - Give me the eraser.
 - Give me an eraser.
 - Give me a ruler.
- ❖ Ask students to turn to a partner and discuss the difference between the two sentences.
- ❖ Show students the following picture on the board:
 - I have an eraser.
 - I have erasers.
 - I have a book
 - I have books.
- ❖ Ask students to turn to a partner and discuss the difference between the three sentences.
- ❖ Let some students converse in front of the class using (a, an, the).

- ❖ Some students may make some mistakes. Count them and write down your notices



Seventh Method

Identify and discover your students' learning difficulties in using grammatical rules:

Set a short video:

- ❖ Ask the students where is the conversation taking place? (E.g., in a café, in a restaurant, in the museum, at school ... etc.)
- ❖ Give some students some questions to ask a partner.
- ❖ Let the students converse in pairs for a certain time about a certain title.
- ❖ Students take turns asking and answering the questions in pairs.
- ❖ Let some students to read their own conversation in front of the class.
- ❖ Count the mistakes and write down your notices.



<https://www.youtube.com/watch?v=gSQLMmHZCgY>



Eighth method

- ❖ Identify transferring grammatical knowledge into communicative language use.
- ❖ Use cards that represent morning activities for students.
- ❖ Ask students to tell a sentence on each card.
- ❖ Then each student must stick the card on the board and write the related sentence under in sequence.
- ❖ count the mistakes related to their grammatical prior knowledge.



Ninth Method:

- ❖ Identify writing simple sentence
- ❖ Write scrambled sentence on the board
- ❖ Ask each student to unscramble the sentences and rewrite them again correctly.
- ❖ Then hang a poster on the board and ask your student to write his/ her own simple sentence to describe something in the poster check their answer:

Unscramble the following sentence:

- ♦ Our /white/parks/dog/the/outside/house
- ♦ Is/my/ Syrian/country/lovely
- ♦ Explains/very/teacher/well/my/lesson/ the
- ♦ Have/ our/ fun/we /friends/with

Remediation Techniques

- ❖ Students at this grade must be moved from fragments to fully formed sentences through a range of possible grammar lesson plans.
- ❖ Students in the third grade must be familiar with parts of speech and they should be able to identify the nouns, adjectives, adverbs, ...etc.
- ❖ Students who promoted to the third grade must be taught how to use the articles.
- ❖ Applying communicative language and transferring grammatical knowledge is essential for students in this grade.

Applying the use of grammatical rules:

- ❖ Students must be able to write simple sentences taking into consideration the use of basic grammatical rules such as:
- ❖ The components of simple sentence.
- ❖ Subject – verb agreement.
- ❖ The complement of the sentence should make a sense to be able to write meaningful simple sentences applying the basic rules of grammar.

- ❖ Write the form of the simple sentence which is typically made up of a subject, verb, and object,

Ali	Drinks	milk
-----	--------	------

- ❖ Give them some examples about the simple sentence and refer to the subject, verb and the object.

S	V	C
She	Sent	A letter
Laila	Visited	her grandpa
Ahmad	Reads	a story

- ❖ Write some wrong sentences taking into consideration the subject – verb agreement. Ask them to refer to the mistakes.

My father	Like	reading
Mona	ateed	a sandwich
They	Runs	every morning

- ❖ Write some examples without complement and ask them to complete your examples to make sure that they are able to create a sense in their sentences.

My mother	Likes
I	Have
She	Bought
Sami	Went

Activity (1)

- ❖ Divide the students in groups or work in pairs.
- ❖ Let them look at the picture carefully and ask them add phrases from the word bank to make each fragment a complete sentence.
- ❖ Assign a certain time.
- ❖ Choose a student to answer only one sentence. Then choose another one to the next sentence ... etc.
- ❖ **Time : 15 minutes**

Tips:

- ❖ You can hand each group a copy. Or stick the picture on the board but in a large size. Or use a projector.

Add phrases from the word bank to make each fragment a complete sentence.

1. parked the car on the street

My dad parked the car on the street

2. The lazy cat

3. The big dog

4. returned home for dinner

5. put their bikes against the fence

6. The classical music

7. crossed the street carefully

8. The flowers in the garden

Word bank:

Bryan and Michael

My dad

played loudly in the living room

slept all day

smell so good in the summer

The boys

The hungry children

was scared of a small mouse



<https://www.k5learning.com/free-grammar-worksheets/sentences>



Activity (2)

- ❖ Work in pairs.
- ❖ Ask the student to look at the picture carefully.
- ❖ Let them decide if each group of words is a sentence or a fragment.
- ❖ Ask them to write (s) if words are a sentence and (f) if they are fragment.
- ❖ Assign a certain time.
- ❖ Ask them to rewrite the fragments into complete sentences.
- ❖ Meanwhile go through the desks and offer help to those who have questions.
- ❖ Choose a student to answer only one sentence. Then choose another one to the next sentence ... etc.
- ❖ **Time : 15 minutes**

Tips

- ❖ You can hand each group a copy. Or stick the picture on the board but in a large size. Or use a projector.

Sentences or fragments?

Grade 3 Sentences Worksheet

Write "S" if the group of words is a sentence and "F" if it is a fragment.

 F 1. The entrance to the movie theatre

_____ 2. They parked the car behind the mall.

_____ 3. Carefully on the shelf.

_____ 4. John sets the table every night for dinner.


_____ 5. The snow on the ground.

_____ 6. Grandpa likes to sit in the recliner.

_____ 7. During July, before school started.

_____ 8. Bill put his guitar back in the case.

Julie ate an apple.



Rewrite the fragments into complete sentences.

1. _____

2. _____

3. _____

4. _____



<https://www.k5learning.com/worksheets/grammar/grade-3-sentences-fragments-b.pdf>

Sentences or fragments?

Grade 3 Sentences Worksheet

Write "S" if the group of words is a sentence and "F" if it is a fragment.

- S 1. Lorna wants a new bicycle.
2. The flowers in the garden.
3. The cat jumped on the bed.
4. More sugar in the recipe.
5. There are three green cushions on the couch.
6. The waterfall at the top of the creek.
7. James ate all the soda crackers.
8. Ran down the street.

A full sentence has a subject, a verb and expresses a complete thought.

Julie ate an apple.



Rewrite the fragments into complete sentences.

1. _____
2. _____
3. _____
4. _____



<https://www.k5learning.com/worksheets/grammar/grade-3-sentences-fragments-a.pdf>

Use the prepositions of place (on the left , next to , on the right, etc.) correctly

Use different activities to help students use and apply the prepositions of place correctly as follows:

Activity (1):Look Around



- ❖ Have pairs of students take turns saying where items in the classroom are without saying the object itself.
- ❖ For example, a student could say, "This object is *over* the door."
- ❖ The second student guesses which item his partner is describing. "Is it the clock?" If the student gets the answer right, they switch roles.
- ❖ Student (1): Where is the desk?
- ❖ Student (2): It is next to the door.
- ❖ Repeat until you cover the prepositions of place.
- ❖ **Time : 15 minutes**

Activity (2):Questionable Questions

- ❖ To practice prepositions of location in question form, have pairs of students work together in an activity similar to the activity one.
- ❖ The first student asks a question about a classroom item using a preposition of location that does not describe the object's correct location such as :
- ❖ Are the boxes under the desks?
- ❖ The second student then answers the question.
- ❖ No, the boxes are on the floor.
- ❖ **Time : 15 minutes**

Activity (3):Where is it?

- ❖ Have students bring an unusual item to class or provide one yourself.
- ❖ Let students take turns hiding the object in the classroom while the other students hide their eyes.
- ❖ Once the student is back in his seat, his classmates ask questions using prepositions of location to try to locate the item.
- ❖ The student who hid the object answers their questions until someone guesses correctly. The student who guesses correctly gets to hide the item for the next round.

Using game-based learning helps students overcome any difficulties in prepositions of place

The following games help students review and have fun with prepositions in an engaging and motivating way :

Game (1)

The classroom ghost: prepositions of place



- ❖ Inform your students that you have some bad news; there seems to be a mischievous classroom ghost.
- ❖ Things are not the same as they were when you left the room yesterday. Some items are now in different positions, but you can't remember what was where, and you need their help.
- ❖ This game takes some preparation. You will have to move some things around.
- ❖ For example, you could place some books under a student's chair, put a marker pen on the windowsill, put the clock on the teacher's chair, and put the CD player behind the door, and so on.
- ❖ Put students into pairs to make a note of what the "ghost" has moved around and ask them to use "prepositions of place" to make sentences.

For example:

- ❖ *The bin is in the wrong corner. It should be behind the door. The books are under students' chair. They are usually on the shelf.*
- ❖ You could even assign a secret ghost (one student) to make a few more changes to the classroom objects for the following day, and then review again with your students the next day to check what they remember.
- ❖ **Time : 15 minutes**

Game (2):The list: prepositions of time and place

- ❖ It is engaging team game to bring a bit of competition to the classroom.
- ❖ Assign students into small teams, at a maximum of four per team.
- ❖ Tell students you will give them a list of ten prepositions.
- ❖ Each team must discuss how many accurate sentences they can create using the ten prepositions.
- ❖ Write the prepositions to be practiced on the board, such as: *in, under, on, into, above, below, behind, at, in front of, between.*
- ❖ Then, ask the teams how many sentences they think they can produce.
- ❖ **Time : 15 minutes**

For example:

- ❖ Team A: *We think we can write eight.*
- ❖ Team B: *We can do ten.*
- ❖ Both teams now work closely together to write eight and ten accurate sentences.
- ❖ If both teams accurately produce the number of sentences they said they could, they are awarded that number of points: Team A gets eight points and Team B gets ten points.
- ❖ If a team gets even one sentence wrong and does not get the number they said they would, they get zero points.
- ❖ If Team A is confident that Team B will not be able to write ten accurate sentences, they can challenge them to list them. If Team B then gets even one sentence wrong, Team A steals their points.

Worksheets

Prepositions of place



- A - The dog is the chair.
B - The cat is the table.
C - The cat is the computer.
D - The dog is the wardrobe.
E - The dog is the bed.
F - The dog is the picture.
G - The cat is the cupboard.
H - The cat is the TV.
I - The dog is the chest of drawers.
J - The dog is the chest of drawers.
K - There is a cat the bookcase
and another cat the bookcase.
The bookcase is the two cats.
L - The dog is the CD system.



<https://en.islcollective.com/english-EFL-worksheets/grammar/prepositions/prepositions-place-1/58687>





in



under



on



in front of



behind

Ex. 1. Answer the questions like in the example.

eg. Where is the mouse?



It's under the box

1. Where is the man?



2. Where is the frog?



3. Where are the pumpkins?



4. Where is the cat?



5. Where is the bus?



6. Where are the eggs?



7. Where is the lamp?



8. Where is the girl?



9. Where is the mouse?



<https://en.islcollective.com/english-EFL-worksheets/grammar/prepositions/prepositions-place/70508>



PREPOSITIONS OF PLACE

Look at the picture and write



Where is the ball?

_____ the fish?

_____ the table?

_____ the cat?

_____ the dog?

_____ the pillow?

_____ the magazine?

_____ the armchair?

_____ the fishbowl?

It's under the table.

_____ the fishbowl.

_____ the armchair.

_____ the pillow.

_____ the armchair.

_____ the cat.

_____ the fishbowl.

_____ the table and the dog.

_____ the table.

on	next to	in front of	on	under	between	in	behind
----	---------	-------------	----	-------	---------	----	--------

<https://en.islcollective.com/english-EFL-worksheets/grammar/prepositions/prepositions-place/43946>



Use the possessive adjectives (my- your- his – her) correctly.

Presenting Possessive Adjectives

- ❖ Students who come to this grammar point for the first time often already know "*What's your name?*" "*My name is...*".
- ❖ A good way into possessive adjectives can be extending that to "*What's my/ his/ her/ its name?*"
- ❖ The most obvious and easiest way of drilling this is by students testing each other on the names of everyone and things in the class, such as:
 - What is your name ?
 - My name is Ahmed,
 - What is her name?
 - Her name is Reem.
- ❖ If they know each other very well, this can be extended to "*What's his father's name?*"
- ❖ You can also get them to test each other with pictures of famous people, cartoon characters, etc.
- ❖ The best way in teaching grammar is to give students a need to use the forms to communicate, and then to present whatever language they don't know.
- ❖ A nice way into this is to take something from a students' desk such as their book, mix it up with your own book then try to give them back the wrong one. When they shout out "No!" try to get them to explain why with sentences like "This is your book" and/ or "That is my book".
- ❖ If they can't come up with the correct possessive adjective form, you could ask "What's your name?" and then "Which is your book?" straight after to try and get the same "My... is..." form in both answers.
- ❖ Ask another student to correctly identify his own pencil, your pencil, the pencil of a male student, and the pencil of a female student.

Drilling Possessive Adjectives

- ❖ Drilling "I (me) my, you (you) your" etc. until students get the hang of the basic forms.

Fun Classroom Practice Activities for Possessive Adjectives

Possessive Adjectives Drilling Games

Use more game-like activities to Practice the basic forms of possessive adjectives include:

- ❖ Throwing a ball back and forth, perhaps with the rules of tennis or volleyball about who "serves" (with the subject pronoun), how you can score points, when you end the game, etc.
- ❖ One student throwing and catching or bouncing a ball on their own, seeing how far they can get through the list
- ❖ Building a tower of blocks until it falls down, with one block for the subject pronoun then one block for the possessive adjective each time
- ❖ One person going through the list and suddenly stopping, and the other student (s) racing to say the correct next word.

Possessive Adjective Practice Games

My Name Your Name His Name Drawing Game

- ❖ Students draw themselves, their partner, other people in the class such as the teacher, famous people, fictional characters, cartoon characters etc., and their partner tries to say that person's name in a correct sentence, e.g.
- ❖ *"His name is Mickey Mouse"*



- ❖ *"Your name is Ahmed " and "Its name is Goofy".*



- ❖ The game is most amusing if they only have names to choose from when they try to draw, but you might want to have pictures ready that they can at least glance at to help if they are otherwise likely to be slow getting started with their drawings.

Possessive Adjectives Feeling Games

- ❖ Students try to identify things with their eyes closed and/ or feeling inside a bag.
- ❖ They then try to say the right possessive adjective sentence about that thing, e.g. "It's his hair" with a male lion's hair, "It's my pencil" with stationery, "It's your little finger" with body parts, etc.

Using games helps students to overcome any difficulties they face while using possessive adjectives

Game (1) Possessive Adjectives

Celebrity Win Lose or Draw

- ❖ Play Win, Lose, or Draw game to practice possessive adjectives.
- ❖ Put a selection celebrity names in a hat. They do not have to be real people though they can be.
- ❖ Cartoon characters such as Mickey Mouse work well, too.



- ❖ Divide your class into two teams.
- ❖ Have one person from each team come to the board and let one of them draw a celebrity from the hat.
- ❖ On your go, the two players race to draw a picture of the person on the slip of paper while their team guesses who it is.
- ❖ In order for a guess to count, the players must start it with a phrase such as "His/her/its name is..."
- ❖ Give the artists two or three minutes to draw for their team before calling time. Award a point to any team that guesses the person correctly.



Minnie closes her eyes.
Daisy closes her eyes.



Minnie opens her eyes.
Daisy opens her eyes.



Donald opens his mouth.
Pluto opens his mouth.

Donald closes his mouth.
Pluto closes his mouth.

Goofy wiggles his fingers.
Clarabelle wiggles her fingers.

Time : 20 minutes

Role play

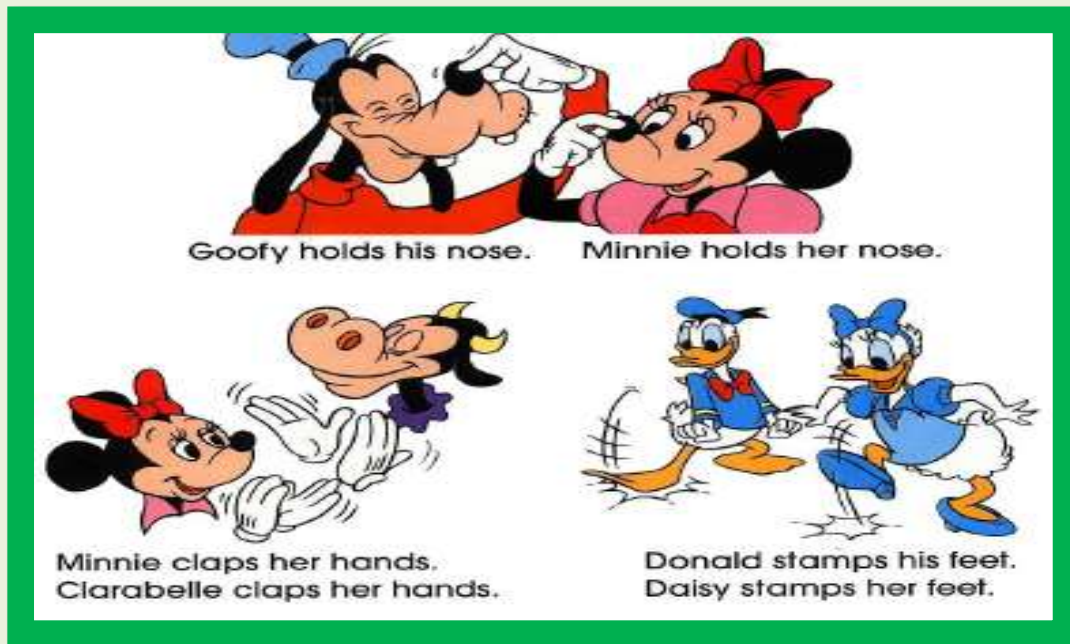
- ❖ Ask students to take turns to perform the following with each other.



Chip covers his ears.
Dale covers his ears.



Huey covers his eyes.
Dewey covers his eyes.
And Louie...Louie!
Cover your eyes!



Using parts of speech and their functions in the sentence (adjectives, adverbs, articles ...etc.)

- ❖ The teacher will warm up the students by showing them some **pictures** of the parts of speech to be learned (adjectives, adverbs and articles) and giving them a game called “**Treasure Hunt**”:
- ❖ Teacher: What’s an adjective? (Pointing to a picture of happy face): Oh, look! an adjective! (Pointing to a picture of hot teacup): Oh, look! an adjective! (Pointing to sad face): Oh, look! an adjective!
- ❖ Then in groups the students will be able to give more examples. The teacher will set a timer and have them write down as many of a certain part of speech as they can see in the classroom. Then, he/she will switch to a different part of speech and have them attempt to write more words.

Presentation:

- ❖ The teacher will write down phrases and sentences and underline the parts of speech to be learned (adjectives, adverbs and articles) on the board. Then he/she will illustrate the differences between adjectives and adverbs and the different types of articles and their function.
- ❖ Ask the students what they know about the parts of speech especially (nouns, adjectives and adverbs).
- ❖ After you get their answers inform them that:

- ❖ Noun may be a (person, a thing, a place)
- ❖ Give them some various examples.
- ❖ Ask them to classify the following words:

place	Thing	person
book – park – pillow – Ali – mosque – sister		

- ❖ Adjective is a word that modifies a noun
- ❖ Give them some examples: (big, red, kind, beautiful, nice, cold, ...etc.).
- ❖ Ask the students to give you some adjectives from inside the class.
- ❖ Ask them to give you an adjectives and a noun for example: (big class, hot weather, white wall).
- ❖ Tell them that the Adverb modifies a verb and usually ends with (ly).
- ❖ Teach them that the adverb of frequency (usually, sometimes, often, always ...).
- ❖ Give them some time to classify some words:

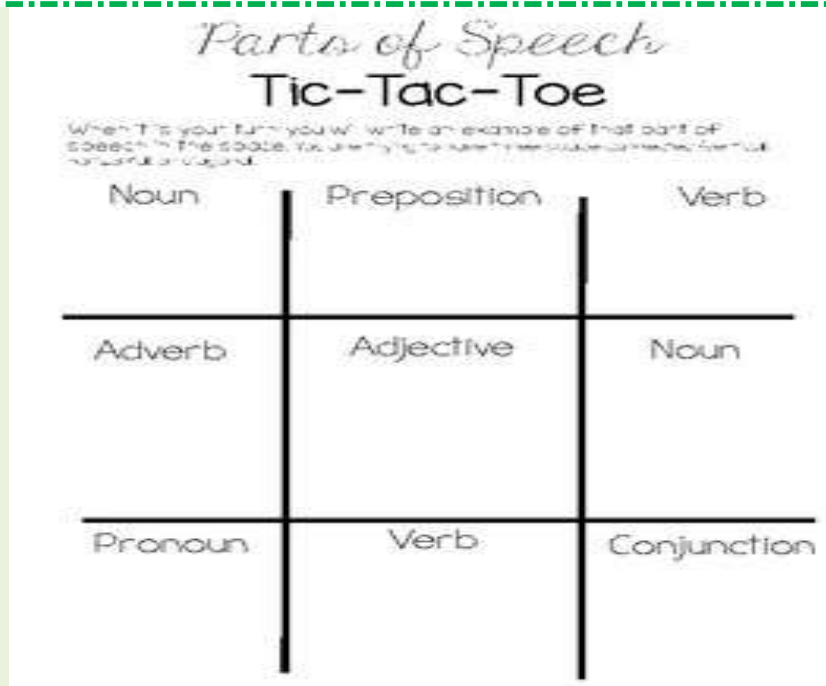
nouns	adjectives	Adverbs
quickly – Muhammad – slowly – white – yellow – man – kind - always		

Practice:

- ❖ In groups, the teacher will make the students practice what they have learned through using a variety of games for example:

1. Tic Tac Toe Game:

- ❖ The teacher will draw the basic Tic Tac Toe grid on the board. Then, he/she will put different parts of speech in each of the squares. The students are divided into teams. Each team will select a square and name a word of the same part of speech in the square. If a team can think of the word under a set time limit, then they can mark their X or O in the spot. Then, the other team selects a square that has a different part of speech and tries to perform the same task. The team which will get three Xs or three Os in a row first wins the game.
- ❖ **Time : 15 minutes**



2. Hunt and sort eggs.

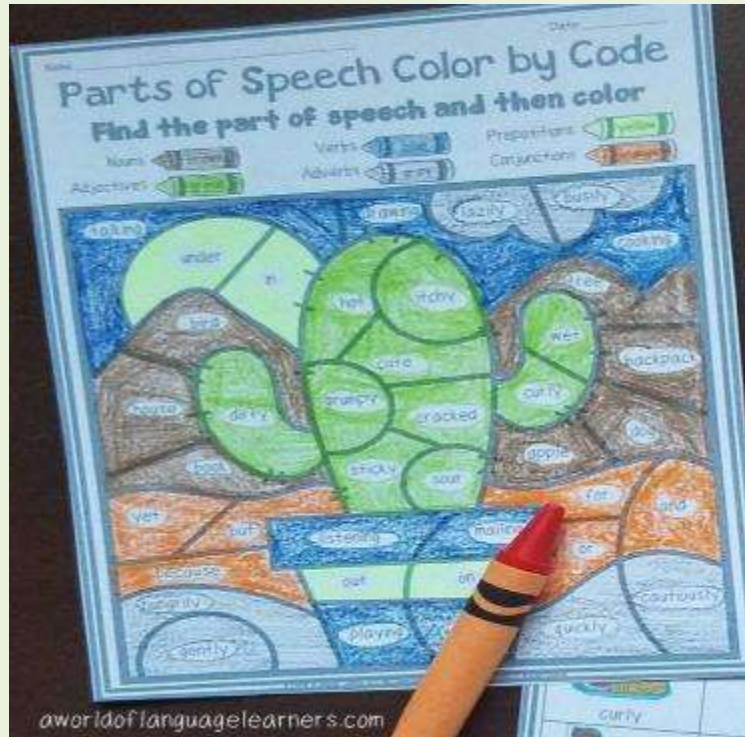
- ❖ The teacher will fill plastic eggs with a variety of words and hide them around your room. Then, he/she will send the students to find them. After that the students will open and sort them into the correct bucket.



Activity (1)

Color a parts of speech picture.

- ❖ The students will be given a sheet containing parts of speech and they have to color every part of speech with the right color.



- ❖ Time : 15 minutes

Activity (2)

Colorful Copy work Grammar:

- Work in groups or in pairs.
- Give each group a card contains some sentences.
- let the students to circle the noun, underline the adjective.
- Tell them that the fastest groups are the winner.
- Go through the students and take a look at their activities.
- Help those who need a hand but don't give the answers.
- Let the winner students read their answers **aloud**.
- Time : 20 minutes

Identifying adjectives

Grade 3 Adjectives Worksheet

Circle the adjectives and underline the nouns they describe. There may be more than one of each!

Hint:
Adjectives are words that describe nouns.

1. The young boy helped his father to wash the dirty car.
2. The pretty girl twirled in her new dress.
3. The clean windows shone in the sunlight.
4. Mary put her blue pencil, her red marker and her sharpener back in her pencil case.
5. The green grass grows under the warm sun of summer.
6. His yellow pajamas were so long that they dragged on the floor.
7. The fluffy pillows covered his small bed.
8. She tied her long, black hair in a ponytail.
9. The nervous cat jumped when the loud children entered the room.
10. Mark rode his new green bicycle to the park.
11. The children danced to the groovy music.
12. Luke organized his numerous toys on the shelf.



<https://www.k5learning.com/worksheets/grammar/grammar-worksheet-grade-3-adjectives-0.pdf>

Activity (3)

- You can tell the students that the adverb usually tells (how, when and where) the action happens.
- Remind that the adverb modifies the verb.
- Work in groups or in pairs.
- Give each group a card contains some sentences.
- Let the students to circle the verb and underline the adverb.
- Tell them that the fastest groups are the winner.
- Go through the students and take a look at their activities.
- Help those who need a hand but don't give the answers.
- Let the winner students read their answers loudly.
- **Time : 15 minutes**

Circle the verb the underlined adverb describes.
Write if the adverb tells how, when or where the action happens.

Adverbs tell how, when or where the action happens.

How 1. Ellie punched in the code confidently.

_____ 2. Felicia arrived late at the party.

_____ 3. Jamie lives near the park.

_____ 4. Kate finished her homework earlier than she planned.

_____ 5. Rob performed remarkably on stage.

_____ 6. The store seems farther than expected.

_____ 7. I hope the show starts soon.

_____ 8. Hopefully, they can come to the party.

_____ 9. Put the pot here, by the stove.

_____ 10. The man shook her hand firmly.

_____ 11. The dance will begin later than we thought.

_____ 12. We will walk there together.



<https://www.k5learning.com/free-grammar-worksheets/third-grade-3/adverbs/how-when-where>



- ❖ Grammar should not be taught in isolation away from context.
- ❖ When grammar is contextual within real life text , it will have a positive impact on students writing this can be done through working in cooperation and ,interacting with peers, and communicating through communicative grammar activities as games and you can implement catchy activities as games and natural context to provoke the student's enthusiasm , inters , and motivation , so grammar class are becoming enjoyable and task –oriented for student delight.



You can use the deductive approach:



PPP (presentation/Practice/productive) to teach communicative grammar .

- ❖ **Presentation** , in this stage you can present grammatical concept in meaningful context as building upstairs on board , using realia or flash cards and miming .

Practice:

- ❖ You can use activities as gap filling exercises, sentence transformation, picture, dictation, recording sentences can meet the new concept.

Production:

- ❖ As information gaps, problem solving, and board games are activities for your students to practice more freely on their own.

Example on that explanation the simple present

- ❖ Ask students a sense of concept questions to lead them to discover the function of the present tense and the structure as well

I go to school by bus every day

Question :

1. When does this happen? **Past present future ?**
2. How do you know?
3. How is the form of the verb?

He goes to school by bus every day

4. Compare between the verbs in both sentences
5. What is the pronoun used in each sentence(give the other pronouns usage)
6. Skim the reading text again to find more examples .
7. Conclude the concept, form, and key words for simple present tense.

Practice:

- ❖ Now prepare cards with words on them and ask the students to form sentences using simple present tenses.
- ❖ Student will work in pairs . the pairs will pass on their cards to the next pair after 1 min. students will look at the cards and work in pairs to form the sentence before it's time to get the new cards .

1. Every day /study /students
2. Usually / rami /swim
3. Always / the baby/ cries
4. Often /my sister/ sing
5. Sometimes / the player/run

Production

- ❖ Ask your students to create a poster.
- ❖ Encourage your students to work individually or in groups and you may show them one or two sample posters.
- ❖ Ask students to introduce at least 2 images and the sentence in simple present at least 3 times.
- ❖ Ask them to make posters about nature, animals, daily habits, etc...
- ❖ They may add pictures to the poster or even draw one with their own sentence under and written with their grammatical concept taught.(simple present tense)
- ❖ When students struggle with some words help them to achieve their task.
- ❖ Ask your students to display their posters around the classroom.
- ❖ You may ask them to use the sentences written in the poster and collect them in a paragraph from notebook.

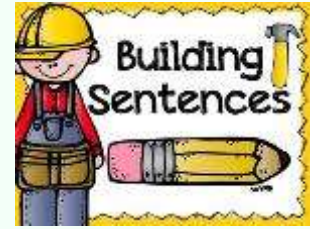
Activity scavenger hunt

- ❖ To help student identify grammar skills in writing ask them to go on a scavenger hunt for specific concepts.
- ❖ divide students into groups
- ❖ Ask students to look through the text from their reading textbook to find sentences with adjectives (they have taken this concept before)
- ❖ Set a timer and give each group who find an example a point.
- ❖ Now let students work individually, write another paragraph on the board and ask each to write the examples they find in the paragraph.
- ❖ The last sentence is the missing in the paragraph ask each to add his own sentence, or to rearranging scrambled words in the last sentence and then write their own sentence.
- ❖ **Time : 15 minutes**



Simple sentence

- ❖ This is the foundational skill for writing a very simple sentence.
- ❖ Be sure that they understand that any sentence begins with capital letter and ends with a period.
- ❖ In order to let your students, build more complex sentences , you have to start teaching basic structure:



Subject and predicate :

- ❖ Keep it simple at the beginning, let your student create a simple sentence with one verb and one noun.
- ❖ You may cut many nouns and verbs from a sheet list and ask them to model how to put the nouns and verbs together to form a sentence silly sentence to enjoy and attract them.
- ❖ Tell them that their sentences are made up of two parts :
- ❖ Subject (noun phrase) and predicate (verb phrase) that show "who and what did the who do".
- ❖ Give more examples and let your students pause between the subject and the predicate by understanding and building these skills, students will be better able grasp more complex sentences to grow as good writers.



Activity 1

- ❖ Identifying writing a simple sentence
- ❖ Build a sentence card game
- ❖ Students take turns picking up and putting down cards until they can build a sentence that is grammatically correct and make sense.
- ❖ The students practice and practice, until each could build three sentences.
- ❖ Watch the video for more explanation.

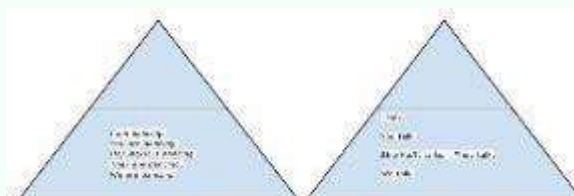
<https://www.teachstarter.com/us/blog/20-grammar-activities-to-use-in-the-classroom-us/>



Activity 2:

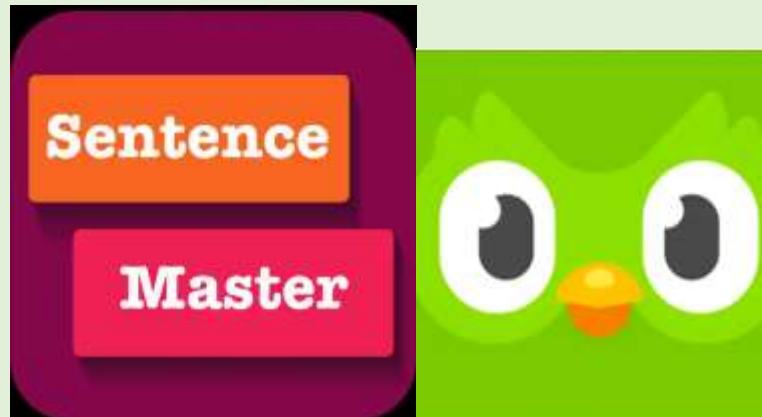
Conjugation sentence pyramid

- ✓ This activity is to transfer verb conjugation or any other concept into their own sentences.
- ✓ Draw a pyramid on either side of the board and break in to many blocks as shown in the picture.



- ✓ If you want to go ten rounds, for ten students, draw 10 blocks in each pyramid.
- ✓ Give your students a verb and a person (first person singular and second person plural) and they will have to run to the board after they conjugate the verb, into each tense and form their own simple sentence. On concerning a specific topic, you choose before as: picnic, party Then one of them has to write the sentence in the pyramid block and win a point
- ✓ Try to help if student struggle.
- ✓ The first team with enough blocks to build their whole pyramid wins and they have to help the other team.

Application for learning building sentence



Activity 2

Roll and write sentences

- ✓ This activity allows students to practice writing simple sentences
- ✓ on a range of engaging topics.
- ✓ Ask students to roll the dice.
- ✓ Match the number rolled with corresponding row on the chart.
- ✓ Ask your students to write simple sentence about the topic it lands on .
- ✓ You may help with noun or the verb words for those who struggle continue the process by rolling the die
- ✓ And writing the correct type of sentence for each roll about the topics it land on
- ✓ Ask your students to read the sentences as a complete crazy paragraph.
- ✓ Ask your students to add durability, punctuation, and correct capitalization.
- ✓ Hang the paragraph sheet on the classroom wall waiting more additional ones.
- ✓ **Time : 15 minutes**



Tips for Teachers

- ✓ There is no greater motivation than learning grammatical knowledge while inserting it in the students communicative skill.
- ✓ In this way you don't teach the theory, but you implement the acquired knowledge that will appear correctly ,and obviously in the student's writing
- ✓ Play with your students game and your wish comes true.
- ✓ Do you wish they could remember the grammar started to teach one year ago?
- ✓ The EFL grammar games will make your students far from forgetting them.







Tips for Parents:

- ✓ Create a poster with your student holiday nouns and verbs.
- ✓ tell her / him that we have to write on the poster each day the morning sentence and the evening sentence.
- ✓ Make to column(one for morning and one for evening)
- ✓ Use an attractive title to encourage him/ her : "My Little Writer"



Worksheets

Scrambled sentences

NAME _____	DATE _____
Food - Likes and Dislikes	
SENTENCE JUMBLE	
Put the words in the correct order to make a sentence.	
	(like / I / tomato / soup / .) _____
	(some / want / I / chocolate / .) _____
	(don't / I / hamburgers / like / .) _____
	(love / I / sandwiches / .) _____
	(like / I / hotdogs / .) _____
	(my / Apples / are / favorite / fruit / .) _____
	(hate / cheese / I / really / !) _____
	(like / I / bread / white / .) _____



Describe the picture

Work in pairs

Put tick (✓) mark on the circle beside the sentence that best describes each picture.



- ☐ The small boy is wearing a small shirt.
- ☐ The small boy is wearing a big shirt.
- ☐ The big boy is wearing a torn shirt.



- ☐ A green leaf is pear-shaped.
- ☐ An orange leaf is heart-shaped.
- ☐ A yellow leaf is heart-shaped.



- ☐ A happy boy is running with an excited dog.
- ☐ A happy boy is sitting with a black dog.
- ☐ A happy boy is dancing with two dogs.



- ☐ A cute boy is painting with green paint.
- ☐ A cute girl is painting with blue paint.
- ☐ A cute boy is painting with red paint.

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Match the pictures with the correct actions.
Write the correct number under the picture.



3



2



4



6



1



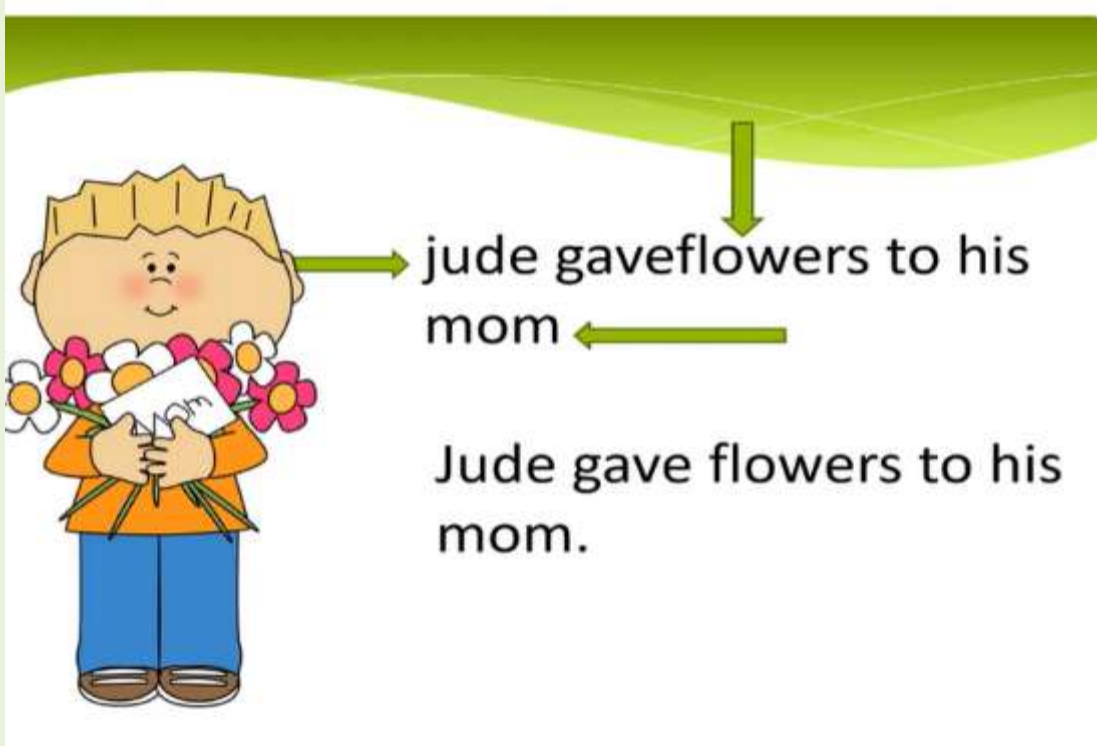
5

1. The kids are painting.
2. Ralph rides the bicycle.
3. Richard is skiing.
4. The bunny hops along.
5. Peter likes decorating the pumpkin.
6. Harry is building a snowman.

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Watching useful videos





GRAMMAR CHART

Some Special Plural Nouns	
Singular	Plural
<ul style="list-style-type: none"> • child • deer • fish • foot • goose • knife • leaf • man • mouse • octopus • person • sheep • tooth • wife • wolf • woman 	<ul style="list-style-type: none"> • children • deer • fish* • feet • geese • knives • leaves • men • mice • octopi • people • sheep • teeth • wives • wolves • women

* Both 'fish' and 'fishes' are correct (scientists sometimes talk about different species of *fishes*), although *fish* is more commonly used.

You can scan the QRs for more resources.



a/an, the

1. I have got ____ dog. ____ dog is black.



2. ____ sun is yellow.



3. This is ____ apple. ____ apple is red.



4. ____ sky is blue.



5. ____ sea is great.

6. This is ____ schoolbag. ____ schoolbag is purple.

7. I can see ____ koala.

8. There is ____ owl in my garden. ____ owl is fat.



9. ____ kangaroo is ____ animal. It is ____ tall animal.

10. Captain Cook has got ____ ship. ____ ship is big.



Arrange the words and phrases and write sentences.

21.



I have

bag.

a blue

22.

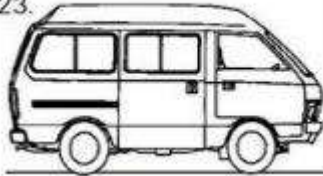


Adam loves

football.

to play

23.



green.

is

The van

24.

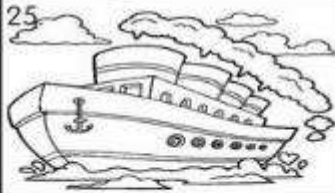


toys.

These are

my

25.



The ship

big.

is

<https://i.pinimg.com/originals/e2/7e/f4/e27ef44dd4839dfc76ecc7ec17d4291c.jpg>



MAKE A SENTENCE

Look at each picture. Make a sentence about the picture.



<https://www.liveworksheets.com/af853812ri>



Build a Sentence Letter Xx



We see the ox.



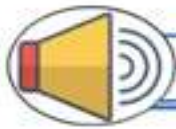
--	--	--	--

see

We

ox.

the



We see the fox.



--	--	--	--

see

the

fox.

We



Theoretical background on Grammar

- ✓ Grammar has a fundamental role in achieving communicative, competence, which refer to the ability to interpret information express, oneself, negotiate meaning, and write expressively.
- ✓ So, when teaching grammar, rules will be easier and more effective when teaching them in context.
- ✓ This will lead to the top accuracy of the communicative language, and it also shows how language works in sentences and leads to understand, form, and write organized words meaningfully in an accurate pattern.
- ✓ So, the need of grammar study is important to make speech and writing meaningful, and to elicit students confusion about the usage of "who" and "whom", the matching of nouns with their verbs, the choosing of pronouns reference the comparison of degree of adjectives.

<http://e-fit-nus.edu.sg,wongcy>

Resources

- ✓ <https://vivaphonics.com/how-to-teach-sentence-writing/#:~:text=Talk%20about%20what%20each%20phrase,into%20its%20two%20main%20parts>
- ✓ <https://www.teachstarter.com/us/blog/20-grammar-activities-to-use-in-the-classroom-us/>
- ✓ <https://www.fluentu.com/blog/educator-english/EFL-grammar-games/>
- ✓ <https://EFL-lesson-plans.ontesol.com/tesol-lesson-plan-teaching-present-progressive-with-authentic-material/>
- ✓ <https://www.fluentu.com/blog/educator/communicative-language-teaching-activities/>
- ✓ <https://www.readingandwritinghaven.com/grammar-games-for-the-classroom.>
- ✓ https://www.google.com/search?xsrf=APq-WBuhSslgqD46tixX4x7ptWctSzogcg:1647599742997&source=univ&tbm=isch&q=describing+pictures+in+english+3rd+grade+to+use+grammatical+rules&fir=URKkho-KnrHlrM%252CKUvRdwFUMizKRM%252C_%253BD5z34RBeCpXjtM%252CQPSVvDumzDYj2M%252C_%253B6VAOM4A4mab__M%252CRdF04_AUIYVVoM%252C_%253B691zD1fm9gk4PM%252CYMuJDeSnNsA6oM%252C_%253B0JqRsWG44UzA3M%252CNypM5ZkPbMCPAM%252C_%253BBJdADaej5lIEaM%252Cl003h3n3On_iQM%252C_%253BXaltNU4pZWEa1M%252CqAzCyGPbRk1OUM%252C_%253B_Oq2tbw7WtCttM%252CqAzCyGPbRk1OUM%252C_%253Br

- ✓ https://www.google.com/search?q=give+me+erasers+and+books&tbm=isch&ved=2ahUKEwjCi9u6m9D2AhUPcxQKHZO3A-MQ2-cCegQIABAA&oq=give+me+erasers+and+books&gs_lcp=CgNpbWcQAz oHCCMQ7wMQJ1DzA1jzA2D3CGgAcAB4AIABtAGIAdcCkgEDMC4y mAEAoAEBqgELZ3dzLXdpei1pbWfAAQE&sclient=img&ei=ScU0YoL DBo_mUZPvjpgO&bih=648&biw=1509&hl=ar#imgrc=4d9y-gaObfj5UM
- ✓ <https://www.youtube.com/watch?v=gSQLMmHZCgY>
- ✓ <https://www.k5learning.com/worksheets/grammar/grade-3-sentences-fragments-a.pdf>
- ✓ <https://www.k5learning.com/worksheets/grammar/grade-3-sentences-fragments-b.pdf>
- ✓ <https://www.k5learning.com/worksheets/grammar/grammar-worksheet-grade-3-adjectives-0.pdf>
- ✓ <https://www.k5learning.com/free-grammar-worksheets/third-grade-3/adverbs/how-when-where>
- ✓ <https://www.k5learning.com/free-grammar-worksheets/sentences>
- ✓ https://www.google.com/search?q=scrambled+sentences&sxsrf=APq-WBv43BUHvxHBn0KnO2wpcezXJxYftQ:1647641151908&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjIms7M1dD2AhURR_EDHSWdCIgQ_AUoAXoECAEQAw&biw=1526&bih=648&dpr=1.25
- ✓ <https://www.turtlediary.com/worksheet/sentence-describing-pictures.html>
- ✓ https://www.google.com/search?q=describe+the+picture&tbm=isch&chips=q:describe+the+picture,online_chips:worksheet:MsPnjw-tJdk%3D&hl=ar&sa=X&ved=2ahUKEwi23o-I1tD2AhUkiYsKHVsCDbEQ4lYoAXoECAEQIA&biw=1509&bih=648#imgrc=De2HARLOKRrawNM
- ✓ https://www.EFLprintables.com/grammar_worksheets/nouns/singular_and_plural/SINGULAR_AND_PLURAL_NOUNS_B_W_624788/
- ✓ <https://www.usingenglish.com/teachers/articles/how-to-teach-possessive-adjectives.html>
- ✓ <https://busyteacher.org/23600-possessive-adjectives-5-games-practice.html>
- ✓ <https://busyteacher.org/13962-how-to-teach-prepositions-of-location-7-super.html>
- ✓ <https://www.britishcouncil.org/voices-magazine/five-fun-activities-prepositions>

Topic Two :Spelling and Mechanics

Indicators of the Difficulty

- ❖ Refugee students have difficulties in categorizing words which contain soft and hard "C".
- ❖ Refugee students have difficulties in putting events in the correct sequence in a story.
- ❖ Refugee students have difficulties in spelling words.
- ❖ Refugee students have difficulties in spelling words related to syllable division.
- ❖ Refugee students have difficulties in adding suffix "ly" to appropriate words in a text.
- ❖ Refugee students have difficulties in applying correct punctuation marks and capitalization.
- ❖ Refugee students have difficulties in applying paragraph indentation and leaving spaces between words.

Learning Outcomes

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

- ❖ Categorize words which contain soft and hard "C"
- ❖ Add suffix "ly" to appropriate words in a text.
- ❖ Differentiate between adjectives and adverbs.
- ❖ Put events in their correct sequence in a story.
- ❖ Fill in the missing details or ending.
- ❖ Divide words into syllables and spell them correctly.
- ❖ Integrate pronunciation of syllable words with writing (spelling).
- ❖ Apply correct punctuation marks and capitalization.
- ❖ Identify interactive writing of sentences by using different ending marks(period , comma, question mark, exclamation mark).
- ❖ Recognize different types of sentences (affirmative , interrogative, imperative, exclamatory)
- ❖ Apply paragraph indentation and leave spaces between sentence words.
- ❖ Integrate writing with punctuation into writing with expression.
- ❖ Develop students writing skills through mechanics usage and spelling correction.
- ❖ Cooperate and collaborate to learn and fill gaps without losing confidence.

Learning Resources

Paper Resources:

- Student's book
- Picture (poster)
- Hand out

Electronic Resources:

- YouTube video
- Computer
- Websites- Mobile app .

Visual resources:

- Realia
- Flashcards
- Visual aids - Audio Aids

Additional Resources:

- Common classroom material

Intervention Strategies:

- Game Technique



- E- learning strategy (audio /visuals)



- Mobile Based Learning (Mobile apps) such as:



Educational App Store
Supporting the digital wellbeing of children

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



Cooperation strategy



A discovery or inductive approach



Procedures of the Topic

- ❖ Recognize student'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 soft and hard "C" sorting words

- Write a list of words with hard and soft "c" and prepare cards with pictures for these words.
- Ask students to sort them in two columns : soft "c"(s) and hard "c" (k)
- Ask students to come to the board and write the name of each picture in its related column (soft c),hard c)
- Count the correct words



Second Method:

Identifying suffix "ly" Scavenger Hunt

- Write questions related to suffixes "ly" on cards :I am happy .I act....?
- Ask each student to start at a different card.
- They will answer the question and then they will go to the suffixes scavenger hunt boxes to write the word with the suffix correctly in its numbered box.

- Students must continue answering all the cards and finish writing the words with suffixes correctly.
- If not, count the number of wrong words written, and discover the students' difficulty.

KIDS

The Suffix -ly

Check the word that finishes the sentence.



The turtle moves...

kindly
slowly
coldly

☐
☐
☐



I yell...

loudly
exactly
really

☐
☐
☐



The rabbit runs...

brightly
quickly
warmly

☐
☐
☐



We cross the street...

madly
safely
poorly

☐
☐
☐



An eagle flies...

warmly
badly
quietly

☐
☐
☐

Can make worksheet at www.edmentum.com

Third method :

Sequence in a story.

Picture Cards Sequence

- Read a short story to the students with pictures that represent the events in the story .
- Then cut out these pictures and use them as picture cards.
- Ask you students to put the picture cards in sequential order .
- Then ask them to arrange the sentences that were randomly ordered on the board and write them in their correct order according to the picture cards arrangement (in sequence).
- They may wish to make their own cards to tell a story , and then trade the cards with a friend to see if they can figure out what the sequence of the story is supposed to be and can write it down .



<https://pin.it/2u7JV12>



Fourth method :

Spelling Ball

- Prepare a list of spelling words related to the reading text .
- Ask students to stand together in a circle with a ball.
- Call out a word from the list you have.
- Toss the ball to another student , and have that student spell out the word, and so on .
- If the word isn't spelled correctly, then whoever has the ball tosses it to another student who will try to spell it .
- Count the words that are spelled wrongly.



Fifth method

Syllable Division .

Spelling Stair Step

- Prepare a list of syllable words for spelling (hap/py. Cont. /rol. Won/der/ful).
- Give your students a piece of chalk to write on the stair steps.
- Call out the word from the list and ask your students to write the words as they go down the stairs adding one syllable at a time.
- Check all the words written and cross the wrong words in your list to recognize student difficulty.

Sixth method:

Correct Punctuation and Capitalization.

- ❖ Write sentences on the board with missing nouns and punctuation marks.
- ❖ Distribute items such as pictures all around the classroom.
- ❖ Read each sentence and stop on the blank after telling the word that must be filled in.
- ❖ Ask your student to look for the picture card of the word and see if the word should be capitalized when written.
- ❖ After writing the word ask your students to punctuate the sentence.
- ❖ Count the word capitalized and sentences punctuated correctly.

1. is living inwith his

2.brother.....lives in.....

3.has three..... and.....and two.....will come toin.....its amazing to meet each other again

ahmad	syria	his	sister	rami	brother	londen	he	wow
yehya	ayham	october	they	family				

Seventh method

Indentation and Word Spaces :

- ❖ Prepare a three line paragraph dictation with your students from their textbook .
- ❖ Review writing the spelling words in this paragraph to be sure that they can write it correctly.
- ❖ Dictate the paragraph to your students.
- ❖ Check the indentation at the beginning of the paragraph and the word spaces.
- ❖ Suggested dictation:

Jumping rope is fun! One person can jump with a short rope. If you have long rope ,two people can swing the rope , one person can jump inside.

Remediation Techniques

- Third graders are well acquainted with all the letter sound throughout words & sentences. Words with soft and hard "c" are used in their writing daily.
- Understanding it well reduces comprehension and spelling complexities. In order to teach your student soft "c" and hard "c", use these fascinating ways:
- Make them realize that the soft 'c' sound is 's' (and not typical(c)) and the hard "c" sound is "k"
- Indicate some words that have similar sounds.
- Write down some words and ask the student if it is a soft or a hard "c" tune word. (Cargo, city, cake, cross, cedar etc...)
- Make them look for such words in their textbook.
- Use simple rhymes or watch small videos with them on words with soft or hard "C" Sound.

<https://www.onlinemathlearning.com/soft-c.html>

- Make the lesson short and simple using games.
- Give them examples about soft "c" word to conclude the rule that The "C" makes a soft(s) sound when it is followed by the letters I , e, or y if it is any other letter, the "c" marks the /k/sound (hard c).

Word sorting activities are perfect for introducing and practicing.

Soft C Words

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

cent	city	bouncy
face	circle	fancy
ice	circus	mercy
mice	pencil	spicy

Activity1

Soft 'c ' and Hard ' c '

Sorting and Writing

- ❖ Prepare picture sorting pages for hard and soft c
- ❖ Divide the class into 2 teams, one team will sort the pictures and the other will write the words related to the words " c " sound column
- ❖ Ask the first team to cut the picture out, sort the words pictures out (they may have the words for added support) glue them down on a page with two "c" sound columns.
- ❖ The other student will take the word and write it on the board in the column related to it.
- ❖ Ask your student to tell what they notice about words that have a hard "c" or soft "c" to emphasize the rule.
- ❖ Sorting worksheet will help a lot in this issue.
- ❖ Time : 15 minutes












<https://www.liveworksheets.com/bq380219qs>



<https://www.maketaketeach.com/product-category/advanced-phonics/hard-soft-cg/>

Name: _____

Match the hard and soft c words in the correct spot. 🔊

Soft C Sound /s/		Hard C Sound /k/	
			
			
			
			


LIVEWORKSHEETS

Worksheet:

Hard and Soft Activity #2

Write numbers 1-10 on a paper or any notebook. Write on top the title of the task. Look at each picture and identify if the objects are soft or hard. Write uppercase S for soft and H for hard.

1 helmet	<div>H</div> <div>S</div>	6 bread	<div>H</div> <div>S</div>
2 cotton	<div>H</div> <div>S</div>	7 teddy bear	<div>H</div> <div>S</div>
3 rock	<div>H</div> <div>S</div>	8 apple	<div>H</div> <div>S</div>
4 pillow	<div>H</div> <div>S</div>	9 marshmallow	<div>H</div> <div>S</div>
5 table	<div>H</div> <div>S</div>	10 pencil	<div>H</div> <div>S</div>



Finish!!

<https://www.liveworksheets.com/pq2852405qp>



Read the clue. Write a word from the box that matches the clue.



call	face	gym	judge
card	game	hug	race
center	gift	huge	tag

1. a present
2. a sport or contest
3. a running contest
4. part of the head
5. a label or ticket
6. to say in a loud way
7. the middle
8. a person who decides
9. it comes in the mail
10. to put your arms around
11. a place to play a game
12. very, very big

Write the letters from the boxes to find out what the award winners ate at the party.

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



Activity2: Stand up – Sit Down

- Prepare flashcards with soft and hard "c" words.
- Ask students to stand up if the word is with soft "c" and clap with hands one time. If the word is with hard "c" they have to stand up and clap twice .After clapping the student must write the word in the column related to on the board and tell why it is soft or hard "c" sound
- For more practice, let them give words of their own that have soft or hard "c" sound to add in the columns.
- The strategy with its activities could be applied on "g" sound also.
- **Time : 10 minutes**

Identifying Suffix

- A suffix is an ending that attaches to the last letter of a word and it shows that this word is changing meaning. “ly” is a suffix that changes nouns into adverbs and show the way matter is acting.
- The spelling rule for **ly** is simple.

If the word ends with **-y** change the "**y**" to an "**I**" and add – **ly** as

happy becomes → happily

If the word ends with "**le**" we drop the **e** and add **y** :

terrible → terribly

If the word ends with a consonant just add **ly** :

friend becomes → friendly

- Through discovery or inductive approach, present a words on the board ending in e, consonant , le and y write the suffix **ly** on flashcards and practice with your students the way of linking it to the word root .
- Let your student conclude categorizing the words into the three main rules mentioned above and then play with them games, or practice.

Activity 1 : Suffix "ly" Gallery Walk

- ❖ To discuss suffix formation, we use gallery walk so all your students can share.
- ❖ Make a big poster with "ly" suffix for them .
- ❖ Give students about 6 minutes to walk around and add words that have this suffix.
- ❖ This is a snapshot on what your students already knew about suffix and how they worked (a lot of made up words)
- ❖ Explain the form and uses of this suffix, and review the words written on the poster as a class, discussing correct and incorrect answers.
- ❖ Check for the spelling of some special suffixes and discuss the rule with them.
- ❖ You may ask student to fill in the blank in sentences containing this suffix to check their understanding.
- ❖ **Time: 15 minutes**



Example :

1. That boys eats (greed) He eats a lot .
 2. I walk (Slow) not to let my dad wake up.
 3. It is an (easy)exercise you can solve it .
 4. I have to study (careful) for the text.
 5. Don't walk(quick), since it is raining (heavy), and weather changes (terrible)...
- You may ask them to write the collected words in sentences o their own.

Activity2 : Suffix PINGO

- Divide the class into two groups: one blue and one red.
- Prepare one large Bingo board game with base words and cards with the suffix -ly
- Ask students to match the suffix with a base on the board to make a word (happy - love –mental - crumble)
- If it is a real word, the blue team wins that square and color it blue. Their goal was to get 4 words in a row to win .
- For more challenge ask them to write the 4 words in sentences of their own.
- **Time: 10 minutes**

B	I	N	G	O
anxiously	quietly	foolishly	dangerously	lovely
bravely	FREE SPACE	suddenly	carefully	Advent
normally	correctly	Free!	smoothly	wrongly
sharply	badly	Christmas	separately	loudly
spitefully	finally	Jesus	proudly	softly

Tip for Teachers

- To help struggling students ,first play the game as a whole group, then put it in a center for small group time for more practice.

Sequence Events

- Teaching students how to sequence is an essential skill in writing. Sequencing is important because even the student's daily routine involves sequences events such as getting dressed or making a snack.
- Sequencing activities are especially beneficial when you incorporate visual aids.
- Using story board enables the students to visualize the activity and make connection pictures and the activity that need to be taking place.
- Story board are great sequence tools because they are made up of cells in row or column, which helps students keep ideas, details, and pictures in correct order .“Manipulating events whether on a computer or on paper form gives students a more concrete understanding of the event sequence.
- In order to let your students, understand the sequence of a story, read or even write his own story: The Beginning, The Middle, The End. Sequence board is typical to write that.
- They can use it as a graphic organizer to fill it with images. and then text the events.
- If your student are retelling a story, create the cells that you want the student to sequence ,and then print.
- Have the students cut the cells out and place them in random order.
- Have students paste or tape them in correct order on a separate sheet of paper.
- You may use the First Last story board to sequence a recipe for example.

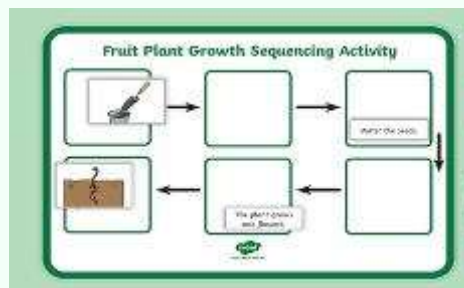


Tip:

- As students learn at different rates and in different ways, it's important to include differentiated content and opportunities in the classroom. Use visual aids since they are helpful in a story board template.

Activity: Scrambling and Ordering

- ❖ Divide students into two teams. Have each team line up on other side of the board.
- ❖ Write sentences in sequenced events on a sheet of paper:
 - Get some seeds and soil in a pot.
 - Put the seed in the soil.
 - Water the soil day after day.
 - The seed will pop up after a week.
 - It grows into a seedling with leaves.
 - After a month it grows into a plant.
- ❖ Write the sentences scrambled from the sheet in the middle of the board.
- ❖ Then when you say go have the first student from each line run up to the other side of the board and descramble the sentence.
- ❖ Write another scrambled sentence until you finish all the sentences
- ❖ The team who writes the sentences correct will help the team.
- ❖ Now ask them to cooperate in order to write correct sequence of the sentences.
- ❖ If students get confused, use a picture for the growth of a plant from a seed.



Activity :

Pizza Party

- ❖ Capture your student attention and reinforce the concept of sequencing by having to make your own pizza party.
- ❖ After cleaning their work surface, give each student a portion of pizza dough and single service of sauce, cheese and other topping that you line up on the counter.
- ❖ Ask student to create their own pizza recipe, but they need to write down each step of their pizza making process.
- ❖ As the pizza is baked, discuss the order in which they add their topping.
- ❖ Ask what will happen if they add sauce before the rolling out the dough, put cheese before the sauce, or bake the dough before adding topping.
- ❖ Collect their sentences in “a steps in process” writing.



Tips for Parents

- Teach your kids sequence through morning activities, weekend trips, recipes etc.....
- Discuss with him or her the sequence events of a real story they hear or read about and ask them to write the events or ideas in their correct order.

Noah's Ark

Color in the pictures and
sequence the story in the
correct order



Noah built an ark



Animals came in
two by two



The rain began to
fall



The waves were
very high



They drifted on
the sea



Noah sent a dove
from the ark



Name:

Spelling words

- You need your students to be good spellers, use strategies with these four main categories:

1. **Phonetic spelling strategy:** you have to be sure that third graders identify the individual sounds and know the phonograms as (b, r, u, sh) which will be the base to spell the word easily.
2. **Rule base spelling strategy:** check if third graders recognize that there are several possible spelling for the same sound.

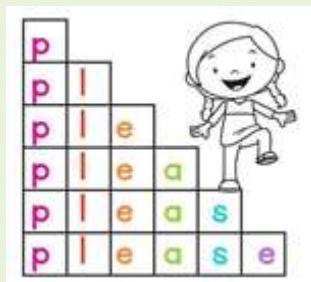
For example the sound of /j/ can be spelled **j** or **g** or **dge**, Help them write words like cedar or cake and then they will recognize that c could sound as /s/ or /k/

3. **Visual spelling strategies:** through extensive reading, third graders will improve their visual memory to spell the word several ways to see which way looks correct: Does the word look great? Word games will help your students build visual memory.
4. **Morphemic Spelling Strategies** are based on the knowledge of how the meaning of the word influences its spelling, for example adding prefixes and suffixes to the word root will help a lot : Happy → happily

There are many ways to teach your students who struggle spelling.

There are five most effective ways to improve spelling as well as their confidence to spell correctly.

- One of them is stair steps: write the word as if they are stairs, adding one letter at a time.



- Another one is using flash cards with spelling words on the front face and its definition on the back.
You read the definition for them and have them say the word out loud and spell or write it down.
- In addition to visual memorization way in which you show your students the word written on a piece of paper, explain for them how to visualize a word in their mind, have them close their eyes and picture the word, letter by letter, ask them to spell the word out loud, write it on the paper and then open their eyes to check if they are correct.

Activity :

Trace , Copy , Recall

- ❖ Fold three column on a piece of paper.
- ❖ Label one column Trace, the next Copy, and the last Recall.
- ❖ Write the word in the first column.
- ❖ Have your student trace the letters.
You may use rainbow colors to trace it many times for more struggling students.
- ❖ Next have him / her copy the word by looking at what's just written.
- ❖ Finally, have him/her fold (and hide) the first two column and recall the spelling on his own as he /she writes the word independently.
- ❖ Repeat for the next word with a quick revision for the previous memorized words.

Short O -Read, Trace, Copy, Recall

Directions: Read the Short O word. Trace, copy, and recall the word. Be sure you are saying the letters as you write them.

Read and Trace	Copy	Recall
box		
hot		
top		
hog		
cot		
mop		
job		
not		
fox		

Activity 2 : Scrambled Spelling

- ❖ Prepare alphabet blocks or fridge magnets
- ❖ Give your students a number of scrambled words (o- n- a - r- g-e) (l-h-c-l-r-n-e-d)
- ❖ Ask your students to unscramble the words within a time limit. You can use a sand timer for more challenge.
- ❖ Students will compete having fun.
- ❖ If your student doesn't know how to achieve this alone, make group or pairs to help each other and he / she will learn from her /his friend.
- ❖ You can make your own letters by writing them on a piece of paper instead of having alphabet blocks or magnet letters.
- ❖ **Time : 15 minutes**



Nature Word Scramble

Unscramble the words below to spell out nature related words.

Ex. SGARS DRBSI TFSEOR
GRASS _____

WFOREL TPANLS IECNSST

ESERT KSORC GENDRA

LAAIMNS MSORT SDCLUO

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NZ Essential Spelling Words

Lists 1-8

unscramble it

wlodu

would

ookt

took

meht

them

herot

onw

u k
i
d b
o c
t s
n
a
r f
g h

SCRAMBLED WORDS



NAME	<input type="text"/>	TEACHER	<input type="text"/>
CLASS	<input type="text"/>	DATE	<input type="text"/>

LETTER MIX-UP!

Unscramble the letters to spell the words correctly



shocol



tahcere



kpra



gdo

 LIVEWORKSHEETS

<https://www.liveworksheets.com/sz1590699ux>



Rearrange the letters in the correct order to make a word.



apesrg



lgeae



mudr



owlely



etef



ownd

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<https://www.turtlediary.com/worksheet/word-scramble.html>



Tips for Teachers

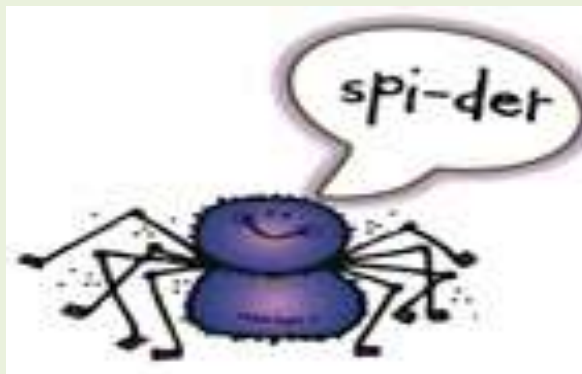
- The written form of English includes spelling pattern of five languages : **Old English, Old Norse, Norman, Classical Latin and Greek.**
- They are superimposed upon each one another. The result is that English spelling is highly irregular.

Tips for Parents

- Practice spelling with your students in a fun way during their free time .
- Play with them the ‘‘Spelling Train ‘’ read simple word aloud, and have your student write it down.
- Using the last letter in the word ask them to write another word beginning with the last letter.
- They can continue Spelling Train using the last letter of the word :
For example :

Tin → **N**ot → **T**ea → **A**pple → **E**at

Syllable Division Spelling

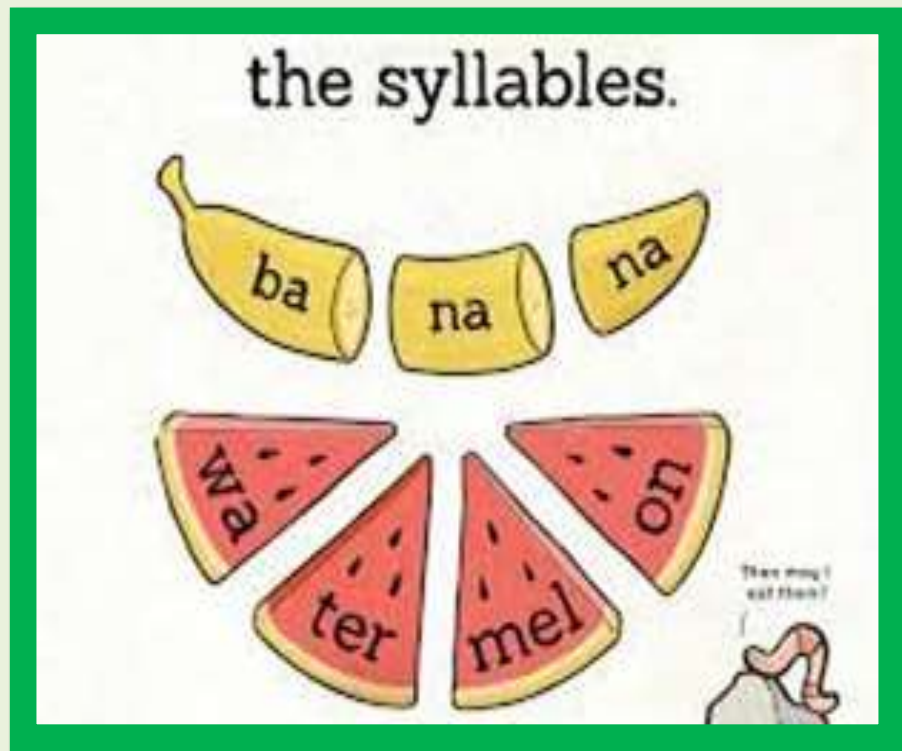


Understanding syllable is an important skill in decoding words in writing, for students could recognize that words have different sound parts, and the sound division of the word (syllable) will ease writing the words after reading it well.

- ❖ They will recognize that the word has syllables, each of which has one and only one vowel sound to improve their recognition ,you can

pronounce a two – syllable word, and ask your students to repeat it after you, counting how many times their chin touches their hands.

- ❖ Ask each student to repeat the word and count the syllables and then write these syllables on a sheet of paper.
- ❖ Another way to improve them is to pronounce the word and ask students to repeat it ,
- ❖ As they say the word they clap to match the number of syllables. Then write the word on the board, dividing them into syllables.
- ❖ Ask the students what the syllables have in common and elicit that they all have one vowel sound .
- ❖ As an assessment, provide student with a list of words and have them write the number of vowels, the number of vowel sound, and the number of syllables.



Activity : Marker Activity



- ❖ This activity is to show how to teach students to use a marker (i.e. token) to count syllables in order to write the word correctly .
- ❖ Provide each student with tokens and two or three horizontally connected boxes drawn on a sheet of paper.
- ❖ Say the word aloud for the students.
- ❖ They will place a token in each box from left to right as they hear each syllable in a word.
- ❖ Then they will write each syllable of the word on a note card.
- ❖ Now display the syllables cards in a jumbled order.
- ❖ Have students arrange the syllables to form the word and practice its spelling.
- ❖ **Time : 15 minutes**

Activity : Chunking Stair

- ❖ In this activity you teach your students to spell the word out in bits and break the word up into smaller parts. As:

In - ter -net
Be - cause
Wed - nes- day.

- ❖ Say the word, then ask your students to tap on the desk at each syllable.
- ❖ Then ask them to write the first syllable on a line.
- ❖ Say the word again, but now students have to write the first and the second syllable on the second line.
- ❖ Say the word another time , and now students have to write the three syllables on the third line .
- ❖ In this way students will practice writing words as if they are stairs adding one syllable at a time

In
Inter
Internet

- ❖ Follow this with the rest of syllable words.



Tips for Parents

- Play with your students "words within words" game to practice spelling. This is to find little words inside big words. It's just great! Remembering. The little words will help to remember the big words as :
 - ❖ Father → fat her
 - ❖ Forget → for get
 - ❖ Because → beca use
 - ❖ Friend → fri end

Punctuation

Punctuation gives shape to the student's sentences as well as , it clarifies the meaning of their writing. Look at the difference between :

Let's eat grandma.

Let's eat, grandma.



This comes down to one bitty punctuation mark.



- In order to teach them to punctuate with fun, write a story of four sentences on the board missing the punctuation marks.
- Then ask them to think, pair, and share to separate the four sentences with punctuation marks needed.
- You can introduce sentences of all types: (affirmative , interrogative , and exclamatory)
- Have fun with your students when teaching them how to punctuate by using games and activities rather than endless boring practicing.
- You can make mistakes when writing on the board for students love correcting teachers.
- Add in punctuation mistakes and see who spot them.
- Make finding errors a game with mistakes of comedy effect that change the meaning.
- Try to teach them how to edit their writing through swapping writing or looking at a peer's work.
- Use active learning through activities that get them moving around the room and having fun when looking for hidden punctuation and finding which mark is missed.

Punctuating Pizza



- Place three pizza punctuation cards per team in the central location between teams.
- Give each group 18 pepperoni cards (divided into 6 phrases that need period , 6 that need exclamation, and 6 that need question marks)
- Stack face down at the front of their line
- When you say “Go” the first player in each line will grab a pepperoni card and run to the other side of the room, and place card face up on the matching punctuation.
- Then they will run back to their group and tag the next person in line.
- The other player will follow the same turn.
- Player will continue until either group has put all their cards in the correct spots

Capitalization



- ❖ If you want to teach your students capitalization effectively, it's important to realize the effect of reinforcing the rules but not only going over it.
 - ❖ You have to provide students with several activities to help them master capitalization.
 - ❖ Repetition is the key in this kind of learning.
 - ❖ Ongoing reinforcement of capitalization skills can be achieved through many ways as: text editing capitalization, fun educational games as jeopardy, work sheets practice, etc....
 - ❖ You may write sentences, each including one of the 5 rules of capitalization and students will conclude the rule by themselves and practice to reinforce it.
1. **The man crossed the street helping the blind woman.**
➔ Rule: capitalize the first word in the sentence.
 2. **Sami lives in Damascus with his family.**
➔ Rule : capitalize names and proper nouns
 3. **I go to the market to buy items.**
➔ Rule : capitalize the pronoun I
 4. **July, August, and September are school's vacation.**
➔ Rule :capitalize Days and months
 5. **The Rabbit and the Tortoise**
➔ Rule : capitalize most words of the title
- You can write these rules on colorful flash cards and hang them on the classroom wall so students will remember.

Activity

- Write sentences that include capitalized words on cards on one face and points values related to the number of words capitalized on the other face.
- Divide the class into groups and give each group a buzzer or a bell.
- Put the cards with the sentences face down and points value up.
- Read the sentence on the first card, the first player to buzz or ring the bell gets to answer which word from the sentence should be capitalized.
- If the player is correct, hand him/her the card and he / she has to choose the next card.
- If they are not correct, describe the correct answer and keep the card. the player on their left gets to choose the next card.
- The player with the least points must have a break reviewing the rules on the walls, then repeat the game again until he/she recognizes capitalization fully.
- Now ask them to write their own sentences with some capital letter words, that you will highlight with them for more attraction. Discuss with them the rule for each word.



Stand up and Sit Down

Capitalization Game

- Prepare several sentences with proper nouns and other capitalized parts of speech
 1. **M**any cars are sold in **B**eirut in **J**anuary.
 2. "**S**yrain **H**abits" is the title of my book.
 3. **R**aja went with his friend **M**ohammad on a trip to **E**gypt last **M**onday.
- Read a sentence to the students.
- Repeat the sentence aloud slowly and have the students stand up the first time they hear a word that should be capitalized.
- The first student who stand up, has to go to the board and write the capital letter word on the board.
- If students get bored standing up and sitting down, you can choose different action for each sentence. Other actions include raising or lowering hands and opening or closing eyes.



- **Time : 15 minutes**

Indentation and Spaces Between Words



- Your third graders are constantly forgetting to indent when copying a paragraph or dictating it.
- No matter how many times you go over it, they forget, but you can help. You can put tape down, put a dot where you want them to start, tell them to push it in two fingers, show text where paragraphs are indented, and explain the reason behind it. You may give them a paragraph to edit once a day for two weeks and tell them they will get points to write it correctly.
- Tell them not to forget about their Buff...Big fat fingers (index and middle) when they are starting a new paragraph.
- Ask them to put their fingers against the left margin to create the space.
- Somehow the acronym helps .Draw on the buds of their fingers little smiley faces to enjoy indenting.

Activity 1:

- Use clothespins to make some sort of general announcement like "Don't forget if you need an "indented clip " feel free to borrow one "
- Ask them to clip this to the left side of their paper.
- Then when dictating them a paragraph, this will be a reminder to make the task of indenting glamorous.

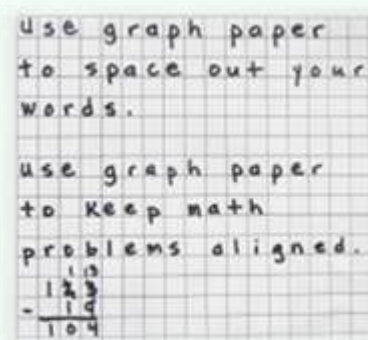
Spaces between Words

- ❖ Spacing in writing is important since if the sentences are written without spaces between words, no one would understand the writing task.

- ❖ There are different methods to teach students to put spacing in writing. Suggest placing sweets between words to a gap and then ask her to eat them as reward. him /
- ❖ Finger Spaces is another method. put to
- ❖ Students who are writing must be taught to their finger on the page between each words create the necessary spacing. finger spaces spaces
- ❖ There are various strategies to encourage spacing like modeling the use of finger through demonstrating the use of finger when writing on the board by placing index finger between words.
- ❖ Another way is finger space tools "as" robot finger spacers " instead of their fingers.



- You can provide your students with squared paper to begin with and ask them to leave one box open to encourage students to leave one box or square between each word. Enlarge the boxes if necessary.
- Using reminders and prompts in a fun way sticking them on the student's desks while writing. These are visual reminders.
- You may write sentences on the board without spaces and show that they can't read them, so this is why spacing is necessary.
- Ask them to re-write the words correctly with spaces afterwards and check whether they can understand what is written now or not.
- Use a video to help you make finger spaces tools with your students.



<https://youtu.be/YvZgOaZLkL4>

Activity

Sentences Cards on a Wash Line

This is a trickier way to allow student recognize that words have spaces between them in a sentence.

- ❖ Use folded cards with different colors
- ❖ On each piece of the cards of same color write words of a sentence. Each group of same card color will hold words of the same sentence.
- ❖ Ask your students to choose a color and collect all the word cards and then rearrange them to form a complete sentence.
- ❖ Ask each student to hang the folded cards of the same color for the arranged sentence on the washing line you have hung in the classroom.
- ❖ Show your students how each word is placed on its own.
- ❖ Ask the students to copy each card on his copy book the way it looks with spaces on the washing line.
- ❖ If your student didn't leave spaces between word, ask him/her to pretend that he is a kung-Fu Master ,then give him/her a move to try out (e.g. a block) and then get him/her to write the sentence whilst doing the move after each word .
- ❖ Example : "go and sit in your place silently".
- ❖ **Time : 15 minutes**



Tips for Teachers :

- Model how to do it every time you write something as an adult for a student.
- Students are watching, slowly model how to write a word, put your finger down, and write the next.
- Mention finger spaces every time you do them.
- Encourage and praise! if your student actually does something correctly , let him/her know how proud you are .
- Success breeds success.

Tips for Parents

- Work with your students and show their job to the . Let them feel how proud of them you are.
- This will raise their self-esteem and they will be confident to do their best to achieve more success to attract your pride.

Worksheets



Adverbs

1. Add ly to each word to make an adverb.

1. quiet__ 2. loud__ 3. quick__ 4. kind__
5. sad__ 6. slow__

2. Write the adverb for the picture:



quietly



3. Finish the sentence:



The boy ran _____.



The girl shouted _____.

Now, write your own sentence.



<https://www.liveworksheets.com/nv2597482vc>



suffix -ly

[add 'ly' to an adjective to make an **adverb**;
describes 'how' something is done]



1. Just add 'ly'

bold + **ly** = bold**ly**

brave + **ly** =

calm + **ly** =

clear + **ly** =

clever + **ly** =

dead + **ly** =

deep + **ly** =

exact + **ly** =

glad + **ly** =



Year 3 spellings DB2016

1

<https://images.app.goo.gl/WDJCNnEjkYEGa4FV9>

Letter order!

Words with the suffix -ly



____ LABYD

____ UICKLQY

____ EKLWYE

____ ILDAY

____ DASLY

____ DAGLYL

____ LYDPUOR

____ TSOFLY

____ UDLOLY

____ RAVEBYL

LIVEWORKSHEETS

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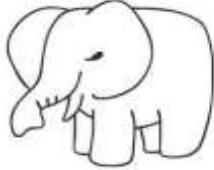





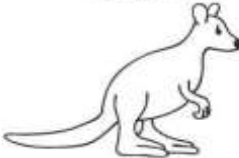
Two Syllable Words

Word	1st Syllable	2nd Syllable	3rd Syllable	Type it
paper	pa	per		paper
tumble				
chocolate				
river				
tadpole				
disturb				
doctor				
fabulous				
silver				
talcum				
onward				
untold				
admire				



How many syllables?

Say the name of each animal. How many syllables can you hear?
Circle the number of syllables for each animal.

<p>Walrus</p>  <p>1 2 3 4 5</p>	<p>Octopus</p>  <p>1 2 3 4 5</p>	<p>Cat</p>  <p>1 2 3 4 5</p>
<p>Alligator</p>  <p>1 2 3 4 5</p>	<p>Monkey</p>  <p>1 2 3 4 5</p>	<p>Elephant</p>  <p>1 2 3 4 5</p>
<p>Panda</p>  <p>1 2 3 4 5</p>	<p>Fox</p>  <p>1 2 3 4 5</p>	<p>Hippopotamus</p>  <p>1 2 3 4 5</p>
<p>Asparagus</p>  <p>1 2 3 4 5</p>	<p>Caterpillar</p>  <p>1 2 3 4 5</p>	<p>Kangaroo</p>  <p>1 2 3 4 5</p>

<http://cleverlearner.com/letter-sounds/word-syllables-worksheet.html>



Name _____

Date _____

How many syllables?

Color the picture. Read the word.
Color one circle for each syllable. Write the number of syllables.



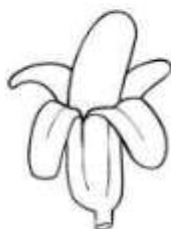
wagon



bus



umbrella



banana



armadillo



carrot



<http://cleverlearner.com/letter-sounds/word-syllables-worksheet.html>



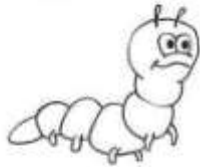
Name _____

Date _____

Syllables

Color the picture. Say the word.

Color one circle for each syllable. Write the number of syllables



caterpillar

○ ○ ○ ○ ○



strawberry

○ ○ ○ ○ ○



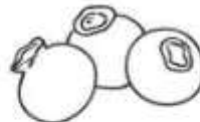
hammer

○ ○ ○ ○ ○



ladder

○ ○ ○ ○ ○



blueberry

○ ○ ○ ○ ○



bean

○ ○ ○ ○ ○



leaf

○ ○ ○ ○ ○



astronaut

○ ○ ○ ○ ○



alligator

○ ○ ○ ○ ○

<http://cleverlearner.com/letter-sounds/word-syllables-worksheet.html>



Types of Sentences

Select if the sentence is: Declarative, Interrogative, Exclamative or Imperative.

1. Please put my pencil on the desk. _____
2. I like to play outside. _____
3. How many squirrels do you see in the tree? _____
4. Do you know the Muffin Man? _____
5. I love pizza! _____
6. Please take out your folders. _____
7. My shoe is untied. _____
8. Happy Birthday, Dracula! _____
9. Minions are the color yellow. _____
10. Do not run in the hallway. _____

<https://www.liveworksheets.com/fu698485ee>



Punctuation Worksheet

Q. End the sentences with correct punctuation mark.

.	!	?
---	---	---

1. I am lucky
2. Kick the ball to me
3. What a cute kitten
4. How many apples are there
5. These flowers look pretty similar
6. The leader is calling you
7. Mom, why are you late
8. These bears are big
9. What connects these events
10. You have such a nice smile



Punctuation and Capitalization



Instructions: Rewrite each sentence writing the correct capital letters and punctuation marks. Include periods, commas, question marks, and quotation marks when needed.

1. what are you bringing to the picnic she asked her teacher
2. she shouted I don't care if i ever see you again
3. you're the finest thing i ever did see she told her new kitten
4. Karl asked his coach how late is chris going to be to the game
5. Mustang sally you better slow your mustang down he sang
6. i need you like a fish needs a bicycle she said as she stormed out of the room
7. he told her I wish you wouldn't say those hurtful things
8. I'm about three-fourths of the way done with my paper she told her teacher
9. i am studying the summer because i want to get smarter and give myself a better chance of success the child thought to himself

 **LIVEWORKSHEETS**

<https://www.liveworksheets.com/mu379232uh>



Types of sentences

Grade 1 Grammar Worksheet

Write D, Im, In, E beside each sentence.

4 types of sentences:

1. Declarative – a statement
2. Imperative – a command
3. Interrogative – a question
4. Exclamatory – expresses strong feelings

1) My teacher is nice. _____

2) Is my teacher nice? _____

3) Eat your vegetables. _____

4) Your teacher is nice! _____

5) The squirrels gather hazelnuts. _____

6) Do the squirrels gather hazelnuts? _____

7) Gather those hazelnuts. _____

8) The squirrels gather nuts! _____



Punctuation Worksheet

(Capitalize)

Rules :

- 1) The first word of every sentence.
- 2) Names of people, places, products, teams, and bands.
- 3) Days of the week, months of the year, and holidays.
- 4) Main words in the titles of books, stories, poems, and songs.

1. john is good at french.

2. on january 1st, the new year begins.

3. you are looking at the official liverpool fc website.

4. i got a dvd of 'mary poppins' for christmas.

5. every year on december 25, we celebrate christmas.



Reading Comprehension

Sequence Story

Making Your Bed

Read the sentences below. Write numbers 1 to 5 in the squares to put the pictures in order. Write the sentences on the lines in the right order.

☐

Cover the bed with a flat sheet.

☐

Place your teddy bear on the pillow.

☐

Put on the fitted sheet.

☐

Lay the pillow at the head.

☐

Tuck the sheet under the mattress.



1.

2.

3.

4.

5.



Name: _____

A Walk to Grandma's

Directions: Read the story below.
Write numbers to order the sentences correctly.



Last Saturday, Jean and her brother, Carl, walked to their Grandma's house. On the way, they stopped by the fruit store and bought an apple each, and ate them as they walked. While crossing through the park, Carl picked some wildflowers for Grandma. They hopped over a fence and left the park. Jean waved hello to Mr. Harps and helped him catch some newspaper the wind had caught. Finally, Jean and Carl arrived at Grandma's house. She came out and gave them both a big hug and a plate of cookies.

_____	Jean helped Mr. Harps catch some newspapers.
_____	Carl picked flowers for Grandma.
_____	Grandma gave the kids a hug and cookies.
_____	Carl and Jean bought and ate some apples.
_____	They hopped over a fence.
_____	Jean and her brother walked to see Grandma.

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<https://www.liveworksheets.com/fu1222011ef>



The Two "C" Sounds

The hard C sound:



cat

When it comes before
a, o, or u,
the **c** makes a **k** sound.

The soft C sound:



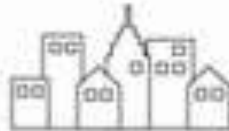
cent

When it comes before
i, e, or y,
the **c** makes an **s** sound.

Say the name of the picture aloud. Circle the words that begin with a hard **c** sound. Underline the words that begin with a soft **c** sound.



clock



city



car



candy



carrot



circle



camera



coat














celery



Name: _____

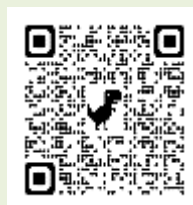
Match the hard and soft c words in the correct spot. 🔊

 Soft C Sound /s/	 Hard C Sound /k/

 clock 🔊	 city 🔊	 car 🔊
 candy 🔊	 carrot 🔊	 circle 🔊
 cereal 🔊	 camera 🔊	 celery 🔊

 LIVEWORKSHEETS

<https://www.liveworksheets.com/bq380219qs>



NAME	<input type="text"/>	TEACHER	<input type="text"/>
CLASS	<input type="text"/>	DATE	<input type="text"/>

LETTER MIX-UP!

Unscramble the letters to spell the words correctly



shocol



tahcere



kpra



gdo

 LIVEWORKSHEETS

<https://www.liveworksheets.com/sz1590699ux>



Theoretical Background on : Spelling and Mechanics

- ❖ The term mechanics in English language refers to all the technical rules that make up grammar and syntax.
- ❖ It covers aspects of language such as word order, punctuation, capitalization, and spelling.
- ❖ To convey meaning and maximize readability and as result correct writing process, it's important that correct punctuation is used. In addition to that correct capitalization with its clear and consistence rules will improve writing skills.
- ❖ Spelling is a crucial part of mechanics in the English language, especially as so many words in English are said the same, but spelled differently.
- ❖ Mastering this difficulty nowadays becomes possible with lots of strategies used.

Resources

- ❖ <https://www.splashlearn.com/ela/words-with-soft-c-games>
- ❖ <https://www.onlinemathlearning.com/soft-c.html>
- ❖ <https://thisreadingmama.com/no-prep-hard-soft-c-g-pages/>
- ❖ <https://www.teachstarter.com/au/blog/10-fun-spelling-activity-ideas-use-classroom/>
- ❖ <https://grammar.yourdictionary.com/for-teachers/capitalization-games.html>
- ❖ <https://www.teachstarter.com/us/blog/26-fun-punctuation-resources-and-activities/>
- ❖ <http://www.proteacher.net/discussions/showthread.php?t=493551>
- ❖ <https://earlyimpactlearning.com/how-to-teach-spacing-in-between-words-the-process/>
- ❖ <https://www.brighthubeducation.com/lesson-plans-grades-3-5/101433-mini-lessons-for-third-grade-with-syllable-activities/#:~:text=Seeing%20the%20Syllables,-Objectives%3A%20Students%20will&text=Learning%20Plan%3A%20Pronounce%20a%20word,the%20syllables%20have%20in%20common>
- ❖ <https://study.com/academy/popular/sequencing-activities-for-3rd-grade.html>
- ❖ <https://www.k5learning.com/blog/five-ways-teach-your-student-spell-words>
- ❖ <https://www.brighthubeducation.com/lesson-plans-grades-3-5/101433-mini-lessons-for-third-grade-with-syllable-activities/>
- ❖ <https://www.readingrockets.org/strategies/syllable>
- ❖ <https://grammar.yourdictionary.com/for-teachers/teaching-capitalization.html>
- ❖ <https://www.twinkl.co.uk/teaching-wiki/mechanics-in-the-english-language>
- ❖ <https://readingeggs.co.uk/articles/2016/05/19/homeschool-spelling->
- ❖ <https://theappliciousteacher.com/prefix-word-study/>
- ❖ <https://alyssateaches.com/prefix-and-suffix-activities/>
- ❖ <https://teachmama.com/fun-ways-to-learn-spelling-words/>
- ❖ <http://www.winefrides-rc-leics.sch.uk>

Topic Three : Vocabulary

Indicators of the Difficulty

- ❖ Refugee students have difficulties in remembering uncommon words.
- ❖ Refugee students have difficulties in using words for describing pictures.

Learning Outcomes

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

- ❖ Use word clusters to remember uncommon words.
- ❖ Use context to remember unfamiliar words.
- ❖ Use suitable words for describing pictures.

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 student's learning difficulty (Vocabulary)

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

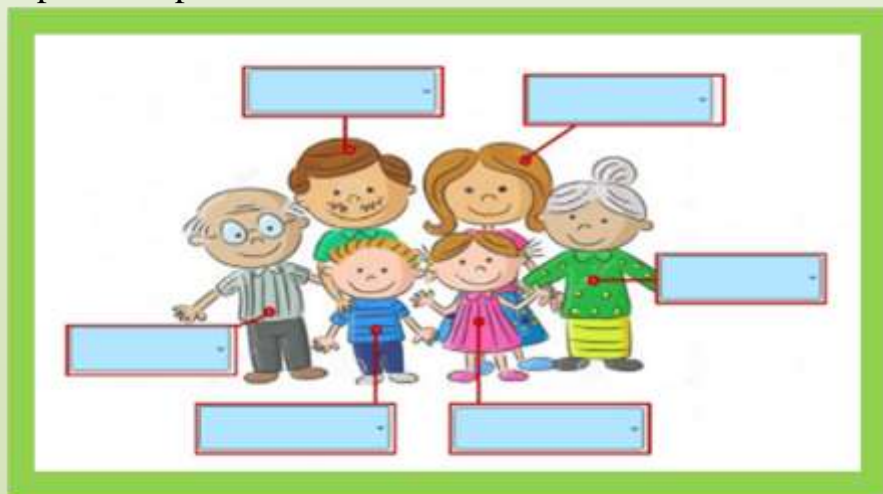
First Method

Remembering Uncommon Words

Vanishing Objects



- ❖ Place a number of objects (e.g. family – school subjects) in front of the students.
- ❖ Give them a few moments to memorize the objects and then tell them to close their eyes.
- ❖ Take away one of the objects and then tell the students to open their eyes again.
- ❖ Ask the students to guess this object and try to memorize the words related to it and complete the picture.









Second Method

Remembering Uncommon Words

Vocabulary Board Scramble.

- ❖ Write review vocabulary on the blackboard in a scramble here and there.
- ❖ Ask students to remember these words and unscramble the letters and write the word down.

		
rac	trina	albl
		
og-krat	bkie	teki

Food Scramble

Unscramble the letters, write the word down and connect to the correct Food element

	PEAPL	APPLE
	DLASA	
	AMTOTO	
	CHKEINC	
	RGEAON	
	AOCNB	
	OTOHGD	
	GGES	
	SBANAAN	
	SCOIEKO	

Third Method

Use suitable words for describing pictures

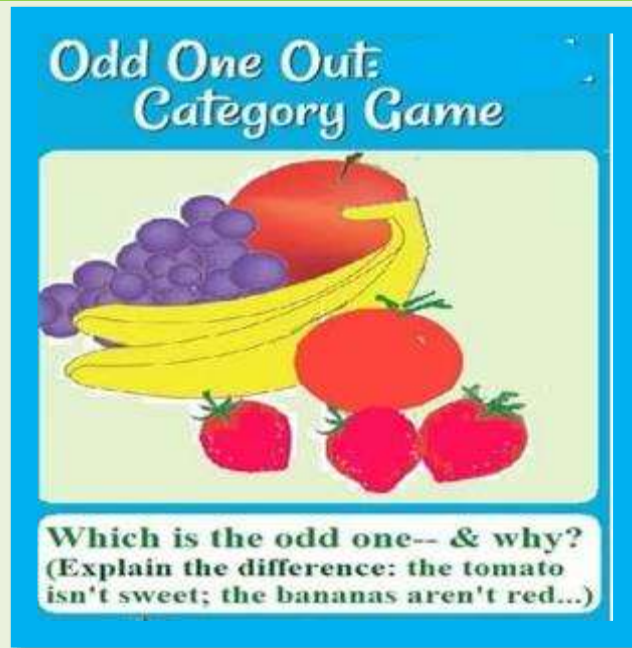


- ❖ Present a picture to your students.
- ❖ Divide the students into groups.
- ❖ Ask them to look at the pictures and write the words they know.
- ❖ Ask students to write the words in a list and discuss it with their groups.

Remediation Techniques

- ❖ Using games helps third grade students to remember words such as:

(1) Odd-One-Out



- ❖ This game aims at helping third grade students to remember words.
- ❖ Write three or four words on the board.
- ❖ Students must circle the odd-one-out (e.g. cat - horse - cake - bird).
- ❖ Pass out lists of four or five words per set with instructions to choose the word that is different: the "**odd one**".
- ❖ You can even encourage students to come up with their own odd-one-out words to write on the board , this works well in teams.
- ❖ Make sure you give each team a couple of minutes to think up their words before inviting them up to the board to write them down.
- ❖ Use worksheets to help students practice it (**worksheet 1-2-3-4-5**)
- ❖ **Time : 15 minutes**

(2) Apple Pass



- ❖ **This game aims at helping third grade students to remember words.**
- ❖ Have all students sit in a circle?
- ❖ Use a fake apple and toss it to one student.
- ❖ But you must say one English word as you pass.
- ❖ The student then throws to another student and says a different English word.
- ❖ If the student you threw it to drops it, he/she is out.
- ❖ And the game keeps going until you have one winner.
- ❖ It can be played with different categories, such as Food, Animals, Etc.
- ❖ **Time : 15 minutes**

Quiz Game: Banana Race



- ❖ It is basically a QUIZ game in which you (teachers) ask students questions (Target Vocabulary to check students' remembering the words they learnt) like:
- ❖ "What's this?"
- ❖ What fruit is red and round?
- ❖ What is your favorite school subject?"
- ❖ What is your father's job?
- ❖ Divide the class into small groups/teams if you have a large class.
- ❖ The teacher draws on the board a racetrack and each team or student will be a BANANA waiting at the Starting Line. They will approach the Goal line as they answer each question.
- ❖ Each right answer equals a step towards the Goal Line. The BANANA who arrives there first, WINS.
- ❖ **Time : 15 minutes**

Using mobile apps for overcoming any difficulties in using Vocabulary



- ❖ Free Odd one out game.
- ❖ Find the item which doesn't belong to the group, is different from the others and is not like the others.
- ❖ Free students game find the odd one out. The student needs to pick the symbol which is not like the others and does not belong to the category.
- ❖ The student needs to find out what the pictures have in common and find out which image is different from the other images.
- ❖ This odd one out game is free and fully functional. Game includes images from more than 15 categories.
- ❖ A student can play by himself.
- ❖ The game is excellent and educational.
- ❖ These students educational game enhances your student's cognitive, language and visual differentiation skills. The student learns and recognizes new objects names.

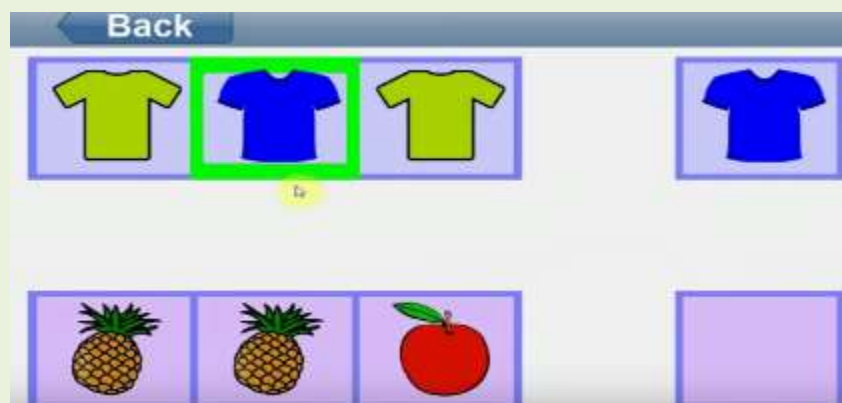
How to play?

- ❖ The game has two difficulty levels:



- ❖ Level 1 - All symbols are identical except for one. Pick the item which is different from the others.
- ❖ Level 2 - All symbols are from same category except for one. Find the item which does not belong to the family.
- ❖ After correcting answer a fun animation comes up.
- ❖ After few correct answers the games moves to next level with more cards.
- ❖ Write the name of this game on play store and then install it.
- ❖ Click on the following link and enjoy playing this game

<https://play.google.com/store/apps/details?id=com.weplaywelearn.different>



Tips

- ❖ You can use these apps to help you remember words such as :-



https://play.google.com/store/apps/details?id=ru.mokhin_tech.fourthextra



Odd One Out

Haolitek Educational Education

3+ ☆ Ages 8 & Under

📱 This app is available for all of your devices

🔖 Add to Wishlist

Install

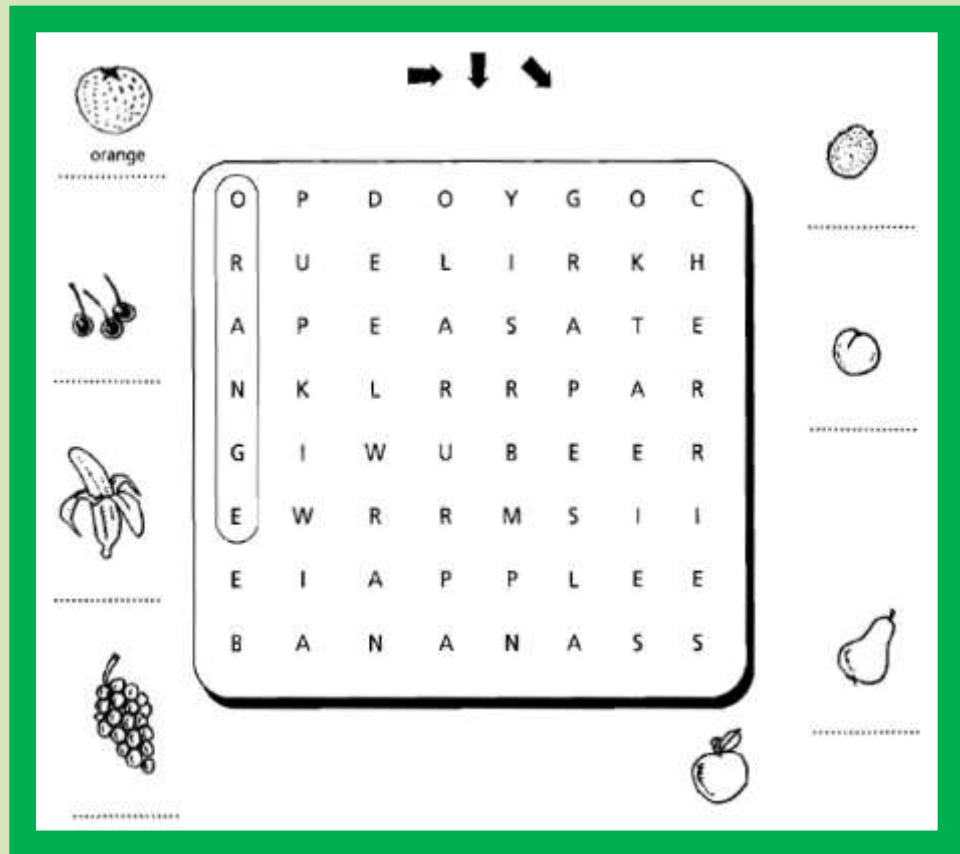


<https://play.google.com/store/apps/details?id=com.worldchip.bbpaw.logic.magiccube>

Fruity Fun!

Fruity Fun!

- ❖ Find the fruit in the grid.
- ❖ Write the correct name under each fruit.



What is your favourite fruit?

Using words for describing pictures

Using online games helps third grade students to use words for describing pictures such as:

- ❖ First write (**English Vocabulary Games**) on google store.
- ❖ Click on the following link:
https://play.google.com/store/apps/details?id=tienjoneey.com.english_vocabulary
- ❖ Download it and enjoy using it.



Overview

- ❖ This app will help you learn English Vocabulary with play games by pictures.
- ❖ Play games is the best way to learn and remember English Vocabulary.
- ❖ If you are looking for an app to learn English vocabulary.
- ❖ This app is an free app to help you learn English vocabulary with play game by pictures.

Activity (1):Describing People

The aim of the Activity :

- ❖ Learn and practice how to describe people's appearance and clothing.
- ❖ Use "verb to be" to describe height, body build and age.
- ❖ Use "have" and "has" to describe hair color , hair length and facial features.
- ❖ Use "wear" to talk about clothes.

Time : 15 minutes

Introduction

- ❖ This describing appearance lesson helps to teach students how to describe people's appearance and clothing.

Procedures:

- ❖ Give each student a copy of the picture.
- ❖ Students begin by learning how to use the verb 'to be' to describe height, body build and age.
- ❖ Ask students to brainstorm adjectives for height, body build and age.
- ❖ Then, have the students write short descriptions of the people in the pictures using the verb to be and adjectives, e.g. : **The girl is young and short.**

Example

Height , Body Build and Age

- ❖ When describing people , we use the verb (to be) to describe height , body build and age .



Examples

- ❖ I am tall and thin.
- ❖ He is fat.
- ❖ You are old and short.
- ❖ Mohammed is young.

Exercise

Write short descriptions of the people in the pictures below using the verb "to be" and the adjectives : tall , short , fat, thin, old, young.



- ❖ After that, students learn how to use "**have**" and "**has**" to describe hair color, hair length and facial features.
- ❖ Go through the example with the class. Then , draw some faces on the board and go through more examples , adding extra vocabulary as you go.

- ❖ In pairs , students then take it in turns to describe the people on the worksheets.
- ❖ Students then describe people from the worksheet using have and has.

Facial Features

- ❖ We use " **have**" and " **has**" to describe hair color , hair length and facial features.

Facial features are eyes , nose, hair , mouth , ears.



Example :

- ❖ She has long brown hair.
- ❖ She has blue eyes.
- ❖ She has a small nose.

Exercise

In pairs , take it in turns to describe the people below



- ❖ Next, students learn how to describe what someone is wearing and then they write about what they are wearing now and what they wore yesterday.

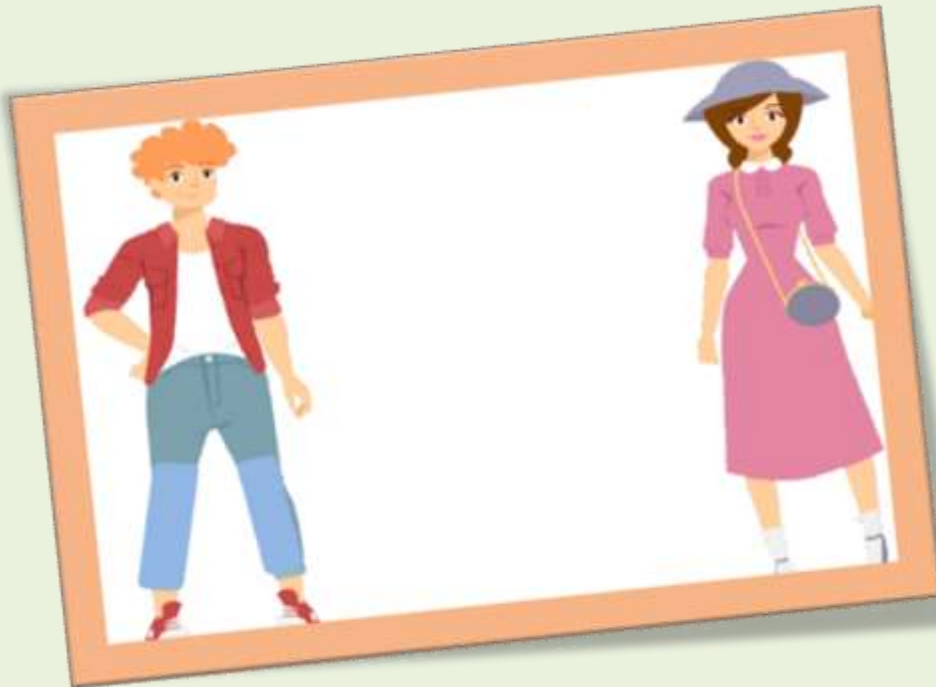
Clothes

- ❖ We use the verb "wear" to talk about the clothes someone has on.

Exercise

Complete the items of clothing can you add to the following list:

- T- shirt dress shirt -----
 - Jeans skirt shoes -----
- ❖ In pairs, describe these two people. Talk about what they look like and what they are wearing.



Worksheets

word search Animals

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



lizard



spider



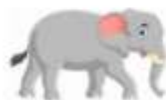
rabbit



dog



frog



elephant



rat



duck



bird



cat

Finish!!




<https://www.liveworksheets.com/ze1332555db>




(2)

Drag the answers to the correct boxes.

It's a pen.	It's a pencil.	It's a rubber.	It's a bag.	
It's a pencil case.	It's a book.	It's a ruler.	It's a desk.	It's a notebook.

 What's this? <input type="text"/>	 What's this? <input type="text"/>	 What's this? <input type="text"/>
 What's this? <input type="text"/>	 What's this? <input type="text"/>	 What's this? <input type="text"/>





 What's this? <input type="text"/>	 What's this? <input type="text"/>	 What's this? <input type="text"/>
---	---	---







<https://www.liveworksheets.com/oz1401877yx>



(3) Choose the correct word and write it under its picture

A Fireman	A doctor	A teacher	A dentist
An astronaut	A nurse	A chef	A farmer
A policeman	A pilot		



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

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











LIVEWORKSHEETS

<https://www.liveworksheets.com/ad2858756ys>













 **COLOURS AND NUMBERS** 

© WHAT COLOUR IS IT?

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

© HOW MANY BALLOONS?

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

<https://www.liveworksheets.com/ef62862ai>



Match the words with pictures and search the words in the table.

จับคู่คำศัพท์กับรูปภาพและหาคำศัพท์ในตาราง

heart rose card chocolate
gift cupid

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

<https://www.liveworksheets.com/cb2864321vc>



WILD ANIMALS

FIND THESE WORDS


 BIRD


 FISH


 TURTLE


 ELEPHANT


 CROCODILE


 GIRAFFE


 MONKEY


 SNAKE


 LION


 HIPPO

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

<https://www.liveworksheets.com/uq1173238tz>



Look at the pictures. Look at the letters. Write the words.

Example



b o o k

o k b o

Questions

1



s e d k

2



o d a r b

3



i h c a r

4



i c p n e l

5



e r e s a r

<https://www.liveworksheets.com/as2734871sr>



12

Who's got the red balloon?

Vocabulary

Look at the pictures and complete the words.



- 1 One c a t is sleeping.
- 2 There are four p .
- 3 The m are talking.



- 4 The c are in their classroom.
- 5 There are four b .
- 6 There are three g .

<https://www.liveworksheets.com/as2734871sr>



Resources

- ❖ <https://www.englishhints.com/odd-one-out.html>
- ❖ <https://www.EFLkidstuff.com/EFL-kids-games/vocabulary-games.htm>
- ❖ <https://www.teach-this.com/functional-activities-worksheets/describing-people-appearance>
- ❖ <https://www.liveworksheets.com/ef62862ai>
- ❖ <https://www.liveworksheets.com/ad2858756ys>
- ❖ <https://www.liveworksheets.com/oz1401877yx>
- ❖ https://www.liveworksheets.com/worksheets/en/English_language/Vocabulary/Animals_word_search_ze1332555db
- ❖ <https://www.liveworksheets.com/cb2864321vc>
- ❖ <https://www.liveworksheets.com/uq1173238tz>
- ❖ <https://www.liveworksheets.com/as2734871sr>

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)

PICTURE DESCRIPTION – AT THE PARK



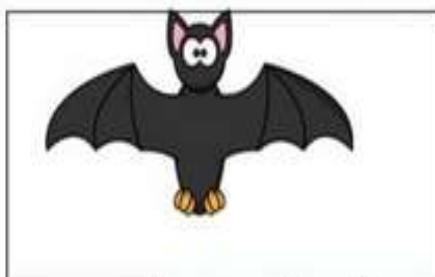
- Take a look at the above picture.
- Speak and tell 5-7 lines about this picture.

<https://www.liveworksheets.com/pi956473mg>



BEGINNING SOUND

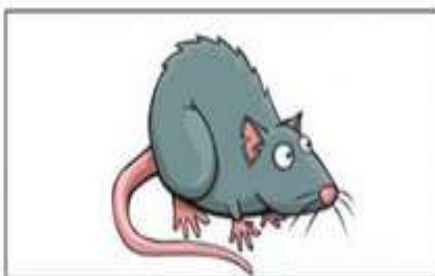
Write the beginning sound for each picture



	a	t
--	---	---



	a	n
--	---	---



	a	t
--	---	---



	e	t
--	---	---

<https://www.liveworksheets.com/ro1095379kt>





Reading Simple Stories !

at

Ram has a Cat



Ram has a big cat.
The cat has a red hat.
The cat sat on a mat.
It sat on a big mat.
Ram likes the cat.



Answer the questions and write the correct word.



Ram has a big _____ .



The cat has a _____ hat.



The cat sat on a _____ .



Ram like the _____ .

<https://www.liveworksheets.com/ys2450170as>



Choose

Phonics -ch, -sh



__ip

sh

ch



__ick

sh

ch



__eese

sh

ch



__ocolate

sh

ch



__eep

sh

ch



fi__

sh

ch



__oe

sh

ch



__air

sh

ch



__op

sh

ch

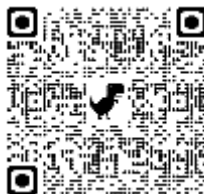
LIVEWORKSHEETS

join

		shop
		sheep
		chick
		shoe
		chocolate
		cheese
		chair
		ship
		fish

LIVEWORKSHEETS

<https://www.liveworksheets.com/kd1771581ou>



Fill the correct beginning sound of each picture.

a

b

c

		
<input type="text"/> ar	<input type="text"/> up	<input type="text"/> rrow
		
<input type="text"/> ap	<input type="text"/> ag	<input type="text"/> ook
		
<input type="text"/> nt	<input type="text"/> all	<input type="text"/> at

<https://www.liveworksheets.com/za1945547el>



LISTEN AND CHOOSE THE BEGINNING SOUND FOR EACH WORD

1



dr cl br tr

2



cr cl tr sl

3



tr br dr cl

4



cl pf sn fr

5



sp st sm br

6



pl sn sl cr

7



cr sn pl sl

8



br cr sn cl

COMPLETE THE WORDS

sp

cr

sn

pl

cr

dr

cl

br

1



___ay

2



___ayon

3



___ush

4



___ink

5



___ab

6



___oud

7



___oon

8



___ake

<https://www.liveworksheets.com/ot2501625eq>





MY DAILY ROUTINE

1. MATCH THE PICTOGRAMS WITH THE ROUTINES WITH ARROWS



I wash my hands



I walk with my dog



I make my bed



I clean the table



I comb my hair



I play with my friends



I get dressed



I wake up



I have a shower



I have breakfast



I have lunch



I have dinner

<https://www.liveworksheets.com/pb668443fx>



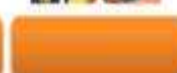


My daily routine

Hello there!!

Can you match the pictures with some of my daily activities?

In the morning:



I **brush** my teeth

I **go to** work.

I **have** breakfast.

I **get** dressed.

I **get up** at 7:15

In the afternoon:



I **do** exercise.

I **have** lunch

I **study** and I **do** my homework.

I **listen** to music.

In the evening :



I ____ a shower and then I ____ dinner

Cook

have

At night:



I have dinner.

I go to bed.

I watch series.

<https://www.liveworksheets.com/no1093340zn>



IT'S TIME TO READ!



She is Anna.

On Monday, she reads books.

On Tuesday, she writes stories.

On Wednesday, she studies English.

On Thursday, she plays with the ball.

On Friday, she goes to the park.

On Saturday, she eats pizza.

On Sunday, she sleeps all day.

1. Drag and drop to complete the table about Anna's routine.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

2. Choose the correct option.

When does she play with the ball?

When does she go to the park?

When does she study?

When does she eat pizza?

When does she write?

3. True or false?

She sleeps all day on Thursday.

She goes to the park on Friday.

She studies English on Wednesday.

She reads books on Saturday.

She is Anna.

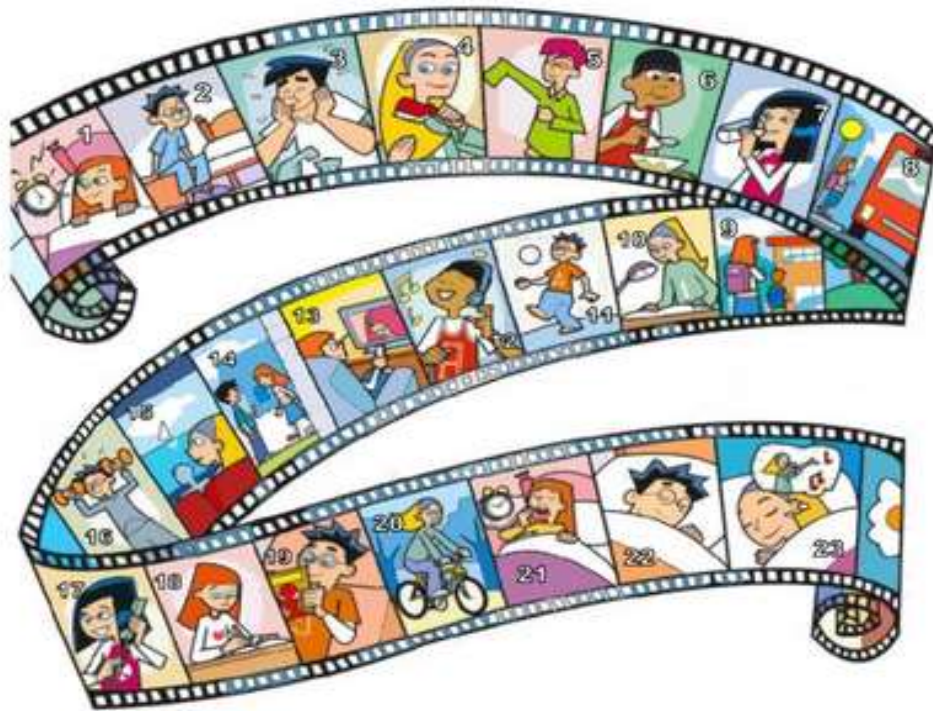
She is a boy.

She eats bananas on Sunday.

She goes to the shop on Friday.

<https://www.liveworksheets.com/xn475228py>





Look at the pictures of everyday activities. Write the number of a picture next to the correct expression.

- ☐ talk on the phone
- ☐ go to bed
- ☐ brush the hair
- ☐ drink
- ☐ take the bus
- ☐ dream
- ☐ sleep
- ☐ get up

- ☐ watch TV
- ☐ get washed
- ☐ work out
- ☐ get dressed
- ☐ wake up
- ☐ eat
- ☐ read
- ☐ study

- ☐ go to the cinema
- ☐ listen to music
- ☐ do your homework
- ☐ go out with friends
- ☐ go to school
- ☐ play with the ball
- ☐ ride a bike

<https://www.liveworksheets.com/xi2043479fj>





PREPOSITION OF PLACE

Look and complete the preposition of place

1. The cat is the box.



2. The bird is the boxes.



3. The cat is the box.



4. The bird is the box.



5. The cat is the box.



6. The cat is the box.



BETWEEN

BEHIND

ON

UNDER

IN FRONT OF

IN

<https://www.liveworksheets.com/jv819790o>



j

What are you doing? I'm....ing

1. Choose the correct option.



b. I'm listening to music.

a. I'm singing.

2. Find the actions and complete the sentences.

S	F	P	D	R	A	W
L	E	A	R	N	W	T
Q	X	H	C	G	Q	Z
D	O	S	P	O	R	T
R	W	R	I	T	E	S
S	I	N	G	S	R	F
U	Z	Z	D	U	F	E



I'm _____



She's _____



I'm _____



He's _____



He's _____

<https://www.liveworksheets.com/au83758ze>



HAVE GOT OR HAS GOT



Complete the sentences with **have got** or **has got**.



1. My brother _____ a bike.
2. Charles and Kim _____ four children.
3. We _____ two cats and a dog.
4. Alan _____ Geography on Monday.
5. She _____ a new dress.
6. I _____ a new skateboard.
7. My house _____ a big garden.



Complete the sentences with **haven't got** or **hasn't got**.

1. I _____ a dog.
2. Charlie _____ a TV in his room.
3. You _____ long hair.
4. The Simpsons _____ a car.
5. Your cat _____ got blue eyes.
6. Paul and Sara _____ Maths on Friday.

Have...got...?

Has...got...?

- | | |
|---|------------|
| 1. _____ the baby _____ teeth? | No, _____ |
| 2. _____ your brother _____ a bike? | Yes, _____ |
| 3. _____ We _____ a big house? | No, _____ |
| 4. _____ Samantha _____ brothers or sisters? | Yes, _____ |
| 5. _____ our aunt _____ green eyes? | No, _____ |
| 6. _____ his parents _____ a house at the forest? | Yes, _____ |

<https://www.liveworksheets.com/pi1583672go>



Reading Fluency



They
They are
They are not
They are not broken.



This
This is
This is a
This is a pocket.



She
She is
She is at
She is at the
She is at the table.



Molly's
Molly's dress
Molly's dress is
Molly's dress is red.

<https://whatistheurl.com/free-reading-fluency-worksheets-exercise-18/free-reading-fluency-worksheets-exercise-18-6-of-6>



Pam the Cat

I can see Pam the cat. Pam is funny.
Pam is fat. Pam will sit on the little
mat. I love Pam the cat. Pam had a big
red hat. Do you like Pam the cat? Pam
want to nap. He will hop in the big bed.



1. Who is the main character in this story? _____
2. How would you describe Pam?

3. What does Pam have that is red?

<https://www.liveworksheets.com/ri2624053se>



Read the following passage and
answer the questions:

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



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://www.liveworksheets.com/pi1325519nj>



Reading Fluency

I

I like

I like sweets

I like sweets and

I like sweets and ice-cream.



Appendix (1)

Individual Treatment Plan Model

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

Individual Treatment Plan Model

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

General Difficulty:-----

Sub-Related Difficulties:-----

- ❖ -----
- ❖ -----
- ❖ -----

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

- ❖ -----
-
-

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

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 student to sit near you (the teacher). ❖ Attract the student's attention and interest by following his responses. ❖ Ask the student to sit away from places of noise (air conditioner / door / window) T ❖ Ask the student to sit next to his classmates with the desired behavior
Increasing the level of motivation	<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 student'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 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 student repeat the instructions to himself aloud. Attract the students' attention by using the words "keep your mind", "stay with me", etc. ❖ Use visual aids such as: wall chats , graphics.
time management	<ul style="list-style-type: none"> ❖ Divide the time of the lesson in a specific way and then prove these divisions. ❖ Prepare a list to help students organize their assignments. ❖ use behavior contracts that include completing tasks within a specified time.

Individual Plan Mechanisms Implementation Guide	
Plan Dimensions	Mechanisms
Diagnosis and Evaluation	<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 subject of difficulty. ❖ Apply the Distraction and exclusion narration (intelligence < average + achievement > average).
Behaviour Analysis	<ul style="list-style-type: none"> ❖ Identify the student's favorite positive and negative reinforcements . ❖ Determine the type of motivation that provokes the student to the optimal level of arousal.
Prepare individual plan	<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 student, supported by examples. ❖ Determine the activities and practices that the student must do to acquire these skills. ❖ Determine the basis for evaluating the student's performance of the tasks and skills to be acquired. ❖ Determine the types of reinforcements that are provided to the student in terms of type and timing.
Arousal Motivation	<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 to feel successful and accomplished.

<p>Activate activities</p>	<ul style="list-style-type: none"> ❖ Help the student to understand the causal relationship between the target behavior and its consequences ❖ Use the sequence and formation of the tasks targeted to the students' performance. ❖ Prepare a list to help students organize and carry out their assignments ❖ Provide an immediate corrective feed for the student's performance on these tasks ❖ Use positive and negative reinforcements.
<p>Follow the Reliability of Acquisition</p>	<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 appropriate. ❖ Determine the extent to which actual performance deviates from expected or targeted performance . ❖ Identify the correction mechanisms.

Appendix (2)

Educational Guidelines for Dealing with Students with Special Needs who are able to be integrated

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

The concept of Integrating Special Needs

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

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

Category	Characteristics	Integration Conditions	Supportive Educational Practices
Autism	<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 student be from the category of "autistic traits" and they are individuals who suffer from simple autistic features that are easy to deal with and in many cases recover from and can be enrolled in regular schools despite their differences from their peers, 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 student 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>	❖	abilities, and developing them enhances his self-confidence
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>❖ Lack of ability to imagine or visualize verbal communication.</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>❖ The Modern category, with an IQ from 40 to 52 and are trainable in</p>	<p>❖ Satisfying students's 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 student.</p> <p>❖ Satisfying the student's feeling of acceptance by others, especially parents and teachers, to improve his adaptive</p>

	<ul style="list-style-type: none"> ❖ Lack of ability to solve and generalize problems. ❖ Emotion in embarrassing and impulsive situations. ❖ Lack of motivation and ability to complete tasks 	life skills and can be partially integrated	<p>behavior and modify behavioral disorders.</p> <ul style="list-style-type: none"> ❖ 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. ❖ Low self-concept and low self-confidence. ❖ Decreased ability to persevere in accomplishing the tasks assigned to him and 	<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. ❖ 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"> ❖ Learning with positive reinforcement and making a conditional link between the award and performance on the agreed destination. ❖ Clarity of language and message delivery. It is important for the student to know what is expected of him clearly and without emotion. ❖ Verbal positive reinforcement for appropriate behavior. ❖ Scheduling the tasks, work and duties required and paying attention to the achievement in fragmented stages. ❖ - Do activities that increase attention, focus and perseverance (such as

	<p>the inability to assume responsibility.</p> <ul style="list-style-type: none"> ❖ 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. ❖ Delayed achievement performance despite the high IQ. 		<p>grouping pictures, classifying shapes, repetitive writing, jaw games and concentration) to learn by playing.</p> <ul style="list-style-type: none"> ❖ - Following the contract method, which means making a clear agreement with the student on the basis of his performance of certain behaviors and corresponding to specific rewards? ❖ 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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<p>Hearing Impaired</p>	<ul style="list-style-type: none"> ❖ The student understands speech difficulty far from the source and has difficulties in understanding language and literary topics in cases of simple hearing loss. As for medium hearing loss, the student understands speech from a close distance (3-5 feet), provided that they are facing the speaker. ❖ The student suffers from speech and language defects. ❖ 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 more clear. ❖ 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. ❖ 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.
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			<ul style="list-style-type: none"> ❖ Sitting in a place far from the source of the noise and close to the source of the sound so that the teacher can hear clearly. ❖ They must be provided with individual headphones, especially if the hearing threshold is close to (40) decibels. ❖ Providing academic support through the resource room to be trained by a specialized teacher in lip reading. ❖ Supporting language development by treating speech and language defects. ❖ - Using strategies such as: curriculum dramatization, visual presentations, concept maps, cooperative learning, practical demonstrations, educational games.
Visually Impaired	<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 	<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 	<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.

	<p>know one's destination in relation to the surrounding environment.</p> <ul style="list-style-type: none"> ❖ Less participation in the physical activities available to his ordinary peers. ❖ His academic achievement is very close to the level of the average student if appropriate services and health care are provided to him. ❖ Less ability to make and keep friendships. 	<p>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.</p>	<ul style="list-style-type: none"> ❖ Encouraging the student to use certain tools when necessary, such as: recorders, magnifying lenses, and constantly wearing eyeglasses. ❖ Giving students of this category more time compared to the time allotted to ordinary students; to be able to perform the tasks assigned to them. ❖ Teaching using tactile teaching aids. ❖ - Observing the visual field and its sharpness while presenting images, drawings and videos so that they are enlarged and unnecessary details are reduced. ❖ Sitting in a suitable place to be able to see and follow the teacher. ❖ Incorporating him into classroom activities to support his social aspects and his exposure - to real and live experiences. ❖ - Develop visual ability through the use of magnifiers for textbooks and pens
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			<p>with a large dark black line while writing, and the use of a reading ruler to help him continue reading.</p> <ul style="list-style-type: none"> ❖ 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 the furniture remains fixed in its place without changing. ❖ 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. 	<ul style="list-style-type: none"> ❖ A qualified teacher to handle the class. ❖ Providing appropriate educational and technological means. 	<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.

	<ul style="list-style-type: none"> ❖ 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 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. 	<ul style="list-style-type: none"> ❖ Employing enrichment and complementary activities. ❖ Providing a resource room in the school. 	<ul style="list-style-type: none"> ❖ 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. ❖ - 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.
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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"> ❖ Reducing the scientific material presented to him, as his intelligence is lower than the ordinary. ❖ Increasing reinforcement and moral incentives to encourage him to continue learning and provide support in the resource room. ❖ Use strategies such as: modeling, peer teaching, cooperative learning
Learning Difficulty	<ul style="list-style-type: none"> ❖ Decreased achievement in some subjects related to its difficulty. 	<ul style="list-style-type: none"> ❖ A qualified teacher to handle the class. ❖ Providing appropriate educational and technological means. 	<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 student's auditory attention. The classrooms should be well ventilated and

	<ul style="list-style-type: none"> ❖ Disturbance in attention, perception, remembering and thinking. ❖ Excessive activity in some cases. ❖ His IQ is normal (90) or above. It shows superiority in some subjects and delayed in others. ❖ Impulsivity and rush to answer which makes it wrong. ❖ 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 	<ul style="list-style-type: none"> ❖ Quiet learning environment to reduce distraction. ❖ Providing a resource room in the school. ❖ Provide activities appropriate to the student's special difficulty. 	<p>furnished with sound furniture that comforts the student in his session.</p> <ul style="list-style-type: none"> ❖ - Diversity of the educational situation and its enrichment with activities and educational and technological means that attract attention, because the student with disturbed attention gets bored quickly, especially from unnecessary repetition. ❖ Changing the classroom and using another teacher or the same teacher, but 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
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	<p>behavior. He does not have self-esteem, underestimates the value of his achievements and is generally pessimistic.</p> <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. 		<p>repetition, imagination, and problem solving, multisensory approach.</p>
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<p>Learning Delay</p>	<ul style="list-style-type: none"> ❖ His achievement is low in all subjects. ❖ Lack of motivation for learning and achievement. ❖ He has no IQ problem ❖ The reason for his academic delay is due to environmental problems, neglect and psychological problems. ❖ The academic delay is linked to behavioral problems in the classroom. 	<ul style="list-style-type: none"> ❖ - Academic advisor in the school. ❖ - A psychiatrist to follow up on the condition ❖ - A qualified teacher to handle the class. ❖ - Providing appropriate educational and technological means. ❖ - Providing a resource room in the school. 	<ul style="list-style-type: none"> ❖ He needs a case study and the intervention of a psychologist and academic advisor to identify his psychological, social and environmental problems. ❖ Increasing his motivation to learn through classroom and extracurricular activities. ❖ Modify his unwanted behaviors by constantly monitoring his performance. ❖ Encouragement, psychological support, and reinforcement of positive behaviors to increase the likelihood of recurrence. ❖ Use strategies such as contract learning, educational games, role-playing, demonstrations, and problem solving.
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